

Right to Education Initiative

Annual Report 2019



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About us

The Right to Education Initiative (RTE) is a **global human rights organisation focusing on the right to education**. Established in 2000 by the first UN Special Rapporteur on the right to education, Katarina Tomaševski, RTE was re-launched in 2008 as a collaborative initiative supported by ActionAid International, Amnesty International, Global Campaign for Education, Save the Children, and Human Rights Watch. Since May 2017 the Right to Education Initiative is a charity registered in England and Wales with the charity number 1173115.

Our vision is a world where **the right to education for all becomes a reality**, from early childhood to lifelong learning, on the basis of the human rights principles of non-discrimination and equality. A world where **education is recognised as a human right itself**, in law and in practice, and where all human rights in, to, and through education are realised. A world where states and non-state actors **can be held to account for their obligations and responsibilities** respectively; and where civil society is empowered to play a key role to monitor its implementation.

RTE promotes education as a human right, **making international and national law accessible to everybody**. We conduct research and legal analysis and we develop tools and guides to help understand and effectively use human rights mechanisms to claim and enforce the right to education. We build bridges between disciplines (human rights, education, and development), actors (CSOs, international organisations, academics), and language communities, linking international, national, and local advocacy with practical engagements leading to positive changes on the ground.

For more information about us please visit <http://www.right-to-education.org/about-us>

OUR STAFF

Delphine Dorsi – Director

Erica Murphy – Project Officer

Natalia Dzevlaia – Finance and administrative Officer

RTE also works with the help of external consultants and the support of volunteers.

OUR EXECUTIVE BOARD

David Archer, ActionAid;

Clive Baldwin, Human Rights Watch

Iain Byrne, Amnesty International

Ayan Hassan, Financial consultant

Elin Martinez, Human Right Watch

Anjela Taneja, CARE India

Veronica Yates, CRIN

RTE also benefits from high-level expertise from a network of advisers. Serving in an individual capacity, advisers provide specialist advice or feedback on specific areas of RTE's work. See the full list.

Education issues & RTE's impacts

In 2019, following its [Strategic Plan 2017-2019](#), RTE's work has focused on the following thematic areas: privatisation and human rights; monitoring of the right to education and the right to education of migrants.

1. Privatisation in education and human rights

<http://www.right-to-education.org/privatisation>

#EducationBeforeProfit

A. The adoption of the Abidjan Principles: a major achievement

➔ The adoption conference in February 2019 in Côte d'Ivoire



In partnership with four other human rights organisations, RTE has been leading the development of the [Abidjan Principles on the human rights obligations of States to provide public education and to regulate private involvement in education](#), as one of the member of the secretariat. These principles compile together existing customary and conventional human rights law as it relates to private actors in education and are intended to be operational in and adaptable to different contexts and to provide a basis for advocacy, policy development, and litigation. They were adopted on 13 February 2019 in Côte d'Ivoire by 55 eminent experts from all over the world in presence of the Ministry of Education and the

UN Special Rapporteur on the right to education. This is probably one of the most supported texts in the economic, social and cultural rights area.

- ★ RTE contributed to the finalization of the draft supporting the drafting committee in integrating all the comments from about 50 experts, UN agencies and civil society organisations.
- ★ RTE was very involved in the preparation and coordination of the adoption conference
- ★ RTE participated at the [press conference](#) in Nairobi on 21st March for the publication of the Abidjan Principles. RTE's Director was there and responded to the questions from the audience, including journalists, members of the Kenyan Ministry of Education, civil society organisations, teacher unions, parents and members of the communities. Info also available in [French](#), [Spanish](#), [Arabic](#) and [Russian](#).

➔ The wide and rapid recognition of the Abidjan Principles

Few months after their adoption, they have been already recognised by several political fora. They were first mentioned in a [resolution of the African Commission on Human and People's rights](#) that addresses the role of private actors in health and education. They were also recognised in [new Global Partnership for Education private sector engagement strategy](#). In July, they were discussed by States at the [UN Human Rights Council](#) in Geneva where the UN Special Rapporteur on the right to education presented her [report](#) which provides an analysis of the Abidjan Principles (Watch the videos of her presentation and the discussion with the states [here](#) and [here](#)). They were also recognised in the UN [Human Rights Council Resolution on the right to education](#). In October, the [High Court of Uganda](#) published a judgement directing the government to regulate private actor involvement in education, largely quoting the Abidjan Principles. In November 2019, they have been selected as one of the most promising governance project by the [Paris Peace Forum](#).

