



Restrictions to the freedom of expression, association and assembly of LGBTI communities in the Americas

Submission to the Independent Expert on protection against violence and discrimination based on sexual orientation and gender identity

08 February, 2024

Joint submission by:

International Lesbian, Gay, Bisexual, Trans and Intersex Association (ILGA World)¹

With the support of:

COMCAVIS Trans²

Coordinadora de Derechos Humanos del Paraguay (CODEHUPY)³

Global Unions LGBTI Workers Project⁴

Mulabi⁵

Office against Discrimination, Racism and Intolerance (ODRI)⁶

¹ ILGA World (International Lesbian, Gay, Bisexual, Trans and Intersex Association), <https://ilga.org>, established in 1978, is a federation of more than 1,700 organisations from over 160 countries and territories campaigning for lesbian, gay, bisexual, trans and intersex (LGBTI) human rights. ILGA World enjoys the ECOSOC status, consistently engaging with UN human rights bodies, and conducts legal and socio-economic research on the situation of LGBTI persons. ILGA World supports local LGBTI civil society groups engaging with United Nations treaty bodies, special procedures and the Human Rights Council. It also produces research publications on social and legal situation of LGBTI persons. This includes [Annual Treaty Bodies Reports](#), [Treaty Bodies Strategic Litigation Toolkit](#), [Special Procedures Factsheets](#) and [ILGA World Database](#).

² COMCAVIS Trans is an organization that fights for the rights of transgender women and the LGBTI community in El Salvador.

³ CODEHUPY is the national network of civil society organizations for the promotion and defense of human rights in Paraguay. It is made up of 39 networks and organizations. It was founded in 1999 as a non-profit, non-denominational and non-partisan civil association. Its main objective is the defense and promotion of the fundamental rights of the human person, demanding the fulfillment and implementation by the Paraguayan State of the commitments established in international and national legal instruments related to human rights.

⁴ Global Unions LGBTI Workers (lgbtiworkers.org) is a project of the Council of Global Unions (CGU). The CGU represents 200 million workers in thousands of trade unions in all economic sectors and national trade union centres.

⁵ Mulabi is a non-governmental, non-profit, horizontal organization that brings together activists from the Global South of diverse identities (sexual, gender, ethnic, nationality and others). It works on sexualities and rights from a critical and celebratory point of view, promoting empowerment and autonomy especially for the most excluded people. Mulabi disseminates Latin American perspectives on these issues, using as its main strategy the common construction of transformative knowledge.

⁶ The Office against Discrimination, Racism and Intolerance (ODRI) is a LGBTI, anti-racist, apolitical NGO established in 2017. Among its principal goals is the introduction of intersectional approaches in human rights mechanisms, and the contribution to environmental, social, and racial justice. Furthermore, ODRI is also responsible for coordinating the strategic participation of human rights activists and networks to empower their significant roles to play in the promotion and the global protection of human rights.

Table of Contents

Introduction.....	3
Methodology.....	3
Restrictions to freedom of expression, association and assembly: evidence from the Americas	3
Restrictions to public discussions of sexual and gender diversity and LGBTI issues	3
Restrictions to the use of inclusive language in schools	7
Recommendations.....	10

Introduction

While there has been significant advancement of the human rights of LGBTI communities in some parts of the Americas, there has also been an alarming pushback threatening the progress made by LGBTI and allied movements. In recent years, legislative and policy changes at the national and sub-national levels have had the effect of infringing upon the freedom of expression, association and assembly of LGBTI persons.

This report explores legislative and policy restrictions to classroom discussions on sexual and gender diversity and LGBTI issues as part of broader efforts to eliminate threats to certain religious or moral values or traditional ideas on gender. It also looks into the prohibition of the use or instruction of inclusive language in schools to counter emerging practices that aim to recognize and affirm sexual and gender diversity in gendered languages like Spanish and Portuguese. In almost all of these efforts, fighting the supposed harms of “gender ideology” on children, the family or the nation is a catalyzing force that unites diverse actors against sexual and gender diversity. Finally, the report tackles restrictions on the freedom of association and assembly of LGBTI individuals, trade unions and civil society organizations.

