



ANNUAL REPORT 2020

RIGHT TO EDUCATION INITIATIVE

I KNOW WHY I AM HERE.

EXECUTIVE SUMMARY:

2020 CONTEXT - COVID-19 AND ITS IMPACT ON THE RIGHT TO EDUCATION

In early 2020, all aspects of life were turned on their head as the Covid-19 pandemic swept through the world. Like many other organisations, we saw rapid changes to the way in which we work - with travel, conferences, office working and face to face meetings all hastily abandoned in favour of stay-at-home digital communications. Whilst this affected our usual activities, the advent of online tools meant that in some ways we were more interconnected than ever, and global events from individual living rooms became the norm.

Yet the aftershocks of the pandemic extend far beyond changes to working practices. Covid-19 has had a seismic impact on education systems globally. Schools for more than 168 million children have been permanently closed since March 2020 - and globally, an estimated 112 billion days of education have been lost. The impact of school closures has been felt disproportionately by the most disadvantaged communities, with some of the world's poorest children entirely cut off from their education. Despite the herculean efforts of teachers, parents and caregivers, existing inequalities have been exacerbated beyond measure by the pandemic, and the fragility of entire educational systems has been revealed.

And as pharmaceutical advances signal a tentative end to the worst ravages of Covid 19 globally, the impact on education systems and on the right to education for millions of children globally has yet to be fully established.

As 2020 drew to a close at the Right to Education Initiative, it was clear to us that while the pandemic has thrown global inequalities into sharper focus, it has also reinforced the importance of the right to education and the need to address the injustices which the pandemic has intensified. We met the close of the year with renewed determination to make the right to education a reality for all, while reflecting on the achievements that were possible even in the face of such unprecedented adversity.

Before detailing the milestones of 2020, we wish to thank our donors, supporters and partners for their continued support of the right to education globally. It is through your contributions that the right to education in all of its dimensions can be made a reality.



**DELPHINE DORSI,
EXECUTIVE DIRECTOR**



WHO WE ARE

The Right to Education Initiative (RTE) is an international human rights organisation focusing on the right to education. We promote education as a human right, striving for a world where everyone, without discrimination of any kind, can fully enjoy the right to education in all its dimensions.

WHAT WE STAND FOR

We stand for the full recognition of education as a human right, essential for the wellbeing and development of every individual, regardless of their status and circumstance over their life course. This commitment is underpinned by the principles of universality, indivisibility and interdependence. We recognise that education is key for the realisation of other rights and for building societies where respect for human rights, tolerance, inclusivity and diversity are valued.

WHAT WE DO

We advocate for states to both legally commit to and implement the right to education - to make it a reality for all. In so doing we also seek to ensure that governments are held accountable for meeting their human rights obligations.

RTE builds bridges between diverse fields (human rights, education and development), stakeholders, (including civil society organisations, international organisations, academics, and states) and diverse language communities (including English, French, Spanish and Arabic). We link global, national and local research and evidence based policy dialogue to campaigning and advocacy with the aim of accelerating progress towards the realization of the right to education for all through positive and concrete changes on the ground.

WHY WE EXIST

- To protect and promote the right to education globally
- Because there is continued lack of enjoyment of and violation of the right to education
- To keep education as a human right in the foreground and to reframe education issues as human rights issues
- To make human rights language accessible to right-to-education advocates and to provide tools and materials to accelerate the implementation of this right
- Because there is a need for rigorous evidence-based analysis of current education issues using human rights theory and practice to support advocacy and accountability

2020: WHERE WE WORKED



ACKNOWLEDGEMENTS

Our achievements in 2020 would not have been possible without the support of our donors and partners. With your continued support, we can achieve a world in which the right to education becomes a reality from early childhood to adulthood and throughout life, and where all human rights in and through education are realised.

LOOKING FORWARD

Our strategic areas of focus

Over the course of 2020, we developed our [2020-22 strategic plan](#) - consolidating our vision, mission and the changes we want to see occur in the coming years. It defines four key areas of focus for the two-year period, but phases activity to place an emphasis on the following three areas for 2020:

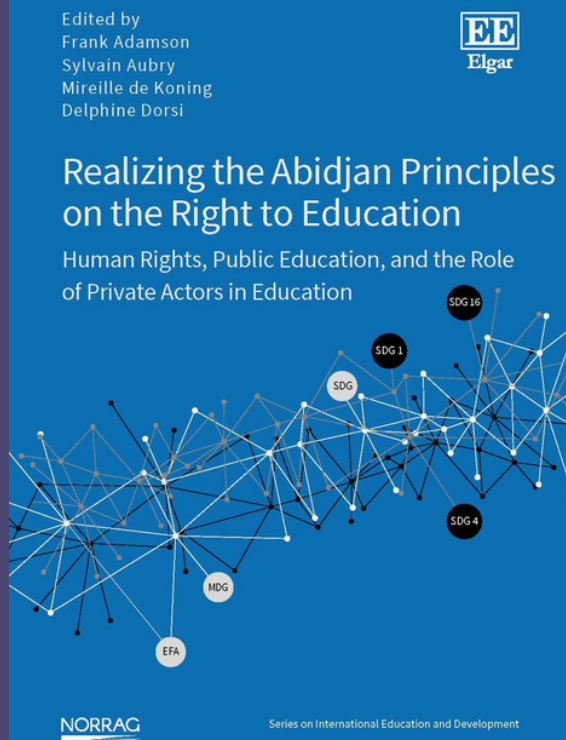
- Focus one: [Privatisation of education and the role of private actors](#) - driving state accountability for inclusive, free, quality public education
- Focus two: [Early Childhood Care and Education](#) - mobilising for the right to free, compulsory pre-primary education for all
- Focus three: [The right to education of migrants](#) - advocating for the right to education of all individuals, irrespective of nationality or legal status

The promotion and implementation of the Abidjan Principles, a reference text on the right to education adopted in 2019 by a group of international experts following a three-year participatory consultation period, continues to be a primary feature of our work.

RTE sits on the Secretariat of the Abidjan Principles, and is instrumental in disseminating information, providing guidance and assisting civil society and national and international entities in their implementation.



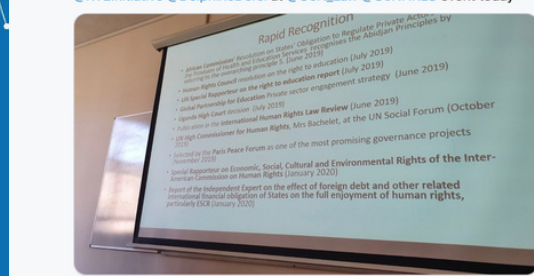
In 2020, we celebrated the first anniversary of the Principles; began editing a book interrogating the most important topics and contentious debates from the adoption processes in both the legal and education spheres; commenced an innovative collaboration with UNESCO-IIEP and the Global Initiative for Economic, Social and Cultural Rights to develop a methodological framework to review national education strategic plans and ensure they reflect States' international commitments for the implementation of the right to education; organised and participated in numerous conferences, webinars, trainings and events; and drafted books, articles, joint submissions and papers in collaboration with a range of partners.



salima namusobya @Salima_SN · Feb 13
Today marks a year since the adoption of the [#AbidjanPrinciples](#) on the right to education. Amazing to see all the national, regional & international recognition the principles have had in 1 year. [abidjanprinciples.org/en/support/off...](#) @ISERUganda @GIESCR @RTEInitiative @EELawcentre @amnesty



Aoife Nolan @commentator01 · Feb 6
The unstoppable progress of the [#AbidjanPrinciples](#)! Info from @RTEInitiative @DelphineDorsi at @UoN_Law @UoNHRLC event today



Major advances were seen in the recognition of the Abidjan Principles by regional and international human rights organisations, as well as strides forward in their practical use in advocacy and rights protection efforts.

The success of the Abidjan Principles in 2020 is both testament to the strength of this reference document and the carefully conducted, inclusive and participatory process that led to its adoption, and the concerted and ongoing outreach and advocacy conducted by the secretariat, drafting committee and advisors.

THE ABIDJAN PRINCIPLES IN NUMBERS: 2020

OUTREACH AND ENGAGEMENT

- RTE HELD AND PARTICIPATED IN **12** DIVERSE EVENTS TO PROMOTE AND EXPLAIN THE ABIDJAN PRINCIPLES
- CO-EDITED **ONE** BOOK
- CO DRAFTED **TWO** PAPERS
- TOOK PART IN **TWO** JOINT SUBMISSIONS TO UN TREATY BODIES
- ABIDJAN PRINCIPLES APPEARED IN **SEVEN** MEDIA OUTLETS

IMPACT

OVERALL, THE ABIDJAN PRINCIPLES HAVE SECURED RECOGNITION BY **10** REGIONAL AND INTERNATIONAL HUMAN RIGHTS BODIES AND ORGANISATIONS

THE ABIDJAN PRINCIPLES HAVE BEEN USED IN NATIONAL CONTEXTS TO PROMOTE RIGHTS

In line with our overarching strategy, we commenced an ambitious programme of work on Early Childhood Care and Education (ECCE) in 2020. We began working on the [Global Partnership Strategy for Early Childhood Care and Education](#), and in July took part in a [UNESCO webinar on ECCE](#) in the context of Covid-19.

In addition, we participated in technical sessions, collaborated on the drafting of the strategy and are currently working closely with the UNESCO Right to Education Programme on its normative dimensions.



JEREMY BISHOP, UNSPLASH



We also made ECCE a greater focus on our own channels, and in November 2020 published a [new issue page](#) on ECCE from a human rights perspective in both French and English.

Finally, in December in 2020 we successfully recruited an experienced ECCE Programme Manager to expand our strategic goals, reach and impact in this area.

Our continued work on the right to education of migrants in 2020 culminated in the publication of a revised website page on migrants and refugees in both French and English.

This updated content features a range of graphics and visuals in addition to new materials and information.



