



# PREAMBLE

## We, the signatories of this call, considering:

1. The right that every person has to education, particularly as established in Article 26 of the Universal Declaration of Human Rights, Articles 13 and 14 of the International Covenant on Economic, Social and Cultural Rights, Articles 28 and 29 of the Declaration on the Rights of the Child, and the UNESCO Convention against Discrimination in Education;
2. The “Education 2030” Framework for Action strives to mobilize stakeholders and guide states towards achieving Sustainable Development Goal no. 4, adopted by the UN General Assembly in September 2015, which is to “ensure inclusive and quality education for all and promote lifelong learning”;
3. Human Rights Council resolution A/HRC/29/L.14/Rev.1 of July 1, 2015, which calls for states to regulate private actors in education;
4. The reports from the UN Special Rapporteur on the right to education from September 2014, June 2015, and October 2015 that address the question of privatization in education, regulation of private actors, and limits for public-private partnerships;
5. The recent final observations from the Committee on the Rights of the Child and the Committee on Economic, Social and Cultural Rights and those from the African Commission on Human and Peoples’ Rights, raising concerns about the impact of private actors in education on human rights on eight countries and making recommendations on the topic;
6. The extraterritorial obligations of states in the area of economic, social, and cultural rights, as defined by human rights treaties and the Maastricht Principles on Extraterritorial Obligations of States in the Area of Economic, Social, and Cultural Rights;
7. The “Brussels Call” on the role of the state as regulator of educational services, adopted on May 23, 2008, by the delegates of more than 50 states and 10 international organizations, assembled at the request of the government of the French Community of Belgium, with the support of the International Organization of La Francophonie (OIF) and UNESCO;
8. The 2014-2017 Cooperation Agreement between Burkina Faso, the Democratic Republic of the Congo, Morocco, Mauritius, Romania, and Vietnam which strives to reinforce the role of the state in the regulation of national provisions for equality and equity in educational systems initiated by the OIF;
9. The “Paris Declaration” of March 17, 2015, on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education, adopted by the Ministers of Education and the Commissioner for Education, Youth, Culture and Sport with the European Council.

# DEFINITIONS

## Commodification of education

The transformation of education into a profit-making commodity.

## Privatization of education

An increase in involvement in education by private actors, resulting in an increase in the proportion of private actors involved in an educational system.

## Privatization in education

The introduction of methods and approaches from the private commodity sector into education. This phenomenon is happening in many countries, including OECD countries.

## Private for-profit educational institutions

Educational institutions for which one of the primary goals (although not the only goal) is to develop trade in educational services and to protect their own interest rather than serving the common good. They view education as a commodity, which results in a notable willingness to expand their activities and their model by competing with other institutions, increasing their bottom line, and growing their profits. These institutions are defined largely by their commercial interest rather than their legal structure. In most cases, for-profit institutions are in opposition to the notion of institutions filling a public service mission, which are integrating themselves or are preparing to integrate themselves into the public educational system.

# 9 GENERAL PRINCIPLES FOR THE IMPLEMENTATION OF THE RIGHT TO EDUCATION

1. Education is a fundamental universal human right, for individuals and populations, from infancy through adulthood, throughout the entire lifetime, within and apart from formal educational systems and school. It is a tool for the realization of other human rights, especially gender equality, and needs to be implemented in a way that benefits everyone, without discrimination or exclusion.

2. To this end, the state is responsible for the right to education and must respect it, protect it, and apply international standards and frameworks that define that right.

3. The state has a central role in defining and adapting the functioning of the educational system and the content it teaches to the country's reality and the aspirations of its citizens. It is responsible for countering social determinisms and reducing economic, social, and cultural gaps in the respect of cultural diversity, in conjunction with civil society. It must guarantee that education is not made into a tool for economic actors and that principles are applied to support democracy, such as principles of transparency, participation, and responsibility.

