

Summary: RTEI Partners Meeting

March 20 – 23, 2017

Meeting Overview

Date: March 20 – 23, 2017

Location: Hotel Santika Taman Mini, Jakarta, Indonesia

In partnership with Network for Education Watch (NEW) – Indonesia, this partners meeting was conducted after the 2016 Right to Education Index (RTEI) Questionnaire completion and brought together the five 2017 advocacy partner organizations, four 2017 global partner organizations, and three individual advisors that have provided important insights in prior RTEI consultations. Meeting objectives included:

- To review, troubleshoot, and edit the RTEI Questionnaire
- To develop and consult on RTEI methodology
- To explore advocacy strategies with partners including: building partnerships, Sustainable Development Goal 4 (SDG 4) monitoring and shadow reporting, education sector planning and local education group (LEG) engagement, Universal Periodic Review reporting, parliamentary engagement and awareness raising campaigns, and media and technology activities.
- To establish a global roadmap for education strategies related to RTEI

Feedback included the following themes:

- **Building a community of practice:** Continued communication using social media, a shared calendar and/or an RTEI email lists to share information, advocacy strategy reporting, and opportunities.
- **Planning 2017 advocacy strategies:** including global partnerships and network building
 - Specific SDG 4 shadow reporting, Universal Periodic Review (UPR) submissions, Local Education Group (LEG) engagement, Parliamentary engagement, and Voluntary National Review (VNR) reporting.
- **Reviewing RTEI methods and Questionnaire:** Special attention was paid to financing indicators, cross-country comparisons, and alternative measures across diverse countries.

The final day of the meeting showcased NEW Indonesia's RTEI launch and work at Assidiqiyah School.

Discussion

In the meeting, we discussed several advocacy strategies highlighted by 2017 RTEI advocacy partners in their proposals. These included SDG 4 shadow reporting, UPR submissions, LEG engagement, Parliamentary engagement, VNR reporting, and engaging media. Participants led

sessions based on their expertise and national experiences, drawing on past advocacy strategies to discuss best practices and potential avenues for future advocacy.

2017 RTEI advocacy partners included NEW Indonesia (the meeting host), Foro Dakar – Honduras, Teacher Creativity Center ([TCC] Palestine), HakiElimu (Tanzania), and Education Coalition of Zimbabwe (ECOZI). Partners presented their advocacy strategies that aimed to support a variety of partner strategies and tactics:

1. Education sector policy, planning, and review
2. Parliamentary engagement
3. Media
4. Citizen engagement
5. Multilateral institution engagement
6. Application of RTE’s monitoring guide
7. SDG shadow reporting
8. UN Committee reporting

Each 2017 RTEI advocacy partner was paired with at least one global partner, including Education International (EI), RESULTS International Australia, Foro Dakar, the Global Campaign for Education (GCE), RESULTS Canada, the Right to Education Project (RTE), and RESULTS UK (RUK). Partner presentations focused on the goal, outcomes, and activities of their 2017 RTEI advocacy strategies. Each workshop was designed to explore specific strategies in more depth.

Workshop summaries:

The following summaries detail the workshops in the RTEI 2017 partners meeting.

The **human rights-based approach to advocacy workshop**, led by Addie Unsi (E-Net Philippines), Tony Baker (RESULTS Educational Fund), and Erica Murphy (RTE) focused on political empowerment, identification of states’ legal obligations concerning the right to education, and how to use the Right to Education Monitoring guide. To successfully use a rights-based approach, facilitators emphasized identifying accountability measures at different levels:

1. Local accountability:
 - a. Schools, teachers, PTAs and SMCs, local government and councils, local and provincial courts, local leaders
2. National accountability:
 - a. Judiciary, executive, legislature, administrative
3. Regional accountability:

Region	Forum	Complaints	Monitoring
Africa	African Court on Human and Peoples’ Rights African Commission on Human and Peoples’ Rights African Committee of Experts on the Rights and Welfare of the Child	Yes - issues binding decisions and advisory opinions Yes - non-binding Yes - non-binding	No Yes Yes
Arab	Arab Human Rights Committee	No	Yes
Asia	n/a	n/a	n/a
Europe	European Court of Human Rights European Committee on Social Rights	Yes - issues binding judgments Yes - competent to receive collective complaints and issue declaratory decisions	No Yes
Inter-America	Inter-American Commission on Human Rights Inter-American Court of Human Rights	Yes - if States fail to comply with its recommendations it can refer the matter to the Inter-American Court of Human Rights Yes - issues binding decisions and advisory opinions	Yes - undertakes thematic, country, and annual reporting No

4. International accountability:
 - a. Treaty bodies, Human Rights Council, UNESCO

The human rights-based approach to advocacy workshop concluded with presentations from each 2017 RTEI advocacy partner about their strategies.

