



RIGHT TO EDUCATION PROJECT



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Annual Report 2016

About us

The Right to Education Project (RTE) was established in 2000 by the first UN Special Rapporteur on the right to education, [Katarina Tomaševski](#), and 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](#). RTE is currently in the process of becoming an independent NGO under UK law.

Our vision

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.

Our mission

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, 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.

Our steering committee

The five organisations supporting RTE (ActionAid International, Amnesty International, Global Campaign for Education, Save the Children, and Human Rights Watch) make up RTE's steering committee, which collectively provides governance, strategic, and policy advice to RTE staff. The current members of the steering committee are:

- David Archer, ActionAid
- Clive Baldwin & Elin Martinez, Human Rights Watch
- Iain Byrne, Amnesty International
- Rob Doble, Save the Children
- Anjela Taneja, Global Campaign for Education



Our network of advisers

RTE benefits from an extensive network of advisers from around the world, based in a wide range of organisations, who offer their advice and support free of charge on different areas of our work. The present list of advisers is:

Iain Byrne (Head of Economic, Social and Cultural Rights Team, Amnesty International)

Fons Coomans (Professor, Maastricht University, Faculty of Law and Chairholder of UNESCO Chair in Human Rights and Peace)

Christian Courtis (Human Rights Officer, Human Rights and Economic and Social Issues Section, OHCHR)

Camilla Croso (General Coordinator, Latin-American Campaign for the Right to Education and President of the Global Campaign for Education)

David Edwards (Deputy Secretary General, Education International)

Frank Elbers (Executive Director, Human Rights Education Associates)

Peter Hyll-Larsen (Independent Consultant on education rights in emergencies)

Steven Klees (Professor, University of Maryland, Director of International Education Policy)

Keith Lewin (Professor, International Education and Development at University of Sussex)

Angela Melchiorre (Independent Human Rights Consultant)

Kate Moriarty (Independent Consultant on education, human rights and development)

Albert Motivans (Head of Education Statistics, UNESCO Institute for Statistics)

Aoife Nolan (Professor, International Human Rights Law at University of Nottingham)

Rene Raya (Analyst, Asia South Pacific Association for Basic and Adult Education)

Ignacio Saiz (Executive Director, Centre for Economic and Social Rights)

Refaat Sabbah (Director, Teacher Creativity Centre in Palestine and Chair of the Arab Coalition for Education for All)

Sheldon Shaeffer (Retired, former Chief of Education at UNICEF, New York, and Director of UNESCO's Asia and Pacific Regional Bureau for Education)

Salim Vally (Senior Researcher, University of Johannesburg in the Centre for Education Rights and Transformation)

Toni Verger (Professor, Autonomous University of Barcelona)

Duncan Wilson (Head of Strategy and Legal, Scottish Human Rights Commission)

Our staff

Three staff members currently support RTE's work:

- Executive Coordinator, Delphine Dorsi
- Research and Advocacy Coordinator, Maria Ron-Balsera
- Project Officer, Erica Murphy

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

In 2016 the Right to Education Project (RTE) has sought to consolidate its position as the definitive online resource on the right to education, by extending and updating the content of the [website](#).



In order to reach a wider audience and to engage stakeholders in all regions of the world, in 2015 we published [French](#) and [Spanish](#) versions of our English website. In April 2016 we launched the [Arabic](#) version to engage stakeholders in the Middle East and northern Africa, with a [blog post](#) by Refaat Sabah, the president of the Arab Campaign for Education.

In 2016, RTE published a new [issue page](#) on [Education 2030](#) and updated its page on the right to education of [minorities and Indigenous Peoples](#).



We also continuously update RTE's online resource library. 160 [resources](#) (9.7 per month) were added in 2016.

including 31 in [French](#), 11 in [Spanish](#), and one in [Arabic](#). These resources include: papers, reports, factsheets, legal analysis, videos, podcasts, and webcasts, from a wide-range of sources, including: RTE, UN and regional institutions, and national and international partners.