4. Educational systems should be designed for each person to be able to develop the following skills, values, and knowledge, without prioritizing any one over the others:

- Cultivate their curiosity, their own relationship with knowledge and their critical skills, which are factors in personal and collective flourishing and emancipation;
- Nourish their creativity, including through activities in the areas of music, theater, dance, and creative movement as well as in visual, media, and literary arts, and through cultural experiences within their families, at school, in the community, and in the country;
- Develop their self-confidence, autonomy, and well-being;
- Learn to read, write, and count; develop the necessary skills to be hired and have access to work and a good life;
- Acquire the necessary skills to understand the world and different cultures;
- Participate in a society based on recognition of the other, solidarity, cooperation, civil engagement, and respect for human rights.

5. Universal access to education must go hand in hand with quality, which directly depends on:

- The training, both initial and continuing, of all education personnel;
- The motivation of education personnel, which includes working conditions, reasonable compensation, and a recognized status;
- Reduced numbers of students or learners per class;
- The relevance and adaptation of learning materials to the learners' context and needs;
- The quality and security of infrastructure, equipment made available to actors in education, and the learning environment;
- Consistency throughout the system, which requires consultative and coordinating authorities and participation by all actors in education, including students and learners, in its definition, implementation, and monitoring.

6. Various forms of formal and informal education contribute to the goals listed above. Supporting complementarity between all educational spaces is a major challenge in the world today. This process also calls for rethinking education in a comprehensive, life-long way, with a view to transforming educational practices that serve as vectors of participation and individual and collective emancipation.

7. Education plays a fundamental role in strengthening social ties. It involves all components of society, including: associations of parents of students, unions representing teachers and education personnel, informal education associations, research networks, community associations, student organizations, women's movements, youth movements, and other civil society associations.

8. The role of all education stakeholders – teachers, educators, facilitators, families, social workers, school nurses, guidance counsellors, early years professionals, etc. – should be acknowledged, and their contribution to the achievement of the objectives described above recognized.
9. International financial institutions and donor states have an important contribution to make in providing support and setting out national, democratically defined guidelines to ensure free, quality public education.

## 9 GENERAL FINDINGS ON CURRENT CHALLENGES IN EDUCATION

### We, the signatories of this call, find and regret that:

1. The right to education for all is not guaranteed everywhere, particularly as regards the principles of inclusion, non-discrimination, fairness, gender equality and quality education.
2. The working conditions and remuneration of staff in the education sector are often too low to attract graduates or to enable them to carry out their role.
3. Teaching conditions, particularly with high staff numbers per class, have a negative impact on the quality of learning and students' motivation, and does not foster critical thinking.
4. Depending on the country there is a lack of commitment on the part of the state, which fails to fulfil its obligations concerning the right to education for the entire population. This lack of commitment is often manifest in the state offloading its responsibilities to the private sector, including the commercial and or paying sector, regardless of the right to education.
5. Private, commercial establishments are appearing and proliferating in many countries, further increasing the risks to the objectives of quality education for all, particularly that of education no longer being regarded as a public service and a human right, but as a commodity.
6. Some states and supranational bodies present the private sector, including the commercial sector, as a desirable solution and directly support it, sometimes even imposing this model on third countries through technical cooperation or development aid.
7. In many countries, supranational bodies (such as the IMF, the World Bank and the regional development banks), and sometimes bilateral donors, have encouraged the reduction of public investment in education systems and the introduction of school fees. These policies have led to a weakening of public services, which has affected first of all the most marginalized sections of the population (rural communities, girls and women, the disabled, young people, religious, ethnic and linguistic minorities, and so on), has increased inequalities and justified on behalf of these bodies the policies of private sector support for education.
8. States are facing a shortfall which penalizes education systems :
  - a. since taxation is not always adequate to provide sufficient funding for the state budget,
  - b. and multinationals evade taxes and escape their obligations, including those in developing countries.
9. Corruption exists at all levels (from local to international), along with inefficiency and a lack of transparency in the management of education expenditure.