A GLOBAL OVERVIEW



**79.5 MILLION
FORCIBLY
DISPLACED
PERSONS**



45.7 Million Internal Displaced Persons (IDP)

4.2 Million Asylum Seekers

26 Million Refugees

3.6 Million Venezuelians abroad

TOP INTERNAL DISPLACEMENT COUNTRIES (conflict and violence)

1. Syrian Arab Republic
2. Colombia
3. Democratic Republic of the Congo
4. Yemen
5. Afghanistan

**Did you know ?
73% of refugees
are hosted in
neighbouring
countries**

TOP REFUGEE HOSTING COUNTRIES

1. Turkey
2. Colombia
3. Pakistan
4. Uganda
5. Germany

EDUCATION AND MIGRATION

**MORE THAN 30
MILLION
FORCIBLY
DISPLACED
PERSONS ARE
SCHOOL-AGED**



There is a lack of data on school enrolment for forcibly displaced persons.

States should implement more data collection, especially for IDP's and undocumented migrants.

We also expanded our research, materials and future framework for work on the right to education of unaccompanied migrants aged over 16, with a literature review, global overview and collaboration with French organisation Solidarité Laïque on advocacy for unaccompanied minors and their access to education.

Additionally, we published addition to two blogs on unaccompanied minors and the right to education in France, and administrative barriers to educational completion for migrants.

Vital to the protection of rights is monitoring work. We work in partnership across a range of issue areas to monitor the implementation of the right to education, collaborating with diverse actors to ensure accountability and the realisation of fundamental rights.

UNINTENDED EXCLUSION: MONITORING THE RIGHT TO EDUCATION OF PREGNANT GIRLS IN KENYA

In Kenya, thousands of girls are forced out of school after experiencing sexual violence leading to early and unintended pregnancy. The impact of pregnancy on the right to education in Kenya has been a focus for RTE since 2019, when we partnered with Kenyan human rights organisation [Hakijamii](#).

In March 2020, we published the [multimedia essay 'I really want to go to school'](#), which presents our findings and interviews in textual and visual form, using the right to education monitoring guide as a basis.



It identifies systemic failings in the Kenyan education system, uncovers the barriers to returning to school—including stigmatisation, school fees, and lack of childcare—and recommends actions to ensure girls' human rights are respected.



MONITORING TERRITORIAL INEQUALITIES IN FRENCH HIGHER EDUCATION

Place of origin has a significant impact on the right to education in France, and has been the focus of a collaborative investigation and advocacy project with Sciences Po Law School Human Rights Clinic since 2019.

In 2020, we supported students to draft a policy brief on place of origin, access and participation in university education, based on research conducted in the first stage of the project and using our right to education monitoring guide as a framework.

In March, the students presented the brief to a colloquium on Equal Opportunities or Equal Achievement in Higher Education in Montpellier, France.

We facilitated the distribution and advocacy outreach surrounding the updated version of the report and its accompanying policy brief, in addition to supporting the development of articles on territorial inequalities and higher education.



WORKING WITH ESCR-NET TO MONITOR THE USE OF DATA

RTE is a steering committee member of the ESCR-Net monitoring working group. ESCR-Net is an international network connecting over 280 NGOs, social movements and advocates across more than 75 countries to build a global movement to make human rights and social justice a reality for all. Our primary activity with ESCR-net has been to co-direct the development of a collective position on human rights data, intended to challenge existing narratives and state practice regarding official data - which often falls short when it comes to the realisation of economic and social rights.

In 2020, we consolidated the final draft of the collective position on data principles and presented it in a workshop at RightsCon. In addition, the collective position was used as the basis for an amicus curiae submitted to the Supreme Court of Mexico on the lack of data collection in informal settlements, which helped secure a unanimous ruling from the First Chamber of the Supreme Court of Justice of the Nation in Mexico that the statistics bureau, INEGI, include informal settlements in the official census.

Finally, RTE contributed to ESCR-Net's guide on parallel reporting to advance women's economic and social rights, which itself was based on the Right to education handbook published in January 2019.

EDUCATION UNDER ATTACK: MONITORING THE IMPACT OF CONFLICT ON EDUCATION IN UKRAINE

Children in eastern Ukraine are missing out on their education. For more than six years conflict has raged in the region; at the time of writing 13,000 are dead and a staggering 670,000 children don't have access to safe education.

To shine a light on this persistent and protracted humanitarian and human rights crisis, in 2018 RTE began a pilot project in collaboration with journalists and Ukrainian partners to monitor the impact of the armed conflict on education.

In July 2020, we created the multimedia essay and accompanying [legal factsheet 'Caught in the crossfire: The right to education in eastern Ukraine'](#) - combining the journalists' evidence with a human rights analysis.



© DIEGO IBARRA SÁNCHEZ / RTE



© DIEGO IBARRA SANCHEZ / RTE

This essay attracted attention on multiple platforms, and led to an Open Society Foundations Instagram takeover invitation for multimedia essay photographer and RTE collaborator Diego Ibarra Sanchez, serving to showcase the photographs and highlight our approach to using audiovisual information in human rights monitoring projects.

In addition, the findings of the project were used by Save the Children Ukraine in a joint submission to the Committee on the Rights of the Child, and have strengthened our own ongoing advocacy - prompting us to extend our work in this area. We are currently working on a thematic monitoring guide and series of materials for journalists for publication in 2021.

Core to our mission is the provision of authoritative, accessible and independent sources of information on the right to education. Our website is our backbone; published in English, French, Spanish, and Arabic, it provides an online library of resources, materials and tools to empower frontline actors, civil society, social movements and states to apply the right to education in multiple contexts.

In addition, our social networks, e-bulletin, research, webinars, and participation in events are crucial channels via which we raise awareness of the various dimensions of the right to education, stimulate debates, and highlight emerging and neglected issues.

WEBSITE, SOCIAL MEDIA AND NETWORKS

In 2020 we invested in translations of website content to strengthen our commitment to build bridges between different language communities. Our social channels continued to grow in followers and see an increase in engagement, and our mailing lists expanded.



5656 Followers
2.5% increase on
2019



34 news items in English
14 in French
8 in Spanish



7 blogs in English
3 in French
1 in Spanish



286,162 web users
482,826 page views



11 e-bulletins sent to
695 subscribers, a
3% increase on 2019



537 followers
176 new followers



558 new followers
14% increase on 2019



35% increase in
Spanish speaking
users

PUBLICATIONS AND EVENTS

- Co-hosted and participated in **17** events, workshops, conferences and webinars
- Wrote and contributed to **five** articles and papers
- Co-edited **one** book
- Presented in **French, English** and **Portuguese**

We constantly engage and work in partnership with a diverse range of actors - including academics, researchers, NGOs, the UN community, African Commission and others - to build bridges and collaborate on common goals.

Privatisation in Education and Human Rights Consortium

RTE is an active member of the Privatisation in Education and Human Rights Consortium (PEHRC). The Consortium is an informal network of national, regional and global organisations and individuals who collaborate to analyse and respond to the challenges posed by the rapid growth of private actors in education from a human rights perspective and propose alternatives.

RTE is part of the facilitation group that supervises the coordinator and takes care of the administrative dimension of the Consortium. We also lead the working group on the Abidjan Principles, in addition to consulting on and reviewing reports. In 2020, we played an active role in the expansion of the network.

Francophone network against the commercialisation of education

Throughout 2020, RTE played an active role in the Francophone Network against the commercialisation of education. This informal network, which encompasses 303 member organisations from 37 countries, aims to ensure a collective mobilisation of the education actors in order to coordinate our responses to the commercialisation of education phenomena in Francophone countries and to propose alternative solutions.

In 2020, we participated in regular network meetings, in addition to conducting ongoing advocacy and research activities in conjunction with the Francophone Network Coordinator, whose position we contributed to the financing of and whose work we supervise. In addition, RTE played a crucial role in supporting the development of a Network of Francophone researchers working on the issue of privatisation in education. Led by University of Geneva researcher Thibaut Lauwerier, the Francophone Network comprises 29 researchers from 13 countries.

Network highlights

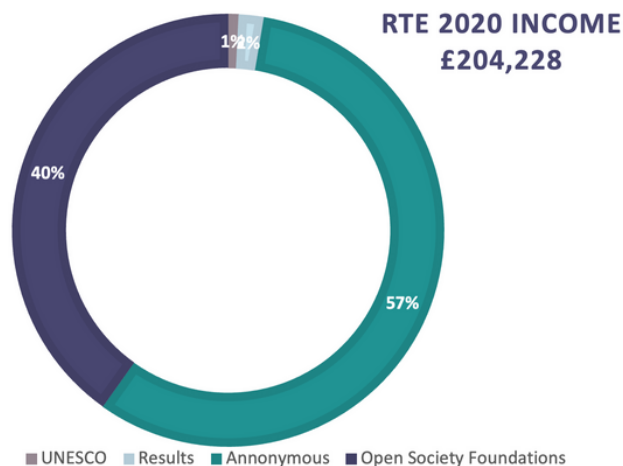
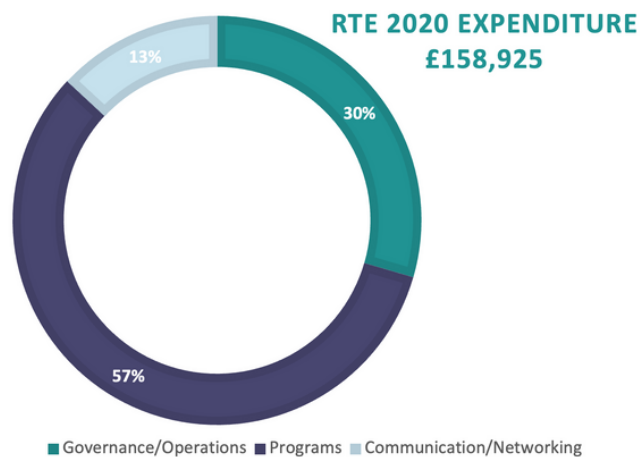
3 online meetings with the Network's members
6 newsletters produced
60 articles and reports shared on the Network's website
2 articles published

International Network of Education in Emergencies (INEE)

RTE is a member of the INEE Advocacy working group. Throughout 2020, we worked in conjunction with partners on the launch of an advocacy brief on non-state actors' involvement in education in emergencies, with reference to the Abidjan Principles. This brief will launch in early 2021.

OUR SUPPORTERS

Our work would not be possible without the generous support of our donors, who enable the right to education to become a reality.



