



QUADRENNIAL REPORT

CLADE 2015-2018



Campaña
Latinoamericana
por el Derecho
a la Educación

Accomplishment: Latin American Campaign for the Right to Education

Texts: María Mercedes Salgado, Fabíola Munhoz, Giovanna Modé and Laura Gianneccchini

Editorial coordination: Camilla Croso and Giovanna Modé

Editing: Fabíola Munhoz

Image editing and collaboration: Samuel Grillo

Graphic Design: Adesign

Cover illustration: Catarina Bessell

Translation to English: Eugenia Gutiérrez Ortiz Mena

CLADE Steering Committee

Action Aid

Latin American Association of Education and Popular Communication (ALER)

Action Aid

Argentine Campaign for the Right to Education

Bolivian Campaign for the Right to Education

Brazil's National Campaign for the Right to Education

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Forum for the Right to Public Education in Chile

Education for All Regrouping (REPT) Haiti

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CLADE Office

Av. Professor Alfonso Bovero, 430 cj. 10

Perdizes - São Paulo - SP - CEP 01254-000 - Brasil

Phone: (55-11) 3853-7900

E-mail: clade@redclade.org

www.redclade.org

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photo: KOKOMO COLE



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LIST OF ACRONYMS AND ABBREVIATIONS

ACEA:	Arab Campaign for Education for All
ACED:	Citizens Agenda for Education, Costa Rica
AECID:	Spanish Agency for International Development Cooperation
ALER:	Latin American Association of Popular Education and Communication
LAC:	Latin America and the Caribbean
GPE:	Global Partnership for Education
ANCED:	National Association of Defense Centers for Children and Adolescents (Brazil)
ANCEFA:	Africa Network Campaign on Education For All
ASPBAE:	Asia South Pacific Association for Basic and Adult Education
CADE:	Argentine Campaign for the Right to Education
CARICOM:	Caribbean Community
CBDE:	Bolivian Campaign for the Right to Education
CCDE:	Colombian Coalition for the Right to Education
CECC/SICA:	Central American Educational and Cultural Coordination of Central American Integration System
CRC:	UN Committee on the Rights of the Child
CEDAW:	UN Committee on the Elimination of Discrimination against Women
IACHR:	Inter-American Commission on Human Rights
CNDE:	Brazil's National Campaign for the Right to Education
CPDE:	Peruvian Campaign for the Right to Education
CEAAL:	Council of Popular Education of Latin America and the Caribbean
ECLAC:	Economic Commission for Latin America and the Caribbean
CONFITEA:	International Conferences on Adult Education
CLADE:	Latin American Campaign for the Right to Education
CLADEM:	Latin American and Caribbean Committee for the Defense of Women's Rights
CCNGO:	Collective Consultation of NGOs on Education 2030
CEJIL:	Center for Justice and International Law
GCE:	Global Campaign for Education
CSE:	Social Contract for Education, Ecuador
RTE:	Human Right to Education
DVV:	German Association for International Adult Education
EASG:	Education and Academia Stakeholder Group
Y&AE:	Youth and Adult Education
EFA:	Education for All
UPR:	UN Universal Periodic Review
ESF:	Red Espacio sin Fronteras (Space without Borders)
FEDH-IPN:	Forum on Education and Human Development of the Initiative for Nicaragua
FESE:	Federation of Secondary Students of Ecuador

FDH:	Dakar Honduras Forum
FLACSO:	Latin American Faculty of Social Sciences
WEF:	World Education Forum
HLPF:	High Level Political Forum
FRESCE:	Regional Civil Society Fund for Education
FSE:	Socioeducational Forum of the Dominican Republic
GEFI:	Global Education First Initiative
GESEC:	Study Group on Education in Prisons
LEG:	Local Education Group
ICAE:	International Council for Adult Education
EI:	Education International
IEAL:	Education International for Latin America
UNESCO IIEP:	Buenos Aires: International Institute for Educational Planning Latin America Office
ILGALAC:	International Lesbian, Gay, Bisexual, Trans and Intersex Association for Latin America and the Caribbean
Latindadd:	Latin American Network on Debt, Development and Rights
LGBTQ:	Lesbian, gay, bisexual, transgender and intersex people
GDP:	Gross Domestic Product
UNDP:	United Nations Development Programme
SDG:	Sustainable Development Goals
SDG 4:	Sustainable Development Goal number 4, referring to education
OAS:	Organization of American States
OIE:	Organization of Ibero-American States
OMEF:	World Organization for Early Childhood Education and Care
NGO:	Non-Governmental Organization
UN:	United Nations Organization
OREI:	Regional Observatory of Inclusive Education
REPEM:	Popular Education Network among Women
REPT:	Haiti's Education for All Regrouping
RESALDE:	Salvadoran Network for the Right to Education
GAWE:	Global Action Week for Education
SAIH:	Norwegian Students' and Academics' International Assistance Fund
UIS UNESCO:	UNESCO Institute for Statistics
UNASUR:	Union of South American Nations
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNESCO OREALC:	UNESCO Regional Bureau for Education in Latin America and the Caribbean
UNICEF:	United Nations Children's Fund



1.

CONTEXTUAL FEATURES

Recently, CLADE has prepared and expressed in many press releases and documents its point-of-view on the situation in LAC with respect to the struggle for the affirmation of human rights, specifically education as a basic human right, and about the democracies in the region, combining in its analysis the defense of free public education for all with the struggle for the right to citizen participation, the non-criminalization of social protest and social and environmental justice. Thus, efforts to defend the human right to education are carried out together with the struggle for a new development model centered on the promotion of human dignity and human rights.

A first characteristic of the four-year period 2015-2018 is that there has been a notable weakening of democracies, human rights and public systems in general in LAC, including those of education. On the one hand, budget cuts in some countries indicate a decrease in the amount available for public education, while at the same time there is a devaluation of the teaching profession and a growing trend towards different forms of privatization of education and promotion of profit in the field of education. This logic is combined with the increase in the participation of business groups in decision-making processes on educational policies, defending private interests and a reductionist perspective of education, increasingly adapted to market dynamics.

A second characteristic of the context is the negative response of many States to the claims made by students and teachers and their demands for greater participation in public debate and decision-making process with respect to the education policies. Dialogue has been progressively closing between the State and the educational community in different countries and, more than that, a growing criminalization of those subjects in contexts of social protests. There are plenty of examples in the period covered by this report of situations of criminalization, police repression, political persecution, use of lethal weapons, raids, arbitrary detentions, judicialization, among others.

CLADE has been deepening its view on the phenomenon of social protest in the educational field, focusing on those situations of criminalization of the various actors of the educational community (students, teachers, members of unions, individuals and organizations defending the right to education), as well as on the restriction of their rights to participation, to demonstrate, to freedom of expression, assembly and association.

Thirdly, there are serious setbacks in terms of gender equality in and from the educational sphere, considering the rights of girls, women and LGBTQ people. Conservative political and religious groups in different countries are promoting setbacks in and policy frameworks, claiming the existence of a “gender ideology” and carrying out mobilizations and strategies against gender equality, sexual diversity and the right to gender identity, while rejecting gender-sensitive education, secular education and comprehensive sex education.

Another characteristic, whose understanding is essential for the action of the movement that defends the human right to education, is the dispute over what education is wanted. The view of education as a fundamental human right that promotes other rights is opposed to a view that reduces the meaning of education to the specific demands of the market, skills for employability, and learning that can be measured by standardized assessments. In the region, projects that reduce teachers' academic freedom, or proposals such as Brazil's "School Without a Party" (*Escola sem Partido*), which aims to eliminate all types of critical thinking and even Paulo Freire's influence on education systems, join the international trends of educational standardization, which requires total attention on the part of educators.

It is also important to highlight the persistence in LAC of 36 million young people and adults aged 15 and over considered illiterate (UIS UNESCO, 2012 data). The regional average has changed little in recent years, showing that progress is insufficient. Gender inequality remains in the field of Y&AE, as the majority of those excluded from school are girls and the majority of adults with low literacy are women. CLADE notes with concern

photo: FERNANDO MARTINHO



that, despite having promoted the incorporation of Y&AE into the process of adopting the 2030 Sustainable Development Agenda and the Education 2030 Framework for Action, its priority in national policies and plans has been low, particularly with regard to adults and the elderly.

However, in parallel to the setbacks experienced in this period, the adoption in 2015 of the SDG represents a new commitment and opportunity for social transformation, especially for education. Within the framework of the 70th session of the United Nations General Assembly, Heads of State from around the world, government leaders, representatives of United Nations agencies and civil society, among other actors, held the United Nations Summit on Sustainable Development. It formally adopted the document “Transforming our World: The 2030 Agenda for Sustainable Development”, which sets out 17 SDG and 169 goals, covering economic, social and environmental development, the quest for peace, access to justice and equity, as well as a commitment to human rights and gender equality. In Goal 4, States committed themselves to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. Also in 2015, at another historic moment for the defense of the right to education, the “Education 2030 Framework for Action” was adopted in Paris at UNESCO headquarters. In this document, the principles are developed and strategies are established for the implementation of the aforementioned Goal 4 of the new Sustainable Development Agenda. Thus, alongside the Incheon Declaration, the Framework for Action is part of the 2030 Education Agenda and constitutes the strategic document that guides the action of States for 15 years.

After a long and insistent process of advocacy, together with other organizations and social movements, CLADE succeeded in getting SDG 4 approved, focusing on education as a fundamental human right and promoter of all SDG. However, we still need to reflect deeply on the meanings and challenges of education that we need for sustainable development, as well as on the challenges for its realization in practice.

photo: JESPER ANDERSEN (GPE)



2.

AFFIRMATION OF EDUCATION AS HUMAN RIGHT

The diagnosis shared by the network makes it clear that one of the main challenges in the fight for the human right to education in LAC is to value public education not only in the eyes of state agents, but also in the eyes of citizens themselves. Public education is often undervalued compared to private education, and it is an urgent task to disseminate information that shows that the realization of RTE depends on strengthened public systems.

Within this axis, the 2015-2018 strategic plan specified objectives to be achieved. The first of these was to contribute to the strengthening of public education systems and one of the expected results was to promote progress in the regional implementation of the 2030 Education Agenda. In that point, progress was observed within the period contemplated in this report, as described below.

A. The 2030 Agenda

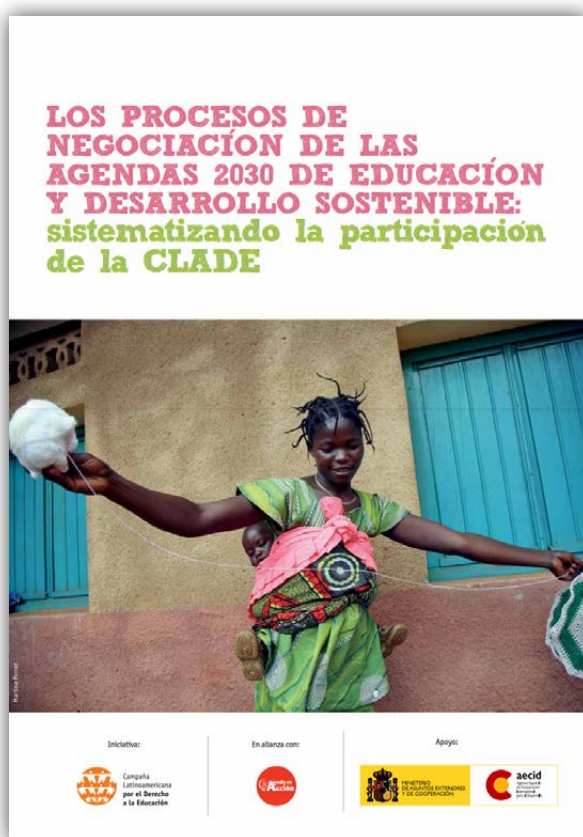
As mentioned above, SDG 4 and the Education 2030 Framework for Action constitute a strategic reference that guides the action of States in the field of education in the period 2015-2030. Considering the transcendence and importance for the field of education of these new international commitments, CLADE and its entire network, in alliance with GCE, EI and other sister organizations and networks, became strongly involved in this process. They were more than three years of intense and continuous mobilizations, reflected in the participation in consultations, organization of events, production of countless documents, dissemination of positions and studies, consolidation of alliances and opening of dialogue at all levels, including in decision-making spaces.

In this process, CLADE contributed so that the spirit, the meaning and the content of the new international commitments would focus on the perspective of education as a fundamental human right, promoter of the other rights and of all SDG. The efforts made faced an international tendency to reduce the meaning of education to specific market demands, such as the development of skills that favor employability, measurable learning, and standardized assessments.

In taking stock of the results achieved by the educational community in these negotiation processes, we must recognize a series of conquests. Among the main achievements is the reaffirmation of education as a fundamental human right and the adoption of the lifelong learning approach. Added to this is the fact that the signatory States committed themselves to providing free public education for at least twelve years of primary and secondary education and one year of pre-primary education. Another major

achievement was that the new educational agenda established goals for educational funding. In Incheon, and then in Paris, states have pledged to increase public spending on education and to allocate at least between 4% and 6% of GDP, or at least between 15% and 20% of total public spending, efficiently to this sector.

The mobilizations around the Agendas resulted in a strengthening of the CLADE network as a political actor that advocates for RTE, gaining recognition and legitimacy by broadening its active participation in key spaces for discussion, implementation and monitoring of SDG 4, at the national, regional and international levels.



CLADE prepared the document “The negotiation processes of the education and 2030 Education and Sustainable Development Agendas: systematizing CLADE’s participation”¹, which contains the most important materials produced during the discussion and elaboration of the two agendas, the political advocacy strategies used, as well as the obstacles encountered. Broadly speaking, we highlight the most significant actions along this trajectory.

After several meetings with national governments, the CLADE network delegations participated in the key moments of approval of the Agendas at the international level: the Incheon World Forum (May 2015), the United Nations General Assembly (September 2015) and the UNESCO General Assembly (November 2015). The following participated in the first event: three members

of the executive coordination of CLADE; delegations from member forums of the Campaign in Argentina, Bolivia, Brazil, Chile, Costa Rica, Ecuador, Guatemala, Honduras, Nicaragua, Paraguay, Peru and the Dominican Republic, in addition to representatives of CEAAL and Ayuda en Acción, respectively regional network and international NGO members of CLADE, as well as a representative of FESE Ecuador. The second involved the

1 Document available at: <https://redclade.org/wp-content/uploads/Los-procesos-de-negociaci%C3%B3n-de-las-Agendas-2030-de-Educaci%C3%B3n-y-Desarrollo-Sostenible-sistematizando-la-participaci%C3%B3n-de-la-CLADE.pdf>

executive coordination of CLADE, Ayuda en Acción, CADE, CBDE, CNDE and CPDE. The third event was attended by Camilla Croso and Laura Giannecchini, from the executive coordination of CLADE; Daniel Cara, from CNDE (Brazil); Ma-Luschka Colindres, from RESALDE (El Salvador); Cecilia Lazarte, from Ayuda en Acción; and Milton Luna and Francisco Cevallos, from CSE (Ecuador).

It should be noted that CLADE not only participated in the construction stage of both Agendas, but also, after their adoption, influenced the formulation of indicators for their monitoring. It was also integrated into the international and regional spaces for monitoring and follow-up of SDG 4, including the Regional Education Steering Committee 2030. This direct participation has fundamental importance in order to strengthen the demand for compliance with the commitments made by States.

