

## ActionAid International

We believe education is a right for all children. Our approach is about putting people first – ensuring that the experiences and voices of people struggling to access quality education are heard. We innovative approach is not only about what we do but also how we do it and with whom. We collaborate with children, parents, teachers, unions, community based organisations and education coalitions to identify socio-economic and political factors keeping girls out of school, including violence, HIV and AIDS and poverty. These action research efforts inform better programming and evidenced-based advocacy. Together we advocate for Governments to uphold their obligation to provide more and better schools and greater resources to improve learning environments. Our partnership with the Global Campaign for Education has united civil society effort with international level decision-makers, enabling us to dialogue with donor agencies, the World Bank and the International Monetary Fund around quality schooling, teacher management and aid for education.

## Name of the approaches/ tools/projects

To show the global flavour of our education work in over 40 countries, we will exhibit posters, share tools and reports. We will make our work come alive by engaging people in ‘mini-workshops’ through short films and interactive websites on key challenges and innovative responses including: a) promoting the rights based approach and legal accountability for education; b) improving the quality of learning and increasing resources for schools; c) transforming girls education and empowering women by tackling poverty and violence; and d) connecting children and youth in Greece, the United Kingdom, Africa and Asia to better understand and jointly tackle issues of rights, quality education and gender inequality .

## Description of our innovative methodologies, techniques and implementation strategies

Promoting the rights based approach: Our partnership with the GCE and Amnesty International have continued the Right-to-Education Project (RTE) created by the former UN Special Rapporteur on the Right to Education, Katarina Tomaševski to promote social mobilisation and legal accountability.<sup>1</sup> A wide-reaching website holding a constitutional and rights database provide information on constitutional provisions and references from human rights laws on education, gender equality and related issues for all countries. These are coupled with a case law database of legal challenges, tools on identifying violations and mobilization techniques to take action.

Improving the quality of schooling: The Promoting Rights in Schools (PRS) framework puts the rights based approach of the RTE Project into practice. It is organised around 10 rights linked to measurable indicators aimed at achieving gender equality through ‘good quality education’.<sup>2</sup> Each right is derived from national policy frameworks and legal instruments (e.g. the Constitution) and international human rights conventions. Stakeholders monitor the fulfilment of these rights and identify their roles and obligations of the State in achieving them in a concrete and sustainable manner. However without increasing resources on education, we are unlikely to achieve these rights and our ‘toolkit’ on education finance engages governments and CSOs in broader advocacy and campaigning around budget monitoring at the school level, around national resources for teachers and around macroeconomic frameworks.<sup>3</sup>

Gender & Education: Our goal of improving girls’ educational experiences and success in schools is underpinned by challenging broader inequality and poverty through empowerment. We will share innovative efforts undertaken through the Transforming Education for Girls Project in Nigeria and Tanzania (TEGINT) and the Stop Violence Against Girls in Schools Project (SVAGS) in Ghana, Kenya and Mozambique. To illustrate the importance of women’s empowerment and literacy we will invite participants to take part

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<sup>1</sup> Right to Education Project [www.right-to-education.org](http://www.right-to-education.org)

<sup>2</sup> PRS <http://www.actionaid.org/publications/promoting-rights-schools-providing-quality-public-education>

<sup>3</sup> Education Financing <http://www.actionaid.org/main.aspx?PageID=166>

in our award winning approach, *Reflect*.<sup>4</sup> Our toolkits and methodologies will illustrate how we build the capacity of girls/women, boys/men, communities and school management committees to challenge gender discrimination at various levels, from school governance to promoting participatory modules in teacher training to partaking in the development of legal and policy frameworks. Our work on gender aims to tackle the broader constraints to equality both from the supply (teachers, teacher trainers and policy makers) and demand side of education (with girls, boys, parents and community leaders), with School Management Committees as a bridge between the two, and recognising that multiple actors are part of sustaining gender discrimination and also transforming it.

*Building the future generation of activists:* ActionAid works with children and young people in Greece and the UK to build their knowledge and understanding of how global poverty and sustainable development affects their peers in the global south. We give children and young people a voice in events and decisions which could affect their own lives and encourage young people to develop the skills and confidence to become active, responsible citizens. We will invite people to experience life and change in the Southern Indian village of Chembakolli through printed resources, an interactive website and weekly blogs of how this tribal group addresses indigenous land rights, education and equitable trade. We will take participants through our Get Global! guide for teachers to facilitate and assess active global citizenship and our PowerDown teaching resource connecting schools to mitigate climate change through case studies on energy use and extreme weather events from our disaster risk reduction programme in six countries.

### **Evidence of results and impact**

- Promoting the rights based approach has facilitated our transition from a 'service delivery' organisation to one that promotes and implements rights-based programming. The Right to Education Project has grown into a global resource for applying human rights in development work and through cutting edge research on 'fee or free' education and 'at what age' (early marriage).
- Our participatory process enables stakeholders to take part in the research which monitors and measures progress and challenges on the '10 rights in schools' year after year. For example the education coalition challenged the policy of hiring anyone as teachers in Senegal ('quota securitaire') after collecting evidence on the corrupt practice.
- Girls' enrolment, completion and learning rates have increased; participatory teaching techniques are widely adopted; and girls' confidence to articulate their educational needs and rights is growing due to the training offered through girls clubs. Confidential reporting systems for girls experiencing violence has increased the number of cases reported and strengthened collaboration with gender desk police officers to prevent and respond. Traditional and religious leaders' are mobilising to support girls' education while our REFLECT approach has won 7 UN International Literacy prizes.
- Outcomes of our children and youth educational programmes in the UK and Greece include: a) learning about climate change either in school or after school reduces this sense of powerlessness from around a third of the population to around one in six; b) half of those who have learnt about poverty (51%) or world politics and trade (48%) since leaving school agree that the UK should meet its commitment on aid.

### **Costs associated with the development and implementation of the activity**

- The Right-to-Education Project is supported by multiple donors amounting to over £100,000/year
- PRS is supported by individual ActionAid country budgets varying according to scope and coverage.
- The TEGINT is a £4 million project over five years, of which costs are distributed and managed by partners including ActionAid, Maarifa in Tanzania and CAPP in Nigeria and research institutes. SVAGS is a £5 million project over five years managed by multiple partners in Ghana, Kenya and Mozambique. Reflect is integrated through all programmatic work.
- The Schools and Youth work ranges according to the project from £25,000 to £80,000/year.

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<sup>4</sup> TEGINT <http://www.actionaid.org/main.aspx?PageID=1419>; SVAGS <http://www.actionaid.org/main.aspx?PageID=1304> and Reflect [www.reflect-action.org](http://www.reflect-action.org)