



Learning Brief

Monitoring equity and inclusion in the Peruvian education system (SDG 4.5)

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Peruvian Campaign for the Right to Education - CPDE



Image 1: Fe y Alegría training workshop in Lima

This learning brief was compiled by the Global Campaign for Education (GCE) to spotlight the project work, results and lessons from Campaña Peruana por el Derecho a la Educación Peruvian (CPDE) “Campaign for the Right to Education” within the framework of the GCE’s global advocacy programme to follow up on the implementation of Education 2030 Agenda and SDG4 targets. The content presented in this learning brief was generated from the Monitoring and Evaluation (M&E) activities that have been set by the GCE Secretariat for national coalition partners to report on the progress and results of their respective country level projects. The project interim report submitted by CPDE on 15 December 2022 to GCE has been the primary source of the lessons and experienced shared in this brief.



Project description

This youth and student engagement project is implemented by the Peruvian Campaign for the Right to Education (CPDE) in Peru under the project framework of GCE's Global Advocacy Programme Towards Achieving SDG4 Together. The main objective of CPDE's country level youth engagement project is to disseminate the 2030 Agenda, its principles and objectives of sustainable development among teachers and organizations of

adolescents and young people in basic education and higher education, as a framework for monitoring SDG 4, more specifically, target 4.5. This project will strengthen the capacity and collaboration of civil society actors in Peru to participate in the global monitoring of the Education 2030 Agenda and Sustainable Development Goal (SDG) 4.

Strategies and Actions Taken to strengthen youth and student engagement

Mapping of youth organizations: In Peru, there are many organizations to which students and young people belong. Some of them are sponsored by state institutions and many others are promoted by CSOs that have a long history in the country. When the normative age is reached, membership and leadership changes, but the organizations continue to exist. Their life depends on the sustainability of the organizations that host them. These organizations may be allies of others, but it is difficult for them to join, as members, a coalition such as CPDE.

The mapping for undertaken in this project was carried in collaboration with the organization "La Educación Se Respeta". CPDE notes that the spectrum of student and youth organizations in the country is very broad, therefore, it is very difficult to do a complete mapping of them.

The organizations that CPDE contacted for the mapping exercise were university organizations, with the exception of one that is a school organization. These were grouped into two categories:

1) Student organizations, federations and representations with a clear agenda regarding the defence of quality higher education in a scenario adverse to it. They have been fighting for some years to keep the University Reform on track, against the groups that profit from education, now with representation in Congress.

A year ago, the current Congress passed a law that hinders the evaluation of the quality of tertiary education and seeks its non-regulation.

2) Youth organizations that work with traditionally marginalized populations, which are not included in public policies, for example, young leaders that belong to indigenous communities and carry out advocacy actions for the defence of their territory and preservation of their culture; Afro-Peruvian youth; teenage mothers; young people from the LGBTQ+ community, etc. These organizations tend to have a short life, not only because of the ephemeral nature of the youth stage, but also because they lack internal organization and structures.



Training of students and youth in Lima:

In Lima, CPDE was able to meet with a group of high school students from Educational Institution N° 25, which belongs to the Fe y Alegría network of schools, a partner of CPDE, located in San Juan de Lurigancho, the most populous district of Lima, on the outskirts of the capital. CPDE invited a group of young people from ACPI, Adolescents With Innovative Projects, who came to this workshop from another popular district in the north of Lima,

Comas. ACPI is an organization linked to another CPDE partner, the CEAL network in Peru.

CPDE's workshops focused on raising awareness and learning about the 2030 Agenda for Sustainable Development and reflect on SDG4 on Education, its targets and implementation measures. The training focused on understanding the scope of goal 4.5 and what should be understood by inclusion in education.



Image 2: Fe y Alegría training workshop in Lima



Youth training in Cusco: The workshop in Cusco had the same objectives as the one in Lima, but the participants were young people representing youth organizations, identified by our partner LESR. In this case, the information they had about the 2030 Agenda and the SDGs was varied. Some were completely unaware of it, others had an idea and a few knew what the Agenda was but had not been involved in any project framed around the Agenda or some of its SDGs, except SDG4.

In both the training for students and young people in Lima and in Cusco, CPDE appreciated the

importance of engaging participants in dialogue and reflection on the meaning of the concepts that govern the agenda, such as inclusion, equity, quality and lifelong learning. CPDE focused on inclusion and equity but, unfortunately, there was little time for dialogue on quality. Another topic CPDE paid special attention to was the interrelationship between the different SDGs, to understand the role of education as a catalyst for the fulfilment of many other SDGs. We also aim to provide input for future updates to the basic education curriculum, such as the importance of measures to address climate change and the sustainable use of our natural resources.



Image 3: Youth training workshop at World Vision – Cusco



CPDE believes that it is important to point out that a training of only a few hours (6 to 8) is not enough to ensure the understanding of the concepts underpinning the 2030 Agenda and SDG4. Hence, it is advisable to prioritize reflective dialogue on a few topics, rather than the presentation of a set of topics, such as the presentation of all the SDG4 targets.

Meeting with UNESCO: CPDE had an interview with the Education Management and Advocacy Officer of UNESCO-Peru on October 21 2022 via zoom. In summary, CPDE was informed of the progress in the implementation of SDG4 that the Office commissioned in 2019. At the peak of the pandemic, UNESCO supported the Ministry of Education with contributions to back-to-school strategies and guidelines for distance education. It carries out activities linked to SDG4, SDG5 and SDG12, related to sustainable economy. They work more at the local government level, with civil society organizations and other stakeholders.

