



Beyond statistics

Measuring education as a human right

A consultative workshop on indicators for the right to education

List of indicators

Right to Education Project
9 July 2010

Governance Framework (GF)

Heading	Indicator	Discrimination	Participation	Accountability
<p><i>GF.1. Normative framework</i></p>	<p>GF.1.1. Relevant non-binding instruments: Universal Declaration of Human Rights (UDHR) Rules for the Protection of Juveniles Deprived of their Liberty Standard Minimum Rules for the Treatment of Prisoners Declaration on the Rights of Indigenous Peoples UNESCO Recommendation against Discrimination in Education UNESCO Revised Recommendation concerning Technical and Vocational Education UNESCO Recommendation concerning the Status of Teachers UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel UNESCO Recommendation on the Development of Adult Education UNESCO Recommendation on Education for International Understanding and Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms Principles relating the Status and Functioning of National Institutions for Protection and Promotion of Human Rights (The Paris Principles)</p> <p>In Europe: EU Charter of Fundamental Rights</p> <p>In the Americas: American Declaration of the Rights and Duties of Man</p> <p>GF.1.2. Is the State party to: ICESCR (and its Optional Protocol) ICERD (and recognised the competence of CERD to receive complaints under Article14 of ICERD) CEDAW (and its Optional Protocol) CRC CRPD (and its Optional Protocol) UNESCO Convention against Discrimination in Education Convention relating to the Status of Refugees Geneva Convention Relative to the Treatment of Prisoners of War Geneva Convention relative to the Protection of Civilian Persons in Time of War ILO Minimum Age Convention ILO Worst Forms of Child Labour Convention UNESCO Convention on Technical and Vocational Education ILO Indigenous and Tribal Peoples Convention</p> <p>In Europe: Protocol 1 to the European Convention on Human Rights (Revised) European Social Charter (including Article 17) Framework Convention for the Protection of National Minorities</p> <p>European Charter for Regional or Minority Languages European Convention on the Legal Status of Migrant Workers OSCE Helsinki Final Act</p>			

	<p>In the Americas: Charter of the Organization of American States American Convention on Human Rights Protocol of San Salvador</p> <p>In Africa: African Charter on Human and Peoples' Rights Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa African Charter on the Rights and Welfare of the Child</p> <p>GF.1.3. Has the state made any reservations, understandings or declarations to the provisions relating to the right to education of the international or regional human rights treaties to which it is party?</p> <p>GF.1.4. Does the Constitution protect the right to education?¹</p> <p>GF.1.5. Do domestic laws further protect the right to education? Do they provide for free and compulsory primary education? Do they provide for progressively free secondary education, including technical and vocational education? Do they provide for progressively free tertiary education on the basis of capacity?²</p> <p>GF.1.6. Do domestic laws make primary schooling compulsory? Do they provide for a minimum and maximum age of compulsory schooling?³</p> <p>GF.1.7. Do domestic laws forbid discrimination in education? On which grounds is such discrimination forbidden: age, gender, race, ethnicity, colour, origin, language, status, opinion, sexual orientation, disability, socio-economic status, other?⁴</p> <p>GF.1.8. Do domestic laws protect the right to establish private schools? Do domestic laws protect the right to establish schools which teach according to parents' religious or moral convictions? Do domestic laws protect the right of minorities to establish schools which take their needs into account?⁵</p>			
<p><i>GF.2 Educational policy</i></p>	<p>GF.2.1. Has the state adopted a national educational policy? Have regional or local governments adopted regional or local educational policies?⁶</p> <p>GF.2.2. Does the educational policy aim to achieve free and compulsory primary education? Does it aim to achieve progressively free secondary education, including technical and vocational education? Does it aim to achieve progressively free tertiary education on the basis of capacity?⁷</p> <p>GF.2.3. Does the education policy aim to make education available, accessible, acceptable and adaptable without discrimination?⁸</p> <p>GF.2.4. Does the educational policy provide for the adaption of programmes for the identification of out-of-school children, the encouragement of school attendance and the reduction of drop-out-rates?⁹</p>		<p>Does the educational policy provide for meaningful participation by civil society?</p>	
<p><i>GF.3. Plan of action</i></p>	<p>GF.3.1. Is there a plan of action? Has free and compulsory education been achieved?¹⁰</p> <p>GF.3.2. What is the coverage of the plan of action? Does it aim to achieve free and compulsory primary</p>		<p>Was civil society consulted when drafting the plan of action?</p>	<p>Which body is responsible for monitoring the plan of action? Does it monitor</p>

