



**RESULTS**  
the power to end poverty

**Right to Education Index 2017:  
Advocacy strategies in Honduras, Indonesia,  
Palestine, Tanzania, and Zimbabwe**

**March 2018**

RIGHT TO  
**EDUCATION**  
INDEX 

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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 the RESULTS model – Australia, Canada, Japan, Kenya, Mexico, South Korea, the UK, and Zambia.

Written by: Allyson Krupar

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# EXECUTIVE SUMMARY

The Right to Education Index (RTEI), an initiative of RESULTS Educational Fund, is a global research-to-action monitoring tool designed to catalyze reforms toward the fulfillment of the right to education. RTEI encompasses data collection on a non-exhaustive Questionnaire documenting the satisfaction of the right to education and multi-country advocacy campaigns that drive accountability and progress toward realizing the right. The project facilitates ongoing research, analysis, and advocacy in partnership with civil society worldwide and unites education advocacy campaigns. The RTEI Questionnaire reveals key areas in need of improvement, offers country-to-country comparisons, and tracks progress over time. RESULTS Educational Fund partners with organizations to develop country analyses based on Questionnaire findings to further interpret RTEI results and support national-level advocacy. RTEI provides the means for coordinated advocacy strategies across partners. Fifteen partners completed the RTEI Questionnaire in 2016, five of whom were selected to develop and implement advocacy campaigns based on their RTEI 2016 findings, referred to as the RTEI 2017 advocacy strategies.

This report details the outcomes and impacts of RTEI 2017 advocacy strategies facilitated by RTEI partner organizations in Honduras, Indonesia, Palestine, Tanzania, and Zimbabwe. It first describes how RTEI is designed to support right to education advocacy, details national strategies, and highlights policy implications of RTEI advocacy. RTEI 2017 advocacy strategies provide examples of best practices and lessons learned in right to education advocacy, emphasizing the utility of the RTEI partnership model and research-to-action program design.

RTEI 2017 advocacy strategies were coordinated by Foro Dakar in Honduras, Network for Education Watch (NEW) Indonesia, Teacher Creativity Center (TCC) in Palestine, HakiElimu in Tanzania, and Education Coalition of Zimbabwe (ECOZI). Each strategy was based on findings from RTEI 2016 and civil society organizations' (CSOs') identification of pressing national issues from RTEI data collection. The results of these strategies indicate significant movement towards full satisfaction of the right to education in the five cases. Each national strategy encompassed relevant issues, highlighted marginalization and inequality in educational access and quality, and worked with stakeholders nationally and internationally to further advocate for

the satisfaction of the right to education. Key takeaways from RTEI 2017 advocacy strategies offer lessons learned to other civil society organizations and highlight the efficacy of international partnership to support right to education advocacy worldwide.

# WHAT IS RTEI?

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. A project of RESULTS Educational Fund, RTEI works with civil society, research institutions, and governments to drive accountability and progress towards the right to education in countries all over the world.

RTEI is a global index built out of the international right to education framework to track national progress towards its fulfillment. The Index consists of indicators explicitly derived from international human rights treaties and conventions, including:

- The Universal Declaration of Human Rights (UN General Assembly, 1948),
- The International Covenant on Economic, Social, and Cultural Rights (UN General Assembly, 1966),
- The Convention on the Rights of the Child (UN General Assembly, 1989),
- And many other international instruments.<sup>1</sup>

RTEI reveals key areas in need of improvement and can be used by citizens, civil society organizations (CSOs), researchers, and governments to explore issues more deeply and place efforts where they are needed most. In 2017, RESULTS Educational Fund supported five RTEI civil society partners to implement advocacy strategies using data collected in the RTEI 2016 Questionnaire. This supports RTEI's overall goals to:

- Strengthen the expertise and capacity of civil society and education advocates,
- Increase public and political support for realizing the right to education,
- Hold governments and institutions accountable for their commitments to the right to education, and
- Uphold the right to education for every child and adult everywhere.

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<sup>1</sup> For more information, visit [https://www.rtei.org/documents/404/RTEI\\_International\\_Instruments\\_2016.pdf](https://www.rtei.org/documents/404/RTEI_International_Instruments_2016.pdf).

RTEI partners with CSOs, research institutions, and governments to collect data on a wide range of indicators explicitly derived from the international right to education framework. The RTEI Questionnaire, completed by CSO partners, tracks progress on key right to education indicators in the areas of Governance, Availability, Accessibility, Acceptability, and Adaptability (Tomaševski, 2001). Drawing on data collected in 2016, RTEI advocacy strategies address specific issue areas, such as girls' education, inclusive education, and Sustainable Development Goal 4 (SDG 4) monitoring so that civil society can strategically use findings to support national and international campaigns. Overall, RTEI can help drive public and political dialogues on the right to education and strengthen civil society campaigns, leading to more children around the world accessing quality education, reaching their fullest potentials, and breaking the cycle of poverty.

## RTEI ADVOCACY

RTEI operates on a recurring two-year project cycle. The first year is devoted to data collection and reporting on the state of the right to education as documented in the RTEI Questionnaire.<sup>2</sup> The next year supports deeper in-country advocacy based on Questionnaire findings. Following the first official round of data collection and the release of the RTEI 2016 report (Krupar & Baker, 2017), five CSOs with four global civil society partners developed in-country advocacy strategies based on their RTEI 2016 findings. Strategies enhanced partners' existing education advocacy and campaign areas. This section provides an overview of advocacy strategies.

### Strategy overview

Partners chose the issue area of their advocacy strategy based on their RTEI 2016 findings, pressing national issues, and their organizational expertise in national advocacy. Partners also choose the strategic approaches most suitable for that issue and their contexts. Some general outlines of strategies are below:

- **Engagement of education sector policy, planning, and review processes**

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<sup>2</sup> For data from RTEI 2016, visit <https://www.rtei.org/en/explore/map/>.

- Partners engage education sector policy planning processes to promote remedies to issues revealed by RTEI.
- Partners submit written or verbal testimony nationally about the right to education in Education Sector Reviews.
- **Parliamentary engagement**
  - Partners use RTEI results and their findings to educate parliamentarians regarding national educational needs.<sup>3</sup>
- **Media engagement**
  - Partners work with journalists to discuss the implications of RTEI results and the general situation related to the right to education in country.
- **Citizen engagement**
  - Partners work with community-based groups around specific issues revealed by RTEI.
- **Multilateral institution engagement**
  - Partners advocate around education issues pertaining to the World Bank or Global Partnership for Education.
- **Application of the Right to Education Initiative (RTE) monitoring guide**
  - Partners use the RTE (2015a) monitoring guide to further explore key RTEI findings and in relevant advocacy products and engagements.
- **SDGs and Framework for Action shadow reporting**
  - Partners use RTEI results and findings around specific themes to report on the status of SDG4 and provide recommendations.
- **UN Committee reporting**
  - Partners use RTEI results and their findings to draft informational briefs and policy recommendations in coordination with UN human rights mechanisms operating at the national, regional, and international level as well as UN Universal Periodic Reviews.

RTEI 2017 partners developed their strategies with the above guidance, drafting project proposals in February 2017 and monitoring and evaluation frameworks by May 2017. They completed RTEI 2017 advocacy strategies in September 2017. To more fully develop a community of practice around RTEI, advocacy strategies included global partnerships in which international and national organizations were matched based on expertise and interests to further enhance right to education advocacy and campaigns. Each national advocacy strategy, based on RTEI data with support from global partners, created and strengthened linkages between national and international civil society networks. For example, Teacher Creativity Center (TCC) in Palestine worked on SDG 4 and Framework for Action shadow reporting and were additionally supported by the Global Campaign for Education (GCE), which works extensively on SDG shadow reporting.

Advocacy strategies developed action-oriented recommendations for national and international policy decision-makers and suggested best practices and strategies in right to education advocacy. At the international level, education advocacy strategies had several cross-cutting objectives:

- To launch and influence national policymakers through the RTEI 2016 Report.
- To submit national reports to policymakers and SDG 4 monitoring bodies, and international shadow reporting to UN treaty bodies and human rights mechanisms such as the Human Rights Council, UN Special Rapporteurs, and the UNESCO Committee on Conventions and Recommendations.
- To increase international and national media attention to the right to education.

Within these overarching objectives, each strategy specifically focused on national issues, such as girls' education or corporal punishment. Advocacy strategies, described in depth below, also highlighted international policies to more fully satisfy the right to education, particularly through accountability, preserving public education, raising community awareness, and connecting strategies to support the right to education worldwide.

