

COMPLEX HUMANITARIAN EMERGENCY IN VENEZUELA

RIGHT TO EDUCATION

National Report 2019/2021



The 2018 National Report on the Complex Humanitarian Emergency (CHE) on the Right to Education¹, addressed the major impact of the CHE on the right to education since 2015, with devastating effects on the lives and well-being of millions of children and adolescents (C&A), causing severe damage to their development process and their future in education.

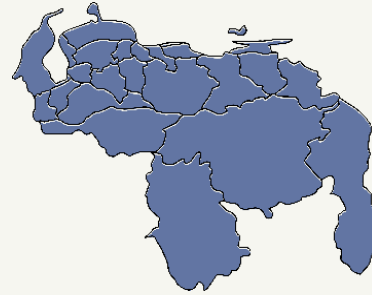
In 2019, EHC deepened its effects as a consequence of the destruction of the national capacities of the education system to guarantee the right to receive basic education. The health and security measures implemented to combat the arrival of the COVID-19 pandemic, mainly the temporary closure of schools and a failed attempt to implement distance education, caused during 2021 a desolate panorama in Venezuelan education, product of a collapsed physical and pedagogical infrastructure and a school governance overwhelmed in its capacities, which does not prioritize the superior interest of the child.

For a more thorough understanding of the violation of the right to education during the CHE, this report addresses the analysis of the situation in accordance with its international standards of availability, accessibility, acceptability and adaptability, in addition to considering the Sustainable Development Goal N°4 (SDG4), which establishes as a target: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". More information on the situation of the right to education can be found in the data and documentation published on the [HumVenezuela.com](https://www.humvenezuela.com) platform.

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Widespread deterioration of infrastructure and lack of basic services, insufficient provision and overcrowding in schools. Educational coverage faces a deficit of 4,000 schools

1. Since 2019, the destructive effect of CHE on the availability standard, as well as on the fulfillment of SDG4, is evidenced by the deplorable state of deterioration of school infrastructure. As of March 2020, 6.4 million (95.0%) children and adolescents were studying in schools with deteriorated or deficient infrastructure, basic services and equipment.¹

2. Only 1,471 schools (5.0%) have acceptable infrastructure conditions and only 5,225 (17.8%) have continuous water, sanitation and electricity services. The lack of regular maintenance and major repair programs has caused 6.4 million (94.0%) children and adolescents to put their health and lives at risk by not having continuous basic services in buildings with severe structural problems. This situation prevents 2.7 million (42.6%) children from attending school regularly and 2.2 million (31.8%) from attending school in overcrowded conditions, while 1.1 million (15.5%) are at risk of suffering from postural diseases due to lack of desks. As of March 2020, the deficit of schools was estimated at 4,000, even when the State has only reported 1,025 (4.2%) schools closed or inoperative between 2016 and 2019, and only 200 constructed².

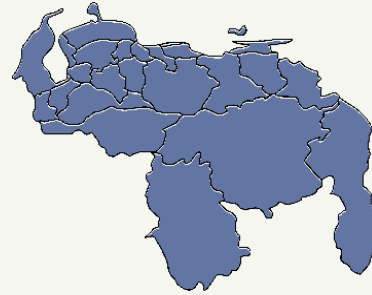
3. With the temporary closure of schools to prevent the transmission of Covid-19, the educational process was transferred to homes, in an improvised, inconsistent and politicized manner, deepening the critical learning conditions. As a result, 66.6% of children and adolescents attended classes irregularly at a distance due to lack of electricity or internet at the established times³, in an environment where 80% of households reported an accelerated deterioration of basic services.

66.6% of children and adolescents attended remote classes irregularly due to lack of electricity or internet, with accelerated deterioration of basic services in their homes

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Malnutrition is growing. The SFP irregularly covered 72% of the students. The measures against the pandemic left 86.4% of schoolchildren without SFP

4. The probability of falling into malnutrition was aggravated by the lack of the School Feeding Program (SFP) which, until March 2020, irregularly covered 72% of the students, arriving only twice a week, with insufficient supplies, of poor quality and low caloric intake⁴. The measures against the pandemic left 86.4% of school children without the

SFP and 8.9% received it irregularly, most of them in extremely poor households that do not have enough food⁵.

