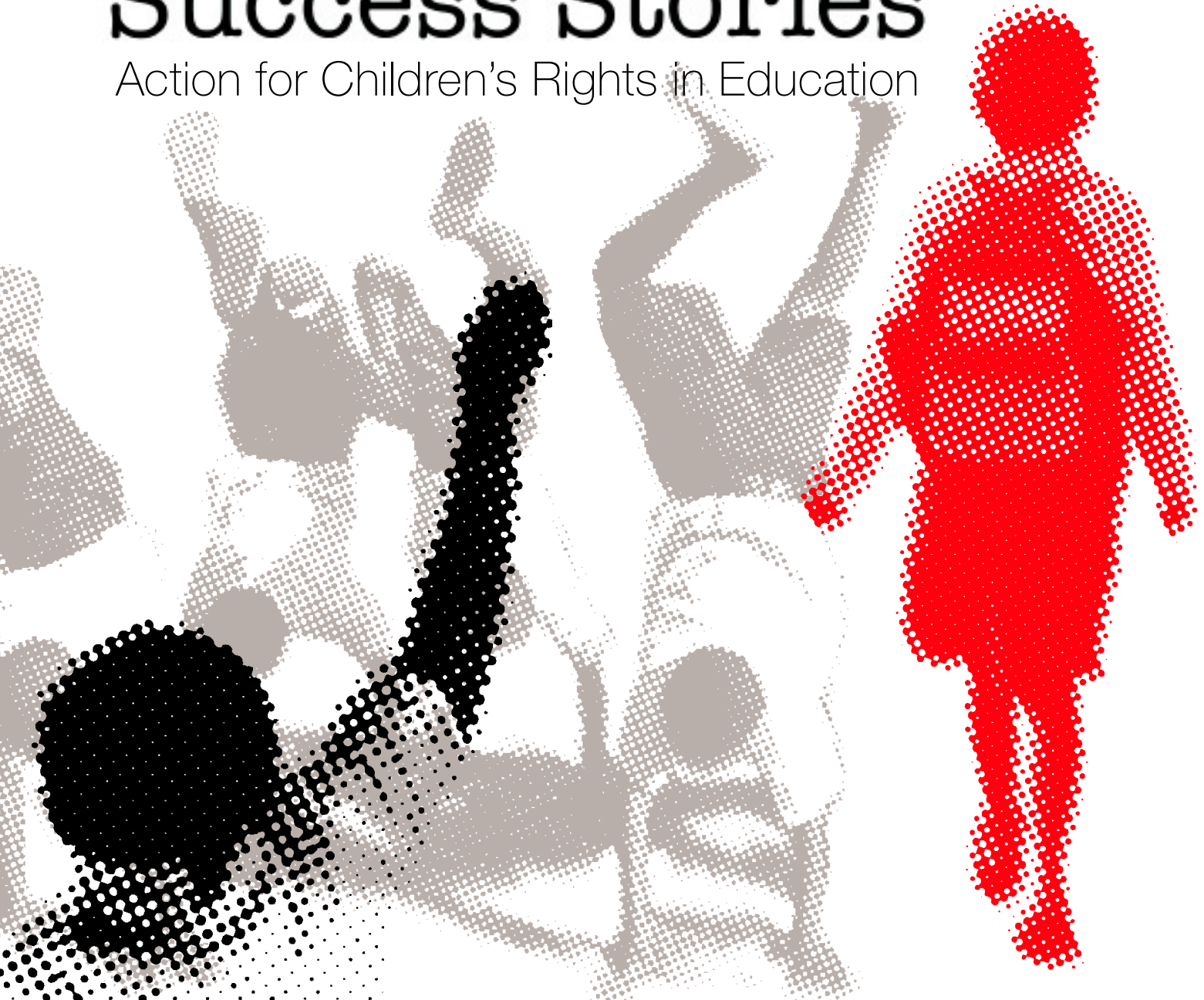


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Success Stories

Action for Children's Rights in Education



Acronyms

ACRE:	Action for Children's Rights in Education
CALID:	Centre for Active Learning and Integrated Development
CESCR:	Committee on Economic, Social and Cultural Rights
CSO:	Civil Society Organisation
EFA:	Education for All
FAWEGAM:	Forum for African Women Educationalists: Gambia chapter
PRS:	Promoting Rights in Schools
UNCRC:	United Nations Convention on the Rights of the Child
UNESCO:	United Nations Educational, Scientific and Cultural Organisation

The ACRE Success Stories was compiled by Asmara Figue, an independent consultant.

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“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

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Introduction

Education is a fundamental human right and is also considered to be an enabling right, which when fulfilled allows citizens to acquire the skills, knowledge and abilities they need to claim other fundamental rights. In addition, education is widely recognised not only as the basis for personal realisation but also as the engine for social, economic and cultural development.

Over the past 40 years, ActionAid has been working globally to increase access to quality primary education and in that time the organisation's approach has evolved from delivering education services to adopting a human rights-based approach. Beyond a mere focus on access to education, ActionAid believes in improving the quality of education while amplifying children and young people's voices. In order to achieve this, ActionAid works to:

- Secure adequate resources for education by equipping citizens with the tools to demand and monitor a just, equitable and effective allocation of resources
- Empower women and girls through literacy using the *Reflect*¹ approach to social change.

¹ Reflect is an innovative approach to adult learning and social change, which fuses the theories of Brazilian educator Paulo Freire with participatory methodologies. For more information, see: <http://www.reflect-action.org/>



Using PRA to analyse their issues
at a girls' club meeting, Ghana

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Recently, collaboration between ActionAid International and the Right to Education project has resulted in the development of the **Promoting Rights in Schools** initiative. By supporting active mobilisation, the Promoting Rights in Schools (PRS) initiative seeks to enable citizens to hold States accountable for meeting their responsibilities for fulfilling the right to quality education for all in a sustainable manner.

As the deadline for achieving the Education for All goals draws closer, recent figures from UNESCO show that despite progress made to date, there are still an estimated 57 million children out of school. Moreover, the decline in out-of-school figures has been slowing down since 2005, a fact largely attributed to trends in sub-Saharan Africa, where the number of children out of school has remained at around 30 million over the last five years. Consequently, Sub-Saharan Africa now accounts for over half of all the out-of-school children worldwide. (UNESCO, 2013)



Right to a safe and non-violent environment

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Whilst ensuring access continues to be a priority it should not be conducted at the expense of quality, however as donors and policy-makers focus increasingly on learning outcomes, it is becoming apparent that all too many children leave school without having acquired the most basic skills in literacy and numeracy. (UNESCO 2012)

In addition, achieving gender parity in education remains a challenge as many of the underlying causes of gender discrimination including poverty, violence and harmful practices such as early and forced marriage continue to remain unaddressed. Indeed, gender, geography, socio-economic status as well as other factors including disability and ethnicity all have a huge impact on children's likelihood of accessing and completing a quality education with data from UNESCO's out of school children initiative showing that girls from rural areas and the poorest households are the least likely to be in school. (UNESCO 2011)

As the global community works to define the post 2015 agenda for education, the Global Campaign for Education (a movement that aims to strengthen the voice of civil society to hold governments to account for achieving the Education for All goals and of which ActionAid is a founding and current board member) states that not only is it imperative that pressure is maintained to achieve existing goals but also to ensure that any future global frameworks and goals, emphasise and advance the universal right to education. A recent discussion paper on education post 2015, resulting from consultations within the Global Campaign's member organisations in over 50 countries calls for a



Children of Ngarun primary with an external evaluator, Ghana

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renewed focus on education that treats quality, equity and access as inextricably linked, noting that without progress on all three the right to education cannot be realized. (GCE, 2013)

This call is reflected in the declaration emerging from the sixth meeting of UNESCO's Collective Consultation of NGOs on Education for all, which stresses the need for the recognition of education as a fundamental human right noting that the principles of equity, inclusion and non-discrimination and gender equality must underpin policies and practices in the post-2015 education agenda. It also highlights a commitment to fostering the active engagement of parents, children, young people and

the wider community, ensuring their voices are heard in agenda-setting and policymaking. (UNESCO 2012)

Inspired both by education and human rights frameworks, aimed at ensuring access to free, quality basic education and based on a methodology that stimulates the engagement of all education stakeholders from the community-level upwards the Promoting Rights in Schools (PRS) initiative is ideally placed to address these imperatives in the lead up to 2015 and beyond.

