



Right to Education

Strategic plan 2017-2019

Summary

For more than fifteen years, the Right to Education Project (RTE) – now called the Right to Education Initiative¹ has promoted accountability and mobilisation on the right to education through policy-linked research, interdisciplinary knowledge transfer, technical support, and capacity building. It has developed a clear niche as the definitive website on the right to education, with ground-breaking work on indicators and innovative research. See Annex for an overview of RTE's achievements.

In the strategic period 2017-2019, RTE will consolidate and build on its unique position and the credibility it has gained over the years, and place much greater emphasis on:

- increasing awareness and information sharing on the right to education
- contributing to the production of robust legal research and analysis on various aspects of the right to education, particularly the focus/priority areas defined in this strategy
- reinforcing capacities on the right to education
- contributing to advocacy and mobilisation to advance the right to education and hold states accountable

More specifically, RTE will continue promoting the right to education by shedding light on relevant international, regional, and national legal frameworks and its use, particularly as regards states' obligations to guarantee free quality education for all - including refugees and migrants, and the role of private actors in education. In addition, RTE will continue developing meaningful indicators and guides to monitor the right to education, taking into account [Sustainable Development Goal 4](#) (SDG4) - *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all* - and the [Education 2030 Framework for Action](#) (FFA). RTE will also

¹ On 19 May 2017, RTE became an independent charity organisation under UK law and changed its name to better fit its purpose. The use of 'project' gives the impression we are temporary when we are not. It is also a good opportunity to refresh RTE's identity as we become independent. We chose 'Initiative' as its definition best reflects our vision and mission: *'the power or opportunity to act or take charge before others do'*.

support the work of right to education activists on the ground while advocating at international level for the defence of the right to education.

At a time when the right to education continues to be violated, it becomes increasingly imperative that members of civil society worldwide share their experience and join forces to ensure the full realisation of the right to education for all. RTE will facilitate and reinforce the connection between them through the increased use of the large language communities (English, Spanish, French and Arabic). Only a more concerted and collaborative approach that is purposely linked at the global, national, and local levels has the chance to change the global, national, and local trends and the complexity of a system that increasingly treats education more as a private commodity instead of a public good and human right.

Created in 2000 by the first UN Special Rapporteur on the right to education, Katarina Tomasevski, to support her in her role, in 2008 RTE became a collaborative initiative supported by ActionAid, Amnesty International and Global Campaign for Education, and later joined in 2012 by Save the Children and in 2013 by Human Rights Watch. RTE has been hosted in ActionAid's London Office and has evolved from a project in support of a UN Special Rapporteur to a project with a broader base and stronger focus on influencing and supporting civil society education actors. In the strategic period 2017-2019, RTE will move forward and will become an independent charity.²

² On 19 May, RTE became an independent charity organisation under UK law. See: www.right-to-education.org/news/rte-newly-established-independent-organisation-uk

Who we are

The Right to Education Initiative is a global human rights organisation focusing on the right to education. It is a collaborative initiative supported by a wide variety of actors, including [ActionAid International](#), [Amnesty International](#), [Global Campaign for Education](#), [Save the Children](#) and [Human Rights Watch](#).

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 legal analysis and research 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.

Our principles

The following principles apply to RTE's work:

- education is a right and not a privilege
- the right to education is a civil, cultural, economic, political, and social right and enabler of other rights. RTE draws on the full range of international instruments with a particular focus on the International Covenant on Economic, Social and Cultural Rights and the Convention on the Rights of the Child, promoting their implementation at the national level
- the right to education applies to both children and adults. RTE embraces a comprehensive definition of the right to education, which includes formal and non-formal education, early childhood, primary, secondary and vocational training and higher education
- RTE bases its work on a holistic vision of the right to quality education as defined under international law. Namely, education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms
- RTE draws inspiration from the [4 As Framework](#) enshrined in international law, which states that the right to education should be Available, Accessible, Acceptable, and Adaptable

- RTE based is work on the typology of states' obligations (respect, protect, fulfil) as a framework for holding states accountable
- RTE promotes a human rights based approach – incorporating the principles of participation, accountability, non-discrimination, empowerment, and link to the human rights legal framework
- RTE works through collaborative partnerships aimed at empowering right to education advocates and bridging the disciplines fields of study of human rights, development, and education
- Real change in people's lives comes from the mobilisation of local individuals and communities. RTE works as a catalyst for change, identifying and sharing new ideas and solutions and motivating people to work together to take action for themselves
- RTE values diversity and works in a global, multi-cultural, and inclusive environment

Structure & governance

Executive Board

RTE's Executive Board meets regularly throughout the year and includes a Chairperson and Treasurer, elected by the Executive Board. It oversees the financial situation and general direction of RTE's work.

