

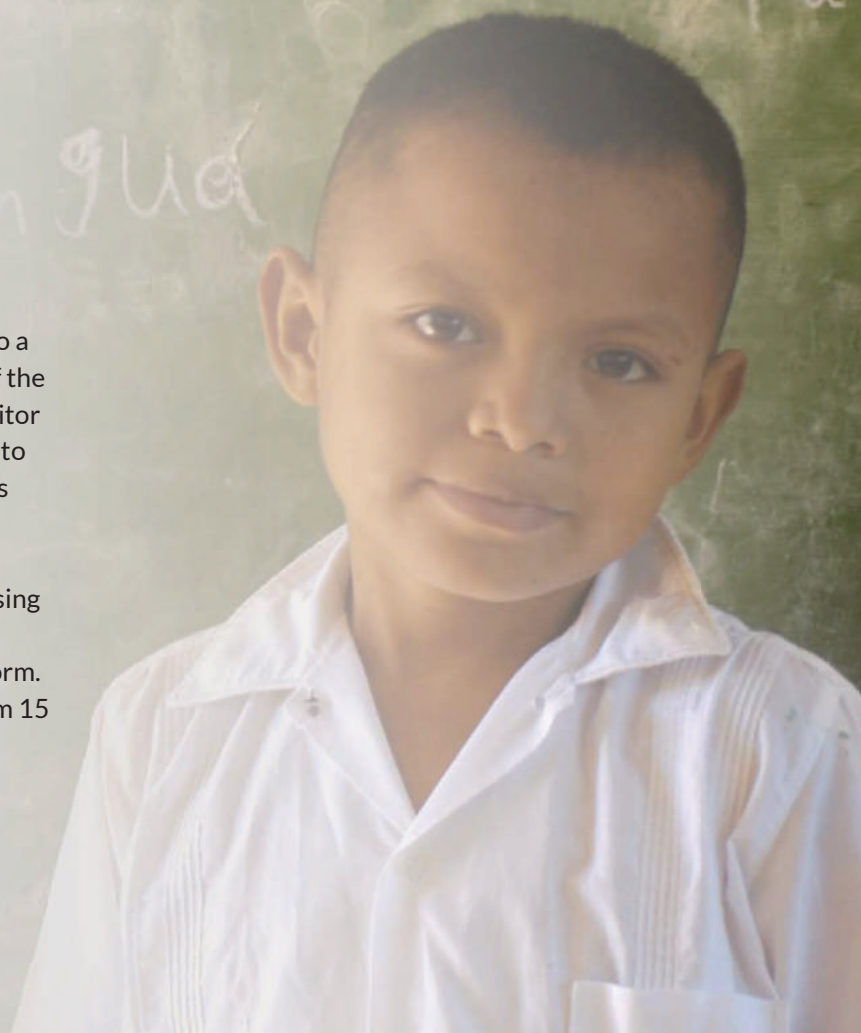
RESULTS
the power to end poverty

RIGHT TO
EDUCATION
INDEX 


RIGHT TO EDUCATION INDEX 2016

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 the right to a quality education. RTEI is a global index built out of the international right to education framework to monitor and accelerate progress towards fulfilling the right to education for all people, everywhere. RTEI partners with civil society, research institutions, and governments to monitor and accelerate progress towards the fulfillment of the right to education. Using a rights-based approach, RTEI supports national advocates to coordinate and drive educational reform. The RTEI 2016 report summarizes the findings from 15 country partner organizations, including the 2016 thematic highlight on education financing.