	<p>education? Does it prioritise on vulnerable groups: girls, low-income groups, minorities, specific regions, rural areas, working children, disabled people, migrants, refugees, internally displaced or other “internal migrants”, prisoners, child soldiers, other?¹¹</p> <p>GF.3.3. Does it include measures to identify out-of-school children, to encourage school attendance and to reduce drop-out rates?¹²</p> <p>GF.3.4. Does the plan include a reasonable time framework? By when does it seek to achieve free and compulsory education? Does the plan create intermediate benchmarks?¹³</p> <p>GF.3.5. Has the plan of action been adopted maximum two years after the ratification of the ICESCR? Has the plan been adopted maximum two years after a relevant change in circumstances which lead to the failure to provide compulsory and free primary education (eg. armed conflict)?¹⁴</p>		<p>Can civil society participate meaningfully in monitoring the plan of action?</p>	<p>intermediate benchmarks at reasonable intervals: <yearly, yearly, >yearly?</p> <p>Have indicators been created to monitor the achievement of the intermediate benchmarks?</p> <p>Has the plan of action been presented to CESCO?</p>
<i>GF.4. Monitoring</i>	<p>GF.4.1. Is there a general inspection system? Which body is responsible for monitoring education?¹⁵</p> <p>GF.4.2. Is the inspection system based on: visits, interviews, tests, other? Does the monitoring body examine: textbooks, teaching materials, school policies, other?¹⁶</p> <p>GF.4.3. Does the monitoring body control whether minimum educational standards are met and that education conforms with human rights standards?¹⁷</p> <p>GF.4.4. Is data on education regularly gathered? Which body coordinates the data gathering? Is the data disaggregated by primary/secondary/tertiary education level, gender, region, rural/urban, minority, income, other? Are disaggregated data disaggregated again by other relevant categories in order to address multiple discriminations?¹⁸</p>		<p>Can civil society meaningfully participate in monitoring education? Are parents, teachers and community leaders consulted in the monitoring process?</p> <p>Can civil society organisations freely operate in the state? Are measures taken to strengthen their accountability function?</p>	<p>At which intervals is the monitoring body reporting : < yearly, yearly, >yearly?</p> <p>Are reports made public? How can they be accessed?</p> <p>Is the reliability of the data gathered verified by independent bodies (eg. parliamentary committees)? Can civil society organisations scrutinise the data gathered?</p>
<i>GF.5. Recourses</i>	<p>GF.5.1. Which bodies can receive complaints on the right to education: national human rights institution, ombudsman, administrative body, other? Have these bodies the power to make inquiries into and to compel evidence on alleged violations of the right to education? Can complaints on the right to education be brought before courts?¹⁹</p> <p>GF.5.2. Does this cover the right to free and compulsory primary education? Does this cover the right to progressively free secondary education, including technical and vocational education? Does this cover the right to progressively free tertiary education on the basis of capacity?²⁰</p>		<p>Can children meaningfully participate in complaints procedures? Are these procedures child-friendly?</p>	
<i>GF.6. Budget</i>	<p>GF.6.1. % GNP allocated to education²¹</p> <p>GF.6.2. % Expenditure allocated to education by national government, regional governments, local governments, other²²</p>	<p>by primary/secondary/tertiary level by region by rural/urban</p>		<p>Is an independent body monitoring the budget (eg. parliamentary committee)? Are</p>

