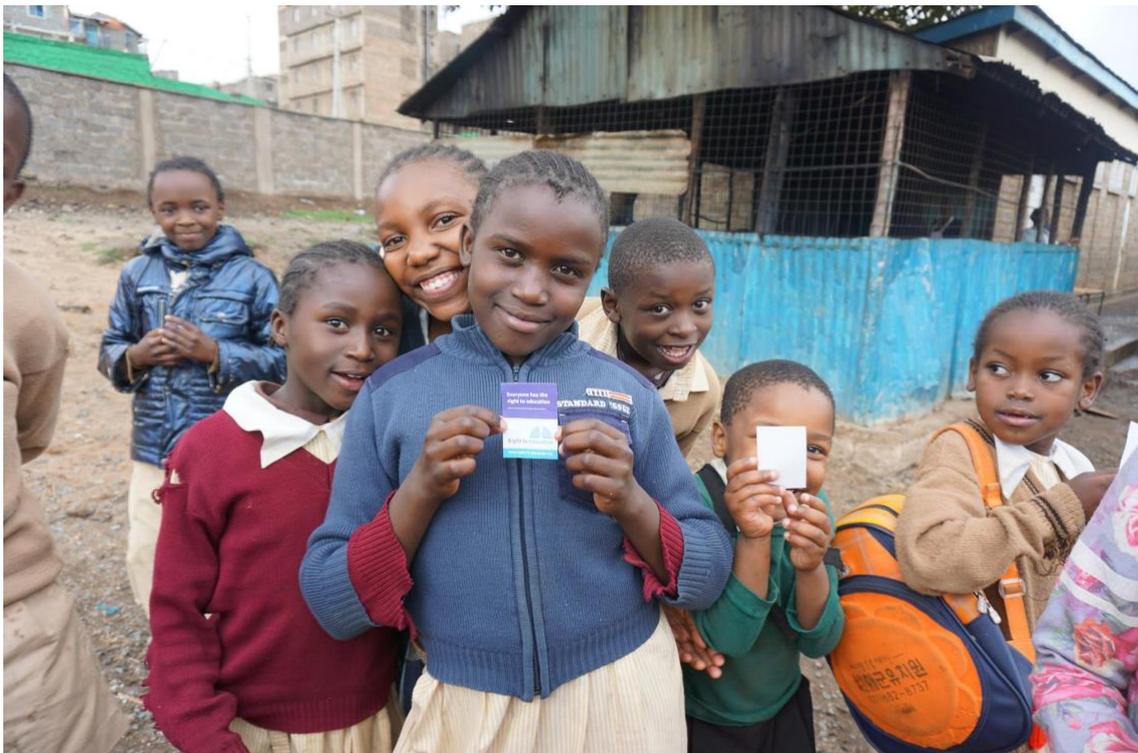


Right to Education Initiative

Annual Report 2018



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Right to Education

www.right-to-education.org

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

Sergio Rozalén – Communication 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

Rob Doble, Save the Children

Ayan Hassan, Financial consultant

Elin Martinez, Human Right Watch

Anjela Taneja, CARE India

Veronica Yates, Child Rights International Network.

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 2018, following its [Strategic Plan 2017-2019](#), RTE's work has focused on the following thematic areas: Privatisation and human rights; the right to education of migrants; Education 2030; and Monitoring of the right to education.

1. Privatisation in education and human rights

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

#EducationBeforeProfit

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

In close partnership with Amnesty International, Equal Education Law Center, the Global Initiative for Economic, Social and Cultural Rights and the Initiative for Social and Economics Rights, RTE has led on the development of [human rights guiding principles on States' obligation related to private schools](#). These Guiding Principles (GPs) aim at compile 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 February 2018, we held a consultation on the draft of the GPs in [Geneva](#) and in June 2018 a national consultation was organised in [Nepal](#) to ensure that rights- holders, including marginalised groups, have a say in the shaping of the text. In addition, over September and October 2018, we run an [online consultation](#) on one of the latest version of the draft. We received 107 answers from civil society organisations (30%), parents (8%), schools (7%), academics (5%), private actors (4%), states representatives (4%), donors (3%) and others (%) including teachers, students, media, and UN agencies (ILO and UNESCO). The comments made at these consultations have been taken into account in the successive revised drafts. In the meantime, Consultants drafted background papers on specific issues to inform the drafting of the text.