CPDE plans to conduct interviews with CEPLAN (National Centre for Strategic Planning) and INEI (National Institute of Statistics and Information Technology) in the first months of 2023. INEI disseminates indicators for monitoring all SDGs. CEPLAN is responsible for monitoring these indicators and preparing voluntary national reports.

National lobbying: National lobbying of adolescent leaders before the Congress of the Republic to advocate for the implementation of Agenda 2030 and SDG 4.5. On the 23rd of September 2022, CPDE was able to meet and lobby the Congress of the Republic, held on the day on which the country celebrates the Youth Day in Peru. This time, the lobby was successfully carried out in partnership with LESR before the Office of Citizen Participation of the Congress, which invited the two partners to celebrate Youth Day in Peru. CPDE managed to give the floor to representatives of some of the traditionally excluded groups to present their situation and demands.



Image 4: Ms. Madeleine Zúñiga, National Coordinator of CPDE lobbying in front of the Congress of the Republic.



CPDE, in partnership with the Inter-institutional Collective for the Rights of Children and Adolescents of the Roundtable for the Fight Against Poverty (MCLCP) and the UPR Peru Collective, presented the report on the right to education to the United Nations Human Rights Committee. The demands for inclusion presented by young people and students were received by representatives of important institutions committed to the 2030 Agenda and SDG4 such as the National Education Council, the UNESCO Representation in the country and the Roundtable for the Fight against Poverty.

In addition, a member of Foro Educativo and alternate representative to CPDE published an article for Tarea Magazine, a CPDE partner, which has around 5 thousand subscribers, with a special mention to lobbying. The article can be accessed: [here](#).

Project Results

CPDE's efforts have successfully led to the following results:

1. Mapping and creation of a database of organisations working to promote and protect SDG4 in Peru.
2. Raising awareness and capacitation of young people about the 2030 Agenda for Sustainable Development and reflection on SDG4 on Education, its targets and implementation measures.
3. Assessment of the progress in the implementation of SDG4 that UNESCO-Peru commissioned.

Changes and Mitigations: Within the first 6 months of this project, CPDE has experienced the following challenge

1. Some youth and student organisations do not have structures, which makes it difficult for CPDE to engage them.
2. Other organisations have short lives due to lack of support and leadership, making it difficult for CPDE to have sustainable relationships and plans with them. One of the greatest challenges CPDE continue to face is the great difficulty of advocating with State bodies, such as the Executive and the Legislative, in the midst of a political and social crisis that continues for long periods of time. A respected but small coalition such as CPDE can only do so by positioning itself as a defender of the right to education in broader spaces of institutionalized participation, and in alliance with other civil society organizations. Even so, advocacy is difficult when ideological positions are markedly opposed to ours, such as the gender approach in all its dimensions, the conception of educational quality or profit in private education. Therefore, it becomes imperative to target society in general. For this, it is of vital importance to have a solid and feasible communication strategy with a wide reach in social networks and local and national media.
3. The long delays in the return to classes throughout the country in 2022 had the entire teaching staff completely dedicated to developing the curriculum without the possibility of making room for other activities, such as the training we wanted to offer them. The training activity was rescheduled to February 2023, during the teachers' school vacation.



Lessons learned and best practices from the project

1. One of the lessons learned relates to working with students and young people. CPDE anticipated difficulties in working with state organizations and sometimes also with international NGOs. The ideal approach therefore is to work with school children's organizations linked to CPDE partners or allies. In our case, it has been with ANALIT, attached to World Vision; AARLE, under the guidance of Tarea; ACPI, framed in a project of Alternativa, member of CEAAL; REDIME, under the guidance of Acción por los Niños. Identifying youth and students in organizations that are not consolidated and work on specific agendas, such as environment, or gender or disability is important as that could potentially coalesce into a youth movement linked to CPDE.
2. CPDE reinforced the lesson learned about the relevance of framing SDG4 within the set of SDGs of the Agenda 2030 and orienting the workshops to a thorough understanding of the fundamental principles that underpin it and the interdependent relationship among the SDGs, the only way to bet on the transformation of education and life on the planet.
3. There is need to work with teachers who are able (willing) to take on the 2030 Agenda and incorporate into the activities of the different curricular areas, those that are linked to the goals of SDG 4.7, in particular, since it is the one that defines the meaning of education: the fight against discrimination, respect and appreciation of diversity, cultivation of global citizenship and tackling climate change.
4. It is convenient not to start from scratch in the elaboration of materials and to use the materials of the UN and other related CSOs, adapting them to the characteristics of the national population. These materials are very well designed and CPDE benefits from high quality videos -especially- made with resources we do not have. At the same time, it is necessary to complement these materials with others of our own production that present updated national information on the situation of SDG4, leading to the critical elaboration of this situation and to the reflection on the need for possible changes.
5. For workshops with students, it is important to plan in agreement with the Directors of the educational institutions or of Civil Society Organizations, and adjust the dates/time of the workshop to the calendar of the students and young people, considering exam periods, field work and vacations so that 'no-one is left behind'.
6. As part of the citizenship and political training of school and youth leaders, they should be capacitated in the optimal use of time when they present in public forums. They should be made aware of the importance of the selection of their ideas according to the short, medium or long time they have available.
7. From the above derives the lesson learned about having a budget that allows the sustainability of a minimum technical team in which there is a hired staff specifically dedicated to communications in a national coalition. This will allow a better positioning of the coalition's identity at the national level and also for its partners, whose actions can count on our diffusion. So far in the implementation of the project, this has been the weakest side for reasons we will report on in the next report.

Contact Information about the project

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