



ACTIVITY REPORT

CLADE 2019-2022

Executive Summary



Campaña
Latinoamericana
por el Derecho
a la Educación

ACTIVITY REPORT

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World Organization for Early Childhood Education (OMEP) - Latin America Region

Education for All Regrouping (REPT of Haiti)

CLADE has the financial support of:

DVV International

Education Aloud / Global Partnership for Education

Fundación Educación y Cooperación EDUCO

KIX / Global Partnership for Education

Open Society Foundations

Danish International Development Agency

UNICEF Lacro

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December, 2021

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Presentation

The Latin American Campaign for the Right to Education (CLADE) is a network of civil society organisations, with national member forums in 18 countries in Latin America and the Caribbean, in addition to members that are regional networks and international organisations, gathered to defend the right to a transformative, public, secular and free education for all, throughout life and as a responsibility of the State.

This summary of activities report includes the main aspects of CLADE's trajectory during the period 2019-2022. It aims to analyse the activities carried out in the light of the objectives and working axes of [CLADE's Strategic Plan 2019-2022](#).



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Chapter 1

Affirming education as a human right



The first axis of action of CLADE's Strategic Plan 2019-2022 is "Affirming education as a human right", which encompasses four objectives, each with its own goals.

Objective

1

Promoting the strengthening of public education systems



Actions

- ⑤ → awareness-raising and communication campaigns on the right to public, secular, free, inclusive and emancipatory education: Paulo Freire Vive and 4 editions of SAME.
- ⑧ → books and studies produced and presented
- ① → Latin American Congress on Educational Experiences organised in alliance with the SES Foundation and the Argentine Campaign for the Right to Education.
- ③ → virtual dialogues: (1) on what is emancipatory education and how to guarantee it in Latin America and the Caribbean (2019); (2) to address Paulo Freire's thoughts and practices in the face of threats to democracy, from the continents (2021); (3) on the privatisation of education in the pandemic context.
- ③ → live interviews (lives) on emancipatory education
- ⑥ → advocacy actions to defend free public education against privatisation and 2 observatories to systematically monitor trends and resistance against privatisation.

2019/2022:

- **2019/2022: “Poetizar” Newsletter** - The newsletter has had four editions, which have disseminated poems by **black women writers**; by students of Youth and Adult Education in **contexts of confinement**; **texts by young people from Latin America and the Caribbean** and, more recently, **poems related to early childhood education and care**.
- **2021: Paulo Freire Lives Campaign** - A series of **communication and dialogue actions were launched in September** to remind us of the importance of Freire’s legacy for an emancipatory and critical education that strengthens democracies.
- **2019, 2020, 2021 and 2022: Global Action Week for Education (SAME)**

CLADE has promoted SAME in Latin America and the Caribbean. **Social participation in the follow-up to the Education 2030 Agenda (2019)**, **guaranteeing the right to education in the COVID-19 pandemic (2020)**, **education financing (2021)** and **education in emergency contexts (2022)** were the themes of the last editions.
- **2019, 2020 and 2021: Latin American Week and Regional Action Day for the Right to Education**

The **30th anniversary of the Convention on the Rights of the Child (2019)**, the **right to literacy and youth and adult education (2020)** and **emancipatory education for democracy (2021)** were the themes of the last editions.

Research and knowledge production

- **Human right to education in Latin America and the Caribbean: From guaranteeing the right to fulfilling SDG 4 in the 21st century (2020)**
- **Hegemony, Culture and Education. Introduction to Dissipative Cultural Structures” (2021)**
- **Educating for Freedom: For an Emancipatory and Rights-Guaranteeing Education (2019)**
- **World Bank: guidelines for education and funded projects in Latin America and the Caribbean (2020)**

- Inter-American Development Bank: guidelines for education and projects funded in Latin America and the Caribbean (2021)
- Profit in Education Legislation in Latin America and the Caribbean (2021)
- Privatisation and commercialisation of education in Latin America and the Caribbean: approach and warnings in times of pandemic (2021)
- Trends in Early Childhood Care and Education (AEPI) Evaluations in Latin America and the Caribbean (2021)

Objective

2

Contributing to the achievement of inclusive public education for all



Actions

8 → studies presented on inclusive education and inequalities in education

3 → virtual dialogues on inclusive education or inequalities in education

Participation and advocacy in 3 international events: [International Forum on Inclusion and Equity in Education \(2019\)](#), [Global Conference on Disability \(2022\)](#) and [Regional Congress for Inclusive Education \(2022\)](#).