	<p>GF.6.3. % Expenditure allocated to education by foreign funding sources (bilateral and multilateral)²³</p> <p>GF.6.4. % Educational expenditure allocated to: teachers' salary, other school staff, infrastructure, teaching materials, transportation, meals, health care, other²⁴</p>	<p>by minority by income schools only for girls</p>		<p>reports made public? How can they be accessed?</p>
<p><i>GF.7. International assistance and cooperation</i></p>	<p>GF.7.1. Does the state take step to seek international assistance and cooperation for the realisation of the right to education? Did the State endorse agreements which prevent the realisation of the right to education? ²⁵</p> <p>GF.7.2. Does the state assist other states (developing states in particular) in the realisation of the right to education? % GDP allocated to foreign aid in relation to education²⁶</p> <p>GF.7.3. Do donor states consider the impact of their actions on the right to education? Do they take due account of this right in their lending policies? Do they prioritise foreign resource allocation to the realisation of the right to free and compulsory primary education and the realisation of the right to education of vulnerable groups?²⁷</p> <p>GF.7.4. Is the state party to international organisations, including financial international organisations, which elaborate structural adjustment programmes and debt relief initiatives: IMF, World Bank, regional development banks, other? Do these international organisations consider the impact of their actions on the right to education? Do they take due account of this right in their lending policies? Do they prioritise resource allocation to the realisation of the right to free and compulsory primary education and the realisation of the right to education of vulnerable groups?²⁸</p> <p>GF.7.5. Does the action of the IMF affect the capacity of target states to implement right to education by: stopping teacher recruitment, limiting the education budget, other?²⁹</p> <p>GF.7.6. Does the World Bank develop projects that promote the right to education by: calling for the abolition of all education costs, promoting the hiring of qualified teachers, giving priority to investment in primary education, other?³⁰</p> <p>GF.7.7. Are international organisations, including the UNESCO Institute for Statistics, regularly gathering data on education? Is the data disaggregated by primary/secondary/tertiary education level, gender, region, rural/urban, minority, income, other? Are disaggregated data disaggregated again by other relevant categories in order to address multiple discriminations?³¹</p>		<p>Are civil society organisations consulted when multilateral or bilateral agreements are negotiated? Do donor states and international organisations pay sufficiently attention the concerns of these organisations?</p>	

Availability Indicators (A1)

Heading	Indicator	Discrimination	Participation	Accountability
<p><i>A1.1. Early childhood care and education</i></p>	<p>A1.1.1. Gross Enrolment Ratio (NER)³²</p> <p>A1.1.2. Under-five mortality rate³³</p> <p>A1.1.3. % Underweight children under five years of age³⁴</p> <p>A1.1.4. % Children under five years of age suffering from moderate or severe stunting³⁵</p> <p>A1.1.5 % Children immunised against preventable diseases; % Children with access to drugs intended to prevent mother-to-child HIV transmission³⁶</p> <p>A1.1.6. Are measures taken to enhance parents' understanding of their role in their children's early education? Do programmes for the development of the child seek to enhance cooperation between parents and professionals?³⁷</p>	<p>by gender by region by rural/urban by minority by income</p> <p>by gender by region by rural/urban by minority by income</p> <p>by gender by region by rural/urban by minority by income</p> <p>by gender by region by rural/urban by minority by income</p> <p>by gender by region by rural/urban by minority by income by region</p>		
<p><i>A1.2. Primary education</i></p>	<p>A1.2.1. Net Enrolment Ratio (NER)³⁸</p> <p>A1.2.2. Gross Enrolment Ratio (NER)³⁹</p> <p>A1.2.3. % Survival Grade to 5⁴⁰</p> <p>A1.2.4. Gross Primary Completion Ratio⁴¹</p>	<p>by gender by region by rural/urban by minority by income</p> <p>by gender by region by rural/urban by minority by income</p> <p>by gender by region by rural/urban by minority by income</p> <p>by gender by region by rural/urban by minority by income</p>		