Right to Education Project-produced resources published this year, include:

- [a right to education country factsheet on Sierra Leone](#)
- [a compendium of national laws on private provision of education](#)
- [a methodological guide to human rights research & advocacy on the role of private actors in education](#)
- [a summary](#) and [update](#) of our alternative reports to the Committee on Economic, Social and Cultural Rights and the Committee on the Rights of the Child ([summary](#) and [update](#)) on *The UK's support of the growth of private education through its development aid*
- RTE's submission to the UPR: [*The UK's support to private education in developing countries, particularly for-profit, low-cost private schools, and its impact on the right to education*](#)
- a background paper commissioned by the Education Commission: [*Ensuring mixed education systems comply with human rights*](#)

Blog

RTE's blog is a platform to share experiences, views, and information on the right to education. Blog posts are published in [English](#), [French](#), [Spanish](#), and [Arabic](#).

In 2016 sixteen [blog posts](#) were published covering diverse topics such as: [secondary education in emergencies](#), [child labour](#), [inclusive education](#), [child marriage](#), [non-state actor involvement in education](#), and [education financing](#). The contributions included legal analysis from human rights experts, examples of advocacy using a human-rights based approach, and explanations of key issues. We also aimed to ensure that our blog covers a wide geographic range, with blog posts published covering right to education issues in the following countries: [Tanzania](#), [the U.S.](#), [India](#), [South Africa](#), [Pakistan](#), as well as [internationally focused blogs](#), and were written by: RTE advisers and staff, students, activists, academics, and researchers.

Three blog posts in [French](#) and four blog posts in [Arabic](#) were also published.

News

RTE aims to publish regular news items related to the right to education. In 2016, 30 [news items](#) (2.5 per month) were posted, including on: [implementation of education policies](#); [concluding observations from UN treaty bodies](#); [UN resolutions related to the right to education](#); reports and [statements](#) by the UN Special rapporteur on the right to education; joint statements and [press releases](#); partners' reports, [statements](#), and events; RTE [events](#) and [statements](#); [state ratifications of treaties guaranteeing the right to education](#), and right to education [cases](#).

They covered issues such as: [education financing](#), [free education](#), [discrimination](#), [digital technology](#), [overseas development aid](#), and [private actors in education](#) – from various countries ([Tanzania](#), [Kenya](#), [Italy](#), [Liberia](#), [Sri Lanka](#), [Brazil](#), amongst others).

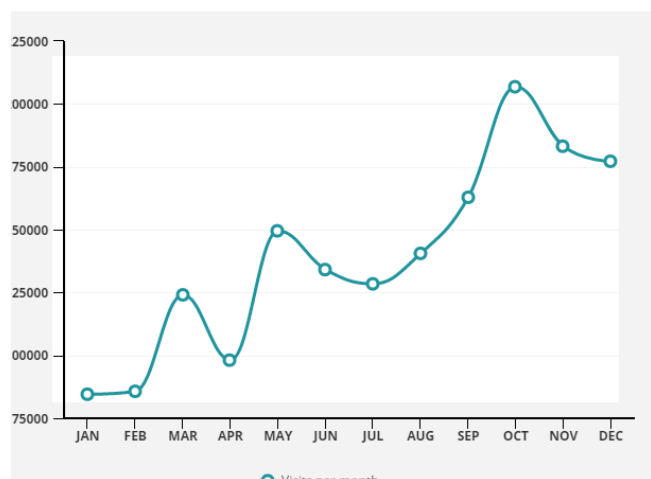
We also published eight news items in [French](#), five in [Spanish](#), and two in [Arabic](#).

Communications statistics

In 2016 the website had:

- **7,020,685** total page visits (or **585,057** average page visits per month)
- **1,620,985** visits in total (or **135,082** average website visits per month)

Website visits, by month



For 2015 the total page visits was **3,626,454** which means we attracted nearly double (194%) the total page visits across our websites compared to 2015.

From 2015 we **more than tripled** the total number of visits to our websites.

We attribute the growth in both total page visits and total number of visitors to our increased profile, the updating and extension of our website content, and the addition of the [monitoring subsite](#) and alternative language websites.

Content

Our [issues pages](#) bring the most page views (36%) followed by our static pages (12%). Our top three visited pages were:

1. [Girls & women](#) (13%)
2. [Quality education](#) (8%)
3. [Understanding education as a right](#) (7%)

Acquisition

Most of our users (79%) come to the website through search engines using the terms: 'quality education', 'right to education', 'what is quality of education', 'women education', 'free education', and 'privatisation of education'. This means Google considers the website very relevant to those using the above search terms. Direct traffic is very high – 17% comes from users directly inputting a Right to Education Project URL. Referrals from partners sites accounts for 3% of our traffic and traffic from social media platforms accounts for 1%.