# 9 SPECIFIC CONCERNS CONNECTED WITH PRIVATIZATION OF AND IN EDUCATION

**We, the signatories of this call, note and condemn in particular that:**

1. The type of private education that has developed in recent years has changed, often from socially-motivated community schools, organized and managed locally as a temporary response to a specific need, to chains of private schools run on a commercial basis.
2. This commodification of education and its rapid privatization in the last 20 years results both from the lack of public schools and quality educational structures in certain regions brought about by a lack of political will, and from political choices which encourage or directly support private education, particularly education multinationals, as a solution to replace public education.
3. The current privatization of education often competes with and is detrimental to public education. It opposes free education, limiting access by the poorest and creating socio-economic, cultural and territorial segregation, thereby undermining the possibility of creating an open, mixed, fair and democratic society.
4. These inequalities and discrimination are reinforced by the fact that many private establishments practice direct or indirect selection, based on economic, ethnic, social, cultural, gender, religious or other criteria.
5. These effects are all the more dangerous when they concern countries that are vulnerable or are already experiencing social tension which is exacerbated by the progressive privatization of education, without state regulation.
6. Some educational establishments operate with no state monitoring of the quality of their teaching, the working conditions and rights of the teaching staff, safety and the learning environment or curricular content.
7. The influence of private education players, particularly in higher education, and also in the public sector through the privatization of education, calls into question certain aspects of the profession of teacher and educator, especially in terms of autonomy and creativity, favouring a standardized approach to education. This tends to emphasize the acquisition of skills solely with a view to employability, at the expense of building knowledge while also fostering a critical approach, an understanding of the world and the development of cultural, civic and social awareness.
8. The development of these private establishments, including commercial enterprises, takes place at national level with the support and encouragement of certain governments, and at international level, with the support of donors and multilateral bodies like the World Bank and the regional development banks. Public funds support the activity of private, commercial players in the field of education, at the expense of the public sector, thereby encouraging the development of a parallel education system. This is done without consulting the population and stakeholders about these fundamental choices for the future of those populations and the education systems.
9. The abandonment of certain methods of evaluation in favour of a drive for profitability has a harmful effect on the running of the education system, particularly in the case of private establishments run on commercial lines.

# OUR CALL

**We, the signatories of this call solemnly call for:**

## 1. All states acting at national level:

- To respect, protect and put into practice the right to education;
- To oppose the commodification of education and education systems;
- To take measures concerning the privatization of education
  - The establishment, as quickly as possible, of a completely free, quality education system for all, promoting the realization of the right to education and the attainment of Sustainable Development Goal No. 4 concerning education;
  - In parallel, especially where the private system prevails, and without prejudicing the priority given to the development of a public education system, regulate and monitor private educational institutions and schools run on non-commercial lines, particularly by putting in place adequate regulatory, monitoring and research structures to ensure that their role is in accordance with the right to education, and require:
    - ⇒ State accreditation or conventions with the state;
    - ⇒ Conditions of access for all students, respecting the principles of equality and non-discrimination;
    - ⇒ An appropriate level of training for teachers and educators;
    - ⇒ An appropriate level of training for teachers and educators;
    - ⇒ Programmes the same as those in the public sector;
    - ⇒ Teaching and learning conditions meeting international UNESCO standards and national standards;
- To eliminate commercial educational establishments that are inconsistent with human rights;
- To strengthen their commitment through the significant mobilization of public resources for education, devoting at least 20% of the national budget and at least 6% of gross domestic product to public education, and take steps to combat corruption and tax evasion;
- To refrain from taking any measures to encourage the development of privatization of and in education;
- To clearly define the role and responsibilities of private players in education;
- To ensure that the activities of private players do not reinforce existing discrimination and inequality or add to it, either directly or indirectly, also regularly assessing the impact of private players on the right to education;
- To refrain from using public funds to subsidize commercial education, including the awarding of scholarships or by other means;
- To recognize organizations representing education players (parent-teacher associations, non-formal education, teaching staff unions, student organizations ...) and civil society as a whole, as forces for putting forward proposals, and to put in place inclusive consultation forums to define educational, social and cultural policies.