Launch of the [research “Equality in education: overcoming gender-based violence in rural schools”](#) in Honduras, Nicaragua and Haiti.

5 → publications produced and presented on gender equality

5 → training sessions on gender carried out with CLADE network

Creation of a [permanent Gender Working Group \(GT\)](#) with members of CLADE network.

Research and knowledge production

- “Educational Inequalities in Latin America: Trends, Policies and Challenges” (2021) and six national case studies on the subject: Bolivia, Brazil, Colombia, Dominican Republic, Guatemala and Mexico.
- “The Right to Education of Persons with Disabilities: Where do we stand in Latin America and the Caribbean” (2020) [version with accessibility resources here].

Daniela Alarcón Quincemil 2027



Diálogos virtuales



- “Education and inequality: national cases and regional overview” (2021)
- “Inequalities, Inclusion and Education: Intersectionalities” (2020) - read the report of the event here
- “The Right to Education of Persons with Disabilities: Where do we stand in Latin America and the Caribbean?” (2020)

Objective

3

Promoting the right to lifelong education



Actions

- ① → Campaign to defend Y&AE as a human right: Week for Y&AE in March 2021.
- ① → Artistic exhibition on the right to Y&AE: [Other Readings of the World - Perspectives of Young People and Adults](#), which brought together more than 40 artistic and communicative works in different formats, carried out by Y&AE subjects from different countries in the region.
- ⑤ → Studies on Y&AE: [regional diagnosis on the situation of this educational modality \(2021\)](#); [Y&AE and migrations \(2021\)](#); [Y&AE and financing \(2020\)](#); [Y&AE, migrants and refugees \(2021\)](#); [advocacy guide to defend Y&AE \(2021\)](#).

Advocacy at the [VII International Conference of Adults \(VII Confintea\)](#) in June 2022, which agreed on a Framework for Policy Action on Youth and Adult Education. As part of this process, [advocacy was carried out during the sub-regional consultation towards the VII Confintea](#) and a special [website](#) was launched.

Formation of a [Platform of Regional Networks for Y&AE towards the VII Latin American and Caribbean Conference](#) to collectively elaborate proposals for the guarantee of Y&AE as a right and to advocate more forcefully for the VII Conference¹

- ⑨ → [Virtual dialogues on Y&AE](#)
- ⑦ → virtual meetings for exchange and proposal building with adolescents and young people from the region.
- ② → communication, participation and mobilisation campaigns with young people and adolescents to make their opinions on the right to education visible: [The Education We Need for the World We Want \(2019/2020\)](#); [“Adolescents and youth: pandemic, digital gap and the right to education” \(2022\)](#).

Presentation of 2 documents that systematise demands and exchanges among young people: [systematisation of knowledge exchanges among young people \(2022\)](#); and [systematisation of the campaign The Education We Need for the World We Want \(2020\)](#).

[Video](#) and 1 [web page](#) with the systematisation of students' demands and proposals on their right to education.

- ③ → sessions of [knowledge exchanges among young people](#)

Support for the participation of young people from the region in international events organised by the Global Campaign for Education (CME), the Global Partnership for Education (AME) and the United Nations.

¹ Find [here](#) the position of the [Regional Platform](#) for Y&AE at the Sub-regional Consultation towards the VII Confintea (July 2021). You can also read the Platform's position that was taken to the VII Confintea in Morocco (June 2022).

