



Campaña
Latinoamericana
por el Derecho
a la Educación

**Diagnosis of the situation of the right to education in
pandemic times, from CLADE's voices
(March - October 2020)**

**Diagnóstico de la situación del derecho a la educación
en tiempo de pandemia, desde las voces de la CLADE
(marzo – octubre 2020)**

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Content - Contenido

1. Methodological framework

Marco metodológico

2. Main results - Principales resultados

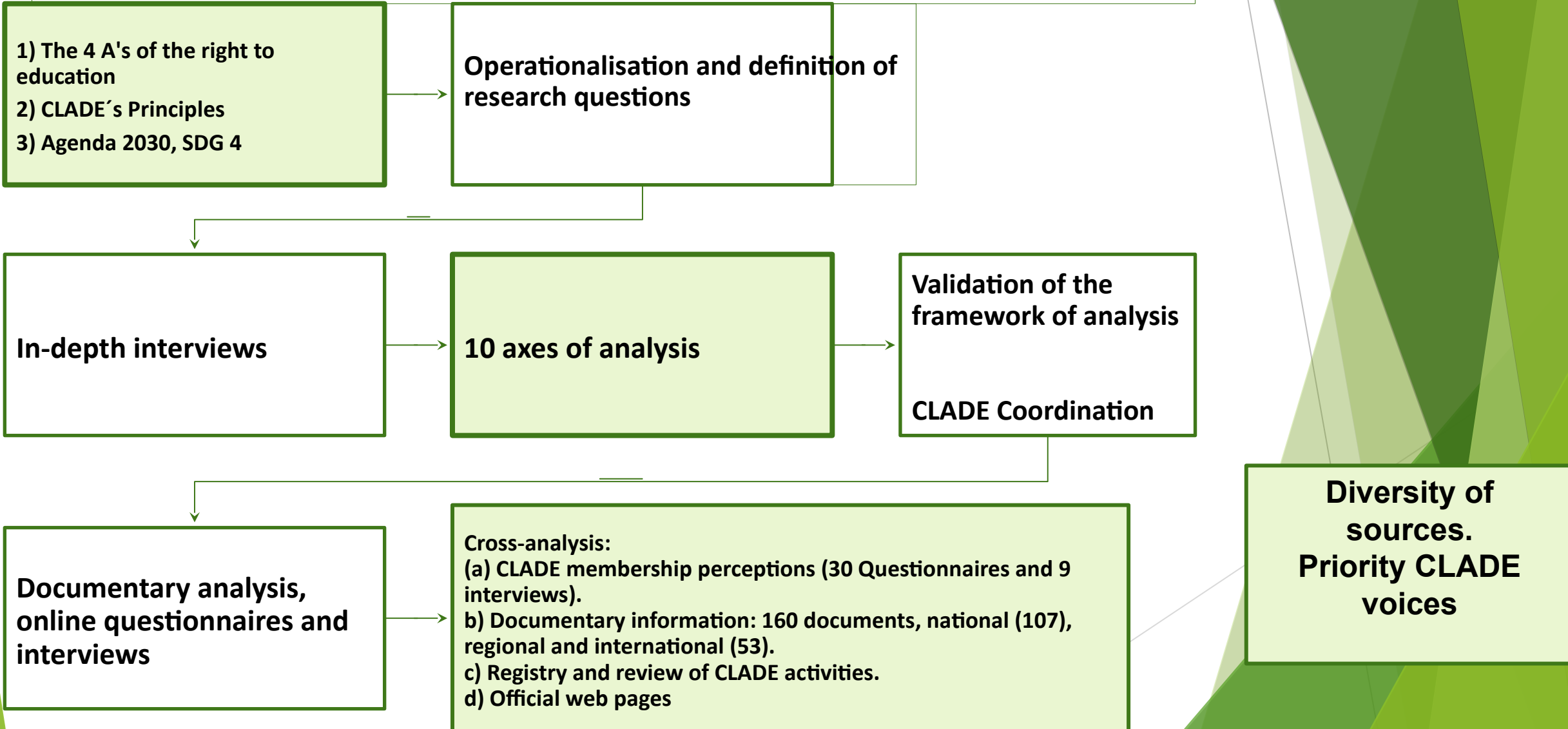
➤ Findings - Hallazgos

➤ Urgent and strategic responses Respuestas urgentes y estratégicas

➤ Major challenges and decisions Grandes desafíos y decisiones

Conceptual and methodological framework

Marco conceptual y metodológico



Analysis framework: 10 axes, themes and actors

1. Gaps and vulnerable groups.
2. Country responses from the governments.
3. Responses from other actors.
4. Funding for crisis response.
5. Curriculum decisions.

