



Where, after all, do universal human rights begin? In small places, close to home - so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighbourhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.

Eleanor Roosevelt



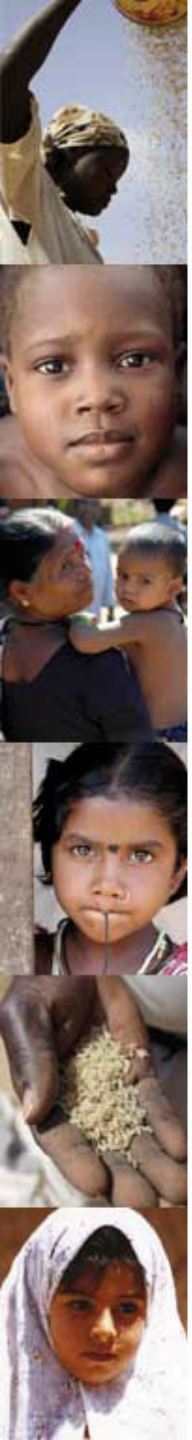
PROMOTING RIGHTS IN SCHOOLS

providing free quality public inclusive
education for all



Presentation outline

- What are human rights
- What is the right to education
- ActionAid's Promoting Rights in School framework
- Questions for reflection and discussion

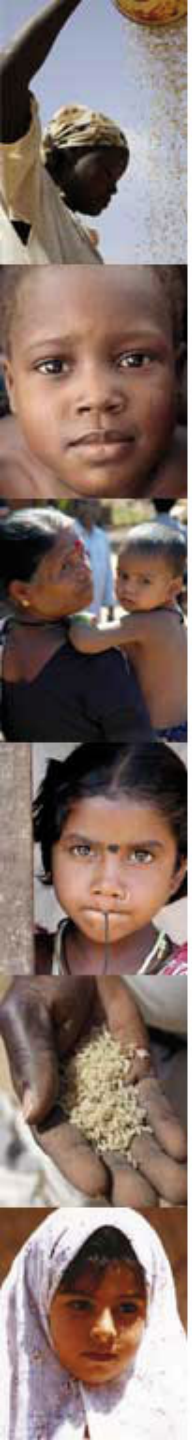


The Right to Education

ICESCR Article 13 - Education

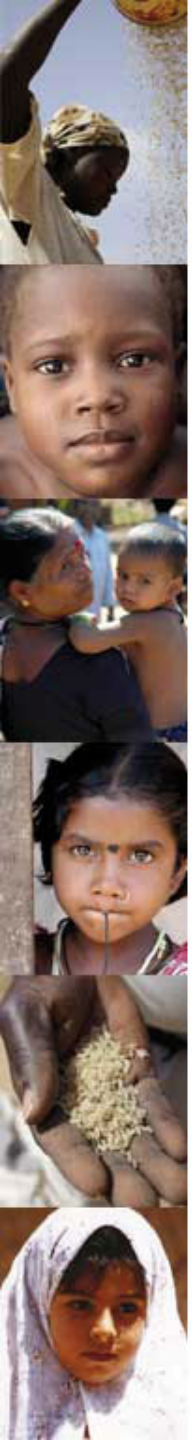
The States Parties to the present Covenant recognize the right of everyone to education.

- Primary education shall be compulsory and available free to all
- The development of a system of schools at all levels shall be actively pursued, an adequate fellowship system shall be established, and the material conditions of teaching staff shall be continuously improved.



Human Rights principles

1. **Universal** – they apply to all human beings
2. **Indivisible** – cannot be divided up – they are like different parts of the same body
3. **Inalienable** – they cannot be taken away and people cannot be forced to give them up



State Obligations

- **Respect** – Not to interfere with the exercise of the right
- **Protect** – To ensure others do not interfere, primarily through effective regulation & remedies
- **Fulfil** – Promote rights, facilitate access to rights, & provide for those unable to provide for themselves



The Four A's

A vertical collage of five photographs of children from various backgrounds. From top to bottom: a child in a yellow shirt, a young girl with a serious expression, a woman holding a baby, a young girl with a straw in her mouth, and a young girl wearing a white headscarf.

Available

Education should be free with adequate infrastructure, trained teachers, and materials.

Accessible

The education system should be accessible to all without discrimination, and positive steps must be taken to include the most marginalised.