RTE's current Executive Board is composed of:

- David Archer, ActionAid
- Clive Baldwin, Human Rights Watch
- Iain Byrne, Amnesty International
- Rob Doble, Save the Children
- Ayan Hassan, Muslim Aid
- Elin Martinez, Human Right Watch
- Anjela Taneja, Independent Consultant
- Veronica Yates, Child Rights International Network

Staff

Two full time staff supports RTE's work:

- an executive coordinator
- a project officer

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

Network of advisers

RTE benefits from an extensive network of advisers 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 key advisers is:

- **Fons Coomans** (Professor at Maastricht University, Faculty of Law and Chairholder of UNESCO Chair in Human Rights and Peace)
- **Camilla Croso** (General Coordinator of the Latin-American Campaign for the Right to Education and President of the Global Campaign for Education)
- **Christian Courtis** (Human Rights Officer at OHCHR in the Sustainable Development Goals Section)
- **David Edwards** (Deputy Secretary General of Education International)
- **Simon McGrath** (Professor at University of Nottingham, UNESCO Chair in the Political Economy of Education)
- **Geoff Gilbert** (Professor of International Human Rights & Humanitarian Law, School of Law and Human Rights Centre, University of Essex)
- **Chris Grove** (ESCR-Net Executive Director)
- **Peter Hyll-Larsen** (Education Rights in Emergencies Consultant)
- **Steven Klees** (Professor of International Education Policy at University of Maryland)
- **Philippa Lei** (Director of Programmes and Advocacy at Malala Fund)
- **Keith Lewin** (Professor in International Education and Development at University of Sussex)
- **Angela Melchiorre** (Independent Human Rights Consultant)
- **Mary Mendenhall** (Assistant Professor of Practice, International and Comparative Education Programs, Teachers College, Columbia University)
- **Kate Moriarty** (Independent Consultant on education, human rights and international development)
- **Rolla Mounne** (Programme Specialist, Right to Education Programme, UNESCO)
- **Albert Motivans** (Head of Education Statistics at UNESCO Institute for Statistics)
- **Vernor Muñoz** (Plan International's Global Advisor on Education, Former UN Special Rapporteur on the right to education)
- **Salima Namusobya** (Executive Director of the Initiative for Social and Economic Rights in Uganda, expert member of the 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)
- **Rene Raya** (Lead Policy Analyst at Asia South Pacific Association for Basic and Adult Education)
- **Baela Raza Jamil** (Director of Programme at atldara-e-Taleem-o-Aagahi (ITA), Centre for Education and Consciousness)
- **Ignacio Saiz** (Executive Director of the Centre for Economic and Social Rights)
- **Refat Sabbah** (Director of the 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** (Associate Professor, Faculty of Education and Director, Centre for Education Rights and Transformation, University of Johannesburg)
- **Toni Verger** (Professor at Autonomous University of Barcelona)

Why we are unique

RTE is the only non-governmental international human rights organisation solely dedicated to the promotion and defence of the right to education in all its aspects.

Why we exist

- around the world millions of people continue to experience discrimination, exclusion, and violations of their right to education, while education can play a critical role in advancing other human rights and a fairer/more equal and tolerant world
- states' international legal obligations and human rights mechanisms need to be demystified, de-codified, and democratise, and the capacities of development organisations strengthened to access and use effectively those instruments to hold their government to account
- robust legal research and analysis are needed to support rights-based advocacy
- civil society organisations are increasing their engagement in the right to education and there are greater opportunities for online facilitation and support

What we will do over the next years

Strategic goals

We have four overall goals for the coming three years:

- Goal 1: Increase awareness and information sharing on the right to education
- Goal 2: Conduct robust legal research and analysis on various aspects of the right to education, particularly in the focus/priority areas
- Goal 3: Produce practical resources which reinforce capacities on the right to education worldwide
- Goal 4: Contribute to advocacy and mobilisation to advance the right to education and hold states and non-state actors accountable

Goal 1: Increase awareness & information sharing on the right to education

RTE will increase awareness on the right to education, making the legal framework understandable and accessible and will facilitate information and experience sharing.