On 11-13 November, RTE's staff together with GI-ESCR participated in the [2019 Paris Peace Forum](#) where the Abidjan Principles were presented along with 114 other projects. We shared information with a number of participants, including state representatives and RTE's Director, Delphine Dorsi, spoke on a panel on [innovation in education](#). Watch the video [here](#). The Abidjan Principles [was chosen](#) as one of the ten most promising projects and will be scaled-up in 2020 with the support of Paris Peace Forum. They were featured in the [African Eye Report](#).



➔ The publication of the Abidjan Principles in an international human rights law review

The Abidjan Principles have been already published integrally in the [June 2019, Volume 8 - Issue 1 of the International Human Rights Law Review](#), one of the most reputable peer-reviewed journals on international human rights law. This further affirms the value that the legal community gives to the Abidjan principles, and establishes their status as the reference legal tool on the right to education.

➔ An active promotion worldwide

On 31 July 2019, members of the Drafting Committee of the [Abidjan Principles](#) met in Oxford to reflect on the drafting process and the remarkable impact they have had on clarifying international human rights law regarding the obligations of States to provide public education and to regulate private involvement in education. The panel consisted of OxHRH Director Sandra Fredman, Ann Skelton (University of Pretoria and member of the Committee on the Rights of the Child), Magdalena Sepulveda Carmona (United Nations Research Institute for Social Development) and Maria Smirnova (Office of the High Commissioner of Human Rights). The discussion was moderated by Joshua Castellino (Minority Rights Group International), one of the experts who participated in the adoption conference in February 2019. [Watch the video](#).

In July, at its [National Council meeting](#), RTE Forum in India discussed the Abidjan Guiding Principles on the human rights obligations of states to provide public education and to regulate private involvement in education

In October, the Abidjan Principles were [presented](#) at the UN Human Right Council Social Forum on the right to development and Ms Michelle Bachelet, UN High Commissioner on Human Rights, in a panel on 'Transformative Power of Education', welcomed them in [her speech](#) (35'). They were mentioned on the [2019 social forum webpage](#).



In October, at UNESCO Executive Board, Ms. Candy Camara, the Ministry of Education of Côte d'Ivoire, [indicated](#) that she would like UNESCO to recognise the Abidjan Principles. UNESCO Secretariat report ([207 EX/23/1](#)) to the Executive Board states: *'The Abidjan Principles on the human rights obligations of States to provide public education and to regulate private involvement in education, adopted by human rights experts in February 2019, offer guidance on how to implement the right to education in the context of the rapid expansion of private sector involvement in education. They have been recognized by the African Commission on Human and Peoples' Rights (May 2019) and the United Nations Human Rights Council (July 2019). The United Nations Special Rapporteur on the Right to Education, in her report (A/HRC/41/37, June 2019), has called on UNESCO "to put the Abidjan Principles at the core of its communication, programming, technical assistance and training activities". UNESCO participated in the adoption of the principles as an observer and, based on this recommendation, will explore how to promote them within its mandate'*

The Swiss Development Education referred to the Abidjan Principles in a newsletter circulated in November in which they wrote: ‘the [SDC Education strategy stipulates](#): while the provision of education is a shared responsibility that can include public-private partnerships and private actors significantly contributing to the realisation of SDG 4, the SDC is against for-profit schooling and the commercialisation of education. As such, SDC emphasizes the right to free, compulsory, quality education and adheres to the main documents which set parameters for working with the private sector in education, such as: [International Covenant on Economic, Social and Cultural Rights \(IECSCR\)](#); - [Incheon Declaration and Framework for Action for the implementation of SDG 4](#); - [Abidjan principles on human rights obligations of states to provide public education](#)’

Joshua Catellino, one of the experts who participated in the adoption conference commented: *‘Congratulations on the dissemination work you have been doing on the principles. They are slowly but surely gaining traction. The quality is also something that I have heard comments on.’*

The Abidjan Principles have been translated in [French](#), [Arabic](#) and Spanish (to be published).

