



# RIGHT TO EDUCATION INDEX 2017

## SUMMARY REPORT

The Right to Education Index (RTEI) is a global accountability initiative that aims to ensure that all people, no matter where they live, enjoy their right to a quality education. RTEI is a global index built out of the international right to education framework that partners with civil society, research institutions, and governments to monitor, drive accountability, and accelerate progress towards the right to education all over the world. After fifteen partners completed the RTEI Questionnaire in 2016, five were supported to develop and implement in-country advocacy campaigns based on their findings. The RTEI 2017 report summarizes the outcomes and impacts of the advocacy strategies led by RTEI partner organizations in Honduras, Indonesia, Palestine, Tanzania, and Zimbabwe.

RIGHT TO  
**EDUCATION**  
INDEX 

**RESULTS**  
the power to end poverty

**5** country partners



**4** global partners



**3** issues addressed



## KEY TAKEAWAYS

Overarching lessons for RTEI 2017 advocacy strategies focused on local and national perspectives on the right to education, specifically, changing attitudes through community outreach, engaging key national stakeholders, collaborating and contributing to national planning, and increasing public discourse on the right to education. RTEI 2016 findings and RTEI 2017 advocacy strategy outcomes also support greater understanding of how national accountability is enacted and enhanced by education advocates and civil society worldwide. Both the findings and the strategies highlight how legislation, learning outcomes, and practices interact, as well as how civil society engages in both formal and informal accountability mechanisms and how the government is responsible for answering the accountability calls made by the citizens. Furthermore, the development of partnerships to strengthen advocacy strategies internationally, nationally, and locally is another key takeaway. Partners not only connected different strategies within their own work, but also combined strategies with other organizations through global partnerships, resulting in mutually beneficial relationships.

Moving forward in right to education advocacy, RTEI presents a unique approach to strengthen advocacy efforts worldwide. RTEI will continue to monitor and support advocacy for the fulfillment of the right to education through biennial data collection in 2018 and advocacy support in 2019. Through its research-to-action model as well as flexible and multifaceted approaches, RTEI looks forward to supporting civil society and governments to ensure available, accessible, acceptable, and adaptable quality education for all.

## HONDURAS: SECTOR PLANNING, INCLUSIVE EDUCATION, AND REGIONAL SDG 4 MONITORING

In RTEI 2016, Honduras scored 65 in the Adaptability theme, indicating weakness in the right to education for people with disabilities, people who belong to minority groups, and those outside traditional education systems. Specifically, it was reported that while Honduras' basic educational institutions enroll increasing numbers of persons with disabilities, 67 percent of these centers do not have pedagogical conditions to properly meet their needs.

Foro Dakar, a group of CSOs established in 2001 to make the right to education a reality in Honduras and a leader in ensuring the implementation of the Honduran Fundamental Education Law (Ley Fundamental de Educación), developed an advocacy strategy to address the gap between legislation and practice, focusing specifically on people with disabilities. The overarching goal of Foro Dakar's RTEI 2017 strategy was to increase dialogue between citizens and policymakers about the right to education and specific needs of people with disabilities in education.

### **Prioritizing children with disabilities in education sector planning**

Foro Dakar conducted four workshops with teachers, civil society, government officials, and technicians of Honduras' Education Sector Strategic Plan 2016-2030 to improve the adaptability of the national education system related to out-of-school learners and students with disabilities. The workshops resulted in identification of discrimination against children with disabilities and recommendations for financing to improve school safety and infrastructure with inclusivity in mind. These results were published nationwide to increase awareness about the state of inclusive education in Honduras and targeted directions for improvements.

### **Establishing a regional SDG 4 monitoring platform**

To create a public dialogue about the right to education, Foro Dakar hosted three face-to-face meetings with government officials and CSO representatives involved in strategic planning, National Council for Education officers, and technical officers from the Education Sector Strategic Planning process. From these meetings, indicators to monitor education, especially related to out-of-school learners, education for children with disabilities, qualified teachers, learning outcomes, and safe learning environments were defined, and an electronic platform for regional SDG 4 monitoring and data collection instruments for further research was designed. This electronic platform is being further developed beyond RTEI through collaboration with GCE who served as global partner and connected Foro Dakar to the Latin American Campaign for the Right to Education (CLADE), the regional GCE network, and partners in Peru.



## INDONESIA: IMPROVED TEACHER TRAINING ON INCLUSIVE EDUCATION

For Indonesia, RTEI 2016 highlighted that reasonable accommodations for children with disabilities is not available in all schools, even though access and quality education is improving. NEW Indonesia, a coalition of 20 organizations aiming to promote the right to a quality education in Indonesia through research and advocacy, conducted a more thorough investigation and found that out of a total of three million children with disabilities only four percent can access education. In addition, teachers and schools are under-resourced and under-skilled to provide adequate accommodations for those who can access it.