6. Role, place and status of teachers.
7. Role and place of large technology corporations.
8. Risk factors/barriers to access to the right to education.
9. Challenges for countries.
10. Strategic issues for the right to education agenda.

The crisis comes from the past. Covid 19, puts a spotlight on it, deepens and widens it.

GDP and employment

- The GDP growth rate was already declining, from 6.0% to 0.2% (2010-2019).
- After 2020, it will fall by 9.1%.
- Unemployment will rise from 8.1% (2019) to 13.5%. From 26 million unemployed, in 2019, to more than 44 million.
- 54% informal employment. Peru close to 70%. (ECLAC, 2020).

Poverty and extreme poverty

- In 2019 poverty affected 185.5 million (30%). This figure will rise to 231 million (37.3%). 45.4 million more.
- In 2019 extreme poverty affected 67.7 million people. This figure will rise to 96.2 million. 15.5% of the total population. (ECLAC, 2020).

Educational situation

- Retention, overage, completion and apprenticeships: major problems in education systems
- 224 million students and 7 million teachers have not been able to return to the classroom (UNESCO).
- Students not only lose educational opportunities. They lose access to: food, health, recreation, socio-emotional support. (85 million children were receiving school meals).

Internet access

- 6 out of 10 urban households (67%) and only 2 out of 10 rural households (23%) are connected to the Internet.
- In countries such as Bolivia, El Salvador, Paraguay and Peru, barely 1 in 10 rural households has an internet connection.
- In better-off countries such as Chile, Costa Rica and Uruguay, less than 50% of rural households are connected.

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the right side of the slide, with some extending towards the center. The overall aesthetic is clean and modern.

Some findings
Algunos hallazgos

1. Pobreza estructural en la base de un conjunto de desigualdades y brechas pre-existentes

- estudiantes ámbitos rurales y urbano periféricos.
- indígenas (60 millones, 10%) y afrodescendientes (130 millones, 21%).
- niñas y mujeres.
- primera infancia y jóvenes y adultos .
- grupos invisibilizados: población con discapacidad, migrante, LGTBI, NINI, trabajadores informales.

2. La pobreza no actúa sola: múltiples y sucesivas capas de exclusión

- Género, etnia, orientación sexual, lugar de vivienda, migración, etc.
- Exclusión interseccional.

3. Abandono histórico de la escuela pública, en especial, rural y urbano periféricas.

- Brecha tecnológica y brecha de servicios básicos.
- Condiciones de infraestructura y sanitarias precarias dificultan perspectivas de retorno seguro.

4. Cierre de escuelas y tránsito a la modalidad a distancia: limitaciones, riesgos y pérdidas que profundizan brechas

- Dificultades en el acceso (brecha digital).
- Abandono escolar.
- Priorización de contenidos curriculares, tendencias de homogenización y educación “bancaria” (P. Freire).
- Pérdida de sentido (adolescentes y jóvenes).
- Impacto en alimentación, salud, apoyo socioemocional, recreación, socialización.

5. Docentes factor esencial: compromiso en situación de vulnerabilidad y precarización creciente.

- Débil preparación para enseñanza a distancia.
- Extensión de la jornada, intensificación del trabajo, afectación física y emocional, impacto económico.
- Falta de autonomía y reconocimiento.
- Compromiso con estudiantes y familias.

6. Financiamiento amenazado

- Reorientación, recortes.
- Alertas sobre mecanismos de cálculo frente a otras demandas (priorización de otras áreas).
- Riesgos de disminución de los recursos.

7. Grandes corporaciones: nuevos actores de la política pública en educación

- Poder económico y político (negocio e incidencia en las decisiones de políticas educativas).
- Ausencia de regulaciones tributarias. Evasión de impuestos.
- Acceso a inmensas bases de datos sin regulaciones.
- Riesgo de profundización y nuevas formas de privatización en el escenario.