<sup>3</sup> RESULTS Educational Fund does not support lobbying activities.

## National advocacy strategies

RESULTS Educational Fund and related RTEI global partners supported the RTEI 2017 country partners throughout implementation of in-country advocacy strategies in Honduras, Indonesia, Palestine, Tanzania, and Zimbabwe.

**Foro Dakar - Honduras:**<sup>4</sup> Foro Dakar is a group of CSOs established in 2001 to make the right to education a reality in Honduras. The network has been a leader in ensuring the implementation of the Honduran Fundamental Education Law (Ley Fundamental de Educación). Foro Dakar focused on national education sector planning, discrimination, and monitoring progress towards SDG 4. Over the course of the strategy, Foro Dakar engaged five policymakers, 20 developers of the Strategic Plan for the Education Sector 2016-2030, and 90 teachers and support staff on inclusive education policy recommendations; published three newspaper articles (e.g. Foro Dakar Honduras, 2017a; 2017b; 2017c) and 17 community radio announcements throughout Honduras about inclusive education; and developed an electronic platform (Foro Dakar Honduras, 2017d) to monitor the implementation of SDG 4.

**Network for Education Watch - Indonesia:**<sup>5</sup> NEW Indonesia, established in 2010, is a coalition of 20 organizations aiming to promote the right to a quality education in Indonesia through research and advocacy. NEW Indonesia conducts research, writes policy briefs, and develops tools that can be used in national education advocacy. NEW Indonesia implemented strategies focused on increasing teacher training and improving national training programs related to inclusive education to further the right to education for children with disabilities. NEW Indonesia trained 30 teachers on pedagogy to teach children with disabilities; trained 30 parents who had children at inclusive schools to better monitor learning and report any violations or complaints to the proper channels; distributed training information via media outlets (e.g. NEW Indonesia, 2017a; Amal, 2017a; 2017b; Gosumut, 2017); and coordinated a festival to highlight artwork by 200 children with disabilities, connecting students, teachers, and community members (NEW Indonesia, 2017b).

**Teacher Creativity Center - Palestine:**<sup>6</sup> Established in 1995 by a group of primary and secondary school teachers working in public, private, and United Nation's schools in Palestine, TCC works to promote Palestinian children's and youth's access to quality education. TCC helps develop the national education sector's role to address community development concerns and contribute to creating an informed and active citizenry. TCC's focus on policy and accountability supported their implementation of RTEI 2017 activities. TCC led advocacy strategies, including: conducting SDG 4 shadow reporting and public awareness campaigning; and coordinating five workshops to train education CSOs, youth, and other stakeholders on the right to education, how to monitor progress towards SDG 4, and how to generate data to hold government officials accountable to their obligations.

**HakiElimu - Tanzania:**<sup>7</sup> HakiElimu is a Tanzanian CSO working since 2001 to see an open, just, and democratic Tanzania, where all people enjoy the right to education that promotes equity, creativity, and critical thinking. It has extensive experience in government engagement, media outreach, and a grassroots network of "Friends of Education" volunteers. HakiElimu led media strategies raising public awareness around girls' education, developing 24 media clips shared on two TV stations and 12 community radio stations (e.g. Ayo, 2017; Halisi, 2017; HakiElimu, 2017; Robi, 2017). They also engaged 23 parliamentarians, 1,260 local leaders in 22 districts throughout Tanzania, and 120 members of the HakiElimu Friends of Education network to ensure girls' access to education and support re-entry for teen mothers.

**Education Coalition of Zimbabwe:**<sup>8</sup> Over the last seven years ECOZI, a national Zimbabwean NGO, has conducted evidence-based advocacy to meet education targets established domestically and under Education for All and the Millennium Development Goals. ECOZI has coordinated a unified civil society voice in Zimbabwe that advocates for school fee abolition and has helped the government align the Education Act with the new Constitution, which came into effect in 2013. In their RTEI 2017 advocacy, ECOZI engaged Parliament

4 For more information, visit <http://forodakarhonduras.info/>.

5 For more information, visit <http://new-indonesia.org/>.

6 For more information visit, <http://www.teachercc.org/>.

7 For more information visit, <http://hakielimu.org/>.

8 For more information visit, <http://www.ecozi.co.zw/>.

toward ending corporal punishment and establishing an alternative policy on positive discipline in schools by conducting a workshop with 34 CSO representatives, 20 Members of Parliament, nine Junior Parliamentarians, and five Youth Council members, presenting findings on a radio talk show (Liberty, 2017).

The 2017 advocacy strategies were supported by global partners, identified with organizations in the RTEI Advisory Group who were strategically positioned to be paired with selected strategies to enhance their impact. Global partners that supported advocacy partners included:

**The Global Campaign for Education (GCE):**<sup>9</sup> GCE works to support states to ensure all people have the right to a free, quality public education. Working since 1999, GCE presents a united civil society voice on international agendas, such as Education for All and the SDGs. This experience supported their work with Foro Dakar in Honduras and TCC in Palestine. GCE supported and collaborated on Foro Dakar's electronic platform by connecting Foro Dakar with the Latin American Campaign for the Right to Education (CLADE), a GCE affiliated regional network to further support cross-national and cross-organizational collaboration. With TCC, GCE built regional CSO networks and provided expertise in workshops on NGO shadow reporting in close collaboration with TCC staff.

**RESULTS Canada:**<sup>10</sup> RESULTS Canada works to end extreme poverty through citizen advocacy in Canada and connecting national and international campaigns. Their experience building networks with likeminded organizations supported their work with Foro Dakar in Honduras. RESULTS Canada and Foro Dakar developed a South-North knowledge exchange to highlight Honduras as a Global Partnership for Education (GPE) developing country partner in RESULTS Canada's 2017-2018 GPE replenishment campaign. In addition, RESULTS Canada held regular meetings with Foro Dakar staff beginning at the RTEI partners' meeting in Jakarta to support and advise during real-time project development.

**RESULTS UK:**<sup>11</sup> Established in 1986, RESULTS UK is a movement of passionate, committed, everyday people who use their voices to change the world. RESULTS UK supported RTEI 2017 advocacy strategies by developing the overall Monitoring, Evaluation, Accountability, and Learning framework used with all advocacy partners. More specifically, RESULTS UK worked with HakiElimu in Tanzania and ECOZI in Zimbabwe. RESULTS UK supported HakiElimu's advocacy strategy through UK Parliament engagement in Tanzania, reviewing HakiElimu's materials, and strategizing how best to respond to political changes in-country. They also provided advice and support to ECOZI through remote meetings.

**The Right to Education Initiative (RTE):**<sup>12</sup> Established by the Special Rapporteur on the right to education in 2000, RTE is a collaborative network of organizations aiming to ensure the right to education for all people throughout life. RTE worked with HakiElimu in Tanzania by updating the Tanzanian country factsheet (RTE, 2015b), supporting HakiElimu's press release (RTE, 2017a) in response to national policy developments related to pregnant girls' re-entry to school, and offering strategic advice on HakiElimu's upcoming position paper on girls' re-entry and overall research on improving girls' education in Tanzania. RTE shared its Guide to monitoring the right to education using indicators (RTE, 2015a) and Indicators selection tool (RTE, 2017b) with HakiElimu, providing technical support for further development of a research project on the qualitative dimensions of girls' education (i.e., infrastructure, safety, violence and bullying, sanitation, and learning outcomes). The national research project on qualitative elements of girls' education designed by HakiElimu and RTE is the first of its kind in Tanzania and fills gaps in the Ministry of Education's data collection.

Global partnerships supported national campaigns and informed global education advocacy around the right to education. The following sections detail RTEI 2017 national advocacy strategies and describe their impact through country-by-country summaries of partner-identified national issues, campaign actions, and future advocacy planning.

