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# ACTIVITIES REVIEW 2014-2015

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In 2014-2015, the Right to Education project went through a difficult time going to hibernation due to limited resources and seeing its staff reduce to only one person while continuing carrying on all activities. Due to limited staff resources, any annual report has been published for this period. Here below you will find an activities review for 2014-2015. When relevant, we also indicated what has been done in 2016 related to these activities.

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## RELAUNCH & EXPANSION OF THE WEBSITE

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### Launch of the revamped website in February 2014

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In 2013, 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. The website was [relaunched](#) in February 2014.

At its core the new 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 on-line [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.

## Launch of the French and Spanish versions of the website in September 2015

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In order to reach a wider audience and to engage stakeholders in all regions of the world, in September 2015, we launched [French](#) and [Spanish](#) versions of our English website. Note that the [Arabic](#) version was launched in April 2016.

The new language versions of the website were promoted by e-mail to all RTE's contact, as well as through the e-bulletin and our social media pages. The new pages were promoted on partner's website and e-bulletin, such as GCE, CLADE, CRIN and ESCR-Net.

## Publication of new pages and resources

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In April 2014, a new [page on education in emergencies](#) was published.

In June 2015, a new [page on the right to education of minorities and indigenous peoples](#) was published, which was very well-received and got [Tweeted](#) by Minority Rights Group International.

In August 2015, a new [the justiciability of the right to education](#) was published.

During 2014-2015, more than 250 [resources](#) were added on RTE website.

## Publication of blogs and news

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RTE published about 1 blog per month covering diverse topics, a wide range of countries with the participation of writers from various backgrounds. Blogs are also published in both [French](#) and [Spanish](#). The blog is definitely a great platform for experience and information sharing. The contributions include legal analysis from human rights experts, examples of advocacy using a human-rights based approach and explanations of key issues. In 2014-2015, RTE published 32 [blogs](#).

RTE also published news every month related to the right to education. In 2015-2016, RTE published 80 [news items](#).

## Publication of monthly e-bulletins

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Monthly [E-bulletins](#) detailing the work of RTE, our partners and new content on our website were disseminated. They can be accessed, [here](#). From the launch of the website up to the end of 2015, 409 subscribers registered. Each new e-Bulletin was also shared on Facebook, Twitter, and LinkedIn to reach a wider audience.

## Strengthening of RTE's online interactive community

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[RTE Discussion Forum](#), hosted by the Global Campaign for Education, has 153 members from various background and regions. Since we launched it we have had 9 discussions and 55 posts. There are always new member requests but not so many discussions.

In 2015, we launched a [LinkedIn group](#) on the right to education to test if this platform could be better for online interactivity. We already have 87 members. For now the group has been used mainly to share information but we aim at using it for discussions and experience sharing.

### Promotion of information on the right to education on RTE's social media pages

RTE regularly share information on the right to education on our social media pages: [Facebook](#), [Twitter](#) and [LinkedIn](#), redirecting as well followers to RTE website.

- On [Facebook](#), as today we have 4,105 followers
- On [Twitter](#), as today we have 1,839 followers
- We were also active on [LinkedIn](#), mainly posting new RTE's e-Bulletin, resources, and events.

## **PRIVATISATION IN EDUCATION & HUMAN RIGHTS: RESEARCH, ADVOCAY, & CAPACITY BUILDING**

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### Development of Privatisation in education Analysis Framework

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RTE, in partnership with the Global Initiative on Economic, Social and Cultural Rights (GI-ESCR) developed a Privatisation in education Analysis Framework (PAF) to help to determine when privatisation leads to human rights violations.

The PAF was developed around five core human rights principles and standards and provide guidance on the research questions to answer in order to assess if the development of private providers undermine or violate the right to education. For each research question, the PAF indicates the related human rights standards applicable; the specific questions that need to be answered as regards the impacts on rights holders and the States' obligations. It also specifies what need to be proven for the purpose of showing a human rights violation in a UN shadow report.

