



Right to Education

Right to Education Initiative (RTE) External Review 2012 - 2022

Terms of reference

1. About the Right to Education Initiative (RTE)

The Right to Education Initiative (RTE) is an international human rights organisation focusing on the right to education. We promote education as a human right, striving for a world where everyone, without discrimination of any kind, can fully enjoy the right to education in all its dimensions.

1.1 What we stand for

We stand for the full recognition of education as a human right, essential for the wellbeing and development of every individual, regardless of their status and circumstance over their life course. We recognise that education is key for the realisation of other rights and for building societies where respect for human rights, tolerance, inclusivity and diversity are valued.

1.2 What we do

We advocate for states to both legally commit to and implement the right to education - to make it a reality for all. In so doing we also seek to ensure that governments are held accountable for meeting their human rights obligations. We believe that human rights law can be a powerful tool for lasting change. We seek to empower all rights-holders to claim and enforce their right to education, by making law accessible and usable including through online resources. We also work at the frontiers of the right to education, breaking new ground and helping to clarify and deepen understanding and action on critical emerging issues.

RTE builds bridges between diverse fields (human rights, education and development), stakeholders, (including civil society organisations, international organisations, academics, and states) and diverse language communities (primarily English, French, Spanish and Arabic). We link global, national and local research and evidence-based policy dialogue to campaigning and advocacy with the aim of accelerating progress towards the realisation of the right to education for all through positive and concrete changes on the ground.

Our small and agile organisation combines being a definitive reference point on the right to education and being a cutting-edge actor addressing current and emerging education issues. We play a dynamic and catalytic role to influence the changes needed in law, practice, and societal attitudes, to advance the right to education.

1.3 Where we come from

RTE was established in 2000 by the first UN Special Rapporteur on the Right to Education, Katarina Tomasevski, to support her mandate. Initially, she created a simple website to share resources about the right to education, including provisions of international law and national constitutions, as well as her own expert reports. This website grew in content and influence. In 2008, ActionAid, Amnesty International and the Global Campaign for Education decided to honour and continue her work as a collaborative initiative building bridges between their respective fields of work: development, human rights and education. In 2012, Save the Children and Human Rights Watch joined them to strengthen RTE's strategic direction. Over these years, RTE was originally hosted by ActionAid, and later by the Child Rights Information Network. In May 2017, the Right to Education Initiative became a charity registered in England and Wales (charity number 1173115), functioning effectively as an independent organisation. In July 2021, the Organisation was also registered in France (registration number W751261694).

1.4 Why we exist

RTE exists because there is a need to:

- Address violations of the right to education that continue to occur on a daily basis worldwide
- Keep the right to education in the foreground of education and development strategies
- Ensure that the language of human rights law is accessible to right to education advocates and that they have access to tools and materials that can accelerate better implementation of the right to education
- Invest in rigorous human rights analysis of current or emerging issues where the parameters of the right to education are not fully agreed
- Provide networking support for collective mobilisation around common priority issues

1.5 The changes we want to see

- A better recognition of the right to education at all levels – international, national and local – with relevant references to the human rights framework in legal and policy documents
- Changes in national laws, policies and practices, ensuring the better protection and progressive full realisation of the right to education
- Right-holders and activists using human rights law and mechanisms to strengthen their advocacy for the right to education
- Improved enjoyment of the right to education for rights-holders particularly with respect to those in the most vulnerable/marginalised situations

1.6 Our structure and governance

1.6.1 Our team

RTE has an agile, multi-cultural and rapid responding team, currently made up of five staff who can work in English, French, Spanish and Arabic:

- Delphine Dorsi – Director
- Natalia Dzvelaia - Finance and administrative Officer
- Eleanor Rosenbach - Communications Manager
- Rajakumari Michaelsamy - Programme Manager (Early Childhood Care and Education)
- Hoda Awwad - Programme Officer

See more details [here](#).

1.6.2 Our Executive Board

The executive board is RTE's governing body. It is presently composed of eight trustees representing a diverse range of actors from the human rights, development and education fields:

- David Archer, Head of Civic Participation, Tax Justice and Public Services at ActionAid
- Carole Coupez, Deputy Director of Solidarité Laïque
- Dina Hashem, Associate Director for Global Partnerships at Habitat for Humanity International
- Ayan Hassan, Programme Finance Manager at War Child UK
- Elin Martinez, Senior Researcher in the Children's Rights Division of Human Rights Watch
- Bharti Patel, Child Rights and Social Justice Advocate
- Nikki Skipper, Head of Fundraising at The Queen's Commonwealth Trust
- Anjela Taneja, Lead Campaigner Inequality / Lead Specialist Essential Services at Oxfam India

See more details [here](#).

