
ANNUAL REPORT 2012



Children in a classroom in Cape Verde. © Sylvain Aubry / ActionAid

WHAT IS THE RIGHT TO EDUCATION PROJECT

The Right to Education Project was established in 2000 by the then UN Special Rapporteur on the Right to Education, Dr Katarina Tomaševski, and re-launched in 2008 as an initiative supported by ActionAid International, Amnesty International and the Global Campaign for Education (GCE), which make up RTE's Steering Committee.

RTE's mission is to promote mobilisation and accountability on the right to education and build bridges between human rights, development and education. We generate and share research and implementation tools to empower education actors to advocate for the right to education. We promote a human rights based approach to the process and the outcomes of education interventions. Our work, therefore, is based in international human rights law, to ensure its implementation at the national and local level.

RTE collaborates with a variety of right to education actors through formal and informal partnerships, including international non-governmental organisations, inter-governmental organisations, development agencies, global forums and networks, national and community-based organisations, regional and national education coalitions, national human rights institutions, unions, and academia.

Our outputs are varied and include information resources, research, analysis, advocacy tools, and technical and capacity building supports. These outputs are aimed at providing tools and resources to a wide range of education advocates to utilise the human rights framework to advocate for improvements to the provision of education and to identify and respond to violations of the right to education. RTE is the only such resource on the right to education that works at a global level, providing broad-based tools and resources.

STRATEGIC AND OPERATIONAL PLANNING

Building on the successes of the Project since its development into a collaboration four years ago, RTE underwent review process in 2012, and in the Spring, RTE initiated a new strategic planning process, which included consultations with RTE's Steering Committee, Advisory Panel, and a range of collaborators and partners.

The Strategic and Operational Plan 2012-2014¹ highlights four key objectives:

1. Building bridges by sharing information
2. Generating tools and analysis to advance knowledge and practice on the right to education
3. Developing capacities on the right to education
4. Strengthening the organisational capacity of RTE

Additionally, RTE identified three priority areas for the 2012-2014 planning period that will form the core of RTE's work:

- A. Right to education indicators
- B. Privatisation in education
- C. Millennium Development Goals / Education for All Goals Post-2015

¹ Please see the full plan for further details regarding planned objectives and activities for 2012-2014.

FULFILLING OUR MISSION: ACCOMPLISHMENTS

INDICATORS

One of the key challenges that advocates face when promoting and lobbying for the right to education is a lack of understanding of the breadth and depth of the right to education and a lack of practical tools to monitor education rights at the national and local level. In 2008, RTE initiated a series of projects over the next four years to fill this gap and developed and tested a comprehensive set of [right to education indicators](#).

In 2012, RTE undertook a stocktaking exercise to highlight achievements, discover lessons learned throughout the work on indicators, and to identify recommendations for taking RTE's indicators work into the next phase. The [Stocktaking Report](#) was launched in Spring 2012. The report outlined the need for a comprehensive, accessible tool to monitor the right to education using the RTE indicators, including guidance on selecting and adapting indicators, data collection and analysis, and advocacy strategies linked to the findings from monitoring the right to education. In addition to providing guidance for RTE's future work, the report captured the steps and processes of RTE's research, which was circulated amongst human rights researchers and highlighted at the Centre for Economic and Social Rights' seminar, [New Horizons in Economic and Social Rights Monitoring](#), in March 2012, providing additional links with experts in the field of human rights monitoring.

In the Summer 2012, RTE drafted a *Guide for Monitoring the Right to Education Using Indicators*. The guide, drawing on the learning from the Stocktaking Report, sets out a 9-step process for monitoring the right to education using RTE's indicators and is aimed at education advocates. The guide, once finalised in Spring 2013, will be contained on an interactive online sub-site of the RTE website, with each chapter focusing on a step of the monitoring process. The guide will feature an innovative 'Indicators Selection Tool' to aid users in selecting indicators through a filtering process. Once completed the guide will provide a central resource to education advocates to monitor State obligations and to identify violations on the right to education, which will support advocates to develop an evidence base for advocacy.