Methodology

To produce this report, ILGA World first conducted preliminary desk research through the [ILGA World Database](#) to identify existing explicit and non-explicit legal barriers to freedom of expression and association in the Americas. Other secondary sources were then scoped and analyzed to record all attempts to introduce such legal barriers in the last ten years.

Finally, ILGA World reached out to key ILGA member organizations in North America, Latin America and the Caribbean to request for information, especially recent cases, on the actual situation of the exercise of freedom of expression, association and assembly of LGBTI communities in their respective countries.

Restrictions to freedom of expression, association and assembly: evidence from the Americas

Restrictions to public discussions of sexual and gender diversity and LGBTI issues

Across the region, various State and non-State actors have been pushing back against the public discussion and dissemination of LGBTI identities in the media and the education system, purportedly to protect children from the harms of “gender ideology.” In 2019, the Inter-American Commission on Human Rights (IACHR) warned against “disinformation campaigns and initiatives that proliferate stigma and stereotypes

against LGBTI persons, such as the so-called ‘gender ideology.’”⁷ These efforts oppose the “gender approach” mainstreamed in public education systems through comprehensive sexuality education (CSE) or other means, categorizing it as a danger that intends to “homosexualize” children or brainwash them into the so-called “gender ideology.” As a result, teachers and third parties are effectively censored as they may receive penalties for providing education on sexual and gender diversity in public schools. In addition, it creates a chilling effect, discouraging students from discussing these topics within and beyond the classroom, as well as parental organizations or student groups from tackling these issues.

In some countries, State institutions have passed and implemented laws and policies that aim to prohibit free and open discussions of gender and LGBTI issues in the classroom. In **Paraguay**, the Ministry of Education and Sciences issued Resolution No. 29,664 (2017) prohibiting the dissemination and use of educational materials referring to “gender theory and/or ideology” and ordering the review of existing educational materials that do not promote traditional views on gender.⁸ This decision effectively bans public schools from using materials that tackle LGBTI identities or contain non-traditional ideas on gender, family and sexuality. In fact, the Education Minister emphasized that the government respects “traditional values” and “traditional families,” namely those consisting of a “father, mother and children,” and even mentioned that they will burn books that “spread gender ideology.”⁹ Moreover, On July 6, 2023, a group of senators belonging to the government bench presented a bill that proposes the prohibition of the promotion, encouragement or teaching of the so-called “gender ideology” in Paraguay and administrative and criminal sanctions to those who violate the prohibition. Although the applicable penalty is not specified, the norm could be interpreted in the future as a clause that authorizes the use of any type of penalty provided for in the Paraguayan Penal Code to sanction the dissemination of gender mainstreaming and LGBTI content.”¹⁰

In the **United States of America**, several States have adopted laws that ban the discussions of sexual and gender diversity in schools. In **Florida**, the Parental Rights in Education Act (2022), commonly known as the “Don’t Say Gay or Trans Act,” explicitly prohibits classroom instruction on sexual orientation and gender identity (SOGI) in kindergarten through grade 3 “or in a manner that is not age-appropriate or developmentally appropriate for students in accordance with State standards.”¹¹

⁷ Inter-American Commission on Human Rights. (2019). [Advances and Challenges towards the Recognition of the Rights of LGBTI Persons in the Americas](#).

⁸ Paraguay, [Ministry of Education and Sciences Resolution No. 29,664 \(2017\)](#). Information obtained from the [ILGA World Database](#).

⁹ For more information, see: [Paraguay will ‘burn books’ which don’t promote ‘traditional gender ideology.’](#)

¹⁰ The bill already counts with the majority support of the government and its allies in order to be approved. It already has a [favorable opinion](#) from a permanent commission of the Senate, which means that it could be debated and approved in the plenary. Currently, four human rights organizations have expressed their [opinions against the legislative initiative](#). On the other hand, the bill [has obtained the support of evangelical and catholic churches, as well as of anti-rights pressure groups](#). Information provided by Codehupy: Coordinadora de Derechos Humanos del Paraguay.