The PRS initiative focuses on strengthening the public education system based on the belief that



Right to free and compulsory education

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the State is the core duty-bearer responsible for the fulfilment of the right to education. Given that the resources schools receive are determined by finance ministries, donors, international finance institutions, the PRS initiative seeks to support links between programme work at school level with advocacy and policy efforts in national and international fora.

Above all, it aims to build the capacity of children, communities and local civil society organisations not only to advocate for quality education, but to be able to articulate these needs as part of a longer-term process aimed at promoting critical consciousness.

The PRS can be described as a framework in the form of a charter outlining 10 core rights which are derived from international human rights treaties and conventions and which, together contribute to describing what an 'ideal' school should look like. It also provides a series of tools and indicators to

10 rights for free, quality public education

- 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 and non-violent environment
- 6 Right to relevant education
- 7 Right to know your rights
- 8 Right to participate
- 9 Right to transparent and accountable schools
- 10 Right to quality learning

facilitate assessment and monitoring of the extent to which the different rights are being met at school level.

The charter and indicators are aimed at supporting the development of local, district and national citizens' reports outlining the extent to which education rights are being met at different levels. By using a research-to-action methods promoting mobilisation and engagement as well as evidence-based advocacy and campaigning it is expected that the PRS framework will contribute to the achievement of sustainable long-term change.

The PRS framework is now being integrated across all of ActionAid's education work and the following section seeks to illustrate how it was implemented as part of a pilot project called Action for Children's Rights in Education that was rolled out simultaneously in six different African countries between 2012 and 2013.



Promoting Rights in Schools:

operationalizing the framework

In 2012, ActionAid received funds from an anonymous donor to fund a 12-month project entitled *Action for Children's Rights in Education (ACRE)* the main purpose of which was to pilot the PRS framework in six African countries. Whilst the main volume of work took place in Ghana and Uganda, smaller grants were also allocated to The Gambia, Liberia, Malawi and Zambia.

The overall goal of the project was to *ensure that girls and children with disabilities gain access to free, quality public education and enable stakeholders to understand the legal implications of, and are supported in demanding the fulfillment the right to education*. The project had four specific objectives:

- 1 Increase awareness of rights to and in education by collecting data using the PRS framework with multi-stakeholder groups of children, parents, teachers, community leaders, local education groups, researchers, and teachers' unions.
- 2 Promote safe and non-violent schools by advocating for adequate and appropriate learning environments including implementation of a Teachers' Code of Conduct and policy provisions.
- 3 Increase transparency and accountability of school management processes by enhancing community and children's participation in decision-making and monitoring education resources.
- 4 Increase the confidence levels, learning abilities and outcomes of girls and children with disabilities.

The participatory nature of the approaches used to implement the PRS framework helps to empower citizens to hold the core duty bearer, the State, responsible for respecting, protecting and fulfilling education rights and to explore the role each stakeholder can play in ensuring schools offer good quality education. During its implementation period the ACRE project focused mainly on the promotion of three of these 10 rights, notably:

- The right to non-discrimination
- The right to a safe and non-violent environment
- The right to participate.

However, given the interconnected and indivisible nature of rights, the project inevitably ended up addressing gaps in a range of other areas including the right to adequate infrastructure, the right to know your rights and the right to transparent and accountable schools.



Right to participate

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The basic premises of the ACRE project was that by operationalizing the PRS framework through a research to action approach that promotes citizen engagement and evidence-based advocacy, the quality of public education would be improved. The Promoting Rights in Schools (PRS) handbook states that:

“We believe the process is as important as the outcome. It is only through engaging all stakeholders, from children to parents, from community leaders to NGOs and teachers’ unions in the entire effort, from developing the charter to collecting and analysing the data and debating the findings, that we will promote greater awareness of what needs to change and how. The information collected can then be consolidated into local, district and national ‘citizens reports’ that can be used as a basis for future action including mobilisation, advocacy and campaigning.”

(ActionAid, 2011)

One of the project's key objectives was to Increase awareness of rights to and in education by collecting data using the PRS framework with multi-stakeholder groups of children, parents, teachers, community leaders, local education groups, researchers, and teachers' unions. This participatory approach also contributed to the implementation of ActionAid's Theory of



Right to know your rights

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Change, which includes three core components:

- 1 Empowerment:** working with rights holders to promote awareness of rights, consciousness building, mobilisation and addressing immediate needs.
- 2 Campaigning:** targeted at duty bearers this includes advocacy and mobilisation for changes in policy and practice.
- 3 Solidarity:** working through networks, coalitions and alliances to strengthen the voice and power of the poorest.

In each of the six participating countries, ACRE project teams engaged a range of stakeholders at different levels to collect evidence using the PRS framework. Using a participatory Reflect approach to adult learning and social change, stakeholders were brought together and, through their engagement in the baseline data collection process, were empowered to participate in assessing the extent to which children's rights were being met in local schools. This further stimulated the organisation of effective local-level advocacy and campaigning activities, resulting in concrete changes and paving the way for longer-term sustainability.

This purpose of this document is to demonstrate some of the ways the ACRE project teams in each of the six participating countries successfully managed to operationalize the PRS framework in partnership with national and local Civil Society Organisations as well as Ministry representatives and a range of other stakeholders including academics, teachers, parents and children.



Community sensitization meeting on ACRE

ActionAid

The document showcases a series of case studies illustrating the way the PRS approach has been implemented successfully in The Gambia, Ghana, Liberia, Malawi, Uganda and Zambia. The first case study comes from The Gambia and outlines the way the project team managed to mobilise civil society around the right to education and ensure wide-spread buy-in for the PRS framework. The remaining stories have been organised under each of the specific rights the project focused on and provide snapshots of some of the strategies each team adopted to ensure the fulfillment of children's rights to education through a combination of research, community mobilization and advocacy. It is hoped that these case studies will serve as inspiration and examples for others working on education initiatives and encourage a wider adoption of the PRS approach within ActionAid and beyond.

Action for Children's Rights in Education: making it happen

The key tenets of ActionAid's theory of change (empowerment, campaigning and solidarity) are firmly integrated into the PRS framework and tools, and working through networks, coalitions and alliances to strengthen the voice and power of the poorest formed an essential part of the ACRE project teams' approach in all six countries. The following case-study from The Gambia demonstrates how effective this approach can be in promoting wider buy-in and concerted action for children's rights to education.