Geneva consultation, February 2018



In March 2018, UNESCO mentioned the development of the guiding principles in a [document](#) (para 11.) for the April session of the Executive Board and [states discussed it](#) (para. 6 and 9). While the Guiding Principles were drafting, we informed about the development of the process. For instance, in July 2018, RTE's Director presented the development of the Guiding Principles at an OIDEL [Side-Event](#) in Geneva.



Drafting Committee meeting, June 2018

In April 2018, a [drafting Committee](#) of ten human rights experts was established to facilitate the elaboration of the GPs. The Committee reflected a diversity in many respects, including in terms of background, geography, expertise, legal system experience, languages, personal views, and gender. The Committee Members were composed of some of the current best legal experts on the right to education and economic, social and cultural rights worldwide, and include current or former UN and

regional human rights bodies mandate holders, acting in their individual capacities. This group was made up of legal experts only as their task is to work on all the comments and inputs received to guarantee that the final draft be a rigorous interpretation of existing legally binding human rights law, which may be used in court and other legal processes. They met three times face to face. The first time in Geneva in June 2018 (see the [news](#)). Then they met in London in September 2018 and in Geneva again in October 2018. Each time they review the current draft taking into account the various comments made. The drafting Committee of human rights experts worked with a group of non-legal experts who ensured the text responds to reality and drafted the introduction of the Abidjan Principles.

B. Advocacy against the commercialisation of education and for the strengthening of the public education system

➔ Awareness raising

In **March 2018**, RTE participated in the [CIES](#) and facilitated a workshop on the role of accountability and transparency in strengthening public education systems and chaired a panel on the privatisation in francophone countries



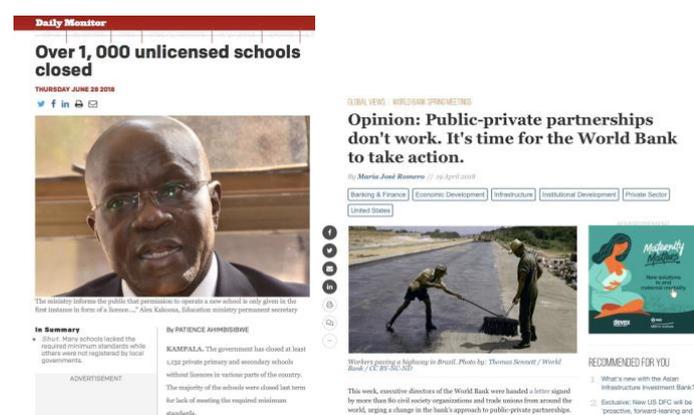
In **November 2018**, RTE participated in workshop in London on [Working Together: Human Rights and the Sustainable Development Goals](#), organised by Professor Sandra Fredman (Oxford) and Dr Meghan Campbell (Birmingham) of the Oxford Human Rights Hub in partnership with the British Academy, where Professor Fredman launched her report on '[Working Together: Human Rights, SDGs and Gender Equality](#).' RTE presented in a panel on the role of private actors in SDGs and human rights, focusing particularly on the role of private actors in education and its impacts on the rights to education in light of the research and any analysis done with partners organisations over the past years. We highlighted the development of the guiding principles.