WITH THANKS TO THE FOLLOWING
ORGANISATIONS FOR THEIR IN KIND SUPPORT



OUR TEAM

Executive board

The executive board is RTE's governing body. It is presently composed of eight trustees representing a diverse range of actors from the human rights, development and education fields:

- David Archer, Head of Civic Participation, Tax Justice and Public Services at ActionAid
- Iain Byrne, Researcher/Advisor - Economic and Social Justice Team, Global Issues Programme Special Advisor, and Strategic Litigation at Amnesty International
- Partnerships at Habitat for Humanity International
- Ayan Hassan, Programme Finance Manager at War Child UK
- Elin Martinez, Senior Researcher in the Children's Rights Division of Human Rights Watch
- Anjela Taneja, Lead Campaigner Inequality / Lead Specialist Essential Services at Oxfam India

Trustees appointed in 2020

- Nikki Skipper, Head of Fundraising at The Queen's Commonwealth Trust
- Dina Hashem, Associate Director for Global
- Bharti Patel, International Child Rights Advocate

Staff

- Delphine Dorsi - Director
- Natalia Dzvelaia - Finance and administrative officer
- Erica Murphy - Project Officer

New additions to the team at the close of 2020

- Eleanor Rosenbach - Communications Manager
- Rajakumari Michaelsamy - Programme Manager, ECCE
- Hoda Awwad - Programme Officer, Private Actors in Education

With special thanks to the consultants and contributors who have supported our work

- Juliana Lima
- Susie Talbot
- Clara Beauvoir
- Laure Fletcher
- Kanto Calange



For more information about our work, see our website

www.right-to-education.org

Follow us on:



RIGHT TO EDUCATION INITIATIVE

Registered Charity No. 1173115

**REPORT AND
FINANCIAL STATEMENTS**

FOR THE YEAR ENDED 31 DECEMBER 2020

MYRUS SMITH
Chartered Accountants

Norman House
8 Burnell Road
Sutton
Surrey
SM1 4BW

RIGHT TO EDUCATION INITIATIVE
FOR THE YEAR ENDED 31 DECEMBER 2020

CONTENTS

	Page
Reference and Administrative Details	1
Trustees' Annual Report	2 - 9
Report of the Independent Examiner	10
Statement of Financial Activities	11
Balance Sheet	12
Notes to the Financial Statements	13 - 17

RIGHT TO EDUCATION INITIATIVE
Registered Charity No: 1173115

REFERENCE AND ADMINISTRATIVE DETAILS

Board of Trustees:

D. Archer (Chair)
A. Hassan (Treasurer)
E. Martinez
I. Byrne
A. Taneja
D. Hashem (appointed 3 September 2020)
N. Skipper (appointed 3 September 2020)
B. Patel (appointed 3 September 2020)

Principal Office:

33-39 Bowling Green Lane
London
EC1R 0BJ

Bankers:

CAF Bank Limited

25 Kings Hill Avenue
Kings Hill
West Malling
Kent
ME19 4JQ

Independent Examiner:

K.C. Fisher BA FCA CTA
% Myrus Smith
Chartered Accountants
Norman House
8 Burnell Road
Sutton
Surrey
SM1 4BW

RIGHT TO EDUCATION INITIATIVE

TRUSTEES' ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

OBJECTIVES AND ACTIVITIES

(Inc Public Benefit disclosure)

Who we are

The Right to Education Initiative (RTE) is an international human rights organisation focusing on the right to education. We promote education as a human right, striving for a world where everyone, without discrimination of any kind, can fully enjoy the right to education in all its dimensions.

What we stand for

The objective of RTE is to promote any charitable purposes to recognition of education as a human right, essential for the wellbeing and development of every individual, regardless of their status and circumstance over their life course. This commitment is underpinned by the principles of universality, indivisibility and interdependence. We recognise that education is key for the realisation of other rights and for building societies where respect for human rights, tolerance, inclusivity and diversity are valued.

What we do

We advocate for states to both legally commit to and implement the right to education - to make it a reality for all. In so doing we also seek to ensure that governments are held accountable for meeting their human rights obligations.

RTE builds bridges between diverse fields (human rights, education and development), stakeholders, (including civil society organisations, international organisations, academics, and states) and diverse language communities (including English, French, Spanish and Arabic). We link global, national and local research and evidence-based policy dialogue to campaigning and advocacy with the aim of accelerating progress towards the realization of the right to education for all through positive and concrete changes on the ground.

As set in our constitution, our object is to promote the right to education, as defined by international human rights law, by:

- Sharing information, tools and resources on the right to education;
- Researching into right to education issues;
- Monitor abuses of the right to education;
- Raise awareness on right to education issues;
- Providing technical advice to partner civil society organisations on right to education issues;
- International advocacy of the right to education; and
- Promoting respect for the right to education among individuals and corporation

The trustees confirm that they have had regard to the public benefit guidance issued by the Charity Commission in considering the activities of, and future plans for, the charity.

ACHIEVEMENTS AND PERFORMANCE

Over the course of 2020, we developed a strategic plan which consolidates our vision, mission and the changes we want to see in the coming years. It defines four key areas of focus for the two-year period, but phases activity to place an emphasis on the following three areas of focus for 2020:

- Privatisation of education and the role of private actors - driving state accountability for inclusive free, quality public education using the Abidjan Principles
- Early Childhood Care and Education - mobilising for the right to free, compulsory pre-primary education for all
- The right to education of migrants - advocating for the right to education of all individuals, irrespective of nationality or legal status

Additionally, our work is supported by cross cutting activities on monitoring and accountability.

RIGHT TO EDUCATION INITIATIVE

TRUSTEES' ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

Strategic focus one: Driving state accountability for inclusive free, quality public education using the Abidjan Principles

The promotion and implementation of the Abidjan Principles, a reference text on the right to education adopted in 2019 by a group of international experts following a three-year participatory consultation period, continues to be a primary feature of our work.

RTE sits on the Secretariat of the Abidjan Principles, and is instrumental in disseminating information, providing guidance and assisting civil society alongside national and international entities in their implementation.

In 2020, we celebrated the first anniversary of the Principles; began editing a book interrogating the most important topics and contentious debates from the adoption processes in both the legal and education spheres; commenced an innovative collaboration with UNESCO-IIEP and the Global Initiative for Economic, Social and Cultural Rights to develop a methodological framework to review national education strategic plans and ensure they reflect States' international commitments for the implementation of the right to education; organised and participated in numerous conferences, webinars, trainings and events; and drafted books, articles, joint submissions and papers in collaboration with a range of partners.

Major advances were seen in the recognition of the Abidjan Principles by regional and international human rights organisations, as well as strides forward in their practical use in advocacy and rights protection efforts. The success of the Abidjan Principles in 2020 is both testament to the strength of this reference document and the carefully conducted, inclusive and participatory process that led to its adoption, and the concerted and ongoing outreach and advocacy conducted by the secretariat, drafting committee and advisors.

The Abidjan Principles in numbers: 2020

Outreach and engagement

- RTE held and participated in 12 diverse events to promote and explain the Abidjan Principles
- Co-edited one book
- Co drafted two papers
- Took part in two joint submissions to UN treaty bodies
- Abidjan Principles appeared in seven media outlets

Impact

- Overall, the Abidjan Principles have secured recognition by 10 regional and international human rights bodies and organisations
- The Abidjan Principles have been used in national contexts to promote rights

Strategic focus two: Mobilising for the right to free, pre-primary education for all

In line with our overarching strategy, we commenced an ambitious programme of work on Early Childhood Care and Education (ECCE) in 2020. We began working on the Global Partnership Strategy for Early Childhood, and in July took part in a UNESCO webinar on ECCE in the context of Covid-19. In addition, we participated in technical sessions, collaborated on the drafting of the strategy and are currently working closely with the UNESCO Right to Education Programme on its normative dimensions.

We also made ECCE a greater focus on our own channels, and in November 2020 published a new issue page on ECCE from a human rights perspective in both French and English. Finally, in December in 2020 we successfully recruited an experienced ECCE Programme Manager to expand our strategic goals, reach and impact in this area.

RIGHT TO EDUCATION INITIATIVE

TRUSTEES' ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

Strategic focus three: advocating for the right to education of migrants

Our continued work on the right to education of migrants in 2020 culminated in the publication of a revised website page on migrants and refugees in both [French](#) and [English](#). This updated content features a range of graphics and visuals in addition to new materials and information.

We also expanded our research, materials and future framework for work on the right to education of unaccompanied migrants aged over 16, with a literature review, global overview and collaboration with French organisation Solidarité Laïque on advocacy for unaccompanied minors and their access to education, in addition to two blogs on [unaccompanied minors and the right to education in France](#), and [administrative barriers to educational completion for migrants](#).

Finally, our ongoing work as an expert contributor with the *Global Education Monitoring Report* (GEM Report) was highlighted in [A4ID's September newsletter](#), with particular reference to our paper analysing the status of the right to education of migrants and highlighting the legal and practical barriers to education that migrants face at the national level.

Monitoring the right to education

Vital to the protection of rights is monitoring work. We work in partnership across a range of issue areas to monitor the implementation of the right to education, collaborating with diverse actors to ensure accountability and the realisation of fundamental rights.

- **Unintended exclusion: monitoring the right to education of pregnant girls in Kenya**

In Kenya, thousands of girls are forced out of school after experiencing sexual violence leading to early and unintended pregnancy. The impact of pregnancy on the right to education in Kenya has been a focus for RTE since 2019, when we partnered with Kenyan human rights organisation [Hakijamii](#).

In March 2020, we published the [multimedia essay 'I really want to go to school'](#), which presents our findings and interviews in textual and visual form, using the right to education monitoring guide as a basis. It identifies systemic failings in the Kenyan education system, uncovers the barriers to returning to school—including stigmatisation, school fees, and lack of childcare—and recommends actions to ensure girls' human rights are respected.

Monitoring territorial inequalities in higher education in France

Place of origin has a significant impact on the right to education in France, and has been the focus of a collaborative investigation and advocacy project with [Sciences Po Law School Human Rights Clinic](#) since 2019.

In 2020, we supported students to draft a [policy brief](#) on place of origin, access and participation in university education, based on [research conducted in the first stage of the project](#) and using our right to education monitoring guide as a framework.