The PAF has been used by our national partner organisations for the preparation of their shadow reports to UN human rights bodies. These organisations include: the Initiative for Social and Economic Rights (ISER-Uganda), the Ghana National Education Campaign Coalition, Paris Sciences Po law school Clinic, Hakijamii (Kenya), and the National Campaign for Education-Nepal.

In March 2015, RTE participated in the [CIES](#) held in Washington and organised a workshop with GI-ESCR and PERI on privatisation and human rights to reflect on the work initiated to develop the PAF. About 35 people participated in and provided very interesting feedback and comments on the key issues such as charging fees in private schools, financing private education, referring or not to education as a public good.

This PAF was also discussed during a round table on *Private education and social justice* organised in Paris on 18 March 2015 in partnership with the Global Initiative for Economic, Social and Cultural rights and Paris Sciences Po law school Clinic. The objective was to discuss general justice and policy principles that should apply to the role of private actors in education, and identify areas of agreements and areas that need further discussions. The comments made the participants

contributed to continue refine the PAF and plan the development on human rights principles to apply to the role of private actors in education.

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

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In Partnership with GI-ESCR and OSF-EPS, RTE is leading the [development of human rights principles on States' obligation related to private schools](#). In October 2015, an initial consultation was organised in London regarding the outline and process.

In 2016, a consultation was organised at CIES on a zero draft (March) and two regional consultations in [Bangkok](#) (August) and [Nairobi](#) (September).

## Development and publication of tools and resources

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RTE developed several tools and resources on the privatization in education from a human rights perspective:

- A [report](#) on Privatisation of Education: Global Trends of Human Rights Impacts, is based on 18 social research pieces on different types of private education across a variety of countries in Sub-Saharan Africa and South Asia, which were commissioned by Privatisation in Education Research Initiative (PERI) in 2012 (2014)
- A factsheet on [10 Human Rights Standards for Education Privatisation provides basic information on the right to education](#) as it relates to education privatisation, focusing on the most central international human rights legal standards that relate to privatisation.
- A two-days training module to uncover how the right to education may be impacted by privatisation and explores methods for challenging privatisation that negatively impacts education rights. The module includes [notes](#) and presentation [slides](#). It contains a session-by-session breakdown of activities, including presentations, discussion questions, and group exercises. The module is designed to be delivered by non-legal education experts.
- [Case-law summaries on cases related to private actor involvement in education](#), (2015)
- [A Digest of Observations & Recommendations of Treaty Bodies on the Role of Private Actors and the Right to Education](#) (2000-2015) (2015)
- In partnership with GI-ESCR and OSF-EPS, a [three-part series on methodologies in tackling the negative effects of privatisation in education](#) (also available in [French](#))(2015).
- In collaboration with the GI-ESCR, a [Methodological Guide to Human Rights Research and Advocacy on the Role of Private Actors in Education](#), made to provide 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 example). It draws on the experience from engaging in similar work in various countries over the last few years (2015).

They were widely disseminated on RTE website, RTE e-bulletin and our social media network.

## Research on the UK extra-territorial obligations related to the privatisation of education and reporting to UN human rights treaty bodies

### Launch and submission to UN human rights treaty bodies in October 2015

In October 2015, RTE, with 26 other organisations, submitted an alternative report to the UN Committee on the Right 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: questioning its responsibilities as regards its extra-territorial human obligations. (See the [Report to the CRC](#) and the [Report to the CESCR](#))

The report was [launched](#) in London on 15<sup>th</sup> October with a press conference held at ActionAid Office. 20 people attended it. The report got a lot of attention, including in the media and social networks. It was viewed 1355 times in October 2015 and the accompanying news item was viewed 676 times. The hashtag [#TellDfID](#) was used 454 times and mentioned and retweeted a total of 701 times. Four articles covered the launch of the report:

- [UK Abusing Right to Education in Africa, Say Campaigners](#) (teleSUR)
- [British aid to private schools could violate human rights, education unions warn](#) (Eleanor Busby, TES)
- [British aid to private schools could violate human rights, say international campaigners](#) (The Economic Voice)
- [Organisations across the world say British aid to private schools could violate human rights](#) (ETO Consortium)
- [British aid to private schools could violate human rights](#) (DeHavilland)