★ RTE participated in the promotion of the Abidjan Principles at [CIES 2019](#) in San Francisco in a [double panel](#) on designing and implementing the human rights guiding principles on the obligations of states regarding private actors in education, the [Abidjan Principles](#). This double panel included presentations on the unique process for the development of the Abidjan Principles as well as avenues for their implementation; their content, including the right to public education; PPP’s effect on education; the nature and scope of parental rights in education; and the role of private actors in East Africa. You can watch [panel 1](#) and [panel 2](#). We had a table during the all event where we shared the Abidjan Principles and an [two-page brief](#) prepared for this occasion, and responded to questions. We also organised a meeting with experts and Oakland education activists to discuss the implementation of the Abidjan principles

★ In April, at the World Bank Spring Meeting, RTE sponsored the panel session on Private provision of education through PPPs: Rights, Equity and the Role of the WB and GPE. See the video [here](#)



★ In July, at the UN Human Rights Council in Geneva, we presented a [joint oral statement](#) in response to the presentation of the UN Special Rapporteur's report, expressing our support to the report and urging States to consider the use of the Abidjan Principles to inform their efforts to implement SDG 4 and their education programs. RTE's Executive Director was in Geneva to brief her for her presentation and for the side-event we co-organised at this occasion. We also organised a side- in partnership with the UN Special Rapporteur, France, Côte d'Ivoire and our partner organisations (Amnesty, GI-ESCR, EELC, ISER). See the [video of the side-event](#).

★ On 24 October 2019, RTE's Director, Delphine Dorsi, together with Sylvain Aubry from the Global Initiative for Economic, Social and Cultural Rights, participated in a IIEP strategic debate where they presented the Abidjan Principles and discussed how policy-makers and education planners can use them for the implementation of the right to education for all, moving from rhetoric to practice. Peter Colenso, Senior Adviser for the Global Schools Forum joined the debate as a discussant, with Huges Moussy from IIEP-UNESCO as moderator. What the video in [English](#) (686 views) or in [French](#) (292 views)



★ In September, RTE presented the Abidjan Principles at two UK conferences: in London at the [HDCA Conference](#), in a panel on [Private education, inequalities and human rights guiding principles on states' obligations regarding private actors' involvement in education](#) and in Oxford, at UKFIET, in a panel on [the effects of privatisation on the right to education. A multi-country study using the Abidjan Principles on states' obligations regarding private actors' involvement in education](#)



★ In October, two training workshops were organised in [Bangkok](#) and [Nepal](#). RTE [contributed](#) to their preparation and co-facilitated the one in Bangkok. Feedback from a participant: *‘thank you for a great conference on the Abidjan Principles. I appreciated the format that allow for a lot of discussion with experts and other participants.’*



★ David Archer, RTE’s chair, contributed to two videos: [What are the Abidjan Principles?](#) and [How will you use the Abidjan Principles?](#)

➔ Few months after their adoption they started to be implemented

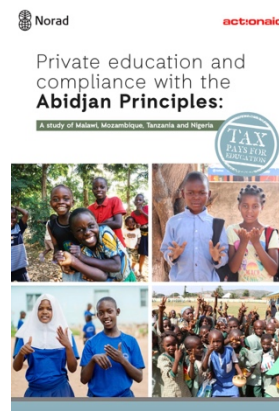
Since their adoption, civil society organisations and other actors have used the Abidjan Principles for through various means:

- **For advocacy**

In Ghana, the Ghana Education Coalition (GNECC) mentioned the Abidjan Principles in a letter addressed to the Minister of Education in relation to the Ghana Partnership Schools project. Also In a [joint paper](#) on education issued ahead of the forthcoming G7 meeting in 2019, 58 civil society organisations asked states to take a leading role in the implementation of the Abidjan Principles.

- **For research**

ActionAid International published a [multi-country research report on private education](#) and a [policy brief](#) using the Abidjan Principles to analyse and propose constructive solutions at the national level.



- **For litigation**

In May, the Abidjan Principles were referenced by Equal Education (EE) and Equal Education Law Center (EELC) in [submissions made to the South African Constitutional Court](#) in a matter involving the lawfulness of an independent school's decision to terminate its contract with the parents of two of its learners and to prevent the learners from continuing to attend the school.