The **SDG monitoring and shadow reporting workshop**, co-facilitated by Anjela Teneja (GCE), Intesar Abuhussein (TCC), Erica Murphy (RTE), and Lucy Drescher (RUK), focused on the structure of the SDGs, regional reporting mechanisms, and detailed descriptions of the VNR process, upcoming in Honduras, Indonesia, and Zimbabwe in 2017. The VNR process offers civil society organizations the opportunity to hold states to account using broad-based alliances and promoting learning in policy making and implementation. The session also included actionable steps towards CSO reporting to the High Level Political Forum (HLPF) including:

1. Acknowledge good practice as well as areas for improvement
2. Bring together a variety of voices
3. Respond directly to the government progress report
4. Avoid generalities and make clear recommendations for action and improvement
5. Provide examples and evidence to back up claims
6. Provide insight into civil society engagement
7. Demonstrate civil society's commitment to implementation
8. Keep reports short and focused
9. Engage the reader with good design and structure
10. Ensure reports are easy to disseminate

In 2017, 43 countries are presenting reports, including Honduras, Indonesia, and Zimbabwe.

The workshop concluded with a discussion about SDG monitoring in national contexts.

The **Education Sector Planning and LEG Engagement workshop**, co-facilitated by Anjela Teneja (GCE), Maria del Carmen Ayes (Foro Dakar- Honduras), and Taryn Russel (RESULTS Canada), included a detailed presentation about Foro Dakar's work in Education Sector Planning and how to engage with LEGs. LEGs vary by national context but serve as a coordinating group comprised of government officials and international and national civil society organizations. Some LEGs may not have much national civil society representation and Tony Baker, the Global Partnership for Education (GPE) civil society organizations' (CSOs) representative board member, recommended that the CSOs representatives in the room actively seek out the LEGs and ensure that there is civil society representation in their country contexts. Maria del Carmen Ayes related how Foro Dakar brought research and evidence-based policy recommendations to the LEG and were influential in policy coordination related to SDG 4 and Agenda 2030.

The **UPR workshop**, co-facilitated by Maxwell Rafomoyo (ECOZI), Rene Raya (Asia South Pacific Association for Basic and Adult Education [ASPBAE]) and Ben Sadek (RESULTS UK), described the role and goals of the UPR: to prompt, support, and expand the promotion and protection of human

rights on the ground; and to provide technical assistance to States and enhance their capacity to deal effectively with human rights challenges and to share best practices in the field of human rights among States and other stakeholders. Upcoming reviews will occur in Honduras (2020), Tanzania (2021), and the UK (2017). CSOs can participate in the UPR by submitting information to the “other stakeholders” report, attending UPR Working Group sessions, and making statements at regular Human Rights Council sessions when the state reviews are considered.

Maxwell Rafomoyo described how ECOZI participated in the UPR last year in Zimbabwe. Zimbabwe submitted their report to the Office of the United Nations High Commissioner for Human Rights (OHCHR) in November 2016 with both state party and stakeholder reports. ECOZI contributed under the JS8 coalition of child rights actors and focus more on rights as they affect children, including the right to education. They found that the participation united CSOs and resulted in evidence-based resources for further advocacy. However, Maxwell Rafomoyo highlighted that data availability and credibility were challenges.

Rene Raya then presented about ASPBAE’s experience engaging with treaty bodies and shadow reporting about human rights in the Philippines. ASPBAE, a regional network, submitted parallel and alternative reports to the United Nations Convention on the Rights of the Child and Convention for Economic, Social, and Cultural Rights. Rene Raya recommended meeting with other non-governmental organizations (NGOs) at the National Human Rights Institution (NHRI) Briefings, having informal NGO briefings, and attending Treaty body hearings for member states. Post-Geneva engagement also should include drafting concluding observations for media release.