Objectives

1. maintain RTE's role as the definitive web resource on the right to education
2. continue explaining and popularising the legal framework particularly in priority areas
3. promote exchanges of views and information on the right to education and related issues through both offline and online (social media and the website) dissemination
4. diversify the news and blog posts topics to ensure all aspects of the right to education are covered
5. increase and maximise the resources in French, Spanish, and Arabic and actively promote exchange amongst these language communities
6. extend and strengthen the global community of practitioners advocating for the right to education

Key activities

- **Expand and update the website content – aiming to reach 500,000 people visits each year**
 - ✓ add new thematic pages and update the current ones
 - ✓ develop new success stories and case studies to show examples of how civil society has used human rights mechanisms and human rights-based approaches to advance the right to education
 - ✓ add new resources to the online library in English, French, Spanish, and Arabic
 - ✓ develop a case-law database in collaboration with ESCR-Net, CRIN, universities, law firms (pro-bono)
 - ✓ create videos and additional user-friendly tools to raise awareness on the right to education
 - ✓ publish regular news on the right to education
 - ✓ invite experts to contribute to the RTE blog in English, French, Spanish, and Arabic
- **Share the latest information related to the right to education**
 - ✓ develop a communication strategy
 - ✓ Produce a monthly e-bulletin highlighting new resources, blog posts, news and other relevant information
 - ✓ Share information on social media networks, particularly on Facebook, Twitter and LinkedIn
- **Strengthen the online community of practice**
 - ✓ stimulate discussions on the online discussion forum and the LinkedIn group on the right to education (e.g. on monitoring the right to education)
 - ✓ send invitations to join these online groups
- **Promote the French, Spanish, and Arabic versions of the website**

- ✓ increase the number of visitors on the French, Spanish, and Arabic versions of the website – aiming to double the number of visitors to each version over three years
 - ✓ reach new followers on Twitter, Facebook, and LinkedIn
 - ✓ invite French, Spanish, and Arabic speaking experts to contribute to the blog
 - ✓ translate news, blog and new contents
- Carry out a deeper analysis of the uptake and use of our website in order to better adapt it to user needs

Goal 2: Contribute to the production of robust legal research and analysis

RTE will do more research and analysis on the right to education to inform current debates and challenges. We will particularly focus on the role of non-state actors in education, the right to education of refugees, migrants and internal displaced people, and the 2030 Education Agenda from a human rights perspective.

Objectives

1. undertake strategic research to deepen understanding on key trends and new issues, particularly in RTE's focus/priority areas
2. use and promote this research to support partners' advocacy work

Key activities

- Continue research on the role of private actors in education from a human rights perspective
 - ✓ develop human rights principles to apply to the role of private actors in education, in collaboration with Global Initiative for Economic, Social and Cultural Rights and other partner organisations
 - ✓ continue the research on the link between the increased role of private actors in education and the need to increase public funding through tax revenues, including desk research and participatory research at community level
 - ✓ identify good examples/practices of non-states actors' involvement in education aligned with human rights – including in the context of Public-Private Partnerships
- Undertake legal research and analysis on other focus/priorities areas – including research and analysis of national constitutional and legislative provisions on specific aspects of the right to education
- Use this research for advocacy work or to support the advocacy work of partner organisations

Goal 3: Reinforce capacities on the right to education

RTE will provide practical outreach, capacity development workshops, and accompaniment programmes to civil society organisations worldwide that are keen to deepen their understanding of the right to education and use of rights-based approaches to education.

Objectives

1. develop tools to support civil society organisations in monitoring the right to education and holding states accountable
2. provide on-going support to development organisations wishing to adopt a human rights-based approach to their work through ad hoc meetings or online assistance

Key activities

- [Develop a handbook on the right to education](#) in collaboration with UNESCO
- [Promote and improve the new online monitoring guide and accompanying right to education indicators selection tool](#)
 - ✓ organise presentations of the guide to various audiences: civil society organisations, UN partners, researchers, states' representatives.
 - ✓ support the use of this resource in the context of governments and CSOs operationalising SDG4 (adding national and regional indicators to the thematic and global ones)
 - ✓ provide technical support to national civil society organisations wishing to monitor the right to education, using the guide and selection tool
 - ✓ organise online trainings to reach partner organisations worldwide
 - ✓ improve the list of indicators, particularly in RTE's focus/priority areas (role of private actors, financing of education, migrants and refugees, quality of education)
- [Develop tools and organise training and workshops on RTE's focus/priority areas on understanding education as a human right and on using human rights mechanisms](#)

Goal 4: Contribute to global advocacy mobilisation

Objectives

1. ensure the right to education is taken into account in the global discussions and decisions related to education and/or human rights
2. develop and strengthen RTE's circles of influence to advocate widely and deeply for the right to education

