

# COMPLEX HUMANITARIAN EMERGENCY IN VENEZUELA

## RIGHT TO EDUCATION

November 2018  
Report of State

# ANZOÁTEGUI



Anzoátegui, with a population of 2 million inhabitants who reside in 21 municipalities, being its capital the city of Barcelona, is the seventh most populated state of Venezuela that in its entirety lives a Complex Humanitarian Emergency, which affects and violates severely the right to education of all children and adolescents of the entity. As in the whole country, in Anzoátegui the emergency has a large-scale profile



that is reflected in great absenteeism and school dropout, mainly in adolescents and young people who migrate from the country, a reduced quality of education that is aggravated by the imposition of a unique thought, wide deficiencies of schools including basic conditions of food and hygiene and high insecurity. The economic cost of keeping their children in public schools rests primarily with parents and representatives.



### Damages and loss of capabilities due to the Emergency in the Right to Education

1. 50% of Anzoátegui students do not attend school regularly; 40% have defected in urban areas and 50% in rural areas, for economic and food reasons.	5. The quality of teaching is very low in Anzoátegui. 60% of the students do not reach the levels of reading comprehension and mathematical reasoning for their reference group.	9. 70% of teachers in Anzoátegui do not receive a decent remuneration that allows them to reach a minimum economic survival. Their income does not allow them to buy a basic food basket.
2. 40% of the students of Anzoátegui deserted their studies. Currently there is a strong wave of migration, mainly of teenagers and young people who do not see opportunities for their future in the country.	6. In two municipalities of Anzoátegui, 20% of the children presented deficit anthropometric measures, as well as limited attention capacities.	10. 90% of representatives in Anzoátegui make heavy financial outlays to keep their children in school. It is mandatory to present the "Fatherland ID" for government aid.
3. In the official schools of Anzoátegui a unique thought is taught and the teachers must approve all the students to continue their studies, regardless of whether they take the courses.	7. 95% of schools in Anzoátegui have constant failures of public basic services of drinking water, sanitation, electricity, telephone, internet.	11. The national and regional public agencies omit effective measures to improve the educational de-structuring in Anzoátegui and at a national level, nor publish official figures nor render accounts.
4. 95% of the schools in Anzoátegui do not comply with the minimum conditioning for students with disabilities, exposing them to extreme vulnerabilities in the event of an emergency.	8. 90% of Anzoátegui schools show deterioration of the sociocultural environment. The educational projects to be carried out from 1st to 6th grade are imposed by supervisory officers.	12. In 90% of the schools there is an unsafe environment due to robberies, theft of electrical wiring, materials, computers and supplies of the "Programa de alimentación Escolar" (PAE) School Feeding Program.



- 1. 50% of Anzoátegui students do not attend school regularly; 40% have defected in urban areas and 50% in rural areas, for economic and food reasons.** Among the main causes are: the lack of resources to cover the cost of food, supplies, uniforms, shoes, difficulties to mobilize due to the lack of routes and public transport units and the lack of cash, non-compliance with the School Feeding Program. A good part assists if they receive food. In the last year there have been increased cases of diarrhea, dengue (some hemorrhagic), parasitosis, and measles. In a rural area of the state students work in almost 90% of their time in garbage dumps and eat what they found there. In the same rural area, insecurity is very high and there is a risk of losing one's life. On the other hand, in the main avenues and shopping centers in the northern part of the state, children and adolescents are observed rummaging in the waste scraps of food or whatever else they consider useful to survive.
- 2. 40% of the students of Anzoátegui deserted their studies. Currently there is a strong wave of forced migration, mainly of adolescents and young people who do not see opportunities for their future in the country.** In the bus terminals there is a large number of young people who start their trip out of the country in this way. The Industrial zone of Barcelona has reported 70% unemployment. The industrial and trade unions have stated that they are working with a capacity of 20%, which means that there are very few employment opportunities for young people, added to a process of hyperinflation, collapse of public services and high insecurity. There are also young people who drop out of school to help with home maintenance. Also, there are children who stop attending school to ask for food in housing developments. In rural areas, 50% of students have dropped out of primary school because of the economic situation. In 2018 it was known that 9 private schools closed, equivalent to 15% of the total. 30% of the decrease in enrollment in these schools is due to migration.
- 3. In the official schools of Anzoátegui a unique thought is taught and the teachers must approve all the students to continue their studies regardless of whether they take the courses.** Cuando When job vacancies arise, the selection has criteria of a political nature, among them militancy, discriminating against those who do not. School activities suspended by elections, participation in campaigns, rallies, parades and others that are organized and promoted for strictly partisan purposes by the government and that in most cases are binding on all personnel of the schools are not rescheduled or recovered. official schools dependent on the central administration. In all educational centers are present in form and content historical events and ephemeris that symbolize the personality of former President Hugo Chávez (curriculum, billboards, textbooks, uniforms of staff and computers, called "Canaimitas"), in order to impart a unique thought in education. The student projects during the school year in the primary stage are imposed from the circuital zones with dogmatic orientation pro socialist model. In fact, research projects with an emphasis on scientific methodology were eliminated for the baccalaureate stage. At 95% it reaches the deficit of professors specialized in mathematics, physics and chemistry. In these subjects, the student's final grade is calculated based on the average of the other subjects, even without having taken them. In all high schools following the guidelines of the educational area are carried out at the end of the year "Battles against repetition" in order that no student returns to the same school year without taking into account if they have achieved the learning objectives. The order is that there can not be students with failed subjects.