After a discussion about how other organizations have participated in UN and Treaty body engagement, the workshops shifted to national **Parliamentary engagement**. Ben Sadek (RUK), Taryn Russel (RESULTS Canada), and Maxwell Rafomoyo (ECOZI) co-facilitated the Parliamentary Engagement workshop. The workshop started with small group discussions about national parliamentary engagement where participants discussed strategies and challenges they had faced. After presenting from each group, the co-facilitators described different mechanisms and tools in development parliamentary engagement strategies, including working with relevant committees, holding debates, presenting questions to specific working groups, engaging constituents, consulting on party manifestos, and connecting with parliamentarians through social media and other alternative communication tools. Common challenges included difficulty in identifying and communicating with interested parliamentarians and building goal-oriented relationships, getting on parliamentarians’ busy schedules, making human rights issues relevant to parliamentarians, making the right to education stand out, paying per diem costs, tracking progress and measuring impact, and changes in leadership after elections. Ben Sadek and Taryn Russel suggested tips to overcome these challenges, including researching and planning ahead about who you want to contact and why; identifying relevant national, regional, and global caucuses and committees; personalizing communication and adapting language to the audience (referencing the EPIC model); mapping power dynamics in current political parties; keeping messaging short and to the point; working with staff other than the parliamentarians themselves; and working with coalition partners who may already have built or be building relationships with parliamentarians and committees.

The **Advocacy through Media Workshop**, facilitated by Boniventura Godfrey (HakiElimu) described in detail how HakiElimu uses media, especially television, to influence policy makers. Boniventura

Godfrey used the example of a short clip created by HakiElimu which was then used by a policy maker to make the point that creating high quality media pieces can have widespread efficacy beyond the immediate use. Through group discussion, mobile phones and alternative media were explored to highlight both how HakiElimu used alternative communication methods and the experiences of others in the room. HakiElimu uses an innovative approach through a “friends” network to spread information through WhatsApp informal networks.

We briefly discussed data visualization tools to begin thinking of how to use RTEI results and data collected in media materials.

Feedback

RTEI Methodology next steps:

General and cross-cutting themes:

- Restructure the SDG cross-cutting theme to include indicators beyond SDG 4.
- Revise GDP weighting where appropriate

Governance suggested edits:

- Governance theme needs more practice-based questions to measure implementation.
- Revise indicator on national education expenditure per pupil as a percent of GDP (1.5.1)
- Compare education financing by education level (1.5.4)

Availability suggested edits:

- Include question about building codes and floor space-per-pupil
- Define classroom
- Investigate Sanitation alternative analyses
- Make all minimum standards have a “not applicable” option. For standards that are available, include reference of when it became a standard and post that on the website to make it easily searchable. (2.1.1, 2.2.1, 2.3.2, 2.4.1)
- The percentage of schools with toilets question (2.2.3) was not useful and can be removed.

Accessibility suggested edits:

- Recommend that an open option about education inequality could measure how many children receive free or reduced lunches.
- Cut quintile measures? (ie. 3.3.1).

Adaptability suggested edits:

- Accommodations for children with disabilities need to be defined (5.1.1)
- Include a question about teacher training curriculum and inclusive schools (see 5.1.3)
- Include indicators on number and percent of out-of-school children (5.4)