	<p>A1.2.5. Repetition rates⁴²</p> <p>A1.2.6. Drop-out rates⁴³</p> <p>A1.2.7. Transition rate from primary to secondary school⁴⁴</p> <p>A1.2.8. Pupil/teacher ratio⁴⁵</p> <p>A1.2.9. Pupil/trained teacher ratio⁴⁶</p>	<p>by gender by region by rural/urban by minority by income</p> <p>by gender by region by rural/urban by minority by income</p> <p>by gender by region by rural/urban by minority by income</p> <p>by region by rural/urban by minority by income schools only for girls</p> <p>by region by rural/urban by minority by income schools only for girls</p>		
<p><i>A1.3. Secondary education (including training and vocational education)</i></p>	<p>A1.3.1. Net Enrolment Ratio – Lower secondary education⁴⁷</p> <p>A1.3.2. Gross Enrolment Ratio – Lower secondary education⁴⁸</p> <p>A1.3.3. Net Enrolment Ratio – Upper secondary education⁴⁹</p> <p>A1.3.4. Gross Enrolment Ratio – Upper secondary education⁵⁰</p> <p>A1.3.5. Enrolment in technical and vocational programmes⁵¹</p> <p>A1.3.6. Gross Secondary Completion Ratio⁵²</p>	<p>by gender by region by rural/urban by minority by income</p> <p>by gender by region by rural/urban by minority by income</p> <p>by gender by region by rural/urban by minority by income</p> <p>by gender by region by rural/urban by minority by income</p> <p>by gender by region by rural/urban by minority by income</p> <p>by gender by region by rural/urban by minority by income</p>		

	<p>A1.3.7. Repetition rates⁵³</p> <p>A1.3.8. Drop-out rates⁵⁴</p> <p>A1.3.9. Pupil/teacher ratio – Lower secondary education⁵⁵</p> <p>A1.3.10. Pupil/trained teacher ratio – Lower secondary education⁵⁶</p> <p>A1.3.11. Pupil/teacher ratio – Upper secondary education⁵⁷</p> <p>A1.3.12. Pupil/trained teacher ratio – Upper secondary education⁵⁸</p>	<p>by gender by region by rural/urban by minority by income</p> <p>by gender by region by rural/urban by minority by income</p> <p>by region by rural/urban by minority by income schools only for girls</p> <p>by region by rural/urban by minority by income schools only for girls</p> <p>by region by rural/urban by minority by income schools only for girls</p> <p>by region by rural/urban by minority by income schools only for girls</p>		
<i>A1.4. Tertiary education (including training and vocational education)</i>	<p>A1.4.1. Gross Enrolment Ratio⁵⁹</p> <p>A1.4.2. Enrolment in technical and vocational programmes⁶⁰</p> <p>A1.4.3. Drop-out rates⁶¹</p> <p>A1.4.4. Gross Tertiary Completion Ratio⁶²</p>	<p>by gender by minority by income</p> <p>by gender by region by rural/urban by minority by income</p> <p>by gender by minority by income</p> <p>by gender by minority by income</p>		
<i>A1.5. Fundamental Education</i>	A1.5.1. Gross Enrolment Ratio ⁶³	by age by gender by minority by income		
<i>A1.6. Adult basic and literacy education</i>	A1.6.1. % Adults enrolled in basic and literacy education programmes ⁶⁴	by age by gender by minority by income		