In March, the students presented the brief to a [colloquium on Equal Opportunities or Equal Achievement in Higher Education](#) in Montpellier, France. We facilitated the distribution and advocacy outreach surrounding the [updated](#) version of the report and its accompanying [policy brief](#), in addition to supporting the development of articles on [territorial inequalities](#) and [higher education](#).

- **Education under attack: monitoring the impact of conflict on education in Ukraine**

Children in eastern Ukraine are missing out on their education. For six years conflict has raged in the region; 13,000 are dead and a staggering 670,000 children don't have access to safe education as a result. To shine a light on this persistent and protracted humanitarian and human rights crisis, in 2018 RTE began a pilot project in collaboration with Ukrainian partners to monitor the impact of the armed conflict on education.

RIGHT TO EDUCATION INITIATIVE

TRUSTEES' ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

In July 2020, we created the multimedia essay and accompanying [legal factsheet 'Caught in the crossfire: The right to education in eastern Ukraine'](#) - combining the journalists' evidence and with a human rights analysis.

This essay attracted attention on multiple platforms, and led to an Open Society Foundations Instagram takeover invitation for multimedia essay photographer and RTE collaborator Diego Ibarra Sanchez, serving to showcase the photographs and highlight our approach to using audiovisual information in human rights monitoring projects.

In addition, the findings of the project were used by Save the Children Ukraine in a joint submission to the Committee on the Rights of the Child, and have strengthened our own ongoing advocacy - prompting us to extend our work in this area. We are currently working on a thematic monitoring guide and series of materials for journalists for publication in 2021.

- Working with ESCR-Net to monitor the use of data

RTE is a steering committee member of the ESCR-Net monitoring working group. ESCR-Net is an international network connecting over 280 NGOs, social movements and advocates across more than 75 countries to build a global movement to make human rights and social justice a reality for all. Our primary activity with ESCR-net has been to co-direct the development of a [collective position on human rights data](#), intended to challenge existing narratives and state practice regarding official data - which often falls short when it comes to the realisation of economic and social rights.

In 2020, we consolidated the final draft of the [collective position on data principles](#) and presented it in a workshop at RightsCon. In addition, the collective position was used as the basis for an [amicus curiae](#) submitted to the Supreme Court of Mexico on the lack of data collection in informal settlements, which helped secure a unanimous ruling from the First Chamber of the Supreme Court of Justice of the Nation in Mexico that the statistics bureau, INEGI, include informal settlements in the official census. Finally, RTE contributed to ESCR-Net's guide on [parallel reporting to advance women's economic and social rights](#), which itself was based on the Right to education handbook published in January 2019.

Sharing knowledge to make the right to education accessible

Core to our mission is the provision of authoritative, accessible and independent sources of information on the right to education. Our [website](#) is our backbone; published in four languages, it provides an online library of resources, materials and tools to empower frontline actors, civil society, social movements and states to apply the right to education in multiple contexts.

In addition, our social networks, e-bulletin, research, webinars, and participation in events are crucial channels via which we raise awareness of the various dimensions of the right to education, stimulate debates, and highlight emerging and neglected issues.

Publications and events

We make the right to education accessible in diverse forums, including through leadership and events.

IN 2020, RTE:

- Co-hosted and participated in 17 events, workshops, conferences and webinars Wrote and contributed to five articles and papers
- Co-edited one book
- Presented in French, English and Portuguese

RIGHT TO EDUCATION INITIATIVE

TRUSTEES' ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

Website, social media and networks

In 2020, we invested in translations of website content to strengthen our commitment to build bridges between different language communities. Our social channels continued to grow in followers and increase in engagement, and our mailing lists expanded.

Partnerships and consortiums

We constantly engage and work in partnership with a diverse range of actors - including academics, researchers, NGOs, the UN community, African Commission and others - to build bridges and collaborate on common goals.

Below are some examples of our collaborative approach and outreach in 2020.

- **Privatisation in Education and Human Rights Consortium**

RTE is an active member of the Privatisation in Education and Human Rights Consortium (PEHRC). The Consortium is an informal network of national, regional and global organisations and individuals who collaborate to analyse and respond to the challenges posed by the rapid growth of private actors in education from a human rights perspective and propose alternatives.

RTE is part of the facilitation group that supervises the coordinator and takes care of the administrative dimension of the Consortium. We also lead the working group on the Abidjan Principles, in addition to consulting on and reviewing reports. In 2020, we played an active role in the expansion of the network.

- **Francophone network against the commercialisation of education**

Throughout 2020, RTE played an active role in the Francophone Network against the commercialisation of education. This informal network, which encompasses 303 member organisations from 37 countries, aims to ensure a collective mobilisation of the education actors in order to coordinate our responses to the commercialisation of education phenomena in Francophone countries and to propose alternative solutions.

In 2020, we participated in regular network meetings, in addition to conducting ongoing advocacy and research activities in conjunction with the Francophone Network Coordinator, whose position we contributed to the financing of and whose work we supervise.

Network highlights:

- 3 online meetings with the Network's members
- 6 newsletters were produced
- 60 articles and reports were shared on the Network's website nevendezpasleducation.org
- 2 articles were published

In addition, RTE played a crucial role in supporting the development of a Network of Francophone researchers working on the issue of privatisation in education. Led by University of Geneva researcher Thibaut Lauwerier, the Francophone Network comprises 29 researchers from 13 countries.

- **International Network of Education in Emergencies (INEE)**

RTE is a member of the INEE Advocacy working group. Throughout 2020, we worked in conjunction with partners on the launch of an advocacy brief on non-state actors' involvement in education in emergencies, with reference to the Abidjan Principles. This brief will launch in early 2021.

RIGHT TO EDUCATION INITIATIVE

TRUSTEES' ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

FINANCIAL REVIEW

Results for the Financial Year Ended 31 December 2020

Total Income for the year amounted to £204,987. Our main funder for the year since separating from CRIN was Open Society Foundation (OSF) and Wellspring (under CRIN incubation period), we have also received funding from UNESCO and Results.

Total Expenditure amounted to £65,423 since separating from CRIN and was fully spent on charitable activities.

Charities assets are held primarily in cash on deposit which on 31 December 2020 amounted to £242,697, £97,280 of this balance represents funding received in advance towards the next financial year and which has been treated as deferred income.

Principle risks and uncertainties faced by RTE is withdrawal of funding and impact it would have on the charity. Our main aim for 2021 is to fundraise and find new donors to broaden our funding base.

Reserves Policy

RTE aims to maintain reserves at least equivalent to three months essential operational expenditures. Reserves are established by either

- saving the money RTE received for services or
- Saving some remaining money from grant - which is not always possible.

The trustees estimate the amount of reserves for each year budget and review it on a quarterly basis at their executive board meeting.

Risk Management

RTE trustees established a number of policies and procedures to minimise the risk charity can be exposed to. RTE has also developed detailed Risk Register which is discussed and updated on each board meeting.

PLANS FOR FUTURE PERIODS

A fundraising strategy has been developed to accompany RTE strategy for 2020-2022. This has a priority for diversifying our funding base and seeking a balance between core funding for a core team and project-funding for specific initiatives / priorities. We are seeking core funding support for the delivery of the strategy as a whole and specific funding for the priority threads of work outlined in this strategy document. Potential new donors have been identified to be approached.

Aside from pursuing traditional donors and projects, RTE will explore new ways of raising funds for instance through individual donations, crowdfunding, lottery, selling of products or services.

COVID-19

Like many other organisations, we saw rapid changes to the way in which we work - with travel, conferences, office working and face to face meetings all hastily abandoned in favour of stay-at-home digital communications. Whilst this affected our usual activities, the advent of online tools meant that in some ways we were more interconnected than ever, and global events from individual living rooms became the norm. Our travel budget was significantly reduced and re-allocated to other budget lines.

Yet the aftershocks of the pandemic extend far beyond changes to working practices. Covid-19 has had a seismic impact on education systems globally. Schools for more than 168 million children have been permanently closed since March 2020 - and globally, an estimated 112 billion days of education have been lost. The impact of school closures has been felt disproportionately by the most disadvantaged communities, with some of the world's poorest children entirely cut off from their education. Despite the herculean efforts of teachers, parents and caregivers, existing inequalities have been exacerbated beyond measure by the pandemic, and the fragility of entire educational systems

RIGHT TO EDUCATION INITIATIVE

TRUSTEES' ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

has been revealed. And as pharmaceutical advances signal a tentative end to the worst ravages of Covid-19 globally, the impact on education systems and on the right to education for millions of children globally has yet to be fully established.

As 2020 drew to a close at the Right to Education Initiative, it was clear to us that while the pandemic has thrown global inequalities into sharper focus, it has also reinforced the importance of the right to education and the need to address the injustices the pandemic has intensified. We met the close of the year with renewed determination to make the right to education a reality for all, while reflecting on the achievements that were possible even in the face of such unprecedented adversity.

STRUCTURE, GOVERNANCE AND MANAGEMENT

Right to Education Initiative is a Charitable Incorporated Organisation (CIO) registered in England and Wales on 19 May 2017 with the charity number 1173115. RTE is governed by its constitution.

Recruitment and appointment of Members of the Council

RTE appointed 3 new trustees in 2020 and followed below processes for recruitment:

- (1) Identifies the need for the new trustee.
- (2) The trustees agree what skills, experience and knowledge are needed, and write it down in the form of a short job description and person specification.
- (3) The trustees agree responsibilities and a process for recruitment; in doing this, they take care to comply with any specific requirements set out in the RTE's governing document.
- (4) The trustees consider the best methods of attracting a diverse range of candidates with the skills the charity needs.
- (5) Short-listing and interviews take place against agreed criteria. Interviews are carried out by a small panel of trustees, and each candidate is asked similar questions to ensure a fair and objective approach. Notes are kept of each interview.
- (6) Preferred candidates are identified and invited to join the trustees, subject to references, formal vetting and approval by the full trustee board. Unsuccessful candidates are notified and thanked for their interest.

Organisational Structure

RTE has a Board of 8 trustees who meet quarterly and are responsible for the strategic direction and policy of the charity. At present all 8 members (listed on page 1) are from a variety of professional background relevant to the work of the charity.