1 Mobilising civil society around the right to education

1.1 The Gambia: collaboration and networking brings positive change

"If you as an organisation are taking up something and you don't involve other people, sustainability becomes a problem, buy-in becomes a problem. But once you get other people to be involved from the outset, they can make the issue their own. We had a lot to learn from working with others (...) if they take your message for you then you have a whole host of people on board and they can sing the anthem for you where you are not. That is the beauty of working together."

(ActionAid Staff, The Gambia)

Mobilisation of civil society for the fulfilment of basic human rights is one of the core premises of ActionAid's theory of change and the ActionAid team in The Gambia seized on the ACRE project as a key opportunity to encourage more effective collaboration between Civil Society Organisations (CSOs) to promote children's rights to quality public education at national level.

Although most CSOs with an interest in education in The Gambia are registered members of the national education network they usually only come together once a year to commemorate the Global Week of Action for Education. In order to address this issue, the ActionAid team in The Gambia identified six different coalition-members with a strong education focus (including the Teachers' Union) and invited them to a meeting to discuss the PRS approach

and propose a new way of working. The group's subsequent decision to work together on the implementation of the ACRE project marked the first time these six organisations had agreed to collaborate on the implementation of education-related activities in The Gambia.

After an initial training on the PRS framework and tools, the team adapted the PRS survey formats and indicators to collect data on the implementation of the right to education from three schools. The data was analysed and written up into a report, which the group then used to prepare a policy brief to share with key education stakeholders including the Ministry of Basic and Secondary Education.

By implementing the PRS approach a new culture of collaborative working was generated, helping promote greater solidarity amongst Civil Society Organisations working on education in The Gambia:

"FAWEGAM built a reputation for working to achieve education for girls in The Gambia but we have realized that we cannot do it alone. Partnering with institutions that share our values to have helped us see the bigger picture and improve our scope."

(FAWEGAM staff)

The approach also provided the participating organisations with a clearer understanding of the right to education and the extent to which it is being implemented in practice. As a result this has considerably reinforced the quality of their programming and advocacy work and commitments have already been made by Ministry of Education representatives to consider measures aimed at



Girls during the PRS exercise in Jareng, The Gambia

ActionAid

improving schools' accessibility for children with physical disabilities.

By encouraging improved networking and alliance-building, the ACRE project team was able to successfully kick-start a more collaborative working approach between education-focussed organisations in The Gambia. A greater awareness of education as a fundamental right and more coordinated actions informed by evidence has already begun to pave the way for more effective advocacy and campaigning demonstrating how the PRS can support the implementation of the organisation's theory of change.

2 Right to non-discrimination:

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

The right to education is the entitlement of all children regardless of age, ability, gender, religion or sexuality. The principle of non-discrimination lies at the heart of the United Nations Convention on the Rights of the Child (UNCRC) which states that:

“States Parties shall respect and ensure rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child’s or his or her parent’s or legal guardian’s race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.”

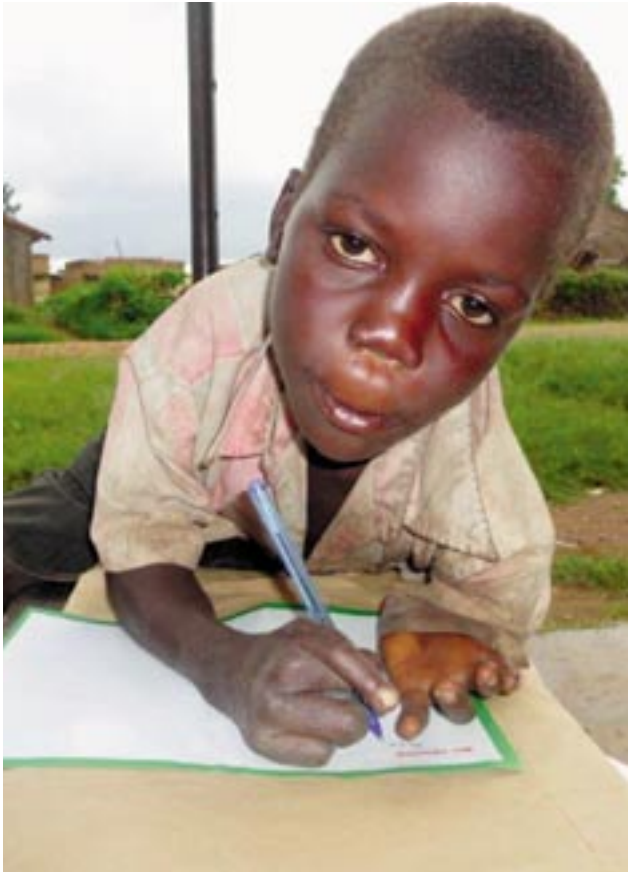
(UN CRC Art 2.1.)

Research conducted in all six of the countries showed that despite the existence of specific policies and directives to encourage girls’ education and support an inclusive approach that would promote the integration of children with disabilities into mainstream schools, these children remain the most vulnerable to exclusion. (ActionAid, 2013)

The ACRE project’s overall goal was to ensure that girls and children with disabilities gain access

to free, quality public education and a range of strategies were developed to tackle discrimination against girls and children with disabilities by working with teachers, parents and children in schools and communities.

The following case studies from Ghana and Uganda illustrate how deep-rooted problems such as attitudes to disability and girls’ role in society have begun to shift as a result of the project’s work.



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2.1 Ghana: promoting more inclusive schools

Article 29 of the Constitution of Ghana focuses on the rights of persons with disability. In addition, the Persons with Disability Act of 2006 (Act 715) makes it mandatory for parents or guardians of children with disabilities to send them to school or face criminal charges. In recognition of discrimination against girls, the Girls’ Education Unit was established in 1997 to support the removal of barriers to their education and the guiding principles of the 2010-2020 Education Sector Plan also highlight the importance of eliminating gender and other disparities.

The baseline report in Ghana estimated that for every 1000 children of school going age in the project intervention areas, at least 39 have some form of disability, however given issues such as social stigma associated with having a person with disability in the family, it is likely that this figure does not represent the full scale of the problem. Moreover, the research estimated that whilst some children with disability may be attending schools, on average the majority are kept at home either both due to shame but also because the majority of parents feel that schools are not adequately resourced either in terms of infrastructure or teacher capacity to cater for children with special learning needs. (ActionAid, 2013)

In order to address some of the challenges highlighted by the baseline research, the ACRE project team conducted a range of activities including awareness-raising sessions and training workshop for teachers, parents and pupils, which

reached an estimated 3600 people. Anecdotal evidence suggests that these have already begun to bring about changes in attitudes and practice in the six schools covered by the ACRE project with teachers, parents and children in target communities attesting to the fact that whilst many children with disabilities remain out of school, attitudes are beginning to change and there is a growing level of awareness that education is the right of all children.

“Children with disabilities should go to school. It is better because even such a child can become an important person in the future regardless of the disability.”

(Boy, Ghana)



Adam getting attention from class teacher in Tamale, Ghana

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As part of these activities, 40 teachers took part in a three-day workshop to develop their capacity to detect, assess and support children with mild forms of hearing and visual impairment. The training was conducted in collaboration with specialists from the Ghana Education Service, strengthening the working relationship between ActionAid, local implementing partner the Centre for Active Learning and Integrated Development (CALID) and the Ministry of Education at decentralised level and promoting the adoption of the PRS approach by partners and local education authorities. The

training was widely considered to be a success and was much appreciated by participants:

“The training has increased my knowledge on how to identify and deal with issues relating to children with special needs in school. I know most of us who participated in the training may not be entirely naïve about the challenges in dealing with children with learning disorders as it is part of the training of professional teachers, however the training (...) served as a good refresher and wake up call for me. I shared with my teachers what I learned and I monitor them to ensure that they make time to give individual attention to children with special needs.”

