

UNGEI | **FEMINIST NETWORK** | **2024**
FOR GENDER TRANSFORMATIVE EDUCATION

REGIONAL DECLARATION FOR

GENDER TRANSFORMATIVE EDUCATION

LATIN AMERICA

AND THE CARIBBEAN



BACKGROUND

This document collects the experiences, visions and proposals of a regional collective process in Latin America and the Caribbean, led by Fos Feminista, CLADE and other organizations in the region that are part of the Feminist Network for Gender Transformative Education, with the aim of generating an approach to Gender Transformative Education and the surfacing challenges and opportunities to advance this issue at the regional level.

Between July and September 2024, we embarked on a literature review process to build a regional conceptual framework and hosted a series of consultations with different stakeholders, such as technical experts, academics, young people, civil society organizations, among others, to discuss different visions, experiences and reflections regarding Gender Transformative Education in the region.

During this process, more than 170 people, from more than 20 countries in the region and speakers of 5 different languages, participated in consultations under different formats, which supported us in collecting information to develop this declaration.

Among the people who identified with a gender, 76% of the participants identified themselves as female, while 15% identified as male and 6% as non-binary. Young people between 18 and 29 years old were the second age group that most participated in the process, representing 26% of the participants, only below adults between 30 and 50 years old who totaled 44% of participation. It is important to mention that 6% of the participants in the process were adolescents between 11 and 17 years old.

In addition to this, 28% of the participants identified themselves as people from the LGBTIQ+ community, 14% as indigenous people, 6% as people of African descent, and 3% as people with a disability.

People who participated in the process are from Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Guatemala, Haití, Honduras, Jamaica, México, Nicaragua, Paraguay, Perú, República Dominicana, Uruguay y Venezuela.

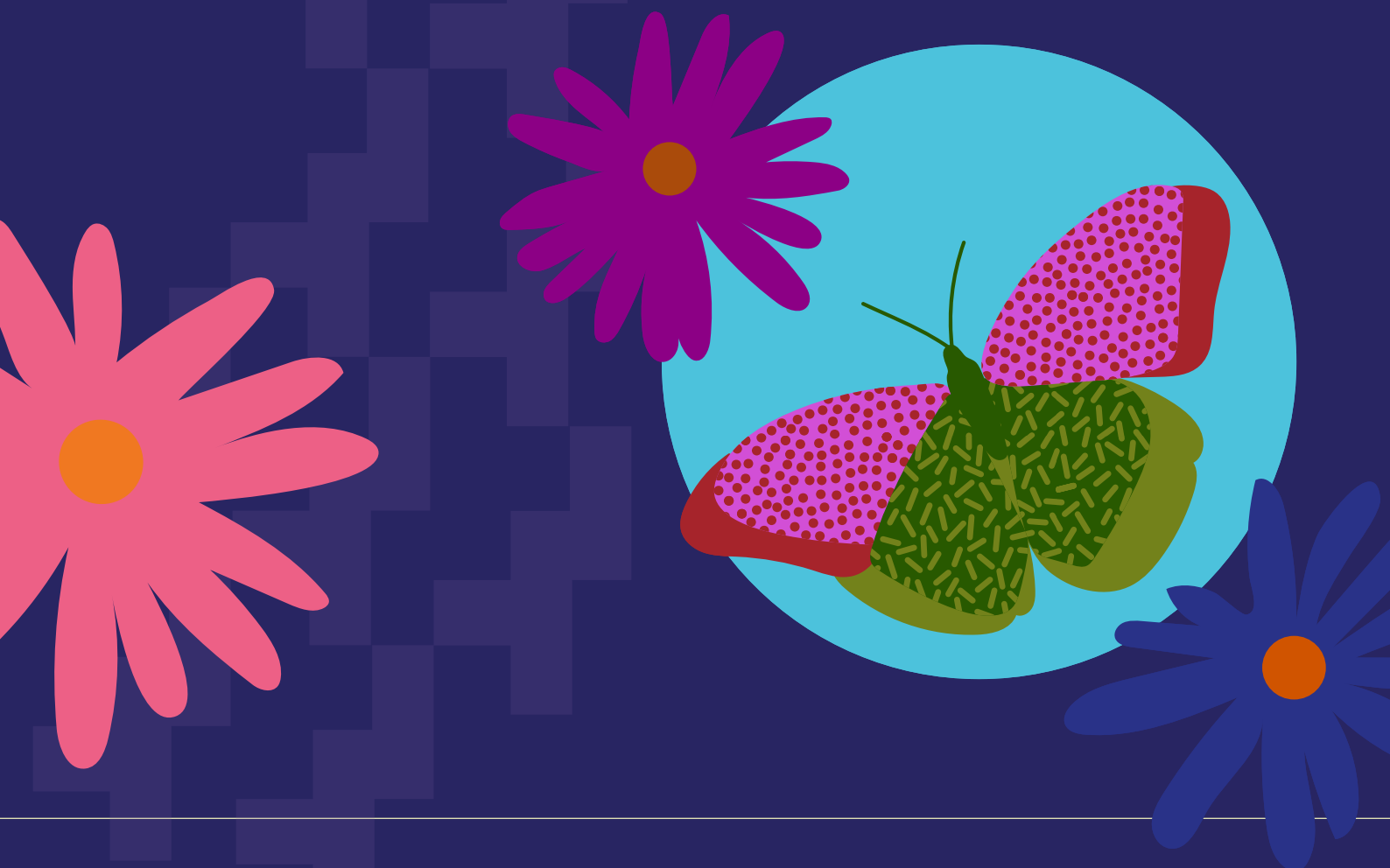
We acknowledge the lack of participation of people from some countries in the region, but we envision this collective process to be a call to action to advance on Gender Transformative Education and generate a positive impact without distinction in the whole region.

GENDER TRANSFORMATIVE EDUCATION IN LATIN AMERICA AND THE CARIBBEAN

Latin America and the Caribbean is one of the most unequal regions in the world, where the incidence of poverty is high and disproportionately affects women, girls and gender-diverse people. Under an intersectional approach, it can be identified that the impact of inequalities is even greater on young people, indigenous people, Afro-descendants, people with disabilities, LGBTIQ+, migrants and inhabitants of rural areas, denying access to their basic human rights such as health, education, decent employment, justice and bodily autonomy, among others.

As a consequence of these inequalities and their differentiated impact on women, girls and other systematically excluded communities, high rates of gender-based violence and violence against LGBTIQ+ people are recorded; unplanned adolescent pregnancies; early, childhood and forced marriages and unions; inequitable distribution of care work; lack of access to menstrual justice; digital gender gap, among others.

Based on this collective process, we define **Gender Transformative Education** in Latin America and the Caribbean as a fundamental mechanism for social change to transform, from all the levels and educative modalities, power relations and gender norms; to question patriarchal, cisgender and capitalist systems; to combat racism, sexism and all forms of violence and discrimination against women and LGBTIQ+ people; to advance agency of women, girls and people who belong to systematically excluded communities and to achieve gender equality at all levels.



BARRIERS TO PROGRESS ON GENDER TRANSFORMATIVE EDUCATION

Allocation of specific resources and problems for the implementation of policies and programs to promote gender equity and education

Although there has been relevant progress in gender equity laws and policies in the region, the lack of allocation of specific resources for these policies and laws directly affects their implementation and nullifies the possibility of meeting their objectives.

Lack of mechanisms for reporting, addressing and monitoring cases of discrimination and gender-based violence, including violence in educational spaces

Recognizing that discrimination and Gender-based Violence are present in all environments in the region, we highlight the lack of optimal and effective mechanisms to report, address and follow up on cases linked to these issues, which means the lack of guarantee of the right to a life free of violence and discrimination, access to justice and healthy educational environments for children, adolescents and youth.

Lack of technical capabilities in Gender Transformative Education (GTE) of educational authorities and teaching staff

Recognizing the fundamental role that educational authorities have as ruling agents of educational policies and systems, as well as teaching staff as facilitators of knowledge in classrooms, the lack of technical capabilities in ETG directly affects the possibility that education, educational systems and classrooms have a gender perspective, generate spaces free of violence and guarantee that children, adolescents and youth access their capacity for agency.

Little public support and political will

There is a pressing need for more key actors at different levels and spaces to place Gender Transformative Education and gender equity as part of their priorities in their political agendas, to clearly position themselves in favor of it and to openly defend these issues against attacks and setbacks.

Increase and articulation of openly anti-rights groups and actors

The constant increase and articulation of more anti-rights groups and actors is a barrier that generates setbacks in the advancement of gender equality in the region, having a negative impact at different levels, from the discussions of laws and policies, to the implementation of programs and community interventions.

OPPORTUNITIES FOR PROGRESS IN THE REGION



Comprehensive Sexuality Education (CSE) as a strategic opportunity

In the region, CSE provides a viable option that contributes to reducing the consequences of the aforementioned social inequalities. Likewise, CSE has been established by consensus in the region as an evidence-based mechanism that, implemented optimally, allows children, adolescents and youth to access their capacity for agency, exercise their bodily autonomy and comply with their life plans.



Meaningful participation of systematically excluded communities and those who experience the highest impact of social and gender inequalities

It's essential that there are clear and precise mechanisms so that children, adolescents and young people, as well as indigenous, Afro-descendant, LGBTIQ+, migrant, disabled communities, and those who live in rural areas, are key actors in all decisions, actions and strategies to advance Gender Transformative Education in the region.



Inclusion of families, caregivers and tutors in the advancement of Gender Transformative Education

Families, caregivers and tutors are fundamental actors in transforming society from home and therefore, it's important that they are included in the strategies and processes that seek to advance Gender Transformative Education and change social and gender norms.



The application of an intersectionality approach to actions and strategies to advance Gender Transformative Education

Latin America and the Caribbean is a diverse region and it's impossible to advance Gender Transformative Education without taking into consideration the way in which existing inequalities are intertwined with the diverse identities and experiences of the population. The application of an intersectionality approach is a must when generating relevant actions and strategies to advance GTE in the region.



Transformation of educational systems through GTE

Placing GTE as the main focus for the current transformation process that educational systems require is essential to ensure that education is a catalyst for the reduction of social inequalities and positively impacts women, girls and systematically excluded communities.

FINANCING THE PROGRESS OF GENDER TRANSFORMATIVE EDUCATION IN LATIN AMERICA AND THE CARIBBEAN



It is urgent that **specific public funding is allocated to operationalize laws, policies, programs and accountability mechanisms** generated to advance public education, gender equity in education, CSE and all those actions that allow the advancement of Gender Transformative Education in the region.



The **international cooperation institutions and donors must transform their financing models** that use macroeconomic indicators to establish their priorities and financing strategies, omitting the structural inequalities that exist in the Region and in the World.



Social, youth and feminist movements and others who work to advance gender transformative education are fundamental key actors in social change and therefore their financing must be a priority.



Finally, it is essential to strengthen the capacities of Civil Society Organizations in the **analysis and identification of the funding sources of anti-rights and opposition groups, in order to know the origin and interests of these capitals.**



THE WAY FORWARD

AN EVIDENCE-BASED APPROACH, PUTTING PEOPLE AT THE CENTER AND BUILDING ON CURRENT MOMENTUM

The application of intersectional, anti-patriarchal, decolonial and anti-racist approaches in the construction and use of evidence for the advancement of GTE, guaranteeing the use of participatory methodologies and tools with communities; avoiding extractivism of community knowledge; and ensuring the inclusion of evidence generated from and by the Global South.

Advance in the decentralization of knowledge through processes of visibility, promotion and exchange of key learnings obtained from the evidence generation, with the aim of putting it into practice in the development of policies, the design and implementation of programs, and monitoring and evaluation mechanisms for actions and strategies to progress on GTE.

Continue the discussion between different key actors at community, local and regional levels, taking advantage of the current momentum and the different strategic spaces happening in the region related to education, gender equality and human rights, among others.

Following the priorities shared above, we see it as imperative to continue monitoring and demanding accountability in discussions on government budgets in the search for specific allocations to policies and programs to advance gender equity and CSE.

Continue the work for the advancement and defense of CSE, recognizing it as a fundamental tool in the region for the progress of GTE, as well as an issue that is under constant attack by anti-rights groups and actors.

Finally, we express our regional interest in guaranteeing that all voices and experiences are part of the discussions for the advancement of Gender Transformative Education, both at a regional and global level. That women, girls, LGBTQI+ people, Afro-descent people, indigenous people, people with disabilities, migrants and others who are strongly marginalized and vulnerable by gender inequality are always present and participate meaningfully in all decisions.