The scheme of delegation is in place and day to day responsibility for the management of RTE's work rests with Executive Director. Director oversees all parts of RTE work including finances and admin as well as Policy and Communication management. The director reports directly to board members when needs arise.

Staff

In December 2020, we recruited three new staff members to support the implementation of RTE's strategy 2020-2022:

- a programme manager on early childhood care and education, Rajakumari Michaelsamy,
- a part-time programme officer to support the work on the right to public education and non-states actors involvement in education, Hoda Awwad
- a part-time communication manager, Eleanor Rosenbach

They all started on 1st February 2021.

TRUSTEES RESPONSIBILITIES STATEMENT

The Trustees are responsible for preparing the Trustees' report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

RIGHT TO EDUCATION INITIATIVE

TRUSTEES' ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

The law applicable to charities in England & Wales requires the Trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity and of the incoming resources and application of resources of the charity for that period. In preparing these financial statements, the Trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP;
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation.

The Trustees are responsible for keeping proper accounting records that are sufficient to show and explain the charity's transactions and disclose with reasonable accuracy at any time the financial position of the charity and enable them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the trust deed. They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The Trustees are responsible for the maintenance and integrity of the charity and financial information included on the charity's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

Approved by the Board of Trustees on 23rd September 2021 and signed on its behalf by

A handwritten signature in black ink, appearing to read 'David Archer', with a stylized flourish underneath.

**David Archer (Chair)
Trustee**

RIGHT TO EDUCATION INITIATIVE
INDEPENDENT EXAMINER'S REPORT
FOR THE YEAR ENDED 31 DECEMBER 2020

I report to the charity trustees on my examination of the accounts of the charity for the year ended 31 December 2020 which are set out on pages 11 to 17.

Responsibilities and basis of report

As the charity's trustees you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ('the Act').

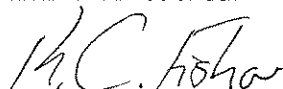
I report in respect of my examination of the charity's accounts carried out under section 145 of the Act and in carrying out my examination I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

INDEPENDENT EXAMINER'S STATEMENT

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination giving me cause to believe that in any material respect:

1. accounting records were not kept in respect of the charity as required by section 130 of the Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair view' which is not a matter considered as part of an independent examination.

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.



Kevin Fisher BA FCA CTA
% Myrus Smith, Chartered Accountants
Norman House,
8 Burnell Road,
Sutton, Surrey.
SM1 4BW

24 September 2021

RIGHT TO EDUCATION INITIATIVE

STATEMENT OF FINANCIAL ACTIVITIES (Incorporating Income and Expenditure Account)

FOR THE YEAR ENDED 31 DECEMBER 2020

	Notes	Unrestricted Funds 2020 £	Total Funds 2020 £
Income from:			
Charitable activities	2	204,987	204,987
		<u>204,987</u>	<u>204,987</u>
Expenditure on:			
Charitable Activities	3	65,423	65,423
		<u>65,423</u>	<u>65,423</u>
Net income/(expenditure)	6	<u>135,964</u>	<u>135,964</u>
Net movement in funds			
Reconciliation of funds			
Balance brought forward		-	-
Balance carried forward		<u><u>£135,964</u></u>	<u><u>£135,964</u></u>

All income and expenditure is derived from continuing activities.

The Statement of Financial Activities includes all gains and losses recognised during the year.

The Notes form part of these Financial Statements.

RIGHT TO EDUCATION INITIATIVE

BALANCE SHEET

AS AT 31 DECEMBER 2020

	Notes	£	2020	£
Current Assets				
Debtors	7	1,689		
Cash at bank and in hand		242,697		
		<u>244,386</u>		
Creditors: amounts falling due within one year	8	104,822		
		<u>104,822</u>		
NET ASSETS	9			<u>£139,564</u>
Represented by:				
FUNDS				
Unrestricted	9			139,564
				<u>£139,564</u>

Approved by the Trustees on 23rd Sept 2021 and signed on their behalf by:



Chair
David Archer

The Notes form part of these Financial Statements.

RIGHT TO EDUCATION INITIATIVE

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

1. ACCOUNTING POLICIES

a) Basis of preparation

The charity constitutes a public benefit entity as defined by FRS 102. The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) issued in October 2019, the Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102), the Charities Act 2011 and UK Generally Accepted Accounting Practice.

The financial statements are prepared on a going concern basis under the historical cost convention. The financial statements are presented in sterling which is the functional currency of the charity.

The significant accounting policies applied in the preparation of these financial statements are set out below. These policies have been consistently applied to all years presented unless otherwise stated.

b) Income recognition

Income is included in the Statement of Financial Activities when the charity is entitled to the income after any performance conditions have been met, the amount can be measured reliably and it is probable that the income will be received.

Grant income is recognised in accordance with agreed budgets and specified timeframes. Amounts received but which relate to future reporting periods are accounted for as deferred income. In the case of multi-year grants, the aggregate amount of future instalments not yet received or accrued and which are subject to satisfactory performance is disclosed as a contingent asset.

c) Expenditure recognition

Expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs related to the category. Expenditure is recognised where there is a legal or constructive obligation to make payments to third parties, it is probable that the settlement will be required and the amount of the obligation can be measured reliably.

Expenditure is included under the heading 'Charitable activities' which includes all costs directly associated with meeting the charity's objectives and also those costs necessary to support such activities.

Irrecoverable VAT is charged as a cost against the associated expense heading.

d) Debtors and creditors

Debtors and creditors with no stated interest rate and which are receivable or payable within one year are recorded at transaction price. Any losses arising from impairment are recognised in expenditure

e) Funds

Unrestricted funds are available for use at the discretion of the trustees in furtherance of the general objectives of the charity and which have not been designated for other purposes. Designated funds comprise unrestricted funds that have been set aside by the trustees for particular purpose. Restricted funds are funds which are to be used in accordance with specific restrictions imposed by donors or which have been raised by the charity for particular purposes.

RIGHT TO EDUCATION INITIATIVE

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

/cont

1. ACCOUNTING POLICIES/contd...

f) Pensions

The charity operates a defined contribution pension scheme open to employees with an Employer's Contribution fixed at 5.5% of gross salary. Employees can voluntarily contribute to the scheme at a level decided by them. Employees wishing to opt-out may do so. The board of trustees has agreed to allow staff members to operate an alternative pension scheme to be agreed with the management at a Council meeting. Contributions payable to the scheme are charged as an expense in the period to which they relate.

g) Operating Leases

Operating lease payments are charged to the Statement of Financial Activities on a straight line basis over the period of the lease.

h) Foreign Currencies

Transactions in foreign currencies are recorded at the rate of exchange ruling at the date of the transaction. In the case of multi-year grants received in instalments, exchange gains and losses are calculated by reference to the exchange rate prevailing at the time the grant was awarded. Monetary assets and liabilities denominated in foreign currencies are translated at the rate ruling at the balance sheet date. All exchange gains and losses are recognised in the Statement of Financial Activities.

2. INCOME FROM CHARITABLE ACTIVITIES

	Unrestricted Funds £	Total 2020 £
Grants and Contracts		
UNESCO	1,583	1,583
Results	3,837	3,837
CRIN (transfer of Wellspring grants)	168,161	168,161
Open Society Foundations	31,406	31,406
	<u>£204,987</u>	<u>£204,987</u>

In May 2017, Child Right International Network (CRIN) and Right to Education Initiative (RTE) signed an MOU (extended in July 2020) where CRIN agreed to support RTE through three incubation phases of fiscal sponsorship, then fiscal agency, and then full independence (the "incubation period"). This incubation period came to its conclusion on 1st of July of 2021. However, following agreement between CRIN, RTE and RTE's current donors, RTE became administratively, financially and fiscally independent from CRIN on 31st of July of 2020 and CRIN released accumulated funds in full to RTE, which had been kept on a separate CRIN/RTE account.

RIGHT TO EDUCATION INITIATIVE

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

/cont

3. EXPENDITURE ON CHARITABLE ACTIVITIES

	Unrestricted Funds £	Total 2020 £
Direct Costs		
Salaries, fees and related costs	59,803	59,803
Recruitment costs	1,174	1,174
Foreign exchange losses	428	428
Payroll costs	305	305
Travel and subsistence	(1,117)	(1,117)
	<u>£60,593</u>	<u>£60,593</u>
Support Costs		
Premises costs	2,574	2,574
Office and administration costs	166	166
Website, computer and IT costs	257	257
Governance (see note 4)	1,500	1,500
Insurance	210	210
Subscriptions	123	123
	<u>4,830</u>	<u>4,830</u>
	<u>£65,423</u>	<u>£65,423</u>

All expenditure relates to the unrestricted funds.

4. GOVERNANCE COSTS

	2020 £
Independent examination	<u>£1,500</u>

5. STAFF COSTS

	2020 £
Wages and salaries	37,873
Redundancy	5,808
Social security	-
Pension costs (defined contribution schemes)	1,919
	<u>£45,600</u>

The average number of employees in the year was 3. The average number based on full time equivalents was 2.

No employees received total employee benefits (excluding employer pension costs) in excess of £60,000.

The Trustees were not remunerated during the year. No trustees were reimbursed any expenses during the year.

The total amount of employee benefits received by key management personnel was £20,882. Under FRS102, employee benefits include gross salaries, employer's National Insurance contributions and employer's pension contributions.

RIGHT TO EDUCATION INITIATIVE

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

/cont

6. NET INCOME

	2020
Net income is stated after charging/(crediting):	
Independent examination	£1,500
Operating lease rentals	<u>£2,574</u>

7. DEBTORS

	2020 £
Prepayments	71
Other debtors	825
Accrued income	<u>793</u>
	<u>£1,689</u>

8. CREDITORS: Amounts falling due within one year

	2020 £
Accruals	7,445
Deferred income	97,280
Other creditors	<u>97</u>
	<u>£104,822</u>

	Balance at 1 January 2020 £	Additions in the year £	Balance at 31 December 2020 £
Analysis of deferred income			
Open Society Institute	-	48,787	48,787
CRIN (transfer of Wellspring grant)	-	48,493	48,493
	<u>£Nil</u>	<u>£97,280</u>	<u>£97,280</u>

Deferred income relates to grant income received in advance of the next financial year.