British organisations contributed to the success of the launch. Global Justice Now published a [friendly summary](#) of the report and together with National Teachers Union, launched an e-action to increase awareness of the issue and to apply pressure on Grant Shapps, Minister of State, DfID (See [NUT's e-action](#) and [GJN's e-action](#))

## Advocacy between the submission and the review by the UN Committees

Following the launch, with the UK organisations involved in the advocacy work, we have promoted the report nationally, meeting with members of the Parliament. The report was also shared with the Parliament [Committee on International Development](#) and the [UK Equality and Human Rights Commission](#) and [Independent Commission for Aid Impact](#).

In April 2016, we submitted a [summary](#) and [update](#) of the report to the CRC and CESCR.

## Concluding observations adopted by the UN Committee in June 2016

In June 2016, when reviewing the UK, the Committee on the Rights of the Child (CRC) and the Committee on Economic, Social and Cultural Rights (CESCR) questioned the Government about its support to private education through its aid development and adopted specific concluding observations on the issue we raised on our report. See:

- CRC/C/GBR/CO/5, 3 June 2016, Para.17-18: <http://bit.ly/1VOrXZQ>
- E/C.12/GBR/CO/6, 24 June 2016, Para.14-15: <http://bit.ly/2cpjIFwW>

We published 4 press releases:

- UK Support for Private Schools in Developing Countries Criticised by UN Committee, 24 May: <http://bit.ly/1TUo68i> (CRC, questions)
- UN Says UK Development Aid to Commercial Private Schools Could Violate Children's Rights, 10 June: <http://bit.ly/1TZfDBc> (CRC, concluding observations)
- UK Fails to Give a Clear Response to yet another UN Body Challenging its Support to Commercial Schools, 17 June: <http://bit.ly/1YwuiJI> (CESCR, questions)
- The UK's financial support to low-cost private education in developing countries in contravention of human rights, says again UN experts, 5 July: <http://bit.ly/29qDTiS> (CESCR, Concluding observations)

Other reacted:

- GCE: Stop funding for-profit private schools and prioritise free, quality, public primary schools instead: UN's request to UK government supported by GCE: <http://bit.ly/2dNxRsj>
- Brookings: Foreign aid should support private schooling, not private schools: <http://brook.gs/2dvAnlp>

Articles were published in newspapers:

- The Guardian, UK government accused of 'hijacking' aid budget to bankroll big business: <http://bit.ly/2dVBOiG>
- The Guardian, [UN criticises UK for spending aid money on for-profit private schools](#), published after an interview we had with Oliver Balch
- Bretton Woods Project, IFC pushed private education investment model criticised by UN

## Enquiry conducted by the UK Parliament International Development Committee in Summer 2016

In Summer 2016, the UK Parliament International Development Committee launched an enquiry on "[DFID's work on education: leaving no one behind](#)", included a question on this issue: "Should DFID

support low-fee schools, including private schools, in developing countries?” RTE submitted a [written submission](#).

In September 2016, we submitted an [alternative report](#) to the Human Rights Council for the Universal Periodic Review of the UK. Nine organisations joined the submission.

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### Research on privatisation, tax and the right to education

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In July 2015, RTE launched a [joint research and advocacy project with ActionAid](#) on the impact of ‘low-cost’ private schooling on the right to education, the decline in government provision of education and the benefits of a fairer tax system.

Aimed at turning the tide of privatisation of education fostered by international financing institutions, donors and new philanthropic ventures, this project coordinates community and national-level led research in Ghana, Kenya, Uganda and Pakistan. The project collects evidence to convincingly advocate for increased investment in a good quality, free and universal public school system not only in these country but globally.