<p>A1.7. <i>Educational and vocational information and guidance</i></p>	<p>A1.7.1. Number of centres of educational and vocational information and guidance/Total population⁶⁵</p> <p>A1.7.2. % Population having received educational and vocational information and guidance⁶⁶</p>	<p>by region by rural/urban</p> <p>by age by gender by region by rural/urban by minority by income</p>		
<p>A1.8. <i>Private Schools</i></p>	<p>A1.8.1. % Private schools⁶⁷</p> <p>A1.8.2. % Educational expenditure allocated to private schools?⁶⁸</p> <p>A1.8.3. % Home education</p>	<p>by primary/secondary/tertiary level by region by rural/urban by minority</p> <p>by primary/secondary/tertiary level by region by minority</p> <p>by primary/secondary level by region by minority</p>		<p>Is there a monitoring body controlling whether minimum educational standards are met and that education conforms with human rights standards in private schools? Is there an accreditation system? % Private schools outside the formal regulatory system?</p>
<p>A1.9. <i>Closing schools</i></p>	<p>A1.9.1. % Schools closed (provisionary or permanently)⁶⁹</p> <p>A1.9.2. Reason: national security, public order, other?⁷⁰</p> <p>A1.9.3. If schools have been closed because a lack of resources, have all alternatives been considered most carefully and can this be reasonably justified on the basis of the totality of the state's human rights obligations?⁷¹</p>	<p>by primary/secondary/tertiary level by region by minority by public/private</p>		
<p>A1.10 <i>School infrastructure</i></p>	<p>A1.10.1. % Schools with buildings reported in good shape, including: an adequate number of well-appointed classrooms (sufficient blackboard, tables, desks, chairs and space per class), an adequate number of sanitation facilities, access to adequate clean drinking water, electricity, ventilation and light, fire exits and first-aid kit, medical assistance, canteens, recreational facilities, sufficient recreation ground, other⁷²</p> <p>A1.10.2. % Schools with library, computer facilities and information technology⁷³</p> <p>A1.10.3. % Schools providing individual support to children with (learning, behavioural or social) difficulties⁷⁴</p>	<p>by primary/secondary/tertiary level by region by rural/urban by minority schools only for girls</p> <p>by primary/secondary/tertiary level by region by rural/urban by minority schools only for girls</p> <p>by primary, secondary level by region by rural/urban by minority schools only for girls</p>		<p>Is there a monitoring body controlling schools' infrastructure?</p>

	<p>A1.11.10. % Teaching assistants/Total number of teachers⁸³</p> <p>A1.11.11. % Teachers absent⁸⁴</p> <p>A1.11.12. % Teachers attrition⁸⁵</p> <p>A1.11.13. Reason for teacher absenteeism or attrition: material conditions, administrative breakdowns (eg. no salary), health (including care for family members in the absence of any other social care structure), other⁸⁶</p> <p>A1.11.14. Are there measures foreseen in case of teacher shortages?⁸⁷</p>	<p>by primary/secondary/tertiary level by region</p> <p>by primary/secondary/tertiary level by gender by region by rural/urban by minority</p> <p>by primary/secondary/tertiary level by region by rural/urban by minority schools only for girls</p> <p>by primary/secondary/tertiary level by region</p>		
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Accessibility Indicators (A2)

Heading	Indicator	Discrimination	Participation	Accountability
<p><i>A2.1. Physical obstacles</i></p>	<p>A2.1.1. % Population for which school-house distance is: < 1 km, > 1 and 5<, > 5 km⁸⁸</p> <p>A2.1.2. Is the access to schools safe?⁸⁹</p> <p>A2.1.3. Is transportation provided? What is its cost?⁹⁰</p> <p>A2.1.4. % Population enrolled in distance education programmes⁹¹</p>	<p>by primary/secondary level by region by rural/urban by minority</p> <p>by region by rural/urban</p> <p>by age by region by rural/urban by income</p> <p>by age</p>		
<p><i>A2.2. Economic obstacles</i></p>	<p>A2.2.1. Tuition fees for early childcare and education⁹²</p> <p>A2.2.2. Are subsidies for early childcare and education available for low-income groups? Are free meals provided in kindergartens? Are free health care services provided in kindergartens?⁹³</p> <p>A2.2.3. Tuition fees for primary education⁹⁴</p>	<p>by gender by region by rural/urban by public/private</p> <p>by gender by region by rural/urban by income by public/private</p> <p>by gender by region by rural/urban by public/private</p>	<p>Can parents, children and community leaders contribute to the formulation of strategies to identify out-of-school, to encourage school attendance by and reduce the drop-out rates of children of low-income groups?</p>	<p>Is there a monitoring body evaluating the direct, indirect and opportunity costs of primary education? Is there a complaint mechanism for such costs?</p>