- ① → regional campaign: **June for Early Childhood Care and Education**
- ② → studies presented: 1 **systematisation of early childhood education experiences** during the pandemic and 1 working paper on **educational assessment**.
- ① → **virtual course** for authorities and public officials in the region on “Early childhood education and care: challenges for public policies”.
- ② → special web pages: a virtual dossier on the **state of early childhood in the region** and the poetry gallery “**Poeticizing Early Childhood**”.
- ② → live interviews with early childhood education researchers:

Desirée López de Maturana, OMEP regional coordinator; and Iliana Lo Priore (OMEP Venezuela).
- ③ → Regional Meetings on Early Childhood Education and Care, **2 June, 9 June** and **16 June 2021**
- ③ → Strategic Dialogues with Latin American and Caribbean Authorities on: (1) **what has happened to children in the pandemic**; (2) **comprehensive protection of children’s rights**; (3) **public policies and financing for early childhood education**.
- ④ → regional virtual debates on the right to early childhood education and care in 2019 and 2020: the **first** with Victor Giorgi, from the Inter-American Children’s Institute (IIN/OAS); the **second** with the presence of the then President of the UN Committee on the Rights of the Child, Luis Ernesto Pedernera; the **third** in the framework of the Annual Conference of the Comparative and International Education Society (CIES), with researcher Peter Moss; and the **fourth** in the context of the XI Regional Assembly of CLADE.

Participation in the Regional Preparatory Consultation for the Second World Conference on Early Childhood Care and Education to be held in Tashkent, Uzbekistan (November 2022, coordinated by OREALC UNESCO). Strategic alliance with the World Organisation for Early Childhood Education (OMEP), Right to Education Project and Human Rights Watch for the formulation of proposals and holding of parallel events for this conference.

Advocacy with the UN Committee on the Rights of the Child (CDN)

The Peruvian Campaign for the Right to Education (CPDE) and the Colectivo de Educación para Todas y Todos from Guatemala, CLADE members in Peru and Guatemala, participated in the elaboration of alternative civil society reports in the framework of their countries’ review at the CDN.

World Conference on Higher Education

Within the framework of UNESCO's Third World Higher Education Conference (WHEC) in 2022, CLADE presented 15 fundamental points for the right to higher education to be guaranteed in the region. CLADE gathered in this special issue some of the multiple and divergent voices in the different topics of discussion of the event. Also, in the context of the Conference, CLADE promoted the communication and mobilisation campaign #LaEducaciónSuperiorNoEsUnaMercancía, in alliance with Instituto Universitario de Estudios sobre América Latina (IEAL), Unión de Universidades de América Latina y el Caribe (UDUAL), Organización Continental Latinoamericana y Caribeña de Estudiantes (OCLAE), Consejo Latinoamericano de Ciencias Sociales (CLACSO) and other actors.

CLADE also provided input for the "Inter-American Principles on Academic Freedom and University Autonomy", adopted by the Inter-American Commission on Human Rights ("CIDH").

Objective

4

Contribute to strengthening the conditions for the realisation of the DHE



Actions

Development of 1 virtual platform and 1 protocol to promote monitoring and analysis of the public education budget by civil society and parliaments.

- 2 → studies on education financing as it relates to tax justice and debt.
- 2 → regional virtual panels on tax justice, and teachers and education financing.

Strategic alliances with Red Estrado e Internacional de la Educación América Latina.

Participation and advocacy in AME. For example, various communication and advocacy actions to defend adequate education financing, carried out by CLADE in the framework of the Global Education Summit (July 2021), were highlighted.

Proactive participation in 4 editions of the UN High-Level Political Forum (FPAN), the official follow-up body for the SDGs at the global level; and in 4 editions of the Regional Follow-up Forum for the SDGs convened by ECLAC [9 see our timeline here.](#)

Participation in the UN Universal Periodic Review: CLADE members in [Brazil](#), [Nicaragua](#), [Haiti](#) and [Venezuela](#), articulated with other networks and organisations, participated in the review process of their States, contributing with an analysis and lobbied the governments of their countries on the fulfilment of the right to education.