Alternative language websites






Despite limited maintenance and development of our alternative language websites, our French site gets 3% of our total traffic, the Spanish site 6%, and Arabic site 5%.



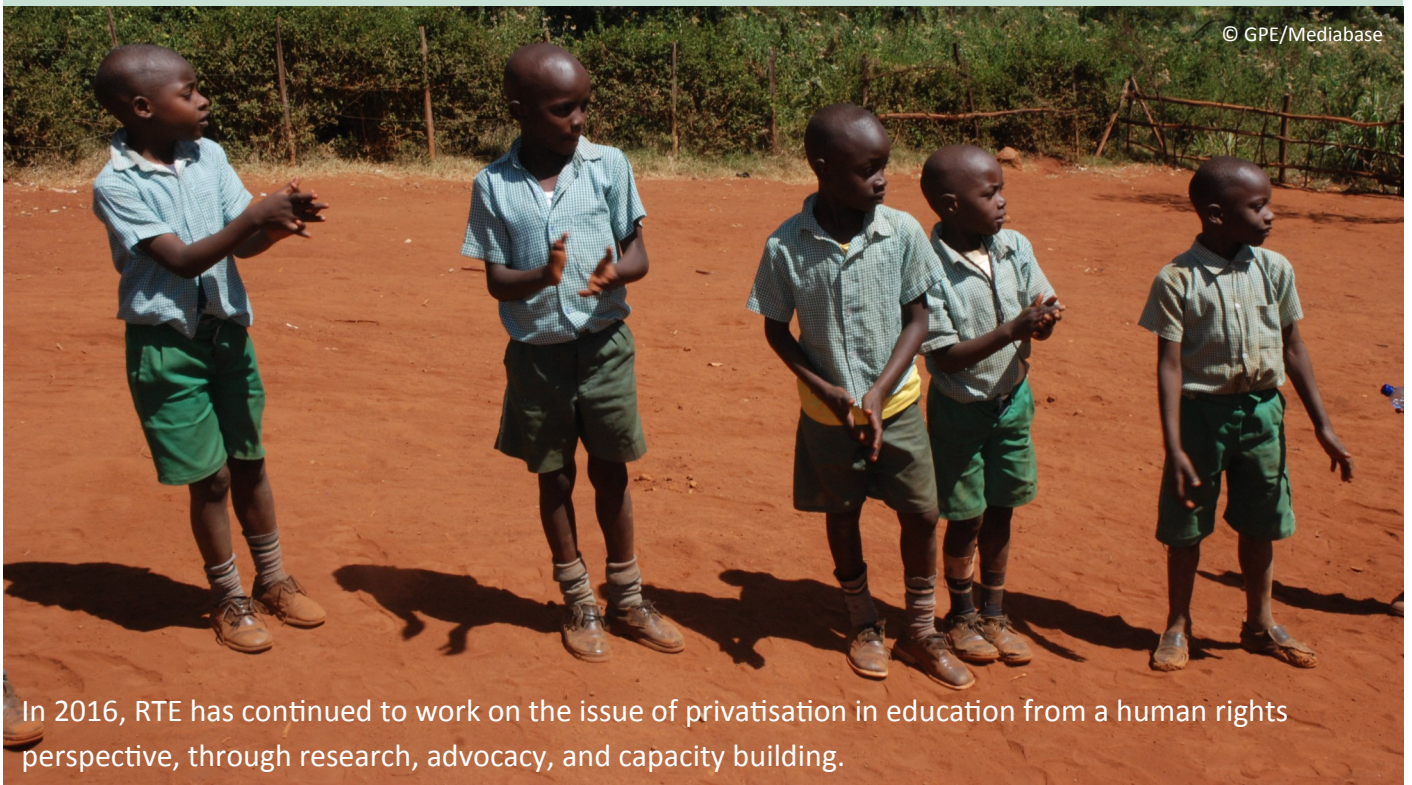
Social media & outreach

Throughout 2016 RTE increased its social media presence to reach **6,938** users across five platforms: [Facebook](#), [Twitter](#), [LinkedIn](#), [discussion forum](#), and [e-Bulletin](#), sharing news and redirecting followers to RTE's websites.