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### Support to partner organisations in producing shadow country reports to bring to UN human rights bodies

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RTE provided support to the Global Initiative on Economic, Social and Cultural Rights and national partner organisations, which produced shadow reports to bring to UN Human Rights bodies. RTE reviewed, commented and endorsed the following reports:

- [Parallel Report on Ghana submitted to the Committee on Elimination of Discrimination Against Women by the Ghana National Education Campaign Coalition and the Global Initiative for Economic, Social and Cultural Rights](#) (October 2014)
- [Alternative Report Submitted by the Global Initiative for Social and Economic Rights and the Sciences Po law school Clinic to the United Nations Committee on Economic, Social and Cultural Rights at its 54<sup>th</sup> Session for its consideration of the List of Issues for Chile](#) (November 2014)
- [Segregating education, discriminating against girls: privatisation and the right to education in Nepal](#) - Parallel Report submitted by the National Campaign for Education-Nepal, the Global Initiative for Economic, Social and Cultural Rights, the Sciences Po law school Clinic on the occasion of the Universal Periodic Review (UPR) of Nepal during the 23rd session of the UPR Working Group (April 2015)
- [Alternative Report about the privatisation of education in Uganda, submitted by the Initiative for Social and Economic Rights and the Global Initiative for Social and Economic Rights to the African Commission on Human and Peoples’ Rights, at its 56<sup>th</sup> Ordinary Session](#) (October 2014)
- [Alternative Report Submitted by the Initiative for Social and Economic Rights and the Global Initiative for Social and Economic Rights Presented to the United Nations Committee on Economic, Social and Cultural Rights at its 54th Ordinary Session](#) (October 2014)



## Support to the UN Special Rapporteur on the right to education

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### Support to the preparation of thematic reports on the privatisation issue

In 2015, RTE supported the UN Special Rapporteur's in the preparation of two reports he wrote on the privatisation issue:

- A [report](#) on the regulation of private schools within the context of the growing privatisation of education
- A [report](#) on public-private partnership in education

The information RTE compiled for the UN Special Rapporteur included:

- [National laws and policies related to the role of private actors in education](#), classified by country/regions and themes
- National laws and policies allowing or regulating PPPs in education by country/region with additional information on specific countries, including Pakistan, Ireland, Colombia, Chile and the Philippines. Information has been collected from RTE's partners from all over the World.
- [Case-law summaries](#)
- A [digest of observations and recommendations of treaties bodies on the role of private actors and the right to education](#) with useful key word to look for relevant quote, such as "public financing", "service providers" and "service delivery".
- News and articles

### Organisation of events involving the participation of the UN Special Rapporteur

RTE contributed to the organisation of two events involving the participation of the UN Special Rapporteur:

- [Round table and conference on privatisation in education](#) held in Paris on 18 March 2015 and co-hosted by RTE, Global Initiative for Economic, Social and Cultural Rights and Sciences Po Human Rights Clinic.
- [Debate on Human Rights Policy Responses to the Growth of Private Actors in Education](#) held in Geneva on 12 June 2015.

RTE also shared events organised by others with the participation of the UN Special Rapporteur:

- An [online workshop](#) organised by the Oxford Human Rights Hub and the Open Society Foundation on 29 July 2015 and exploring the challenges of public and private partnerships in realising the right to education.

## Information sharing on RTE website and on social media network

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

In 2014-2015, RTE published **30 news** 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. See below the list:



