



# FOUR-YEAR STRATEGIC

CLADE 2023-2026



Campaña  
Latinoamericana  
por el Derecho  
a la Educación

# FOUR-YEAR STRATEGIC PLAN 2023-2026

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

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## Acknowledgements

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We are grateful for all the contributions made by the colleagues who participated in the elaboration of the Plan, through surveys, interviews, focus groups, documentary analysis, exchange and validation meetings, and we would especially like to highlight the leadership and support of the Directive Committee and the General Coordination team of CLADE.



## Organisations taking part in the survey

National Coalitions	
1	Argentinian Campaign for the Right to Education (CADE)
2	National Campaign for the Right to Education, Brazil
3	Bolivian Campaign for the Right to Education
4	Forum for the Right to Public Education, Chile
5	Colombian Coalition for the Right to Education
6	Citizens' Agenda for Education and Human Rights ACEDH, Costa Rica
7	Social Contract for Education, Ecuador
8	Salvadorian Network for the Right to Education RESALDE
9	Education for All Collective, Guatemala
10	Education for All Grouping-REPT, Haiti
11	Forum Dakar, Honduras
12	Campaign for the Right to Education in Mexico, CADEM
13	Education and Human Development Forum, Nicaragua
14	Right to Education Network; Paraguay
15	Peruvian Campaign for the Right to Education
16	Socio-Educational Forum, Dominican Republic
17	Venezuelan Forum for the Right to Education

Regional networks	
1	Latin American Association of Communication and Popular Education, ALER
2	Council for Popular Education in Latin America and the Caribbean, CEAAL
3	OMEPE, World Organisation for Early Childhood Education
4	Faith and Joy
5	Global March Against Child Labour - South America
6	Latin American Women's Popular Education Network, REPEM
7	Space Without Frontiers Network
8	Pressenza International Press Agency
9	Global/Glocal Network for Quality Education

International organisations	
1	DVV International
2	Education and Cooperation Foundation - EDUCO
3	Save the Children International

Grassroots organisations: members or allies of CLADE	
1	Children's Issues, Argentina
2	OMEPE Argentina
3	Colmena Juvenil Association, Bolivia
4	Research Centre for Socio-Economic Development, CEINDES, Bolivia

5	Collective DSG Beni, Bolivia
6	Collective DSG Riberalta, Bolivia
7	Gender and Theology for Development Collective, Bolivia
8	Action Aid Foundation, Bolivia
9	Loyola Cultural Action Foundation - ACLO, Bolivia
10	Oxfam, Bolivia
11	San José Catholic Society, Bolivia
12	AVE Youth Vision, Friendship, Courage and Endeavour, Bolivia
13	Better World Foundation, Colombia
14	Better World Foundation, Colombia
15	Critical Literacy Programme UNA, Costa Rica
16	Association of Cuban Pedagogues
17	Educo Foundation, El Salvador
18	Dialogues on Education. Network for the right to education, Paraguay
19	Strata Network, Paraguay
20	Institute of Social Sciences, Paraguay
21	Sur Futuro Foundation, Dominican Republic
22	Faith and Joy, Dominican Republic

## Bodies, organisations and institutions participating in interviews, focus groups and discussion and validation meetings

CLADE General Coordination
CLADE Directive Committee
CLADE Brazil Board
Coordinators of national coalition members of CLADE and grassroots organisations
Representatives of regional networks, members of CLADE
Representatives of international organisations, members of CLADE
Former members of the General Coordination and Board of Directors of CLADE Brazil
Asia South Pacific Association for Basic and Adult Education, ASPBAE
International Council for Adult Education, ICAE
Education International, IEA
Global Partnership for Education, AME
UNESCO Regional Bureau for Education in Latin America and the Caribbean, OREALC, UNESCO/Santiago
Education and Cooperation Foundation EDUCO
Representatives of CLADE's international NGO partners
Academics from universities in Latin America and the Caribbean

# PRESENTATION

*“That the new times are not just a reproduction of what already exists.”*

The Strategic Plan 2023 - 2026 of the Latin American Campaign for the Right to Education (CLADE) constitutes the Roadmap of our organisation at regional level for the next four years. It has been constructed with a Theory of Change approach, which is presented to contribute to the achievement of the Long Term Goal or Vision, through the Guidelines for Change to contribute to the achievement of the Conditions for Change.