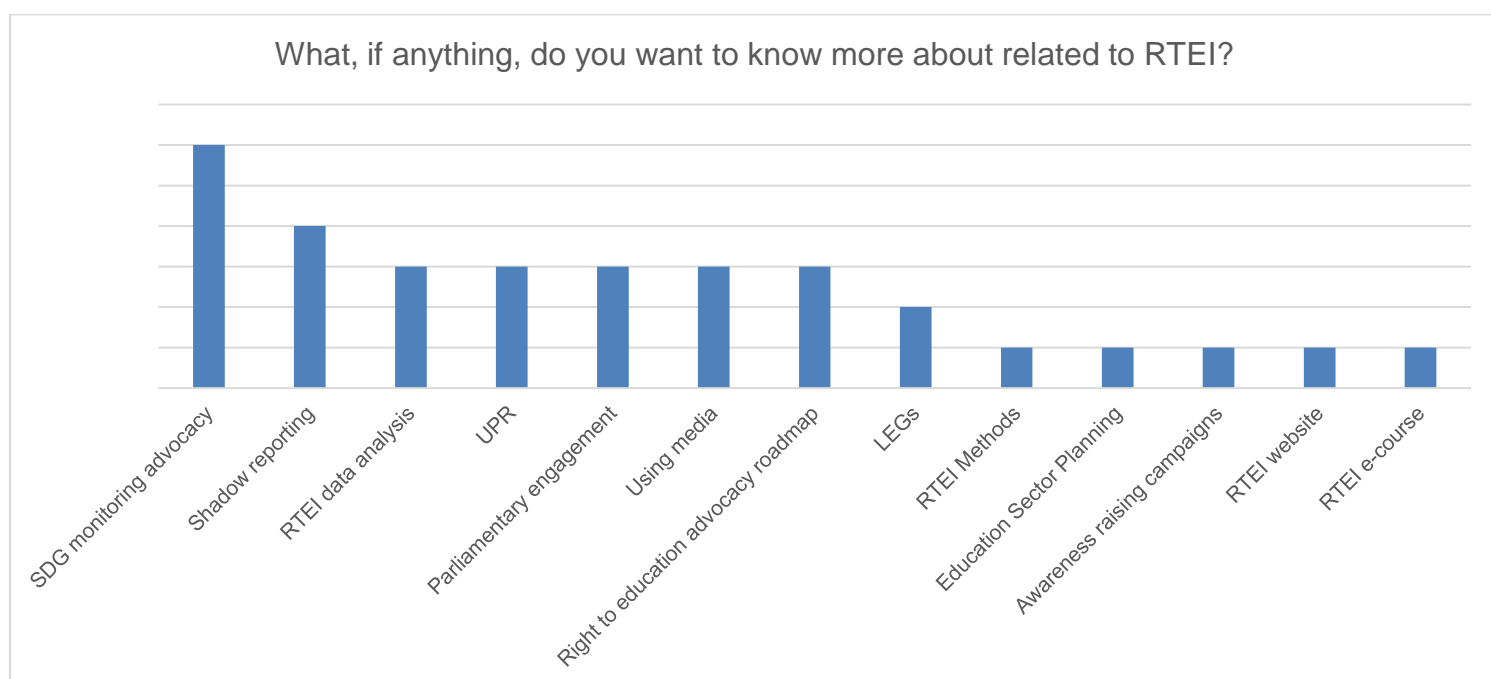
Participant Evaluation Detailed Results:

Of the workshop sections, participants ranked the SDG Monitoring and Shadow Reporting workshop highest, followed by advocacy partners’ individual presentations, the Education Sector Planning and Local Education Group workshop, the School Visit, and the planning session at the end of the meeting, Wednesday afternoon. The workshop sessions were particularly well received

Suggested edits and changes to workshops include:

- Focus on media and information technology with specific research to discuss how best to reach new audiences more broadly than one country context.
 - Include a U.S. media visit and emphasize education advocacy through multimedia.
- More focused site (school) visit with clear purposes (emphasize public education rather than private)
- More focused discussion between Advocacy and Global Partners to discuss how best to support 2017 advocacy strategies
- Emphasize group discussion in each workshop
- Emphasize RTEI findings during launch events
- More coordination between all partners prior to the meeting

Finally, participants were asked what they would like to know more about related to RTEI and reported that SDG monitoring, advocacy, and shadow reporting were the top issue they wanted to explore using RTEI results. In addition, RTEI data analysis, UPR engagement, Parliamentary engagement, using media in advocacy, and the right to education advocacy roadmap were also key topics to be explored in more depth following the meeting:



Moving forward

RTEI Advocacy Partner next steps:

- Disseminate the results obtained in 2016 and execute the approved proposal in the stipulated time, taking advantage to share our experiences.
- To organize a series of calls of ways of working with RTEI partners and begin executing stage 1 of the advocacy strategies
- Being in contact with the organizations who we will be supporting advocacy strategies.
- Advocate for RTEI findings-by including the campaign in our advocacy themes and strategies
- Dissemination of RTEI findings and country brief and integrate it our policy dialogues, media advocacy, and budget advocacy activities
- Follow up with the advocacy strategy

- Implementation of the advocacy project (especially on corporal punishment)

The right to education advocacy roadmap

Following the conclusion of the advocacy workshops, the meeting focused on the next steps related to RTEI and building global partnerships and enhancing existing networks on the right to education worldwide. Throughout the meeting, participants focused on and provided examples of local engagement, national advocacy, international networking, and international advocacy. The RTEI community roadmap connected these dots through a final group discussion on what the next steps in the RTEI community of practice could include.

Highlights from this session included using RTEI data for UPR, VNR, SDG monitoring, and treaty body engagement; identifying other organizations and networks (such as Global Initiative to End All Corporal Punishment of all Children, the Inter-Agency Network for Education in Emergencies, EI, Education Cannot Wait [ECW]), building relationships cross-nationally using RTEI with policy makers (as well as CSOs) in meetings like the partners meeting; working with GCE to connect RTEI and GCE thematic foci for advocacy and specifically integrating and linking RTEI partners with the Civil Society Education Fund (CSEF); participate in and lead UN General Assembly side events, World Bank annual meetings, Global Action Week for Education events, World Teachers' Day (and Girls' Education Days, etc.) events, Global Monitoring Report and Global Education Monitoring report launches, ECW events, and the upcoming International Conference on Adult Education (CONFITEA) meeting; participate in the UNESCO Technical Cooperation Group and Global Alliance to Monitor Learning processes; and advocate GPE beyond sector planning to ensure that they continue to have a rights-based focus.

List of Participants

A. Rahmad Budeono, NEW Indonesia

Abdul Ubaid, NEW Indonesia

Addie Unsi, E-Net Philippines

Ally Krupar, RESULTS Educational Fund

Anjela Taneja, GCE

Ben Sadek, RESULTS UK

Boaz Waruku, Africa Network Campaign on Education For All (ANCEFA)

Boniventura Godfrey, HakiElimu

Callum Northcote, RESULTS United Kingdom

Dara Adriana, NEW Indonesia

Erica Murphy, RTE

Helga Dyah, NEW Indonesia

Intesar Abuhussein, TCC Palestine

Lucy Drescher, RESULTS UK

Maria del Carmen Ayes, Foro Dakar Honduras

Maxwell Rafomoyo, ECOZI

Nailul Faruq, NEW Indonesia

Rene Raya, Asia South Pacific Association for Basic and Adult Education (ASPBAE)

Taryn Russell, RESULTS Canada

Tony Baker, RESULTS Educational Fund

Zulkifli, NEW Indonesia

Meeting Agenda

Monday, March 20

8:30	ARRIVAL
9:00	INTRODUCTION TO THE MEETING AND WELCOMING PARTICIPANTS <i>NEW INDONESIA AND RESULTS EDUCATIONAL FUND STAFF</i> <ul style="list-style-type: none">• Welcome and introduction of participants
9:20	RTEI PROJECT BACKGROUND <i>Moderator: Tony Baker and Ally Krupar, RESULTS Educational Fund</i> <ul style="list-style-type: none">• Meeting objectives• What is RTEI?• Where we were: Key issues out of 2016 partners meeting• Where we are: 2016 Questionnaire and results• Where we are going: Plans for 2017 and beyond
10:30	<i>Tea & coffee break</i>
11:00	RTEI QUESTIONNAIRE REVIEW <i>Moderator: Boniventura Godfrey, HakiElimu and Ally Krupar, RESULTS team</i> <ul style="list-style-type: none">• Feedback received and partner's general experience through data collection• Group discussion
12:30	<i>Lunch</i>
13:30	RTEI 2016 METHODS <i>Moderator: Ally Krupar, RESULTS Educational Fund</i> <ul style="list-style-type: none">• 2016 calculation methodology• Indicator specific discussion about weighting• Structural, process, outcome weights

15:00	<i>Tea & coffee break</i>
15:30	<p>METHODS CONT. <i>Moderator: Ally Krupar, RESULTS Educational Fund</i></p> <ul style="list-style-type: none"> • Next steps in methods development • Group discussion
17:00	<i>Close</i>