4. **95% of schools in Anzoátegui do not comply with the minimum conditioning for students with disabilities, exposing them to extreme vulnerabilities in the event of an emergency.** Children and adolescents with disabilities of visual, auditory or cognitive nature, among others, are more exposed to adverse conditions for their cognitive development. Schools do not have materials designed to meet their needs and teachers do not receive guidance or support to attend them, nor can they offer facilities that eliminate physical barriers for students with motor disabilities.
5. **The quality of teaching is very low in Anzoátegui. 60% of the students do not reach the levels of reading comprehension and mathematical reasoning for their reference group.** According to the testimonies collected, this situation is repeated in most schools because most teachers do not have the credentials required for teaching, the few education programs lack impartiality, objectivity, plurality of thought and there is discrimination in the management of academic content. At least 80% of the directors and teachers dependent on the central government have been appointed without sufficient professional credentials and without any type of selection according to professional merits and competitions. In both cases the beneficiaries of these appointments are sympathizers, leaders or militants of the governing party. Since 2017, they entered as young teachers of the “*Misión Chamba Juvenil*”, training program implemented by the government that does not have the academic requirements for preparation in the teaching area. For 5 years the Ministry of Education has not opened training programs in education, nor are those for pedagogical improvement and updating. In 95% of the schools there are no laboratories of any kind. Libraries, as a source of consultation, research and information, are completely outdated and, where they exist, are attended by people without library training and have become deposits.
6. **In two municipalities of Anzoátegui, 20% of the children presented deficit anthropometric measures, as well as limited attention capacities.** According to testimonies of government officials, this situation is repeated in other municipalities, but incidents are not recorded due to the threats of the supervisory bodies. The situation of these children and adolescents is a product of the shortage of food and its constant increase. The School feeding Program (PAE) only covers 50% of the dependent schools of the central government and the food that is supplied is insufficient in quantity and quality. In recent years, only vegetables or carbohydrates have been supplied, without protein. This program is irregular, sometimes food is received two days a week. There are schools where it is implemented through “mother processors”, but the hygiene conditions for the preparation of food are inadequate, without drinking water, utensils and pots in very poor condition, which has generated gastrointestinal diseases and severe diarrhea in the student population. These workers are forbidden to discuss this situation with trade union bodies for fear of reprisals. There are no school canteens or hygiene and hygiene conditions for students to consume prepared foods. The precariousness of the PAE has caused most schools to reduce the number of effective class hours, to prevent students from fainting. The teachers themselves lack a good diet.



- 7. 95% of schools in Anzoátegui have constant failures of public basic services of drinking water, electricity, telephone, internet and sanitation.** The majority of schools in Anzoátegui do not have the minimum required operating conditions. The provision of public services of water, electricity, telephone, internet and toilet fail constantly. A school in the northern part of the state was 7 days in a row without water supply. Similarly, 95% of schools do not have internet. The availability of toilets is insufficient and in 20% of the schools the students must do their physiological needs in the external parts of the school. At the same time, 80% of the schools did not have maintenance at the beginning of the current school year. The one made was limited to painting on the walls. There was no replacement of sanitary pieces or equipment, which in many cases have been stolen. In most cases students are kept in classrooms despite adverse conditions, so as not to give visibility to deficiencies.
- 8. 90% of Anzoátegui schools show deterioration of the sociocultural environment. The educational projects to be carried out from 1st to 6th grade are imposed by supervisory officers.** Educational projects of primary school students are imposed by supervisory officers without any adaptation to the area or community where they live. Parents are absent from the educational fact due to the need to find ways to overcome the multiple daily adversities (shortage of cash, rows to buy food, search for medicines in cases of illness or any health problem, among others). There is no incentive for training in values by the national government that are not proselytizing and unique thoughts. You have disappeared training programs in spiritual and humanitarian values, and when they occur is under the responsibility of the teacher who is exposed to reprisals.
- 9. 70% of teachers in Anzoátegui do not receive a decent remuneration that allows them to reach a minimum economic survival. Their income does not allow them to buy a basic food basket.** The central government announced the homologation of salary tabulators with amounts close to the minimum salary of 1,800.00 Bolívares Soberanos. Teachers dependent on the government of the state are also subject to the same regime. Additionally, contractual benefits, such as hospitalization insurance, funeral services, have lagged behind in their economic coverage. The education workers have been subject to a follow-up so that they do not protest, but they have already expressed their disagreements with the situation of life and sustenance to which they are subjected and they maintain pressure and public demonstrations.
- 10. 90% of representatives in Anzoátegui make heavy financial outlays to keep their children in school. It is mandatory to present the "Fatherland ID" for government aid.** Purchases of school supplies are covered by the representatives. In 50% of the cases, the representatives must contribute to the costs of paperwork in office supplies, minor arrangements that are merited within the institution either with contributions of an economic nature and / or free work for the solution thereof, which it is kept hidden to avoid the penalty or expulsion of managers and teachers. It is mandatory for families to register and present the "Fatherland ID" to obtain the aid promised by the government with regard to uniforms, shoes and school bag. The social aid (scholarships and bonuses) that the families of the state receive is minimal and in turn is conditioned to the citizenship card. School transportation is non-existent in 95% of the entire state. The schools do not have transportation units that cover the school routes for students who live at a distance from the campus. The teaching staff spends a lot of time in the waiting lines to take public transport, because it is paralyzed. People move in trucks without proper conditioning, causing problems and accidents to the elderly.



- 11. The national and regional public agencies omit effective measures to improve the educational de-structuring in Anzoátegui and at a national level, nor publish official figures nor render accounts.** The few corrective measures taken by the national and regional government do not point or are adequate to improve the situation of the educational system's disintegration. The measures of the governmental entities are directed to insufficient subsidies (PAE, school supplies, subsidies with a fatherland ID) and salary increases that lose their purchasing power immediately. No construction of new schools was known in the last 15 years. Testimonials from officials of the state government and union leaders said that there are no statistics that provide relevant information to assess the different problems of the educational environment in the state. There is no access to the budget items for education managed by the national and regional government. The public bodies are not accountable either.
- 12. In 90% of the schools there is an unsafe environment due to robberies, theft of electrical wiring, materials, computers and supplies of the School Feeding Program.** There is no police presence around the schools and in at least two cases the parents migrate to lyceums located in the center of the city of Barcelona considering that the high school located in their locality is exposed to the massive consumption of drugs and young people can be influenced with unhealthy and destructive behaviors. There are also inappropriate behaviors with the significant presence of early pregnancy, frequent thefts to facilities, schools exposed to drug trafficking and excesses of inappropriate behavior or not adjusted to agreed rules of coexistence. There are also frequent thefts of kitchen implements that are used by parents who cooperate with the feeding program, without their being able to express their concern to union instances under the threat of being excluded.

### Data sheet

This report on the Complex Humanitarian Emergency in the Right to Education responds to an interdisciplinary methodology that brought together multiple informed stakeholders to share, contrast and base data on the situation of the right to education in the Anzoátegui state, emphasizing the scale, intensity and severity of the damage caused by the emergency to children and adolescents of school age and the loss of national educational capacities as their main cause.

Participants included organizations of affected people, professionals in the field, researchers and academics, as well as organizations dedicated to the defense of the right to education, who held several work sessions in order to document the most relevant problems and events in recent years. In these sessions, a lot of updated information was collected, including interviews, empirical data and official figures.

The following organizations are some of those that participated in the preparation of this state report: Democratic Way, Training Center for Democracy, National Federation of Parent and Representative Societies (FENASOPADRES), Union of Workers and Teaching Workers of Anzoátegui state. EXCUBITUS Human Rights in Education provided support in the construction, development and execution of the methodology of the working groups within the framework of its mandate to monitor and denounce violations and restrictions on Human Rights in Education, with the assistance of Civilis Human Rights.

## What is the human right to education?

Education is an intrinsic right to the human being. Their full enjoyment and exercise is also indispensable to realize other human rights.

In the United Nations and international treaties signed by the Venezuelan State, education is a right in the area of the autonomy of the person and means for teaching and training that must be oriented towards the full development of the human personality, effective participation in a free society and understanding among ethnic groups, nations, races and religions.

Education is the main means by which economically and socially marginalized adults and children can escape poverty and participate fully in their communities. Education plays a decisive role in the emancipation of women, the protection of children, the promotion of human rights and democracy, and the conservation of the environment.

In situations of crisis or humanitarian emergencies, it is part of the obligations of States to demonstrate that they have made the maximum use of available national resources and to accept international assistance and cooperation in case the effects of the emergency exceed their capabilities.

A Complex Humanitarian Emergency is a humanitarian crisis in a country, region or society in which there is a total or considerable breakdown of authority, as a result of internal or external conflict, and which requires an international response that goes beyond the mandate or capacity of a single agency and / or the United Nations country program in progress. Permanent Committee between Organizations of the United Nations (IASC, 1994).

The reluctance to protect the rights of people in these situations compromises the responsibilities of States with international violations of human rights.