- [Privatization of education in Morocco breaches human rights - New report submitted to the CRC \(31 January 2014\)](#)
- [New Resources on Privatisation of Education from a Human Rights Perspective: Report, Factsheet and Training Module \(24 February 2014\)](#)
- [Human Rights Council Side Event: Privatisation and its Impact on the Right to Education - 12 June 2014 \(9 May 2014\)](#)
- [Report Highlights how Privatization of Education Negatively Impacts Girls in Many Parts of the World \(7 July 2014\)](#)
- [UN denounces the fast-paced and unregulated development of private education which Reinforces inequalities with regards to the Right to Education in Morocco \(24 September 2014\)](#)
- [The Committee on the Rights of the Child asks Ghana to explain itself on privatisation in education \(24 October 2014\)](#)
- [The UN Special Rapporteur on the Right to Education raises the issue of privatisation at the UN General Assembly \(27 October 2014\)](#)
- [Launching the Online Community for the Privatisation in Education and Human Rights Project \(30 October 2014\)](#)
- [Another UN human rights committee expresses concerns about privatisation in education in Ghana \(18 November 2014\)](#)
- [Civil Society condemns the African Development Bank and Other International Organisations' Support to Privatisation in Education \(28 November 2014\)](#)
- [New Report Challenges the Consequences of Privatisation of Education in Chile \(4 December 2014\)](#)
- [Privatisation Violates the Right to Education in Brazil \(22 December 2014\)](#)
- [UN Committee Raises Issues on the Impact of Privatisation in Education on the Realisation of the Right to Education in Uganda \(31 December 2014\)](#)
- [UN Special Rapporteur Urges States to Ban all Commercial Advertising and Marketing in Schools \(15 January 2015\)](#)
- [Governments Must Not Delegate Responsibility of Basic Education to Private Sector, says UN Special Rapporteur on the Right to Education \(12 February 2015\)](#)
- [International Conference on Privatisation in Education with UN Special Rapporteurs \(26 February 2015\)](#)
- [UN Committee asks when Chile will put an end to segregation in education and abandon the vouchers system \(24 March 2015\)](#)
- [Joint Statement on World Bank Support for Privatisation in Education \(14 May 2015\)](#)
- [UN Human Rights Body Denounces the Commercialisation of Education in Ghana \(22 May 2015\)](#)
- [Event: Human Rights Policy Responses to the Growth of Private Actors in Education \(27 May 2015\)](#)
- [UN Human Rights Experts Make Ground-Breaking Statements on Privatisation of Education in Ghana, Chile and Uganda \(24 June 2015\)](#)
- [Ghana National Education Campaign Coalition Issues Statement on Private Education \(29 June 2015\)](#)
- [ONLINE WORKSHOP: The Challenges of Public-Private Partnerships in Realising the Right to Education \(1 July 2015\)](#)
- [Landmark UN Resolution Urges States to Monitor and Regulate Private Education Providers \(2 July 2015\)](#)
- [Washington State Supreme Court Rules Charter-School Law Unconstitutional \(7 September 2015\)](#)
- [EVENT: Setting the Rules of the Game: how can regulations of private actors ensure the right to education post-2015? \(30 September 2015\)](#)

- [EVENT: Report launch - Is the UK government violating the right to education through its aid policies that support private education? \(12 October 2015\)](#)
- [Organisations Across the World Say British Aid to Private Schools Could Violate Human Rights \(15 October 2015\)](#)
- [UN Treaty Bodies Concerned About the Growth of Private Actors in Education in Brazil, Morocco and Kenya \(29 October 2015\)](#)
- [Protect the Right to Education in Public-Private Partnership, UN Expert Urges \(2 November 2015\)](#)

**8 blog posts** were also posted on this topic:

- [Civil Society Organisations Discussed Privatisation and the Right to Education during the Human Rights Council \(30 June 2014\)](#)
- [Bringing Issues of Education and Privatisation to the UN \(12 September 2014\)](#)
- [Public Conference and Expert Roundtable on Privatisation of Education 18th March 2015 \(28 April 2015\)](#)
- [Low-Fee Private Schools in Peru \(15 May 2015\)](#)
- [Tax, Privatisation & Education: Influencing Education Financing Policy to Transform Children's Lives \(20 July 2015\)](#)
- [Civil Society Organisations Gather in London to Examine the Impact of the Increasing Presence of Private Actors in Education \(29 October 2015\)](#)
- [How Can Regulations of Private Actors Ensure the Right to Education in the Post-2015 Setting? \(30 October 2015\)](#)
- [Low-Fee Private Schools and U.S. Charter Schools: Two Faces of Non-Traditional Private Education \(2 November 2015\)](#)

In addition, news and resources were also shared on Facebook and Twitter.