Participants to the South-South workshop. © Trine Petersen and OSF/ESP

RTE continued to promote the indicators amongst stakeholders, and in October 2012 RTE presented on the indicator work at a South-South collaborative meeting between Lusophone education coalitions in Cape Verde, which was organised by the Open Society Foundation and the Brazilian Campaign for the Right to Education. RTE's participation inspired coalitions to include work using indicators in their national plans for advocacy and campaigning, and there are opportunities to expand these links to include technical support and training in the future. RTE also presented at a parallel event aimed at education students in Cape Verde, hosted by Unilab, a Brasilian university promoting South-South cooperation in Lusophone countries, on the RTE's work, including the indicator work, and the right to education in general.



RTE's presentation at the Unilab event in Cape Verde. © Trine Petersen and OSF/ESP

PRIVATISATION

There is a growing dialogue amongst policy-makers largely in support of increased provision of privatised education, despite a lack of sufficient research on the topic. Missing from the current debates on privatisation is a human rights analysis of the issue. Human rights analysis provides a framework to assess the process and the impact of the growing trend of privatisation in education across the globe. In response to this increasing, one-sided dialogue, RTE developed plans to engage on this issue over the next three years to raise awareness about the impacts of privatisation on the right to education, contribute to the evidence base to counter pro-privatisation arguments when they are incompatible with human rights standards, and to build capacities of education advocates to challenge pro-privatisation efforts using a human rights based approach.

In Summer and Fall 2012, RTE initiated extensive background research on current privatisation debates and the potential impacts on the right to education, which included a literature review, discussions with key education and human rights stakeholders, and analysis of the human rights legal framework on this issue. In Summer 2012, RTE participated in a GCE-UK round table discussion with the UK Department for International Development (DFID) to gain a better understanding of the positions of key education stakeholders on privatisation, which also strengthened RTE's links with other education and development organisations that have concerns regarding privatisation.

Additionally, RTE delivered a series of presentations and facilitated discussions on the topic of privatisation and girls' education to the Inter-Agency Network on Girls' Education, which is comprised of girls' education experts from development organisations and academia. RTE, a founding member of the network, was invited to present on this topic in light of DFID's girls' education funding strand that supports public-private partnerships.



OSF Education Support Program Director Hugh McLean presenting at the Johannesburg privatisation conference. © Trine Petersen and OSF/ESP

In Fall 2012, RTE drafted a foundational paper on privatisation, *Using Human Rights Standards to Assess Privatisation of Education in Africa*, and presented it at a conference hosted by the Privatisation in Education Research Initiative (PERI) and Open Society Foundations (OSF). The conference, Globalisation, Regionalisation, and Privatisation in and of Education in Africa, which took place in Johannesburg in October, also provided opportunities to link with organisations and academics focusing on this topic. The paper has been circulated on the RTE and PERI websites and amongst a wide range of education stakeholders, launching RTE's three year initiative on privatisation and serving as a foundational basis for the initial stages of RTE's work on privatisation.

This work centres on a project linked with GCE and relating to the work of PERI and the regional education coalitions on privatisation. In December 2012, RTE initiated an analysis of

20 PERI-commissioned pieces of research to draw out human rights observations. In 2013, the report of these findings, a campaign toolkit for GCE members, and a training module will be produced. Through the activities of 2012, RTE has gained a solid understanding of the primary human rights issues concerning privatisation of education and raised its profile amongst and links with key stakeholders. Furthermore, RTE has produced a foundational paper to set the tone for the work which will take place in 2013.

POST-2015

In 2010, RTE prepared [three policy briefs](#) on the existing Millennium Development Goal (MDG) targets for education and an opinion piece linking the MDGs to rights. Since these materials were produced, the debates have shifted towards an analysis of the post-2015 development framework, as the MDGs and the UNESCO Education for All (EFAs) goals are both scheduled to be completed by 2015. Both MDGs and EFAs lack robust accountability mechanisms and are not explicitly linked to international human rights standards. As the new development framework emerges, there will be opportunities for civil society to provide input to help shape the overall framework and its content. Over the next three years, RTE will work collaboratively on the MDG and EFA post-2015 review process to provide analysis and technical support which will be used by RTE partners, seeking to influence the framework for the development goals and targets to ensure greater accountability.

In 2012, RTE drafted a policy brief on one of the core topics central to the post-2015 education debates – learning outcomes. Developed to counteract the focus on a reductionist perspective of learning (i.e., literacy and numeracy only), the brief draws on human rights standards to support a broader, more inclusive perspective of learning – that learning should embrace the wider aims of education, incorporate the principle of non-discrimination and be assessed through additional quality measures beyond learning outcomes. The brief will be finalised in early 2013 and circulated amongst education stakeholders through RTE's partners.

