



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

His Excellency Mr. Ban Ki-Moon
United Nations Secretary-General
UN Headquarters
First Avenue at 46th Street
New York, NY 10017
USA

15 July 2013

Your Excellency,

As representatives of the *Latin-American Campaign for the Right to Education*, we would like to welcome your invaluable efforts to advance the United Nations mandate for the peace, development and human rights towards a future with justice and sustainability for all. We also would like to express our confidence in the advancement of the current MDGs in the run up to 2015 and our commitment to all efforts that envisage strengthening the Post-2015 framework of action.

In that regard, and considering that you are currently involved in the development of your next report, “Accelerating progress towards the Millennium Development Goals and advancing the United Nations development agenda beyond 2015”, we would like to share some thoughts on behalf of the national and regional education networks as well as international NGOs that are members of CLADE and that defend the human right to education as a key dimension of social and environmental justice. Knowing your personal commitment towards the right to education, clearly expressed in the **Global Education First Initiative**, we trust that the latter shall have the deserved highlight in your final report.

While agreeing that eradicating extreme poverty and hunger by 2030 is an ethical imperative, we believe that only by addressing the root causes of the latter shall it be possible to achieve this objective. For this reason, we recommend that the full realization of all human rights be at the heart of the post 2015 agenda and that States be recognised as the core guarantors of rights, argument we don't find sufficiently expressed in reports developed so far as inputs to the Post 2015 Agenda¹, which preponderantly emphasise the role of the business sector and of technology for the attainment of goals. Furthermore, if we are to come up with a universal agenda, its underlining framework must make space and acknowledge the existence of different cultures and visions, taking into account contributions of the indigenous populations of the world, as for example the *buen vivir* (well living) paradigm advanced in Latin America, which addresses in a holistic manner economic, social and environmental issues.

In what refers specifically to education, we consider the above mentioned reports do not address this human right broadly, relating it especially to employability and to meeting market demands and focusing indicators on measurable reading, writing and counting learning outcomes. This horizon falls short from internationally agreed human rights standards, that

¹ From the High-level Panel of Eminent Persons on the Post-2015 Development Agenda (Post-2015 HLP); the UN Sustainable Development Solutions Network (SDSN) and the UN Global Compact (UNGC)

recognise education as a human right and an enabling right that promotes the full development of the human being, the possibility of participating in decent work, the exercise of democracy and active citizenship as well as peaceful resolution of conflict. Human rights standards, as stated by the Committee on Economic, Social and Cultural Rights, point that the right to education must be realized in all its dimensions: availability, acceptability, adaptability and accessibility. While nationally defined learning achievements are one core aspect of the right to education, indicators able to capture progress on all the four above mentioned dimensions are of crucial importance in order to advance robust systems that meet the ends of education as expressed in the World Declaration of Human Rights and other United Nations resolutions and covenants.

CLADE believes that a broad vision of education, that truly perceives it as a human right, is compatible with having concise and clear goals and targets, as recommended by the High Level Panel. In this sense, targets such as the availability of schools within the various regions of countries (both urban and rural); access to free education; enrolment and completion rates in all levels of education (including early childhood education, primary, secondary as well as adult education and literacy); sufficient financing; the existence of trained teachers and of a good student to teacher ratio, are important elements that must find expression in the post 2015 development agenda.

There has been an increasing consensus within our network that any global development agenda should reaffirm a human rights framework and also the human right to education in itself, recognising all its dimensions and promoting a set of indicators that reflect the consensus that has been reached over decades of debate within the United Nations, the human rights frameworks it has advanced and the human rights committees that have worked hard and continue to do so, in the promotion of justice and dignity.

Please accept our sincere gratitude for your commitment to this process and for bringing about these crucial issues to your report and to the heart of Post-2015 agenda.

With kindest regards,



Camilla Croso
CLADE General Coordinator

On behalf of the CLADE Board:

ActionAid Americas
Citizens Agenda for Education (Costa Rica)
Latin-American Association of Radiophonic Education (ALER)
Ayuda en Acción
Bolivian Campaign for the Right to Education
Colombian Coalition for the Right to Education
Social Contract for Education (Ecuador)
Nicaraguan Initiative Forum for Education and Human Development
Paraguay Forum for the Right to Education
Woman Network of Popular Education (REPEM)