8. Respuestas solidarias

- Comunidades
- Organizaciones
- Fundaciones
- Familias
- Otros.

Responses for guaranteeing the right: urgency with a strategic outlook

1. Respuestas inmediatas a la situación crítica generada por la pandemia: escuelas, equipos docentes y comunidades educativas

2. Respuesta sistémica e intersectorial para una educación con enfoque de derechos humanos.

3. Recuperación de las condiciones de vida: atención a las poblaciones en situación de vulnerabilidad.

4. Retorno a la presencialidad.

Response to the critical situation generated by the pandemic in the school world

- ▶ Catch-up for students excluded from the education system.
- ▶ Strategies to support students, families and teachers: welfare and protection conditions.
- ▶ Connectivity as a central condition for the exercise of the right to education.
- ▶ Intersectoral alliances to address critical problems such as teenage pregnancy and violence against women.
- ▶ Return to face-to-face education based on agreed criteria and conditions, with state responsibility and the participation of educational communities.

Systemic response for a human rights-based approach to education

- ▶ Repositioning of free public education.
- ▶ Resignification of common meanings about the purpose of education, such as the human right to lifelong education.
- ▶ Funding: recovery and sustained increase.
- ▶ Multisectoral policies for the inclusion, permanence and completion of students' trajectories.
- ▶ Comprehensive policies for the recognition and development of education professionals and workers.
- ▶ Political and financial support for higher education and the development of research, science and technology.
- ▶ Social dialogue and institutionalization of broadly representative spaces for decision-making.
- ▶ Production of knowledge to monitor the fulfillment of the right to education.

Response to restoring living standards, tax justice and data protection

- ▶ Intersectoral policies for the economic recovery of the population living in poverty and their exercise of their rights.
- ▶ Explicit state commitment to a gender focus and eradication of all forms of violence.
- ▶ Tax justice that guarantees collection of taxes from technology transnationals, which contributes to covering the demands of a good education for all.
- ▶ Regulatory standards and surveillance for the security and privacy of the data of the entire population.

Response to the return to face-to-face

- ▶ Education is a human and social process that is built on relationality and daily interaction.
- ▶ The return to face-to-face education is not under discussion. The issue is what are the conditions for the return and how do states guarantee their fulfillment.
- ▶ Health conditions yes, but not only. Social conditions, infrastructure, pedagogical, curricular, connectivity, access, food, monitoring of health and socio-emotional situation, etc.
- ▶ Decisions agreed and planned with directors, teachers, families and actors in the territory.
- ▶ Monitoring of the conditions of permanence and learning of students, and the health and well-being of the educational community.

Urgent and strategic decisions (1)

- ▶ Reintegration and prevention of exclusion from the system.
- ▶ Full access to distance education services and closing learning gaps.
- ▶ Return under pedagogical, social and biosecurity conditions.
- ▶ Integration of the agendas of other rights with the agenda of the human right to education.
- ▶ Integrated care for the educational community (physical and socio-emotional health).
- ▶ Priority for the implementation of a focus on gender equality and the eradication of violence against women in the education system.
- ▶ Policies and strategies for the visibility of and attention to all vulnerable populations.

Urgent and strategic decisions (2)

- ▶ Changes in the meaning of the curriculum (learning priorities, methodological strategies, assessment, etc.).
- ▶ Sustained and sufficient financing for the fulfillment of the human right to education: disaggregated information and calculation mechanisms.
- ▶ Teachers: policy subjects and essential factor for the fulfillment of the human right to education. Comprehensive, cross-sectoral, long-term policies: renewed training, adequate working conditions, welfare.
- ▶ Rights to connectivity and data privacy.
- ▶ Tax justice associated with education financing

Precarious normality vs. a commitment to transformation

- ▶ Possibility of making paradigm shifts on the social meaning of education and the meaning of the human right to education, among others.
- ▶ These times of crisis demand more than ever the strengthening of States as guarantors of human rights, which only become effective when they are guaranteed jointly (CLADE, 2020).
- ▶ The knowledge raised from a rights-based approach contributes to amplifying the voices of social movements, the voices of citizens, and contributes to articulated social action for inclusion, equality and social justice.