## 2. States acting at international level (as part of technical and financial cooperation or international institutions):

- To combat the commodification of education and educational systems;
- To play their role and implement extraterritorial obligations in the area of human rights by participating more actively in raising issues caused by the commodification of education by other donor countries;
- To engage multilateral bodies like the United Nations, the World Bank, Global Partnership for Education as part of bilateral relations and to exercise their influence over the actors that is to respect and facilitate the guidelines defined above, including to block if necessary projects or initiatives that promote private actors in education in the way opposite to the right to education;
- To dedicate funds of Official Development Assistance (ODA) to financing public education in partner countries, especially 10% to basic education, except in exceptional circumstances that require financing from non-profit private actors ;
- To support global partnership for strengthened education or a multilateral fund, contributing to the financing of inclusive and quality public educational systems in low and medium income countries;
- To integrate civil society organisations and into the conception and implementation of policies and programs of aid to education in different countries, in particular:
  - By relying on their knowledge of the landscape and their ability to work collectively at the local, national, and international levels;
  - By considering their concrete proposals to improve consistency and efficiency in public educational systems and to implement the right to education for all;
  - By supporting their actions leading to research on the impact of the privatization and commodification of education on the right to education, and to raise awareness in all educational actors and populations in general on the right to education and the necessity of public investment in education to promote a society founded on equality, solidarity, and which fosters social progress.

## 3. The International Organization of La Francophonie

- To combat the commodification of education and educational systems in its programs, financing, and political actions;
- To encourage francophone states to develop education as a public service according to the principles of international human rights law and those discussed previously;
- To actively support the actions of states and civil society moving in this direction;
- To conduct or support research on the impact of privatization in and of education and the commodification of education on the right to education and possible solutions;
- To push for the implementation of a more balanced and equalitarian vision of education public policy relying on the context, history, institutions, values, and cultural roots of each country;
- To promote dialogue with the conference of INGOs and support the implementation of a network of francophone educational associations;
- To defend these elements in a resolution and a Declaration during the francophone summit in Antananarivo in November 2016.

## 4. International financial institutions

- To combat the commodification of education and educational systems;
- To dedicate their funds to financing public education, except in exceptional circumstances that require financing from non-profit private actors;
- To exclusively support states in developing educational systems that position education as a right and target general interest in accordance with the right to education;
- To support initiatives to define the organization of the educational system in each country in a democratic and participative manner;
- To respect human rights and international agreements establishing the right to education.

# OUR 7 COMMITMENTS

**We, the signatories of this call, commit to:**

1

Combat the commodification of education and educational systems and the privatization in and of education in all instances where it violates the right to education.

2

Find practical solutions and alternatives that respect human rights.

3

Conduct research and monitor the developments in and consequences of privatization in and of education.

4

Put our knowledge in the field at the service of states, particularly by formulating concrete and realistic proposals to improve the educational systems.

5

Pursue our mobilization for the development of quality public education accessible by all and for efficient training for teachers and educational workers.

6

Work collectively with all actors at the local, national, and international levels to contribute to improving consistency and efficiency in educational systems in accordance with the right to education.

7

Raise awareness in all educational actors and populations in general on the right to education and the necessity of public investment in education to promote a society founded on equality, solidarity, and which fosters social progress.

# SIGNATORIES OF THE CALL

## Algeria : 3

Association Nationale Scientifique de Jeunes "Découverte de la Nature"  
Syndicat National Autonome des Professeurs d'Enseignement Secondaire et Technique  
Association Graines de Paix (AGP)

## Belgium : 29

Alter Visio  
CEMEA / Centres d'Entraînement aux Méthodes d'Education Active  
Centre d'Action Laïque de la Province de Liège  
Centre de Coopération Educative  
Centre de Formation d'Animateurs  
Changement pour l'Egalité, mouvement socio-politique  
Confédération des Syndicats Chrétiens Enseignement (CSC Enseignement)  
Contact J.  
Crible ASBL  
Défense des enfants International Belgique  
Éducation-Environnement  
Education populaire asbl  
Environnement et progrès - Maison de Hesbaye  
Excepté Jeunes Asbl  
Forum pour un contrat de génération Nord Sud  
Global Progressive Forum  
Institut Saint Joseph (ISJ)  
Latitude Jeunes  
Laïcité et Humanisme en Afrique centrale  
Les Auberges de Jeunesse asbl  
Les Faucons Rouges  
Ligue des Droits de l'Enfant  
Miroir vagabond asbl  
Mouvement des Jeunes Socialistes  
Mouvement Ouvrier Chrétien  
PhiloCité  
ProJeuneS ASBL  
Réalisation Téléformation Animation  
Zigomar Tintamar asbl