In this sense, CLADE has been actively participating in all the editions of the HLPF, instance of follow-up and review of the SDG in the United Nations, promoting the participation of its membership in the process of National Voluntary Reports, as well as the development of spotlight-reports, trying to contribute above all for the implementation of SDG 4 and always reinforcing its importance for the achievement of the other objectives. Likewise, CLADE participated in the editions of the HLPF always with delegations, broadening the experience of its membership in this important area of advocacy and monitoring of RTE. In the 2017 edition, the CLADE delegation included its general coordinator, Camilla Croso; Laura Giannecchini, institutional development coordinator; Ericka Alvarado, from RESALDE; and José Javier Acevedo, from FDH. The network prepared an analysis of how education had been included in the national voluntary reports submitted by 10 countries in the region. He also denounced the budget cuts in LAC, the escalation of criminalization and repression against activists defending the human right to education and the regressive processes regarding gender equality and education. On this occasion, CLADE members also directly questioned the State of Honduras, during the presentation of the voluntary national report on the implementation of the SDG by this country. The Honduran State was questioned regarding the problem of the criminalization of social protest, as well as budget cuts for education in the country.

Also to counteract the reduction of resources for the right to education worldwide, and to urge for the strengthening of public education systems, CLADE participated in the 2017 UN General Assembly, from a side event organized by GCE in partnership with CLADE, which had the participation of the Director-General of UNESCO, Irina Bokova. The CLADE delegation at the event included Liliana Degiorgis (FSE), David Aruquipa and Augusto Costas (CBDE), José Javier Acevedo (FDH) and Daniel Cara (CNDE), as well as Camilla Croso and Giovanna Modé, respectively CLADE's general coordinator and policy advisor.

photo: CLADE FILE



Members of the CLADE delegation during the parallel event to the UN General Assembly in 2017.

The Campaign also participated actively in the 2018 edition of HLPF, in coordination with GCE and ICAE, and bringing to the event a delegation composed of María Elena Urbano, from CCDE; Pedro Acevedo, from FSE; and Camilla Croso, general coordinator of CLADE. After the presentation of voluntary national reports by each State, there was space for civil society to make interventions and inquiries. In this sense, after the presentation of the State of Colombia on July 16, there was an interpellation from the civil society of the country, with the contribution of María Elena Urbano, from the CCDE, along with other organizations and social movements. The intervention criticized the lack of access to Colombia's voluntary national report by citizens and the absence of space for social participation in the follow-up to the implementation of the SDG in the country, as well as the lack of policies for women, indigenous peoples, peasants and other historically marginalized groups, while a strong criminalization, repression and violence against human rights defenders and social leaders.

In addition to the impact of civil society on the accountability of the authorities during the HLPF, the active participation of the CLADE delegation in the UN Education and Academy Group, which composes the structure of civil society participation in the debates on the SDG at the United Nations, which is constituted in the Major Groups and Stakeholder Groups, was highlighted on this occasion.

The EASG organized the side event "Education for social, economic and environmental sustainability" on July 9th, within the framework of HLPF 2018. The meeting brought together more than 70 civil society activists, professors, academics, government authorities, civil servants and officials to analyze the trends, gaps and challenges of the right to education in the context of SDG. From different perspectives (civil society, governments and academia), the event provided a comprehensive analysis of the barriers and challenges to education for sustainable development. The debate

focused on the intersectoral approaches needed to promote dialogue and coordination between the education sector and other areas, with recognition of the indivisibility and interdependence of all human rights reflected in the 17 SDG.

CLADE also participates actively in the CCNGO on Education 2030, coordinated by UNESCO. In 2017, 15 members of CLADE were present at an international meeting of this body, held in Cambodia at which time the Campaign was re-elected to the CCNGO Coordination Group. On the occasion, CLADE stressed the need to strengthen public education systems, regulate the private education sector and promote education policies framed within an emancipatory conception of educational quality, with adequate and sufficient financing, even in times of economic crisis.

As Chair of GCE, CLADE has also participated in the Education 2030 Steering Committee, the instance in charge of the follow-up and review of the 2030 Education Agenda at the global level, and in the EASG.

At the same time, the Campaign actively integrates the follow-up architecture to the implementation of SDG 4 in LAC. The network was present at the two editions of the Forum of LAC Countries on Sustainable Development, in April 2017, in Mexico; and April 2018, in Chile. This body is coordinated by ECLAC and has the objective of accompanying the implementation of all the SDG in the region. In 2017, the network was represented at the ECLAC Forum by Silvia Alonso, from the Incidencia Civil en la Education Network, and Maximiliano Estigarribia, from CADE. In the 2018 edition, CLADE was represented by Laura Gianneccchini, institutional development coordinator of the Campaign, and Patricio Véjar, from the Forum for the Right to Education in Chile. In order to strengthen regional monitoring of States' commitments to education more specifically, CLADE became part of the Mechanism for civil society participation in the Sustainable Development Agenda, a group that facilitates social participation in the Forum, promoted by ECLAC².

It should also be noted that CLADE also participated, in March 2017 in Bogotá, Colombia, in the "Meeting of the Expert Group: Improving the participation of Major Groups and other Stakeholders in voluntary national reviews on the implementation of the 2030 Development Agenda". Madeleine Zúñiga, from CPDE, and Katarina Popovic, from ICAE, participated in this event representing the EASG, alongside Patricia Jaramillo, from REPEM. CPDE and REPEM are members of CLADE, which in turn forms part of the ICAE Steering Committee, representing the LAC region.

² Read more: <https://redclade.org/noticias/se-creo-el-mecanismo-de-participacion-de-la-sociedad-civil-en-el-seguimiento-regional-de-la-agenda-2030-para-el-desarrollo-sostenible-2/>

On the other hand, CLADE closely accompanies the regional spaces and mechanisms that specifically follow the 2030 Education Agenda / SDG 4 in LAC. In this sense, since January 2017, it has been a member of the Education 2030 Steering Committee for LAC, a body coordinated by UNESCO's Regional Office and responsible for monitoring the implementation of SDG 4 in the region. The body is composed of 11 Member States from South America; Central America and Mexico; and the Caribbean; three co-coordinating agencies (UNESCO, UNICEF and a third rotating one); four intergovernmental organizations (CARICOM, CECC/SICA, OAS and OEI); and two civil society organizations, which are currently occupied by CLADE and IEAL.

This regional Steering Committee has been constituted within the framework of the regional meetings of Ministers of Education to the follow-up and review of the 2030 Education Agenda, in which CLADE has actively participated as a representative of civil society. In January 2017, it attended the I Regional Meeting of Ministers of Education in Buenos Aires³, Argentina, with a delegation made up of the general coordination of CLADE and representatives of CBDE, CADE, CEAAL, Plan International and OMEP Latin America, as well

photo: CLADE FILE



Regional Meeting of Ministers of Education of Latin America and the Caribbean held in January 2017 in Buenos Aires.

³ Read more: <https://redclade.org/noticias/en-reunion-regional-ministras-os-de-educacion-de-america-latina-y-el-caribe-reafirman-su-compromiso-con-la-gratuidad-de-la-educacion-y-la-participacion-social-2/>

as the sister network ICAE. On that occasion, the network advocated for the regional States to fully assume the agreements of SGD 4 and the Framework for Action on Education 2030. It acted especially in defense of free education and a progressive budget increase. It also required that the secondary students' demands in the region, for a critical, inclusive, liberating, emancipatory and reflective education, guaranteed by the States as a public good and a human right, were heard.

In July 2018, the II Regional Meeting of Ministers of Education of LAC⁴ was held in Cochabamba, Bolivia. CLADE participated with a delegation composed by Camilla Croso, general coordinator of CLADE; David Aruquipa, executive director of CBDE; Madeleine Zúñiga, coordinator of CPDE; Marcela Browne, of CADE and focal point of education, employment and inclusion of C20, group of civil society participation in the G20; as well as Mauricio Chiluisa, national president of FESE, Ecuador. Members of the sister networks CEAAL, ICAE, OMEP Latin America and REPEM also participated in the meeting.

At the event, the document "Cochabamba Agreements" was approved, which establishes the adoption of a Regional Road Map to support LAC countries in the implementation of the 2030 Education Agenda. This Roadmap supports coordinated and coherent progress on the issues prioritized by the countries of the region: quality of education, equity and inclusion, teachers and education workers, and lifelong learning.



photo: CLADE FILE

Representatives of CEAAL, CPDE and OMEP during their participation in the II Regional Meeting of Ministers of Education.

At the national level, several efforts were made by CLADE member forums to contribute to the fulfillment of the Education and Development Agendas 2030 and to strengthen public, free, inclusive, equitable and lifelong education. In addition to their participation in regional and international forums, as described above, the national forums carried out various efforts in their respective countries. Some of these actions are described below.

⁴ Read more: <https://redclade.org/acciones-recientes/clade-defiende-el-derecho-a-la-educacion-publica-inclusiva-y-a-lo-largo-de-la-vida-en-reunion-regional-de-ministras-os-de-educacion/>

ARGENTINA

CADE released, within the framework of HLPF 2017, the report “Where are current education policies going?”⁵, in which it presented a critical analysis of the education policies implemented by the national government, in light of the commitments assumed by the State in the 2030 Education Agenda. The document pointed to setbacks in the fulfillment of these agreements, among which the following stand out: the reduction and low execution of the educational budget and measures that favor the profit in education. The report aroused great interest from Argentine civil society, allowing CADE to engage in debates with educational communities, human rights defenders, the media, political authorities and parliamentarians.

5 Enter the document: <http://derechoseducacion.org.ar/2017/07/09/informe-hacia-donde-van-laspoliticasy-educativas-actuales/>

BRAZIL

In 2016, the CNDE denounced before the UN and the OAS the negative impacts of the new fiscal regime promulgated by Constitutional Amendment 95/2016, of the government of Michel Temer. This amendment led to a 20-year freeze on public spending on education, health and social assistance. The OAS stated that this amendment does not respect the principle of non-regression in human rights and impedes compliance with the National Education Plan. In the same way, the National Campaign influenced the process of evaluation of the Brazilian State in the UPR and held a dialogue in Geneva with diplomats from all over the world, with a view to denouncing at the international level the violations of the human right to education that the Brazilian government has been promoting.

During the GAWE 2017, which focused on the importance of social participation to enforce the 2030 Education Agenda, CNDE promoted mobilizations and advocacy actions, underscoring that in order to carry out the SDG, it is necessary to comply with the Federal Constitution and the National Education Plan. In this sense, the need to increase educational financing in the country was also reinforced. The main actions carried out in this framework, were a public hearing in the Federal Senate, on the subject of mentioned mobilization, and also actions before the UN High Commissioner for Human Rights in Brazil, and the Trial of Children and Youth, in alliance with the international campaign against child labor “100 million for 100 million”.

ECUADOR

In March 2017, the CSE, in partnership with other organizations and social sectors of the country, invited the final candidates for the presidency of the Republic to sign a “Citizen Education Agenda”. This agenda emphasizes increased investment in quality education, greater participation by civil society in the debate and definition of education policy, the development and implementation of an education project based on the commitments made by the State of Ecuador in the 2030 Education Agenda, and the evaluation of education for improvement rather than for the control and sanction of students, teachers, administrators and directors of educational institutions.

HONDURAS

In 2016, the FDH worked on the socialization of SDG 4 at the national level, through forums, conversations, meetings and radio broadcasts, among other strategies. On the monitoring of compliance with SDG 4 and its 10 goals in the country, it wrote a report on the progress and commitments made by the State of Honduras.

PERÚ

From 2016 to date, the CPDE has served as the education focal point in the Inter-institutional Collective for Children’s Rights of the *Mesa de Concertación de Lucha Contra la Pobreza* (MCLCP), which participated in the drafting of a proposal for a Governance Agreement for the Integral Development of Peru 2016-2021, agreed upon by representatives of the State and civil society. It is worth noting that these agreements take into account the SDG and address the social, economic, environmental and institutional dimensions of development. CPDE, in partnership with CLADE and other civil society organizations, also influenced the review of the State of Peru before the UPR. As part of a civil society group called EPU Peru, it contributed to the elaboration and presentation of a spotlight-report that highlighted pending issues for the realization of RTE in the country, such as: educational inequality, based on gender, race, ethnicity or belonging to a given territory; expansion of private education and low-cost, and low-quality schools for low-income families; underfunding of the public system; devaluation of the subjects of the educational community, especially teachers and education workers, precarious employment and limitations on their unionization, autonomy and participation.

DOMINICAN REPUBLIC

In 2016, the FSE and the Dominican Initiative for Quality Education took part in the tables of the Ministry of Education of the Dominican Republic where the educational proposals for 2016-2020 were discussed, trying to align them with SGD 4. Already in 2017, the Forum, in partnership with Centro Poveda, InteRed and World Vision, reviewed progress and presented a report on the implementation of the 2030 Education Agenda within the framework of GAWE, with the participation of representatives of the Ministry of Education and UNICEF.

It is worth noting that the FSE also held a meeting with representatives of the United Nations Development Program on May 24, 2017, in which they discussed the implementation of the SGD in the country and the work being promoted by the National Commission for Sustainable Development, as well as possibilities for civil society participation in this space of follow-up to 2030 Agenda at the national level.

In the following year, FSE and Oxfam in the Dominican Republic met with authorities from the Ministry of Economy, Planning and Development, to present the main findings of the preliminary version of the "Light Report: Balance of the implementation of SGD 4 in the Dominican Republic"⁶, with the purpose of incorporating them into the National Voluntary Report that the country would present in the 2018⁷ HLPF. The FSE also participated in HLPF 2018, calling for civil society inquiries and analyses on SGD 4 to be taken into account in the review of the State of the Dominican Republic⁸.

6 Link to the final version of the document: <https://goo.gl/XJng79>

7 Read more: <http://www.forosocioeducativo.org.do/index.php/actividades/425-el-foro-socioeducativo-y-oxfam-presentaron-al-mepyd-la-version-preliminar-del-informe-luz-balance-de-la-implementacion-del-ods4-en-rd>

8 Read more: <http://www.forosocioeducativo.org.do/index.php/actividades/429-el-foro-socioeducativo-participo-en-el-foro-politico-de-alto-nivel-2018-de-las-naciones-unidas>

B. Strengthening Public Education Systems

The defense of public education systems is one of CLADE's main flags of struggle. Through various strategies and action fronts, the Campaign has sought to ensure that public systems are strengthened in all countries of the region.

In the period covered by this report, a very important action has been the realization of the study "The General Laws of Education in LAC - Law as a Political Project"⁹, promoted by CLADE in alliance with IIEP UNESCO Buenos Aires. The document analyses the extent to which the general education laws in the region promote the realization of the human right to education and the consolidation of States as guarantors of that right. Almost half of the countries in the region have general education laws enacted in the last 15 years and the study found many common elements among them, a kind of "contagion effect" in the regional legislative debate aimed at committing states to the human right to education.



In the normative field, the network has pointed out that it is fundamental to have laws that ensure the means for public education systems to function properly, offering this right with quality for all. A milestone in this regard has been the coordination effort of the Joint Network of Parliamentarians and Civil Society for the Right to Education in LAC¹⁰. The participation of CLADE members has been fundamental in this initiative, either because of their direct integration, or because of the indication of parliamentarians who defend the human right to education in their countries and joined the network. It is made up of 22 parliamentarians from 15 LAC countries, as well as members of networks and civil society organizations.


⁹ <https://redclade.org/wp-content/uploads/Las-Leyes-Generales-de-Educación-en-América-Latina-y-el-Caribe-El-derecho-como-proyecto-político.pdf>

¹⁰ <https://redmixta.redclade.org/>

#CONTRACORRIENTE


MIRADAS CRÍTICAS SOBRE LA PRIVATIZACIÓN DE (Y EN) LA EDUCACIÓN

INICIO #CONTRACORRIENTE ESCENARIO COYUNTURA SÉ CONTRACORRIENTE ANÁLISIS DE MEDIOS DEBATES EXPOSICIÓN




¿Qué impacto tiene el discurso empresarial neoliberal sobre el diseño de políticas educativas?