Key activities

- Participate in key education or human rights events and forums where we can add value
- Identify regional and global venues/spaces where the right to education is being discussed or challenged and advocate for the right to education in these spaces (e.g. the Global Partnership for Education or the emerging Education in Emergencies platform or the World Bank's Development Report on Education in 2018)
- Maintaining continuous and institutionalised relations with key organisations influencing the right to education, such as UNESCO, UNICEF, the UN Special Rapporteur on the right to education, and UN treaty bodies
- Maintaining and expanding relationships with civil society organisations, in the fields of education and human rights
- Engage dialogue with non-state actors involved in education

Focus/priority areas

RTE has limited resources and therefore needs to focus its work on a number of key issues in order to be efficient. Having taken into consideration the current global context, RTE will focus its work for the next three years on the following areas:

- the role of private actors in education
- the right to education of migrants, refugees, and internally displaced persons
- the 2030 Education Agenda from a human rights perspective

The role of non-state actors in education

Increasingly there are powerful actors and donors, such as the World Economic Forum, the World Bank (especially the IFC), DFID, and some private foundations who are promoting the idea that private actors have a key role to play in helping to achieve the 2030 Education Agenda. There is a growing education market driven by big companies and entrepreneurs who are supporting low-cost private schools in low and middle-income countries, including fragile countries. This situation is

exacerbated by pressures on the public financing of education owing to economic crisis and neoliberal macro-economic policies – which create a crisis in the quality of public education and a loss of confidence in the public sector.

Since 2012, RTE has looked at this new phenomenon from a human rights perspective, collaborating closely with the Global Initiative for Economic, Social and Cultural Rights (GI-ESCR). Our research and analysis has shown how the growing role of private actors in education, particularly for-profit companies, can undermine the right to education, creating segregations and discrimination, lowering the quality of education and shifting us back from the significant gains made just a decade ago in abolishing user fees and promoting free education for all. Our research has also looked at states' extra-territorial obligations regarding the right to education as this increasing involvement of non-state actors in education includes companies or other institutions based in the northern countries but operating in developing countries.

Other partner organisations have started to work more closely on this issue too, such as ActionAid, Amnesty International, Education International, Global Campaign for Education, Oxfam, and RESULTS. Together, with GI-ESCR and OSF-ESP, in 2015 we decided to form an informal consortium to facilitate rapid response to developments and reinforce our collaboration and advocacy work on this salient topic.

In the next three years RTE will contribute to reach the objectives set by the consortium, which are:

1. build a stronger movement that is critical to addressing privatisation in education
2. define and finalise human rights principles on the role of private actors in education
3. define solutions and develop a strong counter-narrative and proposals for a viable alternative
4. take action to address key issues at the national and international levels

RTE will take the lead on objectives 2 and 3:

- in close collaboration with GI-ESCR, RTE will define and finalise human rights principles on the role of private actors in education.
- continue RTE's current research on the role of private actors in Ghana, Kenya, Uganda, and Pakistan, exploring the links with declining public investment and the role of tax justice in providing solutions to the gaps generated by the privatisation of education
- based on previous work done for the preparation of the UN Special Rapporteur's report, RTE will map existing regulations, laws, and policies that may provide solutions, identifying countries that could provide good alternative models/examples
- in close collaboration with the consortium, discuss and define a joint CSO position on agreed policy recommendations adaptable to local and national contexts, including a reflection on progressive regulation and how to address different private actors

Within this joint strategy, RTE will also contribute specifically by:

- reaching out to and develop networks with francophone organisations
- engage with key stakeholders such as UNESCO, the OHCHR and the UN Special Rapporteur on the right to education

- support engagement with states that are supportive of strong public education and adequately regulated private education, particularly in London, Paris, and Geneva

In addition, RTE will work on developing specific right to education indicators to apply to the role of private actors in education.

More generally, RTE will continue to share information, tools and resources on this issue through its website and social media network.

The right to education of migrants, refugees & internally displaced persons

The ongoing increase of migrants, refugees, and internally displaced people is one of the world's biggest current human rights crises. Many children do not have access to school - or are in schools in bad conditions, due to their migrant, refugee, or displaced status. Humanitarian assistance is given to these specific groups but most of the time with a short-term vision (providing access to education in emergencies) that does not take into account the long-term perspective (providing good quality education, including psycho-social support). This has a major impact on the life and wellbeing of these children as well as the development of the societies to which they belong.

States have obligations under humanitarian and human rights law to ensure the right to education of migrants, refugees, and internally displaced people. However, this legal framework can be complex and confusing for non-legal experts, which may explain why there are few references to human rights in the advocacy work of organisations working in the field of humanitarian assistance.