(Head teacher, Ghana)

As a result, positive changes in teaching practice have been observed in project schools, a factor recognized by teachers, parents and children alike:

“I have one (child with hearing impairment) in my class. I brought him to the front to make sure he understands and go through the lesson to help him understand and help him be somewhere where he will not be disturbed by the others and prevent them from bullying him.”

(Male teacher, Ghana)

“After teaching, the teacher sits by the boy and repeats what he has said. We also have a way to assist them by helping them with exercise books and pens.”

(Girl, Ghana)

Umar, a 15-year old pupil with hearing impairment in class 6 also noted the positive changes the training has had on his teachers and how this in turn has improved his own experience in class:

“Learning is becoming easier and interesting for me. I now realize I get a lot more attention from my class teacher than before. I am beginning to have confidence in myself.”

Despite the high levels of shame and stigma associated with disability in northern Ghana, involving teachers, parents and children in the baseline research allowed participants to see that for many children living with disability, the right to education was being denied. The training has marked a positive change for teachers and children at the classroom level, however more work needs to be done to tackle the root causes of exclusion by continuing to engage dialogue and discussion about disability at the community level whilst advocating for the allocation of adequate resources to promote the implementation of existing policies.

2.2 Uganda: empowering girls to say ‘no’ to early marriage

Although recent reports from UNESCO show that at national level Uganda has achieved gender parity in primary school enrolment, an analysis of the situation on the ground shows that a range of factors including poverty, discrimination, the burden of household chores, lack of sanitary facilities at school and early marriage impact negatively on girls’ enjoyment of their right to education. In recognition of these factors, Uganda’s gender policy provides a framework for gender responsive development and a bursary scheme also exists to promote girls’ education, particularly at secondary level, however many girls continue to find their chances of completing their education remain out of reach.

The baseline research undertaken in two districts in Uganda as part of the ACRE project revealed a progressive decline in enrolment in upper classes especially for girls, leading to extremely low completion rates; in Kalanga for example only 58% of girls completed primary school in 2010, whereas in Nebbi rates were even lower at 24 per cent (MoES, 2011) and in both districts early marriage was reported as the major cause for girls’ high dropout rates. (ActionAid Uganda, 2012)

As part of activities aimed at tackling discrimination against girls and promoting their right to education, the ACRE project team in Uganda has been supporting school-based clubs for children. Bringing together around 30 girls and boys in each school with the guidance of a female teacher these

clubs have raised children’s awareness of their right to education and have already begun to bring about real changes in the lives and hopes of individual girls.

As a result, 14-year old Irene is already able to dream of a better life. When a team of female role models visited her school to inspire girls and encourage them to continue their education and achieve their goals, Irene revealed that her own mother was threatening to marry her off and put an end to her education:

“My mother told me she wants me to get married because if I delay my father will be the only one to get the bride price because she knows that when I become of age, my father will come and pick me to go and live with him.”



Pikwo Irene, 14 years, being counselled by Oroma Priska, a role model at Nebbi District NGO Forum engaged to inspire girls to stay in school, Uganda

ActionAid

The issue came to the attention of the Senior Woman Teacher and the Head Teacher who followed up the case and provided Irene with much-needed support. A meeting was organised between the Senior Woman Teacher and Irene’s mother who subsequently promised that she would allow her daughter to complete her schooling.

The Senior Woman Teacher stated that this was the

first time a pupil had raised such an issue and attributes this directly to the Girl Power clubs which have helped children learn about their rights and given them the confidence to speak out about issues that concern them.

Other positive factors resulting from the school clubs include better relationships between boys and girls thanks to the organisation of joint activities and discussions:

“What I like is that it has brought girls and boys together and we support each other. We even share food, stationery materials etc. There is a good relationship between boys and girls.”

(Boy, Uganda)

2.3 Uganda: helping girls stay in school

The baseline research in Uganda revealed that the lack of adequate sanitary facilities for adolescent girls constituted a barrier to their education, making them particularly uncomfortable during their menstrual period. For example, of the 10 schools in Kalangala district the survey revealed that only one had changing rooms for girls. As a result, girls either had to absent themselves from school during their menstrual periods or take the risk of soiling their uniforms and being teased and bullied by their peers.

In order to address this problem, the ACRE project teams in Kalangala and Nebbi districts conducted training for 40 Senior Women Teachers on the production and use of sanitary towels using locally available materials. The teachers were then able to apply their learning by teaching these skills to around 500 girls. In addition, other measures such as the construction of thatched huts on the school grounds has provided a private space that girls can use as a changing room whenever needed. As a result of these actions girls’ attendance rates at school as well as their confidence has reportedly increased:

“There has been a change in their behaviour, they are picking up with their studies, there has been a change in discipline. Girls know that when their friends are menstruating, they need to help them. That is a change I have seen.”

(Teacher, Uganda)

“I used to fear even touching sanitary pads, but now I can even train other people on how to use them and talk about them in front of boys.”

(Girl, Uganda)

“If a colleague is experiencing her period, I used to even be afraid of her, now I can even advise and support people when they are going through that.”

(Girl, Uganda)

By working directly with girls, teachers and parents, the project team in Uganda has been able to promote an increasing awareness of girls’ rights to education and identify solutions to address immediate needs and challenges they experience at home and at school to ensure that they are able to remain in school and complete their studies.

Moreover, as a result of the workshops and discussions and their interactions in the girls’ clubs, the girls now find it easier to approach their teacher for advice:

“The constant interaction with the girls has made it easy for them to come and freely talk to me about their problems; I stay with them like my daughters. Instead of leaving school, we now resolve their problems and they remain in the school. Even sometimes when am not in school they would go and ask the head teacher about my whereabouts and some even go up to my home to find out if I am sick.”

(Senior woman teacher, Uganda)

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

In its General Comments the Convention on Economic, Social and Cultural Rights, states that:

“Functioning educational institutions have to be available in sufficient quantity within the jurisdiction of the State Party. (...) all institutions and programmes are likely to require buildings or other protection from the elements, sanitation facilities for both sexes, safe drinking water, trained teachers receiving competitive salaries, teaching materials and so on (...)”

CESCR, General Comment 13, para 6(a).
(ActionAid, 2011)



Make shift toilets, Malawi

ActionAid



Teaching under a tree, Uganda

ActionAid

Although ActionAid is moving progressively away from service delivery models, which include components such as school construction, the ACRE project was nevertheless able to bring about concrete improvements in school infrastructures.

This was achieved by putting the organisation's Theory of Change into practice, using evidence-based advocacy that successfully mobilised citizens and local civil-society organisations to hold State duty-bearers to account, ensuring targeted redistribution of resources to some of the neediest schools.