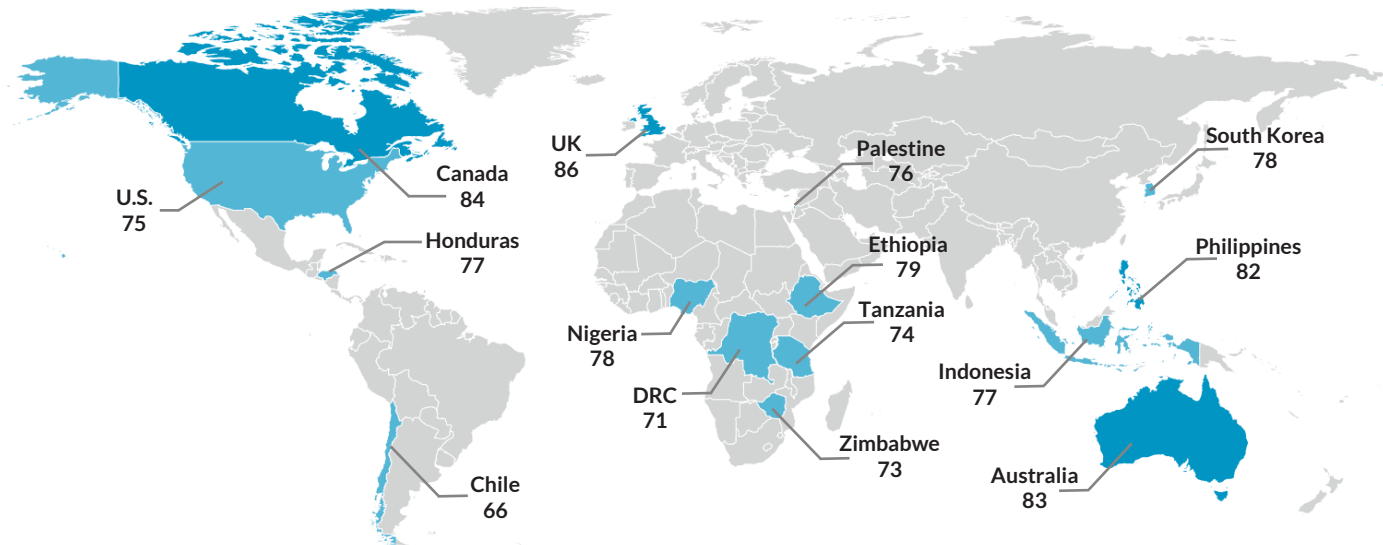


RTEI 2016 SUMMARY

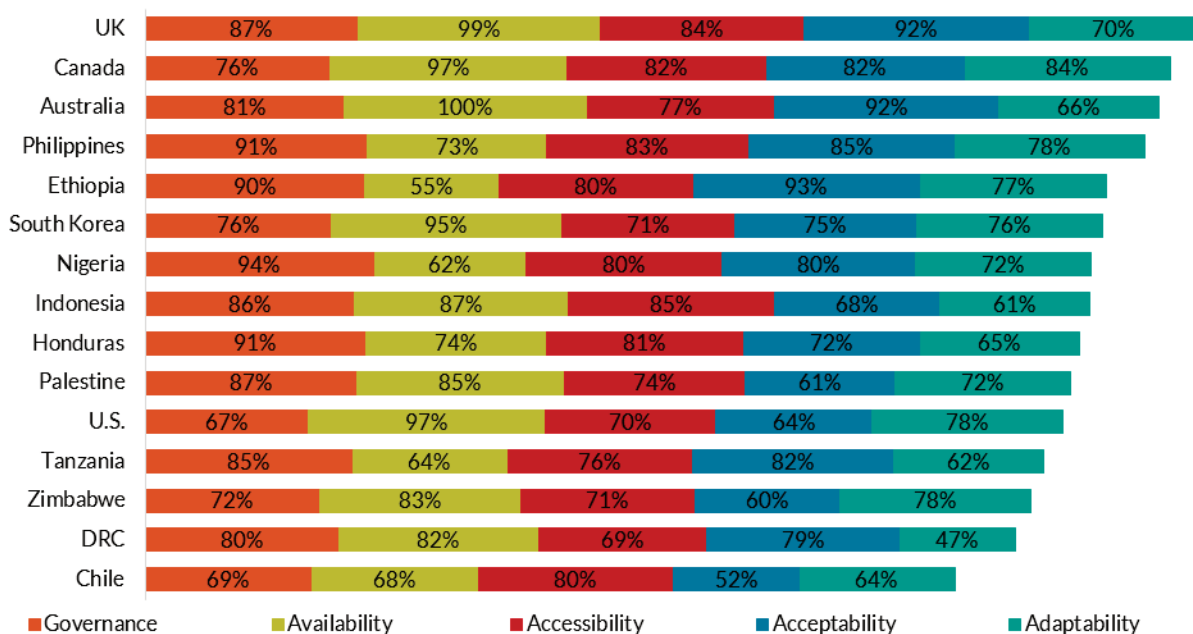
Two young girls in school uniforms are standing in front of a yellow wall. The girl on the left is holding a pink folder. The girl on the right is smiling. They are both wearing white long-sleeved shirts and dark skirts.