The advocacy strategy implemented focused on increasing teacher training and improving national training programs on inclusive education to further the right to education for children with disabilities. NEW Indonesia's advocacy strategy was unique in its direct service provision approach whereby providing teacher training and developing an inclusive education module.

### **Engaging policymakers on inclusive education**

NEW Indonesia launched RTEI 2016 findings by leading a public discussion about inclusive education. In addition, they directly engaged policymakers with presentations and drafted policy briefs on teacher qualifications related to inclusive education. These briefs were disseminated to policymakers and parliamentarians, as well as through national media.

### **Inclusive teacher training and curriculum co-development**

NEW Indonesia's teacher training program began with an assessment to identify teachers' competencies and students with disabilities' needs, followed by a training workshop for 30 teachers about inclusive education and pedagogy to support children with disabilities. Simultaneously, NEW conducted a training on monitoring and complaint reporting mechanisms for 30 parents of children with disabilities.

### **Awareness raising with children with disabilities**

NEW coordinated a festival to highlight 200 children with disabilities' artwork, connecting students, teachers, and community members. Through this festival, the skills and abilities of children with disabilities were showcased, while the lack of teacher training was highlighted, with the intent of changing national attitudes about disability and inclusion.

## PALESTINE: RIGHTS-BASED BUDGET MONITORING FOR SDG 4

Through the findings from the RTEI 2016 data collection, Teacher Creativity Center (TCC), a group that promotes access to quality education in Palestine, identified the lack of a systematic and accountable education system. It was evident that educational quality was low and national measurements and evaluations were lacking, resulting in little available data about educational progress. In addition, the findings showed inadequate primary school completion rates, high pupil-to-teacher ratios, under-resourced schools, violence in schools, and low financing towards education for children with disabilities.

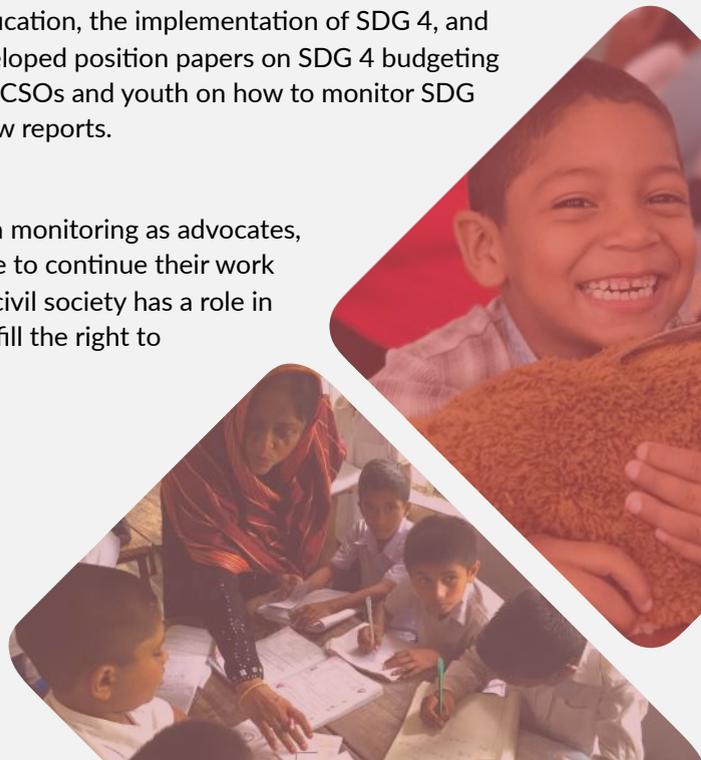
The advocacy strategy aimed to measure progress towards SDG 4 through shadow reporting to UNESCO, the UN Special Rapporteur on the right to education, the Ministry of Education in Palestine, and local media. The main focus of TCC's advocacy strategy was a national awareness campaign to target community-based organizations and policymakers. TCC focused on the role of civil society to hold the government to account but also highlighted how the government is accountable to fulfill the right to education intrinsically.

### **Advising on SDG 4 implementation**

TCC in collaboration with GCE, organized three meetings with the Ministry of Education and CSO representatives of the West Bank to discuss the right to education, the implementation of SDG 4, and methodology for SDG 4 monitoring. Furthermore, TCC developed position papers on SDG 4 budgeting and implementation and conducted five workshops to train CSOs and youth on how to monitor SDG 4 and hold government officials accountable through shadow reports.