Social media: 6938 users across five platforms

Facebook	Twitter	LinkedIn	e-Bulletin	Discussion forum
				
4224	1935	97	520	162
Likes	Followers	Group members	Subscribers	Users
230 posts 22 posts per month Average reach per month: 254	827 Tweets 73 Tweets per month 23023 impressions per month	8 posts	Open rate: 30% (industry average: 18%)	9 threads

Privatisation in education & human rights: research, advocacy & capacity building



In 2016, RTE has continued to work on the issue of privatisation in education from a human rights perspective, through research, advocacy, and capacity building.

Development of human rights principles on states' obligations related to private schools

In partnership with the Global Initiative for Economic, Social and Cultural Rights (GI-ESCR) and the Open Society Foundation Education Programme Support (OSF-EPS), RTE has been leading the [development of human rights principles on states' obligation related to private schools](#). These principles aim at compiling 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.

In March 2016 we organised a workshop at the CIES in Vancouver which attracted around 30 participants. During this workshop, we started to reflect on the drafting of the principles. Following this meeting the [concept note](#) was updated with GI-ESCR and OSF-ESP in order to establish the process by which the principles would be developed.

In the second half of the year we organised regional consultations in [Bangkok](#) for the Asia-Pacific region and [Nairobi](#) for East Africa convening a wide range of stakeholders, including: civil society organisations, state representatives, human rights organisations, and experts in the fields of education, law, academics, international and regional organisations, and other actors.

In November we organised a meeting on the development of the principles at the ESCR-Net meeting in Buenos Aires.

Reporting to UN human rights treaty bodies on the UK extra-territorial obligations related to the privatisation of education

In October 2015, RTE, along with 26 organisations, submitted alternative reports to the UN Committee on the Rights of the Child (CRC) and the UN Committee on Economic, Social and Cultural Rights (CESCR) on the UK's support of the growth of private education through its development aid. (See the [report to the CRC](#), its [summary](#) and [update](#); and the [report to the CESCR](#), its [summary](#) and [update](#).)

In June 2016 the CRC and the CESCR reviewed the UK and questioned the government on its support for private education in developing countries and adopted specific concluding observations and recommendations on the issues we raised in our report. See:

- [E/C.12/GBR/CO/6](#), Paragraphs 14-15
- [CRC/C/GBR/CO/5](#), Paragraphs 17-18

We published four press releases to raise greater awareness of the issue:

[UK support for private schools in developing countries criticised by UN committee](#), 24 May 2016

[UN says UK development aid to commercial private schools could violate children's rights](#), 10 June 2016

[UK fails to give a clear response to yet another UN body challenging its support to commercial schools](#), 17 June 2016

[The UK's financial support to low-cost private education in developing countries in contravention of human rights, says - again - UN experts](#), 5 July 2016

Media and others' reactions:

- The Guardian: [UK government accused of 'hijacking' aid budget to bankroll big business](#), 4 June 2016
- The Guardian: [UN criticises UK for spending aid money on for-profit private schools](#), 14 June 2016
- Bretton Woods Project: [IFC pushed private education investment model criticised by UN](#), 5 July 2016
- BBC: [Cease funding overseas private schools, UK urged](#), 13 July 2016
- The Mail on Sunday: [You dunces! Fury as Uganda closes private schools British taxpayers gave £5million in foreign aid](#), 6 November 2016
- Business Inside: [Kenya teachers seek to follow Uganda and ban UK-backed private schools](#), 9 November 2016
- GCE: [Stop funding for-profit private schools and prioritise free, quality, public primary schools instead: UN's request to UK government supported by GCE](#)
- Brookings: [Foreign aid should support not-for-profit schooling, not private schools](#)



National advocacy & impact

Nationally, the report was shared with Members of Parliament, the [Parliamentary Committee on International Development](#), the [UK Equality and Human Rights Commission](#), and the [Independent Commission for Aid Impact](#) (ICAI).

In summer 2016 a UK Parliamentary select committee, the International Development Committee, launched an inquiry on '[DFID's work on education: leaving no one behind](#),' including a question on the issue we raised with them: 'Should DFID support low-fee schools, including private schools, in developing countries?' RTE contributed with a [written submission](#).