➔ Advocacy against the commercialisation and privatisation of education

Throughout 2018, RTE continued its collective advocacy actions to confront the expansion of an international model of low-cost private schools run by multinationals that undermine the right to education:

- In February 2018, we published a joint [statement](#) to alarm about the worrying situation in Uganda where BIA does not respect State's decision to close the schools.
- In March 2018, we published a [joint call](#) to urge investors to cease their support to BIA
- In April 2018, we wrote a joint response to [BIA](#) in [Norrag blog](#).
- In September 2018, Global Justice Now sent a letter to International Development Secretary Penny Mordaunt on behalf of a range of groups to call on the UK to halt funding for Bridge International Academies. RTE supported it. See the [news](#). This was picked up by the [Morningstar](#). [Schools have been closed](#) in Uganda.

In April 2018, RTE also signed the [Civil Society Organisation' open letter to World Bank Executive Directors on the Bank's approach to Public-Private Partnerships \(PPPs\)](#) expressing our alarm on the increasing use of PPPs to deliver public services around the world, such as education, and in particular the World Bank's role in promoting these contracts. See the [Op-ed in Devex](#)



➔ Advocacy for the strengthening of the public education system

In August and September 2018, RTE met with some Embassies based in Paris to advocate for the introduction of a paragraph on the regulation of private actors and the strengthen of public education in the forthcoming Declaration of the States of Francophonie. We strongly advocated for the introduction of *free* education in the text. The [Erevan Declaration](#) adopted in October 2018, include a paragraph 45 based on our suggestion, including the mention of free education.

2. Migrants & Refugees - #RefugeesEducation

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



With the support of A4ID and pro bono law firms and the help of a consultant, RTE wrote a paper 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](#). The report was printed by UNESCO and used for UNESCO's presentation at a [NORRAG Thematic Day on Education and Migration](#). RTE's Director made a [video](#) for the launch of the GEMR report in December 2018. Information was shared with the UN Special rapporteur on the right to education and some were referenced in her [report](#) on the right to education of refugees.

RTE also wrote a paper for UNESCO Right to Education Programme on the right to education of refugees, presenting concrete and promising measures taken by states to ensure inclusion of refugee populations in national systems. The information were integrating in a draft UNESCO policy paper on '[Enforcing the right to education of refugees](#)' and RTE's director gave a presentation at an [international expert meeting on public policies supporting the right to education of refugees](#), held in Barcelona in December 2018.



In June 2018, RTE together with the Global Initiative for Economic, Social and Cultural Rights (GI-ESCR) and UNESCO, submitted a joint [written contribution](#) to the [consultation](#) on the Global compact on refugees regarding the right to education of refugees. The contribution suggested to emphasise that education is a human right, universally recognised under international law.

3. Education2030 - #Education2030

www.right-to-education.org/education2030

RTE wrote a background paper for the UNESCO Global Monitoring Education Report and their [2018 Gender Review: Meeting our commitments to gender equality in education](#) on '[Country commitments to gender equality in education](#)'. RTE participated in the [launch](#) in London as panellist member and [presented](#) its report at CIES 2018 in Mexico.



4. Monitoring the right to education - #RTEMonitoring

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

In 2018, RTE developed a project in Ukraine to monitor education under attack through a photography and video documentary, in collaboration with national and human rights organisation and two journalists: a photographer, Diego Ibarra Sanchez and a video journalist, Ricardo Marquina. They went to Eastern Ukraine in March 2018 to collect visual data, and other information through interviews, on the basis of a guidance note prepared by RTE. They came back with 38 photographs, video and interviews. A multimedia essay will be published in 2019.



© Diego Ibarra Sanchez / RTE

RTE started a collaboration with three students at Sciences Po Paris on monitoring inequalities in higher education. They wrote a report, based on the framework of RTE monitoring guide, on inequalities in higher education based on region of origin and socio-economic background. 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 submit a new project for next year to do further research and advocacy.

RTE participated in the [ESCR-Net Monitoring Working Group](#) contributed to the monitoring of the work on the UN Committee on Economic, Social and Cultural Rights, particularly its follow-up procedure for concluding observations and recommendations. RTE provided a list and analysis of UN Treaty bodies recommendations selected for follow-up.