Acceptable

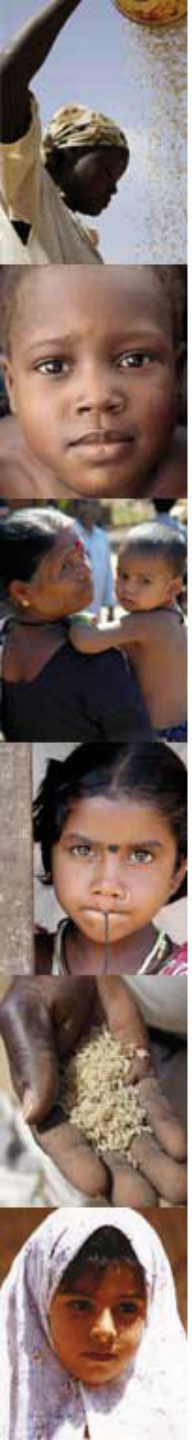
The content of education must be relevant, non-discriminatory, culturally appropriate, and of good quality; schools must be safe and teachers should be professionally trained.

Adaptable

Education must evolve with the changing needs of society and it must be adapted to the local context.

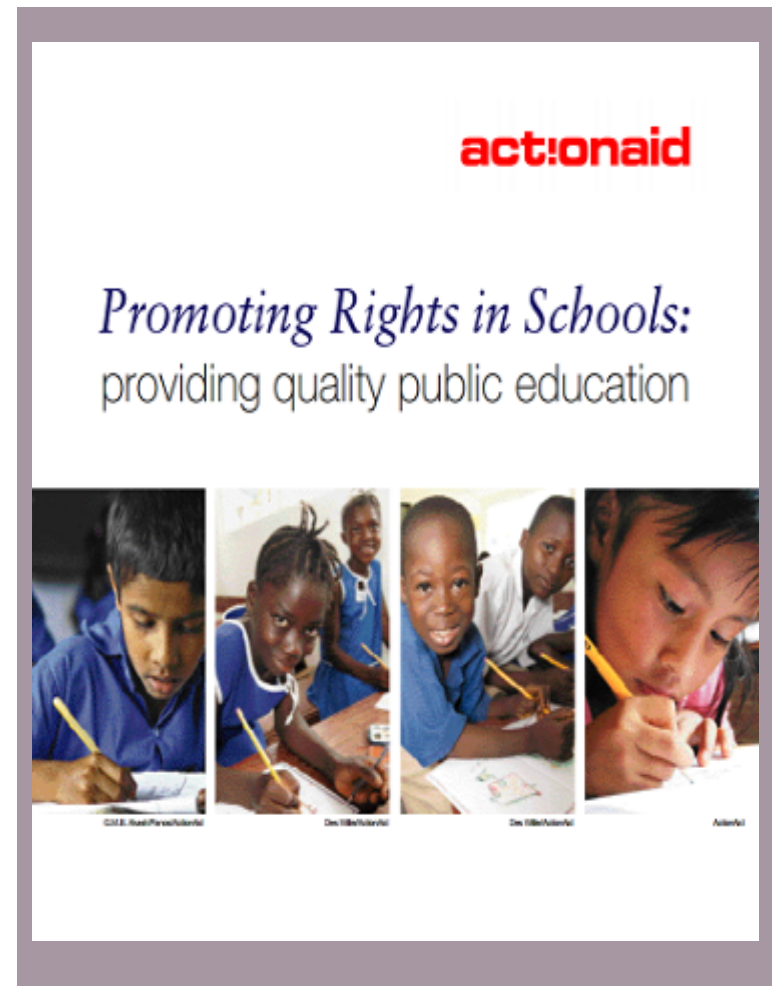
What is PRS?

- Vision of a school that respects children's rights
- Derived from international human rights treaties
- An opportunity to ground HRBA work in education
- Aimed at actively engaging all key education actors in collectively monitoring and improving the quality of free public inclusive education.
- PRS offers a basis for mobilisation, advocacy and campaigning.
- Inspired by the 4 As of Katarina Tomaveski: Available, Accessible, Acceptable, Adaptable.



The Promoting Rights in School framework

- Clearly **articulates** the right to education
- Through a **participatory** process, **empowers** communities (rights holders) to **gather evidence**
- To hold **duty-bearers accountable** on human rights standards



PRS resources

1. The poster - a charter of 10 rights informed by evidence collected using human rights and education indicators
2. The resource - a participatory methodology for using the charter
 - Collecting, analysing and using data
 - Producing a rights-based school improvement plan
 - Consolidating information into citizens' reports that can be used to encourage discussion and reviews at local, district and national levels.
3. A series of education- and rights-based indicators organised in a survey format to enable users to capture information in a systematic manner.
4. A compilation of key international human rights references providing the foundations and legitimacy of the charter and reports.



The 10 core rights

1. Right to free and compulsory education
2. Right to non-discrimination
3. Right to adequate infrastructure
4. Right to quality trained teachers
5. Right to a safe, non-violent environment
6. Right to relevant education
7. Right to know your rights
8. Right to participate
9. Right to transparent, accountable schools
10. Right to quality learning.