In Fall 2012, RTE engaged in discussions and policy meetings with RTE partners, including RTE Advisors, ActionAid, GCE, Save the Children and the Centre for Economic and Social Rights, to develop a strategy for RTE's post-2015 work. In October, RTE attended [UNESCO's 6th CCNGO/EFA meeting](#) in Paris to discuss and reflect on the achievements and challenges of the EFA and MDG targets and to consider the shape of the post-2015 agenda for education. The meeting served as a means of gathering information on varying perspectives regarding the post-2015 agenda and provided an opportunity to network with education stakeholders around the world. In December 2012, RTE and GCE initiated plans to work jointly to develop a human rights-based position, and RTE joined the [Beyond 2015 Coalition](#) drafting group for the coalition's position paper on education, which will be drafted in 2013.

RTE's information-gathering and networking activities on post-2015 work has laid the groundwork for inputs into strategic consultation processes in 2013-2014. RTE has established itself as a key resource on ensuring that post-2015 education goals and targets are more accountable and embrace core human rights principles.

MINIMUM AGE LEGISLATION



RIGHT EDUCATION project
Promoting minimum age legislation

**AT WHAT AGE?...
EARLY MARRIAGE
AND THE
RIGHT TO EDUCATION**

AT A GLANCE...

1. Early marriage affects the right to education and vice versa.

2. In many countries, marriage age is younger for girls than boys. Different marriage ages for boys and girls can contribute to gender discrimination and must be addressed.

3. It is essential to pass minimum age laws for compulsory education and for entering into marriage.

4. There may already be legislation in place to increase the minimum age for education and marriage but must be enforced if the law remains these laws are ineffective.

WHAT IS EARLY MARRIAGE?

1. Marriage is a partnership between consenting adults and is usually binding by law. In early marriage (sometimes called child marriage) one or both of the people involved are under 18.

2. Early marriage often happens under customary law, whether any formal registration is made or not. Girls who may be coerced, forced or tricked into marriage appear at will, but it affects boys too, albeit on a smaller scale.

3. Early marriage is not specific to any country or region. It happens for many reasons, but the causes are usually complex.

EDUCATION CAN HELP TO ADDRESS EARLY MARRIAGE

Ensuring the right to education of adolescent girls and boys has been a critical factor in increasing the age of marriage in a number of developing countries. Why?

- Education allows children and young people to make their own choices about their future and enter into marriage only when they choose to.
- Free and compulsory education is a key factor in combating discrimination and helps to ensure that the child is at the centre of educational laws and policies.
- If the right to education is fulfilled, early marriage will no longer be a default choice for poorer parents who wish to safeguard their children's future, in particular for girls.

As a result, girls with higher levels of schooling are less likely to marry as children. For example in Mozambique, 50% of girls with no education are married by 18, compared to 5% of girls with secondary schooling, according to the International Center for Research on Women (ICRW).

This factsheet is a tool to help you understand the critical link between early marriage and the right to education. We have drawn out the most important facts you need to know on how early marriage and education affect each other.

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on the International Day of the Girl Child and is available on the [RTE's website](#) and the [Girls Not Brides website](#).