RTE continued its collaboration with Results in monitoring the right to education, within their RTE Index project, providing technical advice. RTE presented on using human rights mechanisms at the [webinar](#) they organised in July 2018.

RTE also engaged with ActionAid on how to improve the use of the [Promoting Rights in Schools Framework](#) and participated in a [conference on data justice](#) taking place in Cardiff in May 2018.



In 2018, in collaboration with UNESCO, drafted [Handbook on the right to education](#), which was published in January 2019. It will serve as a reference for any future training programmes or workshops, including for monitoring. It 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.

Information & experience sharing

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 2018 [RTE's website](#) consolidated its position as **the most specialised and specific online resource on the right to education** in English, French, Spanish, and Arabic.

RTE's website reached **789,054 pageviews** (+29% compared to 2017), including a significant increase in pages in other languages rather than English (+48% for the French, +87% for the Spanish and +32% for the Arabic).

Our website activity in 2018:

- 1 [new page on home schooling](#)
- 8 [updated pages](#)
- 35 [new resources](#)
- 16 [news items](#)
- 8 [blog posts](#)

All issues pages and new items were translated in [French](#) and [Spanish](#), some in [Arabic](#)

Social media and media Impacts

Through 2018, RTE increased its social media presence across several platforms, including:

[Facebook](#) (5,100 followers, +8%) and [Twitter](#) (3,161 followers, +35%), which we regularly updated on our work, news on the right to education, and promotion of our networking and advocacy activities.

[LinkedIn](#): both a regular page and a discussion forum on the right to education

e-Bulletin (625 subscribers, +9%: RTE's monthly newsletter increased its subscribers and continued informing on updates and resources related to the right to education

Media impacts: RTE's staff promoted our work via several press releases, interviews with radio and press media, and contributions to independent blog posts.



Networking

In 2018, 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.
- **The privatisation in Education and Human Rights (PEHR) consortium**: RTE contributed to the PEHR Consortium, leading the work on the development of the Guiding Principles and participating in joint actions, such as advocacy against the commercialisation of education (see above).
- **The francophone coalition against the commercialisation of education**: In 2018 we started discussing with researchers based in Europe (Thibaut Lauwerier, Jennifer Robert, Marie-France Lange) and with organisations in Mali, Tunisia and Lebanon the idea of developing a network of Francophone researchers working or willing to work on the role of private actors in education. We organised several meetings with them.
- **ESCR-Net monitoring and economic policy working groups**: On 8-10 February 2018, RTE attended the ESCR-Net Policy Working Group Strategy Planning Meeting, in Tunis.

In 2018, RTE participated in two events organised by the Global Campaign for Education:

- In May 2018, RTE participated in the Financing Education 2030 conference in Beirut organised by ACEA by the Arab Campaign for Education for All (ACEA) and others, aimed to merge civil society efforts in the region and co-construct a regional strategy for securing financing for the achievement of Sustainable Development Goal 4 (SDG4). In a panel discussion about 'Opportunities and gaps in financing of education in emergencies situations', RTE's Director gave a presentation through a human rights lens on 'Public versus private: the challenge of access to free education during emergencies'.
- In November 2018, RTE participated as an observer to the GCE 6th World Assembly held in Kathmandu, Nepal under the theme 'Transforming Public Education Systems For Equality, Inclusion And Justice'.

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.



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AFFAIRES ÉTRANGÈRES



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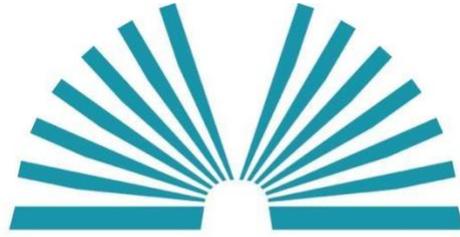
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PERMANENT MISSION OF FINLAND
GENEVA

Annual financial statements

In 2018, 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.



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