① → communication campaign for more and better financial resources for education, in the framework of SAME 2021

① → regional project to strengthen demands for more and better sustainable education financing via the implementation of progressive taxation policies

Advocacy for more resources for free public education at the G20, the [Regional Education Ministers' Meeting](#) and the Global Education Ministers' Meeting (GEM).

Strengthening the Education 2030 Agenda in 6 countries: [actions](#) to disseminate the goals and objectives of the Agenda in Argentina, Colombia, Ecuador, El Salvador, Peru and Costa Rica.

The right to education in the pandemic COVID-19

Documents on the [regional situation of the right to education in the pandemic](#) and on [education, privacy and transparency](#), as well as a [regional guide with recommendations](#).

The 11th CLADE Regional Assembly (2020) highlighted the theme: "The human right to education: horizons and meanings in the post-pandemic". In preparation for the Assembly, public virtual panels were held, including: "[Features of the international situation in the pandemic and post-pandemic](#)".²

CLADE is also beginning to address and analyse the issue of digital rights in relation to the right to education. Currently, the network is developing studies to shed light on this issue in primary education in Bolivia, Guatemala and Argentina, in partnership with EDUCO; in high school education, with the support of UNICEF; and in Y&AE, with DVV International. CLADE has also joined the Internet Ciudadana network.

2 The recorded webinar is available at the following link: <https://youtu.be/7YXSIIITCXY>

Chapter 2

Strengthening active and participatory democracies



The second strategic axis of CLADE's Four-Year Plan is the strengthening of active and participatory democracies and contains a single objective.



Actions

Dialogue with parliaments, especially through the [Joint Network of Parliamentarians and Civil Society for the Right to Education in Latin America and the Caribbean](#).

The creation of a Working Group (“GT”) of CLADE members dedicated to the issue of legislative advocacy.

Presentation of the report [“Criminalisation and human rights violations against students in Latin America and the Caribbean: Reflections from the cases of high school and university students in Chile, Colombia, Nicaragua and Honduras”](#) (2020), together with a special web page.

Virtual dialogues: for example, the [webinar “Human Rights and Education”](#) was held in October 2020.

Denouncements and dialogues with UN rapporteurs and the Inter-American Human Rights System; in the face of repression and criminalisation against students and teachers, as well as civil society organisations and movements in Chile, Colombia, Honduras, Nicaragua and Ecuador, the network expressed solidarity with educational communities and activists.

Alliances with social movements fighting for tax justice, migrants’ rights and human rights more broadly; for example, issues such as comprehensive rights for children and digital rights were addressed.

Participation in different forums for debate and definition of education policies at regional and global level.

Joint Network of Parliamentarians and Civil Society for the Right to Education

As part of this initiative, actions were promoted:

3rd Joint Network Regional Meeting (2019)

- ④ → virtual dialogues on legislative advocacy with members of the Joint Network: **three of them carried out in 2021**, upon the initiative of CLADE's WG of members on legislative advocacy; and **another one carried out in 2020** with the participation of members of the Joint Network from six countries in the region.
- ① → Exploratory paper on parliamentary activity in the context of COVID-19
- ① → regional legislative advocacy guide
- ① → virtual panel on the right to education and legislative advocacy (November 2021).

Permanent spaces of participation

It is worth highlighting the performance and presence of CLADE in the following spaces:

Education and Academia Stakeholder Group, a space for civil society participation dedicated to advocating for Sustainable Development Goal 4 (SDG 4) on education at the UN High-Level Political Forum.

Education, Academia, Science and Technology Group (GEACT) of the Mechanism for Civil Society Participation in the 2030 Agenda for Sustainable Development: the space is one of the 20 civil society groups that accompany specific elements of the implementation of the 2030 Agenda and SDG 4, at the ECLAC Forum of Latin American and Caribbean Countries on Sustainable Development. In 2019, CLADE was elected alternate to the GEACT leadership. In 2020, it was again elected as the focal point of the group for the period 2020-2021.

