

Presentation

Hello everyone,

I speak on behalf of the Youth Working Group of CLADE, the Latin American Campaign for the Right to Education.

Although we are not a cultural organization in its formal sense, we understand that culture is a fundamental part of any meaningful educational process. In Latin America and the Caribbean, young people not only learn in school: they learn in singing, in the street, in the outline of a story told by their grandmother, in a poem written at dawn, in an improvised dance in the face of pain.

As part of the Youth Working Group, we have promoted processes where art is not a complement, but a legitimate way of building thought, political action and collective desire. In recent years, especially in the framework of the Global Action Week for Education, we have experienced profound experiences where the written word, images, stories and gestures have become a vehicle to say what often does not find space in other languages.

Central issues, such as transformative education and education in emergencies, do not fit in a report. There are pains, questions, dreams, that only art can process.

And those expressions, sometimes brief, sometimes silent, remind us that education is also affection, it is also territory, it is also memory.

When young people write together, when they build collective stories or create images to talk about their rights, they are not just learning. They're leaving a mark. They are narrating their lives, making their story visible, affirming that they exist and that they are meaningful.

We firmly believe that art must be part of education because, without it, we lose part of our language. Without it, we lose sensitivity. We lose the possibility of seeing the world with different eyes.

In our region we cannot think of history without the arts. We can't talk about resistance without remembering the songs, the murals, the carnivals that have accompanied these struggles. The arts have been footprint, denunciation, refuge, fire and seed.

That is why, as CLADE, we continue to believe on educational practices that recognize art as a living memory, as a language of the territory, as a tool to imagine possible futures.

From CLADE's Youth Working Group, we do not talk about culture as something external to education. We are talking about an education that is, in itself, a cultural act: because it is situated, because it interprets, because it transforms.

In our experiences, art has not been a strategy: it has been a necessity. A way to open what was closed. Of approaching what seemed far away. To say without fear, with beauty and with anger, with hope and with the body.

Because where there is art, there is community. Where there is living culture, there is living education.

We continue to dream of an education that embraces the diverse, that listens to the symbolic, that walks with poetry and that is built with all voices. Thank you for this space