3.1 Ghana: local Government invests in infrastructure

In the last few years the Government of Ghana has invested in the construction and rehabilitation of classrooms however, the baseline survey conducted by the ACRE project team revealed that at least 30% of students and parents felt that the school

infrastructures were in poor condition highlighting dilapidated walls, leaking roofs and insufficient number of classrooms and sanitary facilities as some of the main problems in the project locations. (ActionAid, 2012)

This situation is highlighted in research undertaken by the Ghana National Education Campaign Coalition (GNECC) which showed that approximately 50% of schools are without toilet facilities (GNECC, 2011) however the ACRE project's baseline study showed that the situation is even worse the northern region where, despite the existence of a policy for the provision of adequate sanitation facilities in schools, less than 40% have separate toilet facilities for girls and boys and none have changing rooms for girls. GNECC attributes this to the fact that the decision about whether to construct toilet facilities tends to be left up to the District Assemblies. As a result, due to the additional 10% cost of constructing latrines these are often left out resulting in a situation where almost 5000 primary schools across the country are without latrines or changing facilities for girls (GNECC, 2011). However, this 10% gain hardly seems worth it when considering the implications this has for longer-term attendance and completion rates, especially for girls.

In response to this situation, the ACRE team in Ghana organised a two-day workshop for the Education and Social Services Committee Members of the Metropolitan Assembly as well as teachers from the project intervention schools, to highlight the need to provide appropriate separate toilet facilities for girls and boys and ensure the accessibility of all school infrastructure for children with disabilities.

"Before the toilet was constructed, school children and teachers used to go into the bushes to attend to nature's call, which sometimes makes girls and female teachers uncomfortable. These teachers will usually go back home and not come back again. The children will also spend lots of time on the way home, thereby reducing contact hours. Now with the toilet facilities here, teachers feel more comfortable and children have no reason to go home and contact hours have increased and I am hoping this will help improve quality of teaching and learning."

(School Management Committee member, Ghana)

"Our suffering is over. We will no longer travel long distances to attend to nature's call and miss classes."

(Girl, Ghana)

As a result, the Metropolitan Coordinating Director pledged to include the construction of separate sanitary facilities for girls and ensure they were also accessible to children with disabilities. Having secured such an important commitment from the Assembly, ActionAid and CALID intensified their lobbying with the Metropolitan Assembly and succeeded in getting them to fulfil their pledge. The result was the new, wheelchair accessible six-classroom school building with separate toilet facilities for both boys and girls, which has had a positive impact for teaching staff and pupils alike. This was a great achievement for the ACRE project, and ActionAid will continue to advocate and lobby for the strict and full compliance of policy by district officials, as a means of ensuring adequate school infrastructure that is accessible and appropriate for girls and children with disabilities.



New school building, Ghana

ActionAid



New toilet facilities, Ghana

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3.2 Malawi: bringing schools closer to children

In Malawi, the National Education Strategy Paper (NESP) sets out the Government's plans for achieving national education goals and objectives between 2008 and 2017 and focuses on measures to improve the access, equality, quality, relevance, governance and management of the education system and sets out plans to rehabilitate existing schools and build additional infrastructure, including: 50 primary schools and 1,000 teachers' houses each year. With regard to sanitation, the Ministry of Education's guidelines advocate for one toilet per sex per class for Standards 1 to 5 and one toilet per sex per two classes for Standards 6 to 8. (NESP, 2008)

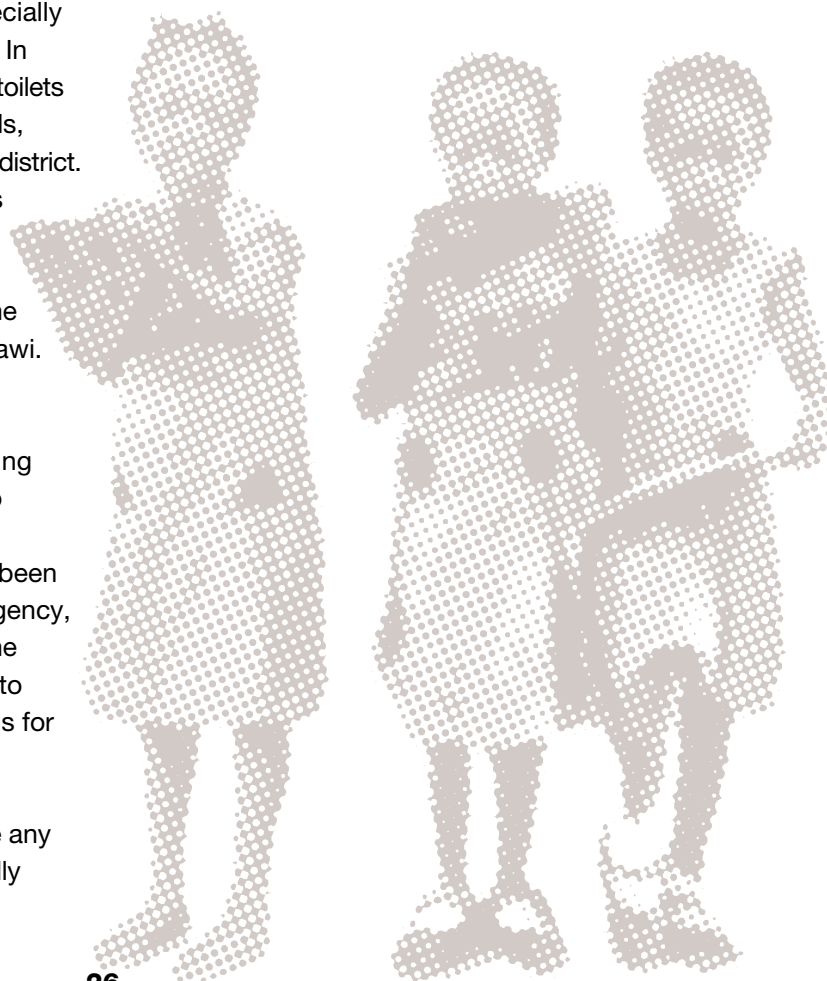
Despite the Government of Malawi's school construction and improvement plans, when the ACRE project team conducted a baseline study in six districts, the findings revealed that targets are far from being met on the ground. Classrooms were overcrowded with an average of 111 children squeezed into one classroom and in some schools the figure was as high as 202 children per class. As a result of the lack of space, many teachers were forced to hold classes in the open air, with negative impact on children's learning outcomes, especially as lessons are cancelled during bad weather. In addition, the study found that average ratios of toilets to learners were of 1:60 for both boys and girls, reaching highs of 1:307 and 1:299 in Machinga district. This lack of appropriate sanitary facilities affects children's attendance, especially for girls.

Kamkhate Primary School is an example of the problems faced by many rural schools in Malawi.

The school opened its doors in 1986 offering classes up to Standard 6. However, the building only had one block of two classrooms and no latrine, and whilst an additional shelter with a cement floor and corrugated iron sheets had been provided by the International Development Agency, this had no walls and classes were open to the elements. As a result the school was far able to provide welcoming and appropriate conditions for quality learning.

As the years passed the school failed to make any plans for improvement and conditions gradually worsened until in 2011, the Ministry took the

decision to downgrade it to a standard 4 school due to a range of factors including the lack of community engagement in the school's development. This resulted in significant challenges for children attending Standards 5 to 8 as they were now forced to walk distances ranging between five to 10km to reach the nearest school with available places and some children simply abandoned their studies.



School committee being consulted during PRS at Matamanda, Malawi
ActionAid

Thanks to the ACRE project however, things have started looking up at Khamkhate School. Following a series of awareness-raising activities on the right to education parents, school management committee members, mother group members, chiefs, teachers and members of the Teachers Union of Malawi participated in the baseline study, which helped them gain a better understanding and analysis of the problems. Having assessed their school against three key rights including the right to adequate infrastructure they realised that the downgrading of the school had brought hardships for the children forced to walk extremely long distances after reaching Standard 5 and this factor, coupled with a general failure amongst parents to engage with and support their children's education was forcing many pupils to drop out.