EDUCATION IN EMERGENCIES

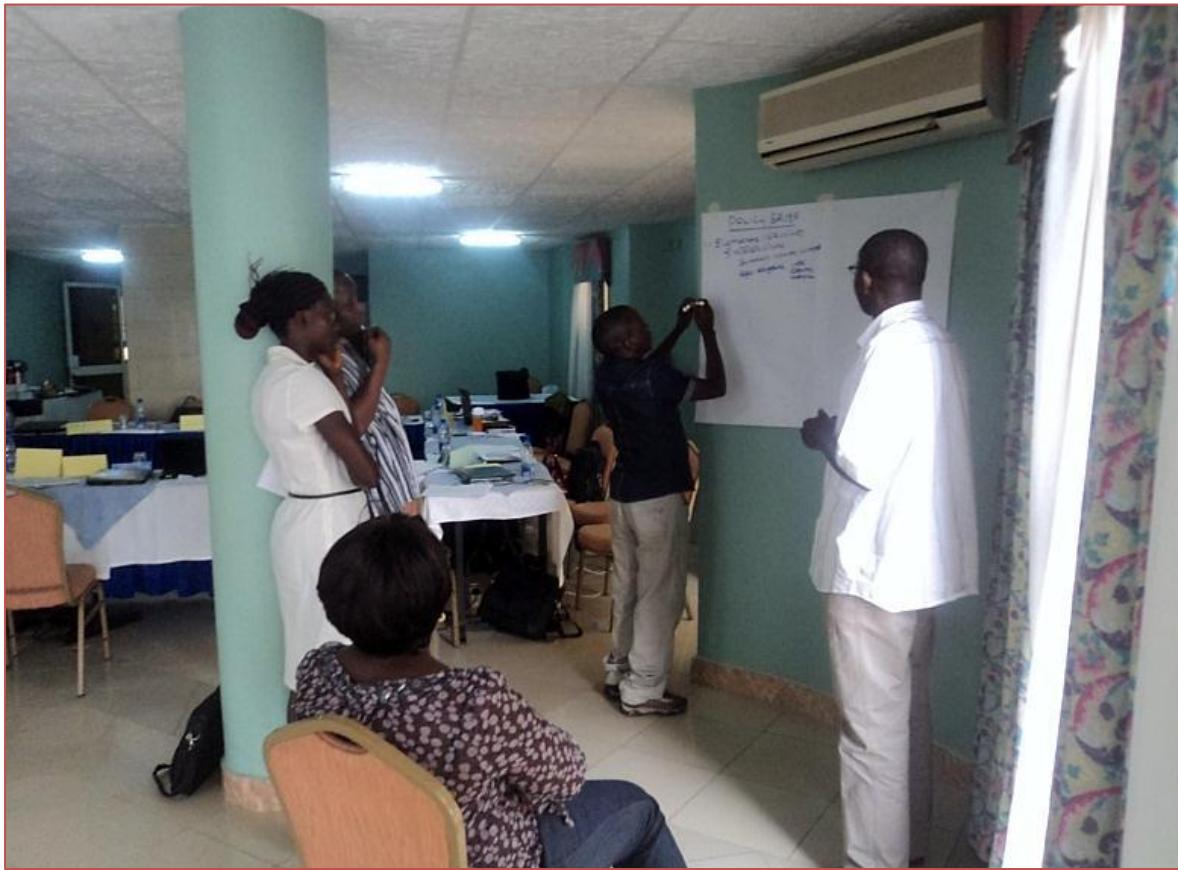
In 2011, RTE developed a training module for the Interagency Network on Education in Emergencies (INEE) and IASC Education Cluster Working Group (ECWG) on [Human Rights and Accountability](#). In Winter 2012, the module was disseminated through INEE's and ECWG's vast networks reaching over 600 education in emergencies practitioners and serving as a comprehensive resource on the right to education in emergencies from a human rights perspective. In addition, RTE published a report, [Entitled to Education: Using International Human Rights law to Advocate for the Right to Education in the Occupied Palestinian Territory](#).

The report is the result of a collaborative project with UNESCO initiated in 2011 to build capacities of education advocates in OPT. The report was circulated to Palestinian organisations and more widely to education in emergencies experts.

In 2011, RTE launched a comparative report, [At What Age?](#), focusing on minimum age legislation for compulsory education, employment, marriage and criminal responsibility. Building on this work in 2012, RTE continued to maintain and update the table of the core data on the RTE website. Additionally, RTE produced a new advocacy tool, drawing on the key messages of the report. [At What Age?... Early Marriage and the Right to Education](#) serves as a factsheet and advocacy resource for education and children's rights advocates working on the cross-thematic issues of education and early marriage. This advocacy tool provides an overview of the two thematic issues, statistical information, guidance on strategies to promote minimum age legislation, and case studies. RTE worked with [Girls Not Brides](#) as a key partner to develop and disseminate the tool and to raise awareness about the education impacts of early marriage on girls, which supplements many of the health and safety concerns. The tool was launched in October 2012



CAPACITY BUILDING



Participant to the Action for Children's Rights in Education project (ACRE) workshop in Kampala, Uganda, work on policy briefs. © Sylvain Aubry / ActionAid

In 2012, RTE increased its capacity building activities and delivered training and technical support to a range of education advocates to deepen their understanding of the right to education and to empower them with methods and strategies for implementing a rights-based approach to advocacy. Building on the capacity building initiatives from previous years, this increase in trainings and technical support demonstrates both the need for capacity building supports and RTE's growing reputation as a resource on a human rights based approach to education.