In the next three years, RTE will focus on this important issue, and in particular will:

- clarify and make accessible the human rights laws that apply to these specific groups, including to undocumented migrants, highlighting the difference between each groups
- start building bridges between humanitarian and human rights law, promoting an holistic vision of the right to education in the particular contexts of migrations and emergencies – looking specifically at the content and aims of education
- identify and share best practices from a human rights perspective
- develop indicators to monitor more closely the implementation of the right to education of migrants, refugees, and internally displaced people – and the barriers that prevent them from accessing education (legal, practical, economic)
- share information and stimulate discussions on the topic on our website, particularly on the pages on [education in emergencies](#) and on [refugees, migrants, and IDPs](#).
- contribute to advocacy on the right to education of refugee, migrants, and IDPs at the international level, particularly in supporting the advocacy work of partner organisations to ensure the inclusion of human rights language and references - including through the INEE Advocacy Working Group, Education Cannot Wait, and through human rights mechanisms

RTE will develop these activities in close collaboration with key actors engaged in this field – such as INEE, Save the Children, Human Rights Watch, Amnesty International, the UNHCR, UNICEF, UNESCO, and the UN Special Rapporteur on the Right to Education.

The 2030 Education Agenda from a human rights perspective

In 2015, the international community adopted a new development agenda to be achieved by 2030, including a stand-alone [goal on education](#) to: ‘Ensure inclusive and quality education for all and promote lifelong learning’ – with specific targets. At the same time, the international education community adopted the [Education 2030 Incheon Declaration and Framework for Action](#) which elaborates on the targets and strategies. Each agenda and framework provides a monitoring process with selected indicators (global and thematic). Both are only political commitments made by states but they will drive the development agenda for the next 15 years and can be a powerful vehicle for the progressive realisation of human rights, including the right to education.

Partner civil society organisations, particularly national coalitions for education, will closely follow up the implementation of this new education agenda at the national level and will need support and capacity-building to strengthen their advocacy work for accountability – linking states political and resource commitments to their human rights obligations.

In the coming years, attention will focus on monitoring the implementation of this agenda. Therefore, there will be a key role to play for human rights organisations, such as the Right to Education Initiative – to ensure that states’ human rights obligations are taken into account in the implementation of this political agenda. There may be particular need to address the growing engagement of non-state actors in delivering public services such as education – and those implications.

Taking this context and needs into account, in the next three years, RTE will focus on this area and will:

- clarify states’ human rights obligations related to the education goal and each target, with a particular focus on free secondary education, early childhood care and education, quality education, and education financing
- provide ad hoc support to clarify the national legal framework, which can be linked to national education plans under the new 2030 agenda
- provide support and capacity building to use right to education indicators to monitor the implementation of the new education agenda from a human rights perspective with a view towards strengthening the advocacy work to impact policy changes. RTE’s new online monitoring guide and indicators selection tool will be at the heart of this activity
- more broadly, engage in the international debate on the monitoring and accountability processes of the new 2030 development agenda, particularly regarding the education goal and associated targets. This will be done through the submission of papers, publications of article and participation in conferences and online debates

RTE will develop these activities in close collaboration with ActionAid, the Global Campaign for Education, and regional and national coalitions for education particularly on monitoring the implementation of the new education agenda and on financing education; Human Rights Watch and Malala Fund on secondary education; Save the Children on ECCE; and Education International – on the quality of education.

RTE will also engage with academics, international organisations – particularly UNESCO (headquarters, regional and national offices, national commissions) and high level political fora related to the new 2030 Development agenda, as well as with national governments.

Other areas to explore

If time and resources allow, RTE will focus its work on the financing and quality of education which are major challenges.

The financing of education

The financing of education is one of the major challenges for the full implementation of the right to education and achievement of the new 2030 Education Agenda. In July 2015, a policy paper by the EFA GMR team – now GEM team – was published, *Pricing the right to education: The cost of reaching new targets by 2030*, showing ‘there is an annual financing gap of US\$39 billion over 2015-2030 for reaching universal pre-primary, primary and secondary education of good quality in low and lower middle income countries.’ In recent years, we notice a decrease in some states’ investment in education (both internally and through development aid) and at the same time an increasing involvement of private actors in education, including for-profit education providers turning education into a commodity business market.

Under international law, states have the obligation to use the maximum of their available resources to realise the right to education. Taking into account the current context, there is a key role for RTE, to de-codify and clarify states’ human rights obligations concerning the financing of education and advocate for greater and more sustainable investment in education.