In 2016, RTEI found that Australia, Canada, and the UK had the most robust framework for the right to education across the five themes represented in RTEI; Governance, Availability, Accessibility, Acceptability, and Adaptability. Each theme is made up of subthemes specifically referenced in the international right to education framework. Australia's, Canada's, and the UK's scores were highest on Availability, reflecting schools' infrastructure and resources, including textbooks, sanitation, classrooms, and pupil-per-trained teacher ratios. On the Index's other end, Chile, the DRC, and Zimbabwe struggled to satisfy indicators monitored in RTEI 2016. These countries had low Acceptability or Adaptability scores, signifying weaker education systems and difficulties addressing progressively realized rights, such as the rights of children with disabilities. For all RTEI 2016 participating countries, the lowest scoring theme was Adaptability, focused on education for children with disabilities, out-of-school children, and out-of-school educational opportunities. Outside of Adaptability indicators, the Classrooms subtheme had the lowest average score of all Availability subthemes across all countries because of the lack of infrastructure data available in RTEI 2016 and high pupil-per-classroom ratios in several countries.

National findings make up RTEI and are included in the full RTEI 2016 report through summaries developed by national partners. RTEI scores help highlight partner organizations' findings and support national level advocacy and policies to satisfy the right to education. RTEI 2016 revealed many national findings for future advocacy and data collection. Civil society organizations in all RTEI 2016 participating countries can use RTEI findings to focus on national level changes, whether in corporal punishment, the treatment of pregnant students, or learning outcomes. All countries in RTEI 2016 have opportunities to further respect, protect, and fulfill the right to education. National recommendations are documented in the RTEI 2016 report and partner country briefs available on rtei.org.



Index score composition by theme



FINANCING THE RIGHT TO EDUCATION

Adequate resources, effectively allocated and executed, are essential to the right to education's full realization. RTEI 2016 data enables advocates and policymakers to move from a focus on more education aid to more targeted financing to support the right to education nationally.

Increase national education financing. RTEI 2016 shows that Australia, Canada, Chile, Ethiopia, Honduras, Indonesia, Nigeria, Palestine, South Korea, Tanzania, the UK, and the U.S. governments are successfully allocating 4 to 6 percent of their GDP to education. However, the DRC, Ethiopia, Honduras, Indonesia, Palestine, South Korea, the UK, the U.S., and Zimbabwe spent less than 50 percent of their national education budget on primary education expenses, contrary to international benchmarks. To fulfill the right to education, policies and practices must strive to meet international standards on financing the right to education. By doing so, governments can build stronger national budget frameworks that more successfully promote the right to education for all citizens.

Increase budget information transparency and availability. RTEI 2016 reveals significant gaps in data availability in national budgets. These gaps indicate that governments should consider prioritizing data collection in under-reported areas, specifically financing indicators related to budget allocations. Without clear data, effective education planning, implementation, and oversight are not possible.

Increase education aid. On the heels of major global commitments to education and development financing, including the Sustainable Development Goals (SDGs), the Education 2030 Framework for Action, and the Addis Ababa Action Agenda, donor governments must radically increase their support to global education now if these goals are to be met. One significant opportunity to demonstrate this leadership is the forthcoming Global Partnership for Education (GPE) pledging conference, the world's premier multilateral partnership seeking to support education development across 89 countries. Not only does GPE's current strategic plan enshrine the right to education as its first principle and fully align with SDG 4, but it supports developing country governments to meet several of the education financing standards monitored by RTEI, including the 20 percent allocation of national budgets to education.