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### Awareness raising through public events

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In March 2015, in partnership with GI-ESCR and Science Po Paris, a [public conference](#) on privatisation in education was organised at Sciences Po with Kishore Singh, the UN Special Rapporteur on the right to education and Olivier de Schutter, the former UN Special Rapporteur on the right to food, and current member of the UN Committee on Economic, Social and Cultural Rights. A [video](#) of the conference was published on RTE website and a [blog](#) was written by Dora Tamas and Ysé El Bouhali-Bouchet, students at Science Po, who work with us on the [Privatisation in Education and Human Rights Project](#) (available in [English](#) and [French](#)). Following the conference an [article](#) and an [interview with Kishore Singh](#) were published in the French newspaper L'Humanité.

In June 2015, RTE participated in an event organised in Geneva by GI-ESCR and OSF-ESP on privatisation and the human rights to education. During this week, we shared with other our joint work on the privatisation issue, and discussed in workshops the PAF (see above), and strategic litigation. We also discussed with experts and the UN Special Rapporteur the challenging issue on public-private partnerships. During this time, in partnership with GI-ESCR, OSF-ESP and other, RTE organized a side-event to the Human Rights Council on "[Human rights policy responses to the growth of private actors in education](#)" which was a great success. A [video](#) were published by Geneva Academy and shared on RTE website.

In September 2015, RTE participated in the [UKFIET International Conference on Education and Development](#), specifically a quick fire session on *The role of private actors in learning from*

*sustainable futures from a human rights perspective*. Two brief presentations were given on the *human rights norms and standards to assess privatisation of education* (see the PowerPoint Presentation and on *How States regulate the role of private actors in education*.

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### Building a community of activists

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In October 2014, RTE, along with our partners Global Initiative for Economic, Social and Cultural Rights (GI-ESCR) and Privatisation in Education Research Initiative (PERI) [launched](#) an [online community for our Privatisation in Education and Human Rights Project](#).

In October 2015, together with GI-ESCR and OSF-EPS, RTE organised a strategic meeting in London on privatisation in education and human rights. This week meeting was organised around the launch of our report on the UK's support of the growth of private education in developing countries (see above) with the aims to raise awareness of the issue as well as to plan strategic joint work with the organisations coming from the all regions of the World to participate in the event. The [programme](#) included:

- A [press conference](#) to launch the UK report
- A series of discussions with civil society organisations on joint strategies
- A one-day consultation on human rights principles on private actors in education
- Workshops on engaging in human rights mechanisms and on strategic litigation
- A workshop social and traditional media training
- A public [event](#) on: “*Setting the Rules of the Game: how can regulations of private actors ensure the right to education post-2015?*” RTE published a [blog](#) to report on that event.
- A debate at the British parliament on private actors in education.

RTE published a [blog](#) about this week-event on the website.

In 2015, A Consortium on privatisation in education and human rights was created. Seven founding members are involved (Amnesty International, Oxfam, OSF-ESP, Results, the Global Campaign for Education, RTE and GI-ESCR). A Memorandum of Understanding was signed in May 2016 and a coordinator recruited in August 2016.

RTE has been also very engaged in the development of a Francophone coalition against the commercialisation of education. We have supported the research made by GI-ESCR and Paris Science Po Clinic on the role of private actors in Haiti, facilitate the connection with UNESCO, participate in the organisations of events in Paris and drafting a Declaration in French against the commercialisation of education, which will be submitted to organisation International of Francophonie. We have also published [news](#) and [blogs](#) in French on our website to raise awareness on the privatisation issue within the francophone community. In 2016, RTE contributed to the drafting of a [call against the commercialisation of education](#), including through the organisations of an event at the *Organisation Internationale de la Francophonie*.

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### Advocacy at international and regional level

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RTE endorsed and promoted joint statement made with other civil society organisations:

- In November 2014, in an unprecedented [statement](#) gathering more than 60 organisations around the World, including the Right to Education, civil society have denounced the report

made by African Development Bank, the UNDP and others supporting the opening of education markets to make profits in Africa. Read here the [English](#) and [French](#) press release for more details.