➔ **An important media coverage**

Since their adoption and publication, there have been a wide coverage in the media, debates engaged by the private sector and an ownership by partner organizations which start to use them. See below some media coverages in English:

- Iono.fm, February 2019: [Education, human rights experts met earlier this week in Côte d'Ivoire](#) (podcast with Salima Namusobya)
- University of Oxford, February 2019: [New landmark Abidjan Principles on the right to education and private actors adopted by experts](#)
- Devex, Sophie Edwards, March 2019: [New principles on the right to public education released](#)
- Euronews, Hugh Mc Lean, March 2019: [Abidjan Principles must pass three crucial tests in order to strengthen right to education](#)
- Justfair, March 2019: [Abidjan Principles on the right to education](#)
- I-Connect, [What's new in public law](#), February 2019
- The University of Sydney, March 2019, [Protecting the right to education, Global Leaders adopt landmark Abidjan Principles](#)
- UN OHCHR, June 2019: [Sustainable Development 4 and the privatisation of education](#)
- UN OHCHR, June 2019: [Development assistance should prioritise strengthening public education systems, UN expert says](#)
- Bretton Woods Project, July 2019: [Human Rights Council resolution challenges World Bank approach to education](#)
- AllAfrica, December 2019, [Uganda Judge Scoops Vera Chirwa Human Rights Award](#)
- Scoop World, December 2019: [Qatar's "visionary" approach should lead to free education](#)

In French:

- RTI, February 2019 : [13 Heures de RTI1](#) (at 25')
- Amnesty International Belgique, March 2019: [Présentation des Principes d'Abidjan sur le droit à l'éducation, historiques](#)
- Agence Ivoirienne de Presse, November 2019, [Côte d'Ivoire-AIP/Inter/ Kandia Camara défend les « Principes d'Abidjan sur le droit à l'éducation » à l'UNESCO à Paris](#)

In Spanish:

- La Vanguardia, July 2019: [Piden que el nuevo decreto tenga en cuenta que escuelas concertadas segregan](#)

In [Russian](#)

B. Privatisation in Education & Human Rights Consortium meeting in Abidjan, February 2019

RTE, as a member of the Privatization in Education and Human Rights Consortium (PEHRC) participated in a strategic meeting held in Abidjan in February just after the Adoption Conference of the Abidjan Principles. RTE was highly involved in the preparation and organisation of this meeting. This Fifth Global Meeting of the Consortium brought together over 80 participants. For three days, PEHRC members discussed and exchanges over trends and threats of privatization, as well as on achievements and opportunities to advance the common objectives. The group strategized together and reflected this on the updated priorities for the period 2019-2020.



C. Collective action the support of development aid going to free, quality public education



In October 2019, the Right to Education Initiative, together with 173 civil society organizations, national education coalitions and unions, based in 63 different countries signed an [open letter](#) to the World Bank in support of development aid going to free, quality public education. Available also in [French](#).

D. The development of the Francophone coalition against the commercialization of education

RTE actively participated in a Francophone coalition against the commercialisation of education. In March 2019 we recruited a coordinator based in Dakar, to support our work. She strengthened the Network contributed to promote the [Call by Francophone civil society organisation against the commodification of education](#), including by meeting states representative in Dakar and Paris. In 2019, 4

newsletters were published and 29 articles shared with the members and the [website](#) was updated. She also supported the development of a [Network of Francophone researchers working on the issue of the privatisation in education](#). RTE has been leading this work with her and Thibaut Lauwerier, a researcher from the University of Geneva. This network gathers 29 researchers from 13 countries. They had a first online meeting in October 2020. Together with the other organisations part of the facilitation group, we developed an advocacy strategy for the 2020 Summit of the Organisation of Francophonie in Tunis to be implemented this year. In 2019, we have already meet with seven states representative or inter-governmental organisations.

2. Monitoring the right to education - #RTEMonitoring

<http://www.right-to-education.org/monitoring/>

Human rights set standards to which states must comply and generating evidence to show that those standards have or have not been met is a crucial role of civil society. RTE has been at the forefront of developing methodological and practical ways to monitor the right to education in order to support human rights advocacy for the past ten years. Below are the projects we worked on in 2019.