1.6.3 Our Network of advisers

RTE also benefits from high-level expertise from a network of advisers based all over the world. Our advisers work on a number of disciplines including human rights, education and development. Serving in an individual capacity, advisers provide specialist advice or feedback on specific areas of RTE's work and act as champions of our work at different moments:

- Klaus D. Beiter, Associate Professor of Law, North-West University (Potchefstroom); Associated Research Fellow, Max Planck Institute for Innovation and Competition, Munich; Ambassador, Observatory Magna Charta Universitatum, Bologna
- Iain Byrne, Head of Refugee and Migrant Rights and Deputy Programme Director (ag.) in the Global Issues Programme (GIP) at Amnesty International
- Fons Coomans, Professor at Maastricht University; UNESCO Chair in Human Rights and Peace
- Geoff Gilbert, Professor of International Human Rights & Humanitarian Law, University of Essex
- Haldis Holst, Deputy General Secretary of Education International Peter Hyll-Larsen, Education Rights in Emergencies Consultant
- Yoshie Kaga, Programme Specialist at UNESCO Dakar, specialised in Early Childhood Care and Education
- Steven Klees, Professor of International Education Policy at University of Maryland
- Jayna Kothari, Executive Director of the Centre for Law & Policy Research in India
- Keith Lewin, Professor in International Education and Development at University of Sussex
- Mercedes Mayol Lassalle, World President at OMEP (World Organisation for Early Childhood Education)
- Simon McGrath, Professor at University of Nottingham; UNESCO Chair, Political Economy of Education
- Angela Melchiorre, Independent Human Rights Consultant
- Mary Mendenhall, Professor International and Comparative Education Programs, Columbia University
- Rolla Moumne, Programme Specialist, Right to Education Programme, UNESCO
- Salima Namusobya, Director of the Initiative for Social and Economic Rights in Uganda; Working Group on Economic, Social and Cultural rights of the African Commission on Human and Peoples' Rights
- Aoife Nolan, Professor of International Human Rights Law at University of Nottingham and and Co-Director of the Human Rights Law Centre; Independent expert to the Council of Europe's European Committee of Social Rights
- Rene Raya, Lead Policy Analyst at Asia South Pacific Association for Basic and Adult Education
- Reefat Sabbah, Director of Palestine Teacher Creativity Centre; Chair Of Arab Coalition for Education
- Ignacio Saiz, Director of the Center for Economic and Social Rights
- Ann Skelton, Professor of Law at the University of Pretoria; UNESCO Chair in Education Law in Africa; Director of the Centre for Child Law in South Africa; Member of the UN Committee on the Rights of the Child

- Sheldon Shaeffer, former Chief of Education at UNICEF; former Director of UNESCO Asia and Pacific
- Toni Verger, Professor at Autonomous University of Barcelona

1.6.4 Our budget

For 2022, we have a budget of £227,540. We had an approximate amount over the past years.

RTE mainly receives funds from private foundations. We do get some funds from partners for services but on an ad hoc basis with small amounts. We are currently supported by the Open Society Foundation and Wellspring Philanthropic Fund and receive ad hoc funds for specific pieces, from the UNESCO GEM Report for instance.

1.7 Our partners

RTE works with a wide range of actors from the human rights, education and development fields, including civil society organisations worldwide, teacher representatives, academics, UNESCO, the UN Special Rapporteur on the rights to education, African Commission on People's and Human Rights, among others.

2. About the evaluation

2.1 Justification of the evaluation

2.1.1 Origin of the request

One of our main donors, the Open Society Foundation, has requested that an external review of RTE be conducted as part of our current grant, which runs to June 2023. They have been funding us for more than 10 years and would like us to do an assessment of our impacts and role for the global education community. The results of the external review will be determinant to securing future funding with them or other donors.

2.1.2 RTE's Expectations and objectives

Beyond OSF's request, RTE would like to take this opportunity to reflect on its impact over the past 10 years and its current role within the education community, in order to better communicate about itself and to develop a relevant strategy for the coming years, taking into account the changing education and human rights landscape and the needs of the partners we serve.