Promoting Rights in Schools

1
Right to free & compulsory education




There should be no charges, direct or indirect, for primary education. Education must gradually be made free at all levels.

2
Right to non-discrimination




Schools must not make any distinction in provision based on sex, race, colour, language, religion, political opinion, nationality, ethnicity, ability, or any other status.

3
Right to adequate infrastructure



There should be an appropriate number of classrooms accessible to all, with adequate and separate sanitation facilities for girls and boys. Schools should be built with local materials and be resilient to natural risks and disasters.

4
Right to quality trained teachers




Schools should have a sufficient number of trained teachers of whom a good proportion are female; teachers should receive good quality pre-service and in-service training with built-in components on gender sensitivity, non discrimination, and human rights. All teachers should be paid domestically competitive salaries.

5
Right to a safe & non-violent environment



Children should be safe on route to and in school. Clear anti-bullying policies and confidential systems for reporting and addressing any form of abuse or violence should be in place.

6
Right to relevant education



The curriculum should not discriminate and should be relevant to the social, cultural, environmental, economic context and language of learners.

7
Right to know your rights



Schools should teach human rights education and children's rights in particular. Learning should include age-appropriate and accurate information on sexual and reproductive rights.

8
Right to participate




Girls and boys have the right to participate in decision-making processes in school. Appropriate mechanisms should be in place to enable the full, genuine and active participation of children.

9
Right to transparent & accountable schools



Schools need to have transparent and effective monitoring systems. Both community and children should be able to participate in accountable governing bodies, management committees and parents' groups.

10
Right to quality learning



Girls and boys have a right to a quality learning environment and to effective teaching processes so that they can develop their personality, talents and physical and mental abilities to their fullest potential.

Why is it different?

- It builds on education and human rights frameworks to describe a vision of an ideal school that provides free quality public inclusive education for all.
- It supports links between programme work at school level and advocacy and policy efforts at district, national and international levels.
- The **process is as important as the outcome**: collective engagement of all stakeholders in the process to promote greater awareness of what needs to change and how.
- It provides citizens with the ability:
 - To **gather evidence** on the state of the national education system at all levels
 - To **hold duty bearers to account** for developing inclusive and sustainable solutions to ensure quality learning for all children
 - To make the schools rights friendly with the production of a **school improvement plan** right after the data collection.



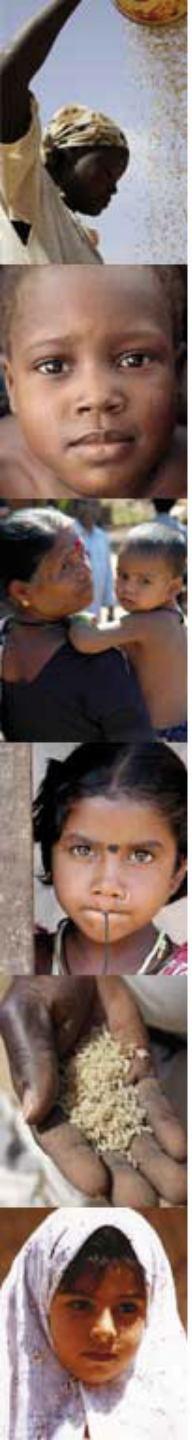
Collective engagement

- National level orientation meeting
- District level orientation
- School mapping
- Training of data collectors
- Participatory data collection
- Compilation/triangulation
- Analysis
- Availability of individual school data
- Feedback to school = school improvement plan
- LRP/district report
- Validation with LRP stakeholders and issues to push forward



Rights-based school improvement plan

Feedback to the school after compilation and analysis of the data collected enables the production of a rights-based school improvement plan to address the gaps identified.



Citizens' reports

- Reports produced at local, district & national levels based on communities analysis of school performance against the ten rights.
- These reports may focus on particular priorities – for example collating evidence around
 - discrimination against girls
 - adequate infrastructure
 - the right to quality teachers
 - etc.