5. The dysfunctionality of the learning environment is more severe and the gap of non-compliance with SDG4 is wider, due to the withdrawal of 276,992 teachers (50%) from the education system in a period of four years due to economic and political reasons⁶. Some 139,687 teachers (46.8%) must adhere to teaching processes with doctrinal and not pedagogical objectives to avoid reprisals. Only 56% of teachers in the distance learning process have internet, connection and equipment⁷. They also do not have sufficient or adequate educational materials. As of 2019, 129 of the statutory school days had been lost. Some 1.7 million (25.4%) children suffered recurrent interruptions of activities scheduled in the school calendar, due to official suspensions, most of them unjustified⁸.

50% of teachers withdrew from the education system for economic and political reasons. Only 56% have sufficient and adequate internet, connection equipment and educational material. 66.8% of school days were missed

6. The measures against the pandemic, coupled with the extreme socioeconomic conditions in which teachers find themselves, with a 92% drop in salary since 2015 and earning just US\$4 per month, led to a greater abandonment of teachers from the education system during the period of distance education, to emigrate or pursue other jobs⁹. Thirty-two percent of the vacancies have been filled by people with no qualifications, through the government's work program for adolescents and young

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people (Chamba Juvenil), the recruitment of parents or representatives, militia members or people in other occupations.

7. The deterioration in the standard of access to quality education has been alarming. As of March 2020, out of 9.3 million children and adolescents who should enjoy the right to education, 5.1 million (54.5%) were at risk of dropping out or out of the education system. Some 2.7 million (40%) of the children and adolescents were irregularly attending school, sometimes for prolonged periods of time¹⁰. The main causes of absenteeism were lack of basic services, as well as lack of supplies, uniforms and food at home¹¹. An estimated 1.1 million children between the ages of 3 and 17 dropped out of school in 2019 and 2.6 million dropped out of school between 2016 and 2019¹²; 1.3 million due to the forced displacement of their parents or relatives, and the rest due to economic needs or living conditions that the education system does not meet. Of particular significance are some 960 thousand children and adolescents (65%) aged 0 to 2 years who, due to the disappearance of day care programs, are outside the education system and require support in the maternal stage, as described in SDG4¹³. The measures against the pandemic caused 1.7 million (61%) of children and adolescents between 3 and 17 years of age to not continue their remote educational processes. Of this group, 1.1 million (40%) did not enroll for the following school year. Only 63% of the children and adolescents have internet, connection and equipment to continue their school process at a distance¹⁴.

54.5% of children and adolescents were out of the educational system or at risk of being out of it. 61% of children and adolescents dropped out or did not enroll in the distance education period

8. About 6.2 million (91.0%) of the children and adolescents who attend school do not receive a continuous, quality education in accordance with the objectives and standards of the right to education. The main cause of this deficient education lies in the fact that 4.2 million (61%) of these children do not have qualified teachers and for 3.4

61% of children and adolescents do not have sufficient or qualified teachers. 77% of children and adolescents do not have teaching materials or teachers trained to meet the needs of children with disabilities

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million (49.2%) the teachers are insufficient¹⁵. In addition, 5.2 million (77%) of children and adolescents attend school without complete and adequate didactic material or teachers prepared to serve students with disabilities.

9. CHE increased school violence. As of March 2020, 90% of schools reported incidents of insecurity, the most prominent being assaults and thefts, including the theft of food, theft of infrastructure, vandalism, and protection rackets. During the pandemic, at least 40% of schools suffered vandalism and theft of infrastructure and goods, without the State fulfilling its obligation to protect¹⁶. Both the CHE and the forced migration of more than 5 million Venezuelans have left 3.9 million (41.7%) school-age children unprotected and 943,117 (10.1%) children unaccompanied by one or both parents¹⁷. Only 2,073 (7.0%) of schools have protection programs. Violence occurs in and around schools, affecting 2.4 million (35.1%) children and adolescents who have been victims of violent acts or events. The situation of 769,354 (44.6%) school-age children and adolescents in border states exposed to recruitment by irregular or illegal groups stands out. In addition, school principals and teachers are threatened to distribute proselytizing material to students¹⁸.