GOVERNANCE

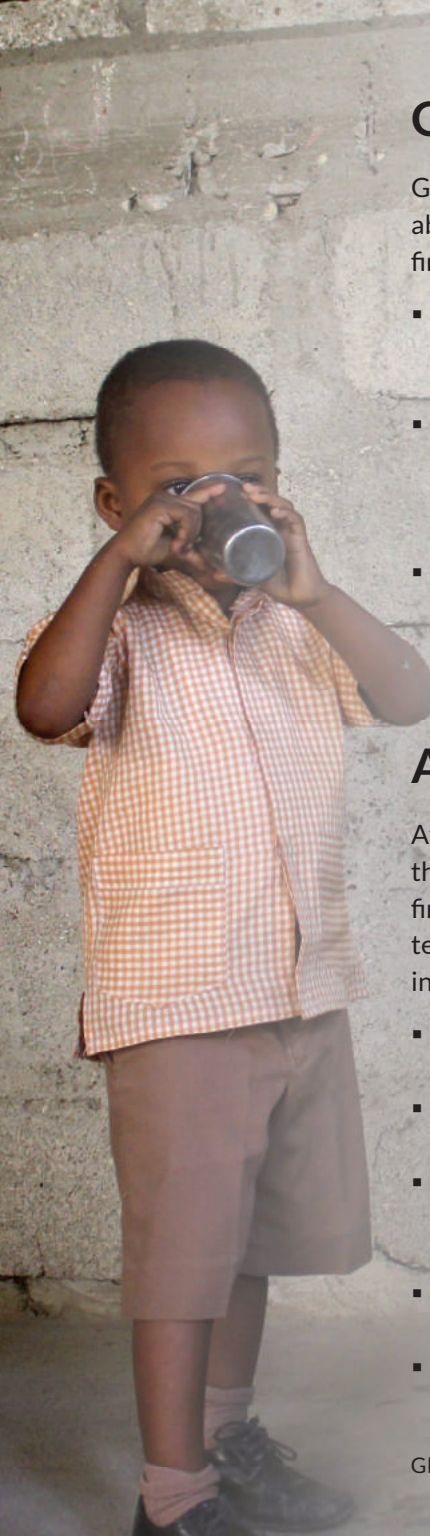
Governance is a strong theme with 9 of the 15 RTEI 2016 participating countries scoring above 80. Governance indicators include international agreements, data availability, financing, national legal protections, and national planning. Key findings include:

- The U.S. scores low on International Framework indicators due to a dearth of international treaty ratifications. For instance, the U.S. is the only country in the world that has not ratified the Convention on the Rights of the Child.
- The U.S. also scores low on National Law indicators due to the lack of a federal guarantee of the right to education and diverse protections at the state level. The lack of national laws protecting the right of minorities to establish their own schools also affects Chile's score.
- National education plans in Chile and Zimbabwe do not aim to achieve free, compulsory primary education. All other RTEI 2016 countries have plans with targeted implementation dates for achieving free education, except those that have already achieved free, compulsory education.

AVAILABILITY

Availability presents stark divides between countries in the Global South and North, with the five countries in the North scoring high across the theme. Countries with more financial resources and older education systems are more likely to have low pupil-per-teacher ratios, more adequate sanitation, and greater access to textbooks. Key findings include:

- On average the Philippines has over 75 students in primary classrooms, well over the national 45 to 1 minimum standard of pupils per classroom.
- The pupil-per-classroom ratio in primary schools is around 20 to 1 in Australia, the UK, and the U.S., below these countries' national standards.
- Honduras reports low percentages of schools with toilets and potable water (both 68 percent). The DRC and Nigeria have no comprehensive data regarding sanitation environments in their schools in RTEI 2016.
- Less than half of teachers in Indonesia and Palestine are trained to national standards. Nigeria also has high pupil-per-trained teacher ratios.
- Chile, Ethiopia, and Tanzania have low pupil-textbook ratios, with roughly four pupils sharing one textbook in each country.