TRAINING

In February and November 2012, RTE provided capacity building support to ActionAid's Action for Children's Rights in Education project (ACRE) at workshops in Ghana and Uganda. Through the [Promoting Rights in Schools](#) tool, which was jointly produced by RTE and ActionAid, the ACRE project aims to monitor the right to education, using rights-based indicators, at the school level. After collecting data at a sample of schools, the data was used to compile a national report of the findings, which provides evidence to support advocacy efforts. RTE delivered a training in Ghana at the start of the project in February to the ActionAid education staff and partners working on the ACRE project, which focuses on six sub-Saharan African countries (Ghana, Uganda, Liberia, Zambia, The Gambia, and Malawi). The February workshop served as an introduction on the right to education and how to monitor the right to education. RTE provided

additional technical support throughout the ACRE project in 2012 (outlined in the section on Technical Support below), and in November RTE delivered follow-up training in at a workshop in Uganda to the same group on human rights based data analysis and advocacy methods.



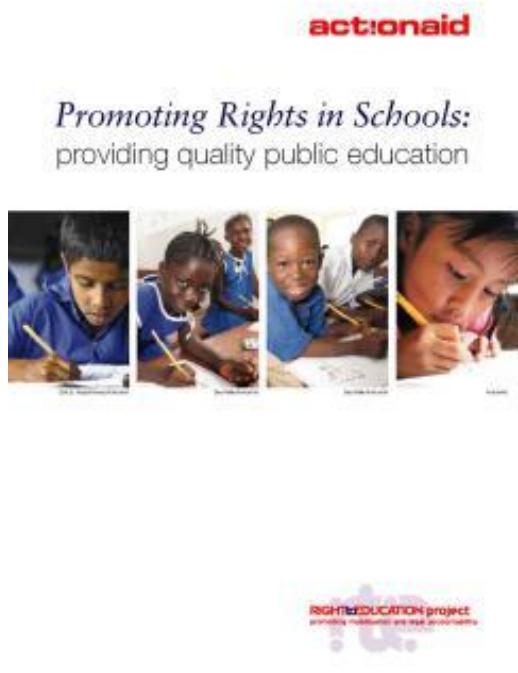
Presentation at the training in Lomé, Togo © Sylvain Aubry /

In November 2012, RTE delivered a two-day workshop, *The Right to Education: A Concrete Advocacy Instrument for National Coalitions*, to eleven francophone national education coalitions in sub-Saharan Africa through a collaborative initiative with the [Africa Network Campaign on Education For All](#) (ANCEFA). The workshop aimed to introduce the right to education to francophone education advocates, share tools and resources to support rights-based advocacy on education, and discuss and develop national advocacy strategies. Particular emphasis was focused on girls' education through the use of case studies and practical advice on how to use the international human rights monitoring mechanisms to address violations affecting girls. In addition, RTE also delivered a half-day session on the analysis of national education sector plans from a human rights perspective at the linked three-day workshop on how to engage in the [Global Partnership for Education](#) (GPE).

Partnering with [Human Rights Education Associates](#) (HREA), RTE delivered two six-week intensive online courses on *The Right to Education* in February and November. The course provided human rights, development and education advocates with concepts, skills, and tools to deepen their knowledge and strategies for their work on the right to education. The course examined the theoretical foundations of the right to education, State obligations, tips for identifying violations, as well as strategies to promote a human rights based approach to education. The course was delivered to 46 education and development practitioners from around the globe and provided additional opportunities to network with education practitioners in the field.

In Spring 2012, RTE delivered a joint guest lecture with ActionAid's Transforming Education for Girls in Nigeria and Tanzania project (TEGINT) for post-graduate students at the Institute of Education (IOE) at the University of London. The course focused on children's rights and was aimed at education students. The guest lecture provided an introduction to the right to education and examples from the field on applying a human rights based approach.