90% of schools faced situations of insecurity with impunity. 44.6% of school-age children and adolescents residing in border states are at risk of being recruited by irregular groups

80% of parents and representatives could not pay at least 30 minimum wages for the school basket, nor 468 minimum wages for the digital educational basket

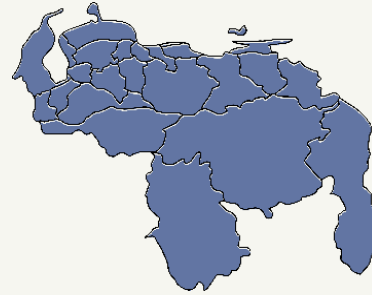
10. 80% of parents and representatives could not pay at least 30 minimum wages to purchase the school basket. With remote classes and inflation, it was also impossible to pay 468 minimum wages for the digital education basket¹⁹. In addition, 90% of official schools must pay for office materials, cleaning and, in some cases, also for student meals. Nearly 100% of official schools do not regularly receive resources from the State for their operation or to maintain or repair facilities. Some 90% of

the teachers and at least 10% of the students were discriminated by the State, through the political document "Carnet de la Patria" required to carry out official procedures, obtain social benefits and, on occasions, even the payment of salaries.

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11. At least since 2012 and until 2021, the quality and objectives of the education provided are incompatible with the standards contained in the Universal Declaration of Human Rights (UDHR), the International Covenant on Economic, Social and Cultural Rights (ICESCR) nor with the constitutional norms related to the right to education. The weakening of learning has been aggravated by the fact that 5.3 million (77.8%) of children and adolescents are subjected to politicized training and indoctrination. Pedagogical processes are improvised, oriented towards partisan political training, single thinking, clientelism, restriction of academic freedom and also of the free participation of families in the education of their sons and daughters.

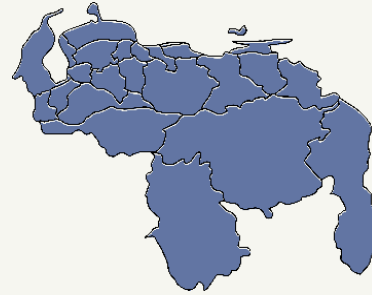
77.8% of children and adolescents are subjected to politicized training and education programs that are not impartial, objective or pluralistic. 42% were promoted without the required competencies

12. In the light of this, education programs are lacking in impartiality, objectivity, plurality of thought, and discriminate in the handling of academic content²⁰. Programmatic objectives are suppressed for political objectives and a "socialist" ideological formation is imparted. The evaluation process is also authoritarian and politically mediatized, dictating that students are promoted to the next level without having achieved the required academic competencies. This has caused 2.8 million (42%) children and adolescents to be promoted without the competencies of the grade they attended and 1.9 million (37%) to present school backwardness, including 547,876 (19%) children and adolescents with severe school backwardness.²¹. During the pandemic, despite the significant decrease in school enrollment, 24.6% of children between 3 and 17 years of age were still behind in school and the number of children promoted to higher grades without the required skills has increased to 42.8%²².

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Teachers hired neither have the required professional profile nor passed a competitive examination. There is a 95% deficit of teachers in basic subjects

13. The quality of teachers has deteriorated significantly since 2017. Most of those hired in recent years neither possess the required professional profile nor went through a competition but rather through political-clientelist mechanisms. They are also not subjected to standardized performance evaluations²³. All this takes place in a context of politicization of the teacher promotion and

advancement system in which school authorities are appointed based on political rather than meritocratic criteria. A significant number of teachers are kept in "interim" status in order to limit their academic freedom and exercise political control. Teachers do not have access to continuous improvement programs or libraries, which are outdated. The deficit of specialist teachers in mathematics, physics and chemistry reaches 95%²⁴.