- In May 2015, RTE in solidarity with over 100 organisations, supported a [Joint Statement on World Bank Support for Privatisation in Education](#)

RTE also advocated at the Human Rights Council. In June 2015, during the Human Right Council in Geneva, RTE, in partnership with GI-ESCR, followed closely the draft of the Resolution on the right to education, engaging with States, which concluded with the adoption of a ground-breaking and landmark [resolution](#) calling on States to regulate private schools and research their impacts. With other organisations, we published a [joint press release](#) to raise awareness on this important resolution.

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## MONITORING OF THE RIGHT TO EDUCATION

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### Application of right to education indicators to the measurement of the education targets set up for the new 2030 Education Agenda

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In 2015, RTE wrote a paper on [Applying Right to Education Indicators to the post-2015 Education Agenda](#), which was submitted to the [UIS consultation](#) in January 2015. This paper was a contribution to the on-going discussions to refine the formulation of the post-2015 education goal and targets and to identify related indicators to measure progress towards them. This paper argues that there is a need to introduce a human rights perspective to the post-2015 agenda and furthermore that right to education indicators can give a fuller account of the progress made by States towards achieving the post-2015 goals. Before proposing specific indicators to measure the post-2015 education goal and targets (VI), the paper underlines the importance of linking the post-2015 education agenda to the right to education (II), and demonstrates how the post-2015 education goal and targets are linked to the content of the right to education (III) and extant State obligations (IV). This paper then reflects on the added value and limitations of applying right to education indicators (V).

The paper was promoted on [RTE's blog](#) and widely shared to RTE's network, through [RTE's monthly e-bulletin](#) (413 subscribers) and email to RTE's contacts (more than 300) as well as on [Facebook](#) (3,492 followers), [Twitter](#) (1,433 followers) and [LinkedIn](#).

The paper have been downloaded 332 times on RTE's website, liked 32 times and shared 8 times on Facebook, tweet and re-tweet many times and promoted on [UNESCO IBE March Online Alert](#), [ESCR-Net March Bulletin](#). Our partner organizations, particularly ActionAid, the Global Campaign for Education and Education International, very engaged in the discussions related to the post-2015 education agenda, used RTE's paper as a reference in their own written submissions or meetings. Camilla Croso, RTE's adviser, distributed printed copies at the EFA Steering Committee meeting on February 2015.

RTE also sent the paper to targeted people such as Albert Motivans (UNESCO, UIS), Manos Antoninis (UNESCO, EFA), Kishore Singh (UN Special Rapporteur on the Right to Education), Nicolas Fasel (OHCHR), Rolla Moumne and David Atchoarena (UNESCO). David Archer (ActionAid) who sits in RTE's Steering Committee shared it with GCE Board, GPE mailing lists and his wide contact lists, including with ministers.

During the drafting of the report, Delphine Dorsi (RTE Executive Coordinator) were invited to participate in a meeting of Educational International's critical friends Network<sup>1</sup> on Indicators for Education Beyond 2015 (7-8 November 2014 in Brussels). She shared RTE's view to include structural and process indicators. The outcomes of the meeting informed Education International's contribution to the work of UNESCO's Technical Advisory Group (TAG) on Indicators as well as the broader post-2015 process. RTE's paper was shared on Education International's [Education in Crisis website](#)

On 5 February 2015, Delphine Dorsi (RTE Executive Coordinator) gave a presentation on the right to education at the UK's Parliament on the occasion of a discussion on Human Rights in the Modern Day Commonwealth and shared a summary of the paper.

The paper was also shared widely on RTE's social media network during the World Education Forum in May 2015.

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### Development of an online right to education monitoring guide and indicators selection tool

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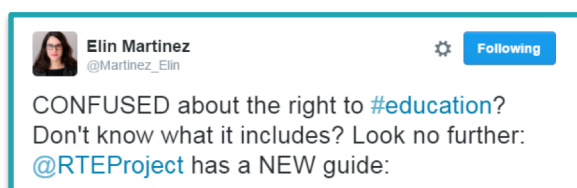
In 2014 and 2015, RTE developed and designed an online right to education monitoring guide and indicators selection tool. A [subsite](#) of RTE website went live in February 2016.

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 presentation at a workshop organised by RESULTS 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.