9. ANALYSIS OF NET ASSETS BETWEEN FUNDS

	Unrestricted Funds £	Total Funds £
Fixed assets	-	-
Current assets	244,386	244,386
Current liabilities	<u>(104,822)</u>	<u>(104,822)</u>
As at 31 December 2020	<u>£139,564</u>	<u>£139,564</u>

RIGHT TO EDUCATION INITIATIVE

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

/cont

10. RELATED PARTY TRANSACTIONS

There were no related party transactions in 2020.

11. TAXATION

The charity is exempt from taxation on income and gains to the extent that these are applied to its charitable objects.

12. LIABILITY OF MEMBERS

The charity is constituted as a charitable incorporated organisation. In the event of the charity being wound up, members have no liability to contribute to its assets and no personal responsibility for settling its debts and liabilities.

RIGHT TO EDUCATION INITIATIVE

Registered Charity No. 1173115

**REPORT AND
FINANCIAL STATEMENTS**

FOR THE YEAR ENDED 31 DECEMBER 2020

MYRUS SMITH
Chartered Accountants

Norman House
8 Burnell Road
Sutton
Surrey
SM1 4BW

RIGHT TO EDUCATION INITIATIVE
FOR THE YEAR ENDED 31 DECEMBER 2020

CONTENTS

	Page
Reference and Administrative Details	1
Trustees' Annual Report	2 - 9
Report of the Independent Examiner	10
Statement of Financial Activities	11
Balance Sheet	12
Notes to the Financial Statements	13 - 17

RIGHT TO EDUCATION INITIATIVE
Registered Charity No: 1173115

REFERENCE AND ADMINISTRATIVE DETAILS

Board of Trustees:

D. Archer (Chair)
A. Hassan (Treasurer)
E. Martinez
I. Byrne
A. Taneja
D. Hashem (appointed 3 September 2020)
N. Skipper (appointed 3 September 2020)
B. Patel (appointed 3 September 2020)

Principal Office:

33-39 Bowling Green Lane
London
EC1R 0BJ

Bankers:

CAF Bank Limited

25 Kings Hill Avenue
Kings Hill
West Malling
Kent
ME19 4JQ

Independent Examiner:

K.C. Fisher BA FCA CTA
% Myrus Smith
Chartered Accountants
Norman House
8 Burnell Road
Sutton
Surrey
SM1 4BW

RIGHT TO EDUCATION INITIATIVE

TRUSTEES' ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

OBJECTIVES AND ACTIVITIES

(Inc Public Benefit disclosure)

Who we are

The Right to Education Initiative (RTE) is an international human rights organisation focusing on the right to education. We promote education as a human right, striving for a world where everyone, without discrimination of any kind, can fully enjoy the right to education in all its dimensions.

What we stand for

The objective of RTE is to promote any charitable purposes to recognition of education as a human right, essential for the wellbeing and development of every individual, regardless of their status and circumstance over their life course. This commitment is underpinned by the principles of universality, indivisibility and interdependence. We recognise that education is key for the realisation of other rights and for building societies where respect for human rights, tolerance, inclusivity and diversity are valued.

What we do

We advocate for states to both legally commit to and implement the right to education - to make it a reality for all. In so doing we also seek to ensure that governments are held accountable for meeting their human rights obligations.

RTE builds bridges between diverse fields (human rights, education and development), stakeholders, (including civil society organisations, international organisations, academics, and states) and diverse language communities (including English, French, Spanish and Arabic). We link global, national and local research and evidence-based policy dialogue to campaigning and advocacy with the aim of accelerating progress towards the realization of the right to education for all through positive and concrete changes on the ground.

As set in our constitution, our object is to promote the right to education, as defined by international human rights law, by:

- Sharing information, tools and resources on the right to education;
- Researching into right to education issues;
- Monitor abuses of the right to education;
- Raise awareness on right to education issues;
- Providing technical advice to partner civil society organisations on right to education issues;
- International advocacy of the right to education; and
- Promoting respect for the right to education among individuals and corporation

The trustees confirm that they have had regard to the public benefit guidance issued by the Charity Commission in considering the activities of, and future plans for, the charity.

ACHIEVEMENTS AND PERFORMANCE

Over the course of 2020, we developed a strategic plan which consolidates our vision, mission and the changes we want to see in the coming years. It defines four key areas of focus for the two-year period, but phases activity to place an emphasis on the following three areas of focus for 2020:

- Privatisation of education and the role of private actors - driving state accountability for inclusive free, quality public education using the Abidjan Principles
- Early Childhood Care and Education - mobilising for the right to free, compulsory pre-primary education for all
- The right to education of migrants - advocating for the right to education of all individuals, irrespective of nationality or legal status

Additionally, our work is supported by cross cutting activities on monitoring and accountability.

RIGHT TO EDUCATION INITIATIVE

TRUSTEES' ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

Strategic focus one: Driving state accountability for inclusive free, quality public education using the Abidjan Principles

The promotion and implementation of the Abidjan Principles, a reference text on the right to education adopted in 2019 by a group of international experts following a three-year participatory consultation period, continues to be a primary feature of our work.

RTE sits on the Secretariat of the Abidjan Principles, and is instrumental in disseminating information, providing guidance and assisting civil society alongside national and international entities in their implementation.

In 2020, we celebrated the first anniversary of the Principles; began editing a book interrogating the most important topics and contentious debates from the adoption processes in both the legal and education spheres; commenced an innovative collaboration with UNESCO-IIEP and the Global Initiative for Economic, Social and Cultural Rights to develop a methodological framework to review national education strategic plans and ensure they reflect States' international commitments for the implementation of the right to education; organised and participated in numerous conferences, webinars, trainings and events; and drafted books, articles, joint submissions and papers in collaboration with a range of partners.

Major advances were seen in the recognition of the Abidjan Principles by regional and international human rights organisations, as well as strides forward in their practical use in advocacy and rights protection efforts. The success of the Abidjan Principles in 2020 is both testament to the strength of this reference document and the carefully conducted, inclusive and participatory process that led to its adoption, and the concerted and ongoing outreach and advocacy conducted by the secretariat, drafting committee and advisors.

The Abidjan Principles in numbers: 2020

Outreach and engagement

- RTE held and participated in 12 diverse events to promote and explain the Abidjan Principles
- Co-edited one book
- Co drafted two papers
- Took part in two joint submissions to UN treaty bodies
- Abidjan Principles appeared in seven media outlets

Impact

- Overall, the Abidjan Principles have secured recognition by 10 regional and international human rights bodies and organisations
- The Abidjan Principles have been used in national contexts to promote rights

Strategic focus two: Mobilising for the right to free, pre-primary education for all

In line with our overarching strategy, we commenced an ambitious programme of work on Early Childhood Care and Education (ECCE) in 2020. We began working on the Global Partnership Strategy for Early Childhood, and in July took part in a UNESCO webinar on ECCE in the context of Covid-19. In addition, we participated in technical sessions, collaborated on the drafting of the strategy and are currently working closely with the UNESCO Right to Education Programme on its normative dimensions.

We also made ECCE a greater focus on our own channels, and in November 2020 published a new issue page on ECCE from a human rights perspective in both French and English. Finally, in December in 2020 we successfully recruited an experienced ECCE Programme Manager to expand our strategic goals, reach and impact in this area.

RIGHT TO EDUCATION INITIATIVE

TRUSTEES' ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

Strategic focus three: advocating for the right to education of migrants

Our continued work on the right to education of migrants in 2020 culminated in the publication of a revised website page on migrants and refugees in both [French](#) and [English](#). This updated content features a range of graphics and visuals in addition to new materials and information.

We also expanded our research, materials and future framework for work on the right to education of unaccompanied migrants aged over 16, with a literature review, global overview and collaboration with French organisation Solidarité Laïque on advocacy for unaccompanied minors and their access to education, in addition to two blogs on [unaccompanied minors and the right to education in France](#), and [administrative barriers to educational completion for migrants](#).

Finally, our ongoing work as an expert contributor with the *Global Education Monitoring Report* (GEM Report) was highlighted in [A4ID's September newsletter](#), with particular reference to our paper analysing the status of the right to education of migrants and highlighting the legal and practical barriers to education that migrants face at the national level.

Monitoring the right to education

Vital to the protection of rights is monitoring work. We work in partnership across a range of issue areas to monitor the implementation of the right to education, collaborating with diverse actors to ensure accountability and the realisation of fundamental rights.

- **Unintended exclusion: monitoring the right to education of pregnant girls in Kenya**

In Kenya, thousands of girls are forced out of school after experiencing sexual violence leading to early and unintended pregnancy. The impact of pregnancy on the right to education in Kenya has been a focus for RTE since 2019, when we partnered with Kenyan human rights organisation [Hakijamii](#).

In March 2020, we published the [multimedia essay 'I really want to go to school'](#), which presents our findings and interviews in textual and visual form, using the right to education monitoring guide as a basis. It identifies systemic failings in the Kenyan education system, uncovers the barriers to returning to school—including stigmatisation, school fees, and lack of childcare—and recommends actions to ensure girls' human rights are respected.

Monitoring territorial inequalities in higher education in France

Place of origin has a significant impact on the right to education in France, and has been the focus of a collaborative investigation and advocacy project with [Sciences Po Law School Human Rights Clinic](#) since 2019.

In 2020, we supported students to draft a [policy brief](#) on place of origin, access and participation in university education, based on [research conducted in the first stage of the project](#) and using our right to education monitoring guide as a framework.

In March, the students presented the brief to a [colloquium on Equal Opportunities or Equal Achievement in Higher Education](#) in Montpellier, France. We facilitated the distribution and advocacy outreach surrounding the [updated](#) version of the report and its accompanying [policy brief](#), in addition to supporting the development of articles on [territorial inequalities](#) and [higher education](#).

- **Education under attack: monitoring the impact of conflict on education in Ukraine**

Children in eastern Ukraine are missing out on their education. For six years conflict has raged in the region; 13,000 are dead and a staggering 670,000 children don't have access to safe education as a result. To shine a light on this persistent and protracted humanitarian and human rights crisis, in 2018 RTE began a pilot project in collaboration with Ukrainian partners to monitor the impact of the armed conflict on education.