	<p>A2.2.4. Indirect costs for primary education: textbooks, teaching materials, uniforms, coaching classes, compulsory parental contributions (in money or by providing services), other payments necessary to effectively access education (eg. payment for water)⁹⁵</p> <p>A2.2.5. % Household expenditure on primary education⁹⁶</p> <p>A2.2.6. Are subsidies for primary education available for low-income groups? Are free meals provided at primary school? Are free health care services provided at primary school?⁹⁷</p> <p>A2.2.7. Tuition fees for secondary education⁹⁸</p> <p>A2.2.8. Indirect costs for secondary education: textbooks, teaching materials, uniforms, coaching classes, compulsory parental contributions (in money or by providing services), other payments necessary to effectively access education (eg. payment for water)⁹⁹</p> <p>A2.2.9. % Household expenditure on secondary education¹⁰⁰</p> <p>A2.2.10. Are subsidies for secondary schools available for low-income groups? Does the state offer for secondary schooling: study bursaries, low-interest loans, other? Are free meals provided at secondary school? Are free health care services provided at secondary school?¹⁰¹</p> <p>A2.2.11. Tuition fees (enrolment and examination fees) for tertiary education¹⁰²</p> <p>A2.2.12. % Household expenditure on tertiary education¹⁰³</p> <p>A2.2.13. Are subsidies for higher education available for low-income groups? Does the state offer for higher education: study bursaries, low-interest loans, other?¹⁰⁴</p>	<p>by gender by region by rural/urban by public/private</p> <p>by gender by region by rural/urban by income by public/private</p> <p>by gender by region by rural/urban by income by public/private</p> <p>by lower/upper secondary education by gender by region by rural/urban by public/private</p> <p>by lower/upper secondary education by gender by region by rural/urban by minority by public/private</p> <p>by lower/upper secondary education by gender by region by rural/urban by income by public/private</p> <p>by lower/upper secondary education by gender by region by rural/urban by income by public/private</p> <p>by gender by income by public/private</p> <p>by gender by income by public/private</p> <p>by gender by income by public/private</p>		<p>Is there a monitoring body evaluating the direct, indirect and opportunity costs of secondary education? Is there a complaint mechanism for such costs?</p> <p>Is there a monitoring body evaluating the direct, indirect and opportunity costs of tertiary education? Is there a complaint mechanism for such costs?</p>
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	<p>A2.2.14. Is admission at university based on capacity? What are the criteria to be admitted to university: school-leaving examination, entrance examination, aptitude tests, completion of practical period, other? Can universities refuse students discriminatorily?¹⁰⁵</p> <p>A2.2.15. Is financial aid given to low-income children to allow them to take entrance examination?¹⁰⁶</p> <p>A2.2.16. Tuition fees (enrolment and examination fees) for fundamental education¹⁰⁷</p> <p>A2.2.17. % Child-headed households¹⁰⁸</p> <p>A2.2.18. Costs for educational and vocational information and guidance¹⁰⁹</p>	<p>by gender by income by public/private</p> <p>by age by gender by rural/urban by income</p> <p>by gender by income by public/private</p>		<p>Is there a complaint mechanism for students considering that they have been refused access to university discriminatorily?</p>
<p>A2.3. <i>Administrative obstacles</i></p>	<p>A2.3.1. % Migrant, refugee, internally displaced or other “internal migrant” children enrolled in schools¹¹⁰</p> <p>A2.3.2. Have migrant, refugee, internally attending school been expelled because they or their parents lost their residence permit?¹¹¹</p> <p>A2.3.3. Do migrant, refugee, internally displaced or other “internal migrant” children have to present documents stating their legal status to enrol in school? Are measures taken to ensure that their status remains confidential if necessary?¹¹²</p> <p>A2.3.4. Is education provided in retention centres/camps for migrant, refugee and internally displaced children?¹¹³</p> <p>A2.3.5. Do children have to present a birth certificate to enrol in schools?¹¹⁴</p> <p>A2.3.6. Can children of seasonal migrants enrol in schools?¹¹⁵</p>	<p>by primary/ secondary/tertiary level by gender by region by rural urban by income</p> <p>by primary/ secondary/tertiary level</p> <p>by primary/secondary/ tertiary level</p> <p>by primary/ secondary/tertiary level</p> <p>by primary/ secondary/tertiary level</p> <p>by primary/ secondary/tertiary level</p>		
<p>A2.4. <i>Gender obstacles</i></p>	<p>A2.4.1. % Schools only for girls¹¹⁶</p> <p>A2.4.2. Do families rely on girls for their subsistence? Are there campaigns to convince parents to send their girls to school? Are there measures to provide support to girls of low-income families?¹¹⁷</p>	<p>by primary/ secondary/tertiary level by region by rural urban by public/private by minority</p> <p>by region by rural/unban</p>		<p>Is there a monitoring body controlling whether minimum educational standards are met and that education conforms with human rights standards in schools only for girls?</p>