¹¹ Florida, [Parental Rights in Education Act \(2022\)](#).

Another Florida law passed in the same year, the Stop Wrongs to Our Kids and Employees Act (Stop Woke Act), prohibits the discussion of a number of concepts on “discrimination based on race, color, sex, or national origin” in schools and workplaces and may have the chilling effect on “honest conversations about LGBTQ history.”¹²

For more laws similar to Florida’s “Don’t Say Gay or Trans Act,” see Annex

Other measures create opportunities to prohibit the discussion of sexual and gender diversity in some schools. In **Peru**, Law No. 31498 (2017), which purports to “promote the quality of educational materials and resources,” gives publicly registered parental organizations supervisory and veto powers over the Education Ministry’s learning materials for early childhood, primary and secondary schools. Under Article 4.2.a of the law, parental organizations can be involved in several curricular areas of basic education, including those that may tackle gender, sexuality, equality and non-discrimination, such as Social Personal, Personal Development, Citizenship and Civic Education, and Social Sciences.¹³ While the law does not explicitly censor LGBTI issues in public schools, it empowers conservative parental organizations that have been lobbying the Supreme Court and other State institutions against CSE and age-appropriate teaching of gender and sexuality in schools,¹⁴ including the group to which the lawmaker that authored the law belongs.¹⁵

In other cases, efforts by States to positively integrate LGBTI issues into the curriculum are opposed by certain actors.

- In **Colombia**, the Honorable Constitutional Court issued Sentence T-478 in 2015, instructing the Ministry of National Education to conduct a comprehensive review to determine whether educational materials are respectful of sexual and gender diversity. To comply with this decision, the Ministry sought to issue a booklet providing guidance for teachers on teaching non-discrimination and acceptance of sexual and gender diversity. However, even before its publication, it was attacked by parents, civil society, religious groups and even public officials who made interpretations regarding the booklet “homosexual colonization” to benefit the LGBTI community,¹⁶ and sit-ins were called in “defense of the values and principles of families.”¹⁷ As a result, the publication of the booklet was cancelled, and the Minister of Education at the time was removed from office. In addition, progressive decisions by the Honorable Constitutional Court on the right to education have remained partly

¹² For more information, see: [OPPOSE HB 7/SB 148 So-called “Stop WOKE Act.”](#)

¹³ In fact, according to Article 2, parental organizations can provide input about, for example, whether the materials respect “the religious liberty and moral convictions” of students and parents, or whether the materials promote “practices that can constitute ‘moral crimes,’ which is often used to refer to issues of sexual and reproductive rights. For more information, see: [Peru Is Threatening Human Rights Education.](#)

¹⁴ Peru, [Law No. 31498 \(2017\).](#)

¹⁵ For more information, see: [Miembro de Con mis hijos no te metas presidiría Comisión de Educación del Congreso.](#)

¹⁶ For more information, see: [What battles over “gender ideology” mean for Colombia’s women human rights defenders.](#)

¹⁷ For more information, see: [¿Qué hay detrás de falsas cartillas sobre educación sexual que achacan al Mineducación?](#)

or completely unimplemented by educational institutions, mainly due to the influence of actors fighting the erroneously called “gender ideology” in education.¹⁸

- Similarly, in **El Salvador**, in September 2022, the Teacher Training Institute (INFOD), which managed an educational television show, briefly addressed the topic of sexual orientation with a short explanatory clip. In response, various fundamentalist groups attacked the TV show and called for the dismissal of the director of the institute. The Ministry of Education also issued a statement highlighting the importance of the “protection of life, mental health and family values in television programs broadcast on open television,” which LGBTI activists see as a threat to the freedom of expression of LGBTI people and a way of pathologizing LGBTI identities, repeatedly referring to the effects on mental health when “exposed” to information about LGBTI people.¹⁹
- Meanwhile, in **Honduras**, some educational staff refuse to teach a module on “Taking care of my health and my life,” which includes topics on sexual and gender diversity for students in grades four to six, citing religious and “moral” reasons in their refusal to provide access to this information.²⁰ This reflects broader opposition to the so-called “gender ideology,” which has culminated in protests against the Comprehensive Adolescent Pregnancy Prevention Education Bill.²¹ Even after the proponents assured critics that the bill did not intend to seek to include “sexual orientation or gender ideology” in the curriculum,²² disinformation campaigns emboldened public opposition, which led the president to veto the proposal. Amidst political campaigns exploiting this issue, in January 2024, the Minister of Education still had to assure critics that it is not their policy to promote so-called “gender ideology” and that they “respect the rights of children and the right of parents to choose the education of their children.”²³