TECHNICAL SUPPORT



In 2012, RTE continued to provide significant technical support to ActionAid on the [Promoting Rights in Schools](#) tool, which now serves as ActionAid's central education programme and which derives from RTE's human rights-based indicators to monitor the right to education. In Spring 2012, RTE developed [six country factsheets](#) to support ActionAid staff working on the ACRE project in Ghana, Malawi, Liberia, The Gambia, Uganda and Zambia. These country factsheets provide key information about the legal and policy frameworks regarding education in each country, highlighting constitutional provisions, education and development policies, education legislation, and UN treaty body recommendations. These country-based tools provide a snapshot of key laws and policies, including hyperlinks to the full text of these resources, to aid in policy analysis for advocacy work. Additionally, RTE provided technical support on strategic and data analysis to ActionAid country programmes the development of a series of country reports produced by the ACRE project.

INFORMATION RESOURCES

RTE WEBSITE

The RTE website (www.right-to-education.org) has served as a central resource on the right to education for the past twelve years. Evolving over time, the website provides significant background information on international human rights law and the right to education, information databases (e.g., on national constitutions), policy tools and position papers (e.g., MDG briefings), monitoring tools (e.g., RTE's right to education indicators), and research (e.g., *At What Age?...*). The website, already translated into French and Spanish, was further translated into Arabic in 2011, and the Arabic site was launched in early 2012 to over 600 Arabic-speaking education and human rights civil society and academic contacts.

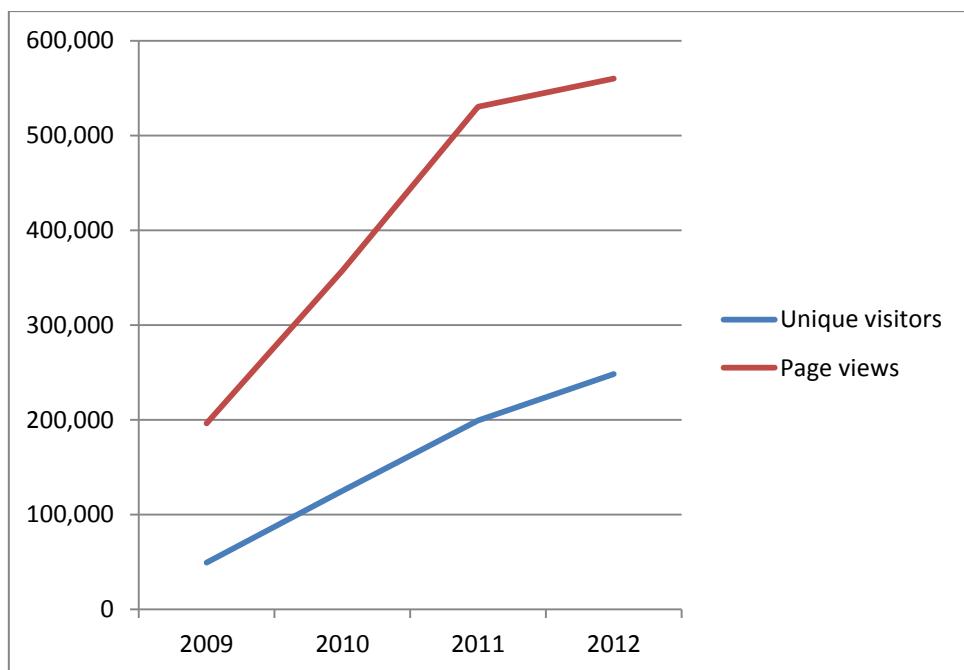
The website, now available in four languages, has over 12,000 pages of information and reached an estimated 248,400 people in 2012. This means that there are approximately 20,700 visits per month, 4,780 visits per week and 680 visits per day. Website traffic has continuously progressed since RTE began tracking with a quadruple increase between 2009 and 2012. In addition, the quality of the visits has improved with a double increase in the number of page

views in 2012. The table and graph below demonstrate some of the statistical progression of the website since 2009.

