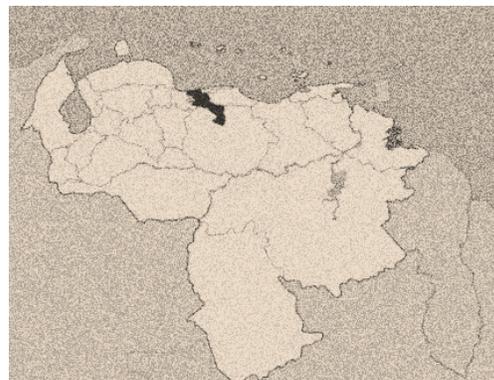




Aragua, has a population of 2.5 million inhabitants distributed in 18 municipalities, being its capital the city of Maracay, is the fifth most populous state in Venezuela that in its entirety lives a Complex Humanitarian Emergency, which affects and violates severely the right to education of all children and adolescents of the entity. As in the whole country, in Aragua the emergency has

a large-scale profile due to its extensive and multiple effects that are manifested in: high absenteeism and school dropout due to the problems of food insecurity, health and the collapse of basic services, a quality of teaching seriously compromised by the retirement of a high number of qualified teachers, the use of school programs to impose a unique political thought, the destruction of a large part of the educational infrastructure and the insecure environments in which schools they perform homework.



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

|  |   |  |
|--|---|--|
| <p>1. 60% of students in Aragua do not attend regularly and 70% deserted due to lack of transportation, the need to work, look for food and early pregnancy.</p>                             | <p>5. 95% of the school infrastructure presents a severe degree of deterioration. 40% of students receive classes sitting on the floor due to the lack of desks in Aragua.</p>                | <p>9. In the public schools of Aragua, the credential competitions were eliminated, the teachers are in precarious economic conditions and must have a "Fatherland identity card", which is not the regular ID document, to receive meager benefits.</p> |
| <p>2. The quality of teaching in Aragua is seriously compromised by the approval of subjects not studied, the employment of students as teachers and the lack of pedagogical materials..</p> | <p>6. Closure of schools in Aragua due to severe physical deterioration. The fusion of schools in "Educational Complexes" brings overcrowding, worse food and geographic inaccessibility.</p> | <p>10. In Aragua old school structures are reopened with new names, payrolls and expenses, without eliminating the expenses and payrolls of the previous schools.</p>  |
| <p>3. The academic program has decreased by at least 70% and has been replaced by partisan political content. Students must attend proselytizing activities during school hours.</p>         | <p>7. Most schools in Aragua have no budget to maintain hygiene, lighting and ventilation. Teachers and representatives assume the costs and tasks of cleaning and repair.</p>                | <p>11. School violence in Aragua has increased due to discrimination and intolerance of diversity, due to the absence of training and coexistence programs.</p>  |
| <p>4. 65% of students in Aragua are not able to achieve the expected competencies due to fainting or de-concentration due to lack of food.</p>   | <p>8. Rebound of endemic diseases due to lack of drinking water in 80% of schools in Aragua. In 70% of the official schools, health plans for students do not work.</p>                       | <p>12. The schools of Aragua are unsafe environments. 90% have been robbed and its staff robbed as well. From the prisons, groups of inmates exercise control in 50% of the</p>  |



**1. 60% of students in Aragua do not attend regularly and 65% defected due to lack of transportation, the need to work, look for food and early pregnancy.**

At the beginning of the school year 2018 - 2019, in 60% of the educational institutions of Aragua the enrollment of students decreased 70%. Absenteeism and school dropout is a problem compounded by multiple causes. The need to feed has meant that children and adolescents do not attend schools regularly because they are now working in municipal markets, garbage dumps, cleaning windshields at traffic lights and / or rummaging through waste, in search of food. The almost absolute lack of public transportation and food in homes are the main reasons stated by students that prevents them from attending classes. In addition, students and teachers in schools are forced to take long walks or use trucks that are not suitable for transporting people due to the paralysis of public transport. No school has school transportation. At least 65% of children and adolescents of school age dropped out of school because they must look for financial means. Another



cause of desertion is early pregnancy in about 5% of girls. The absence of preventive programs in sex education and the incentive represented by the "Misión<sup>1</sup>: Mothers of the neighborhood", which is a governmental grant for each pregnancy. According to the testimony of pregnant teenagers, between 12 and 16 years old, these are the main reasons why girls stop attending and drop out schools. This is compounded by health problems due to lack of food and adequate medical attention.