### **Developing alternative data for accountability**

The long-term impact of the strategy directly related to data monitoring as advocates, and civil society representatives gained skills and knowledge to continue their work and link it to SDG 4 implementation. TCC emphasized that civil society has a role in developing alternative data sources for accountability to fulfill the right to education in Palestine.



# TANZANIA: RE-ENTRY FOR PREGNANT GIRLS AND YOUNG MOTHERS

HakiElimu is a Tanzanian CSO that started working in 2001 to see an open, just, and democratic Tanzania, where everyone enjoys the right to education that promotes equity, creativity, and critical thinking. Through RTEI 2016, HakiElimu found that girls' expulsion from school because of pregnancy is not only commonly practiced but also legal in Tanzania. It was found that 8,000 pregnant girls are forced to leave school annually and that there is no re-entry policy for such girls.

The lack of legal and social protections for pregnant girls, coupled with weak school infrastructure, hinders the full satisfaction of the right to education for girls in Tanzania. HakiElimu's advocacy strategy centered on influencing policy changes and engaging citizens in monitoring progress towards the right to education.

## Policy advocacy for girls' re-entry

HakiElimu's advocacy strategy included a national media campaign, publication of re-entry guidelines for teen mothers, and meetings with a number of Members of Parliament (MPs) who later raised the re-entry guidelines during a parliamentary session on the national education budget. Tanzanian President Magufuli however later announced that teen mothers would not be allowed to return to school. HakiElimu continued its efforts in part by collaborating with RESULTS UK, who led a cross-party delegation of four UK MPs to Tanzania and delivered HakiElimu's briefing about girls' access to education to national officials and Tanzanian MPs, who reported increased interest to collaborate with HakiElimu around education policy.

## Building public support for girls' education

One hundred and twenty members of HakiElimu's "Friends of Education" grassroots network participated in school performance monitoring of girls' education in 22 districts, holding meetings in each district with 1,260 local leaders and parents, followed by specific community actions and a national media campaign.

One community campaign highlighted the case of a 12-year-old pregnant girl who was expelled, making national and international news, while another conducted a fundraiser for girls' sanitary pads for distribution at area secondary schools.

# ZIMBABWE: ALTERNATIVE DISCIPLINE POLICIES TO END CORPORAL PUNISHMENT

Although there is national policy regulating the use of corporal punishment in Zimbabwe, ECOZI, a national Zimbabwean NGO, found through RTEI 2016 that it commonly occurs in schools. In addition, UNICEF (2014) estimated that 60 percent of children under 14 were violently disciplined.

ECOZI's advocacy strategy combined policy recommendations with public awareness campaigning to address corporal punishment legislation and acceptance nationwide. This strategy developed not only policy recommendations for corporal punishment abolition but also alternative disciplinary methods with teachers, parents, children, civil society representatives, and Ministry officials.

## **Capacity building with policymakers on corporal punishment**

ECOZI conducted a meeting disseminating RTEI findings to MPs, government officials, and CSOs. Furthermore, ECOZI, Plan Zimbabwe, and UNICEF met with the Permanent Secretary in the Ministry of Primary and Secondary Education (MoPSE) and Principal Director for the Learner Welfare Services Department to disseminate RTEI findings and discuss alternative discipline policies for schools.

## **Increasing public awareness of violence in schools**

To raise public awareness and support, the National Coordinator of ECOZI and the Chairperson of Zimbabwe National Council for the Welfare of Children participated in radio talk shows in which they disseminated RTEI findings, advocated for increased education financing, and discussed alternative learner discipline methods. In addition, ECOZI held a consultative meeting on alternative disciplinary methods, during which representatives from the teachers' unions and MoPSE promised to implement the recommendations to move toward an end to corporal punishment in Zimbabwe. Recommended alternative disciplinary practices included parental/guardian involvement, positive reinforcements in the classroom, investigation and case review, guidance and counseling, and positive discipline tactics that aimed at rehabilitation.



# RESULTS

the power to end poverty

RESULTS Educational Fund is a non-profit 501(c)(3) grassroots advocacy organization founded in 1981 that creates the public and political will to end poverty by empowering individuals to exercise their personal and political power for change. RESULTS focuses its advocacy efforts on policies that protect and expand access to health and nutrition, create economic mobility, and provide education for all. RESULTS' strategy uses a combination of policy analysis and research, coordinated grassroots advocacy, media engagement, congressional outreach, high-level engagement, and international partnerships to achieve its goals. Eight other countries have replicated RESULTS' model – Australia, Canada, Japan, Kenya, Mexico, South Korea, the United Kingdom, and Zambia.

For more information, visit [rtei.org](http://rtei.org) to view partner organizations country briefs, country pages exploring RTEI data, RTEI completed questionnaires, the full dataset, and the RTEI 2017 report.

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