In **Canada**, at least three provinces have introduced measures to restrict the use of lived names and pronouns in school. In the province of **New Brunswick**, Policy 713 on sexual orientation and gender policy was amended in June and August 2023 to remove some protections for trans and gender-diverse students, including by prohibiting the use of lived names and pronouns of students under 16 without parental consent.²⁴ In January 2024, the province of **Alberta** announced that they would enact the same

¹⁸ Information anonymously provided by an LGBTI group in Colombia.

¹⁹ Information shared by Comcavis Trans.

²⁰ Information shared by Artemisa Honduras.

²¹ For more information, see: [Hondurans protest sex education law, "gender ideology."](#)

²² For more information, see: [La educación sexual en Honduras: un tema que sacude a grupos «provida.»](#)

²³ For more information, see: [Ministro de Educación garantiza que no se promoverá la ideología de género y pide no politizar el tema.](#)

²⁴ For more information, see: [Policy 713: Respect the Rights of Trans and gender diverse students.](#)

restriction in schools,²⁵ while the province of **Saskatchewan** started implementing it in August 2023.²⁶

As an example of good practices, **Costa Rica** is recognized for having a solid legal framework regarding freedom of expression and for the little interference of the State in journalistic work. To the best of ILGA World's knowledge, there are no laws that specifically target freedom of expression with regard to SOGIESC issues in Costa Rica. Costa Rica has implemented a Manual of Good Practices for non-discrimination, aimed at teaching and administrative staff of national education centres to promote education free from discrimination, including on the grounds of SOGI, and a manual of the National Day Against Homophobia, Lesbophobia, and Transphobia. Currently, the Education Study Program for Comprehensive Affectivity and Sexuality is being taught in classrooms.²⁷

Despite these developments, it is important to highlight that there is still no framework Law on access to public information or freedom of expression. It has been the Constitutional Chamber of the Supreme Court of Justice that has been regulating this issue through its resolutions, which resulted in a significant number of laws that regulate in a dispersed manner the right to access to public information and freedom of expression.²⁸

Restrictions to the use of inclusive language in schools

A worrying development that is particular to Latin American countries is the ban on inclusive language in schools. In recent years, with the objective of making the heavily gendered Spanish and Portuguese languages inclusive for persons of diverse sexual orientations, gender identities and expressions, and sex characteristics, grammatical innovations have been introduced as gender-neutral alternatives to the feminine and masculine forms of Spanish and Portuguese nouns and adjectives.²⁹ However, under the guise of linguistic purism, several laws have been proposed to ban the use or instruction of inclusive language in schools and other public institutions.

In at least three other countries, anti-gender actors³⁰ have successfully limited or banned the use of inclusive language in schools.

- In **Uruguay**, Circular No. 4/2022 of the public education agency declared that “the use of inclusive language must conform to the rules of the Spanish

²⁵ For more information, see: [Proposed youth gender policies are causing a stir in Alberta.](#)

²⁶ Government of Saskatchewan, [Policy - Use of Preferred First Name and Pronouns by Students.](#)

²⁷ For more information, see: Frente por los Derechos Igualitarios & HIVOS. (2019). [Guide: LGBTI People's rights situation in Costa Rica.](#)

²⁸ Information shared by Mulabi.