In November 2016, Mark Williams, MP asked several written questions to the government regarding the issues we raised in our report and the related concluding observations from the UN Committees:

- To the Secretary of State for International Development: [What assessment she has made of the effect of direct or indirect Government overseas development assistance expenditure on low-fee, for profit private schools on the performance of those schools?](#)
- To the Secretary of State for International Development: [What steps she has taken to respond to the recent recommendations by the UN Committee on the Rights of the Child on privatisation and the right to education?](#)
- To the Secretary of State for International Development: [How much Government overseas development assistance expenditure is spent directly or indirectly on low-fee, for profit private schools in \(a\) Nigeria, \(b\) Pakistan, \(c\) Kenya and \(d\) Uganda?](#)

In December 2016, ICAI published a report [Accessing, staying and succeeding in basic education – UK aid's support to marginalised girls](#) in which it concludes that the relative merits of state and non-state education are not yet clear and that at present DFID lacks a strong evidence base to guide its decisions on whether to support private schools.

Submission to the Universal Periodic Review



In September 2016 we submitted an alternative report to the Human Rights Council for the Universal Periodic Review of the UK: [The UK's support to private education in developing countries, particularly for-profit, low-cost private schools, and its impact on the right to education](#). Nine organisations joined the submission. The UK will be reviewed by the Human Rights Council in May 2017.

Research on tax, privatisation & the right to education: influencing education financing policy

In July 2015, RTE launched a [joint research and advocacy project with ActionAid](#) on tax, privatisation, and the right to education aimed at influencing education financing policy. It is a multi-country education and tax justice project that brings together four different countries (Ghana, Kenya, Uganda, and Pakistan) working towards a commonly shared goal which is to ensure that all children have improved access to public education of a high standard, financed through greater government support and increases in fair tax revenue. The project is undertaken at three different levels.

Local level: Research includes participatory research on the quality, provision, and financing of public education to create a strong local evidence base for local education improvements and for local and national advocacy using ActionAid and RTE's [Promoting Rights in School framework](#). The information generated contributes to the production of baseline data as well as district and national level reports.

National level: In addition to the production of national level Citizens' Education Reports drawing on the local reports, a separate piece of research will be carried out on the domestic financing of education, building on existing research, looking at harmful corporate tax incentives. The project looks at the cost of education and what lost tax revenue could do in expanding financing for education.

International research: The project will produce multi-country research on the cost of education and how progressive tax reform and increased tax revenue could finance this. International research will build on and consolidate findings from local and national evidence and research reports.

As well as raising grassroots awareness and collecting data on the right to education and tax justice, this project has further established the relationship between the Right to Education Project and ActionAid. We are at the forefront of shifting the debate, collectively calling for progressive tax reform and more and better targeted financing for free public education of good quality. The project is being followed with great interest by a wide network of academics; human rights, development and education practitioners; as well as government officials from many countries around the world. Our key successes include:

- Training community groups to raise awareness of the right to free, quality education; and to teach communities how to track government accountability on education, such as through the use of score cards. The groups have also collected data at school and household level on how much families are paying for education.
- Linking the data to national level research, such as on the revenue lost to tax incentives; the percentage of national budget allocated to the different levels of education; the number of children out of school; the number of professional teachers needed, and producing policy briefs and recommendations on how to ensure free and quality public education is fully financed, for example through ending harmful tax incentives to corporations.
- Engaging key stakeholders to promote a collaborative advocacy strategy that links tax justice and education financing for public free and good quality education, particularly through meetings and partnerships with the Tax Justice Network, National Education Coalition, and teachers' unions.
- Lobbying national governments for changes in education policies and budgets.
- Sharing our insights at several international education conferences.
- Advising a team working on a larger project funded by the Norwegian Agency for Development and Cooperation in Ethiopia, Malawi, Mozambique, Tanzania, Myanmar, and Nepal on how to include the issue of the increasing privatisation of education as part of their research and advocacy strategy.

Publication of tools and resources & information sharing

RTE developed several tools and resources on the privatisation in education from a human rights perspective and widely shared information on the issue through our website and social media networks.

Methodological guide

In collaboration with the GI-ESCR, RTE published a [methodological guide to human rights research and advocacy on the role of private actors in education](#). This guide provides practical support to engage in advocacy on privatisation in education from a human rights perspective using regional and international mechanisms (with a focus on UN bodies, as an example).

Academic articles

- Delphine Dorsi and Sylvain Aubry (GI-ESCR) for the Oxford Review of Education: [Towards a human rights framework to advance the debate on the role of private actors in education](#)
- Delphine Dorsi and Maria Ron Balsera both wrote articles for Compare: A Journal of Comparative and International Education on [private actors and the right to education](#)

Report for the International Commission on Financing Global Education Opportunity

In 2016 RTE submitted a background paper to the Education Commission, [Ensuring Mixed Education Systems Comply with Human Rights](#), to inform the report [The Learning Generation: Investing in education for a changing world](#). This report clarifies the relevant provisions in human rights law that refer to the involvement of non-state actors in education in mixed education systems. It analyses three case studies (Pakistan, Chile, and community schools) selected to represent the wide variety of roles played by non-state providers in different geographical areas.