RIGHT TO EDUCATION INITIATIVE

TRUSTEES' ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

In July 2020, we created the multimedia essay and accompanying [legal factsheet 'Caught in the crossfire: The right to education in eastern Ukraine'](#) - combining the journalists' evidence and with a human rights analysis.

This essay attracted attention on multiple platforms, and led to an Open Society Foundations Instagram takeover invitation for multimedia essay photographer and RTE collaborator Diego Ibarra Sanchez, serving to showcase the photographs and highlight our approach to using audiovisual information in human rights monitoring projects.

In addition, the findings of the project were used by Save the Children Ukraine in a joint submission to the Committee on the Rights of the Child, and have strengthened our own ongoing advocacy - prompting us to extend our work in this area. We are currently working on a thematic monitoring guide and series of materials for journalists for publication in 2021.

- Working with ESCR-Net to monitor the use of data

RTE is a steering committee member of the ESCR-Net monitoring working group. ESCR-Net is an international network connecting over 280 NGOs, social movements and advocates across more than 75 countries to build a global movement to make human rights and social justice a reality for all. Our primary activity with ESCR-net has been to co-direct the development of a [collective position on human rights data](#), intended to challenge existing narratives and state practice regarding official data - which often falls short when it comes to the realisation of economic and social rights.

In 2020, we consolidated the final draft of the [collective position on data principles](#) and presented it in a workshop at RightsCon. In addition, the collective position was used as the basis for an [amicus curiae](#) submitted to the Supreme Court of Mexico on the lack of data collection in informal settlements, which helped secure a unanimous ruling from the First Chamber of the Supreme Court of Justice of the Nation in Mexico that the statistics bureau, INEGI, include informal settlements in the official census. Finally, RTE contributed to ESCR-Net's guide on [parallel reporting to advance women's economic and social rights](#), which itself was based on the Right to education handbook published in January 2019.

Sharing knowledge to make the right to education accessible

Core to our mission is the provision of authoritative, accessible and independent sources of information on the right to education. Our [website](#) is our backbone; published in four languages, it provides an online library of resources, materials and tools to empower frontline actors, civil society, social movements and states to apply the right to education in multiple contexts.

In addition, our social networks, e-bulletin, research, webinars, and participation in events are crucial channels via which we raise awareness of the various dimensions of the right to education, stimulate debates, and highlight emerging and neglected issues.

Publications and events

We make the right to education accessible in diverse forums, including through leadership and events.

IN 2020, RTE:

- Co-hosted and participated in 17 events, workshops, conferences and webinars Wrote and contributed to five articles and papers
- Co-edited one book
- Presented in French, English and Portuguese

RIGHT TO EDUCATION INITIATIVE

TRUSTEES' ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

Website, social media and networks

In 2020, we invested in translations of website content to strengthen our commitment to build bridges between different language communities. Our social channels continued to grow in followers and increase in engagement, and our mailing lists expanded.

Partnerships and consortiums

We constantly engage and work in partnership with a diverse range of actors - including academics, researchers, NGOs, the UN community, African Commission and others - to build bridges and collaborate on common goals.

Below are some examples of our collaborative approach and outreach in 2020.

- **Privatisation in Education and Human Rights Consortium**

RTE is an active member of the Privatisation in Education and Human Rights Consortium (PEHRC). The Consortium is an informal network of national, regional and global organisations and individuals who collaborate to analyse and respond to the challenges posed by the rapid growth of private actors in education from a human rights perspective and propose alternatives.

RTE is part of the facilitation group that supervises the coordinator and takes care of the administrative dimension of the Consortium. We also lead the working group on the Abidjan Principles, in addition to consulting on and reviewing reports. In 2020, we played an active role in the expansion of the network.

- **Francophone network against the commercialisation of education**

Throughout 2020, RTE played an active role in the Francophone Network against the commercialisation of education. This informal network, which encompasses 303 member organisations from 37 countries, aims to ensure a collective mobilisation of the education actors in order to coordinate our responses to the commercialisation of education phenomena in Francophone countries and to propose alternative solutions.

In 2020, we participated in regular network meetings, in addition to conducting ongoing advocacy and research activities in conjunction with the Francophone Network Coordinator, whose position we contributed to the financing of and whose work we supervise.

Network highlights:

- 3 online meetings with the Network's members
- 6 newsletters were produced
- 60 articles and reports were shared on the Network's website nevendezpasleducation.org
- 2 articles were published

In addition, RTE played a crucial role in supporting the development of a Network of Francophone researchers working on the issue of privatisation in education. Led by University of Geneva researcher Thibaut Lauwerier, the Francophone Network comprises 29 researchers from 13 countries.

- **International Network of Education in Emergencies (INEE)**

RTE is a member of the INEE Advocacy working group. Throughout 2020, we worked in conjunction with partners on the launch of an advocacy brief on non-state actors' involvement in education in emergencies, with reference to the Abidjan Principles. This brief will launch in early 2021.

RIGHT TO EDUCATION INITIATIVE

TRUSTEES' ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

FINANCIAL REVIEW

Results for the Financial Year Ended 31 December 2020

Total Income for the year amounted to £204,987. Our main funder for the year since separating from CRIN was Open Society Foundation (OSF) and Wellspring (under CRIN incubation period), we have also received funding from UNESCO and Results.

Total Expenditure amounted to £65,423 since separating from CRIN and was fully spent on charitable activities.

Charities assets are held primarily in cash on deposit which on 31 December 2020 amounted to £242,697, £97,280 of this balance represents funding received in advance towards the next financial year and which has been treated as deferred income.

Principle risks and uncertainties faced by RTE is withdrawal of funding and impact it would have on the charity. Our main aim for 2021 is to fundraise and find new donors to broaden our funding base.

Reserves Policy

RTE aims to maintain reserves at least equivalent to three months essential operational expenditures. Reserves are established by either

- saving the money RTE received for services or
- Saving some remaining money from grant - which is not always possible.

The trustees estimate the amount of reserves for each year budget and review it on a quarterly basis at their executive board meeting.

Risk Management

RTE trustees established a number of policies and procedures to minimise the risk charity can be exposed to. RTE has also developed detailed Risk Register which is discussed and updated on each board meeting.

PLANS FOR FUTURE PERIODS

A fundraising strategy has been developed to accompany RTE strategy for 2020-2022. This has a priority for diversifying our funding base and seeking a balance between core funding for a core team and project-funding for specific initiatives / priorities. We are seeking core funding support for the delivery of the strategy as a whole and specific funding for the priority threads of work outlined in this strategy document. Potential new donors have been identified to be approached.

Aside from pursuing traditional donors and projects, RTE will explore new ways of raising funds for instance through individual donations, crowdfunding, lottery, selling of products or services.

COVID-19

Like many other organisations, we saw rapid changes to the way in which we work - with travel, conferences, office working and face to face meetings all hastily abandoned in favour of stay-at-home digital communications. Whilst this affected our usual activities, the advent of online tools meant that in some ways we were more interconnected than ever, and global events from individual living rooms became the norm. Our travel budget was significantly reduced and re-allocated to other budget lines.

Yet the aftershocks of the pandemic extend far beyond changes to working practices. Covid-19 has had a seismic impact on education systems globally. Schools for more than 168 million children have been permanently closed since March 2020 - and globally, an estimated 112 billion days of education have been lost. The impact of school closures has been felt disproportionately by the most disadvantaged communities, with some of the world's poorest children entirely cut off from their education. Despite the herculean efforts of teachers, parents and caregivers, existing inequalities have been exacerbated beyond measure by the pandemic, and the fragility of entire educational systems

RIGHT TO EDUCATION INITIATIVE

TRUSTEES' ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

has been revealed. And as pharmaceutical advances signal a tentative end to the worst ravages of Covid-19 globally, the impact on education systems and on the right to education for millions of children globally has yet to be fully established.

As 2020 drew to a close at the Right to Education Initiative, it was clear to us that while the pandemic has thrown global inequalities into sharper focus, it has also reinforced the importance of the right to education and the need to address the injustices the pandemic has intensified. We met the close of the year with renewed determination to make the right to education a reality for all, while reflecting on the achievements that were possible even in the face of such unprecedented adversity.

STRUCTURE, GOVERNANCE AND MANAGEMENT

Right to Education Initiative is a Charitable Incorporated Organisation (CIO) registered in England and Wales on 19 May 2017 with the charity number 1173115. RTE is governed by its constitution.

Recruitment and appointment of Members of the Council

RTE appointed 3 new trustees in 2020 and followed below processes for recruitment:

- (1) Identifies the need for the new trustee.
- (2) The trustees agree what skills, experience and knowledge are needed, and write it down in the form of a short job description and person specification.
- (3) The trustees agree responsibilities and a process for recruitment; in doing this, they take care to comply with any specific requirements set out in the RTE's governing document.
- (4) The trustees consider the best methods of attracting a diverse range of candidates with the skills the charity needs.
- (5) Short-listing and interviews take place against agreed criteria. Interviews are carried out by a small panel of trustees, and each candidate is asked similar questions to ensure a fair and objective approach. Notes are kept of each interview.
- (6) Preferred candidates are identified and invited to join the trustees, subject to references, formal vetting and approval by the full trustee board. Unsuccessful candidates are notified and thanked for their interest.

Organisational Structure

RTE has a Board of 8 trustees who meet quarterly and are responsible for the strategic direction and policy of the charity. At present all 8 members (listed on page 1) are from a variety of professional background relevant to the work of the charity.

The scheme of delegation is in place and day to day responsibility for the management of RTE's work rests with Executive Director. Director oversees all parts of RTE work including finances and admin as well as Policy and Communication management. The director reports directly to board members when needs arise.

Staff

In December 2020, we recruited three new staff members to support the implementation of RTE's strategy 2020-2022:

- a programme manager on early childhood care and education, Rajakumari Michaelsamy,
- a part-time programme officer to support the work on the right to public education and non-states actors involvement in education, Hoda Awwad
- a part-time communication manager, Eleanor Rosenbach

They all started on 1st February 2021.

TRUSTEES RESPONSIBILITIES STATEMENT

The Trustees are responsible for preparing the Trustees' report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

RIGHT TO EDUCATION INITIATIVE

TRUSTEES' ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

The law applicable to charities in England & Wales requires the Trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity and of the incoming resources and application of resources of the charity for that period. In preparing these financial statements, the Trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP;
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation.