	<p>A2.4.3. Is there valuable work for educated girls? Can educated women effectively participate in society? Can women get well paid jobs?¹¹⁸</p> <p>A2.4.4. Is the state taking steps to identify girls currently not in education, to encourage their school attendance and to reduce their drop-out rates? Are there programmes for women to continue their education?¹¹⁹</p> <p>A2.4.5. What is the legal minimum age for marriage? Is it the same as the maximum age of completion of compulsory education?¹²⁰</p> <p>A2.4.6. Are there forced marriages below this minimum age in reality?¹²¹</p> <p>A2.4.7. % Female/male teachers¹²²</p>	<p>by region by urban/rural</p> <p>by region by rural/unban</p> <p>by region by rural/unban</p> <p>by primary/ secondary/tertiary level by region by rural/unban</p>	<p>Can parents, children and community leaders contribute to the formulation of strategies to identify out-of-school, encourage school attendance by and reduce the drop-out rates of girls?</p>	<p>Is there an accreditation system? % School only for girls outside the formal regulatory system?</p> <p>Is there an independent body before which girls can complain about forced marriages?</p>
<i>A2.5. Socio-cultural obstacles</i>	<p>A2.5.1. % Children receiving education in their own language¹²³ (indicator proposed by John)</p> <p>A2.5.2. % Schools which provide for specific accommodation for religious groups; % Schools which take into account dietary requirements relating to religion? ¹²⁴(indicator proposed by John)</p> <p>A2.5.6. Does the State take measures taken to combat hatred or racism at school?¹²⁵</p> <p>A2.5.7. Are there campaigns to inform parents about the importance of their children being educated?¹²⁶</p>	<p>by primary/ secondary/tertiary level by region by minority</p> <p>by primary/ secondary/tertiary level by region</p> <p>by primary/ secondary/tertiary level by region</p> <p>by primary/ secondary/tertiary level by region</p>		
<i>A2.6. Out-of-school Children</i>	<p>A2.6.1. Is the state taking steps to identify out-of-school children, to encourage school attendance and to reduce drop-out rates?¹²⁷</p> <p>A2.6.2. Are schools (through parent-teachers associations and/or pupils or in association with the government) endeavouring to reach out-of-school children in the communities where they live in order to encourage their school attendance?¹²⁸</p> <p>A2.6.3. Are parents given assistance to enrol their children? Are enrolment formalities reduced to the minimum? Can parents enrol their children by oral consent?¹²⁹</p> <p>A2.6.4. Are steps taken to ensure that previously out-of-school children remain in school? Are there measures taken to adapt education to their situation to prevent further drop-outs?¹³⁰</p>	<p>by gender by region by rural/urban by minority by income</p> <p>by region by rural/urban</p> <p>by region by rural/urban</p> <p>by region by rural/urban</p>	<p>Can parents, children and community leaders contribute to the formulation of strategies to identify out-of-school children, to encourage school attendance and to reduce drop-out rates?</p>	

Acceptability Indicators (A3)

Heading	Indicator	Discrimination	Participation	Accountability
<p><i>A3.1. Skills</i></p>	<p>A3.1.1. Literacy rate¹³¹</p> <p>A3.1.2. Numerical skills¹³²</p> <p>A3.1.3. Problem solving¹³³</p> <p>A3.1.4. