

PREAMBLE

We, the signatories to this call, considering:

1. Everyone's right 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 Convention on the Rights of the Child, and the UNESCO Convention against Discrimination in Education;
2. The "Education 2030" Framework for Action striving to mobilise 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. The 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 privatisation in education, regulation of private actors, and the limitations of public-private partnerships;
5. The recent concluding 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 in 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 education services, adopted on May 23, 2008, by the delegates of more than 50 states and 10 international organisations, assembled at the request of the government of the French Community of Belgium, with the support of the International Organisation 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 education 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

Commercialisation of education

The transformation of education into a profit making commodity

Privatisation of education

An increase in private actors' provision of education, resulting in an increase in the proportion of private actors involved in an education system.

Privatisation in education

The introduction of methods and approaches from the commercial sector into education. This phenomenon can be found in many countries, including OECD countries.

Commercially-orientated private educational institutions

Educational institutions for which one of the primary goals (although not the only goal) is to trade education services and to protect their own interest rather than serving the public interest. They view education as a commodity, which results in particular in a willingness to expand their activities and their model by competing with other institutions, increasing their turnover, or growing their profits. These institutions are defined largely by their commercial interest rather than their legal structure. In most cases, commercially-orientated institutions are in opposition to the notion of institutions that fulfill a public service mission and are integrated or are preparing to integrate into the public education system.

9 GENERAL PRINCIPLES FOR THE IMPLEMENTATION OF THE RIGHT TO EDUCATION

1. Education is a fundamental universal human right of individuals and peoples, from early childhood through adulthood, and lifelong, within and outside formal education systems and school. It is a lever for the realisation of other human rights, especially equality for all, 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, protect, and fulfill international standards and frameworks that define this right.

3. The state has a central role in defining and adapting the functioning of the education system, and the taught content, to the country's reality and the aspirations of its citizens. It is responsible for countering social determinism and reducing economic, social, and cultural divides while respecting cultural diversity, in consultation with civil society. It must guarantee that education does not become an instrument for economic actors, and that principles that support democracy, such as the principles of transparency, participation, and responsibility, are applied.

4. Education systems should be designed so that each person is able to develop the following skills, values, and knowledge, without prioritising 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, theatre, 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 decent 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 entails decent working conditions, reasonable remuneration, and a recognised status
- A reasonable number of students or learners per class
- The relevance and adaptation of learning materials to the learners' context and needs; the quality and security of the 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 non-formal education contribute to the goals listed above. Supporting complementarity between all education spaces is a major challenge in the world today. This process also calls for rethinking education in a comprehensive, lifelong way, with a view to transforming education practices that serve as vectors of participation and individual and collective emancipation.

7. Education plays a fundamental role in strengthening social bonds. It involves all components of society, including: parents' associations, unions representing teachers and education personnel, non-formal educational organisations, research networks, community-based organisations, students' organisations, women's movements, youth movements, and other civil society organisations.

8. The role of all education stakeholders – teachers, educators, facilitators, families, social workers, school nurses, guidance counsellors, early years professionals, etc. – must be acknowledged as such, as well as for their contribution to the achievement of the objectives described above.
9. International financial institutions and donor states have an important contribution to make in supporting nationally and democratically defined orientations aimed at ensuring free, quality, public education.

9 GENERAL OBSERVATIONS ON THE CURRENT EDUCATIONAL CHALLENGES

We, the signatories to this call, note and regret that :

1. The right to education for all is not guaranteed everywhere, particularly in regard to the principles of inclusion, non-discrimination, equity, gender equality and quality education.
2. The education personnel's working conditions and levels of remuneration are often too degraded to attract graduates or to enable them to carry out their role.
3. Teaching conditions, particularly in the context of high student numbers per class, have a negative impact on the quality of learning and students' motivation, and do not foster critical thinking.
4. In certain countries, there is a lack of commitment on the part of the state, which is failing to fulfill its obligations with regard to the right to education for the population as a whole. This lack of commitment often manifests as the state offloading its responsibilities onto the private sector, including the commercial and/or fee-paying part, regardless of the right to education.
5. Commercially-orientated private institutions are appearing and proliferating in many countries, further heightening the risk 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 commercially-orientated 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 most immediately the most marginalised sections of the population (rural communities, girls and women, persons with disabilities, young people, religious, ethnic and linguistic minorities, and so on), has increased inequality, and has provided justification for these organisations' policies in support of the private sector in education.
8. States are facing a shortfall which undermines education systems since :
 - a. taxation is not always adequate to provide sufficient funding for the state budget,
 - b. some multinationals engage in tax avoidance and evade their fiscal obligations, including 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 RELATED TO COMMERCIALISATION AND PRIVATISATION OF AND IN EDUCATION

We, the signatories to 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, organised and managed locally as a temporary response to a specific need, to commercially-orientated private school chains.
2. This commercialisation of education and the rapid privatisation of the last 20 years results both from the lack of public schools and quality education structures in certain regions brought about by an absence of political will, and from political choices which encourage or directly support private education, particularly education provided by multinationals, as a solution to replace public education.
3. Privatisation of education is nowadays often carried out in a way that brings it into competition with and is detrimental to public education. It is in opposition to 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. This inequality and discrimination are reinforced by the fact that many private institutions 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 fragile countries or those already experiencing social tensions, which are exacerbated by growth of unregulated privatisation in education.
6. Some private educational institutions operate without any state monitoring of the quality of their teaching, the working conditions and rights of the education personnel, as well as the safety and learning environment, or the curricular content.
7. The influence of private actors *in* education, particularly in higher education, and also in the public sector through privatisation in education, calls into question certain aspects of the profession of teacher and educator, especially in terms of autonomy and creativity, in favour of a standardised approach to education. This tends to emphasise the acquisition of skills solely with a view to employability, at the expense of an approach based on building knowledge that would foster critical thinking, an understanding of the world, and the development of cultural, civic and social awareness.
8. The development of these private institutions, including commercially-orientated ones, takes place at the national level with the support and encouragement of certain governments, and at the international level, with the support of donors and multilateral bodies like the World Bank and regional development banks. Public funds support the activity of commercially-orientated private actors 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 on what are nonetheless fundamental choices for the future of those populations and education systems.
9. The misuse of certain methods of evaluation to drive profitability has a detrimental effect on the running of an education system, particularly in the case of commercially-orientated private educational institutions.

We, the signatories to this call solemnly call for :

1. All states, acting at the national level

- To respect, protect and fulfill the right to education ;
- To oppose the commercialisation of education and education systems ;
- To take measures :
 - To establish, as quickly as possible, a completely free, public, quality education system for all, in order to realise the right to education and to achieve Sustainable Development Goal No. 4 related to education
 - In parallel, especially where private actors prevail, and without prejudicing the priority given to the development of a public education system, regulate and monitor non-commercially-orientated private educational institutions and schools, 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 by requiring :
 - ⇒ An accreditation or a contract with the state,
 - ⇒ Conditions of access for all students that respect the principles of equality and non-discrimination,
 - ⇒ An appropriate level of training for teachers and educators,
 - ⇒ Programmes identical curricula to those in the public sector,
 - ⇒ Teaching and learning conditions that meet international UNESCO standards and national standards,
- To eliminate commercially-orientated private educational institutions, which contravene human rights;
- To strengthen their commitment through the significant mobilisation 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 privatisation of and in education;
- To clearly define the role and responsibilities of private actors in education;
- To ensure that the activities of private actors neither reinforce, nor add to existing discrimination and inequality, either directly or indirectly, including by regularly assessing the impact of private actors on the right to education;
- To refrain from using public funds to subsidise commercially-orientated education, including through awarding scholarships, or by other means;
- To recognise organisations representing education stakeholders (parents' associations, non-formal educational organisations, teaching personnel unions, students' organisations ...) and civil society as a whole as forces for putting forward proposals, and to set up inclusive consultation forums for the definition of education, social and cultural policies.

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

- To combat the commercialisation of education and education systems;
- To play their role and implement their extraterritorial obligations in the area of human rights by participating more actively in raising issues caused by the commercialisation of education with other donor countries;
- To commit, particularly within multilateral bodies - United Nations, World Bank, Global Partnership for Education -, and as part of their bilateral relations, to exercise their full influence so that these actors respect and facilitate the orientations defined above, including if necessary by blocking projects or initiatives that promote private actors in education in a way which is contrary to the right to education;
- To dedicate Official Development Assistance (ODA) funds to financing public education in partner countries, especially 10% to basic education, except in exceptional circumstances where financing of non-commercially-orientated private actors would be necessary;
- To support a strengthened Global Partnership for Education or a multilateral fund, contributing to the financing of inclusive and quality public education systems, in low and medium income countries;
- To integrate civil society organisations and education personnel into the formulation and implementation of education aid policies and programs in different countries, in particular :
 - By relying on their field knowledge 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 education systems and to implement the right to education for all;
 - By supporting their actions to conduct research on the impact of the privatisation and commercialisation of education on the right to education, and to raise awareness amongst all education 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 Organisation of La Francophonie

- To combat the commercialisation of education and education systems through 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 listed previously;
- To actively support the actions of states and civil society moving in this direction;
- To conduct or support research on the impact of privatisation in and of education and the commercialisation of education on the right to education, and on possible solutions;
- To boost the implementation of a more balanced and egalitarian vision of public education policy, based 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 organisations;
- To defend these elements in a resolution and the Declaration of the Francophone summit, in Antananarivo in November 2016.

4. International financial institutions

- To combat the commercialisation of education and education systems;
- To dedicate their funds to financing public education, except in exceptional circumstances where the financing of non-commercially orientated private actors would be necessary;
- To exclusively support states in developing education systems that recognise education as a right and aim at promoting the general interest in accordance with the right to education;
- To support initiatives in each country that promote a democratic and participative approach to defining how the education system is organised;
- To respect human rights and international treaties guaranteeing the right to education.

OUR 7 COMMITMENTS

We, the signatories of this call, commit to :

1

Combat the commercialisation of education and education systems and the privatisation in and of education in all instances where it violates the right to education

2

Seek out practical solutions and alternatives that respect human rights

3

Conduct research and monitor the development and consequences of privatisation in and of education

4

Apply our knowledge of the field to the service of states, particularly by formulating concrete and realistic proposals to improve education systems.

5

Pursue our mobilisation for the development of quality public education accessible for all and for efficient training for teachers and education workers

6

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

7

Contribute to raising awareness amongst all education stakeholders and populations more broadly 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 TO THIS 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

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)

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

Cameroon : 6

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

Canada : 3

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

SIGNATORIES TO THIS APPEAL

Cape Verde : 1

Federação Cabo - verdiana de Professores

Central African Republic : 1

Fédération Syndicale des Enseignants de centrafrique (FSEC-USTC)

Chad : 1

Association Tchadienne pour le Bien Etre Familial

Comoros : 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 developpement
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)

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

SIGNATORIES TO THIS APPEAL

Groupement des Éducateurs sans Frontières (GREF)
Human Dignity
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 Éducateurs 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

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 Développement de Miragoane (AJDEM)
Association des Professeurs de Français d'Haiti 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 Développement (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

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 Développement 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 Côte 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

SIGNATORIES TO THIS APPEAL

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)

Mauritius : 1

Government Teachers' Union

Moldova : 1

Fédération de l'Education et de la Science de Moldavie

Morocco : 14

Association AFRAK
Association AIDECO
Association Femmes pour l'Égalité et la Democratie
Association Marocaine de Développement à la Région Orientale.
Association Réchida pour le développement et l'environnement
Association TAGADIRT
Association Tiwizi pour la culture et l'action humanitaire
Carrefour de la famille Marocaine
Mouvement Anfass Démocratique
Réseau des associations de la réserve de la biosphère argaenraie (RARBA - TIZNIT)
Syndicat National de l'enseignement affilié à la Confédération Démocratique du Travail
Syndicat National de l'éducation (SNE-FDT)
Tamount
Union des Etudiants Pour le Changement du Système Educatif (UECSE)

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

Romania : 2

Animus
Federation des Syndicats Libres de l'Enseignement

Rwanda : 1

Syndicat national des enseignants au Rwanda

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

SIGNATORIES TO THIS APPEAL

Spain : 1

Idealoga 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 démocrates
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

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

EU

SOLIDAR

Join us by signing our appeal !

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Right to Education Initiative
Solidarité Laïque



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