Immediately following the research analysis, an action plan was formulated and, with leadership from the chief and the School Management Committee, parents started moulding bricks to improve the school infrastructures. Inspired by this demonstration of commitment the Member of Parliament for the area then supported the school to upgrade the existing shelter by filling in the walls and the District Council pledged to construct an entirely new school block in 2013.

In addition to improvements in the schools infrastructure, one of the main outcomes of these activities has been an increased awareness of children's rights to education and the role different stakeholders have in ensuring these rights are fulfilled.

"We now know our responsibility towards our children's education!" (Group Village Headman)

In addition two new female teachers have been posted to the school, which until recently was entirely male-staffed and the school has just developed its first school improvement plan to address the issues raised during the baseline research. The school will soon be up-graded to a full primary school meaning that children will now be able to attend all classes up to standard 8 and complete their primary education in Kamkhate. This is a veritable success story not just for the project team, but especially the children in Kamkhate.

The Gambia: improving school safety

When the ACRE team visited Greater Banjul Upper Basic School during the baseline research data collection exercise a number of issues related to the safety and security of children were revealed.

The army and police recruits would regularly use the school as a thoroughfare as part of their exercise drills and the singing and clapping of the recruits distracted students and teachers alike during sessions. In addition, because the school gate was located near the main road, pupils were often prone to accidents due to the high levels of traffic.

Shortly after the ACRE team shared the research findings the Army wrote an apology letter to the school explaining that the recruits would be changing their route to avoid disturbing the sessions. In addition, the School management Committee promised to move the school gate in the interest of the children's safety.

4 Right to a safe and 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 put in place*

All States parties to the UNCRC commit to taking appropriate legislative, administrative, social and educational measures to protect children from all forms violence, abuse, neglect or exploitation, including sexual abuse (Article 19) and Article 28 stipulates that:

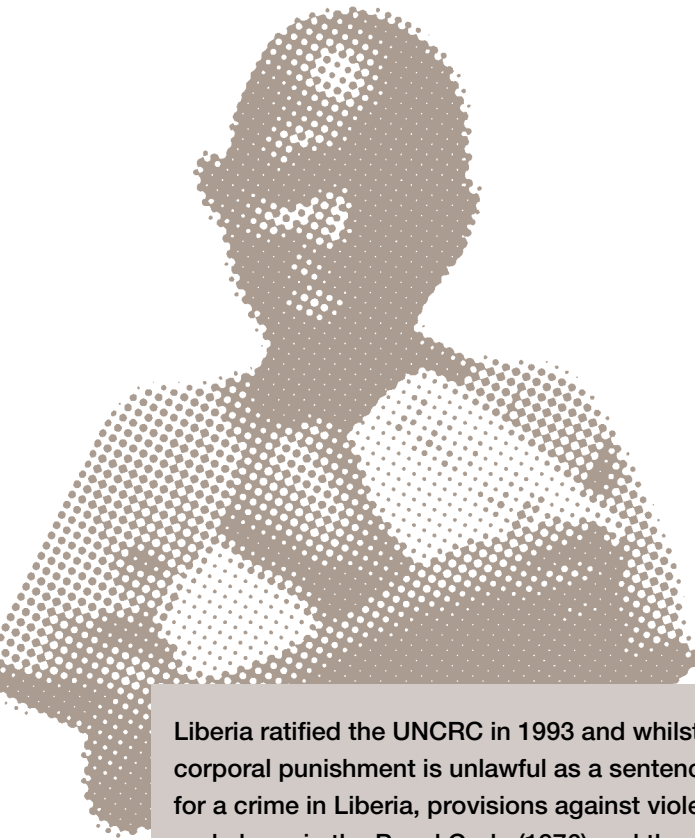
"States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity."

However, research in all six countries showed that physical and humiliating punishment, sexual harassment and abuse as well as bullying and fighting both in and on the way to school continue to affect children's rights to protection on a daily basis. (ActionAid, 2013)

The ACRE project's second objective was to promote safe and non-violent schools by advocating for adequate and appropriate learning environments using a range of measures including the implementation of Teachers' Codes of Conduct in schools, ensuring disciplinary procedures are in place and training teachers on alternatives to corporal punishment.



Girl demonstrates a type of school punishment, Liberia ActionAid



Liberia ratified the UNCRC in 1993 and whilst corporal punishment is unlawful as a sentence for a crime in Liberia, provisions against violence and abuse in the Penal Code (1976) and the Constitution (1986) are not interpreted as prohibiting corporal punishment of children at home or in schools. The Children's Law (2011) provides limited protection from violent childrearing but does not prohibit all corporal punishment, which remains lawful in schools under the provision for "justifiable correction" in article VII section 7. The prevalence of other forms of abuse and violence in schools, such as sexual violence are acknowledged and in 2006 the Ministry of Education drafted the National Policy on Girls' Education, which promotes the education of girls and includes measures to end the impunity of teachers who commit sexual abuse and assault of students.

The following case studies from Liberia demonstrate some of the strategies the teams adopted to work towards the achievement of this objective.

4.1 Liberia: girls speak out against violence

The baseline research carried out during the implementation of the ACRE project in Liberia's Gbarpolu county reveals that corporal punishment and public humiliation are the measures most often used to discipline pupils in school causing them physical pain and emotional distress. Around 40 per cent of respondents claimed that incidents of physical violence and sexual abuse are commonly perpetrated by teachers against pupils and that girls are frequently coerced into providing sexual favours in exchange for grades, especially when they are performing badly. Additional perpetrators of violence against children include peers and other staff indicating that schools do not provide children with a safe, protective learning environment.



Girls reading anti-VAG statement to stakeholder audience, Liberia
ActionAid



Girl's club members, Liberia

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In response to this information, the ACRE project team in Liberia has carried out training for girls' club members to help them tackle the ongoing problem of sexual harassment at schools. As a result of the training, the girls resolved to sharpen their focus and take action:

"After the trainings and coaching from ActionAid Liberia we understood what it meant to have safe and non-violent education environment. In our meetings we identified all of our problems and found action points for them and then decided to write a statement about them (...) Teachers are insulting and sexually harassing female students and are going free with it."

(Girl, Liberia)

As a result the girls used information from the PRS framework, focussing specifically on the right to a safe and non-violent learning environment to

develop a statement, which they presented to the District Education Officer (DEO) at a meeting.

"(The statement) showed all the issues and the names of teachers who abuse us and instances of those abuses. The DEO and assured us of appropriate actions to be taken. He also encouraged us to continue reporting cases of violence and abuse at school."

(Girl, Liberia)

Tackling the impunity with which children's rights to protection from all forms of violence are violated is crucial to ensuring they can complete their education in a safe, supportive environment. Ensuring there are clear, confidential disciplinary procedures are in place and that cases are followed up through formal channels is key to ensuring justice is done.

4.2 Liberia: a new day for discipline

The ACRE project's baseline research conducted in Liberia showed clearly that various forms of violence against children occur both in and around schools in Gbarpolu county with children regularly subjected to physical violence or constrained to undertake manual labour on teachers' farms as punishment for a range of misdemeanours including tardiness, poor academic performance and bullying amongst others.

A three-day meeting held in Bopolu, the administrative headquarters of Gbarpolu county, allowed participants (including school teachers, principals, students, leaders of parent-teacher associations and ActionAid partners) to discuss these issues in the context of children's right to education as outlined in the PRS charter and participants decided to take action to ensure all children's right to a safe and non-violent learning environment was fulfilled.