9 For more information, visit <https://www.rtei.org/en/partners/advisory-group/>.

10 For more information, visit <http://www.campaignforeducation.org/en/>.

11 For more information, visit <https://www.results-resultats.ca/en/>.

12 For more information, visit <http://www.right-to-education.org/>.





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

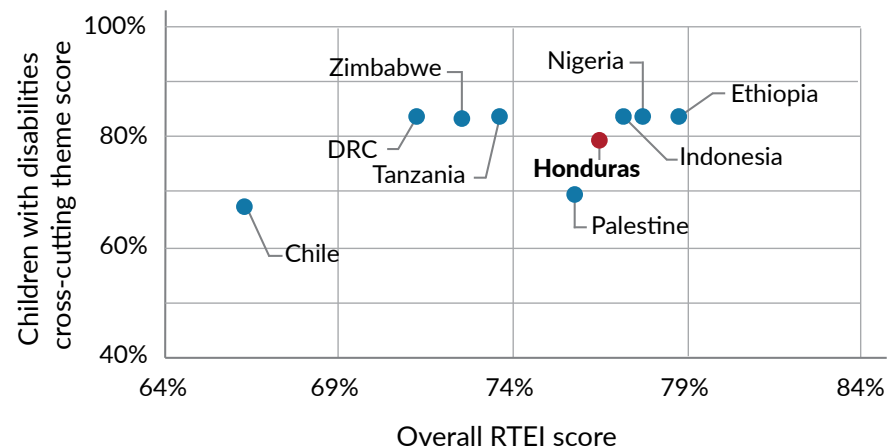
**Honduras 2016 Index Score: 77**

<b>Governance</b>	<b>91</b>
<b>Availability</b>	<b>74</b>
<b>Accessibility</b>	<b>81</b>
<b>Acceptability</b>	<b>72</b>
<b>Adaptability</b>	<b>65</b>

Through RTEI data collection, Foro Dakar discovered that the educational system in Honduras is not adequately protecting the right to education for people with disabilities. Honduras has national laws and is a signatory of international law and agreements to support people with disabilities but lacks practical measures to ensure the right to education is accessible and adaptable for all.

In RTEI 2016, the Adaptability theme score in Honduras was 65, indicating weaknesses in the right to education for people with disabilities, people who belong to minority groups, or those outside traditional education systems. Evident in RTEI 2016 data, Foro Dakar reported that Honduras rarely has accommodations for people with disabilities. Although they are not the lowest performing country on average by overall Index score or the Children with Disabilities cross-cutting theme score, the lack of practical measures to support children with disabilities signifies a gap in satisfaction of the right to education. Moreover, Honduras' basic educational institutions enroll increasing numbers of persons with disabilities, but 67 percent of these centers do not have the pedagogical conditions to properly meet their needs (Federation of Parents with Disabilities in Honduras, 2016).

Countries in RTEI where reasonable accommodations for children with disabilities are rare or uncommon



In addition to gaps in education for people with disabilities, in RTEI 2016 Foro Dakar identified that policy gaps between international agreements, national law, and practice presented obstacles to the satisfaction of the right to education in Honduras. With these findings in mind, Foro Dakar specifically focused on efforts to increase public dialogue about the right to education and decrease discrimination against people with disabilities in the national education system.

## RTEI 2017 advocacy strategy

Foro Dakar developed an advocacy strategy to address the gap between legislation and practice, specifically focusing on people with disabilities. The strategy first developed dialogue with policymakers and citizens in workshops, and then disseminated workshop conclusions via media. 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**

RTEI highlighted that the right to education of people with disabilities in Honduras is not fully realized. Working towards more fully satisfying the right to education for all, Foro Dakar conducted four workshops with 168 participants, including teachers, basic and technical educators, CSO representatives, National Board of Education officials, and Education Sector Strategic Plan 2016-2030 technicians to improve the adaptability of the national education system related to out-of-school learners and students with disabilities. Students, teachers, and officials discussed the importance of implementing inclusion policies and the legal and emotional implications of discrimination. Students invited policymakers to visit their schools to better understand their experiences and needs.

Workshop participants recommended increasing qualified and trained teachers, revisiting qualification guidelines, and having consistent and timely systematic performance evaluations to strengthen teaching. The workshops resulted in identification of discrimination against children with disabilities in the national education system and recommendations for financing to improve school safety and infrastructure with inclusivity in mind. To further disseminate outcomes from workshops, Foro Dakar published the recommendations nationwide. The impact of these activities increased the awareness of educators, civil society, policymakers, government officials, and media about the state of inclusive education in Honduras and targeted directions for improvements, including teacher training and infrastructure development.

### **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 30 CSO representatives involved in strategic planning, National Council for Education officers, and technical officers from the Education Sector Strategic Planning process. From this meeting and based on RTEI 2016 findings, Foro Dakar defined indicators to monitor education, especially related to out-of-school learners, education for children with disabilities, qualified teachers, learning outcomes, and safe learning environments. They designed an electronic platform (Foro Dakar Honduras, 2017d) for regional SDG 4 monitoring and data collection instruments for further research. This tool 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. Currently, the platform includes Foro Dakar's own data collection from RTEI

and other work identifying specific school and community based needs related to the right to education. The electronic platform has potential for long-term impact as a public tool to guide regional advocacy and policymakers to monitor SDG 4.

Through data collected in RTEI 2016, Foro Dakar connected with organizations, statisticians, and government officials to create an advocacy strategy that both related national and international law to educational practice and also addressed systemic discrimination in Honduras. Foro Dakar's advocacy strategy presents lessons learned for other civil society organizations working on the right to education.

- **Building relationships and awareness with policymakers:** Foro Dakar was surprised by policymakers' lack of awareness of the SDG 4 Agenda 2030. They further disseminated SDG 4 contents with policymakers and in education sector planning. Beyond awareness raising, Foro Dakar also identified that building relationships with education and statistics officials was key to SDG 4 and right to education monitoring.
- **Engaging citizens to end discrimination:** Foro Dakar highlighted the importance of students', teachers', and education sector officials' participation in analyzing national educational issues together to codevelop policy solutions.

*Adapted from Foro Dakar - Honduras RTEI 2017 reporting.*



# INDONESIA: IMPROVED TEACHER TRAINING ON INCLUSIVE EDUCATION

Indonesia 2016 Index Score: 77

Governance	86
Availability	87
Accessibility	85
Acceptability	68
Adaptability	61

RTEI 2016 highlighted that Indonesia teacher training includes teaching towards the full development of children's personalities, talents, and mental and physical abilities. However, reasonable accommodations for children with disabilities are not available in all schools. Other countries with similar results include Honduras, Palestine, Ethiopia, DRC, Tanzania, Nigeria, and Chile.

Through data collection for RTEI 2016, NEW Indonesia found that although access and quality education in Indonesia is improving, children with disabilities are still excluded from these advancements. RTEI 2016 findings directed NEW Indonesia to investigate education for children with disabilities more thoroughly, and they found that out of a total of three million children with disabilities only four percent can access education. Of students with disabilities who can access education, NEW Indonesia found that teachers and schools are under-resourced and under-skilled to provide adequate accommodations. Given that national law protects people with disabilities from discrimination, NEW Indonesia developed an innovative advocacy strategy to begin to decrease the gap in educational provision for children with disabilities. From RTEI, NEW Indonesia highlighted the need

for improved teacher training, decreased institutional discrimination, and increases in the number of child friendly schools.

## RTEI 2017 advocacy strategy

NEW Indonesia implemented an advocacy strategy focused on increasing teacher training and improving national training programs on inclusive education to further the right to education for children with disabilities. Based on RTEI findings, NEW Indonesia's advocacy strategy aimed to support developing education policy for children with disabilities and direct teacher training. NEW Indonesia's advocacy strategy was unique in its direct service provision approach whereby the NEW Indonesia team provided teacher training and developed an inclusive education module that they also connected with meetings with policymakers about improving national teacher training and inclusive school infrastructure.

## Engaging policymakers on inclusive education

At the RTEI partners meeting in Jakarta in March, NEW Indonesia launched RTEI 2016 findings by leading a public discussion about inclusive education with 150 people attending. Engaging directly with policymakers in the presentations, NEW Indonesia drafted policy briefs on teacher qualifications related to inclusive education. They disseminated those briefs to five policymakers, five parliamentarians, and through a newspaper editorial and press conference. They also held a press conference and drafted an editorial highlighting the policy brief.

## Inclusive teacher training and curriculum co-development

To lead by example, NEW Indonesia began their teacher training program through an assessment to identify teachers' competencies and students with disabilities' needs. Following the assessment, NEW conducted a training workshop for 30 teachers about inclusive education and pedagogy to support children with disabilities. Concurrently, NEW conducted training on monitoring and complaint reporting mechanisms for 30 parents of children with disabilities. NEW's advocacy strategy included long-term impact around teacher training development by developing new modules with teachers to improve their understanding of and work in inclusive education.