Webpage on privatisation

RTE maintained the [webpage on privatisation](#), sharing new resources, blogs and news on the topic.

In 2016 RTE published 13 news items on privatisation and the right to education on its website. Each post appears on the [privatisation page](#) and was shared on RTE's e-Bulletin and social media network.

Six blog posts were also posted on this topic:

- [Rights-based responses to non-state education provision: A tentative typology and some critical reflections](#), by David Archer
- [Tax, privatisation & education: Influencing education financing policy to transform children's lives](#), by Maria Ron Balsera
- [A framework to assess the role of non-state actors in education against human rights](#), by Delphine Dorsi
- [Some reflections on the risks that public-private partnerships pose for the realisation of the right to education](#), by Maria Ron Balsera
- [Reviewing Pakistan's implementation of children's rights: Pending right to education bills, unchecked privatisation, and denial](#), by Nida Mushtaq
- [When is state funding of private schools a violation of human rights?](#), by Sylvain Aubry

Raising awareness through public events & building a community of activists

At the [Comparative International Education Society](#) (CIES) conference, RTE gave a presentation on how to regulate private providers in education and facilitated workshops with the Global Initiative for Economic, Social and Cultural Rights (GI-ESCR) on [the development of Human Rights Guiding Principles on states' obligations related to private schools](#) and on *Finding solutions: what regulation for private education?*

At the [National Research University International Academic Conference on Economic & Social Development](#), we organised a photo exhibition on classrooms from around the world, linking financing of education with tax justice, and gave a presentation on regulating the role of private actors in education.

RTE supported the organisation of a roundtable on PPPs in fragile and crisis-affected contexts – where we presented RTE's analysis of [national laws on private provision of education](#).

Privatisation in education and human rights consortium

In 2015 a consortium on privatisation in education and human rights was convened by seven founding members (Amnesty International, Oxfam, OSF-ESP, Results, the Global Campaign for Education, RTE and GI-ESCR). In early September we held our annual meeting in Nairobi where we revised our work plan for 2017.

Francophone network against the commercialisation of education

In March 2016 we organised a one-day [meeting](#) in Paris on privatisation in education with 70 expert (60 in person and 10 remotely) from 30 organisations, eight francophone countries, and three geographic areas (Sub-Saharan Africa, North Africa, Caribbean). For this event we presented country cases where privatisation in education was an issue and we discussed a draft francophone call against the commercialisation of education. The [call](#) of francophone civil society organisations was launched in November 2016 via our website and social media. The call gained the support of almost 300 organisations in [40+ countries](#).

Based on this call, we have been [lobbying francophone states](#) and as a result a paragraph of the [Declaration of the Francophonie](#) summit takes our main demands regarding privatisation in education into account. In paragraph 39, the signatory heads of states:

- recognise the growth of education establishments which are commercially motivated
- reaffirm the commitment of these countries to public education
- request the Francophonie organisation, 'in collaboration with civil society', to 'take measures' to regulate private education stakeholders in order to ensure equity

We published a [joint press release](#) (in [English](#) and [French](#)). Partner organisations such as [EI](#) and [CLADE](#) also published press releases on the Declaration. A number of organisations in francophone countries also organised events to promote the call. See for example, [here](#). [Articles](#) were also published in the media.

On 4 May 2016, RTE participated in a one-day event organised by the French Education Coalition, the French Ministry of Foreign Affairs and the Francophonie Organisation on [financing education for the long-term](#), including a workshop on mobilising the private sector for education.

In June 2016, RTE was in Geneva and followed informal discussions on the [Human Rights Council Resolution on the right to education](#) and lobbied for the integration of paragraphs on the regulation and monitoring of private actors. We published a [press release](#) which was translated into [French](#) and [Spanish](#).

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Historic UN Resolution Urges States to Regulate Education Providers and Support Public Education



© Delphine Dorzi, 2016

11 JULY 2016

Press release, 11th July 2016

Regulate education providers and invest in public education, urged the UN Human Rights Council (UNHRC) in a historic resolution made public on Friday, and welcomed by 23 civil society organisations.