A. Right to education monitoring guide and indicators selection tool

RTE has been at the forefront of work on right-to-education indicators since 2008, both through the development of indicators and their application to the development of key tools and guides. This work culminated in the release of the [Right to Education Monitoring Guide](#) and [Indicators Selection Tool](#) in 2016. The Guide and Tool are ground-breaking in that they allow users to systematically monitor education issues from a human rights perspective. Together they offer users an unrivalled understanding of the monitoring process: from designing research, collecting relevant data, interpreting that data, making strong policy recommendations, to successful advocacy. More than that, they are practical in their nature. The point of the Guide and Tool is so that users can effect change on the ground—change that brings us closer to the full enjoyment of the right to education located in different contexts. In 2019, the right to education monitoring subsite attracted 22,993 sessions and 13,833 users has been used to support multiple education monitoring projects, including the three described below and has been used to support multiple education monitoring projects, including the three described below.



B. Monitoring education under attack in eastern Ukraine



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Children in eastern Ukraine are missing out on their education. For five years conflict has raged in the region; 13,000 are dead and a staggering 670,000 children in the area don't have access to safe education as a result. Yet, this conflict receives very little attention. To shine a light on this persistent and protracted humanitarian and human rights crisis, in 2018 RTE started a pilot project to monitor the impact of the armed conflict on education in eastern Ukraine.

In early 2018, RTE commissioned two journalists to document what was happening in both the government and non-government-controlled areas of eastern Ukraine. They returned with audio-visual content, mainly photographs and videos, which we intend to use in a multimedia piece that outlines what the situation is in eastern Ukraine. They include stories of students and teachers whose lives have been profoundly affected by the conflict.

In 2019 we have commissioned a short advocacy video and a social media video to be published in 2020 along with human rights analysis and a short thematic guide on monitoring education under attack.

A major aim of our work in eastern Ukraine has been to add to the pressure on the Ukrainian government to endorse the [Safe Schools Declaration](#) (SSD), a political document to ensure that education is protected during conflict. In May 2019, RTE attended the [Third International Safe Schools Conference](#) in Mallorca, Spain where the deputy minister of education, Roma Greba, signalled Ukraine's intent to endorse the SSD. After years of civil society pressure, in November 2019, Ukraine finally endorsed the SSD.

C. Monitoring the impact of early and unintended pregnancy on the right to education in Kenya

In 2019, we partnered with Hakijamii, a Kenyan human rights organisation based in Nairobi to investigate the impact of early and unintended pregnancy on the right to education in Kakamega county in western Kenya. In Kenya, thousands of girls have been forced out of school after experiencing sexual violence, leading to early and unintended pregnancy:

- 32% of women aged 18-24 have reported experiencing sexual violence when they were a child
- 3 out of 10 of those girls became pregnant
- 98% of girls who have ever been pregnant are out of school



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The project, which was part of the Results Right to Education Index 2019 advocacy round, had multiple aims, including to:

- Raise awareness of the right to education of pregnant girls amongst key stakeholders
- support monitoring and research from a human rights perspective

- put the stories of rights-holders at the forefront
- combine legal analysis and storytelling
- look at the issue holistically rather than as an issue confined to education
- develop research skills
- strengthen child safeguarding skills

Throughout August 2019 we conducted interviews throughout Kakamega county. We did 40 interviews in total with a range of stakeholders, including: pregnant girls and young mothers, their families, boys, local leaders, education officials, civil society activists, law enforcement officers, and teachers and head teachers.

A photo essay will be published in 2020 together with a [legal factsheet](#) already available.

During our partnership with Hakijamii we helped to strengthen their capacity in child safeguarding when carrying out research and using photographs and testimony in a way that respects child dignity. The development of a comprehensive consent form, that conforms to UK and Kenyan law, was a key success.

D. Monitoring inequalities in higher education in France

In 2019, RTE and [Sciences-Po Law School Clinic](#) in Paris collaborated on a research and advocacy project focusing on inequalities in the higher education system in France, based on place of origin and socioeconomic status.

The impact of rising fees on students based on socio-economic status is well-studied. However, the impact a student's place of origin, here understood as the place a student obtained their high school diploma, has on their ability to enjoy their right to higher education, is less well-understood. Through this research and advocacy project we demonstrate that access to higher education highly depends on students' place of origin and this raises serious human rights concerns.

In June 2019, the research phase of the project was completed, and a report was finalised: [“Limited Potential” The Right to Higher Education in France Impact of Place of Origin and of Cost on Inequality](#). The report utilises the monitoring framework developed by RTE in its monitoring guide. For their work, the students were shortlisted for an internal prize ([Prix Anthony Mainguené](#)). This topic has drawn a lot of attention within Science Po and RTE was invited to continue the project in 2019/20 to do further research and advocacy. In September 2019, we started the advocacy phase of the project.

E. Participation in the ESCR-Net monitoring working group

RTE have remained engaged as a steering committee member of the ESCR-Net [Monitoring Working Group](#) (MWG). We were involved in planning and organising the first ever MWG strategy meeting in Mexico City in February 2019.

The biggest workstream we are involved in, and lead together with the Centre for Economic and Social Rights, is the development of a [collective position on human rights data](#). The aim of these principles is to inform a view of what data should look like from a human right perspective, based on states' international legal obligations and the experiences and perspectives of community organisations. They are meant to challenge existing narratives and state practice regarding official data, which often falls

short when it comes to the realisation of economic and social rights. In July 2019, together with MWG members, we wrote a [blog post for UIS](#) during the High Level Political Forum (HLPF), where education policymakers from around the world came together to discuss progress on the education sustainable development goal (SDG4) in New York from the 9-18 July, to highlight the need for SDG data to be human rights-based, based on our collective work on our principles. The blog was published in [English](#), [Spanish](#), and [Arabic](#). We also joined 37 other organisations to support UNESCO Institute for Statistics' [call for more and better education data](#).

This development of the data principles has included three stages: a research phase, a drafting stage, and a consultation stage. We are currently at the drafting stage and have been sharing our work within different spaces, for example, we presented them to the Committee on Economic, Social and Cultural Rights and at [RightsCon](#), the world's leading summit on human rights in the digital age.

RTE have also represented ESCR-Net and RTE at the UCLA World Policy Center meeting in Boschendal, South Africa from 8-10 July. The meeting was on the constitutional protection of ESCR and was attended by academics, jurists, government officials, and civil society practitioners. Following the meeting we continued to engage in a working group focused on providing guidance for UCLA's new digital platform on [economic and social rights in constitutions](#).

RTE contributed to ESCR-Net's guide on [parallel reporting to advance women's economic and social rights](#). Much of this work is based on the Right to education handbook, published in January 2019.

3. Migrants & Refugees - #RefugeesEducation

<https://www.right-to-education.org/migrants-refugees-IDP>

A. Promoting migrants' education as a human right

The paper we wrote in 2018 on [The status of the right to education of migrants: International legal framework, remaining barriers at national level and good examples of states' implementation](#) as a contribution to the 2019 GEMR report on [Migration, displacement and education: Building bridges not walls](#) as impacts:

- UNESCO published a new policy paper [Enforcing the right to education of refugees](#) as a follow-up to the International Expert Meeting on the right to education of refugees in Barcelona in December 2018, in which RTE contributed in, using information from the 2018 report.
- White & case, the law firm that did research for us on the right to education of migrants published [a story](#) about it.

B. Raising awareness on education in emergencies, specially education under attack

Much of RTE's work regarding education in emergencies (EiE) has focused on monitoring education under attack particularly in eastern Ukraine (see above), working with INEE (see below), as well as high level advocacy.

- ➔ On 6 March, RTE participated in and supported a side-event on the margins of the 40th session of the Human Rights Council on [Education in the 2030 agenda - Leaving no one behind: children with disabilities, girls, forcibly displaced children and minorities](#). Participants and panelists reflected on the protection of the right to education of the most vulnerable and marginalised, as well as suggested ways forward based on best practices. RTE also [presented](#) at this event.
- ➔ On 20 November, RTE participated in the WISE conference and [delivered a speech](#) at a dinner to celebrate the 10th anniversary of 'Protecting Education in Conflict', a programme of Education Above All.
- ➔ Since January 2016, RTE has been a member of the [International Network on Education in Emergencies \(INEE\) Advocacy Working Group](#) (AWG) with the aim to ensure that INEE and its members engage in advocacy from a human rights perspective. RTE participated in monthly calls and attended biannual meetings in Helsinki (May 2019) and online (October 2019), where we presented the Abidjan Principles and their importance to emergency situations. As part of our collective work with the AWG, we helped produce a policy brief in the run up to the High Level Political Forum [Achieving SDG4 for Children and Youth Affected by Crisis](#), which was published in English, French, Portuguese, and Spanish. We also participated in a [webinar on education in emergencies advocacy using a human rights approach](#). RTE presented its work on monitoring education under attack in Ukraine sharing its experiences and lessons learnt in working with journalists, and the importance of placing people's stories and experiences at the center of monitoring and advocacy.