In the next three years, RTE will focus its activities on this specific area and will:

- update and improve the web page dedicated to financing education, including through briefs/factsheets explaining states’ obligations in a user-friendly way; case-law; news and blog posts.
- conduct research and analysis on the link between the lack of states’ investment in education and the growing involvement of private actors in education, particularly for profit education providers – and the consequences
- develop/improve indicators to monitor the financing of education from a human rights perspective
- provide human rights support and capacity building to civil society organisations willing to do advocacy work for better investment in education

To develop these activities, RTE will work with partner organisations (e.g., ActionAid, the Global Campaign for Education) as well as international bodies (e.g. the Education Commission). Within the specific research and advocacy project implementing in collaboration with ActionAid, RTE will focus on the following countries: Ghana, Kenya, Uganda, and Pakistan. Related work will be done in countries such as Tanzania, Malawi, Mozambique, Myanmar, Nepal, and Ethiopia.

The quality of education

The right to education covers not only access to education but also the quality of education. In the last fifteen years, more focus has been put on ensuring access to education at the expense of quality. The importance of quality education is therefore reaffirmed in the new 2030 Education Agenda. However, for many, the meaning of quality education from a human rights perspective is often unclear. In addition, the measurement of all the aspects of quality education is complex so most of the monitoring done at international level focuses on one limited aspect, which is learning outcomes, particularly numeracy and literacy.

Due to the importance of ensuring quality education over the next 15 years, RTE will have a key role to play to ensure the definition of quality education used within the new 2030 Education Agenda and within states policies takes into account the human rights perspective.

In the next three years, RTE will focus its activities on this specific area and will:

- update and improve the webpage on quality education, with briefs, resources, news, and blog posts
- develop new indicators to monitor quality education from a human rights perspective
- contribute to the debate on quality education, particularly its measurement, bringing in a human rights perspective

SUMMARY TABLE

		Topics / Priority Areas		
		Role of non-State actors in education	Migrants, Refugees, Displaced persons	Education 2030 from a human rights perspective
Activities	Information Sharing	CROSS CUTTING TOPICS & ACTIVITIES		
	Research			
	Advocacy			
	Capacity Building			
		Monitoring	Quality	Finance

What we will need in order to succeed

To succeed in implementing this new strategy, RTE will need to strengthen its organisational capacity – and will particularly need to:

- review its governance structure and become legally independent
- increase its human resources by recruiting new staff
- increase its annual budget, by diversifying its donor base

RTE's path 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 December 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. 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.

In the path towards independence, RTE will:

- review its governance structure, transforming the Steering Committee into an Executive Board for better accountability
- review the role of the advisers to ensure greater involvement and support to RTE
- review its identity, moving away from the concept of 'project'
- plan a budget for its independence and fundraise to deliver on this strategy
- take all the practical steps needed for its concrete independence

On 19 May 2017, RTE officially became an independent charity organisation under UK law.

Development of RTE's human resources

In recent years, due to limited resources, RTE had to reduce its staff size whilst attempting to maintain the same level of work. A lot has been achieved but with RTE's staff often overworked. In order to implement effectively and efficiently the new strategy, RTE will need to recruit additional staff.

There are currently two full-time staff members (an executive coordinator and a project officer) and a part time research and advocacy coordinator. The RTE team also receives administrative support (including for IT and finance issues) from ActionAid and is helped by volunteers and occasional consultants working on specific projects.

Increase financial support

To implement the new strategy and related activities, RTE will need to increase its current budget and will therefore need to find additional financial support.

RTE will develop a business plan and look for new donors.

Annex: RTE's achievements

RTE has been promoting accountability and mobilisation on the right to education for over 15 years through policy-linked research, knowledge transfer, technical support, and capacity building. Recognising that real change comes from empowering civil society to help people claim their rights and to hold governments to account for the realisation of the right to education, RTE has been working as a global catalyst for change, uncovering new ideas and solutions for promoting and protecting this right.

Some of our main achievements are described below.

Our innovative practical tool to monitor the right to education

Since 2008, the RTE has focused on developing and operationalising a set of indicators based on international human rights law. RTE developed over [200 indicators](#) intended to be used as a tool to evaluate states' progress towards the full realisation of the right to education, to identify violations of the right to education, and to enable civil society to hold governments accountable for their obligations regarding education.

In 2010, RTE and ActionAid developed the [Promoting Rights in Schools](#) (PRS) framework; a practical way to monitor the right to education at the local school level using RTE's indicators. The PRS serves as ActionAid's core education programming approach and is aimed at both raising widespread awareness of education as a human right and as a means to empower local communities to seek accountability on the right to education. This tool has been used widely in Asia and Africa, helping children, parents, teachers and local communities to develop rights-based school improvement plans and generating district level and national citizens' reports on the state of education rights. RTE continues to support this initiative, producing comprehensive country factsheets (e.g. [Ghana](#), [Malawi](#), [The Gambia](#), [Liberia](#), [Uganda](#), [Zambia](#), [Tanzania](#), [Kenya](#), [Sierra Leone](#)) and supporting capacity development for local and national partners.