²⁹ For more information, see: [The Movement to Make the Spanish and Portuguese Languages More Inclusive.](#)

³⁰ These actors represent a global coordinated effort to undermine and restrict the human rights of women and LGBTI+ persons and promote an essentialist, cisheteronormative understanding of gender and sex, based on hegemonic religious fundaments. For more information, see Damjan Denkovski, Nina Bernarding, and Kristina Lunz. (2021). [“Power Over Rights: Understanding and countering the transnational anti-gender movement Volume I”.](#) Centre for Feminist Foreign Policy.

language,” effectively prohibiting the use of ‘e’, ‘x’ and ‘@’ to form gender-neutral words in schools.³¹

- In June 2022, the **City of Buenos Aires, Argentina** prohibited public school teachers from using gender-neutral words in the classroom and in communications with parents as they supposedly violate the grammatical rules of Spanish and hamper the reading comprehension of students.³² The city government is currently facing a lawsuit over the ban for its alleged violation of Argentina’s Gender Identity Law, among other city and national laws.³³
- In **Brazil**, at least three states, Santa Catarina, Rondônia, and Mato Grosso do Sul, have passed laws banning inclusive language in schools,³⁴ but the law in Rondônia has been suspended since 2021.³⁵

For more examples, see Annex

Constraints on the freedom of association and assembly and their impact on LGBTI trade unions and CSOs³⁶

Overall, LGBTI workers are exposed to various forms of discrimination at work and are at greater risk of violence and harassment, including in countries where laws protecting the rights of LGBTI workers exist. They often struggle to access employment, and when they do, they often work in low-paying, insecure jobs. Therefore, their right to associate and exercise this right through collective action is essential for their protection, safety and well-being, as well as to ensure their effective labour force participation. It is also often a prerequisite for the effective application of the law (where it exists).

There is a clear intersection between legal and de facto constraints on the freedoms of association and assembly impacting trade unions and LGBTI civil society organizations. For instance, in the United States, workers in the public sector, particularly in education and health care, face legal sanctions for honouring and respecting the self-determination of LGBTI students and patients.

In **Guatemala**, trade unions still face administrative obstacles for their recognition, the updating of their membership lists, and the homologation of collective bargaining agreements with the Ministry of Labour. A persisting issue in the country is the arbitrary application of criteria for recognition and registration by the administrative authorities.³⁷ In February 2020, Congress passed a bill amending the Law on Non-governmental Organisations (2020), which, under Article 15, allows the government to

³¹ Uruguay, [Administración Nacional de Educación Pública Circular 4/2022](#). Information obtained from the [ILGA World Database](#).

³² Information obtained from the [ILGA World Database](#). For more information, see: [In Argentina, a Battle Over Gender-Inclusive Language](#).

³³ For more information, see: [Buenos Aires sued over ban on gender-neutral language in schools](#).

³⁴ For more information, see: [How trans rights are being ‘weaponised’ by Latin American right-wing populists](#).

³⁵ For more information, see: [STF de Brasil suspende ley que prohíbe lenguaje inclusivo](#).

³⁶ This section is based on the information shared by the Global Unions LGBTI Workers Project.

³⁷ Information obtained from the [ITUC Global Rights Index](#).

close NGOs and pursue criminal charges against their directors for using external donations or funding for the purpose of "altering the public order."³⁸

Furthermore, trade unionists are being murdered as they represent workers and their collective rights. Too often, there is no justice for workers and their families as government and employers act with impunity. In 2023, trade unionists were murdered in eight countries, of which six belong to Latin America: Brazil, **Colombia**, **Ecuador**, **El Salvador**, Eswatini, **Guatemala**, **Peru** and Sierra Leone.³⁹ In **Colombia** and **Mexico**, LGBTI human rights defenders were murdered in 2023.⁴⁰ The targeted violence has a predictable deterrent effect on people exercising their right to freely associate and assembly.