The Trustees are responsible for keeping proper accounting records that are sufficient to show and explain the charity's transactions and disclose with reasonable accuracy at any time the financial position of the charity and enable them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the trust deed. They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The Trustees are responsible for the maintenance and integrity of the charity and financial information included on the charity's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

Approved by the Board of Trustees on 23rd September 2021 and signed on its behalf by

A handwritten signature in black ink, appearing to read 'David Archer', with a stylized flourish underneath.

**David Archer (Chair)
Trustee**

RIGHT TO EDUCATION INITIATIVE
INDEPENDENT EXAMINER'S REPORT
FOR THE YEAR ENDED 31 DECEMBER 2020

I report to the charity trustees on my examination of the accounts of the charity for the year ended 31 December 2020 which are set out on pages 11 to 17.

Responsibilities and basis of report

As the charity's trustees you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ('the Act').

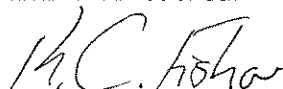
I report in respect of my examination of the charity's accounts carried out under section 145 of the Act and in carrying out my examination I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

INDEPENDENT EXAMINER'S STATEMENT

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination giving me cause to believe that in any material respect:

1. accounting records were not kept in respect of the charity as required by section 130 of the Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair view' which is not a matter considered as part of an independent examination.

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.



Kevin Fisher BA FCA CTA
% Myrus Smith, Chartered Accountants
Norman House,
8 Burnell Road,
Sutton, Surrey.
SM1 4BW

24 September 2021

RIGHT TO EDUCATION INITIATIVE

STATEMENT OF FINANCIAL ACTIVITIES (Incorporating Income and Expenditure Account)

FOR THE YEAR ENDED 31 DECEMBER 2020

	Notes	Unrestricted Funds 2020 £	Total Funds 2020 £
Income from:			
Charitable activities	2	204,987	204,987
		<u>204,987</u>	<u>204,987</u>
Expenditure on:			
Charitable Activities	3	65,423	65,423
		<u>65,423</u>	<u>65,423</u>
Net income/(expenditure)	6	<u>135,964</u>	<u>135,964</u>
Net movement in funds			
Reconciliation of funds			
Balance brought forward		-	-
Balance carried forward		<u><u>£135,964</u></u>	<u><u>£135,964</u></u>

All income and expenditure is derived from continuing activities.

The Statement of Financial Activities includes all gains and losses recognised during the year.

The Notes form part of these Financial Statements.

RIGHT TO EDUCATION INITIATIVE

BALANCE SHEET

AS AT 31 DECEMBER 2020

	Notes	£	2020	£
Current Assets				
Debtors	7	1,689		
Cash at bank and in hand		242,697		
		<u>244,386</u>		
Creditors: amounts falling due within one year	8	104,822		
		<u>104,822</u>		
NET ASSETS	9			<u>£139,564</u>
Represented by:				
FUNDS				
Unrestricted	9			139,564
				<u>£139,564</u>

Approved by the Trustees on 23rd Sept 2021 and signed on their behalf by:



Chair
David Archer

The Notes form part of these Financial Statements.

RIGHT TO EDUCATION INITIATIVE

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

1. ACCOUNTING POLICIES

a) Basis of preparation

The charity constitutes a public benefit entity as defined by FRS 102. The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) issued in October 2019, the Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102), the Charities Act 2011 and UK Generally Accepted Accounting Practice.

The financial statements are prepared on a going concern basis under the historical cost convention. The financial statements are presented in sterling which is the functional currency of the charity.

The significant accounting policies applied in the preparation of these financial statements are set out below. These policies have been consistently applied to all years presented unless otherwise stated.

b) Income recognition

Income is included in the Statement of Financial Activities when the charity is entitled to the income after any performance conditions have been met, the amount can be measured reliably and it is probable that the income will be received.

Grant income is recognised in accordance with agreed budgets and specified timeframes. Amounts received but which relate to future reporting periods are accounted for as deferred income. In the case of multi-year grants, the aggregate amount of future instalments not yet received or accrued and which are subject to satisfactory performance is disclosed as a contingent asset.

c) Expenditure recognition

Expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs related to the category. Expenditure is recognised where there is a legal or constructive obligation to make payments to third parties, it is probable that the settlement will be required and the amount of the obligation can be measured reliably.

Expenditure is included under the heading 'Charitable activities' which includes all costs directly associated with meeting the charity's objectives and also those costs necessary to support such activities.

Irrecoverable VAT is charged as a cost against the associated expense heading.

d) Debtors and creditors

Debtors and creditors with no stated interest rate and which are receivable or payable within one year are recorded at transaction price. Any losses arising from impairment are recognised in expenditure

e) Funds

Unrestricted funds are available for use at the discretion of the trustees in furtherance of the general objectives of the charity and which have not been designated for other purposes. Designated funds comprise unrestricted funds that have been set aside by the trustees for particular purpose. Restricted funds are funds which are to be used in accordance with specific restrictions imposed by donors or which have been raised by the charity for particular purposes.

RIGHT TO EDUCATION INITIATIVE

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

/cont

1. ACCOUNTING POLICIES/contd...

f) Pensions

The charity operates a defined contribution pension scheme open to employees with an Employer's Contribution fixed at 5.5% of gross salary. Employees can voluntarily contribute to the scheme at a level decided by them. Employees wishing to opt-out may do so. The board of trustees has agreed to allow staff members to operate an alternative pension scheme to be agreed with the management at a Council meeting. Contributions payable to the scheme are charged as an expense in the period to which they relate.

g) Operating Leases

Operating lease payments are charged to the Statement of Financial Activities on a straight line basis over the period of the lease.

h) Foreign Currencies

Transactions in foreign currencies are recorded at the rate of exchange ruling at the date of the transaction. In the case of multi-year grants received in instalments, exchange gains and losses are calculated by reference to the exchange rate prevailing at the time the grant was awarded. Monetary assets and liabilities denominated in foreign currencies are translated at the rate ruling at the balance sheet date. All exchange gains and losses are recognised in the Statement of Financial Activities.

2. INCOME FROM CHARITABLE ACTIVITIES

	Unrestricted Funds £	Total 2020 £
Grants and Contracts		
UNESCO	1,583	1,583
Results	3,837	3,837
CRIN (transfer of Wellspring grants)	168,161	168,161
Open Society Foundations	31,406	31,406
	<u>£204,987</u>	<u>£204,987</u>

In May 2017, Child Right International Network (CRIN) and Right to Education Initiative (RTE) signed an MOU (extended in July 2020) where CRIN agreed to support RTE through three incubation phases of fiscal sponsorship, then fiscal agency, and then full independence (the "incubation period"). This incubation period came to its conclusion on 1st of July of 2021. However, following agreement between CRIN, RTE and RTE's current donors, RTE became administratively, financially and fiscally independent from CRIN on 31st of July of 2020 and CRIN released accumulated funds in full to RTE, which had been kept on a separate CRIN/RTE account.

RIGHT TO EDUCATION INITIATIVE

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

/cont

3. EXPENDITURE ON CHARITABLE ACTIVITIES

	Unrestricted Funds £	Total 2020 £
Direct Costs		
Salaries, fees and related costs	59,803	59,803
Recruitment costs	1,174	1,174
Foreign exchange losses	428	428
Payroll costs	305	305
Travel and subsistence	(1,117)	(1,117)
	<u>£60,593</u>	<u>£60,593</u>
Support Costs		
Premises costs	2,574	2,574
Office and administration costs	166	166
Website, computer and IT costs	257	257
Governance (see note 4)	1,500	1,500
Insurance	210	210
Subscriptions	123	123
	<u>4,830</u>	<u>4,830</u>
	<u>£65,423</u>	<u>£65,423</u>

All expenditure relates to the unrestricted funds.

4. GOVERNANCE COSTS

	2020 £
Independent examination	<u>£1,500</u>

5. STAFF COSTS

	2020 £
Wages and salaries	37,873
Redundancy	5,808
Social security	-
Pension costs (defined contribution schemes)	1,919
	<u>£45,600</u>

The average number of employees in the year was 3. The average number based on full time equivalents was 2.

No employees received total employee benefits (excluding employer pension costs) in excess of £60,000.

The Trustees were not remunerated during the year. No trustees were reimbursed any expenses during the year.

The total amount of employee benefits received by key management personnel was £20,882. Under FRS102, employee benefits include gross salaries, employer's National Insurance contributions and employer's pension contributions.

RIGHT TO EDUCATION INITIATIVE

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

/cont

6. NET INCOME

	2020
Net income is stated after charging/(crediting):	
Independent examination	£1,500
Operating lease rentals	<u>£2,574</u>

7. DEBTORS

	2020 £
Prepayments	71
Other debtors	825
Accrued income	<u>793</u>
	<u>£1,689</u>

8. CREDITORS: Amounts falling due within one year

	2020 £
Accruals	7,445
Deferred income	97,280
Other creditors	<u>97</u>
	<u>£104,822</u>

	Balance at 1 January 2020 £	Additions in the year £	Balance at 31 December 2020 £
Analysis of deferred income			
Open Society Institute	-	48,787	48,787
CRIN (transfer of Wellspring grant)	-	48,493	48,493
	<u>£Nil</u>	<u>£97,280</u>	<u>£97,280</u>

Deferred income relates to grant income received in advance of the next financial year.

9. ANALYSIS OF NET ASSETS BETWEEN FUNDS

	Unrestricted Funds £	Total Funds £
Fixed assets	-	-
Current assets	244,386	244,386
Current liabilities	<u>(104,822)</u>	<u>(104,822)</u>
As at 31 December 2020	<u>£139,564</u>	<u>£139,564</u>

RIGHT TO EDUCATION INITIATIVE

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

/cont

10. RELATED PARTY TRANSACTIONS

There were no related party transactions in 2020.

11. TAXATION

The charity is exempt from taxation on income and gains to the extent that these are applied to its charitable objects.

12. LIABILITY OF MEMBERS

The charity is constituted as a charitable incorporated organisation. In the event of the charity being wound up, members have no liability to contribute to its assets and no personal responsibility for settling its debts and liabilities.