It is designed to contribute to the preparation and/or implementation of strategic plans, action plans or initiatives of each of CLADE's members, particularly coalitions at the national and territorial levels. In this sense, its implementation will be much more effective to the extent that it allows articulating the regional work with the national level within a framework of flexibility and consideration of the specificities of the membership.

It is the result of a participatory process of collective construction made possible through consultation, reflection, contributions and agreements with the entire membership, enriched by the valuable contributions of various partners, allies and cooperators, with whom we share the path towards guaranteeing the human right to education (HRE), articulated with the defence and promotion of all human rights. Within this framework, CLADE's membership (national coalitions and their grassroots organisations; regional networks; and international organisations) has had the opportunity to express itself and participate through multiple channels: online surveys, interviews, focus groups, commented readings and discussion and validation events.

Today more than ever, CLADE, thanks to the actions of its membership and a participatory, horizontal and democratic regional coordination, is recognised as an essential organisation in the defence of the HRE and in the strengthening of the social movement for human rights in Latin America and the Caribbean.

In this sense, the present Strategic Plan is part of a continuous process that is strengthened by the progress and learning from the implementation of previous strategic plans and the trajectory and experience accumulated by the membership at different levels, and contributes with its own added value to the configuration of a long-term vision in a context that demands redoubled efforts to build democratic, fair and egalitarian societies; to contribute to the guarantee of a dignified life for the entire population, as the great horizon of those of us who are part of CLADE.

CLADE is faced with the ethical imperative to continue to develop and expand to new countries and new regions, to broaden its influence on public policies for the HRE and, beyond that, to advance to the local territory through grassroots organisations, in articulation and alliance with the broadest social sectors and organisations. This is the direction of the Strategic Plan 2023-2026.

1 Source: interviews report



Mary Taylor/Pexels



## CLADE: Its key place and contributions to the defence of the human right to education

## 1.1. CLADE in the imaginary of its membership, allies, partners and cooperators: twenty years after its foundation

*The constitution of CLADE as a network of networks is, in itself, an enormous contribution to the Latin American and Caribbean social movement. The network is a model of operation that was not common before, which allows us to reach the most diverse spaces and places, it allows us to act nationally and internationally. It helps us to articulate, to integrate, to broaden our vision.*

*We are a bridge for dialogue and construction of other forums with a great capacity to build consensus within the framework of a defined political spectrum. At CLADE we live democracy in practical terms.<sup>2</sup>*

### CLADE's mission

Defend the human right to a transformative, public, secular, and free education for all, throughout life, as the responsibility of the State. An education that responds to the dimensions of availability, accessibility, acceptability, and adaptability, that recognises diversities, promotes citizenship and the realisation of human rights, as well as overcoming all forms of discrimination.

CLADE Charter of Principles, 2007 and revised in 2014<sup>3</sup>.

Today, CLADE is positioned in the social and political scenario of Latin America and the Caribbean as a network of networks that has great legitimacy and occupies a prominent place in the representation of organised civil society in the region, for the defence of the right to education within the framework of the struggle for all human rights.<sup>4</sup>

According to its membership, partners, allies and cooperators, CLADE is a key organisation for the defence of the HRE and democracies in the region, with outstanding characteristics, such as the following:

- **Regional vision** that integrates and strengthens the specific visions of the membership in the countries and sub-regions, articulating the approaches of gender, interculturality, inclusion, respect for diversity;

- **understanding** of the right to education, articulated with other human rights, which supports an intersectoral perspective in its actions;
- **advocacy capacity** in defence of the HRE, in high-level forums and international conferences and, in general, in spaces for discussion and approval of key regional and global declarations and agreements;
- **platform or network** of networks that represents a practice of horizontal, collaborative, participatory and consensual action; it coordinates, articulates and gives impetus to dialogue and mobilisation of civil society and feeds the construction of spaces and agendas agreed by the HRE in its multiple dimensions and levels;
- **political and organisational** capacity to respond promptly to changing scenarios, even sudden and intense ones, such as the pandemic;
- **structure and management** based on the diversity of its membership, partners and allies, which integrates and articulates diverse voices at national, territorial, regional and international levels;
- **production and circulation** of knowledge that contributes to strategic reflection and political action on the right to education;
- **capacity and openness** to establish strategic alliances and collaborative actions with partners, allies and cooperators in the region for the defence of HREs and other rights. On this path, the following stand out, among others: The Global Campaign for Education (GCE); the International Council for Adult Education (ICAE), regional campaigns (ANCEFA in Africa, ACEA in the Arab World, ASPBAE in Asia); allies and partners in the region and beyond. Multilateral and bilateral cooperation agencies and cooperating organisations International NGOs and other partners, such as: UNESCO, UNICEF, Global Partnership for Education, International Bureau of Education (IBE-UNESCO Geneva), Economic Commission for Latin America (ECLAC), Organisation of Ibero-American States (OEI), Inter-American Commission on Human Rights (IACHR), CEJIL, Central American Educational and Cultural Coordination / Central American Integration System (CECC-SICA), EDUCO1, the Latin American Social Sciences Council (CLACSO), Education International (EI), among others.

In addition, CLADE membership has an enormous added value in terms of: the consolidation and expansion of alliances and joint actions with like-minded organisations; participation in permanent spaces for analysis and shared reflection and exchange of experiences; strengthening the capacity for advocacy in public policies; development of a conceptual approach and common strategic orientations; among other essential aspects for the consolidation of a regional movement for the human right to education and human rights as a whole.

<sup>2</sup> Source: Focus groups report.

<sup>3</sup> CLADE Charter of Principles, agreed during the IV Assembly of the Campaign in Panama, March 22-23, 2007, and revised during the VIII Assembly of the Campaign in Peru, October 26-29, 2014. p.1.

<sup>4</sup> These assertions are based on the sources collected by the consultant team in support of the formulation of the Strategic Plan 2023-2026: documentary analysis, interviews, surveys, focus groups.

## 1.2. Education as a universal human right is non-negotiable

*CLADE's main contribution, from an advocacy perspective, has been to hold high the banner of free, public and secular education. Not allowing it to fall, even in the most adverse context. Raising the banner of public education leads to raising other human rights banners.<sup>5</sup>*

### CLADE's Principles

1. The affirmation of the public responsibility of the State and the exercise of human rights.
2. Education as a human right that promotes other rights.
3. Democratisation and efficiency of the public education system.
4. The quality of teaching and learning processes from a human rights perspective.
5. The commitment to plural and collective action by members of the educational community and civil society in the struggle to make the right to free public education effective for all.

CLADE's action is crucial in a scenario of setbacks, threats and risks for all human rights and social and educational achievements in the region, promoting articulations and alliances with social movements, organisations and institutions committed to the full realisation of the human right to education and the fulfilment of all human rights.



Mary Taylor/Pexels

# 2

## STRATEGIC PLAN 2023-2026: a roadmap for mobilising for the human right to education throughout all life

<sup>5</sup> Source: Focus groups report..



## 2.1. What is expected from the strategic plan: challenges for the period 2023 - 2026

*We want a Strategic Plan that is a Roadmap, a mobilising agenda and, at the same time, an instrument of articulation and common action for our membership. A simple, direct, visual document, easy to use for our national plans, easy to agree with our allies.<sup>6</sup>*

This Strategic Plan 2023-2026 is oriented by the views expressed by CLADE's membership in order to achieve important effects in the following strategic commitments:

- **Development** of conceptual approaches to the right to lifelong learning, its dimensions and scope;
- **Strengthening** the advocacy capacity of CLADE and each of its member organisations at the different levels of action;
- **Shaping** a common path, with the membership as a whole, that harmonises CLADE's regional priorities and strategies with the priorities and strategies of the different member organisations;
- **Key** orientations for membership organisations' strategic plans;
- **Strategic** guidelines for public positions in the field of CLADE's activities and its membership..

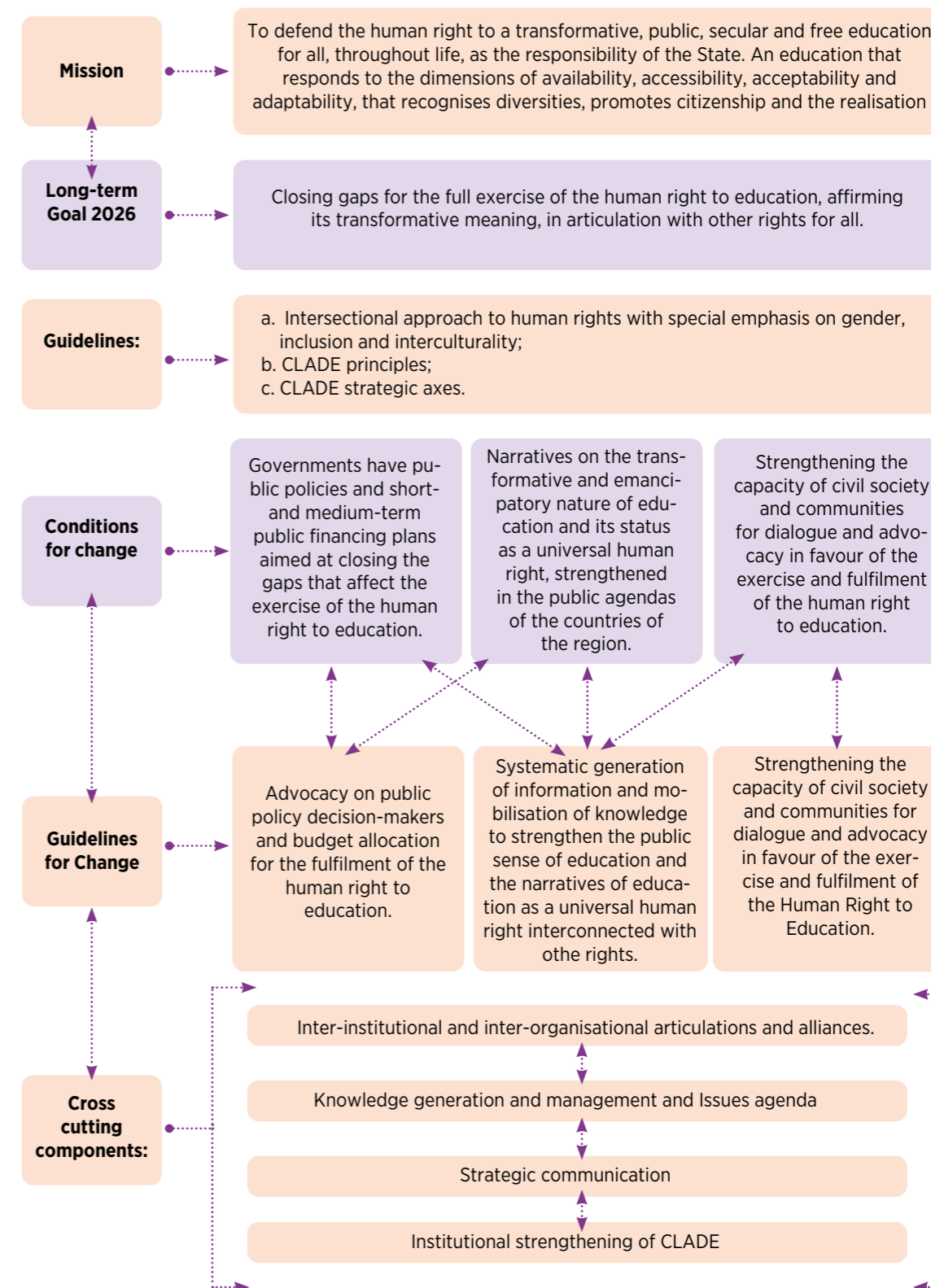


6 Source: Interviews report.

## 2.2. Strategic plan 2023-2026 from the theory of change

CLADE's mission, intersectional approach to human rights, principles and strategic axes are the main umbrella of the Strategic Plan, which is deployed in a set of related and interconnected components, in coherence with the Theory of Change, as visualised in the following graphic:

**Graphic 1:** CLADE's Strategic Plan 2023-2026

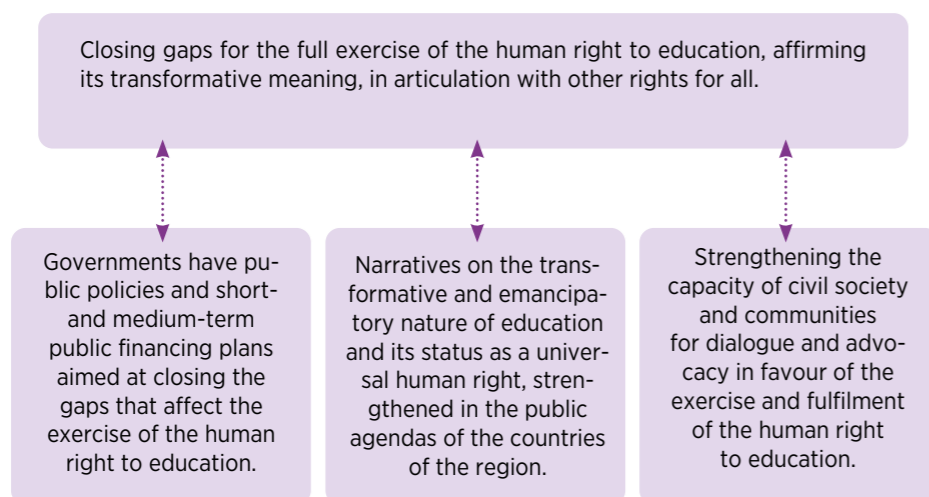


### 2.3. Long-Term Goal: the most significant change expected by 2026 to which CLADE contributes

Close gaps for the full exercise of the human right to education, affirming its transformative meaning, in articulation with other rights for all.

### 2.4. Conditions for change: key results for 2026

CLADE identifies three conditions for change, that is, three key results to contribute to the achievement of the Long Term Goal of this Plan. The network needs to focus on advocacy and mobilization actions at the regional level and in the countries where the membership is active:

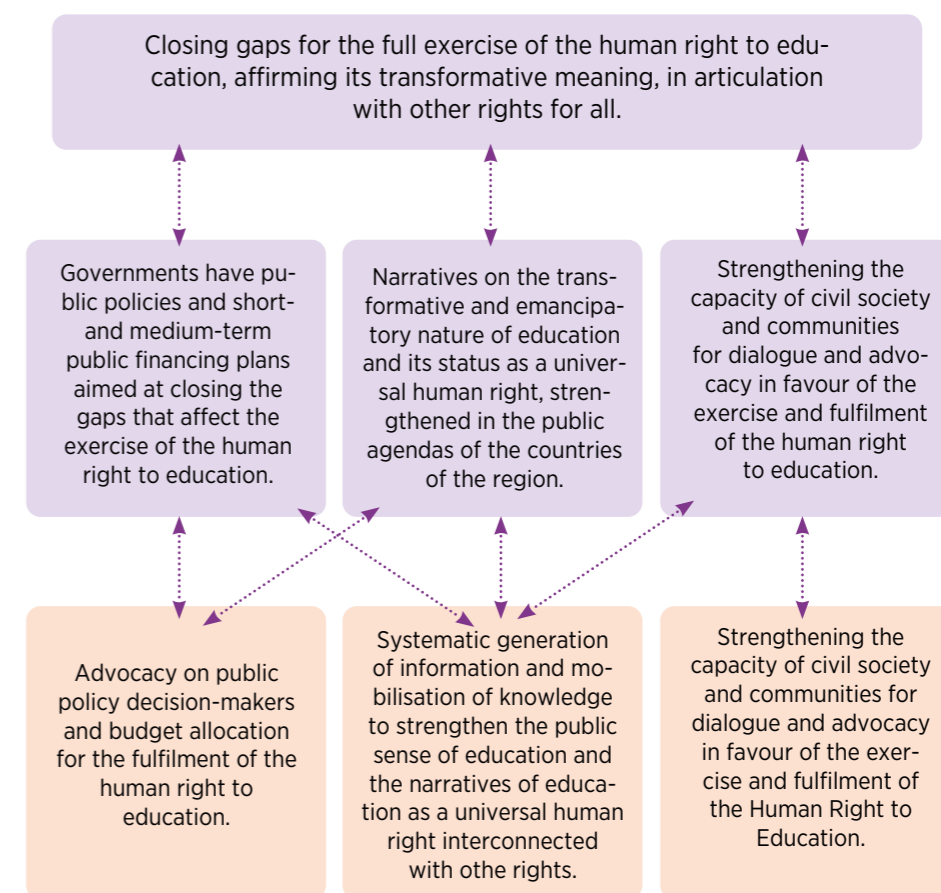


### 2.5. Pathways for change, actions and progress indicators

In order to fulfil the Strategic Plan, Pathways for Change and a set of strategic actions are proposed to guide the work of CLADE and its membership. Each route is directly related to the proposed results (Conditions for Change) and, as a whole, contribute to the fulfilment of the Long Term Goal.

The Pathways for Change correspond to the strategies developed by CLADE along its journey and are known and managed by the membership as a whole, in particular by the national coalitions.

The Actions necessary to achieve the Long-Term Goal make up CLADE's regional agenda, whose joint implementation will be led by the Directive Committee and the Regional Coordination. Their implementation at the national and sub-regional levels will depend on the diverse dynamics, realities and opportunities of the national coalitions and their related



Int'l Book Project/Flickr/Nicaragua

## 2.6 Progress Indicators for Guidelines for Change

A complementary set of Indicators is presented, which allows the verification of progress levels of the Guidelines for Change related actions.

Guideline for Change	Actions	Progress Indicators for Guidelines for Change
1. Advocacy with public policy decision-makers and budget allocation for the fulfilment of the HRE.	Scenario mapping, political analysis of the current situation and advocacy conditions at national and regional level.	1.1. HRE status reports presented to education policy makers.
	Strengthening cross-sectoral dialogue platforms.	1.2. Statements and proposals generated by the platforms of inter-sectoral dialogues with a sense of advocacy.
	Development and monitoring of various direct advocacy strategies with decision-makers by sub-region.	1.3. Advocacy actions with decision-makers carried out by membership organisations in alliance with other actors.
2. Systematic information generation and knowledge mobilisation to strengthen the public sense of education and narratives of education as a universal human right interconnected with other rights.	Establishment of Observatories for SDG 4 and other SDGs linked to the HRE.	2.1. Observatories (thematic or regional) under development in partnership with concerned stakeholders. <sup>7</sup>
	Development of information transfer and exchange mechanisms.	2.2. Networks and information exchange mechanisms in place.
	Development of varied and innovative resources and spaces for the dissemination of information.	2.3. Actions for presentation and dialogue on the results of information generated in relation to the advocacy agenda.
3. Strengthening the capacity for dialogue and advocacy of civil society and communities in favour of the exercise and fulfilment of the Human Right to Education.	Development of broad awareness-raising processes for key populations and sectors in the countries and the region.	3.1. Awareness-raising actions with diverse audiences, promoted in collaboration with CLADE's member organisations and other allies.
	Implementation of processes to strengthen the capacities of actors and leaderships in strategic social organisations in the countries and the region linked to the defence of the HRE.	3.2. Actions to strengthen the capacities of actors and new leaderships, especially youth and students, for HRE in alliance with institutions that are part of CLADE's membership and other committed actors.
	Animation of communication initiatives by various civil society groups to strengthen the voices of the territory.	3.3. Communication initiatives of diverse civil society groups, adding advocacy actions from the territory.

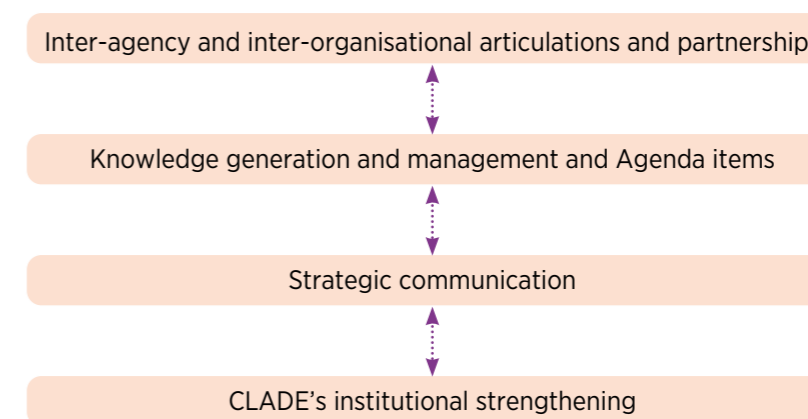
<sup>7</sup> Special attention to issues of emerging leadership in articulations with student organisations and movements is recommended.

## 2.7. Cross-cutting components

The cross-cutting components guide, drive and articulate CLADE's actions, they are present throughout the Strategic Planning with a double entry: 1) they can be integrated into the plans, projects and initiatives of the membership; and, 2) they are components that have their own identity through a set of activities, several of which give continuity to ongoing initiatives.

These components are at the heart of CLADE, are coherent with its Mission, Principles and Approaches and have been present throughout our organisation's performance, and in the different management instruments, for which there is an important accumulation of knowledge and experience.

Below, we highlight some central components and leave open the space to strengthen and expand this comprehensive, multidimensional and multi-action approach in the implementation of the Strategic Plan 2023-2026 at regional and national level:



## 2.8. Final recommendations for the implementation and accompaniment of the strategic plan 2023-2026

The participatory process for the formulation of the Strategic Plan 2023-2026 also collected the expectations and recommendations of the membership, allies and partners regarding implementation.

The following are some final recommendations related among them:

- **Take** on the great challenge of sustaining participation and collective work for implementation, monitoring and evaluation, following the approach of the Strategic Plan building process.
- **Develop** a specific initiative from the Directive Committee and the General Coordination in co-responsibility with the membership, including grassroots organisations, for the promotion and in-depth knowledge of the Strategic Plan 2023-2026.

- **To turn** the Strategic Plan 2023-2026 into a regional Roadmap that orients and is deployed in the plans of the membership, considering diversity and adapting it to the priorities, characteristics and conditions of its own. An important issue is how to contribute to the regional level, while maintaining the focus on the issues specific to each of the CLADE member organisations.
- **Disseminate** widely among allies, partners and actors involved in the defence of the human right to education, through specific communication mechanisms and products for each actor and audience. The importance of including the mass media in the dissemination process is also noted.
- **Establish** an institutional mechanism that has specific responsibility for three concrete activities:
  - Monitoring and accompanying the membership in the implementation of the Strategic Plan.
  - Carrying out periodic (six-monthly) balance sheets and producing reports that feed back to the Directive Committee, the General Coordination and the membership towards the achievement of results.
  - Promotion of reflection on the implementation practice of the Strategic Plan, identification, systematization and exchange of good practices in shared spaces among the membership.

The role of CLADE is complex in a scenario with setbacks, risks and threats to human rights; due to these contextual conditions, CLADE is a key organisation in the social movement for the human right to education in articulation with other actors with the same democratic vocation.

The membership, allies and collaborators have full confidence in CLADE's political and organisational capacity to respond effectively and opportunely to changes in the scenario, even those as unexpected and intense as the pandemic.

The membership is certain that this Strategic Plan will be an essential management tool to contribute to the consolidation and expansion of CLADE in a framework of cohesive work, of shared responsibilities, of diverse voices articulated by the banner of human rights, which is the banner of the right to education, emancipation and social transformation.



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