## Burkina Faso : 5

Association Song Taaba des femmes unies et développement  
Centre d'information et de documentation citoyennes (CIDOC)  
Coalition Nationale pour l'Education Pour Tous du Burkina Faso  
Fondation Emploi Décent  
Syndicat National Des Enseignants du Secondaire et du Supérieur (SNESS)

## Burundi : 2

Coalition pour l'Education Pour Tous BAFASHEBIGE  
Syndicat des Travailleurs de l'Enseignement du Burundi

## Benin : 5

Centre d'Actions pour la sécurité Alimentaire et le Développement Durable (ONG CASAD-Bénin)  
Coalition Béninoise des Organisations pour l'Education Pour Tous (CBO-EPT)  
Conseil des Activités Éducatives du Bénin  
Jeunesse et Emplois Verts pour une Économie Verte  
Réseau des Acteurs de Développement de l'Education au Bénin (RADEB)

## Cameroun : 6

Association des Femmes Camerounaises Actives Sport Education  
Cameroon Education For All Network  
CEMEA-C / Centres d'Entrainement aux Methodes d'Education Active Cameroun  
EduGestion  
Fédération Camerounaise des Syndicats de l'Education  
Syndicat des Travailleurs des Etablissements Scolaires Privés du Cameroun (SYNTESPRIC)

# SIGNATORIES OF THE CALL

## Canada : 3

Fédération canadienne des enseignantes et des enseignants  
Fédération nationale des enseignantes et des enseignants du Québec - CSN  
Maman va à l'école

## Cape Verde : 1

Federação Cabo - verdiana de Professoras

## Central African Republic : 1

Fédération Syndicale des Enseignants de centrafrique (FSEC-USTC)

## Chad : 1

Association Tchadienne pour le Bien Etre Familial

## Comores : 1

Mouvement Associatif pour l'Education et l'Egalité des Chances

## Democratic Republic of Congo : 40

Action Contre les Violations des Droits des Personnes Vulnérables (ACVDP)  
Action pour le Développement de l'Agriculture et de la Pisciculture en Famille (ADPF)  
Association d'Aide et de protection des personnes Vulnérables (APROPEV)  
Association des Parents des Elèves des Ecoles catholiques Sud-Kivu  
Association des Personnes en Action pour le Changement Intégral (APACI)  
Caritas Développement Mbujimayi  
Centre d'Actions pour la Promotion Sociale de Masuika/Mains serviables  
Centre d'Encadrement des Personnes Opprimées (CEPO-ONG)  
Centre de Formation et d'Action pour le Développement (CFAD)  
Centre de Recherche des Voies pour l'Epanouissement et l'Autonomie  
Centre National d'Appui au Développement et à la Participation Populaire  
Coalition Nationale de l'Education Pour Tous en République Démocratique du Congo (CONEPT-RDC)  
COFAS: Conseil des Organisations Féminines Agissant en Synergie  
Confédération Démocratique du Travail  
Conseil National des Organisations Non-Gouvernementales de Développement de la RDC  
Construisons Ensemble le Monde (ONG CEM)  
Cris de femme et de l'enfant marginalisés  
Elembo+  
Eternel est Mon Berger  
Fédération Nationale des Enseignants et Educateurs Sociaux du Congo  
Femme Unies pour le Développement  
Fondation Chrétienne pour le Développement du Terroir  
Forum pour le Développement de la Femme  
Groupe d'Encadrement pour le Développement Intégral (GEDI)  
Guepier d'Afrique (GA)  
Héritiers de la Justice  
Jeunes et femmes pour les droits de l'homme et la paix  
Les Amis de Nelson Mandela pour la Défense des Droits Humains (ANMDH)  
Les Anges du Ciel  
Maison de la Laïcité de Kinshasa  
Maman na nzela ya développement  
Monde de Demain Mode asbl  
Paix et Développement de la Femme et de l'Enfant (PDFE)  
Parlons sida aux communautaires (PASCO)  
Radio Madimba FM, radio communautaire de Gungu  
Réseau Equitas RDC  
Réseau Femme et Développement  
Réseau Gouvernance Economique et Démocratie  
Sustainable Change International (ONG-SCI)  
Syndicat des Enseignants du Congo