Table 1. Audience progression

	2009	2010	2011	2012
Unique visitors	49,338	125,133	199,190	248,404
Page views	196,280	357,424	530,403	559,997

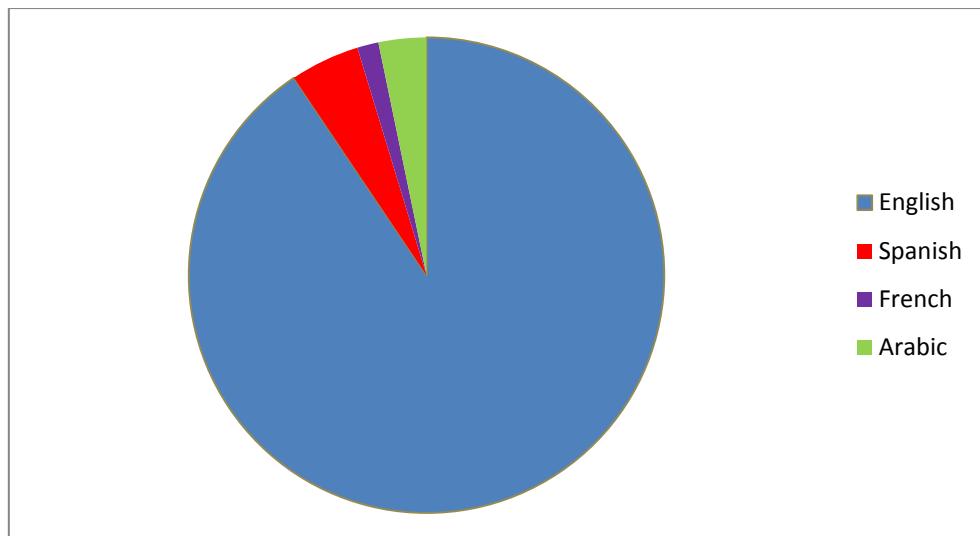
Graph 1. Audience progression



RTE's most visited pages are on girls' education (14.46%), followed by pages providing background information on the right to education (7.73%). The website is also being utilised to retrieve RTE tools, such as the new advocacy factsheet *At What Age?... Early Marriage and the Right to Education*, which was downloaded 107 times from October-December, and the *Promoting Rights in Schools* tool, which was downloaded 221 times in 2012.

RTE website main traffic is on English pages. Arabic pages represent 3.25% of the total viewed pages this year (18,252 pages). Spanish pages, 4.71% (26,384 pages) and French pages, 1.45% (8104 pages).

Graph 2. Visited language pages



In the Strategic and Operational Plan 2012-2014, the website was reaffirmed as a key tool for building bridges across disciplines and to share information and contemporary discussions on the right to education. The website interface, organisation of the site, and much of the content was developed four years ago and web technologies and approaches have evolved during this period. Therefore, RTE initiated a revamp of the website in 2012, which to better utilise the website as a tool for outreach and capacity building. The revamp, expected to be completed in September 2013, will aim to modernise the structure and interface of the website and make it more interactive with a mix of static information resources and contemporary information. In 2012, RTE hired additional staff to undertake the long-term project of organising the revamp, and from September-December 2012 RTE conducted an extensive consultation process with web stakeholders, initiated re-branding of the RTE logo, and developed a draft web strategy.

SOCIAL MEDIA

RTE has begun to engage with social media tools in 2012 to increase RTE's outreach and to experiment, as social media will be increased in 2013 and integrated into the revamped website. In Summer 2012, RTE began to post regular weekly and sometimes daily posts on Facebook and increased its followers by over 350 and had acquired 1,082 followers by the end of 2012. RTE also created a Twitter account in September 2012 and has been regularly tweeting since then with 450 strategic civil society, academic, and UN-agency followers by the end of 2012. The expansion into social media fora will ultimately increase RTE's reach and profile and provide new opportunities to engage in global education discussions.