LEE MÁS...




Reseña de Neoliberalismo educativo: educando al nuevo sujeto neoliberal

LEE MÁS...



Universidad pública: un bien común para la paz y la superación de la desigualdad

LEE MÁS...



Another line of work, in the search for the strengthening of public education systems, are the actions aimed at halting the growing trend of privatization of public education in the region, as well as the search for profit in and from education. Between 2015 and 2018, CLADE maintained permanent monitoring and advocacy to defend the human right to free and public education against the trends of privatization and profit in education in Latin America and the Caribbean, both through the portal “*Contracorriente* – Critical Views on the Privatization of (and in) Education Systems”¹¹, and by setting up a network of researchers from the region who have reflected on this issue, strengthening credible and solid arguments from civil society to counteract its trends and impacts.

In addition, in July 2015, the Mapping “Trends in the Privatization of Education in LAC”¹², was launched, which makes an inventory of contemporary forms of privatization in the field of education and their impacts on the realization of the human right to education for all, examining their dynamics and actors, and representing an effort in

11 <http://privatizacion.redclade.org/>

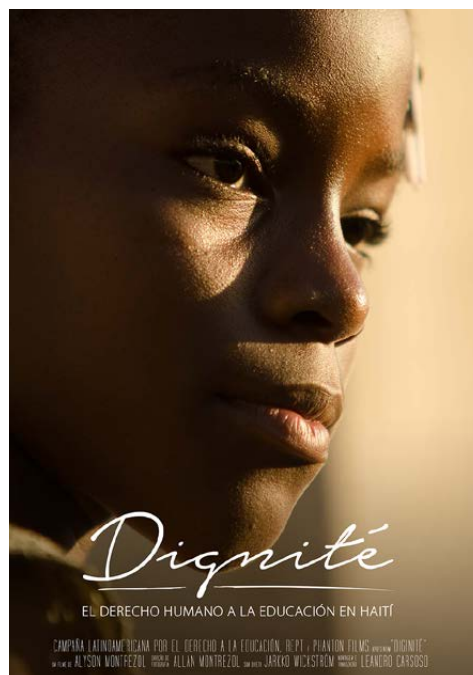
12 <https://redclade.org/wp-content/uploads/Mapeo-sobre-Tendencias-de-la-Privatización-de-la-Educación-en-América-Latina-y-el-Caribe.pdf>

the sphere of civil society in LAC to make the issue visible and submit it to public debate.

The issue of profit and privatization in education was also among the discussions and actions promoted by the Joint Network of Parliamentarians and Civil Society for the Right to Education in LAC, which has chosen the regulation of profit in education as one of its topics of interest.

The increase of business networks that influence educational policies in the region has been the subject of virtual seminars, and public pronouncements were also disseminated in alliance with other civil society organizations against the concrete actions observed internationally in favor of the privatization of education, such as the expansion of the so-called *Low Fee Private Schools* in African countries or proposals presented by the World Bank.¹³

Another milestone of the period was the production, launch and dissemination of the documentary “Dignité: The Human Right to Education in Haiti” – considering that the Haitian case is very symbolic in pointing out the importance of strengthening public systems throughout the region, since nearly 50% of children of compulsory school age are not enrolled, and that public schools constitute only 12% of the total number of schools in the country. Made by CLADE in alliance with its member in the country, REPT, the film, in *Creole* and with subtitles in different languages, presents a set of testimonies from Haitians about education in their country. Students, teachers, principals, parents, researchers, activists, government representatives and representatives of international organizations talk about the challenges for the guarantee of this right and put forward proposals for the construction of an education system that guarantees rights. The film was shown in Haiti, Bolivia, Brazil and France. In addition, it is available on the web¹⁴.



¹³ <https://www.campaignforeducation.org/en/2018/03/01/open-letter-88-organisations-urge-investors-to-cease-support-for-bridge-international-academies/>

¹⁴ <https://dignite.redclade.org/>



Recordings of the film "Dignité" in Haiti.

Other actions of CLADE were the sensitization of citizens, the production of information and the holding of debates on the strengthening of public and free education systems, and the necessary and adequate financing to achieve it. These strategies are detailed later in the section of this document that delves into the issue of educational financing.

CHILE

In April 2016, the Forum for the Right to Public Education in Chile organized a meeting with Kishore Singh, former UN Special Rapporteur on the Right to Education, in which civil society reported on the situation of RTE in the country and discussed ways of action in the fight against privatization and profit in education. The meeting also discussed the lack of a National Education Plan built in dialogue with society.

HAITI

Following the launch of the documentary *Dignité* in 2015, dialogues were held with various public human rights bodies to discuss the state of education in the country and the importance of strengthening the public education system, as well as to analyse the proliferation of private education. As part of these dialogues, the REPT – in alliance with CLADE – organized Kishore Singh’s visit to Haiti, which took place in July 2016 and had wide repercussion in the local press. In his subsequent report¹⁵, Kishore Singh warned of the paramount importance of regulating private schools operating in Haiti without the control of public authorities, as well as the relevance of ensuring education as a public good.

15 <https://undocs.org/es/A/71/358>

PERÚ

In 2017, CPDE and CLADE held a meeting on the privatization of education with a view to discussing and gathering contributions on this subject that could be presented in the spotlight-report prepared by the EPU Peru Collective, as a contribution to the evaluation of the Peruvian State before the UPR, as mentioned above. The meeting was enriched with presentations from GCE, national member coalitions of CLADE in Brazil and Chile, as well as researchers from Peru and a representative of the Ministry of Education.

FOR AN EMANCIPATORY EDUCATION THAT GUARANTEES RIGHTS

In the last four years, CLADE has expanded its actions dedicated to discussing the meanings of the education needed for the world we want, that is, for the construction of societies and contexts that are fairer, egalitarian, inclusive, peaceful, democratic and sustainable.

In this search, CLADE held from November 11-14, 2016, its IX Regional Assembly in Mexico City¹⁶, taking as the motto of its actions and reflections: “For an Emancipatory Education that Guarantees of Rights: challenges for Latin America and the Caribbean”.

The meeting generated dialogues and exchanges in the face of various challenges, such as the different forms of discrimination in education, particularly gender discrimination, the technocratization of education and trends towards the homogenization of education systems, evaluation through standardized tests that segregate social and cultural diversity, as well as the decrease in financial resources for education.

In the final declaration of the event¹⁷, progress was made in the conception of an emancipatory education oriented to the purposes of human rights, for the construction of peace, of active, critical and participative citizenships, towards the realization of a dignified life, recognizing the singularities and diversities of peoples.

Within the framework of this Assembly, CLADE held the International Seminar “For an Emancipatory Education that Guarantees Rights”¹⁸, with the participation of the ex-minister of the Ministry of Women, Racial Equality and Human Rights of Brazil, Nilma Gomes, the United Nations Special Rapporteur on the Right to Education, Koumbou Boly Barry, and the researcher of the National Autonomous University of Mexico, Alberto Arnaut, among other invited persons.

16 <https://ixasambleaclade.redclade.org>

17 <https://redclade.org/wp-content/uploads/Carta-de-Mexico.pdf>

18 Read more: <http://ixasambleaclade.redclade.org/index.php/ix-asamblea-clade/noticias/148-mesa-inaugural-del-seminario-educacion-emancipadora-y-garante-de-derechos-tiene-presencia-de-la-relatora-de-la-onu-sobre-el-derecho-a-la-educacion>

Also in 2016, CLADE, in partnership with CEAAL, promoted a virtual platform to give visibility to debates and reflections on the meanings of education, from a perspective of human rights and the guarantee of an emancipatory education and for critical thinking¹⁹.

By 2018, CLADE resumed the theme of emancipatory education in its X Regional Assembly, held in Bogotá (Colombia) from October 22-26, expanding its dissemination with the regional mobilization “Educate for Freedom: dialogues and action for an emancipatory education”²⁰, which stimulates dialogues, reflections and actions to promote and defend a liberating education. Within the framework of its X Assembly, CLADE also held a regional meeting with secondary, tertiary and Y&AE students from different countries of Latin America and the Caribbean, with the purpose of reflecting on and discussing the challenges and opportunities for emancipatory education in the region. This event will be discussed further below.

As part of the activities of the “Educate for Freedom” initiative, CLADE conducted a virtual dialogue with the sociologist and popular educator, Oscar Jara, on October 15, 2018, and collaboratively elaborated with its members, a regional document that presents some axes that, from the CLADE network’s point of view, are fundamental to ensure an emancipatory education that guarantees rights for Latin America and the Caribbean²¹.

According to Paulo Freire, emancipation starts from dialogue as an ethical and political principle. It is from dialogue that education, being emancipatory, can be oriented to the purposes of human rights; to the construction of peace and of active, critical and participative citizenship; to the strengthening of our democracies; and to the overcoming of inequalities and discriminations.

The consolidation of public education systems that ensure free education and universality for all, and that are emancipatory and guarantee rights, is a pending and urgent task for the countries of Latin America and the Caribbean.

¹⁹ <http://buenaeducacion.redclade.org>

²⁰ <http://www.educarparalalibertad.org/>

²¹ Enter the document: https://redclade.org/wp-content/uploads/CLADE_Educacion_Emancipadora.pdf

ARGENTINA

Special mention should be made of CADE's initiative in promoting a public petition²² for the creation of a School Technical Verification Law, to guarantee schools with adequate infrastructure and equipment within the framework of the right to education. This initiative arose from a gas explosion that cost the lives of two education workers at the Nicolás Avellaneda School in the district of Moreno, Province of Buenos Aires.

22 <https://www.change.org/p/diputadosar-joselriccardo-por-la-vte-verificaci%C3%B3n-t%C3%A9cnica-escolar>

BRAZIL

The CNDE expressed its position against a Provisional Measure on Secondary Education – which proposed a reductionist model for this educational stage; the School without Party – movement and bill in favor of the prohibition of debate on politics, equality and gender in educational centers; and the Militarization of Public Education. In October 2015, faced with the phenomenon of militarization of public schools in Brazil, CLADE and CNDE sent a letter to Commissioner Paulo Vannuchi, in charge of the IACHR's Economic, Social and Cultural Rights Unit. In addition, CNDE acted to maintain the title of Paulo Freire as patron of Brazilian education, against the action of fundamentalist and ultraconservative groups opposed to this tribute to the Brazilian educator.

ECUADOR

The film “Se nos fue la alegría”, launched by the CSE in 2016, tackles the radical change of model of the country's education system and the impact of the closure of community schools in the cantons of Ecuador where the project was developed.



HONDURAS

In order to contribute to the strengthening of public education, in 2015 and 2016, the FDH organized various forums on the RTE and the responsibility of the State as its guarantor. More than 1,500 people took part in these meetings, including students, teacher leaders, teachers, public sector officials, popular educators, organizations working on disability issues, indigenous groups and parliamentarians.

DOMINICAN REPUBLIC

The FSE conducted a research on teacher education, including the voices of 728 teachers, principals, technicians, and other district and regional education professionals, as well as education authorities. The study was carried out with a view to contributing to an inclusive and higher quality education, from teacher training, which allows students and teachers to use it as a means of social and personal transformation.²³

²³ Read more: <http://forosocioeducativo.org.do/index.php/actividades/448-el-foro-socioeducativo-y-la-fundacion-intered-presentaron-los-resultados-de-estudio-sobre-formacion-docente>



photo: FSE FILE

Image of the event where the results of the study on teacher training were presented.

C. Inclusive and Non-discriminatory Education

In LAC, one of the main obstacles to the full realization of the human right to education is the systematic and historical discrimination suffered by individuals and groups within and outside education systems. The realization of this right for people with lower incomes, girls and women, LGBTQ people, indigenous and Afro-descendant populations, people with disabilities, migrants, refugees, youth and adults, people deprived of liberty, or living in the countryside and peripheral areas, still represents a great challenge for the region.

For the full realization of the human right to education, CLADE defends that public education systems should promote and carry out training in human rights, non-discrimination, the culture of peace and non-violence, democratic coexistence and citizenship.

In this sense, the Campaign has acted to give visibility to inequality, discrimination, racism and sexism within and outside education systems, underscoring the urgency of overcoming this problem; at the same time, it has advocated for the realization of inclusive education in LAC and has contributed to the monitoring of policies, practices, laws, judicial decisions, studies and data that point to progress and challenges in this area.



PHOTO: CLADE FILE



Intervention by the Minister of Education of Honduras, Marlon Escoto Valerio, during the launch of the Regional Observatory of Inclusive Education (OREI), in Tegucigalpa.

The main CLADE initiative that responds to this challenge is the OREI²⁴, launched at the beginning of 2015. This is an unprecedented effort of inter-institutional cooperation between CLADE, OREALC/UNESCO Santiago, UNESCO IIEP Buenos Aires, UNICEF, ECLAC, IBE-UNESCO Geneva and OEI. The Observatory offers an analysis of our education systems through two observation lenses: inclusion and non-discrimination. Challenges and violations are on the agenda, but also inspiring possibilities and experiences. The legal and political frameworks, rulings, curricula and daily educational practices are collected and expressed in the OREI from the voices of a wide range of actors, in particular from the subjects of the educational community – students, teachers, education workers, parents – as well as educational authorities and the judiciary.

Recently, there have been serious setbacks in terms of gender equality in the LAC region, particularly in education. Against this backdrop, efforts for gender equality took a good part of the network's actions throughout these four years. CLADE's membership was organized and worked hard at the national, regional and international levels to resist and curb conservative and fundamentalist trends contrary to gender equality policies in education.

²⁴ <https://orei.redclade.org>

In partnership with communication, women's and feminist networks, CLADE took advantage of the celebration of the International Women's Day to launch awareness-raising campaigns on the subject. In 2017, it promoted the campaign "Education with Diversity and Equality", in partnership with REPEM, ALER and the Pressenza Agency. For 15 days, interviews, articles, data, studies, news, videos, infographics and other resources were disseminated with a view to spreading messages against gender violence and denouncing cases of discrimination in educational centers and environments in different LAC countries, as well as information on human rights frameworks and inspiring practices in order to prevent and address gender discrimination and violence. Already in 2018, on the occasion of the same date, CLADE promoted – in partnership with ALER and Pressenza – awareness and communication actions to highlight the importance of guaranteeing education with gender equality and adequate financing.

Likewise, in partnership with CLADEM and REPEM, it disseminated a public position and joined the International Women's Strike, alongside girls and women from all over the world, to defend an education for gender equality and comprehensive sex education.

In addition to awareness-raising campaigns, efforts included the promotion of spaces for exchange and training, such as the webinar "*La igualdad de Género en la Educación en América Latina y el Caribe*"²⁵ (Gender Equality in Education in Latin America and the Caribbean), held in September 2017, within the framework of OREI. For one week, the causes and impacts of discrimination and gender-based violence from and in education and ways to overcome them were discussed. Participants included Soledad García Muñoz, Special Rapporteur on Economic, Social, Cultural and Environmental Rights of the IACHR; María Nieves Rico, Director of the Division of Gender Affairs of ECLAC; Guadalupe Ramos Ponce of CLADEM; ILGALAC; the organization Colombia Diversa and the Coordinating Assembly of Secondary Students (ACES) of Chile.