Credit: GPE/ Carine Durand

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

Along with the workshop on inclusive education and learning, NEW coordinated a festival to highlight 200 children with disabilities' artwork, connecting students, teachers, and community members. By nationally spotlighting the rights of children with disabilities, NEW Indonesia highlighted the lack of teacher training and showcased the skills and abilities of children with disabilities, working towards changing national attitudes about disability and inclusion.

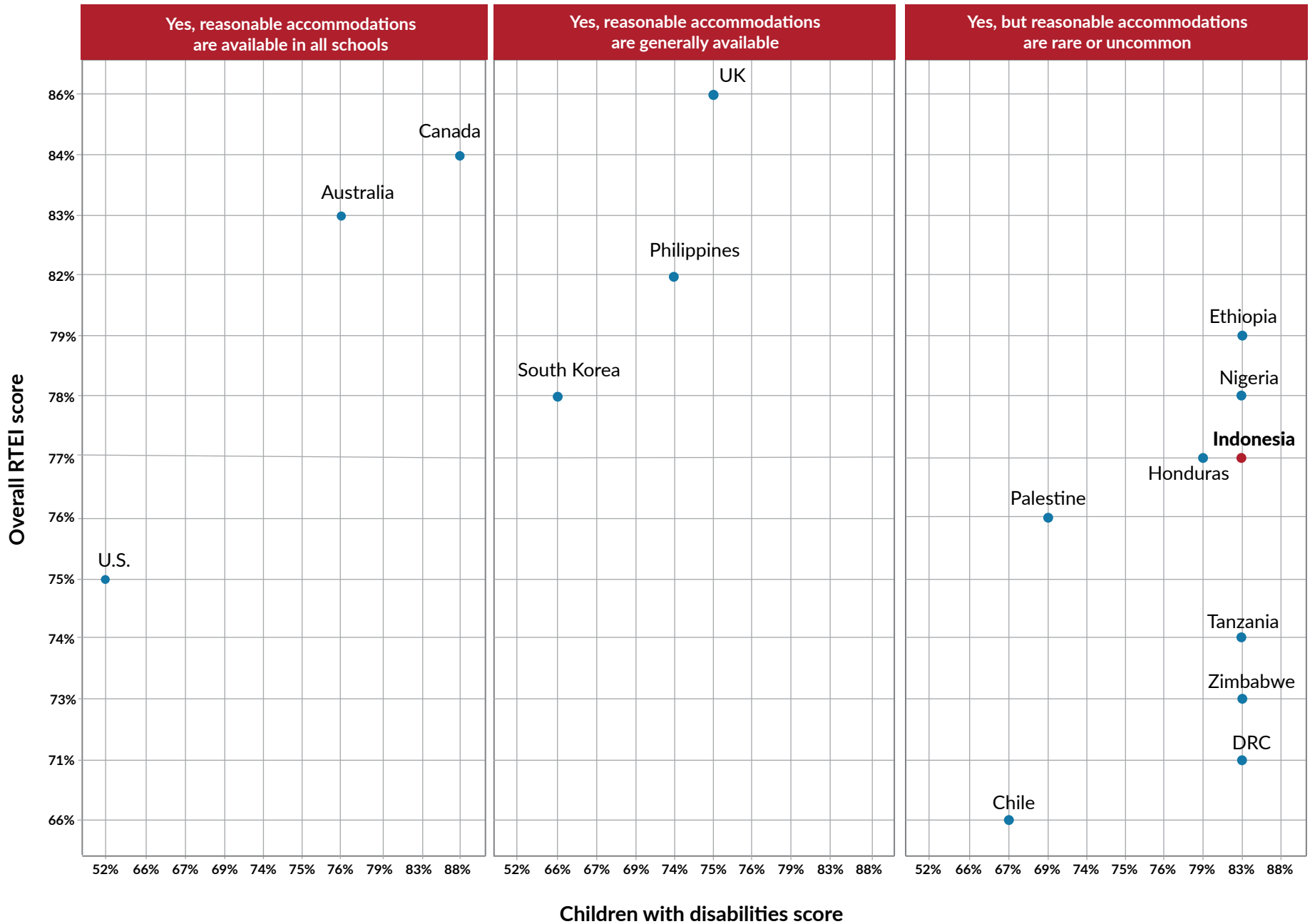
By drawing on RTEI 2016 findings about inclusive education and the lack of data related to trained teachers, NEW Indonesia developed a multifaceted advocacy strategy incorporating voices of teachers, students, and policymakers disseminated through the media. NEW Indonesia's advocacy strategy presents lessons learned for other civil society organizations working on the right to education.

- **Identifying and working with key policymakers:** NEW Indonesia identified inadequacies in facilities and infrastructure of inclusive schools, teacher training, and enforcement of national legislation. To address these inadequacies, NEW Indonesia used awareness raising campaigns with the public, media, and targeted advocacy with policymakers.
- **Combining advocacy and practice:** NEW Indonesia uniquely combined advocacy with implementation to both call for national teacher training to be improved and directly influence teacher training by collaboratively developing new training modules. This module supports further national curriculum development for teacher training.

*Adapted from Network Education Watch - Indonesia RTEI 2017 reporting.*



# RTEI summary of the right to education for children with disabilities





# PALESTINE: RIGHTS-BASED BUDGET MONITORING FOR SDG 4

**Palestine 2016 Index Score: 76**

**Governance 87**

**Availability 85**

**Accessibility 74**

**Acceptability 61**

**Adaptability 72**

Teacher Creativity Center (TCC) identified an overall gap in the satisfaction of the right to education in Palestine: accountability. In RTEI 2016, TCC found that educational quality was low and national measurements and evaluations were lacking, resulting in little available data about educational progress. The lack of a systematic and accountable education system in Palestine relates to other TCC findings from RTEI 2016 data collection, such as inadequate primary school completion rates (88 percent), high pupil-to-teacher ratios (44 to 1), under-resourced schools, violence in schools, and low financing towards education for children with disabilities.

To begin to address accountability in Palestine, TCC developed an advocacy strategy 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. RTEI results about SDG 4 indicators, such as primary school completion, show that Palestine is moving in a positive direction to achieving SDG 4, but there is much farther to go. TCC harnessed this momentum to conduct a national awareness campaign focusing on the right to education in Palestine, public budgeting, and national education implementation plans.

## **RTEI 2017 advocacy strategy**

The main emphasis of TCC's advocacy strategy was a national awareness campaign to target community-based organizations and policymakers and

increase awareness of accountability to fulfill the right to education. 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, regardless of civil society advocacy.

## **Advising on SDG 4 implementation**

To achieve the goals of the advocacy strategy, TCC, in collaboration with GCE, organized three meetings with the Ministry of Education and CSO representatives from the north, south, and middle of the West Bank to discuss the right to education, the implementation of SDG 4, and methodology for SDG 4 monitoring. From these meetings, TCC developed upcoming position papers on how best to budget and implement SDG 4. In addition, TCC conducted five workshops to train education CSOs representatives and youth on the right to education, how to monitor progress towards SDG 4, and how to generate data to hold government officials accountable to their obligations. Participants learned about human rights-based budget monitoring and advocacy and how to submit shadow reports on the right to education.

## **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, particularly to hold the government accountable for international commitments, such as SDG 4.

In RTEI 2016, TCC found that national accountability mechanisms to monitor the satisfaction of the right to education were lacking. To address this gap, TCC developed an advocacy strategy that built civil society's ability to hold the government accountable for its obligations and increased awareness of the right to education among civil society, youth, and government stakeholders. TCC's advocacy strategy presents lessons learned for other civil society organizations working on the right to education.

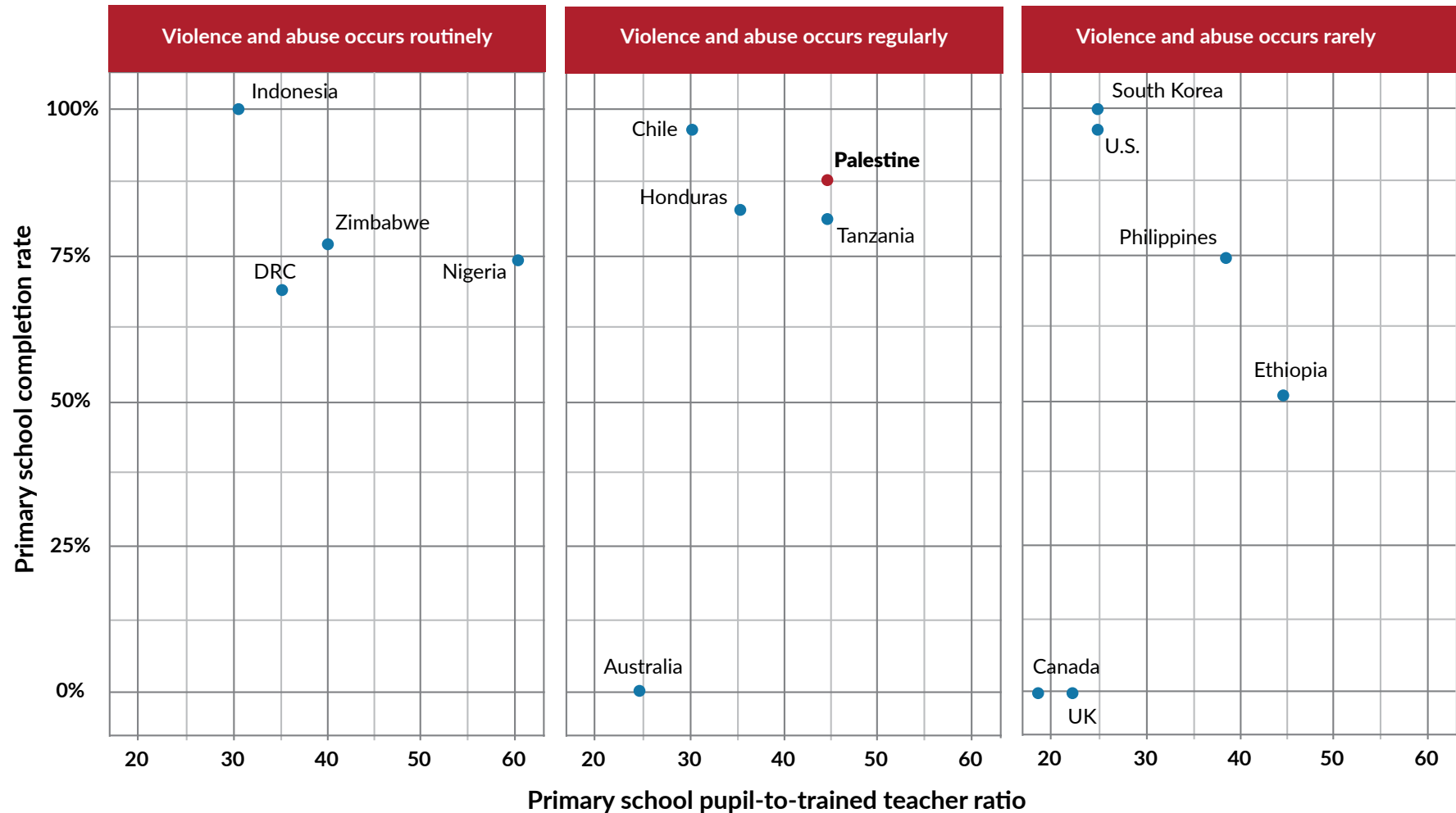
- **Creating partnerships for accountability:** TCC highlighted the importance of meeting with CSO representatives, youth, and officials



to increase national accountability and transparency toward SDG 4 implementation and the full satisfaction of the right to education. They found that through workshops with youth and other stakeholders, they could develop work plans to hold the government accountable to its obligations.

- **Engaging youth:** TCC found that youth specifically were an underutilized resource to support civil society and will further explore youth partnerships based on their positive experiences coordinating with youth during the RTEI 2017 advocacy strategy.

## RTEI summary of violence and abuse in school



Adapted from Teacher Creativity Center RTEI 2017 reporting.

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

**Tanzania 2016 Index Score: 74**

<b>Governance</b>	<b>85</b>
<b>Availability</b>	<b>64</b>
<b>Accessibility</b>	<b>76</b>
<b>Acceptability</b>	<b>82</b>
<b>Adaptability</b>	<b>62</b>

In RTEI 2016, HakiElimu found that girls' expulsion from school because of pregnancy is not only legal but also commonplace in Tanzania. Upon further analysis of the issue, HakiElimu found evidence that 8,000 pregnant girls are forced to leave school annually in Tanzania (Martinez, 2017). In addition, as of 2011, 84 percent of schools had no hand washing facilities, 86 percent had no access to clean water, and 99 percent had no soap (SNV, WaterAid, & UNICEF, 2011). The weak school infrastructure, coupled with the lack of legal and social protections for pregnant girls, hinders the full satisfaction of the right to education for girls in Tanzania. In addition, there is no re-entry policy for girls who leave school during pregnancy, contributing to reduced opportunities for girls who become pregnant at school age and perpetuating cycles of poverty nationwide. HakiElimu focused their advocacy on evidence-based policies that promote quality and inclusive education, particularly for girls.

## **RTEI 2017 advocacy strategy**

HakiElimu's advocacy strategy centered on influencing policy changes as well as engaging citizens in monitoring progress towards the right to education. This two-fold approach emphasized HakiElimu's strengths and national network of volunteers and engaged officials. HakiElimu's experience in reaching their goals highlights particular challenges and innovative solutions in the RTEI 2017 advocacy strategies.

## **Policy advocacy for girls' re-entry**

HakiElimu's campaign to improve girls' education through targeted policy regarding early pregnancy gained momentum through: a national media campaign; publication of re-entry guidelines for teen mothers; and two meetings about girls' re-entry and RTEI results, one with eight opposition Members of Parliament (MPs) from three different parties and one with 23 MPs who were interested in education. HakiElimu tracked the MPs with whom they met and found that two raised re-entry guidelines and planning during the Parliamentary Budget Session for the Education Budget and those recommendations were pending approval. The media campaign on re-entry created national debate. However, Tanzanian President Magufuli announced that teen mothers would not be allowed back in school.

To continue parliamentary engagement after this political setback, HakiElimu collaborated with RESULTS UK, who led a cross-party delegation of four UK Parliamentarians to Tanzania and delivered HakiElimu's briefing about girls' access to education to Tanzanian Parliamentarians, the Deputy Minister of Education, Minister of Finance, Minister of Health, and Permanent Secretary of the Prime Minister's office. The delegation discussed HakiElimu's policy positions with leaders of the Tanzanian Women's Parliamentary Group and connected the two organizations for future collaboration. From the meetings, parliamentarians reported interest in capacity building opportunities about education policy with HakiElimu.

## **Building public support for girls' education**

One hundred and twenty members of the Friends of Education participated in school performance monitoring of girls' education in 22 districts, holding a meeting in each district with 1,260 local leaders including District Executive Directors, Education Officers, councilors, and parents. Meeting participants identified challenges to girls' education and child protection. Local Government Authorities, parents, and councilors agreed to work together to mitigate challenges. After the Friends of Education meetings, communities worked on specific campaigns, such as for a 12-year-old girl who was pregnant and had been expelled from school. HakiElimu took the case to the media and the story was broadcasted by BBC radio, DW radio, Clouds TV, and Mwananchi newspaper. Another campaign organized a fundraiser

to collect money for girls' sanitary pads which were then distributed to four secondary schools. HakiElimu found that most participants in their outreach did not agree with the stagnant national policy on re-entry.

The impact of HakiElimu's work will further targeted advocacy at the national level to promote girls' access to education nationwide. Specifically, HakiElimu plans to work closely with parliamentarians and local government leaders as key levers to change the course of the ongoing policy debate about girls' re-entry to school. Based on RTEI 2016 findings, HakiElimu explored a pressing national issue in depth with global partners, identifying strategies for international, national, and grassroots engagement. HakiElimu's advocacy strategy presents lessons learned for other civil society organizations working on the right to education.

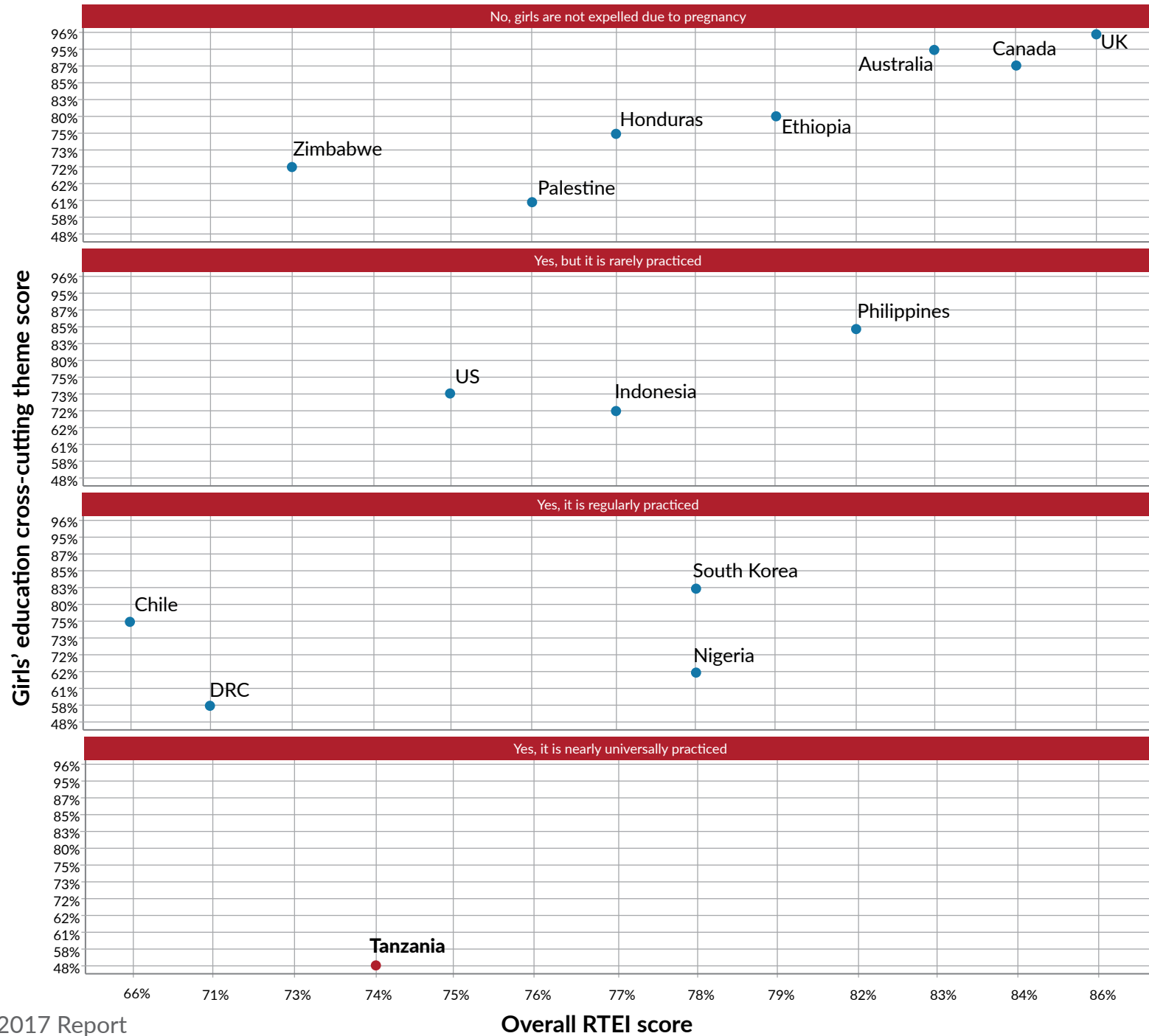
- **Increasing dialogue:** Public dialogues are key to raise awareness among citizens and local leaders. HakiElimu found that citizens who participated in their workshops identified the need for re-entry programs for teen mothers and were opposed to policies that halted those programs. Local government officials are also receptive to engage citizens when involved in issues from the onset.
- **Building allies:** HakiElimu highlighted that parliamentary engagement on education issues can be effective by working with MPs who are already interested in education to better utilize parliamentary sessions and budgeting negotiations.
- **Developing local support:** Local government leaders are more receptive than central government leaders to the girls' education campaign. HakiElimu uses local leaders' interest in the campaign to increase local engagement while collaborating on how to engage the central government to support the girls' education campaign.

*Adapted from HakiElimu's RTEI 2017 reporting.*



Credit: GPE/Kelley Lynch

# Girls' expulsion from school due to pregnancy, by Index score and girls' education cross-cutting theme score





# ZIMBABWE: ALTERNATIVE DISCIPLINE POLICIES TO END CORPORAL PUNISHMENT

**Zimbabwe 2016 Index Score: 73**

<b>Governance</b>	<b>72</b>
<b>Availability</b>	<b>83</b>
<b>Accessibility</b>	<b>71</b>
<b>Acceptability</b>	<b>60</b>
<b>Adaptability</b>	<b>78</b>

In RTEI 2016, the Education Coalition of Zimbabwe (ECOZI) found that although there is national policy regulating the use of corporal punishment in Zimbabwe, it commonly occurs in schools. Thirty-six out of 45 students report being subjected to corporal punishment, and 9 out of 30 teachers reportedly used it frequently (Matope, 2011). UNICEF (2014) estimated that 60 percent of children under 14 were violently disciplined. ECOZI identified that the frequent use of corporal punishment violated the right to education and can have severe detrimental effects on the victims. They developed an advocacy strategy working to abolish corporal punishment in Zimbabwe through crafting and disseminating an alternative policy on positive discipline in schools, training parliamentarians on corporal punishment issues, and submitting policy recommendations on corporal punishment and free education for parliamentary review.

## **RTEI 2017 advocacy strategy**

ECOZI's advocacy strategy combined policy recommendations with public awareness campaigning to address corporal punishment legislation and acceptance nationwide. Popular opinion in Zimbabwe does not always support safe learning environments free from violence because many still view corporal punishment as a valid disciplinary tactic in schools, despite

its violation of the right to education. ECOZI's advocacy strategy not only developed policy recommendations for corporal punishment abolition but also alternative disciplinary methods with teachers, parents, children, civil society representatives, and Ministry officials. In RTEI 2017, ECOZI used a combination of workshops, meetings with policymakers, print publications, consultative meetings with stakeholders, and popular media to advocate for the end of corporal punishment in Zimbabwe.

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

ECOZI conducted a day-long meeting disseminating RTEI findings to 20 members of the senior parliamentarians from the Portfolio Committee on Education, 9 members from the Junior Parliamentarians, 34 members from CSOs, and 5 members from the Zimbabwe Youth Council. The workshop deepened participants' understanding of the right to education, and parliamentarians requested a written RTEI report for use during portfolio meetings and policy development. ECOZI, in collaboration with 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 a radio talk show in which they disseminated RTEI findings, advocated for increased education financing, and discussed alternative learner discipline methods. However, they found that many listeners representing the greater public still viewed corporal punishment as necessary to maintaining functional classrooms.

Finally, ECOZI conducted a consultative meeting on alternative disciplinary methods with 31 participants from five provinces. Participants included teachers, civil society representatives, and representatives from MoPSE. The consultative meeting resulted in the development of positive discipline policy

to inform MoPSE's alternative policy development. 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. Participants agreed to pilot the alternative methods to create an evidence base for policy recommendations. Teachers agreed to raise awareness about corporal punishment in their schools. Finally, representatives from the teachers' unions and MoPSE promised to implement the recommendations to move toward an end to corporal punishment in Zimbabwe.

ECOZI's RTEI 2017 advocacy strategy situates them well for future advocacy as the political situation in Zimbabwe develops. ECOZI's in-roads in popular opinion and development of alternative disciplinary methods signify movement towards abolishing corporal punishment in Zimbabwe. The advocacy strategy also presents lessons learned for other civil society organizations working on the right to education.

- **Continuing outreach:** ECOZI was challenged by parents, students, and stakeholders who had mixed views about the use of corporal punishment. Continued awareness raising about the right to education, effects of corporal punishment, and alternative learner disciplinary methods will help further inform national opinion.
- **Sharing resources:** ECOZI found that written published materials were most influential for policymakers. They disseminated materials through multiple modes: email, social media, the ECOZI website, print media, and face-to-face meetings. Hard copies will also be printed and distributed to stakeholders such as the Ministry of Primary and Secondary Education, Parliamentarians and other human rights civil society organizations.