Tuesday, March 21

8:30	ARRIVAL AND BRIEF RECAP
9:00	<p>ADVOCACY STRATEGIES OVERVIEW <i>Moderator: Tony Baker, RESULTS Educational Fund, Addie Unsi, E-Net Philippines and Erica Murphy, RTE</i></p> <ul style="list-style-type: none"> • Building partnerships • Working within resources • Human rights based advocacy strategy - RTE monitoring guide links with strategies
10:30	<i>Tea & coffee break</i>
11:00	<p>PRESENTING ADVOCACY STRATEGIES <i>Moderator: Maxwell Rafomoyo, ECOZI and Abdullah Ubaid, NEW Indonesia</i></p> <ul style="list-style-type: none"> • Partner presentation of strategies • Brainstorming session of how to present strategies and findings
12:30	<i>Lunch</i>
13:30	<p>ADVOCACY WORKSHOP 1: SDG monitoring and shadow reporting <i>Moderator: Intesar Hamdan, TCC; Lucy Drescher, RESULTS UK; and Anjela Taneja, GCE</i></p> <ul style="list-style-type: none"> • Discuss ongoing SDG monitoring • Links between laws and goals
15:00	<i>Tea & coffee break</i>
15:30	<p>ADVOCACY WORKSHOP 2: Education sector planning, LEG <i>Moderator: Anjela Taneja, GCE; Rene Raya, E-Net Philippines, and Maria del Carmen Ayes, Foro Dakar Honduras</i></p> <ul style="list-style-type: none"> • Discuss education sector planning and LEG engagement
17:00	<i>Close</i>

Wednesday, March 22

8:30	ARRIVAL AND BRIEF RECAP
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9:00	<p>ADVOCACY WORKSHOP 3: UPR Moderator: Maxwell Rafomoyo, ECOZI, Ben Sadek, RESULTS UK, and Rene Raya, E-Net Philippines</p> <ul style="list-style-type: none"> • Describe tactics and UPR system • How are advocacy strategies using the UPR?
10:30	<i>Tea & coffee break</i>
11:00	<p>ADVOCACY WORKSHOP 4: PARLIAMENTARY ENGAGEMENT, AWARENESS RAISING CAMPAIGNS Moderator: Ben Sadek, RESULTS UK, Taryn Russell, RESULTS Canada, and Maxwell Rafomoyo, ECOZI</p> <ul style="list-style-type: none"> • Discuss parliamentary engagement • Discuss community-based awareness raising campaigns
12:30	<i>Lunch</i>
13:30	<p>ADVOCACY WORKSHOP 5: MEDIA AND TECHNOLOGY Moderator: Boniventura Godfrey, HakiElimu and Ally Krupar, RESULTS Educational Fund</p> <ul style="list-style-type: none"> • Describe tactics using media and technology • Discuss and explore data visualization tools:
15:00	<i>Tea & coffee break</i>
15:30	<p>MOVING FORWARD Moderator: Tony Baker, RESULTS Educational Fund</p> <ul style="list-style-type: none"> • What would be helpful across the RTEI community of practice? • Additional communication/info sharing? • Global roadmap of education strategies • Group discussion: <ul style="list-style-type: none"> ▪ Personal takeaways ▪ Recommendations from the group
17:00	<i>Close</i>
18:30	<i>Optional group dinner</i>

Thursday, March 23

8:30	PARTICIPANT ARRIVAL
9:00	<p>REPORT LAUNCH NEW Indonesia staff</p> <ul style="list-style-type: none"> • NEW Indonesia researcher describes key finding and country policies • Ministry of Education/Religious Affairs Representative describes education policy, planning, and implementing • Member of Parliament describes the education budget and regulations • Education Observer describes findings on education policy and implementation

	monitoring
10:30	<i>Tea & coffee break</i>
11:00	REPORT LAUNCH <i>NEW Indonesia staff</i> <ul style="list-style-type: none"> Continued presentations
12:30	<i>Lunch</i>
13:30	VISIT TO HIGHLIGHT NEW INDONESIA'S WORK AND CLOSING <i>NEW Indonesia staff</i> <ul style="list-style-type: none"> Assidiqiyah School located at west Jakarta
18:00	<i>Close</i>

Thanks

We want to thank Lucy Drescher and Ben Sadek from RESULTS UK for taking notes during the meeting and others for sharing their notes. Below we highlight some of the main take-aways from the three-day focus on RTEI. If essential feedback from the partner meeting has been omitted from the comments below and you would like them to be added, please email Ally Krupar at akrupar@results.org.