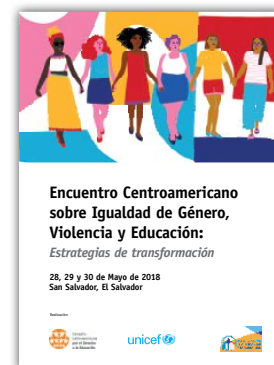


Another training, exchange and political advocacy effort was the "Central American Meeting on Gender Equality, Violence and Education: Transformation Strategies"²⁶, May 28-30, 2018 in San Salvador, El Salvador. Organized with the support of the UNICEF Regional Office for

²⁵ <https://orei.redclade.org/seminario>

²⁶ Read more: <https://redclade.org/acciones-recientes/realizamos-el-encuentro-centroamericano-sobre-igualdad-de-genero-violencia-y-educacion/>

Latin America and the Caribbean and with RESALDE as the local host, the event provided an overview for the Central American region on gender-based discrimination and violence against girls, women and LGBTQ people in educational spaces, formulating recommendations to the authorities towards changes in socio-cultural patterns and the realization of emancipatory and rights-guarantee education, as well as the implementation of legal, political and institutional frameworks that address inequalities and violence in education.



Likewise, in view of the enormous discrimination and violence suffered by LGBTQ people in educational centers and spaces, CLADE held, in 2017 and 2018, two editions of the Audiovisual Festival “Lights, camera and education! - Overcoming violence and discrimination based on sexual orientation and gender identity in educational institutions”²⁷, always with the support of the UNICEF Regional Office for Latin America and the Caribbean and in alliance with ILGALAC. The audiovisual exhibition of the first edition took place on December 7 and 8, 2017 in La Paz, Bolivia, in partnership with the CBDE.



photo: CLADE FILE

Members of educational communities, LGBTQ movements and the CBDE at the closing of the first edition of the audiovisual festival, in La Paz.

The following year, on November 29 and 30, was held in San Jose, Costa Rica, the audiovisual exhibition of the second edition of the festival, having as new allies ACED, the program *Agenda Joven* of the *Universidad Estatal a Distancia* (UNED) Costa Rica, the Ministry of Public Education of Costa Rica and the Presidential Commissioner LGBTQ of the country.

²⁷ <https://lucescamarayeduacion.redclade.org/>

Both editions were very successful and had a positive impact on everyone involved, from filmmakers to educational communities and the audience, demonstrating the transformative power of art and the link that must be promoted between culture, art and education to promote positive social transformations towards equality, freedom, non-discrimination and non-violence.

Another topic that was emphasized in CLADE's actions in recent years was the struggle for the realization of the RTE of people with disabilities. In order to collaborate with the follow-up and implementation in LAC of the article 24 of the UN Convention on the Rights of Persons with Disabilities, which deals with education, CLADE developed in 2017 a virtual consultation on the right to education of persons with disabilities, in partnership with the Brazilian organization *Mais Diferenças* and with the support of OREALC UNESCO. The initiative was based on the United Nations Committee on the Rights of Persons with Disabilities General Comment No. 4, adopted in 2016, and involved civil society organizations, representatives of academia, students, teachers, educational directors and family members of persons with disabilities. 216 responses were collected via an online survey with civil society, universities, teachers, students and family members of people with disabilities from 19 countries: Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Paraguay, Peru, Spain, Uruguay and Venezuela. The preliminary results are extremely interesting and will contribute to education policies at the national, regional and international levels, particularly in the framework of the 2030 Education Agenda.

At the national level, during the period covered by this report, the actions to promote inclusive and non-discriminatory education were highlighted, as detailed below.

BOLIVIA

In addition to having carried out, together with CLADE, the first edition of the audiovisual festival "Lights, Camera and Education", the CBDE promoted the "Dialogue on Experiences of Prevention of Violence in the Educational Sphere". This meeting was held in La Paz in December 2017, in partnership with the Pedagogical University, OXFAM and the Ministry of Education, and aimed to enable the exchange and presentation of interesting practices of different civil society organizations and UN agencies to prevent violence in educational spaces. The CBDE gathered these contributions in a document of recommendations for the design and implementation of a national policy of prevention and response to violence in the school context, which the State undertook to take into account.

BRAZIL

The CNDE has been advocating for gender equality, respect for diversity and the guarantee of the rights of girls, women and the LGBTI community in and from education, with strong action in local parliaments, against the elimination of the debate on gender equality from municipal education plans. As part of its actions, it took the international denunciation of setbacks in this field to international human rights bodies, resulting in recommendations from the Committee on the Rights of the Child to the Brazilian State, in 2015, to include gender issues in local legislation and public policies. In the same vein, UN rapporteurs sent a letter to the Brazilian state in 2017, after advocacy actions promoted by the CNDE.

The Campaign has also been a reference in the production of communicative, educational and mobilization documents and materials in accessible formats for people with disabilities, thus contributing to the inclusion and participation of this population group in the debate and advocacy in educational policies

COLOMBIA

With the purpose of influencing the incorporation of human rights and peace education in education systems, the CCDE, in partnership with CLADE, ALER and Agencia Pressenza, followed up the peace process in Colombia and promoted a communication campaign in defense of the yes to peace in the plebiscite, from September to October 2016. Within this framework, it disseminated a series of interviews to reflect on the agreements between the national government and the Revolutionary Armed Forces of Colombia - People's Army (FARC-EP) and to highlight the role of education in peacebuilding.

Likewise, in the framework of the negotiations between the national government and the FARC-EP, the CCDE supported and participated in various mobilizations to defend peace, in dialogue with student movements, unions, social movements, indigenous and peasant communities. This articulation was especially strengthened through its participation in the coalition *"Frente Amplio por la Educación, los Derechos y la Paz"* (Broad Front for Education, Rights and Peace).

In addition, the CCDE has sought to collaborate in overcoming discrimination in secondary education, particularly gender discrimination, while promoting democratic educational management and stimulating the active participation of students in decision-making and in pedagogical processes, in order to overcome adultcentrism and develop a culture of peace in schools.

photo: JAZMIN ELENA



D. Lifelong Education

Early childhood education and care, secondary education and the education of young people and adults have been focused in a special way on the actions developed by CLADE. These are categories that have specific characteristics that are not usually taken into account in RTE compliance, and have important challenges and gaps pending in the region, especially in terms of universality, quality, financing and democratization of school access, among other points.

EARLY CHILDHOOD EDUCATION AND CARE

CLADE considers early childhood education and care to be a human right from birth. According to the UN Convention on the Rights of the Child, every child has the right to develop their full potential in all circumstances and at all times, anywhere in the world. Thus, the network, in the process of developing the 2030 Education Agenda, had an impact on early childhood education, especially by trying to curb trends that pressed for the implementation of standardized assessments to measure early learning outcomes. However, the Agenda and the education indicators for early childhood have changed little and the issue remains a challenge for CLADE's future actions.

Precisely to advocate for the realization of the human right to early childhood education for all, CLADE, in partnership with OMEP and with the support of the EDUCO Education and Cooperation Foundation, carried out the study “The right to early childhood education and care: perspectives from Latin America and the Caribbean”²⁸, publicly launched in October 2018 through a Virtual Seminar with the participation of nearly 100 people. The study was presented by Camilla Croso, general coordinator of CLADE; Mercedes Mayol Lassalle, Regional Vice-President for Latin America of OMEP; and Mikel Egibar, responsible for education in the area of Program Quality of EDUCO. The event was attended and commented on by Esmeralda Arosemena, IACHR rapporteur on children’s rights; Jorge Cardona, member of the UN Committee on the Rights of the Child; and Vital Didonet, children’s education expert, international consultant and honorary member of OMEP²⁹.

The research reveals that, despite the fact that the General Education Laws in the region recognize education as a human right and the State as guarantor of its full exercise from early childhood, with different starting points, there persists a fragmentation and dispersion of policies and practices for this stage of education, as well as the absence of adequate financing. The study’s various findings and recommendations were presented to the CRC in Geneva, Switzerland, opening dialogue with its members for greater attention to the issue in LAC. The same will be done before other national and international bodies.

28 Read the document: <https://redclade.org/wp-content/uploads/Derecho-a-la-Educacion-y-al-Cuidado-en-la-Primera-Infancia.pdf>

29 Learn more about the webinar: <https://redclade.org/acciones-recientes/con-seminario-virtual-lanzamos-estudio-sobre-el-derecho-a-la-educacion-y-al-cuidado-en-la-primera-infancia-en-america-latina-y-el-caribe>

DOMINICAN REPUBLIC

The Socio-Educational Forum advocated for a National System of Comprehensive Protection and Care for Early Childhood³⁰. It also presented the “Assessment of the implementation of aspects of the Comprehensive Early Childhood Care Policy in the National Pact for Educational Reform” to decision-makers and representatives of various national organizations³¹.

30 Read more about this advocacy experience on a CLADE’s publication available at: https://redclade.org/wp-content/uploads/Casos_Incidencia_vol_3_v7-1.pdf

31 Read more: <http://forosocioeducativo.org.do/index.php/actividades/449-el-foro-socioeducativo-presento-el-balance-de-la-implementacion-de-aspectos-de-la-politica-de-atencion-integral-a-la-primera-infancia-en-el-pacto-nacional-para-la-reforma-educativa>

photo: ALEXANDER GUEVARA



Participation of young people in the General Assembly of CLADE 2018.

SECONDARY SCHOOL

At the same time, secondary education has played a particularly important role in CLADE's actions in recent years. Many States in the region recognized that the guarantee of a full and participatory citizenship implies the realization of an educational trajectory that concludes secondary education, which pushed them to elaborate and approve legal frameworks, recognizing it as obligatory and free. However, according to data from the Information System on Educational Trends in Latin America (SITEAL), in 2013, 21% of young people between the ages of 15 and 17 were out of school and only 63.4% of young people between the ages of 21 and 23 had graduated high school.

Faced with this reality, CLADE has launched a series of initiatives, including regional seminars with the participation of educational authorities, parliamentarians, researchers and students; virtual and face-to-face meetings with members of student movements and collectives, as well as consultations with secondary school educational communities and adolescents and young people who dropped out of school.

From these dialogues with student movements and collectives, CLADE has collected contributions, views and proposals that have been reflected and incorporated in its advocacy actions for

a quality secondary education that guarantees rights for all, always seeking to broaden and disseminate the voice of young people and students, and strengthen their right to participate in the debate and decision-making on educational policies. For example, the publication “For an Education that Guarantees Rights: Demands from Students for Latin America and the Caribbean”³², which was presented to Ministers of Education of the region during the First Ministerial Meeting to follow up the 2030 Education Agenda, held in Buenos Aires, Argentina, in January 2017. The document points out the main demands and agendas of secondary school students, as well as the elements of the regional situation that directly affect this stage of education.

In addition, CLADE has disseminated the agendas of the region’s secondary school students through its websites and has promoted virtual seminars. The last of these online meetings was held on April 11, 2018, with the theme “Where are educational reforms heading in Latin America and the Caribbean?”³³

Likewise, in parallel to its last two Regional Assemblies, CLADE has held face-to-face meetings with secondary, tertiary and Y&AE students from the region, involving these adolescents and young people in the internal debates of the network and in their reflections on the situation of the struggle for the human right to education in LAC.

At the IX Regional Assembly of CLADE, which took place in November 2016 in Mexico City, CLADE held the conversation “Implementation of the 2030 Education Agenda in Latin America and the Caribbean”, with the participation of representatives of secondary and tertiary student movements from seven LAC countries³⁴. Among the various opinions and suggestions that the students shared during this event, the recognition of the 2030 Education Agenda as an important instrument of advocacy and struggle for the human right to education was highlighted as the main challenges for its implementation: the cuts in educational budgets in different countries of the region, especially in Argentina and Brazil; the lack of adequate training and appreciation for teachers; the low level of knowledge and information of educational communities and social movements on the content of 2030 Agenda; the lack of space for social participation and the strong criminalization and repression of protest; social, ethnic and gender discrimination in school contexts; and the growth of trends that favor the privatization of education to the detriment of its guarantee as a human, public, free and universal right.

32 <https://redclade.org/wp-content/uploads/Por-una-educación-garante-de-derechos-Demandas-de-estudiantes-secundaristas-para-América-Latina-y-el-Caribe.pdf>

33 Read more about this virtual meeting: <https://redclade.org/acciones-recientes/3820/>

34 Read more about the conversation: <https://redclade.org/noticias/encuentro-con-estudiantes-activistas-y-representantes-del-sistema-onu-sobre-la-agenda-2030/>

In the context of the X Regional Assembly of CLADE, held in October 2018, in Bogotá, Colombia, the “Conversation with students for an emancipatory education that guarantees rights” took place. High school, tertiary and Adult and Youth Education students from eight LAC countries participated, who in this opportunity highlighted as challenges for the guarantee of an emancipatory education in the region: the insufficient allocation of public resources to guarantee free, equal and quality public education for all; violence in schools and educational environments; the devaluation of teachers and their poor working conditions, training and social participation; and the need to recognize cultural, sexual and identity diversities in schools and to guarantee an education for human rights and reflection, articulated to art, culture and territories, that allows students to mobilize and be protagonists in the analysis and transformation of their own reality³⁵.

Likewise, the rapprochement of students to parliamentarians of the region has been promoted through the “II Regional Meeting of the Mixed Network of Parliamentarians and Civil Society for the Right to Education in Latin America and the Caribbean”. The meeting, held by CLADE in São Paulo (Brazil) from November 30 to December 1, 2015, in partnership with CNDE, had the objective of broadening and deepening the debate on the legislative contents related to secondary education and the financing of education in the region³⁶.

CLADE also promoted the participation of student representations in key international spaces, for example the Incheon World Education Forum (2015). Likewise, it advocated for the inclusion of a seat for the representation of young people in the 2030 Education Steering Committee for LAC, a regional body for monitoring the implementation of SDG 4, which is coordinated by the UNESCO Regional Office. That remains a challenge for years to come, as a seat for young people and adults was included, without yet establishing the criteria and mechanisms to guarantee the young presence in the Committee.

On the other hand, in the search to understand the different factors that generate exclusion in secondary education in our region and with a view to proposing proposals to overcome the obstacles of access and completion in this educational stage, the Campaign published in May 2016 the document “Out-of-school adolescents and youth - the demands for a secondary education that guarantees rights in Latin America and the Caribbean”³⁷.

35 Read more about this conversation: <https://redclade.org/acciones-recientes/organizamos-dialogo-por-una-educacion-emancipadora-con-estudiantes-de-america-latina-y-el-caribe/>

36 You can access the coverage of the meeting through the link: <https://redmixta.redclade.org/index.php/encuentros/iencuentroregional>

37 <https://redclade.org/wp-content/uploads/Adolescentes-y-jóvenes-fuera-de-la-escuela-las-demandas-para-una-enseñanza-secundaria-garante-de-derechos-en-América-Latina-y-e.pdf>

COLOMBIA

Within the framework of an agreement with CLADE and UNICEF, CCDE developed a plan of participatory, deliberative and strategic activities with youth that are in school and those who have dropped out, women, leaders, pedagogical-academic groups and authorities in the cities of Armenia, Calarcá, La Tebaida, Bogotá, Palmira, and Medellín.

Work was done on the issue of the participation of young people in the definition of educational policy and the incorporation of youth cultures and dynamics in secondary education. It focused on the direct accompaniment of student movements in secondary education, as well as on the preparation of hearings before the Congress of the Republic, proposals and actions for advocacy and social mobilization before the government and authorities.