**2. The quality of teaching in Aragua is seriously compromised by the approval of subjects not studied, the employment of students as teachers and the lack of pedagogical materials.**

The Ministry of Education gives orders to the educational areas so that all students are approved even without having achieved competences and instructions have been given to the teaching staff so that there are no failed students. The mention of bachelor in humanities was eliminated in an unconstrained way, subtracting the opportunity of preparation for the students who wish to opt for these careers. There are very few professors in the specialties of physics, chemistry and mathematics so the so-called "missions" opened courses to train and grant the specialty. Teachers who signed up for training were offered the positions to start teaching without having completed the training program. These students can not work alone in the classrooms, which is why they are assigned to sections with accredited teachers, performing auxiliary tasks, which generates an unnecessary double payment. On the other hand, students work without pedagogical materials. In most cases, those that are received in the school package program are deficient.

**3. The academic program has decreased by at least 70% and has been replaced by partisan political content. Students must attend proselytizing activities during school hours.**

The academic contents are focused on a unique and ideological thinking towards the formation of a socialist society. The creation of the texts of the "Bicentennial Collection" whose contents in all the subjects are focused on topics of interest for the government adjusted to the Plan of the Homeland, significantly decreased the academic program in priority areas such as mathematics, biology, physics, chemistry and Spanish. Groups of students are summoned to marches and rallies during school hours. Failure to attend these activities is a source of harassment on the part of school officials and officials of the Ministry of Education; and the students who attend are awarded in the subjects.



4. **65% of students in Aragua are not able to achieve the expected competencies due to fainting or de-concentration due to lack of food.** There is a significant majority of students who faint or are adorm in the classroom of the schools of Aragua for lack of food. This has resulted in students not being able to achieve the expected skills because their ability to concentrate is severely diminished. On many occasions, to try to stay at least two hours in the classroom, teachers provide food that is within reach. According to testimonies of students, many are aware of the day the feeding program arrives to attend and eat at the institution.
5. **95% of the school infrastructure presents a severe degree of deterioration. 40% of students receive classes sitting on the floor due to the lack of desks.** 95% of the school infrastructure is severely damaged. Most of the schools do not have adequate bathrooms, the service of running water and drinking water for human consumption is scarce and improvised containers are used to store the waste. The electricity service is very precarious, producing frequent prolonged interruptions that result in the suspension of classes. Neither fans, laboratories nor libraries are available. In half of the educational institutions, only 50% of the classrooms are operational. Due to the lack of desks, 40% of students receive classes sitting on the floor because the number of desks is insufficient, which is producing in students postural ailments. Likewise, according to testimonies, teachers do not have desks or chairs either. In the National Educational Unit Reina de Vásquez of the Francisco Linares Alcántara Municipality with an enrollment of 160 students only have 16 desks. There is no internet access.
6. **Closure of schools in Aragua due to severe physical deterioration. The fusion of schools in "Educational Complexes" brings overcrowding, worse food and geographic inaccessibility.** There is a new and growing modality of the "Educational Complexes", which in reality is the technical closure of schools due to the severe deterioration of the infrastructure of the physical plants. In this new modality, the students and the teaching staff are relocated to other educational institutions in operation, resulting in overcrowding within the schools, worsening access to the school feeding program, which is insufficient, and increasing the difficulties of transfer for the lack of public transport. Both students and teachers must walk a long time to reach the institutions. Also, the merger of schools is causing the overcrowding of students and staff in the same infrastructure. The school feeding program has serious flaws. Students do not receive food regularly, arrive in small quantities and meals are not balanced. Usually only rice and grains are served. This, far from being a solution, It has become one of the reasons for dropping out of school..