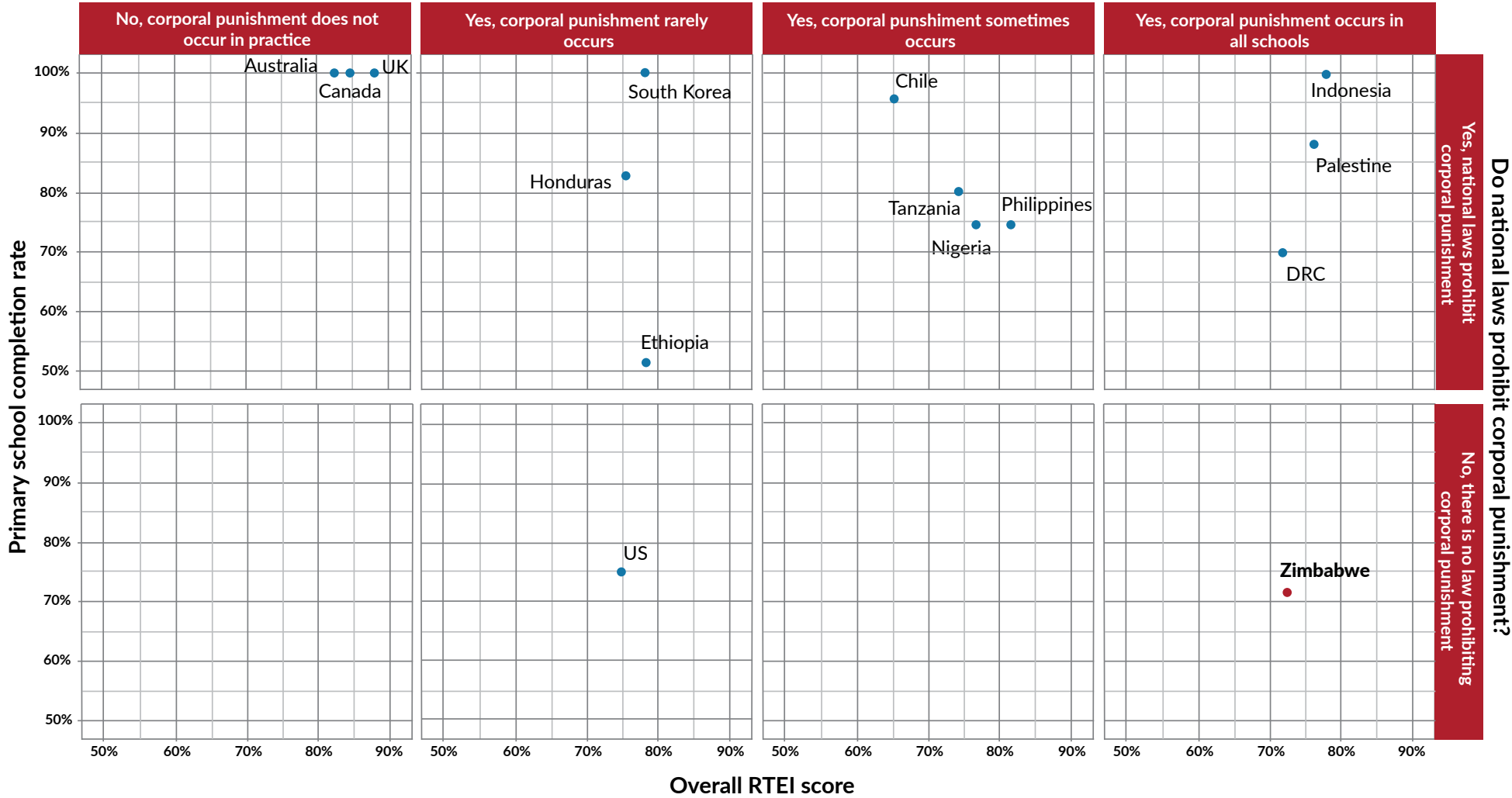
*Adapted from Education Coalition of Zimbabwe's RTEI 2017 reporting.*



Credit: GPE/Midastouch

# RTEI summary of corporal punishment

Does corporal punishment occur in practice?





# TOWARD THE RIGHT TO EDUCATION

RTEI 2017 advocacy strategies highlighted paths forward in right to education advocacy, strengths of the partnership model, and lessons for future advocacy. RTEI 2017 revealed several key tools in advocacy strategies, including community outreach, developing personal relationships with policymakers, and international collaboration. This section presents overarching lessons learned from RTEI 2017 advocacy strategy results, emphasizing national accountability to fulfill the right to education, the strengths of the partnership model in RTEI, and strategies for further development in future right to education advocacy.

## Key takeaways

Overarching lessons for RTEI 2017 advocacy strategies focused on local and national perspectives on the right to education, engaging communities in advocacy, developing relationships with national policymakers and planners, and utilizing RTEI data as evidence in public dialogue about the right to education.

- **Changing attitudes through community outreach:** In NEW Indonesia's, ECOZI's, and HakiElimu's advocacy strategies, community outreach helped identify and change attitudes towards violations of the right to education as well as improve and adapt policy. Community outreach in the advocacy strategies also strengthened anti-discrimination policies and built local buy-in to further support the fulfillment of the right to education.
- **Engaging key national stakeholders:** Several partners reported challenges engaging parliamentarians, ministers, or other government officials in RTEI 2017 advocacy strategy activities. For example, HakiElimu was frustrated by the executive branch's decision to refuse to consider re-entry for girls who left school due to pregnancy. Despite this setback, HakiElimu continued to conduct awareness raising activities with local officials related to re-entry to better understand national sentiment on the issue and develop grassroots support. By

engaging key national stakeholders at all levels, RTEI 2017 advocacy partners identified avenues for further advocacy.

- **Collaborating and contributing to national planning:** Both Foro Dakar and TCC worked with national planning policymakers to address pressing concerns related to inclusive education and SDG 4 implementation respectively. Conducting capacity building with national planners, RTEI partners have the expertise on the right to education to strengthen national policymaking and planning through educational workshops and direct engagement in policy planning processes.
- **Increasing public discourse on the right to education:** One of the strengths of RTEI was the development of clear, quantitative measures of the satisfaction of the right to education that can capture the public's imagination, allow transnational comparisons, and inspire governments to take notice and improve. The launch of RTEI 2016, particularly in Indonesia and related outflowing media (e.g., Jakarta Post, 2017), highlighted RTEI's potential to elevate right to education issues in popular spheres. Government officials at the launch also engaged RTEI data and methodology, interested in how to improve Index scores.

## Accountability

RTEI focuses on national accountability and civil society engagement worldwide. RTEI 2016 findings and 2017 advocacy strategy outcomes support greater understanding of how national accountability is enacted and enhanced by education advocates and civil society worldwide.

Only 55 percent of all countries have a judiciable right to education, where citizens can take the government to court for violating their right to education (UNESCO, 2017). However, accountability is not merely citizen-led, nor should it fall on the citizenry to always hold the government to account. The government has a top-down obligation to be accountable to citizens regarding broad and multifaceted issues, such as transparent and credible education planning and budgeting; national regulations that are equitably applied including around registration, accreditation, class sizes, bidding and contracting, and private schooling; alternative school motivators beyond testing and school choice programs; and ensuring that data collection helps improve learning.

Identifying accountability for the right to education, RTEI findings highlight how legislation, learning outcomes, and practices interact. For instance, HakiElimu in Tanzania engaged 31 Members of Parliament and the Shadow Minister of Education on education budgeting drawing on their RTEI findings, especially around improving learning and teaching for girls, and specifically ensuring that teen mothers can stay in school or reenter schooling. The Minister of Education and other officials reported that they were preparing government guidelines on the issue. However, one month after the Minister's clarification in Parliament, the President closed the debate. This exemplifies how policymakers successfully engaged in dialogue with civil society but that challenges to top-down government accountability remain.

Another example of CSO-led accountability was in the ECOZI advocacy strategy in which staff conducted consultations with 31 teachers from different teacher unions, civil society representatives, and the Ministry of Primary and Secondary Education to discuss policy recommendations to eliminate the use of corporal punishment in schools. ECOZI presented findings regarding discipline to 200,000 listeners on a radio talk show. Although they used informal mechanisms such as consultations and media, ECOZI also appealed to the Ministry's formal policymaking systems by requesting meetings with the Ministry of Primary and Secondary Education. The Ministry hesitated to participate when they were engaged, but informal mechanisms proved influential in scope and reach. ECOZI's work, drawing on their RTEI findings, shows how civil society engages in both formal and informal accountability mechanisms (UNESCO, 2017) and highlights that while citizens can call for accountability, the government is responsible for answering those calls.