Information & experience sharing



A. Right to education handbook publication

To mark the first ever International Day of Education on 24 January, the Right to Education Initiative (RTE) in collaboration with UNESCO, have published the [Right to education handbook](#)—the most comprehensive resource on the right to education to date—which we hope will provide important practical technical guidance that will help translate the right to education into concrete action.

The handbook aims to clarify what the right to education is and how various actors can contribute to dismantling the barriers that impede the right to education, particularly of marginalised groups, and includes chapters on the: content of the right to education, states'

legal obligations, domestic implementation, monitoring, and accountability.

The handbook has been shared with 1000s of education advocates and practitioners, including officials in ministries of education around the world. UNESCO have also shared it with their country programmes. It is currently being translated into French.

B. Awareness raising and information sharing through our website and social media networks

RTE's first strategic goal is to **increase awareness and information sharing on the right to education**, making the legal framework understandable and accessible in order to facilitate information and experience sharing.

Website

In 2019 [RTE's website](#) consolidated its position as **the most specialised and specific online resource on the right to education** in English, [French](#) and [Spanish](#), some in [Arabic](#).

RTE's website reached 760,098 page views from 438,049 users, (+13% compared to 2018), including a significant increase in pages in other languages rather than English (+64% for the French and +33% for the Spanish).

Our website activity in 2019:

17 [new resources](#)

15 [news items](#)

7 [blog posts](#)

RTE also has a [subsite](#) dedicated to monitoring the right to education which increased its total page views from 22,993 in 2019 from 17,398 in 2018 (a 32% increase) and 13,833 users in 2019 from 10,482 users in 2018.

Social media and media Impacts

In 2019, [Twitter](#) and [Facebook](#) continue to be our most successful social media channels but we also maintain a LinkedIn [page](#) and group and an [Instagram](#) account. We increased our follower count on both Facebook and Twitter: Facebook likes grew to 5,515 (an 8% increase on 2018) and our Twitter followers was 3,945 (a 25% increase on 2018).

Our biggest Tweet earnt over 30,000 impressions and 346 engagements.

RTE's monthly e-Bulletin was sent to 680 subscribers (+9% growth in audience from 2018) in English with additional content in Spanish and French.



Networking

In 2019, RTE contributed to several education and human rights networks, advocating for the right to education; participated in several key education and human rights events and forums where the right to education has been discussed or challenged and advocated for the right to education in these spaces; engaged with key actors influencing the right to education, such as UNESCO, the UN Special Rapporteur on the right to education, and UN treaty bodies; and maintained and expanded relationships with civil society organisations, in the fields of development, education, and human rights.

RTE is a member of:

- ➔ **[International Network on Education in Emergencies \(INEE\) Advocacy Working Group](#)** to which we bring a human rights perspective to INEE's advocacy work. RTE is also a member of [the INEE data and evidence collaborative](#) which focuses on improving accessibility, quality, and use of data and evidence in education in emergencies, while reducing the transaction costs for use of data and evidence.
- **The privatisation in Education and Human Rights (PEHR) consortium:** RTE contributed to the PEHR Consortium, leading the work on the development of the [Abidjan Principles](#) and participating in joint actions, such as advocacy in support of development aid going to free, quality public education.
- **[The francophone coalition against the commercialisation of education](#):** in 2019, we supported the development of a network of Francophone researchers working on this issue.
- **ESCR-Net [monitoring](#) and [economic policy](#) working groups**



ESCR-Net Monitoring Working Group meeting
in Mexico, February 2020

Acknowledgements

Right to Education Initiative expresses its sincere gratitude to the following **donors and partners** for their financial or in-kind support. Their contributions enable RTE to achieve important steps towards the realisation of the right to education worldwide.



Annual financial statements

In 2019, RTE was financially hosted by Child Rights International Network (CRIN) (UK Charity No:

1125925). During this period of incubation, the income and expenditure of RTE was reported as a Restricted Fund in the accounts of CRIN.