Other restrictions to the freedom of association and assembly of LGBTI persons

In **Peru**, certain laws designate public spaces as "intangible zones," prohibiting demonstrations and public gatherings that may jeopardize safety, health, or cultural heritage.⁴¹ Despite lacking a clear legal basis, police officials, citing these norms, have disrupted symbolic same-sex marriages in venues such as churches and gay bars. The normative or "de facto" declarations of "intangible zones," while not explicitly targeting LGBTQI people, have been used to discriminate against LGBTI individuals. For instance, in 2017, the National Police of Peru used force against LGBTI couples kissing in Lima's main square, preventing entry by LGBTQI groups and forcing them to relocate Pride celebrations and acts of symbolic resistance to avoid harassment by police and municipal authorities.⁴²

In 2023, in **Valencia, Venezuela**, the police conducted a raid on a sauna, detaining 33 gay men. They compelled employers to serve as witnesses for alleged crimes, such as "outrage to decency," "illicit association," and "noise pollution." Disturbingly, the police leaked footage of the detainees to the press, including images of their identity cards, mobile phones, and condoms. Some detainees were coerced into unlocking their mobile phones and sharing private information without a judicial warrant.⁴³

Recommendations

- Publicly condemn restrictions to classroom instruction on sexual and gender diversity and bans of inclusive language in schools as violations of the right to freedom of opinion and expression and demonstrate based on international law

³⁸ Information obtained from the [ILGA World Database](#).

³⁹ Information obtained from the [ITUC Global Rights Index](#).

⁴⁰ For more information, see: [IACHR Notes Persistently Alarming Violence Against Rights Defenders Over the Period May–August 2023](#).

⁴¹ For an example, see: Municipal Ordinance N° 601/MM, February 17 2023, available at: <https://busquedas.elperuano.pe/normaslegales/ratifican-la-ordenanza-n-256-mm-que-declara-como-zona-rest-ordenanza-n-601mm-2153457-1/>, <https://www.miraflores.gob.pe/concejo-municipal-oficializa-acuerdo-que-declara-zona-restringida-a-miraflores/>, Constitutional Judgment Exp. No 4677-2004/TC, December 7 2005, referred to the Major Decree No 060-2003 and the Municipal Ordinance 062-MML.

⁴² Information provided by ODRI - Office against discrimination, racism and intolerance.

⁴³ Information provided by ODRI - Office against discrimination, racism and intolerance

how these measures do not pursue a legitimate aim and cannot, therefore, justify restrictions to the right to freedom of opinion and expression.

- Encourage States to repeal laws and policies at the national and sub-national levels that prohibit classroom instruction on sexual and gender diversity, LGBTI issues, gender inequality, and sexual and reproductive health.
- Encourage States to adopt a human rights-based approach to comprehensive sexuality education, including by developing and implementing LGBTI-inclusive curricula that provide age-appropriate instruction on sexual and gender diversity.
- Devote a thematic report on the right to education and investigate the impact of restrictions to classroom instruction on sexual and gender diversity and bans of inclusive language in schools on teachers and students.
- Work with national language academies, linguistic associations, linguists, educators and school administrators to promote the use of inclusive language as an important measure to advance equality and inclusion.
- Urge States to take appropriate measures regarding hate speech against LGBTI persons. Encourage the media to combat discrimination, stereotypes, prejudices and biases against LGBTI persons, including by emphasizing their dangers, adhering to the highest professional and ethical standards, and adopting voluntary professional codes of conduct.
- We invite the Independent Expert to consider specific and intersectional challenges that LGBTI civil society organizations, unions, and individual activists face when registering associations and getting official recognition in the region.
- We call on member states to end the escalating crackdown on LGBTI CSOs' ability to access foreign funding and guarantee the right to freedom of association in line with articles 20 of the Universal Declaration of Human Rights and 22 of the International Covenant on Civil and Political Rights.