Through this external review we aim to:

- Map RTE's activities and partnerships, showing its impacts and role
- Clearly define RTE's role and added value for and within the education, human rights and development communities
- Reflect on RTE's evolving structure and governance, including its funding structure and funding sustainability as well as partner relationships
- Develop guidance for our next strategic plan for the coming years, responding to the evaluation's findings and supporting RTE's growth
- Use the data and resulting analysis to develop materials and resources which better and more effectively respond to the changing needs of the partners and organisations we support/serve
- Identify RTE's key audiences and establish if communication regarding our role and activities should be targeted at additional groups
- Encourage donors to continue or to start supporting RTE's mission

One of RTE's missions is to share information on the human rights dimension of education using inclusive and accessible language for non legal specialists and providing useful resources, links and news. This is done through our [website](#), monthly e-Bulletin, social media (Facebook, Twitter, LinkedIn, Instagram, Youtube). We also promote the right to education in conferences, workshops, lectures at universities. In addition, we do legal analysis on selected right to education issues to clarify them from a human rights perspective, and conduct and/or support advocacy at national and international levels. RTE directly advocates for the right to education at international level in various fora, including the United Nations, the Organisation of the Francophonie, and UNESCO. We also develop tools, such as a unique and comprehensive [monitoring tool](#) to support partners in monitoring the right to education,, to report on government compliance with their obligations and/or support claims for its full realisation. Little has been done for litigating or supporting litigation. We expect the external review to show the impacts of these different activities and help us to refine our role in order to best serve our partners.

RTE works with a wide range of partners. We expect the external review to map the scale and diversity of our network and to provide detailed information on our role and influence in supporting the realisation of the right to education.

RTE's structure and governance have evolved since its creation in 2000. In 2017, the governance moved from a steering committee made up of five civil society organisations, to a board of independent trustees. We expect the external review to reflect on RTE's current structure, and provide recommendations on the appropriate format for RTE's governance and fundraising.

More generally, we expect the external review to conclude the usefulness - or not - of RTE's existence to support partners working in the education, human rights and development fields and to contribute to the realisation of the right to education.

The information collected and analysed during the external review will be used to develop communications materials about RTE and to approach donors.

2.2 Purpose of the evaluation

2.2.1 Scope

The evaluation will cover RTE's role and impacts since its creation in 2000, with focus on the past 10 years, particularly the last 3 years. If relevant, the analysis could make a distinction between the different structures in place during RTE's evolution, and concretely during its three main phases: a UN Special Rapporteur Project, a collaborative initiative of five civil society organisations hosted by ActionAid, and a fully independent charity).

The evaluation will cover different dimensions of RTE's work:

- Its activities and their impacts - for the realisation of the right to education and for the partners we support
- Its network and influence/role in the education and human rights fields
- Its current focus areas and strategy
- Its visibility / recognition by others
- Its structure and governance, including its funding structure

2.2.2 Questions to guide the evaluation

The evaluation will need to seek input and information from within and outside of the organisation in order to answer the following questions:

As regards our activities and impacts:

- Does the website provide relevant and useful information for our partners? How is it used?
- Does the website have a significant public facing role, and is the information provided relevant to our audience(s)?
- How do people see / value RTE ? As a think-tank / NGO / Research body / Advocacy organisation? How do others understand / see our niche?
- How effective has existing advocacy work been? What are RTE's advocacy strengths? What would it need to do differently to enhance advocacy impact? Should RTE do more advocacy work?
- What more should RTE do?
- What are the impacts of our activities? Which one(s) is/are the most relevant?
- What is RTE's added value in the education, development and human rights field? What makes us unique?

As regards our partners and network:

- What is our existing work and outreach with organisations/partners/groups? Are there areas that we tend to do more joint work on or is this consistent across our areas of work? What are the common characteristics of those we partner up with?
- How is our work useful for our partners? What are the most useful aspects of our work?
- What type of support do they need which we currently do not provide, or could better provide?
- What is the influence of our work to advance the realisation of the right to education? Do we miss key advocacy targets, including actors and opportunities?
- Should we strengthen work and outreach with other organisations? Should this be more about diversity of reach/coverage, global dynamics, or other issues?

As regards our focus areas and the present strategy:

- Our current strategy focuses on four thematic areas: non-state actors' involvement in education, early childhood care and education, the right to education of migrants and the right to education in a growing digital world. Are they still relevant and important? Do they address the needs and expectations of the education community?
- Are there emerging or critical issues we should focus on?
- What strategy would respond best to the needs of our partners and to the current challenges/threats to the right to education we face in the current context?