Participatory and experiential methodologies were prioritized where young people, representatives of organizations and government discussed the proposed situations and reflected on new proposals to follow. Thus, an operational plan was constructed, and responsibilities and expected results were assigned by regions. The cities of Armenia, Calarcá, Medellín and Palmira worked to overcome school abandonment, while the cities of Bogotá, Calarcá and La Tebaida worked to overcome gender discrimination and violence in schools. Advocacy actions were carried out in all cities. In Medellín, for example, work was carried out with the education commission of the Municipal Council, and in the city of Bogotá advocacy with Congress and the Executive was promoted.

PERÚ

Since October 2018, the CPDE has been part of the Technical Table for Adolescents and Education of the Ministry of Education, a very plural space in the participation of the State and civil society that should produce a framework document for new secondary education policies.



YOUTH AND ADULT EDUCATION

Also within the scope of its actions for the guarantee of the human right to lifelong education, CLADE has emphasized that Y&AE is a key educational modality for the realization of all human rights and for the promotion of development with justice, equity, inclusion and sustainability, according to the SDG. Despite the importance of Y&AE, important challenges persist at the regional level with respect to this educational modality, as well as educational demands that have not yet been met by various sectors of the population, such as indigenous communities, the rural population, persons deprived of liberty, persons with disabilities and older adults. It is still pending that the States respond with an adequate level of financing, coverage, quality, relevance, inclusion and participation in this educational modality.

photo: CLADE FILE



CLADE participated in the Civil Society Forum prior to the VI CONFITEA Mid-Term Review Meeting in Suwon, Republic of Korea (October 2017).

Understanding that it is urgent to overcome these pending gaps in Y&AE at the regional level, CLADE tried to raise the importance of establishing ambitious goals for literacy and education of young adults, at all stages of the elaboration of the 2030 Education Agenda, so as to guarantee a commitment by States to strengthen this educational modality.

It has also participated in the preparatory processes and in the various instances of CONFITEA follow-up. It also participated in July 2017 in a regional meeting³⁸ promoted by the Vice-Minister of Bolivia on Y&AE and alternative and special education, and organized a regional meeting on Youth and Adult Education³⁹ in August 2017 in Lima, Peru, hosted locally by CPDE and CEAAL Peru.

The reflections and contributions shared at this meeting were systematized in the elaboration and dissemination of the “Regional Call to Action for the Right to Education of Young People and Adults”⁴⁰. This document was presented as an input to the meeting

38 Read the news about this meeting: <https://redclade.org/noticias/en-encuentro-internacional-realizado-en-bolivia-se-discute-la-relacion-entre-la-agenda-2030-y-la-educacion-alternativa-2/>

39 To read a balance sheet note on the meeting, go to <https://redclade.org/acciones-recientes/encuentro-regional-educacion-de-personas-jovenes-y-adultas-hacia-la-revision-de-medio-termino-de-confintea-vi/>

40 For the call to action, go to: <https://redclade.org/wp-content/uploads/llamado-a-la-accin-epja-2017-1.pdf>



of the VI CONFITEA mid-term review, which took place in Suwon, Republic of Korea, in October 2017. CLADE brought to this meeting a delegation of 10 people from all over the region⁴¹.

Also as a contribution to the CONFITEA VI review, CLADE conducted two consultations on the status of youth and adult education at the regional level, in dialogue with educational communities, researchers, and in partnership with CEAAL, REPEM and ICAE. The results of these consultations were systematized in two publications: “Expanding Voices: Youth and Adult Education from the Perspective of Their Subjects”⁴² and “Expanding Voices: Youth and Adult Education from the Perspective of Researchers from Latin America and the Caribbean”⁴³.



41 Read more about CLADE’s participation in CONFITEA VI: <https://redclade.org/acciones-recientes/en-la-revision-de-medio-termino-de-la-confitea-vi-instamos-por-la-realizacion-de-la-epja-como-derecho-humano-y-responsabilidad-de-los-estados/>

42 <https://redclade.org/wp-content/uploads/Ampliando-Voces-La-Educación-de-Personas-Jóvenes-y-Adultas-desde-la-mirada-de-sus-sujetos-1.pdf>

43 <https://redclade.org/wp-content/uploads/Ampliando-Voces-La-Educación-de-Personas-Jóvenes-y-Adultas-desde-la-mirada-de-investigadoras-e-investigadores-de-América-Latina.pdf>

As its most recent contribution, CLADE produced the discussion paper “Leaving No One Behind: The Central Role of Youth and Adult Education in the Implementation of 2030 Agenda”⁴⁴, which presents the importance and impact of a consolidated Y&AE for the promotion of other human rights and fundamental freedoms, and for the full implementation of 2030 Agenda. The publication was shared at the II Regional Meeting of Ministers of Education to follow-up and review on the 2030 Education Agenda, held in July 2018 in Cochabamba, Bolivia, and will continue to be distributed among strategic or related actors in the region.

CLADE also acted to give visibility to some of the most discriminated groups within the scope of Y&AE, such as persons deprived of their liberty. The “*Caminos de Libertad*” (“Pathways to Freedom”) campaign launched in 2015, for example, collected and disseminated testimonies and debates on education in prisons, in partnership with ALER and GESEC. As part of this campaign, a virtual seminar was held on 26 June 2015, in which the challenges for the realization of an education that guarantees rights and a dignified life for persons deprived of liberty were addressed⁴⁵. In November 2015, within the framework of the same campaign, a guide for journalists was launched, entitled “*Contextos de Encierro, Contextos de Derechos*”⁴⁶ (Contexts of Confinement, Contexts of Rights), which offers relevant information and support for these professionals in the coverage of human rights, and the right to education in particular, inside prisons.

BOLIVIA

The CBDE was a member of the drafting committee for the “Declaration of La Paz”⁴⁷, the final document of the “8th International Meeting on Alternative and Special Education”, which the Ministry of Education of the Plurinational State of Bolivia held from 4 to 7 July 2017 in La Paz. Its executive director was elected as spokesperson to make known the content of the document, which highlights the importance of complying with the 2030 Education Agenda for sustainable development, and proposes that the debates and policies to carry it out in Bolivia be structured on the basis of an integral formation for the “*Buen Vivir*” and throughout life. The declaration also highlights the importance of inclusive education and equal opportunities for the most vulnerable groups in society, such as women, people with disabilities, adults, people in confinement contexts, peasants, indigenous people, older adults and other historically discriminated groups.

⁴⁷ <https://redclade.org/wp-content/uploads/Declaración-de-La-Paz.pdf>

⁴⁴ https://redclade.org/wp-content/uploads/CLADE_PolicyBrief2.pdf

⁴⁵ Watch the recording of the meeting: <https://www.youtube.com/watch?v=J6ppfSjVVTI>

⁴⁶ <https://redclade.org/wp-content/uploads/Contextos-de-Encierro-Contextos-de-Derechos-Guía-para-periodistas-comunicadoras-y-comunicadores.pdf>

COLOMBIA

Within the framework of its participation in the *Frente Amplio por la Educación, los Derechos y la Paz* (Broad Front for Education, Rights and Peace), CCDE has articulated with the *Asociación Distrital de Trabajadores y Trabajadoras de la Educación* (District Association of Education Workers) and the *Grupo Pro-defensa de la EPJA* (Pro-defense group of the Y&AE), to support their struggle for greater funding for state, formal and face-to-face education for young people and adults in Colombia. This alliance has also enabled the participation of students from the country's Y&AE in the conversation with students from the region about emancipatory education, which took place in October 2018 within the framework of the X Regional Assembly of CLADE in Bogotá.

CCDE has strengthened its relationship with secondary and tertiary student organizations by participating in some of their actions and inviting them to participate in coalition activities and discussions. In this task he has met with organizations such as the Secondary Students Association (Andes), *Pañuelos en Rebelión*, *Pizarrón Rebelde*, *Identidad Estudiantil*, *Asociación Colombiana de Estudiantes Universitarios* (ACEU) and *Frente Estudiantil Universitario* (FEU).

NICARAGUA

FEDH-IPN, in partnership with Fe y Alegría Nicaragua and the Institute of Education of the Central American University (IDEUCA), promoted the elaboration of the "Agenda to Transform Education in the Country"⁴⁸, launched in November 2017.

The objective of the Agenda is to contribute to critical and proactive reflection on the situation of national education, motivating the broad participation of diverse social sectors, with the purpose of broadening the levels of social responsibility in the educational transformations required by the country, and inviting the Ministry of Education to be part of the proposal.

The document analyzes different elements of the Nicaraguan situation with respect to education and is organized into thematic axes that present the challenges and educational opportunities for the different stages and modalities of education, including Y&AE. It also addresses their relationship with teacher training and valorization, human and socioeconomic development, the management of education policies and their accountability to citizens, as well as their articulation with international agreements signed by the country.

48 <https://drive.google.com/file/d/1kkZF3GA1ixmQwokRQNf0DxI75la46pWG/view>

photo: MATIA SAROS



E. Financing

With a view to strengthening free and public education and guaranteeing fair, adequate and transparent financing for public education systems, CLADE has promoted debates, research and the monitoring of educational financing in different countries of the region. At the same time, it has taken a stand against the tendencies towards privatization and profit in and of education systems, the commodification of education and its precarious public financing.

In order to make it easier for citizens to demand from States an investment in continuous and sufficient public education, CLADE made available the System for Monitoring the Financing of the Human Right to Education in Latin America and the Caribbean⁴⁹.

⁴⁹ <https://monitoreo.redclade.org/>



The platform presents comparative data and analyses on public financing of education in 20 countries of the region for the period 1998 to 2016. The information collected can be consulted individually for each country, or compared regionally. It is also organized in three dimensions of analysis: public financial effort, availability of resources per school-age person, and equity in school access.



This platform was launched in September 2017, marking the inauguration of the regional mobilization “Fund the Fair! For a public and free education for all”. This CLADE initiative aimed to pressure the governments of the region to comply with the international agreements assumed with the financing of the human right to education and the realization of SDG 4, prioritizing the effective use of resources to guarantee a public, free and quality education for all. It also sought to sensitize members of the educational community and society in general to the need to strengthen public education systems and free education, and to have a fair and equitable tax and fiscal system, so as to ensure sustainable resources to finance education.

Within this framework, CLADE and its members promoted in September 2017 a broad mobilization through social networks and other communication actions, and planned and programmed a series of articulated activities at national and regional level that continued to be carried out until December 2017 and also throughout 2018. A mobilization website⁵⁰ was also developed to give visibility to the actions and the theme.



Conference “Contributions to the debate on financing for quality education”, held by CADE in Argentina, in May 2018, within the framework of the initiative “Fund the Fair!”

⁵⁰ <https://semanalatinoamericana.redclade.org/>

Some of the actions developed within the framework of the “Fund the Fair!” campaign were: advocacy for more and better financing for education in strategic international events, and permanent support and dissemination of events, debates, advocacy and mobilization actions, as well as studies organized by CLADE members. In addition, in partnership with Latindadd and the Tax Justice Network of LAC, CLADE promoted in June 2018 a communication and mobilization campaign through social networks in which messages and data were disseminated indicating and proving the importance of tax justice as a way to ensure the sustainability of financing the human right to education. Through clear and direct messages, the impact of the tax issue on the financing of public education was presented in numbers. The campaign also called for fiscal justice and for the richest people and transnationals to pay what is fair, so that states can invest what is fair in education.

CLADE partners in Argentina, Bolivia, Brazil, Colombia, Dominican Republic, El Salvador, Haiti, Peru and Brazil joined the mobilization, focusing on the monitoring of educational financing and on the struggle and social mobilization for more resources for public education in their national contexts, through: close dialogue with authorities and presence in institutionalized spaces of social participation; organization of seminars and debates; processes of social oversight and research on the educational budget; and construction of alliances with different sectors, educational communities and networks that defend tax justice.



photo: FRANCISCO LEONARDO

In November 2017, FSE and Oxfam held, in the Dominican Republic, the conversation “Beyond 4%: sufficiency and quality of spending on pre-university education”.

photo: RESALDE FILE



Photo of a demonstration in El Salvador as part of the “6% Yes, for Education” campaign.

Another strategy used by CLADE to demand adequate financing of the right to education has been advocacy at key moments of the public agenda, such as the G20 Leaders Summit held in Buenos Aires, Argentina, on November 30 and December 1, 2018. This was not only the first G20 Summit to be held in LAC, but it was also the first edition to address education policies as fundamental issues on the Group’s agenda, which brings together the world’s largest economies, including Argentina, Brazil and Mexico in the Latin American and Caribbean region. Taking advantage of this historical and strategic framework, CLADE articulated with CADE, CNDE, CEAAL in Mexico and GCE, to promote from April to December 2018 advocacy, communication and mobilization actions through social networks, with a view to pressuring these States to reaffirm a commitment to guarantee free and inclusive public education systems, as established in the 2030 Education Agenda.

These networks also pointed out that without clear measures to promote tax justice, it would be difficult for these States to secure the financial resources needed to strengthen public education systems with quality and inclusion. In that sense, the mention of the relevance of tax justice in the declaration of leaders of the G20⁵¹ was celebrated.

⁵¹ Read more about CLADE’s actions in the context of the G20: <https://redclade.org/noticias/g20-y-educacion-la-lucha-de-la-sociedad-civil-por-recursos-ade cuados-para-ese-derecho/>

ARGENTINA

In May 2018, the *Grupo Compromiso con el Financiamiento Educativo* (GCFE) (Commitment to Educational Financing Group), of which CADE is a member, held the conference “*Aportes al debate sobre el financiamiento para una educación de calidad*”⁵² (Contributions to the debate on financing for a quality education) in Buenos Aires. The meeting brought together various actors and education experts from Argentina and other countries in Latin America and the Caribbean to discuss the financing needed for a quality education and the mechanisms to guarantee it, including tax justice.

⁵² Read more: <https://redclade.org/noticias/jornada-destaca-el-rol-clave-de-la-justicia-tributaria-para-la-garantia-de-un-financiamiento-educativo-justo/>

BRAZIL

Since June 2016, CNDE has mobilized against the approval of Constitutional Amendment 95/2016, which determined the freezing of public spending on education, health and social assistance for 20 years, making public a manifesto against the reduction of public investment in Brazilian education, which was signed by various organizations and parliamentarians, among other civil society actors. Also, as previously stated, it denounced these setbacks for educational financing before the OAS and the UN. As part of the national anti-austerity coalition, it also promoted the campaign “*Direitos Valem Mais. Não aos Cortes Sociais*”, against the cuts in resources for health, education, social assistance and human rights in the country.

In 2018, the Campaign has promoted actions of research, training, articulation, advocacy, communication, mobilization and exchange of learning, to guarantee a fair and adequate financing of the right to education. In particular, it participated in the discussions on the conception and approval of a new FUNDEB (Fund for the Maintenance and Development of Basic Education and Valorization of Education Professionals) in the National Congress, focusing on the validity of the mechanisms *Costo Alumno Calidad Inicial* (CAQi) (Initial Student Quality Cost) and *Costo Alumno-Calidad* (CAQ) (Student Quality Cost), foreseen in the National Education Plan⁵³. These mechanisms were created by CNDE, in dialogue with different actors, educational communities and researchers, as a way to establish parameters for adequate public financing of quality education.

⁵³ More information at: www.custoalunoqualidade.org.br

COLOMBIA

In 2017, the CCDE discussed with other social organizations, trade union and student organizations the importance of territorial financing instruments for education in the different departments and municipalities of the country.

In September of that year, a meeting was held in the Congress of the Republic, convened by Senator Senén Niño, in partnership with the *Frente Amplio por la Educación, los Derechos y la Paz*, of which the Colombian Coalition is a part. An event was also organized at the National Pedagogical University in Bogotá, which brought together more than 500 people, including students, teachers and activists.

These two meetings addressed the challenges related to the underfunding of Colombian public education at all levels, as well as proposals for a constitutional reform that would guarantee greater distribution of resources to the territories, so that they would invest in education, health, drinking water and basic sanitation. Under the slogan “Education mobilizes against budget cuts”, different activities were carried out in October and November 2017 to highlight the importance of ensuring adequate and sufficient funding for education in all its stages.

EL SALVADOR

In October 2017, RESALDE presented to the media and civil society organizations of the country its position on the budget allocated to the Ministry of Education for the year 2018. Instead of increasing investment in education, science and technology, these resources had been reduced. In December of that same year, it issued a statement to demand a commitment from the State to increase resources for inclusive, quality public education. Investment in public education in El Salvador represents 3.45% of GDP, making it the fourth country with the least investment in education in LAC. As part of its “6% Yes for Education” campaign, the Network has advocated for the approval of a draft law on national education financing, which establishes a progressive increase in public investment in education up to 6% of GDP, in compliance with the financial commitments assumed by LAC States in the 2030 Education Agenda.

HAITI

REPT celebrated, in January 2017, the publication of the National School Fees Law, which regulates the payment of school fees and extracurricular activities, as well as the periodicity of the increase in fees charged by the country's private schools. The law is considered an important tool for protecting mothers and fathers from overcharging school fees and for reducing barriers to access to education in Haiti. The law was published only seven years after it was approved by the National Congress. REPT, in alliance with organizations, teachers' unions and other movements and social sectors in the country, has had an influence since 2009 on the approval, publication and enforcement of the law⁵⁴.

54 Read more: <https://redclade.org/noticias/sancionada-la-ley-de-tasas-escolares-en-haiti-2/>

PERU

As an initiative of the CPDE, in partnership with CLADE, GCE, Latindadd, *Red de Justicia Fiscal de América Latina y el Caribe* and *Grupo Nacional de Presupuesto Público* (GNPP), on June 12, 2018, it was held the event "Equal Opportunities without Taxation? More investment for public education"⁵⁵. On this occasion, researchers and activists presented findings and relevant information on the public budget, the tax justice and the human right to education within the framework of the State's commitment to comply with the 2030 Education and Sustainable Development Agendas. The meeting took place prior to the Tax Justice Network 2018 Conference, an international debate on fiscal justice and its effects on overcoming inequalities and realizing rights, which also took place in June in Lima.

55 Read more: <https://redclade.org/noticias/evento-destaca-la-justicia-tributaria-como-elemento-fundamental-para-garantizar-una-inversion-adecuada-en-la-educacion-publica/>

DOMINICAN REPUBLIC

In 2017, within the framework of the regional mobilization Fund the Fair!, FSE and other social organizations demanded in a press conference and in a demonstration in front of the National Congress to be listened to and to have space to be able to participate in the debate of the Budget Law 2018. Likewise, on that occasion, FSE and Oxfam organized two talks on the theme “Beyond 4%: sufficiency and quality of spending on pre-university education”⁵⁶, where they presented the document “Notes on requirements and challenges for financing public education in the Dominican Republic”⁵⁷.

As part of Gawe 2018, the FSE organized a meeting to discuss progress and challenges four years after the signing of the National Pact for Educational Reform⁵⁸. In December of that same year, the Forum – in alliance with the InteRed Foundation – presented the 20th edition of the Bulletin of the Observatory of the Education Budget, with emphasis on the analysis of “Decentralization and the transfer of resources to the Boards of Educational Centers”⁵⁹.

Throughout the period covered by this report, the FSE continued to promote activities to monitor the quality of spending on Dominican education through its Education Budget Observatory⁶⁰.

56 <http://forosocioeducativo.org.do/index.php/actividades/416-analizan-suficiencia-y-calidad-del-gasto-en-la-educacion-preuniversitaria>

57 <http://forosocioeducativo.org.do/index.php/publicaciones/investigacion/465-apuntes-sobre-requirimientos-y-desafios-en-el-caso-dominicano>

58 <http://www.forosocioeducativo.org.do/index.php/actividades/406-actividades-de-la-same-2018-panel-cuatro-anos-de-la-de-la-firma-del-pacto-nacional-por-la-reforma-educativa-hemos-avanzado-en-la-implementacion>

59 <http://www.forosocioeducativo.org.do/index.php/actividades/447-el-foro-socioeducativo-y-la-fundacion-intered-presentaron-el-informe-sobre-las-transferencias-de-fondos-del-minerd-a-las-juntas-de-centros-educativos>

60 In the period 2015-2018, the following bulletins of the Education Budget Observatory were published: **Bulletin No. 15**, which shows deficiencies in the execution of the budget (<http://www.diariolibre.com/noticias/educacion/durante-el-2015-el-minerd-ejecuto-el-97-del-presupuesto-enumeran-deficiencias-IC4114695>); **Bulletin No. 16**, which analyzes the educational results of the 4% of GDP investment in education (<http://forosocioeducativo.org.do/index.php/publicaciones/notas-de-prensa/350-observatorio-del-presupuesto-en-educacion-llama-a-evaluar-resultados-educativos-del-4>); **Bulletin No. 17**, which calls for increased educational opportunities in Bahoruco (<https://hoy.com.do/foro-llama-aumentar-oportunidades-educativas-en-bahoruco/>); **Boletín N° 18**, sobre el enfoque de género en la educación en República Dominicana (<http://www.forosocioeducativo.org.do/index.php/actividades/428-the-budget-observatory-in-education-together-with-the-social-educational-forum-and-the-foundation-intrained-present-to-the-camera-of-deputies-the-non-18-newsletter-about-the-genero-focus-in-the-dominican-politics-and-educational-practice>); **Boletín N. ° 19**, with Recommendations to MINERD to improve literacy and education policy for young people and adults (<http://www.forosocioeducativo.org.do/index.php/actividades/433-organizaciones-de-la-sociedad-civil-formulan-17-recomendaciones-al-minerd-para-mejorar-la-politica-de-alfabetizacion-y-educacion-para-personas-jovenes-y-adultas>)

photo: LUIS FERNANDO ARELLANO



3.

STRENGTHENING OF ACTIVE AND PARTICIPATORY DEMOCRACIES

CLADE has discussed and closely followed the situation in the region, always defending the principle of social participation as a human right and publicly denouncing the processes of criminalization, repression and violence against members of the educational community, social movements and activists. It has also been acting to defend the consolidation of spaces for the participation of teachers, students and civil society in general in debates and decision-making on public education policies at all levels.

A. Participation in advocacy spaces and the fight for civil society participation

CLADE has participated in different spaces, processes and events at regional and international level, working for the strengthening of participatory democracy and so that civil society can effectively contribute to the decision-making processes about education policy from a rights perspective.

In the period 2015-2018, efforts have been made to create and/or consolidate institutionalized spaces for social participation in order to follow-up and review of the 2030 Agenda in general, and for the monitoring of SDG 4 in a specific way. Thus, since the adoption of the 2030 Education Agenda, CLADE is present in the SDG 4 follow-up spaces, monitoring the implementation of the Agenda at the regional and national levels and advocating for its realization.

To summarize, we can say that CLADE has participated in the follow-up spaces of the set of SDG, such as the HLPF – 2017 and 2018 editions; the UN General Assembly of 2015, 2016 and 2017; and the Forum of Latin American and Caribbean Countries on Sustainable Development coordinated by ECLAC, in the 2017 and 2018 editions. In the United Nations, it has participated in a qualified way in the debates on the SDG, contributing especially with the follow-up and review of SDG 4, since his participation in the EASG.



PHOTO: CLADE FILE

Young people from different countries of the region participate in a demonstration to defend free public university education, within the framework of the X Assembly of CLADE in Bogotá.

In 2016, CLADE obtained consultative status at the United Nations Economic and Social Council (ECOSOC), a great achievement that has allowed the network to participate in a qualified manner, dialogue and advocate in the UN spaces and conferences, among them the HLPF.

It has also been present in spaces that specifically follow SDG 4, such as the CCNGO; the Education 2030 Steering Committee at the regional and global levels; and the Regional Meetings of Ministers of Education on the 2030 Education Agenda (Buenos Aires in 2017 and Cochabamba in 2018).

In addition to the spaces already mentioned, CLADE has integrated other multilateral organizations that act in the educational field, such as the Advisory Council of the 2021 Goals of the OEI. From 2017 until today, it has been representing civil society organizations from developing countries (LAC, Africa, Asia and the Pacific, and the Arab World) on the Board of Directors of the GPE – the largest international cooperation fund for education currently in existence, and an important influential actor in the field of global education policy.

Likewise, during the period covered by this report, CLADE has occupied, in the second mandate, the presidency of the Global Campaign for Education, and since 2015 it has occupied the vice-presidency of the Steering Committee of the International Council for Adult Education.

Finally, the members of the network have been integrated into many key national spaces for RTE advocacy, as detailed below.

ECUADOR

As part of a road map established by the government of Lenin Moreno, in 2017, for the restructuring and strengthening of the Bilingual Intercultural Education System in the country, with priority participation of indigenous communities and organizations in Ecuador, a mixed team formed by representatives of the government and the National Confederation of Indigenous Organizations of Ecuador (CONAIE) was created. The CSE has participated in this team with a technical presence.

EL SALVADOR

RESALDE has been summoned to be one of the civil society networks founding the National Education Council (CNE), a government commitment to improve the quality of education and promote the participation of civil society in the debate and definition of education policies. This council supported the elaboration of the “El Salvador Educado” Plan, which highlights the six main challenges to education in El Salvador and more than 120 actions to respond to those challenges.

After the presentation of the Plan “El Salvador Educado” – which took into consideration contributions from RESALDE – follow-up tables were set up to monitor compliance, leaving the Network as the leader in monitoring challenge 4, which determines the State’s obligation to guarantee “12 years of public, free and universal schooling”. Likewise, RESALDE has been accompanying five of the six expected results in the plan, as a result of the participation of organizations that are members of the network in these monitoring tables.

BOLIVIA

CBDE has participated in the Multiannual Observatory of Educational Quality (OPCE) and in the work committee on educational quality assessment of the UNESCO Latin American Laboratory of Evaluation of Quality of Education (LLECE).

BRAZIL

In 2018, the CNDE, in partnership with other civil society organizations that participated in the process of advocacy in the UPR, founded the RPU Brazil Collective, as a way to carry out monitoring and advocacy actions for the implementation of the recommendations made by other Member States to Brazil, in the context of the UN Universal Periodic Review.

HAITI

After years of struggle with the Ministry of Education and Vocational Training, the REPT succeeded in creating a Ministerial Commission for the process of setting up a Local Education Group. The LEG is a mechanism of the Global Partnership for Education that aims to bring together actors in the field of education in developing countries to support the efforts of their governments to guarantee the right to education, promoting the stages of educational planning, from sectoral analysis to evaluation. It also promotes dialogue on national education policies, supporting governments in the development, implementation, monitoring and evaluation of national education sector plans.

HONDURAS

The Dakar Forum Honduras participates in the LEG, from which it was able to contribute to the elaboration of the Strategic Plan for the Education Sector 2017-2030, ensuring that it incorporates the voices of the educational community and is in line with the commitments assumed by the Honduran State in the 2030 Education Agenda. It also participates in the National Convergence Forum (FONAC), which is responsible for monitoring compliance with the Country Vision and the National Plan 2010-2022, which, with a view to eradicating poverty and promoting development in the country, establishes, among its objectives, that 100% of public education establishments should complete 200 days of class, and that coverage from pre-school to secondary should exceed 70%.

The FDH is also a member of the Technical Advisory Committee of the National Education Council, a body that defines education policies for the pre-basic, basic and secondary, formal and non-formal levels of education, both in the public and private sectors, and is also responsible for convening civil society to discuss education. The Technical Committee is made up of civil society organizations and governmental institutions that work in the field of education, being the main locus of debate and decision making of educational policies in the country.

DOMINICAN REPUBLIC

FSE is a member of the Dominican Initiative For Quality Education (Idec)⁶¹, and has participated in and dialogued with 2030 Agenda monitoring bodies in the country, such as the National Commission For Sustainable Development⁶². It has also had an impact on national policies for early childhood education and care, since it has members in the Coalition of NGOs for Children; and in the Early Childhood Advisory Board (a space for articulation between governmental institutions, civil society and international organizations that develop policies, programs and initiatives in favor of the population from 0 to 5 years old), as well as jurists, experts on the subject from the governmental sector and Unicef, among others. In November 2018, The Forum began participating in meetings of the National Gender Table of the Ministry of Education⁶³.

61 <http://forosocioeducativo.org.do/index.php/actividades/435-la-idec-presenta-su-decimo-informe-de-seguimiento-y-monitoreo-de-la-politica-educativa>

62 <http://www.forosocioeducativo.org.do/index.php/actividades/386-dialogo-entre-representantes-del-fse-y-del-mepyd-de-acciones-desarrolladas-sobre-los-ods-y-la-comision-nacional-de-desarrollo-sostenible>

63 <http://www.forosocioeducativo.org.do/index.php/actividades/391-el-fse-participo-en-reunion-de-la-mesa-de-genero-del-minerd-con-el-ministro-de-educacion>

B. Struggle for active democracies and against the criminalization of social protest

Our region currently presents a series of challenges for the protection and guarantee of the right to education, as well as restrictions and regressions that deeply concern social movements and organizations defending this right.

At the same time, we note with concern a series of normative instruments that have entered into force in recent years in the region (laws, decrees, protocols and reforms to penal regulations with the creation of new penal figures), as well as the increase

photo: MEU



Protests by Honduran university students in July 2016. CLADE acted against the criminalization and repression of these demonstrations.

government policies and practices that become instruments for marginalizing critical positions, discouraging the exercise of democratic freedoms, increasing punitive controls and legitimizing the criminalization of social protest, introducing the shift from a guarantee perspective towards a punitive perspective.

CLADE, together with members of its network and other organizations, has always pronounced when cases of repression of protest and other human rights violations have been verified.

- In October 2015, faced with the phenomenon of militarization of public schools in Brazil, a letter was sent to Commissioner Paulo Vannuchi, in charge of the IACHR's Economic, Social and Cultural Rights Unit.
- Since 2016, faced with the situation of repression and criminalization of students' protests in Honduras, letters have been sent to the Rapporteurship on Human Rights Defenders and the Special Rapporteurship on Freedom of Expression of the IACHR. CLADE, in partnership with the Dakar Forum Honduras, also proposed a series of actions, such as the installation of a Mediating Table for dialogue between students and authorities in the case of the Autonomous University of Honduras⁶⁴. As a result of these actions, an agreement was reached, in which students were recognized as legitimate actors in

⁶⁴ Read more: <http://bit.ly/2PrmzAF>

photo: BAYRON MORALES/FORO DAKAR HONDURAS



Dialogue of the UN Rapporteur, Koumbou Boly Barry, with students and teachers of the public secondary school Instituto Mixto de Hibueras, in Tegucigalpa.

the educational policy debate, and a pledge was made to drop legal charges against 75 students. In 2017, new conflicts between students and authorities took place, leading CLADE to organize, in partnership with the Dakar Forum Honduras, a visit of the UN RTE Rapporteur Kombou Boly Barry to Honduras, who immediately sent a formal letter to the government of Honduras. At the same time, in September 2018, CLADE publicly positioned itself again, to reject the murder of 4 students who participated in protests against the rise of fuels prize in Honduras, expressing that it followed with concern the cases of violence, murder, criminalization and persecution of students in the struggle for their rights, such as public transportation, free student tickets, reforms in education and an increase in the educational budget. According to data from the National Observatory on Violence, from January 2010 to May 2018, 1,522 students of all educational levels were murdered in Honduras.

- In June 2016, in a public position, Mexico's *Incidencia Civil en la Educación* (ICE) Network and CLADE demanded that the Mexican State stopped all repressive action against members of the teachers' union and their sympathizers, who at that time

photo: CLADE FILE



Students during protests to defend public education in Colombia (memory of October 2018).

were mobilized against the education reform promoted by the national government. In addition, ICE and CLADE sent public statements and letters to the IACHR Rapporteurship on Human Rights Defenders and the Special Rapporteurship on Freedom of Expression, as well as to the Office for Mexico of the United Nations High Commissioner for Human Rights (OHCHR), Mexican President Enrique Peña Nieto, Mexico's *Secretario del Interior*, Miguel Ángel Osorio Chong, and members of the National Coordination of Education Workers (CNTE).

- In August 2016, CLADE and the Social Contract for Education of Ecuador expressed their rejection of the resolution of the Ministry of Education that determined the closure of the National Union of Educators (UNE), putting an end to an entity with legal personality since April 19, 1950.
- In September 2018, CLADE, ALER and GCE published an Open Letter, expressing their deep concern about the arbitrary detention of members of the university student community and activists for the right to education in Nicaragua, and their accusation of terrorism, demanding their immediate release and respect for their right to participation, defense and due process.

In addition to the immediate reactions to the announced cases of repression and criminalization, CLADE tried to gather an overview of these cases in the document “Criminalization of Social Mobilization and Protest in Education”. This dossier, completed in November 2016, contains a mapping of the protests and itineraries of repression in Brazil, Chile, Ecuador, Honduras, Mexico and Paraguay. The document was shared with the IACHR Rapporteur on Human Rights Defenders, Jesús Orozco, and the CEJIL team, who play a crucial role in defending the rights of activists in the region.

The issue of the criminalization of the movements of teachers, students and activists was also brought to the debate in the Mixed Network of Parliamentarians and Civil Society for the Right to Education in Latin America and the Caribbean (*Red Mixta de Parlamentarios/as y Sociedad Civil por el Derecho a la Educación en América Latina y el Caribe*). In a virtual meeting of the network, held in October 2016, data presented by parliamentarians and representatives of civil society from Argentina, Brazil, Colombia, Costa Rica, the Dominican Republic, Ecuador, Paraguay, Peru, Mexico and Uruguay indicated that, despite the existence of legislative frameworks that enable social participation in education policies, there is a weakness in the effective application of these laws.

photo: JAZMIN ELENA



Poster stuck at Colombia's National University demands freedom for activist Harry Gil

ARGENTINA

In September 2018, in a public note, CADE expressed its absolute and total repudiation of the act of aggression against the teacher Corina de Bonis, of the Complementary Educational Center 801 of Moreno, who was kidnapped, beaten and put in the trunk of a car, after having participated in demonstrations for better infrastructure and adequate and safe conditions for educational establishments. In order to avoid the repetition of tragedies such as the gas explosion at School 49, which occurred days before the protests in which Professor Corina participated, CADE, in alliance with other organizations and educational communities, promoted a petition for the annual verification of the school infrastructure, as mentioned above. During the year, it spoke publicly about many other situations that violated the right to education.

There were pronouncements and statements expressing the repudiation of Argentina's withdrawal from the UNASUR system, the rejection of the demonstrations of the governor of the province of Buenos Aires who affirmed that poor people cannot successfully pursue university studies; because of the protocols that approved the entrance of the public force to educational establishments; and due to the declarations of Dr. Abel Albino in the Senate of the Nation, which violated women's rights.

The struggle of university teachers and the demands of teachers from all over the country for the opening of parity negotiations were also supported with declarations and presence. CADE expressed its solidarity with the family of Ismael Rodríguez, a boy murdered in Roque Sáenz Peña (Chaco), and rejected the attempts to close the milk wards at the Ramos Mejía hospital in the Autonomous City of Buenos Aires (CABA). It also accompanied the struggle of teachers from the municipal schools of Mar del Plata, opposed the closing of CABA night schools, and rejected the criminalization of parents of high school students who took over schools. In many of the conflicts mentioned on which it took a stand, the Campaign worked together with other social actors within the framework of the Multisectorial for Public Schools, created at CABA.

photo: CADE FILE



Members of the Argentine Campaign participate in educational demonstrations in Buenos Aires.

COLOMBIA

The CCDE joined the rejection of the *Mesa Amplia Nacional de Profesores de Universidades Públicas de Colombia* (National Table of Public University Teachers of Colombia) and other movements and civil society organizations, in the face of the police brutality with which the *Escuadrón Móvil Antidisturbios - ESMAD* (Riot Mobile Squadron) has attacked students who mobilized and protested for fair and adequate public funding for public universities, violence that stole the left eye of Esteban Mosquera, a music student at the University of Cauca.

The Coalition supported student and teacher demonstrations in the country, and reaffirmed that it is the duty of the State to protect, respect and guarantee the freedom of association, expression and demonstration of all persons, without repressing, threatening or criminalizing them for exercising this right. It also supported the educational community in its just struggle and monitoring so that the agreement signed with the national government at the end of 2018, for the fair financing of free public education, is complied with and socialized with the country's different public universities.



C. Mobilizations

CLADE considers that social mobilization is another central element of active and participatory democracies, putting into practice collective action, coordinated movement and the joint expression of ideas and points of view. In this sense, in articulation with its partners in different countries and allied regional networks, it is involved in various actions focused on social mobilization to demand the guarantee of rights. Among these activities, which make the demands of civil society visible and public, are the Global Action Week for Education (GAWE) and the Latin American Week for the Right to Education.

With these initiatives, debates, demonstrations, dialogues with authorities, artistic pieces and communication activities have been carried out in the different countries of the region, involving national forums that are members of CLADE, teacher unions, student movements and organizations, among other actors, with a view to sensitizing members of the educational community, authorities and society in general, calling them to joint actions to defend the human right to education, as a responsibility of the States.

GLOBAL ACTION WEEK FOR EDUCATION

Every year, the Global Campaign for Education coordinates GAWE, which is launched simultaneously in more than 100 countries, always in April, on the occasion of the anniversary of the World Education Forum in Dakar (2000). Each year, this event reminds States of their international commitments to the realization of the right to education based on a common theme. The education of people with disabilities, early childhood, educational financing and social participation are among the themes emphasized in recent years.



PHOTO: CLADE FILE

GAWE activity in Nicaragua.

National forums, regional networks and international organizations that are members of CLADE have participated in the editions of the Global Action Week for Education from 2015 to 2018. CLADE has registered, promoted and potentialized the activities developed in this framework at the regional level⁶⁵.



PHOTO: FSE FILE

Professor and students of scientific high school during GAWE 2018 activity at the Book Fair in Dominican Republic.

⁶⁵ For more information, enter this special that presents a tour of the GAWE editions from 2011 to 2018: <https://redclade.org/especiais/same-2019/>

LATIN AMERICAN WEEK FOR THE RIGHT TO EDUCATION

At the same time, CLADE held in 2017 the first Latin American Week for the Right to Education, with a view to enhancing the value of public, secular, free, inclusive and transformative education in the region. The month of the Latin American Week – September – was chosen to commemorate the anniversary of the SDG, adopted by the UN General Assembly in September 2015.

The first edition of the Latin American Week emphasized the issue of educational financing, with the objective of sensitizing members of the educational community and society on the need to strengthen public education systems, guarantee free education, have a fair and equitable tax and fiscal system, and guarantee adequate financing for the implementation of the 2030 Agendas for Sustainable Development and Education.

The I Week took place from 18 to 24 September 2017, within the framework of the 72nd General Assembly of the United Nations and the anniversary of the adoption of the SDG, marking the inauguration of the regional mobilization “Fund the Fair! For a public and free education for all”, which was already detailed above.

In turn, the II Latin American Week for the Right to Education was celebrated from 15 to 22 October 2018, initiating the regional mobilization “Educate for freedom: dialogues and action for an emancipatory education”, already detailed above. The actions of the mobilization “Educate for Freedom” will continue during 2019 and 2020. All information on “Educate for Freedom” is available at: <http://www.educarparalalibertad.org>

D. Justiciability

CLADE also promotes initiatives around the justiciability of the human right to education, seeking to promote awareness of the obligation of States to provide reparation to those whose human rights are violated. The appropriation of the instruments and practices of justiciability by citizens is key to the consolidation of democracies and the realization of rights. These actions relate to the possibility of bringing a complaint or any other legal remedy before the courts when the content of a right has been violated.

To this end, CLADE, in partnership with CEJIL, held in Buenos Aires, in 2015, the workshop “Justiciability of the Right to Education in Latin America and the Caribbean”, with the participation of representatives of national coalitions, regional networks and international organizations that are members of the Campaign. On this occasion, CLADE and CEJIL also jointly launched the book “Summaries of Jurisprudence: Right to Education”⁶⁶, which identifies the main decisions on the right to education in regional and international tribunals for the protection of human rights.



At the regional and international level, CLADE has approached and dialogued with rapporteurs and human rights bodies. At the United Nations level, it has had special dialogues with the Special Rapporteur on the Right to Education (Kishore Singh and then Kombou Boly Barry), the CRC and CEDAW. At the IACHR, CLADE has dialogued with the Rapporteurship on the Rights of the Child (Esmeralda Arosemena de Troitiño), the Economic, Social and Cultural Rights Unit (Paulo Vannuchi) and the Rapporteurship on the Rights of Human Rights Defenders (Jesús Orozco).

It has also promoted, in alliance with other organizations, processes of justiciability in different national contexts, participating in mechanisms to review the international commitments assumed by States, such as the UN Universal Periodic Review, and encouraging and supporting its partners in each country to use these instruments and advocacy spaces to defend the human right to education.

⁶⁶ <https://redclade.org/wp-content/uploads/Sumarios-de-Jurisprudencia-Derecho-a-la-Educación.pdf>

photo: CPDE FILE



Peruvian campaign in the presentation of the civil society's spotlight-report, before the revision of the Peruvian State in the UPR/UN.

The UPR was used by national forums in different countries: Haiti (in 2016, the country's organizations, including the REPT – in partnership with CLADE, prepared a spotlight-report to contribute to the review of the country, highlighting especially the challenges and threats to the right to education related to the privatization of education); Brazil (in 2017, CNDE, *Acción Educativa* and ANCED counted on the collaboration of CLADE to prepare a spotlight-report as a contribution to the review of the Brazilian State, pointing out setbacks for gender equality and educational financing); Peru (in 2017, the EPU Peru Collective, formed by different civil society organizations in the country – among them CPDE, with the support of CLADE, prepared a spotlight-report to highlight the challenges to be overcome in topics such as: educational inequality, gender gaps in education, the expansion of private education and the teachers rights; Guatemala (in 2017, the *Colectivo de Educación para Todas y Todos* also submitted a spotlight-report to the Guatemalan state review); and Nicaragua (the FEDH-IPN began preparations to participate in its country's review on UPR in 2019).

It is important to note that legal enforceability is conditional on the existence of legislation guaranteeing rights. Considering this condition, CLADE launched the Mixed Network of Parliamentarians and Civil Society for the Right to Education in Latin America and the Caribbean, a supra-partisan instance of legislative debates and strengthening of articulations between parliamentarians and civil society at the national and regional levels, in defense of public, free, secular education for all, as a fundamental human right. Its purpose is to promote the implementation of legal frameworks to ensure the human right



RED MIXTA DE PARLAMENTARIOS/AS Y SOCIEDAD CIVIL

POR EL DERECHO A LA EDUCACIÓN EN AMÉRICA LATINA Y EL CARIBE

to education and to guarantee the right to participation of civil society, particularly of the subjects of the educational community, as detailed earlier in this publication.

As already mentioned, CLADE and IIEP-UNESCO Buenos Aires presented in 2015 the study *“Las Leyes Generales de Educación en América Latina – El Derecho como Proyecto Político”* (The General Laws of Education in Latin America - Law as a Political Project). The document maps the general education laws in force in the countries of the region in order to answer whether they are framed within a rights perspective, verifying at the same time their levels of observance and the enforceability and justiciability of their postulates. Its content reveals the existence of very powerful resources when it comes to defining the rights of individuals and the obligations of States.

HAITI

In July 2016, a discussion was held in the country on the legal reality and experiences regarding the enforceability and justiciability of the right to education, with the purpose of deepening knowledge on these issues, as well as on existing mechanisms at both the regional and international levels for the protection of the right to education. This activity was coordinated by REPT, with the support of CLADE, and was attended by more than 40 people, mostly representatives of civil society organizations that promote the right to education in different parts of the country, including youth organizations, community associations, organizations working in popular education, Y&AE and literacy, as well as representatives of the peasant movement, women's movement and educators from various fields⁶⁷.

⁶⁷ To find out more about this meeting, go to: <https://redclade.org/acciones-recientes/en-alianza-con-la-rept-realizamos-oficina-sobre-la-justiciabilidad-del-derecho-a-la-educacion-en-haiti/>



4.

INSTITUTIONAL DEVELOPMENT OF THE CLADE

A. Strengthening of the network

The CLADE network has strengthened its institutionality, relying on collective action and learning. Face-to-face and virtual debates, seminars, meetings and encounters, rigorous and participatory research in alliance with researchers, production of knowledge, collective political advocacy and exchange of experiences have been constant practices.

In the four-year period 2015-2018, new organizations have joined the CLADE network. In terms of national forums, RESALDE became part of CLADE. In terms of regional networks, CLADE received the following new members: OMEP Latin America; *Red ESF*; *Red Global-Glocal por la Calidad Educativa*; *Agencia Pressenza*; and *Fundación Fe y Alegría*.

It is worth noting that, in broadening its base, CLADE has also incorporated more feminist, student and youth organizations, indigenous people, people with disabilities, teachers, mothers and fathers.

photo: ALEXANDER GUEVARA



X Regional Assembly of CLADE in Bogotá, Colombia (October 2018).

OTHER PARTNERSHIPS AND DIALOGUES

CLADE has dialogued with student movements from Argentina, Brazil, Bolivia, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Honduras, Nicaragua, Peru and Paraguay. It has also developed joint actions with parliamentarians of the region, through the Mixed Network of Parliamentarians and Civil Society for RTE in LAC.

On the other hand, it established alliances and carried out joint actions with organizations beyond the educational field: *Red de Justicia Fiscal de América Latina y el Caribe*, Latindadd, CLADEM, CLACSO, CEJIL, *Mais Diferenças* and Consortium on Privatization of Education and Human Rights.

Strategic partnerships with other sectors and authorities in the region were also established through cooperation agreements signed by CLADE with ILGALAC and CECC/SICA, the latter being the institution that promotes cooperation and Central American integration in Education and Culture.

As mentioned above, CLADE has also made an unprecedented effort of inter-agency cooperation within the framework of OREI, with UNICEF, UNESCO, OEI, ECLAC, IIEP-UNESCO Buenos Aires and IBE-UNESCO Geneva. It has also consolidated its approach to sister regional networks in other continents: ASPBAE, ANCEFA and ACEA.

photo: SAMUEL GRILLO/CLADE



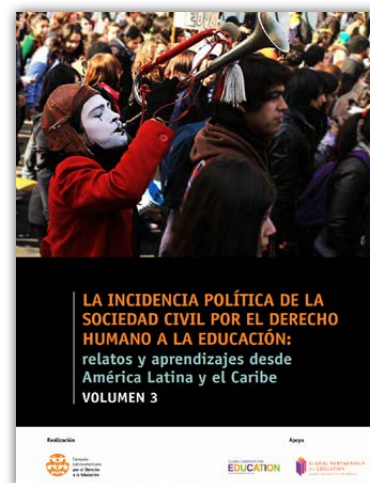
Representatives of the Bolivian Campaign, CLADE and ILGALAC, during the signing of the agreement between the two regional networks.

EXCHANGE, MEMORY AND LEARNING

Throughout the period covered by this report, the culture of exchange, learning and co-construction of knowledge within the network has been strengthened. Common practices have been: a list of discussions and e-mail exchanges, the systematization of advocacy processes, activity reports and WhatsApp groups.

In addition, countless regional and subregional face-to-face meetings and webinars have been held on various topics (gender, emancipatory education, early childhood, educational reforms and education in confinement contexts, among others).

As another contribution to the exchange of inspiring experiences and learning among the network, the third volume of the publication “Civil society advocacy for the human right to education: stories and lessons learned from Latin America and the Caribbean”⁶⁸ was published. The document includes 12 advocacy experiences of CLADE members, including the regional networks ALER and ESF, and a 13th case, which presents advocacy experiences of the Campaign at the regional level, involving its different members and acting in defense of a fair and adequate financing for the human right to education.



It should be noted that sub-regional articulations have also been carried out for specific themes and actions, as well as exchanges with regional networks from other continents.

REGIONAL CIVIL SOCIETY EDUCATION FUND (FRESCE)

The Civil Society Education Fund (CSEF) is a GCE initiative that, since 2009, has the support of the GPE and seeks to strengthen the institutional and political advocacy capacities of GCE members that are present in about 60 partner countries of the GPE in Africa, Asia and the Pacific, Latin America and the Caribbean and Arab World.

The initiative provides strategic resources for the forums to strengthen institutionally, expand their capacity for dialogue and advocacy with the various branches of government,

⁶⁸ https://redclade.org/wp-content/uploads/Casos_Incidencia_vol_3_v7-1.pdf

and develop many of the research, social mobilization, and justiciability activities for the realization of the right to education presented in this report, as well as consolidate their participation in the spaces for discussion of education policies at the national, regional, and international levels.

In LAC, only CLADE's members in Bolivia, Haiti, Honduras, Nicaragua and the Dominican Republic are eligible for GPE funds. CLADE assumes the Regional Secretariat of CSEF in Latin America and the Caribbean: the so-called *Fondo Regional de la Sociedad Civil para la Educación* (FRESCE).

Until 2016, FRESCE had additional funds from AECID, which made it possible to support the other 11 national forums that are members of CLADE. Despite the conclusion of the agreement with AECID, FRESCE continued to be considered an initiative that favors the institutional strengthening of the CLADE network as a whole, promoting the permanent exchange of knowledge and experiences among all members through webinars, face-to-face meetings on specific topics related to RTE and the region's situation, but also on institutional topics that strengthen political action, such as political-financial sustainability, strategic planning and communication, preparation of proposals and reports, monitoring of projects, etc. It also fosters the development of studies and research, joint advocacy, communication and mobilization actions, and the systematization of collectively collected knowledge.

FRESCE has the permanent support of a group of experts in the right to education and educational policies, who articulated in the so-called FRESCE Deliberative Council, accompany the initiative, offering an external technical and political perspective to the proposals elaborated by the national forums, approving the resources for their adequate implementation, and contributing with their capacities for the strengthening of the network as a whole, from the participation in events and webinars promoted by CLADE. The following are currently members of the Deliberative Council: Antonio Eleilson Leite, Camilla Croso, Cecilia Lazarte, Denise Rosa, Maria Graciela Cuervo, Nelly Claux, Nelsy Lizarazo, Orlando Pulido, Vernor Muñoz and Wolfgang Leumer.

The administrative-financial management of FRESCE funds in LAC is the responsibility of ActionAid International, which, in its role, also contributes to the strengthening of CLADE members in this area.

Finally, being a global initiative, the CSEF still allows to strengthen South-South cooperation and learning relations, promoting the articulated exchange based on the dialogue with the regional networks sister to CLADE (ANCEFA, in Africa; ASPBAE in Asia and the Pacific; ACEA in the Arab World) that assume the secretariat of the initiative in their regions, and their respective members.

photo: ALEJA FORERO/GRUPO COMUNICARTE



CLADE members met in the X Regional Assembly of the network.

B. Governance

During the period, CLADE regularly maintained its decision-making and governance bodies, in particular the CLADE Brazil directory (the legal floor of CLADE), the Steering Committee and the Regional Assembly.

A great emphasis was placed on the efforts for the financial sustainability of the CLADE network, especially in view of the termination of its main agreement with AECID. In that regard, a resource mobilization plan was implemented in the period 2016-2017 to diversify sources of funding and, above all, to ensure the continued support of organizations that were already funding or had funded CLADE activities.

To this end, a consultant was hired to develop a resource mobilization plan. In addition, a workshop and some webinars were held with members of the CLADE membership to share lessons learned on this important topic.

At the same time, a collective fundraising basket was created, with the presentation of dozens of regional and sub-regional proposals. Financing opportunities were identified and

sent to CLADE members. The CLADE secretariat also supported members in the preparation of proposals and presented them to possible donors. Solidarity actions were carried out to support national forums in the disbursement of smaller amounts of resources for their participation in advocacy spaces and other activities.

It is an important achievement that CLADE maintained, in this period, most of the funders that already supported the Campaign: GPE, OXFAM IBIS, UNICEF, DVV, ActionAid, OREALC UNESCO Santiago and *Ayuda en Acción*, although some reduced their contributions.

During the reporting period, three new funders went on to support CLADE: EDUCO, SAIH and Light for the World. On the other hand AECID and Open Society Foundations stopped giving financial support to the Campaign.

photo: ALEXANDER GUEVARA



Meeting on the FRESCE in Bogotá, Colombia (2018).

photo: CLADE FILE



Debate and reflection on the mobilization of resources for the political advocacy for the right to education (August 2015, in Argentina).

photo: CLADE FILE



X Regional Meeting within the framework of the FRESCE, carried out in August 2017 in the city of Rio de Janeiro, Brazil.

It is important to underline that different proposals were presented between 2017 and 2018, which unfortunately were not approved. These included two proposals to the Tinker Foundation (Financing Education in LAC; and Violence and Secondary Education in Central America); three proposals to the European Commission (Educational Rights of Persons with Disabilities in Peru, Costa Rica and Honduras; Education, Violence and Multiple Discrimination in Guatemala; and Strengthening Resilience: education opportunities in fragile and crisis-affected environments, submitted jointly with ACEA, CCDE and Iraq Forum); a proposal to the Arab Gulf Development Programme (Mobilizing civil society to act in the monitoring and follow-up of SDG 4: towards full implementation in LAC, covering 16 countries); a proposal to the Sasakawa Peace Foundation (Education and migration in LAC); a proposal to the Open Society Foundations (Participation of young people in the follow-up to SDG 4); a proposal to the OEI (The right to education of migrants in Central America); and finally a proposal to the AECID (Contribute to an active, proactive and qualified participation of civil society in the spaces of follow-up of the SDG, in particular SDG 4, in 16 LAC countries), in partnership with EDUCO.

Another important point that was highlighted in the area of governance was the implementation of the RADAR online system, which provides control and transparency to the administration of financial and accounting resources of the institution. It is a computerized system that allows comparisons between different periods, and the information is available to different members of the team, particularly the coordinators.

photos: ALYSON MONTREZOL



*Recording of the film
"Dignité" in Haiti.*



C. Institutional Communication

During this reporting period, CLADE set out to consolidate its principles and action fronts in terms of institutional communication. The fundamental aspects of this process were: dialogue among members of the Campaign, especially through the use of social media; partnerships with regional networks, media and journalists; the strategic use of social media and audiovisual for communication, advocacy and citizen awareness; virtual meetings for the formation of the network and public debate on key issues on CLADE's political agenda; and virtual consultations with educational communities, specialists and activists on the guarantee of the human right to education.

EXCHANGE OF INFORMATION AND EXPERIENCES FOR COLLECTIVE REFLECTION AND LEARNING

CLADE maintained and improved the spaces for coordination, mutual learning and exchange within the network, enabling agile dialogue, as well as dissemination and coverage of relevant actions. In this sense, the periodic sending of newsletters and informatives CLADE Informa was complied with.

In April 2018, a virtual dialogue on strategic communication was held with the participation of 24 people, including members of the Executive Coordination of CLADE, representatives of national forums, regional networks and international organizations that are members of the Campaign, as well as invited persons from outside the network. On that occasion, experiences were shared on the strategic use of social media for the development of campaigns and advocacy actions, and representatives of the Pressenza Agency in Brazil and Italy and OXFAM for LAC participated.

Throughout 2018, it was carried out within the framework of the regional mobilization “Fund the fair! For a free and public education for all”, a series of virtual meetings with CLADE members gathered by sub-region with a view to jointly analyzing the data on educational financing available in the System for Monitoring the Financing of the Human Right to Education in Latin America and the Caribbean.

photo: CLADE FILE



Current CLADE executive coordination team.

photo: CLADE FILE



Virtual launch of regional study on early childhood (October 2018)

photo: ALER FILE



Work coverage of the Pan-Amazonian Network, promoted by ALER

STRATEGIC PARTNERSHIPS AND NETWORK COMMUNICATION TO DISPUTE NARRATIVES AND INFLUENCE PUBLIC DEBATE

In partnership with the regional networks ALER and *Agencia Pressenza*, CLADE's communication team has constantly promoted dialogues and reflections on its communicative task. This facilitated the sum of efforts to disseminate common themes, such as education with gender equality, inclusive education, overcoming violence and discrimination in education, and financing education and tax justice.

In addition, joint mobilization and communication actions were multiplied through social media, including those developed within the framework of GAWE and the Latin American Week for the Right to Education (*Semana Latinoamericana por el Derecho a la Educación*).

Dialogue with media and journalists in the region was also highlighted. These included Nova Escola magazine, Le Monde, Univesp TV, Brasil de Fato, Caros Amigos, Productora 4V, Radio Trianon, Setor 3 and Futura, in Brazil; Cambio, in Bolivia; Tiempo Argentino, Página 12 and Fundación Luminis, in Argentina; Radio Progreso, Hondudiario, Honduprensa and La Tribuna, in Honduras; Insurgencia Magisterial and La Jornada, in Mexico; and at the regional level: Resumen Latinoamericano; Kaos en la Red; Rebelión; Radio Sputnik Latinoamérica and El País – through CLADE's periodic collaborations in the Contrapuntos blog. The CLADE communication team also integrates and follows the debates of the journalists' networks of Brasil Jeduca (Associação de Jornalistas de Educação) and Jornalistas Livres, and wishes to consolidate a network of journalists and communicators who are education friends at the regional level.

THE STRATEGIC USE OF SOCIAL MEDIA

Since 2015, CLADE has more than tripled its number of followers on Facebook and Twitter, and created a Youtube account with a view to expanding its reach among teenagers and youth. To develop the use of social media as an advocacy tool, communication and mobilization coordinator Fabíola Munhoz participated in the “Social Media Expert” course in July 2017. The communication team is implementing the techniques received and shared these lessons in a webinar with CLADE members.



Messages disseminated through social media in the framework of the communication and mobilization initiative promoted by CLADE, in partnership with regional networks that defend tax justice.

JOINT MOBILIZATION AND COMMUNICATION CAMPAIGNS FOR ADVOCACY

CLADE's communication is a transversal axis to all the advocacy, mobilization and research activities developed. A fundamental element for the success of these campaigns and actions has been their planning and execution in strategic partnerships with Campaign members and allies. They stand out as examples: the realization of mobilizations in social media on educational financing and tax justice, in partnership with regional networks that defend tax justice - June 2018); the campaign against gender violence in educational spaces, in partnership with ALER, Pressenza and REPEM - March 2017; the mobilization for education with gender equality and fair financing, in partnership with ALER, Pressenza and CLADEM - March 2018; the campaign for good education, in partnership with CEAAL - 2016; communication actions to press for a commitment by States to guarantee public, free and inclusive education systems within the framework of the G20, in partnership with CADE, CNDE, CEAAL Mexico and GCE - September 2018; and mobilizations around the different editions of GAWE and Latin American Week for the Right to Education.

VIRTUAL SEMINARS AND AUDIOVISUAL AS TOOLS FOR AWARENESS-RAISING, DIALOGUE AND COMMUNICATION

CLADE held virtual seminars as a way of intensifying dialogue with citizens on key issues on the political agenda, inviting them to join the fight for RTE . In these dialogues, topics such as: the right to education and dignity in confinement contexts (June 2015)⁶⁹; education and gender equality (September 2017)⁷⁰; educational reforms in Latin America and the Caribbean (April 2018); emancipatory education (October 2018); early childhood education and care (October 2018) were discussed.

Likewise, the Campaign has bet on the use of the audiovisual as a powerful tool of sensitization and communication for a wide public. Examples are: the production and diffusion of the documentary “Dignité” (2015), on the human right to education in Haiti; the mobilization and dialogue with young people of the region, around the 2017 and 2018 editions of the audiovisual festival “Lights, Camera and Education”; in addition, short videos and audiovisual testimonies have been made, in partnership with CLADE members and allies, to invite citizens to promoted mobilizations for the right to education.

photo: CLADE FILE



Youth and students discuss gender and education during the second edition of the festival “Lights, Camera and Education” in Costa Rica (2018).

69 <http://juventud.redclade.org/encuentro-virtual-discute-fortalezas-y-desafios-de-la-educacion-en-contextos-de-encierro-en-america-latina-y-el-caribe/>

70 <https://orei.redclade.org/seminario>

REGIONAL PLATFORMS FOR MONITORING THE COMPLIANCE OF SDG 4

CLADE launched in 2015 the OREI, and in September 2017, the System for Monitoring the Financing of the Human Right to Education in Latin America and the Caribbean, web platforms with the objective of monitoring the implementation of the 2030 Education Agenda and SDG 4 in LAC.

STRENGTHENING INSTITUTIONAL COMMUNICATION

CLADE inaugurated in October 2018, within the framework of its X Regional Assembly, its new institutional website, adapted to contemporary times and the available responsive functions: **www.redclade.org**

It is also worth noting that, in this period, CLADE has suffered a series of hacker attacks both to its server and to different websites maintained by the Campaign. As a way to overcome this challenge, the web pages were moved to a new server, and a process was initiated to migrate the contents of these web sites to the new institutional page of the Campaign, with a view to centralizing as much as possible the publication of news and information, thus facilitating the measurement of results, as well as the security and economy of the server.

In addition, the communication team worked on the renewal of the format of CLADE's monthly news bulletin and its informative CLADE Informa, with a view to making them more synthetic and responsive. It also initiated the creation of an international list of contacts, for which a news bulletin in English will be sent from 2019, with a view to broadening the scope and visibility of CLADE's activities at the global level. At the same time, the network is strengthening the dialogue with the GCE and GPE communication teams. It is highlighted that both organizations have increased their support to the dissemination of news and articles about CLADE's actions in its web pages and social networks, followed by a large audience.



foto: JOÃO BITTAR (MEC)

“We defend the emancipatory nature of an education that ensures rights, as the transformation towards inclusive and egalitarian societies demands; societies in which art, culture and communication are deployed to contribute to the full realization of all human beings”

Part of the final declaration of CLADE's X Regional Assembly⁷¹

⁷¹ https://redclade.org/wp-content/uploads/Carta-de-Bogota_FINAL.pdf



Campaña
Latinoamericana
**por el Derecho
a la Educación**

Av. Professor Alfonso Bovero, 430 cj. 10
Perdizes - São Paulo - SP - CEP 01254-000 - Brazil
Phone: (55-11) 3853-7900
E-mail: clade@redclade.org
www.redclade.org