On the basis of this commitment, teachers from the 10 schools taking part in the project have now begun using the PRS concept in their schools' disciplinary codes to prevent violence against children. The Principal of Morlakwelleh Public School, who had attended the three-day workshop explained to ActionAid Liberia how a new awareness of children's rights has helped his school tackle the prevalence of violence against children:

"This approach is very good and (...) in our school, we have worked with the students to set up disciplinary system where punishments given to students have been changed. It was set up in line

with human rights instruments. This system also gives students a clear line for reporting violence cases. Children no longer stay home for fear of being punished at school. We have even relaxed punishment for tardiness on the part of children who walk long distances to school."

Raising awareness of children's rights to education and protection from violence is one key step towards ensuring fundamental changes in policy and practice are implemented at the school level. By promoting participatory analysis, discussion and dialogue about the various issues affecting children the PRS framework supports the reflective process that is necessary for lasting and positive changes to happen.

5 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

Article 12 of the UNCRC establishes that children are entitled to express their views on all matters of concern to them and to have these views considered in accordance with their age and maturity. In addition the International Covenant on Economic, Social and Cultural Rights states that:

"Education shall enable all persons to participate effectively in a free society."
(ICESCR, Art.13.1)

By enhancing community and children's participation in decision-making and monitoring education resources at the school level, the ACRE project set out to promote children's effective participation in their own education processes through increasing the transparency and accountability of school management processes.

In order to facilitate this, the project teams undertook a range of activities aimed at increasing children's awareness of their rights and supporting them to develop greater confidence in their abilities, including promoting girls' leadership at school-level.

A quality education should be one that nurtures children's freedom of expression and promotes the development of their critical consciousness and creative potential by encouraging their active participation in the processes of learning and decision-making. Parents' engagement in their children's education is also important, and Ghana's Free Compulsory Universal Basic Education (F-CUBE) created School Management Committees (SMCs) and Parent-Teacher Associations (PTAs) in order to enhance communities' sense of ownership and participation in the delivery of education.

The following case studies show some of the ways this was approached in Ghana and Zambia.

5.1 Ghana: girls taking the lead

As part of its efforts to help girls enjoy their right to participate in decision-making at school, ActionAid

Ghana and implementing partner CALID organised various capacity building and skills training for girls' club members in six schools. Some of the topics covered in these training work-shops included confidence-building, public speaking skills as well as leadership roles and responsibilities.

Using these new-found skills 12-year old class 6 pupil Rahinatu a member of the school-based girls clubs, contested for and was elected to the position of the Assistant Senior School Prefect and has now become a role model and an inspiration for children and adults alike:

"I am a former pupil from this school and from then until the ACRE project, no female pupil was made school prefect. Now a girl is a senior prefect of this school. It is really important and marks a change in the way we do things. I really wanted to raise this."

(Male SMC member, Ghana)

"I think it is a good idea to have a girl leading us. We used to have boys as senior prefects. She is doing well; we are fine with it. We elected her."

(Boy, Ghana)

For Rahinatu, the new position has increased her confidence and given her hope to stay in school to accomplish her dream of becoming a nurse.

"It is like dream that I am the Assistant Senior Prefect of the school. This is the first time a girl is occupying such a position in this school and I am so

glad it is me. I hope this continues so that many more girls will occupy this position after me" said Rahinatu in concluding her acceptance speech.



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Empowering girls through with knowledge of their rights and working with parents, teachers and boys and men in particular can support a gradual shift in perceptions about girls' roles and capacities and support them to gain the confidence in their own abilities they need to take on positions of leadership and be role models and inspire others.

5.2 Ghana: children speak out!

On the Day of the African Child in 2012 the ACRE project organised a series of celebratory activities in Tamale. The theme for the events was: *"The Rights of all children in education: the duty of the State to Protect, Respect, Promote and Fulfill the right to education"* and included a street procession, which 250 children from schools across the metropolis took part in to raise general awareness about their rights to education and demand that these be implemented.

Holding banners and placards bearing messages such as: *"Our girls: prepared for school today, prepared for society tomorrow"*, *"Give children their right to quality education"* and *"Children need safe environments to learn"* the children converged



Celebration of the International Day of the African Child, Ghana

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at Tamale's Jubilee Park where they presented a petition outlining their concerns including: inadequate infrastructure and teaching and learning materials and lack of qualified teachers amongst other issues. The petition, for the attention of the Minister of Education, was presented to the Northern Regional Minister.

The Northern Regional Minister forwarded the petition to the Education Minister and committed to follow up the outcome and the Regional Director for Education also lent her support to the

children's demands for a safe school environment by issuing directives to all schools to strictly adhere to the Teacher's Code of Conduct or face the appropriate sanctions.

This event marked the first time that a communiqué issued to a political figure in the region has resulted in the provision of a written response including a copy of the memorandum the Regional Minister himself forwarded to the Minister of Education for attention alongside the children's concerns. The ACRE team hope that these actions present an

opportunity for further discussions with authorities in order to ensure the issues are followed up on in the near future. Moreover, it has also been noted that Circuit Supervisors have intensified the frequency of their school visits to verify teacher attendance and are now making weekly, as opposed to monthly or termly checks.

5.3 Zambia: increasing girls' confidence

Child rights clubs have existed for a long time in Nakonde, Zambia however, the effective participation was limited due to children and teachers' lack of awareness on children's basic rights. The baseline research undertaken by the ACRE project team, revealed that:

- Children express themselves and participate in class, sports and club activities, however they are not involved in school governance issues and neither do they have a say in the selection of school prefects.
- Pupils were not aware of the school administration's plans for grants received from central government.
- Few parents monitor children's learning outcomes.
- Few parents participate in PTA meetings because most think meetings are only for PTA executives.



Grace Makali, 15, (in purple, holding a bottle) with other members of the children's Council, Zambia

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After the baseline research, the ACRE project team provided training to children's club members at schools in Mbala and Nakonde districts, enabling 160 boys and girls to learn about their right to education, participation and protection from violence and share the information with their peers. As a member of Katozi Basic School children's club, 15-year old Grace has learned a lot from these activities and was elected by her peers to serve on Nakonde District Children's Council and represent her fellow pupils' interests members on matters affecting children's right to education. Grace is now one of a group of 13 District Children's Council members, each of whom represents a different ward and carrying out awareness-raising activities on children's rights. Whilst much of their work is done through the school-based clubs, they also use key commemorative dates to advocate for an end to child marriage and violence against girls. As Grace's

confidence has grown, so too have opportunities for her to take a stand for children's rights:

"The training and research were a turning point for both my club and me. I was voted to represent my school and ward in the District Children's Council, where I was further nominated to read the speech on the Day of an African Child before the Government District Authorities. My club's membership has also grown from 12 to 28 and this could not have been possible without the training."

As a tribute to this work, Grace's school led a series of activities on the Day of the African Child alongside 10 other schools and the theme of children's right to education featured strongly throughout the festivities. Influenced by the momentum of the project, local

Government and traditional authorities have also been placing children's rights at the forefront of their agenda; even the Chieftaincy of Nakonde has begun to play a leading role in tackling the issues by sensitising the village headmen and the community at large in all 153 villages in the district.

At the broader level, the issue of child marriage and its impact on girls' education has been picked up by the media with stories related to the project obtaining getting coverage in both district and national level newspapers and radio stations, helping to change attitudes and awareness about girls' rights and creating the space for girls like Grace to grow in confidence and achieve their potential.