As regards our visibility and recognition by others:

- Is RTE well known among the education and human rights activists that would benefit from our work?
- How is our visibility on media and social media? Would it be of value to be more visible to a general audience?

As regards our structure and governance:

- What works well and what does not in regard to governance and what alternative structures should RTE consider?

2.3 Methodology and timeline

Below is our proposed methodology that will be discussed with the selected consultant(s). The timeline is indicative, and will be discussed with the consultant(s), however, we need the external review to be completed by September / October 2022 at the latest. In their proposal, the consultant(s) will take this element into account.

| Steps | Description | Outputs | Actors involved |
|--|-------------|---------|--------------------------|
| 0. Send out the call for proposal | | | RTE's Board and Director |

| | | | |
|--|---|--|--|
| <i>Early March</i> Review proposals <i>Week of 21st March</i> Appoint consultants <i>End March</i> | | | |
| 1. Establishing the study framework <i>March / April 2022</i> | <ul style="list-style-type: none"> - Study of background papers - Preliminary interviews if relevant (with donors, for instance) - Draft the study framework - Finalisation with RTE team | <ul style="list-style-type: none"> - Study framework | <ul style="list-style-type: none"> - RTE's team - RTE's board - RTE donors? |
| 2. Collecting information and draft analysis <i>April / May 2022</i> | <ul style="list-style-type: none"> - Draft interview questions - Conduct interviews (a list will be provided) | <ul style="list-style-type: none"> - Interview questions - Useful feedback from interviewees - Draft analysis | <ul style="list-style-type: none"> - RTE team - RTE's board members (current and former) - Selected RTE's advisers - Selected RTE's partners and users |
| 3. Discussing the draft analysis with RTE <i>May 2022</i> | <ul style="list-style-type: none"> - Presentation of the first analysis and discussion with RTE's team and board. - The format of the discussion to be proposed by the consultant | <ul style="list-style-type: none"> - Discussion framework - Notes of the discussion | <ul style="list-style-type: none"> - RTE's team - RTE's board |
| 4. Completing the collection of information if needed and relevant <i>May / June 2022</i> | <ul style="list-style-type: none"> - Conduct additional interview and/or additional information if needed by on the discussion with RTE | <ul style="list-style-type: none"> - Useful feedback from interviewees | <ul style="list-style-type: none"> - to be determined |
| 5. Production of a second draft and presentation to RTE for final feedback <i>June / early July 2022</i> | <ul style="list-style-type: none"> - Complete the draft analysis - Review and comment by RTE's team and Board - Discussion with RTE's team and board (and donors?) | <ul style="list-style-type: none"> - Second draft - Presentation to RTE's team | <ul style="list-style-type: none"> - RTE's team - RTE's board - Donors? |

| | | | |
|--|---|------------------------------------|---------------------------------|
| 6. Finalisation of the external review <i>June 2022</i> | - Finalisation of the analysis and production of documents - Validation by RTE | - Final report | - RTE's team - RTE's Board |
| 7. Presentation to donors and partners <i>Early July or September 2022</i> | - Organisation of a presentation to donors and partners | - Presentation of the final report | - Donors - Selected partners |

2. 4 Means of implementation

2.4.1 Human means

Consultant mission:

- Propose a methodology for the evaluation
- Collect and analyse the data, including through the organisation of a discussion with donors and partners
- Draft the expected documents as described above, included a final report
- Organise the presentations of the results to RTE and to external partners, including donors

Consultant(s) profile:

- Solid experience in conducting external evaluations, with a preference for experience of evaluations for human rights international NGOs
- Good understanding of the international NGO context, with a particularly focus on human rights organisations
- Good understanding of the role of human rights organisations
- Good understanding of collaborative work / work conducted with/through networks

2.4.2 Financial means

The maximum budget for the evaluation is \$30,000. This budget will include:

- Consultant fees
- Consultant expenses

3. About the selection process

The consultant will provide:

- A CV
- A methodology proposal
- A detailed budget proposal

The deadline to apply is: 20 March 2022, Midnight GMT.

Proposal to be sent at jobs@right-to-education.org

The selection will be completed by the week of 21st March, with an appointment at the end of March.

4. Documents

- RTE website: www.right-to-education.org
- [RTE's Strategic Plan 2020-22](#)
- [RTE 2020 Annual Report](#)
- Other documents will be provided to support the evaluation