ACCESSIBILITY

Accessibility monitors national laws regarding free education, educational discrimination, education costs, and enrollment and completion rates at the primary and secondary levels. Key findings include:

- Chile, the DRC, and Tanzania had high household spending on education, signifying socio-economic obstacles to free, compulsory education.
- Discriminatory practices against pregnant girls and young mothers occur in the DRC, Indonesia, Nigeria, and Tanzania. In Palestine and Zimbabwe, there is no legislation protecting girls from this discrimination. In all six countries, girls who become pregnant could be expelled from school and young mothers not allowed to re-enter, in contradiction to non-discrimination guidance related to pregnancy from the Committee on the Rights of the Child.

ACCEPTABILITY

Acceptability varies widely across RTEI 2016. Indicators include national law, policy, curriculum, and teacher training content focused on the full development of: the child's personality, talents, and mental and physical abilities; respect for human rights and fundamental freedoms; respect for the child's parents, cultural identity, language, and values, as well as respect for the values of the child's country and other civilizations; the child's responsibilities in a free society, including understanding, peace, tolerance, equality, and friendship among all persons and groups; and respect for the natural environment. Acceptability also includes national textbook alignment; the inclusion of children in school decision-making; and a national curriculum that includes health, well-being, human rights, and the arts. Key findings include:

- Education systems of RTEI 2016 participating countries demonstrate a high level of alignment with these aims.
- Results showed that the content of teacher training in Chile and South Korea excluded the aims of education outlined in RTEI. National law in Zimbabwe similarly lacked policies regarding the aims of education.
- Learning Outcomes indicators use national assessments to evaluate the achievement of the curriculum foci described above. Learning outcomes data is limited, with less than 70 percent of countries reporting outcome data on overall assessments, reading, and math assessments.



A young child in a school uniform is smiling and looking towards the camera. The background shows a classroom with colorful decorations and other children's hands raised.

ADAPTABILITY

Low Adaptability scores suggest that countries are struggling to meet the needs of their diverse student populations. Key findings include:

- All countries in RTEI 2016 have national laws recognizing the right to education for children with disabilities, but only Australia, Canada, and the U.S. report that reasonable accommodations for children with disabilities are made in all mainstream schools.
- Few countries have specialized national teacher training related to children with disabilities, creating a knowledge gap for teachers working in inclusive schools or with students with disabilities.
- Nomadic populations in Canada, Chile, the DRC, Tanzania, and the UK lack mobile schools completely, and Ethiopia, Indonesia, and Nigeria reportedly have few mobile schools available.
- Mother tongue instruction is legally required in Canada, Chile, Ethiopia, Honduras, Indonesia, Nigeria, Palestine, the Philippines, and Zimbabwe. However, countries often fail to meet these obligations, such as Chile where 40 percent of students in primary school are not taught in their mother tongue.
- Over 30 percent of women are married under age 18 in the DRC, Palestine, Tanzania, and Zimbabwe. Early marriage is a leading cause of female dropout between primary to secondary schools.

NEXT STEPS

RTEI is designed to strengthen networks of Northern and Southern advocates through action research, dynamic resources, capacity building, and joint advocacy; hold governments and institutions accountable to their commitments to improve basic education and realize the right to education; and increase public and political support to realize the right to education from donor countries and developing country governments alike. RTEI is a biennial process in which civil society partners complete the RTEI Questionnaire by researching the right to education nationally in one year and then conducting advocacy campaigns related to their findings in the next. RTEI will expand biennially to include more civil society organizations in more countries researching and advocating for the right to education's respect, satisfaction, and fulfillment.

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 to view partner organization country briefs, country pages exploring RTEI data, RTEI completed questionnaires, the full dataset, and the RTEI 2016 Report.

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