The resolution, which was adopted during the 32nd session of the Human Rights Council (13 June to 1 July 2016), urges all States to “**address any negative impacts of the commercialisation of education**”, in particular by putting in place a regulatory framework to regulate and monitor education providers, holding to account providers that negatively impact the right to education, and supporting research.



LATEST NEWS



USA: Kansas supreme court
rules school funding inequitable
(updated)
7 March 2017



Court rules that Swiss Muslim girls must attend mixed-sex swimming lessons
24 February 2017

RTE endorsed a statement on Bridge International Academies in August 2016: [*Uganda to Close the Largest Chain of Commercial Private Schools over Non-Respect of Basic Education Standards.*](#)



Monitoring the right to education

1 Plan & Focus



2 Identify Deprivations & Inequalities in Education



3 Analyse Education Laws & Policies & Their Implementation



4 Analyse the Use of Resources for Education



5 Examine Policy Processes



6 Report Writing & Advocacy



Launch on an online guide to monitoring the right to education

In February 2016, RTE launched an [online right to education monitoring guide and indicators selection tool](#).

The main purpose of the *Guide* and *Tool* is to guide all those engaging in education advocacy to gather credible and relevant evidence using right to education indicators, which can then be used as a basis upon which to advocate for change, in line with human rights law and principles.

The guide was [launched officially at the Institute of Education](#) in London in April 2016. It has been promoted through our [blog](#) and [e-Bulletin](#) and through presentations in: Tanzania in February 2016, at the [CIES in Vancouver](#) in March 2016, at UNESCO in Paris in March 2016, at an education meeting organised by ActionAid in Tanzania in May 2016, at the OHCHR in Geneva in June 2016, and at a regional meeting in Bangkok in August 2016.

The guide was shared and promoted widely on social media, including by: the Global Partnership for Education, UNESCO, Center for Economic and Social Rights, Global Campaign for Education, UN Education 2015, NORRAG, CRIN, ESCR-Net, CLADE, and the Global Campaign for Education.

After the launch of the *Guide* and *Tool* in February, the *Guide* has been further presented at the OHCHR (June, Geneva) and at the Regional Consultation of the Human Rights and Privatisation Principles (August, Bangkok, Thailand).



RTE/ActionAid joint project on promoting rights in schools

RTE supported ActionAid in monitoring the right to education at school level using the [Promoting Rights in Schools framework](#) as part of a three-year project (2014-2016).

We provided technical support to ActionAid country programmes, including Viet Nam, Ghana, Kenya, Uganda, and Tanzania, and attended the project monitoring and evaluation workshop held in Tanzania, where we also presented the Monitoring Guide and Tool to complement ActionAid's education monitoring work.

Key Partners, advocacy targets and their Contribution to achievement under the c&CDE Project - Uganda 2015-16

Achievements	PARTNERS		Advocacy targets	
	NAME	Level of importance/contribution	Name	Role Played
100% of State schools are aware of children's RTE	CBOs Media District Ed. Dept		Parents Teachers Police Lg Council	Extend PRS beyond school
0% increase in enrollment and enhanced child retention in school	Child clubs PTAs CBO		Community BS Parents Teachers Children Clubs	Passes District Ed. Ordinance Provide Scholarships & bursary Counselling and Guidance Peer - peer support
2750 girls & boys in school enjoy friendly school environment	Dist. Dept CBOs/CSCs S.M.C		Minist of Ed. Dist. Ed. Off. Parents	Technical guidance on curricula designs and standards Budget & Technical support Support for child special needs
Children in 20 schools conscious of their rights and using PRS to report, resolve cases of Right Violation	CSCs Police Teachers Union		S.M.Cs Teachers Parents Police Children Clubs	Approved use of Sch. funds for PRS-related activities Centrally Roll out of PRS Addressed Promotion of PRS Awareness raising & Reporting

Collaboration with partner projects

Right to Education Index

The [Right to Education Index](#) is a global accountability initiative developed by Results Educational Fund, focusing on monitoring of the right to education using RTE indicators by national education coalitions. In 2016 RTE joined the RTE Index advisory group and participated in an indicator and methodology review meeting in Tanzania in February 2016.