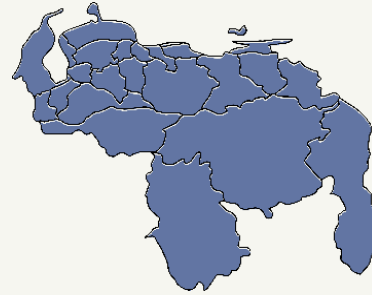
14. The effectiveness of the teaching processes is not known because there are no systematic and periodic national or international tests to evaluate it and make the necessary corrections. In 50% of the schools, students' ability to achieve competencies in reading, writing and mathematical reasoning is compromised due to attention problems and pedagogical deficiencies. Most schools do not have materials designed to meet the needs of children with physical or cognitive disabilities. Most teachers do not receive guidance and support from interdisciplinary teams in this field, showing a marked discrimination in the access of this population to quality education²⁵. Families that do not join the organizations created by the government are being discriminated and are not recognized as stakeholders in education, and therefore cannot exercise their right to demand quality education. The situation of education during the period, especially in terms of quality, capacity building and inclusion, reveals once again the increasing distance to the fulfillment of SDG4.

There are no systematic and periodic national or international tests to evaluate the effectiveness of the teaching processes and apply corrective measures

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During the CHE, school governance has demonstrated improvisation, confusion and inefficiency in solving critical changes

15. Improvisation, confusion and inefficiency are common characteristics of school governance, which has been overwhelmed in its capacity to face, in practice, both social changes and the modernization of education, inclusion and the challenges of remote education during the pandemic²⁶. Originating in 2007, three different national curricular designs are superimposed in an improvised matter. According to

the Venezuelan Teachers' Association "each curricular design surpasses the previous one in terms of improvisation and conceptual and theoretical weakness". Improvisation in the last modification to the 2017 curricular design, called "National Educational Management for Pedagogical Transformation" and established 60 days after the last pedagogical transformation, has generated anarchism that has prevented a homogeneous implementation and denied the right to decide their specialization to more than 300,000 secondary education students²⁷.

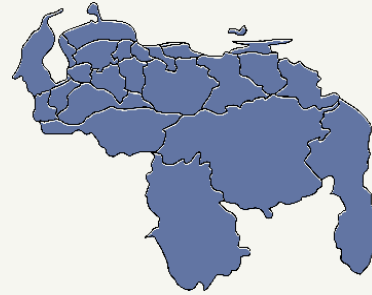
16. The World Program for Human Rights Education was approved by the United Nations General Assembly in 2004 and in 2005 the Plan of Action for the First Phase (2005 -2007) was approved. To date, the human rights education effort in Venezuela has been conducted with severe limitations in non-structural programs, aimed mostly at youth and adults. There is still no human rights education in Venezuelan basic education, despite the fact that it is stipulated in the Constitution²⁸. Educational programs to train the population in sustainable development are limited to political orientations. The culture of peace is nothing more than an empty message; on the contrary, education encourages preparation for asymmetric warfare, sustained warfare, armed militias in the fields and factories, the destruction of external and internal enemies, and a constant harangue of war against neighboring countries²⁹.

There is still no human rights education in Venezuelan basic education. Education for sustainable development is limited to political orientations

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Measures to face the pandemic and preserve the right to education were taken without a State policy, without planning, with inconsistent measures and contrary to the opinions of experts and civil society working in education

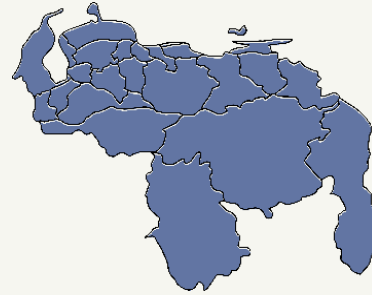
17. Special mention should be made of the educational adaptation to the COVID-19 pandemic. All measures aimed at exercising the right to education were taken in an inconsistent manner, without planning, without a State policy, and contrary to the opinions of experts and civil society organizations working in this area. Despite the State's announcement about the preparation

of a special plan for the distance education process, only a television program, "One family, one school", was implemented, which did not meet the requirements to be considered truly a remote education. The lack of consideration of the aforementioned factors regarding the preparation of teachers, the equipment of students and teachers, the previous preparation of families, the severe crisis of public services, especially water, electricity and fuel, led the education unions, analysts and independent civil society organizations and the families themselves to label distance education in Venezuela as a failed model³⁰ and that there has been a setback in the fulfillment of SDG4.

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