A [Stocktaking report](#) produced in 2012 on RTE's work on indicators, identified the need for a guide to instruct civil society on how to monitor the right to education with specific guidance on selecting relevant indicators according to the thematic focus of the monitoring work.

In 2016, RTE launched its [Right to Education Monitoring Guide](#) ('Guide') and accompanying [Right to Education Indicators Selection Tool](#) ('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.

RTE also engaged in the development of the [global 2030 Education Agenda](#), providing a critical analysis from its unique perspective, and engaging in the development of indicators to monitor this agenda (see [Applying Right to Education Indicators to the Post-2015 Education Agenda](#)).

Our groundbreaking research

At various points in its history, RTE has played a role in ground-breaking research. This started with Katarina Tomaševski's own work on free education ([*The state of the right to education worldwide. Free or fee: 2006 global report*](#)) which tracked and categorised the diverse costs that are charged to children to go to school around the world. This was a key reference point for many national coalitions launching campaigns for the abolition of user fees, demanding that primary education should be free.

Another key piece of strategic research was Angela Melchiorre's work on minimum age legislation ([*At What Age?... are school-children employed, married and taken to court?*](#)) which tracked the coherence or lack of it between legislation on child labour, education, employment, and marriage. This research, ahead of its time, showed the importance of connecting campaigns for access to education with campaigns against child marriage.

In 2013, a research brief on rights-based approaches to learning outcomes ([*Learning Outcomes Assessments: A Human Rights Perspective*](#)) was completed. This was a highly topical piece of research and analysis, distributed widely through the Learning Metrics Task Force, which challenged the increasingly dominant discourse focusing on narrow measures of numeracy and literacy to determine the quality of education.

Since 2012, given global trends, RTE has increasingly undertaken research on the role of non-state actors in education from a human rights perspective, providing clarifications on the international legal framework that applies to this issue and assessing the impact that this new and growing phenomenon has on the right to education, particularly in the 'global South'. In collaboration with partner organisations from all over the world, RTE has raised awareness on this growing dilemma and reported on cases where the right to education was undermined by privatised education. RTE's current resources on this issue include:

- [a specific webpage](#) providing key information, resources, news and useful links
- a report published in 2014 on [*Privatisation of education: Global trends of human rights impacts*](#), based on 18 social research studies on different types of private education across a variety of countries in Sub-Saharan Africa and South Asia, which were commissioned by the [*Privatisation in Education Research Initiative*](#) (PERI) in 2012. These studies have been analysed using a human rights framework in order to identify the impacts – both, negative and positive – of the privatisation of education
- a toolkit on privatisation and rights which includes a factsheet on [*10 Human rights standards for education privatisation*](#) and a training module ([training module notes](#) and [training module slides](#)). The toolkit aims to empower education advocates to better challenge privatisation as it undermines laws, policies and programmes that support the right to education
- a report submitted in 2015 to the UN Committee on the Rights of the Child and to the Committee on Economic, Social and Cultural Rights on the [*UK's support of the growth of private education through its development aid: questioning its responsibilities as regards its human rights extraterritorial obligations*](#). This report had an important impact as the issue was raised by the two Committees in [May](#) and [June](#) 2016, which both adopted concluding observations regarding this issue (see the press releases [here](#) and [here](#)). Several newspapers

covered the issue in the UK and in other countries, including [The Guardian](#), the [BBC](#) and the [Washington Post](#)

- factsheets developed in partnership with the Global Initiative on Economic, Social and Cultural Rights and the Privatisation in Education Research Initiative: (1) [Private Actors in Education & Human Rights: A Practical Methodology to Tackle the Negative Effects of Privatisation in Education on the Right to Education](#); (2) [How to Use Human Rights Mechanisms](#); (3) [Case-Studies on Parallel Reporting to Tackle Privatisation in Education](#)
- [case-law](#) related to the role of private actors in education

Our capacity development and outreach

RTE has played an important role in outreach and capacity development, helping civil society actors, students and State's representatives in diverse contexts (e.g. Tanzania, Malawi, Uganda, Ghana, India, Senegal, Mozambique, South Africa) to better understand the right to education and to design rights-based research, policy work and advocacy. This has included:

- supporting partner organisations, students and States' representative to understand education as a human right. E.g.: RTE delivered workshops to ActionAid Education Team in various countries, to Commonwealth's Representatives from various countries, to Students at the [ASPIRE](#) Conference
- supporting capacity development and advocacy strategies on the role of private actors in education from a human rights perspective for partner organisations, students and academics. E.g.: RTE delivered presentations and workshops in Uganda to several civil society organisations, to ActionAid Education Team engaged in the research on privatisation, tax and the right to education, to students participating in the Right to Education [HREA Course](#)
- supporting capacity development on monitoring the right to education using human rights indicators. E.g: RTE supported ActionAid Education Team in monitoring the right to education with the [Promoting rights in schools framework](#), gave advice to RESULTS in developing a Right to Education Index using right to education indicators

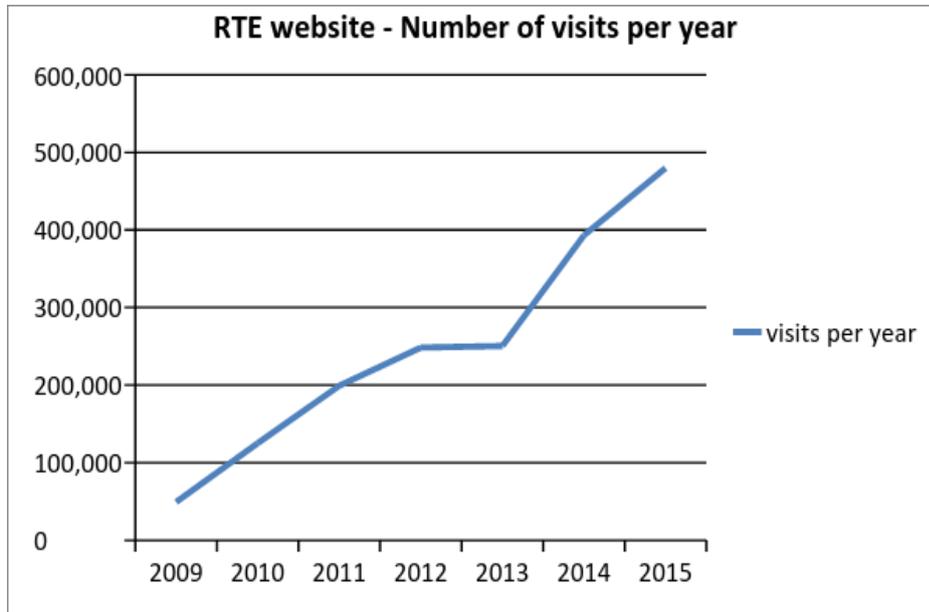
RTE works collaboratively with its extensive network, which includes its core partners – ActionAid, Amnesty International, Global Campaign For Education, Save the Children and Human Rights Watch, and 20 advisers as well as various other partners including UNESCO, the Special Rapporteur on the right to education, and civil society organisations working in the field of human rights, education or development at national, regional or international levels. We have significant links with national education coalitions, members of the Global Campaign for Education, and growing links with Education International, the world's largest teacher union organisation, and their member unions around the world.

Our unique website

Since its creation in 2000, the RTE website has become RTE's backbone and a central resource and gateway site for diverse actors on key tools and contemporary discussions on the right to education. RTE's user-friendly, extensive and unique website (www.right-to-education.org) focuses on helping

people to understand all dimensions of the right to education, whilst also offering guidance on how to effectively mobilise and advocate for advancing this right.

Since 2009, the total number of visits per year has increased constantly from 49,338 in 2009 to 479,687 in 2015. (See graph below.) We expect the next years to show further growth, especially with the addition of the monitoring subsite and alternative language websites.



In 2014, RTE undertook a revamp of the website to modernise and overhaul its content and to make the site even more user-friendly and adapted to mobile devices.

At its core the website helps users to understand [education from a human rights perspective](#); it lists the diverse [international instruments](#) that guarantee the right to education; offers guidance to look at the implementation of the right to education at [national level](#); focuses on important right-to-education [issues](#) and shares [tools](#) that help people to take action to promote, monitor and litigate the right to education including the unique interactive indicators [monitoring guide](#) and [selection tool](#) launched in January 2016 (see below). The website includes an online library with additional resources on the right to education.

In addition, the website has [news](#) stories related to the right to education, [blog](#) posts discussing right-to-education issues and [success stories](#) showing how civil society organizations use a human rights-based approach to advance the right to education.

In partnership with the Global Campaign for Education, the RTE website also hosts a multilingual online [discussion forum](#) where activists and practitioners can share experiences and connect across countries.

An [e-bulletin](#) is published every month highlighting the last updates on the website to our current network of 418 subscribers and more than 5,000 followers on Facebook, Twitter, and LinkedIn.