ESCR-Net Monitoring Working Group

RTE joined [ESCR-Net Monitoring working group](#) in June 2016. As part of our membership we have led research on how UN treaty bodies (the Committee on Economic, Social and Cultural Rights and the Committee on the Rights of Persons with Disabilities) use data and statistics to ensure state compliance, through an examination of concluding observations and list of issues for all European states.



In November we participated in the ESCR-Net global strategy meeting in Buenos Aires, where we discussed the objectives of the monitoring working group.

Others

In February 2016, RTE endorsed an [open letter to UN Stats and the Inter-agency Expert Group on SDG Indicators](#) on the SDG indicators.

Education 2030

In August, RTE was commissioned by the [Global Education Monitoring Report](#) at UNESCO to write a background paper for their forthcoming GEM report on accountability which will be published in October 2017.

Right to education of migrants, refugees & internally displaced persons

The right to education of refugees, migrants, and internal displaced persons is a new focus area for RTE.

Throughout 2016 we engaged with various actors to bring a human rights perspective to this growing and important issue in the current international context and to assess where RTE could bring an added value. In early 2016, RTE joined the [International Network on Education in Emergencies](#) (INEE) [Advocacy Working Group](#) to bring a human rights perspective to INEE's advocacy work. We participated in their annual meetings organised in Amman, Jordan, in April and in Berlin, Germany in November 2016. We contributed to the development of the strategy and the activities plan highlighting the possibility to engage with human rights mechanisms. In June 2016, RTE actively contributed to the organisation of a two-day meeting on [public-private partnerships in crisis-affected contexts](#) organised by the INEE Advocacy Working Group and Open Society Foundation.

In May we participated in a *Review Meeting of the Protection of the Right to Education during Insecurity and Armed Conflict in the MENA Region Project* organised by OHCHR Doha and [PEIC](#) (Protect Education in Insecurity and Conflict).

In June, RTE welcomed four students for 10 days within the [UCL Global citizenship programme](#) – who developed an advocacy campaign to promote the right to education of refugees for the World Refugee Day on June 20. They came up with [#Thirst4Education](#) - a social media campaign that encouraged people to post selfies showing their support for the right to education of refugees. The [Facebook page](#) has 402 likes.

In September, RTE attended the launch of the World Bank report [Forcibly Displaced: Toward a Development Approach Supporting Refugees, the Internally Displaced, and Their Hosts](#) held in London.

We published two blog posts on education in emergencies: [Eight reasons why the Safe Schools Declaration matters](#) and [Lost years: Secondary education for children in emergencies](#), in addition to a [variety of resources](#).



Ad hoc support, presentations & events

Partner organisations regularly request assistance on the right to education legal framework. In 2016 we provided specific advice on monitoring the right to education using the [Promoting Rights in Schools framework](#), about the privatisation of education from a human rights perspective, and facilitated partner organisations' engagement with UN human rights mechanisms.



We also participated in several events related to the right to education:

a panel discussion, organised by the British Council on 3 March, on *How will education systems respond to the sustainable development goals?*

an event organised by the Malala Fund at the Houses of Parliament on 12 April on girls' education

the report launch of Save the Children's *Fierce Urgency of Now* at the Houses of Parliament on 20 April

a CRIN event organised on 23 February for the launch of their new report *Rights, remedies and representation: Global report on access to justice for children*

the World Teachers' Day event organised at the National Union of Teachers on 5 October

the All-Party Parliamentary Group on global education for all's launch of the Education Finance Commission's report *Learning Generation: How to finance education and leave no one behind* on 1 November

an event at LSE on the Human Rights Measurement Initiative on 29 November

RTE governance: A new strategic plan to move towards independence

Since 2008, RTE has been working as a collaborative initiative supported by five organisations (ActionAid, Amnesty International, Global Campaign for Education, Human Rights Watch and Save the Children) and hosted by ActionAid International. In 2015, following a wide consultation among RTE's advisers and partners, including donors, RTE's Steering Committee identified a need for RTE to become independent. In 2016, RTE started its path towards independence with the adoption of a new strategic plan for 2017-2019 and a timeline for RTE's effective independence. In 2017, RTE will be registered as a Charity Incorporated Organisation (CIO) under UK law.

This transformation as an independent charity will reinforce RTE's autonomy; it will allow for official representation within international fora such as the UN; and will facilitate the diversification and increase of financial support.

During this process, RTE received the support of pro-bono lawyers through A4ID.

Learn more

www.right-to-education.org



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Contact

Info@right-to-education.org

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