## Strength through partnership

RESULTS Educational Fund is developing a network through which partners and other right to education advocates can share information and experiences to further enhance international collaboration. A key takeaway from RTEI 2017 advocacy strategies was the development of international and national partnerships to strengthen advocacy strategies internationally, nationally, and locally. Partners not only connected different strategies within their own work, such as NEW Indonesia's use of direct capacity building and parliamentary policy recommendations regarding education for children with disabilities, but also combined strategies with other organizations through

global partnerships. For instance, Foro Dakar's work with GCE led to regional networking to support their online platform monitoring regional satisfaction of the right to education.

RTEI 2017 connects global partners with advocacy partners to create mutually beneficial relationships between CSOs working at national and global levels. To help facilitate this coordination, representatives from global partner organizations (GCE, RESULTS Canada, RTE, and RESULTS UK) met with 2017 advocacy partners at the Jakarta partners' meeting. Future RTEI advocacy strategies will involve clear benchmarks and goals from the outset of the global partnerships with more real-time support. The global partnerships established as part of RTEI 2017 advocacy strategies facilitated increased collaboration between Northern and Southern civil society advocates and enhanced impact of their respective campaigns by harnessing international leverage points, regional networks, and collaboration.

- **International influence:** Importantly, when the government is not responsive to dialogue with national CSOs, international partners can support national advocacy. For instance, RESULTS UK delivered HakiElimu's reports and findings about girls' re-entry to school after pregnancy to parliamentarians during an international exchange with UK and Tanzanian parliamentarians.
- **Regional networks:** Global partners also supported advocacy strategies to develop national and regional networks. For instance, GCE specifically worked with Foro Dakar to create international networks between GCE regional members in Peru and Foro Dakar to further enhance the electronic platform monitoring SDG 4 regionally.
- **Collaborative projects:** In another example of successful collaboration between RTEI partners worldwide, RTE shared resources and co-developed an innovative research approach to improve HakiElimu's evidence-based advocacy. Findings will be used as the basis for HakiElimu's future policy and advocacy work. Based on this research, RTE will continue to support the development of a framework for monitoring quality education to inform their indicators database and monitoring guide.

## RTEI's next steps

RTEI 2017 advocacy strategies identified cross-cutting policy implications related to national and international accountability towards fulfilling the right to education and the value of equitable access. Specific national policy implications of projects included review and revision of policy related to girls' education, inclusive education and teacher training, and reaching SDG 4 targets.

Moving forward in right to education advocacy, RTEI presents a unique approach to strengthen advocacy efforts worldwide:

- **International partnerships** with real-time responsiveness and clear goal-setting can create mutually beneficial advocacy strategies. International partnerships also connect likeminded campaigns across regions and countries to add support to national advocacy.
- The RTEI **research-to-action** model provided an evidence-based foundation for each advocacy strategy in RTEI 2017.
- RTEI is a **multifaceted advocacy tool**, flexible to international, regional, national, and local campaigns and goals.
- **Global coordination of right to education advocacy** is the next step for RTEI advocacy strategies. To create stronger partnerships, future advocacy may work across national contexts on similar issues or identify key common levers to create change, such as sector planning, UN committee reporting, or parliamentary engagement. RTEI 2017 results present nuanced and relevant in-country work and bilateral collaboration among partners. Future advocacy strategies can also focus on global cross-cutting lessons learned.

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. The project model aims specifically to strengthen ongoing advocacy by national and international civil society organizations worldwide. Through international partnerships, the research-to-action model, and flexible and multifaceted approaches, RTEI contributes to ongoing debates about education quality, as well as government's obligations to ensure available, accessible, acceptable, and adaptable quality education for all.

# ADDITIONAL INFORMATION

## Advocacy Publications

### Honduras

**Article:** Estudiantes, docentes y padres de familia exigen nuevos mecanismos de seguridad en centros educativos del país en reunión de reflexión con el Foro Dakar – Honduras. <http://forodakarhonduras.info/articulo-estudiantes-docentes-y-padres-de-familia-exigen-nuevos-mecanismos-de-seguridad/>.

**Article:** Centros educativos hondureños urgen de acciones incluyentes para personas con discapacidad y de la importancia de los maestros calificados para atender estudiantes que presenten algún tipo de discapacidad. <http://forodakarhonduras.info/articulo-centros-educativos-hondurenos-urgen-de-acciones-incluyentes/>.

**Article:** Poblaciones vulnerables demandan a los tomadores de decisión del sector educativo hondureño crear mecanismos de adaptabilidad para el sistema educativo nacional y así acceder al sistema educativo con mejores condiciones de equidad. <http://forodakarhonduras.info/articulo-poblaciones-vulnerables-demandan-mecanismos-de-adaptabilidad/>.

### Indonesia

**News:** Indonesia Tertatih Penuhi Akses Pendidikan Inklusi Berkualitas? <http://new-indonesia.org/beranda/2016-03-25-08-28-09/berita-new-indonesia/874-jawa-barat-berjuang-perkuat-akses-pendidikan-inklusi-berkualitas.html>.

**News:** Bogor Bersatu Untuk Pendidikan Inklusi Lebih Berkualitas. <http://new-indonesia.org/beranda/2016-03-25-08-28-09/berita-new-indonesia/875-bogor-bangkit-bergerak-untuk-pendidikan-inklusi-indonesia-lebih-berkualitas.html>.

### Tanzania

**Factsheet:** Tanzania and Zanzibar. <http://www.right-to-education.org/resource/right-education-country-factsheet-tanzania-and-zanzibar>.

## Web Resources

**Website:** Foro Dakar Honduras, <http://forodakarhonduras.info/>.

**Web-portal:** Observatoire Regional por el Derecho a la Educación: Centro América, México y El Caribe. Retrieved from <http://observatorioregional.forodakarhonduras.info/>.

**Website:** NEW Indonesia, <http://new-indonesia.org/>.

**Website:** TCC, <http://www.teachercc.org/>.

**Website:** HakiElimu, <http://hakielimu.org/>.

**Website:** ECOZI, <http://www.ecozi.co.zw/>.

# Media

## Indonesia

**News:** JPPI Gandeng Yayasan Difabel Perkuat Akses Pendidikan Inklusi Berkualitas. <https://www.wartademokrasi.net/jppi-gandeng-yayasan-difabel-perkuat-akses-pendidikan-inklusi-berkualitas/>.

**News:** JPPI Dorong Pemerintah Lakukan Revitalisasi Sekolah Inklusi. <https://www.wartademokrasi.net/jppi-dorong-pemerintah-lakukan-revitalisasi-sekolah-inklusi/>.

**News:** Melirik Mutu HighScope Sebagai Sekolah Berbasis Luar Negeri di Medan. <https://www.gosumut.com/berita/baca/2017/11/14/melirik-mutu-highscope-sebagai-sekolah-berbasis-luar-negeri-di-medan#sthash.Q2nzpgqO.dpbs>.

**News:** Indonesian Education Index Lower than Philippines, Ethiopia. *Jakarta Post*. <http://www.thejakartapost.com/news/2017/03/25/indonesian-education-index-lower-than-philippines-ethiopia.html>.

## Tanzania

**Video:** HakiElimu kuhusu changamoto za Watoto wa kike shuleni. *Ayo TV*. <https://www.youtube.com/watch?v=Qfz558MN6oo>.

**Video:** HakiElimu: watoto wakike wenye ujauzito wapangiwe njia nzuri ya kuendelea na masoma. *Top Stories TV*. <https://www.youtube.com/watch?v=kOD2fWgVBWk>.

**Video:** Tangazo la HakiElimu linalomtetea mwanafunzi akijifungua kurudi shule. *mTV*. <https://www.youtube.com/watch?v=nRgFUy6NSo0>.

**News:** Pregnancy isn't 'end of school' for the girl-child, asserts HakiElimu. *Daily News*. <https://dailynews.co.tz/index.php/home-news/51355-pregnancy-isn-t-end-of-school-for-the-girl-child-asserts-hakielimu>.

## Zimbabwe

**Video:** Education Coalition of Zimbabwe (ECOZI) Global Action Week Celebrations 2015. <https://www.youtube.com/watch?v=ncNIH4kE1bM>.

**Radio:** Right to Education. *Morning Grill*. <https://soundcloud.com/user-415180118/morning-grill-right-to-education-10-10-2017mp3>.

Full information on RTEI, including 2016 and 2015 data and resources, the RTEI Questionnaire, partner information, and country reports are available on our website, <http://www.rtei.org>.

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