Annex

Restrictions to public discussions of sexual and gender diversity and LGBTI issues

Laws similar to Florida's "Don't Say Gay or Trans Act" have also been passed in other jurisdictions in the United States of America:

- In **Arkansas**, Act 237 (2023) prohibits classroom instruction on sexually explicit materials, sexual reproduction, sexual intercourse, gender identity, and sexual orientation before grade 5.
- In **Alabama**, a last-minute amendment was added to House Bill 322 (2022), a law banning transgender and gender-diverse students from using restrooms or changing areas that match their gender identity, in order to ban classroom instruction on SOGI.
- In **Indiana**, House Act 1608 (2023) prohibits instruction on "human sexuality" from prekindergarten through grade 3.
- In **Iowa**, in March 2023, Senate File 496, among other things, bans classroom instruction on SOGI and library books on LGBTI issues. Before a federal judge temporarily blocked these provisions in December 2023, the law had already resulted in the removal of hundreds of books from libraries.
- In **Kentucky**, Acts Chapter 132 (2023) prohibits classroom instruction on "human sexuality or sexually transmitted diseases" in and below grade 5 and ensures that children in public schools "do not receive any instruction or presentation that has a goal or purpose of students studying or exploring gender identity, gender expression, or sexual orientation."
- In **North Carolina**, Senate Bill 49 (2023) prohibits classroom instruction on gender identity, sexual activity, or sexuality until grade 4.

At the federal level, there is no blanket prohibition of classroom instruction on SOGI, gender and sexual diversity. However, if passed into law, the Stop the Sexualization of Children Bill introduced in 2022 would stop federal funding for "sexually oriented programs," defined to include "any topic involving gender identity, gender dysphoria, transgenderism, sexual orientation, or related subjects," involving children under ten years of age. This will effectively force school districts, libraries, museums, private organizations and other institutions that receive federal funding to halt LGBTI-affirming activities that are addressed towards or include children.⁴⁴

There have also been attempts to introduce similar measures in other countries.

⁴⁴ United States of America, [Stop the Sexualization of Children \(2022\)](#).

- In **Brazil**, federal, state and municipal legislators have proposed over 200 bills to ban “indoctrination” or “gender ideology” in public schools since 2014.⁴⁵
- In **Colombia**, Bill 3427 was presented in 2021, seeking to establish the right of parents to oppose the teaching of sexual and gender diversity or sexual and reproductive health to their children.
- In **Guatemala**, Bill 5940, which already passed the committee level, narrows the proposed ban to the dissemination of information on transgender identities in schools and requires media platforms to label any content with transgender characters or themes as “not recommended” for minors.⁴⁶

Restrictions to the use of inclusive language in schools

The ban on inclusive language has also been proposed in other jurisdictions:

- In the **Province of Buenos Aires, Argentina**, the neighbor of the autonomous City of Buenos Aires, two legislators introduced a bill similar to that of their neighbor in 2022.⁴⁷
- In **Brazil**, as of August 2022, around 34 bills have been filed in Brazil’s states and the federal Congress.⁴⁸
- In **Chile**, a bill was filed in October 2022 to include the “correct use of language” and the prohibition of inclusive language within the duties of education professionals.⁴⁹
- In the state of **Nuevo León, Mexico**, in November 2022, a bill was filed to reform the Nuevo León Education Law to prohibit inclusive language.⁵⁰
- In **Uruguay**, the Grammatical and Phonetic Alterations in Educational Institutes and Public Entities Bill was introduced in 2022, seeking to extend the ban on inclusive language in schools to all public institutions.⁵¹

⁴⁵ For more information, see: Human Rights Watch. (2022). [“I Became Scared, This Was Their Goal” Efforts to Ban Gender and Sexuality Education in Brazil.](#)

⁴⁶ For more information, see: [Guatemala: Anti-Trans Bill Threatens Rights.](#)

⁴⁷ For more information, see: [JxC y Avanza Libertad buscan ahora prohibir el lenguaje inclusivo en las escuelas bonaerenses.](#)

⁴⁸ For more information, see: [How trans rights are being ‘weaponised’ by Latin American right-wing populists.](#)

⁴⁹ For more information, see: [Diputados presentan proyecto para prohibir el uso del lenguaje inclusivo en colegios.](#)

⁵⁰ For more information, see: [Propone diputado prohibir lenguaje inclusivo.](#)

⁵¹ Uruguay, Bill on grammatical and phonetic alterations (2022). Information obtained from the ILGA World Database.