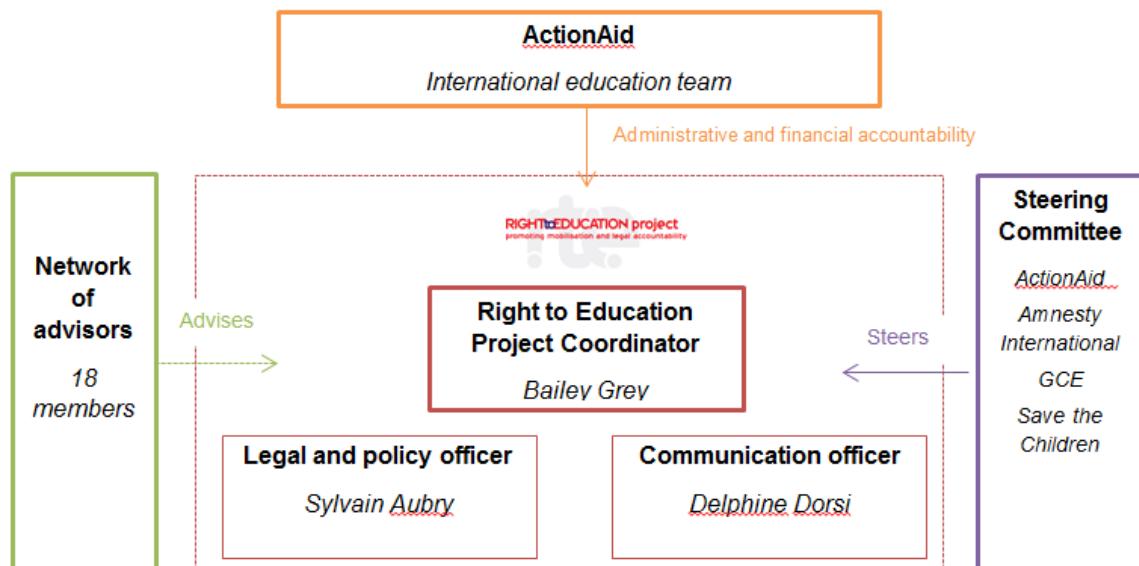
MANAGEMENT, STAFF AND STRUCTURE

ActionAid International continued to host RTE and to provide management oversight, administrative support, funding support, and financial accountability, ensuring that RTE was fiscally responsible. Following the internal restructuring within ActionAid International, RTE is now housed within ActionAid's International Education and Youth Team and benefited from links with education colleagues.

RTE's Steering Committee (SC), which is comprised of representatives from ActionAid, Amnesty International, and GCE, provided governance, strategic and policy advice to RTE staff. In 2012, the SC met quarterly in April, June, and September (December's meeting was postponed until

January 2013). In the Fall of 2012, Save the Children joined the RTE Steering Committee and has committed to serving as part of the RTE collaboration.

RTE reorganised its Advisory Panel, a single body comprising sixteen high-level experts, into a Network of Advisors as part of the 2012 strategic and operational planning process. The Advisory Panel, which had been providing strategic advice to RTE staff for four years and which had grown in membership each year, overlapped with some of the functions of the Steering Committee. The newly formed Network of Advisors continues to provide high-level expertise. However, the Advisors are now organised into a fluid and less formalised group and may provide advice on specified areas of RTE's work as individuals or small groups, rather than one large 'panel'. RTE recruited eighteen high-level experts to serve as an Advisor, representing a wide range and diversity of areas of expertise, geographic location, and disciplines.



RTE's staffing resources increased in 2012, prompting increased productivity. Bailey Grey continued to serve as Coordinator. In April, Sylvain Aubry was hired as a Legal and Policy Officer, and Delphine Dorsi was hired in September to serve as Communications Officer. In addition, RTE benefited from the work of a number of volunteers over the course of 2012, including Tomohiro Hosano, Megan Lily, Annalisa Paucuillo, and Umberto Tramontano. Additionally, RTE's work would not have been possible without the contributions from the following consultants in 2012, Mervat Rishmawi, Cathy Keable-Elliott, Mai Abu-Moghli, Ruth Gallagher, as well as significant contributions from Peter Hyll-Larsen and Angela Melchiorre.

FUNDING

RTE continued to develop its funding strategy of targeted and responsive funding proposals. During 2012, RTE received funding from Open Society Foundations, the Jacob and Hilda Blaustein Foundation, the Marples Charitable Trust, and anonymous donors. Additionally, RTE engaged in some income-generating activities, including the delivery of an online training course on the Right to Education for Human Rights Education Associates.

RELATIONSHIPS

RTE has strengthened relationships with key education, development and human rights stakeholders in 2012. In addition to the increased linkages listed in the activities above, RTE has also linked with the UN Special Rapporteur on the right to education, the UN Special Rapporteur on extreme poverty and human rights, UNESCO, UNICEF, UNDP, Children's Rights International Network (CRIN), Interights, the International Commission of Jurists (ICJ), Equal Education Law Centre, the Legal Resources Centre, and many more.



After the training in Lomé, Togo. © Sylvain Aubry / ActionAid