## Djibouti : 1

Syndicat des enseignants du premier degré (SEP)

# SIGNATORIES OF THE CALL

## France : 26

CEMEA-F / Centres d'Entraînement aux Méthodes d'Education Active  
Cercle des Solidarités francophones  
Coalition Education  
Confédération Générale du Travail Enseignement  
Crèches Liberty  
Dispositif Education et Loisirs PEP 21  
Francas du Val d Oise  
Fédération de l'Union Nationale des Syndicats Autonomes (UNSA Education)  
Fédération des Aroéven  
Fédération des conseils de parents d'élèves (FCPE)  
Fédération des Tunisiens pour une Citoyenneté des Deux Rives  
Groupe français d'éducation nouvelle  
Groupement des Educateurs sans Frontières  
Groupement des Édicateurs sans Frontières (GREF)  
Human Dignity  
Les FRANCAS  
Ligue de l'Enseignement de l'Ariège  
SOLIDARITE Laïque  
Sud éducation Ariège  
Syndicat des Enseignants UNSA  
Syndicat Général de l'Éducation Nationale (Sgen-CFDT Étranger)  
Syndicat national de l'enseignement supérieur (SNESUP-FSU)  
Syndicat National des Enseignements de Second degré (SNES-FSU)  
Syndicat national unitaire des instituteurs professeurs des écoles et Pegc affilié à la FSU (SNUipp-FSU)  
Université Populaire de l'Aube (UPOPAUBE)  
Younga Solidaire

## Gabon : 2

CEMEA-G / Centres d'Entrainement aux Methodes d'Education Active du Gabon  
Syndicat de l'Education Nationale (SENA)

## Germany : 2

Dock Europe  
Frankfurter Buchmesse

## Guinea : 2

Association Tchadienne pour le Bien Etre Familial  
Agroforestry Resources Unlimited  
Institut d'Alphabétisation pour la Paix et le Développement

## Guinea-Bissau : 1

Club Radio France internationale de Bissau

## Haiti : 12

Association des Infirmières Chrétiennes d'Haiti (ACIH)  
Association des Jeunes pour le Developpement de Miragoane (AJDEM)  
Association des Professeurs de Français d'Haïti et Centre de Promotion des Jeunes Écrivains Haïtiens  
CEMEA-H / Centres d'Entrainement aux Methodes d'Education Active en Haiti  
Centre de Recherche et d'Action pour le Devloppement (CRAD)  
Environnement, Développement et Action en Haiti (ENDA-Haiti)  
Mouvement Chrétien contre la Pauvreté en Haiti (MCPH)  
Plate forme haitienne de Plaidoyer pour un Développement Alternatif  
Regroupement Education Pour Toutes et Pour Tous (REPT)  
Solidarite Fanm Ayisyèn (SOFA)  
Union Nationale des Normaliens Normaliennes et Educateurs Educatrices d'Haiti (UNNOEH)  
Union Nationale des Normaliens-nes d'Haiti

## Italy : 1

Fédération italienne des CEMEA

# SIGNATORIES OF THE CALL

## Ivory Coast : 9

CEMEA-CI / Centres d'Entrainement aux Methodes d'Education Active de Côte d'Ivoire  
Eveil de la conscience inter-Africaine pour l'integration-la solidarité-le développement et la non-violence  
Initiatives pour le Developpement communautaire et la conservation de la Forêt (IDEF)  
Ong Addy  
Réseau Ivoirien pour la Promotion de l'Education pour Tous (RIP-EPT)  
Syndicat National des Formateurs de l'Enseignement Technique et de Formation Professionnelle de Côte d'Ivoire  
Syndicat National de l'Enseignement Primaire Public de Côte d'Ivoire  
Syndicat national des enseignants du second degré de Côté d'Ivoire.  
Union Nationale des Formateurs de l'Education Technique et Professionel (SOLIDARITE-UNAFETPCI)