C20, a civil society participation group for G20 discussions and decisions

Coordination Group of the Collective Consultation of NGOs on Education 2030 (CCNGO), which brings together representatives of civil society organisations from around the world to monitor the achievement of SDG 4 and the Education 2030 Agenda;

As part of the coordination of the CCNGO, CLADE is a member of the Global Steering Committee for the follow-up of the Education 2030 Agenda. It also participates in the Regional Monitoring Committee for the Education 2030/ODS 4 Agenda.



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Participation in strategic meetings:

CLADE participated in the 2021 and 2019 editions of the CCNGO global meeting; and marked its presence at the UN Summit on Sustainable Development (September 2019) and the Transformative Education Summit (September 2022), having participated in the Pre-Summit on Transformative Education (June 2022).



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Chapter 3

Institutional development of CLADE



The third strategic axis of the CLADE Four-Year Plan 2019-2022 is the institutional development of the Campaign, for which two objectives have been defined, as detailed below.

Actions

Virtual and face-to-face dialogues for analysis of the current situation and various exchanges

Encouraging the exchange of network members with activists from other regions of the world and facilitating their participation in regional and global advocacy spaces.

Accompanying and supporting the development of national reports and research and advocacy processes by members of the network.

Creation of 2 *ad hoc* WGs (Reopening of Schools and Higher Education); 3 permanent WGs (Communication, Legislative Advocacy and Gender) constituted by the membership interested in the different themes.

② → Regional Assemblies: the XI CLADE Regional Assembly (2020); and the XII CLADE Regional Assembly (2022).

Training on strategic issues such as communication and gender

② → publications that systematise CLADE network's political and legislative advocacy experiences.

New space for network training on CLADE's website

CLADE welcomed four new members: Campaña por el Derecho a la Educación en México (CADEM); Coalición Panameña por el Derecho a la Educación; Foro Venezolano por el Derecho a la Educación (Fovede) and Red por el Derecho a la Educación de Paraguay.

Particular emphasis has been placed on dialogue with students and young people, with whom CLADE has forged closer links. In this process, young people from different countries have expressed the desire to create MELAC, whose first assembly took place in December 2020. CLADE has accompanied the different stages of the youth organisational process throughout this period.

From the CLADE regional secretariat, many calls for financial support were shared with network members. As a result, by the end of the fourth year of this period, 15 of the 18 national coalitions that are members of CLADE had or have funded projects.

CLADE managed to maintain support from existing funders and secured new support from Open Society Foundations and Plan International, the latter through two specific consultancies. The “Education Out Loud” (EVA) initiative and the Knowledge Exchange and Innovation Fund (KIX), both funding mechanisms provided by AME that support actions of the CLADE network, were started.

Collective and networked planning and action, as well as the joint construction of actions, strategies, plans, events, campaigns and proposals were deepened. One strategy implemented in the last year is the informative meetings, in which processes, events, results, progress and practical information are updated, with the participation of members and the regional board.

The period saw a change in the overall coordination of CLADE. In August 2020, the network said goodbye to Camilla Croso and welcomed Nelsy Lizarazo.

Production of educational-communicative materials on studies and political messages presented by CLADE to important advocacy processes. These materials are available to the public in “[Caminos de Aprendizaje](#)”. Another educational-communicative format experimented with has been the podcast “[Qué onda](#)”, launched in 2022;

Presentation of [CLADE Communication Manual](#).

Objective

7

Strengthening institutional partnerships



Actions

3

new inter-institutional cooperation agreements with IIN/OEA, Central American Educational and Cultural Coordination (CECC/SICA) and CLACSO.

Creation and dynamisation of a [Platform of Regional Networks for Youth and Adult Education towards CONFINTEA VII in Latin America and the Caribbean](#).

Follow-up to participation in important spaces of civil society representation, such as GME, the International Council for Adult Education (ICAE) and the International Consortium on Privatisation and Human Rights.

Membership of the international organisation Child Rights Connect



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