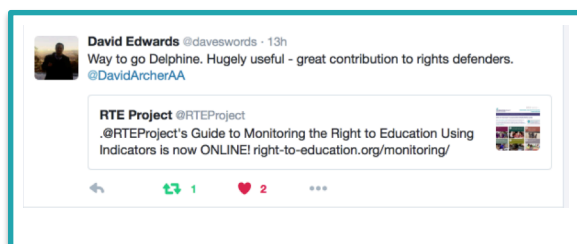
The guide was shared by others, liked on Facebook, and massively tweet and retweet on Twitter including from the Global Partnership for Education, Jordan Naidoo (UNESCO), Kate Donald CESCR), Global Campaign for Education, UN Education 2015, NORRAG, CRIN, ESCR-Net, CLADE, Global Campaign for Education.

Some quote about the guide:



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<sup>1</sup> The Critical Friends Network brings together experts in the field of education and is a space for discussing and exchanging



## RTE/ActionAid joint project on promoting rights in schools

In 2014 and 2015, RTE supported ActionAid in monitoring the right to education at school level using a [specific framework](#) developed for that purpose.

RTE participated in workshop online and in country, produced factsheets about the right to education in specific countries ([Tanzania](#) and [Kenya](#)) and provided support in drafting reports with strong human rights reference.

In October 2014, RTE gave a presentation on right to education and human rights advocacy during the support team visit (protection of the right to education at national, regional and international level; content of the right to education; States' obligation; guidance on how to link the data collected with the PRS framework to the right to education; examples of human rights strategies)

In August 2014, RTE met with ActionAid Uganda team, providing information on the right to education and advice for linking their advocacy work to national law and State's international obligations. During this time, we also invited ActionAid Uganda to join a workshop on the privatization in education we were organizing with ISER-Uganda and Global Initiative for Economic, Social and Cultural Rights. During this workshop, we gave a presentation on the human rights standards on the right to education.

RTE also contributed to draft a guide to help analyzing the data collected using the PRS framework from a human rights perspective (participation, awareness raising, identification of gaps and violations based on legal framework, actions to ask the State accountable)

## AD HOC SUPPORT AND PRESENTATION

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Regularly, partner organisations request assistance as regards the right to education legal framework:

- RTE participated in two meetings (September 2015 and May 2016) organised by ActionAid to review their activity on monitoring the right to education at community level.
- RTE provided advice to RESULTS on the development of a right to education index.
- RTE gave presentation on the right to education to several audience including students (Paris Science Po), Parliamentarians (UK Parliament), academic and civil society organisations (Oxford University, partners in Uganda and Tanzania), wide audience (World Human Rights Forum in Marrakech).
- In 2015, RTE participated in the [ASPIRE](#) conference in Vienna, organising a workshop with students about the right to education.
- RTE gave also advice to CRIN in developing new material on minimum age legislation
- RTE reviewed several publications including for UNESCO

## RTE'S GOVERNANCE: DEVELOPMENT OF A NEW STRATEGY & REVIEW OF RTE'S STRUCTURE TO MOVE TOWARD INDEPENDENCE

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In September 2015, RTE recruited a consultant to provide support in developing RTE new strategy for 2016-2018 and reviewing its structure and governance to ensure the efficiency in the implementation of the strategy.

The consultant carried out 30 interviews with RTE staff, RTE Steering Committee Members, RTE advisers and RTE partners partner organisations in order to inform the new strategy and the governance review.

Following this consultation, a strategy workshop was organised on 5 December for the whole day with the Steering Committee Members and led by the consultant. During this workshop we reflect on the role of RTE, the area of focus for 2016-2018 and the possible models for RTE new governance structure. At this meeting it was agreed that RTE would become independent at the end of 2016.

With the support of RTE's Executive Coordinator, a draft strategy and a timeline towards RTE's independence were published.

RTE is now in the process of preparing this move toward independence, by recruiting trustees to form the new legal entity and preparing all the documents needed to establish the new structure.

Both the new strategy and the new administrative structure will allow RTE's long-term relevance and sustainability.