5-Step framework for accountability

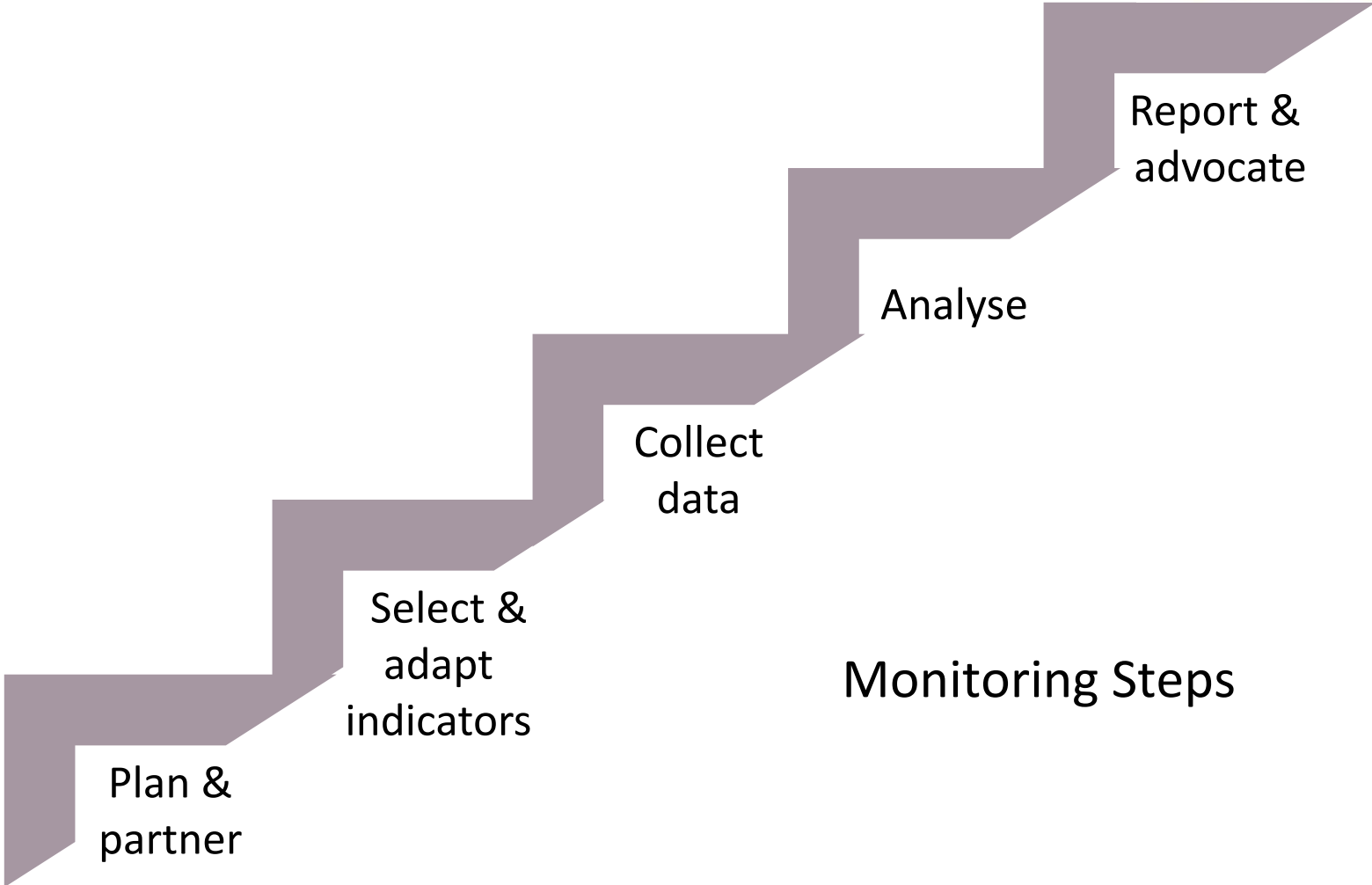
1. Identify human rights deprivations & inequalities
2. Identify the main determinants or factors causing these deprivations
3. Assess the adequacy of policy efforts to address these factors
4. Assess whether the policy failures are a question of inability or a lack of political will
5. Formulate recommendations



Analysis of laws & policies

1. National Constitution
2. Education legislation
3. Education policies
4. Policies on children, equality, poverty, etc.
5. National education plan
6. National / local education programmes
7. Budgetary commitments
8. International human rights treaties
9. Recommendations made by UN, NGOs, NHRI, etc.

PRS as an accountability tool



**Free & compulsory
education**

ISSUE

**Series of additional
fees**

FINDINGS

**Existing policy
to cover these costs**

**POLICY
ANALYSIS**

**Recommendations
to improve policy
implementation**

ACTION

How do we hold duty-bearers accountable?

- Monitoring & reporting
- Taking action, campaigning & lobbying
 - raising awareness
 - advocating for policy change
- Seeking redress
 - taking cases to court
 - non-legal or quasi-legal complaints bodies

Questions for discussion

- Who should we work with to improve the quality of education at community/district/national levels?
- Who should we target to bring about the change we want to see?
- What challenges do we foresee and how can we address them?



Preparing for the field visit

- Selecting indicators for the field visit
- Contextualizing the indicators
- Identifying groups (teachers, children, SMT, PTA, head teacher, CBO, etc.)
- Questions and answers
- Dos and don'ts
- Review of the selected indicators
- Role play