# COMPLEX HUMANITARIAN EMERGENCY IN VENEZUELA

## RIGHT TO EDUCATION

November 2018  
Report del State **ARAGUA**



7. **Most schools in Aragua have no budget to maintain hygiene, lighting and ventilation. Teachers and representatives assume the costs and tasks of cleaning and repair.** In the budget of official educational institutions there are no economic allocations for maintenance and cleaning, which is why no replacement of bulbs, broken glass or repair of leaks. In all campuses, both teachers and representatives, assume the costs of hygiene products, stationery, spare parts and other implements to teach in neat areas; as well as cleaning and repair tasks to ensure a clean and adequate space for their children during the school day. In the state of Aragua, the existence of new schools could not be verified; only the rehabilitation of schools is reported without specifying the scope. During the holiday period there was no evidence of maintenance work in the official schools.
8. **Rebound of endemic diseases due to lack of drinking water in 80% of schools in Aragua. In 70% of the official schools, health plans for students do not work.** The terrible conditions of unhealthiness due to the absence of drinking water in the schools of Aragua have caused the appearance of gastrointestinal and dermatological diseases such as scabies, pediculosis and allergies, as well as the presence of bacteria and parasitic diseases, among others. In addition to the lack of water service, the hygiene and cleanliness of the bathrooms is totally deficient and enhances the outbreak of the aforementioned diseases. In most of the schools the vaccination programs and control of weight and height, among others, are stopped being applied. Its consequences have been the rebound of infectious diseases and the failure to detect timely health problems of nutritional origin, manifested in cardiovascular, respiratory and ophthalmological disorders in the school population.
9. **In the public schools of Aragua, the credential competitions were eliminated, the teachers are in precarious economic conditions and must have a "Fatherland ID" to receive meager benefits.** The law of the exercise of the teaching profession is completely ignored in all official schools in Aragua. The teaching and management positions are not assigned by competition but by political criteria, without taking into account the competences required for the teaching practice. If a teacher refuses to go to political events is a victim of workplace harassment. The political adhesion limits the claim of the teachers due to the conditions and failures that the educational institutions present. Due to the paltry salaries of teachers, they are forced to carry out other economic activities, which leads to resignations, non-attendance and demotivation to perform their duties. Additionally, all the teaching staff of the Ministry of Education must have the "Fatherland ID", which provides them with a code to request any social benefit from the teaching profession, such as credits for household appliances and housing. In the case of medicines for hypertension, diabetes, cancer, dialysis, psychiatric treatments, among others, teachers must provide this code to request medicines through the 0800SALUD telephone line. In order to obtain the CLAP food bags, distributed sporadically to educational establishments, it is also essential to have the fatherland ID..





- 10. In Aragua old school structures are reopened with new names, payrolls and expenses, without eliminating the expenses and payrolls of the previous schools.** In an arbitrary and non-arbitrary way, the name of the schools is changed by the names of leaders of the government party, in addition to inaugurating them as new. This is the case of the Educational Unit "Palo Negro Creation" located in Palo Negro, Libertador municipality of the state Aragua that in a holiday period was painted and unexpectedly the educational authorities inaugurated it with the name of "Robert Serra Educational Unit", leaving the institution "Creation Palo Negro" as an institution that exists but that does not work. It has not been possible to corroborate officially, due to the blocking of existing official information, the destination of the funds assigned to the previous school. According to testimonies, the payroll of a whole staff that receives salaries and wages without working is maintained.
- 11. School violence in Aragua has increased due to discrimination and intolerance of diversity, due to the absence of training and coexistence programs.** In Aragua there are no programs for the management of bullying or school bullying. In an institution of the Municipality of Girardot, a general secondary education student was the victim of discrimination being burned by his classmates due to his sexual orientation. It was sprayed with gasoline and later ignited in fire. Another case of harassment was reported in an institution in the Municipality of Santiago Mariño where two students allegedly placed rat poison in a companion's breakfast in retaliation for their high grades. In this same Educational Unit, the demonstration of intolerance and harassment towards a teacher who was the victim of poisoning by a student who allegedly placed rat poison in her coffee for not having disapproved in her subject was evidenced.
- 12. The schools of Aragua work in unsafe environments. 90% have been robbed and its staff mugged as well. From the prisons, groups of inmates exercise control in 50% of the schools in the main municipalities of the state.** A common factor in Aragua is insecurity, which does not escape educational institutions and their environment. Thefts within schools include electrical wiring, materials and computers. In Aragua, leaders of groups of prisoners exercise control over half of the educational institutions of the main municipalities of the state, from inside the prisons. It is public and notorious in these practices the criminal band called "Tren de Aragua" conformed by prisoners of high dangerousness. This control includes "protection and security", interference with the School Feeding Plan, intervention in the appointment and removal of management positions, teaching, administrative and worker positions, and micro drug trafficking in schools with student participation. As a result, 75% of the official schools have reported threats, assaults and physical and verbal aggressions against teachers, as well as damage to staff vehicles by students in which these groups have influence. In fact, at least 50% of requests for teacher transfers are due to insecurity, which aggravates the lack of personnel to teach subjects of the school program because they resign because of low salaries and the absence of public transport.

### 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 state of Aragua, 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 Organized Parents of Venezuela and Veedores por la Educación Aragua organizations participated in the preparation of this report. EXCUBITUS Human Rights in Education provided support in the construction and development of the methodology of the working groups within the framework of its mandate to monitor 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.

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<sup>1</sup> The missions are a series of over 30 "social programs" implemented under the administration of former president Chavez and continued by his successor Maduro. The programs supposedly focus on social justice, social welfare, reduction of poverty, education and military recruiting.

Using increasing the oil prices of the early 2000s, Chávez created the "Bolivarian missions" in 2003, which were initially short-term projects. After enjoying political success, Chavez made the missions a central priority for his administration, directly overseeing their operations and using them to recruit favorable votes by significantly increasing funding during electoral campaigns.

It is important to note that all evaluations of the missions have determined their ill-effects and/or complete failure to correct the problems they are supposed to solve.

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