## Lebanon : 1

CEMEA-L / Centres d'Entrainement aux Methodes d'Education Active du Liban

## Madagascar : 4

Association Amontana  
CEMEA-M / Centres d'Entrainement aux Methodes d'Education Active Malgache  
coalition nationale Malagasy pour l'EPT  
Fédération Chrétienne des Enseignants et Employés de l'Education FEKRIMPAMA

## Mali : 6

Actions pour le développement du Mali (ADM)  
Amnesty International Mali  
Association vision pour l'avenir  
Fédération Malienne des Associations de Personnes Handicapées (FEMAPH)  
Les Echos  
Tribune Jeunes pour le Droit au Mali

## Mauritania : 4

Association pour le Développement Economique Social Culturel et la Protection de la petite enfance (ADESCPTE)  
Coalition des Organisations Mauritanienne pour l'Education (COMEDUC)  
Syndicat National de l'Enseignement Secondaire  
Syndicat National des Étudiants de Mauritanie (SNEM)

## Mauritus : 1

Government Teachers' Union

## Moldavia : 1

Fédération de l'Education et de la Science de Moldavie

## Niger : 5

Coalition Nigerienne des Associations, Syndicats et ONG de Campagne EPT (ASO-EPT Niger)  
Coordination Nigérienne pour l'Education à la Non-violence et à la Paix (CONEN VP)  
Rassemblement de la Jeunesse pour la solidarité et le Développement (RJSD)  
Syndicat national des agents de la formation et de l'éducation du Niger (SYNAFEN)  
Syndicat National des Enseignants du Niger

## Roumania : 2

Animus  
Federation des Syndicats Libres de l'Enseignement

## Rwanda : 1

Syndicat national des enseignants au Rwanda

# SIGNATORIES OF THE CALL

## Senegal : 9

Action Jeunesse et Environnement (AJE)  
Amnesty International/Sénégal  
Association des Encadreurs de Collectivités Educatives du Sénégal (AECES)  
Association pour la Promotion des Handicapés de Ouakam  
CEMEA-S / Centres d'Entrainement aux Methodes d'Education Active du Sénégal  
Coalition des organisations en synergie pour la défense de l'éducation publique (COSYDEP)  
Fondation Sirena  
Syndicat National de l'Enseignement Élémentaire (SNEEL/CNTS)  
Syndicat unitaire et démocratique des enseignants du Sénégal

## Spain : 1

Idealogia Intervencion Comunitaria S.Coop. Mad

## Switzerland : 3

Syndicat Autonome des Enseignants Neuchâtelois  
Syndicat des enseignants romands  
Syndicat des Services Publics

## Togo : 3

Association des Personnes Handicapées Motivées de Tône (APHMOTO)  
Coalition Nationale Togolaise pour l'Education Pour Tous  
Fédération des Syndicats de l'Education Nationale

## Tunisia : 14

Amal pour la solidarité-Kasserine  
Association de Développement Locale de Borj Ennour  
Association des Amis du Belvédère  
Association Tunisienne de Défense des Demandeurs d'Emploi  
Association tunisienne des femmes democrates  
Fédération Générale de l'Enseignement Supérieur et de la Recherche scientifique  
Ligue tunisie needle l'education  
Ligue Tunisienne de l'Education (LTE)  
Ligue tunisienne pour la defense des droits de l'homme  
Organisation Tunisienne De Défense des Droits des Personnes Handicapées  
Syndicat général de l'enseignement de base  
syndicat général de l'enseignement secondaire  
Tunisian Forum for Youth Empowerment  
Younga Solidaire Mahares

## Vanuatu : 1

Vanuatu Education Policy Advocacy Coalition

## International : 6

ActionAid  
Africa Network Campaign on Education For All (ANCEFA)  
Aide et Action  
Fédération internationale des Centres d'entrainement aux méthodes d'éducation active (FICEMEA)  
Global Initiative for Economic, Social and Cultural Rights  
Planète Urgence

## EU : 1

SOLIDAR

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## CONTACT US



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