6 Right to transparent and accountable schools: *schools need to have transparent and effective monitoring systems. Both communities and children should be able to participate in accountable governing bodies, management committees and parents’ groups*

“States parties are obliged to establish ‘minimum educational standards’ to which all educational institutions established in accordance with article 13 (3) and (4) are required to conform. They must also maintain a transparent and effective system to monitor such standards.”

(CESCR, General Comment 13, para 54)

Accountability is one of ActionAid’s core values and the ACRE project worked to implement children’s rights to transparent and accountable schools by enhancing community and children’s participation in decision-making and monitoring education resources.

Baseline research undertaken as part of the ACRE project in Ghana, Uganda and Malawi revealed that lack of parental engagement in children’s education linked to factors such as poverty and illiteracy, was a common feature and also impacted on the extent of parents’ active engagement with school governing bodies such as School Management Committees (SMCs) and Parent Teacher Associations (PTAs). Moreover there was little evidence that children



Schoolroom in Uganda ActionAid

themselves were consulted by or involved in school governance in any way, thus limiting the scope for their active and meaningful participation in the life of the school. (ActionAid, Baseline report 2013)

The ACRE project sought to address these gaps in a number of ways either by promoting children’s direct involvement on SMCs and PTAs or by working to ensure their concerns were raised by child representatives (e.g. school club members or prefects) during key meetings and subsequently addressed.

6.1 Uganda: giving children space to voice their concerns

One of the key outputs of the ACRE project is the establishment of school-based children’s clubs as a means of empowering pupils to hold teachers and parents accountable for ensuring children’s education rights.

As a result, pupils at Patek Ajja primary school in Uganda came together to outline their concerns about the challenges they face both at home and in school, many of which lead children to abandon their education. The pupils consolidated their concerns into a report, which they handed to the chairperson of the School Management Committee and, for the first time in the school’s history the children’s concerns were read aloud at the Annual General Assembly. Some of the issues highlighted by the children are captured in the extract from the children’s statement below:

“The headmaster told us to dig a school garden but in the end he planted his beans in it; he makes us work in his garden. Teachers don’t teach us enough; our parents don’t provide us with teaching and learning materials and have refused to pay development fund and exam fees. We want the AGM to address these problems.”



Pupils of Kibanga Primary school in one of their school gardens supported by the ACRE Project, Uganda ActionAid

As a result of this report, the Patek Ajja school General Assembly made the following resolutions:

- 1** Teachers shall not take pupils to work for their personal gains.
- 2** School gardens shall be initiated as a class decision, not by the decision of teachers unless it forms part of agriculture class-work.
- 3** Before any meeting, the School Management Committee shall asks pupils to prepare their report, which will be included in the agenda for the meeting.
- 4** The head teacher shall provide the School Management Committee with monthly updates on each teacher’s performance.
- 5** Pupils shall follow up absent peers and ask the parents reasons for their absence from school.

This marks a change in the willingness of teachers and parents to listen to children and take their concerns into account. It also demonstrates a transformation in pupils’ own awareness in their right to demand that actions be taken to support their learning conditions and outcomes.

For many, the notion of children’s rights is seen as a threat to adult authority and power, however effective child participation can only come about if adults are supportive and engaged in the process. By promoting dialogue and understanding between teachers, parents and children the PRS framework used by the ACRE project team in Uganda has helped ensure children’s concerns are voiced and action is taken to address them.

6.2 Uganda: school-feeding project promotes parents' engagement in school

As the baseline research was being conducted during the implementation of the ACRE project it became apparent that one of the main reasons children drop out of school is because they are hungry. During follow-up discussions parents proposed the establishment of school feeding initiatives to help resolve the problem. Kibanga primary school as one of the implementing schools was supported with banana suckers and a poultry project, an initiative that has encouraged greater parental engagement in school activities. When the project was launched in the school, parents pledged to provide labour, monitor the project and attend meetings regularly and, as one of the school teachers asserts, the difference is noticeable:

"Before the project began, some parents were not known by us though they had children in the school. The project has facilitated strong community participation before and during implementation. The parents have established a Project Management Committee (...) they come to school to work in the garden and to inspect the poultry project, but they also inspect all the school activities. This has helped them to know their responsibilities as parents in school and in the community towards their children's education. They know the rights of their children and since then the number of children missing lessons and dropping out of school has decreased hence increasing the retention rate and performance of our children. I hope this continues so that many more parents will be motivated to attend school activities." (Teacher, Uganda)

This routine inspection of school activities by parents has encouraged pupils also to put in more effort in their studies for better performance.

"My parents only minded about their fishing business. Dad would fish all night and during the day he is either repairing his boats and nets or sleeping. Mum will be drying or selling the fish. This all changed when the school feeding project was introduced." (Boy, Uganda)

In addition, increased interest of parents in their children's education and performance has helped children to feel encouraged and supported in their studies:

By increasing parent's awareness of the importance of education and the different ways they can supporting their children's learning, the ACRE project in Uganda has both helped ensure children receive a nutritious mid-day meal and also increased their motivation to remain in school and perform well safe in the knowledge that their parents take more of an interest in their studies.

"Our parents come and check on us at school and we feel happy when they do. At times when they come to monitor how we do, my father sees how well I answer questions in class and then I feel excited that he can see me performing well." (Girl, Uganda)

Conclusion

This collection of case studies from The Gambia, Ghana, Liberia, Malawi, Uganda and Zambia serves to demonstrate how the Promoting Rights in School framework can be used across a range of different contexts to ensure children's right to education are met.

By following the practical guidelines provided in the PRS handbook including the charter of 10 rights as well as the sample questionnaires and indicators that can be easily adapted for use in undertaking participatory baseline surveys, each of the six

countries was able to operationalize the framework in their own setting.

Using a participatory and inclusive methodology that followed a series of key steps including mobilisation, data collection and analysis, action-planning, advocacy and campaigning, the use of the PRS framework and accompanying tools stimulated the engagement of a diversity of education stakeholders from the community-level upwards and successfully promoted wide-ranging awareness of the right to education, leading to



Some of the girls that were consulted at Matamanda primary

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concrete actions to ensure its implementation.

As Civil Society at the global level increasingly stresses the need for the recognition of education as a fundamental human right and outlines the importance of ensuring the principles of equity, inclusion and non-discrimination and gender equality underpin policies and practices in the post-2015 education agenda, the PRS framework, with its emphasis on promoting the engagement of parents, children, young people and the wider community in holding duty-bearers to account begins to come into its own.

The case studies attest to the way the application of the PRS framework can lead to significant positive changes including increased awareness and implementation of legal and policy provisions as well as direct actions to promote greater community engagement in tackling violence and discrimination and promoting children's participation, thus demonstrating the flexibility and effectiveness of this model in working towards the fulfilment of children's right to quality education in a variety of contexts.

By providing a set of easy to use and adapt tools based on international human rights frameworks, the PRS approach has also enhanced the ability of practitioners to implement effective human-rights based programming which has at its core, the development of rights-holders capacity to hold duty-bearers to account thus guaranteeing long-term sustainable change beyond the life-time of any one specific intervention.

The challenges of achieving free, quality, inclusive education for all children remain significant, both within Africa and beyond. However, it is hoped that this series of case studies and the approach that ensured their success will serve as inspiration and motivate education practitioners both within ActionAid and beyond to take up the PRS framework and apply it to their own work, guaranteeing that ever more children are able to enjoy their right to education.

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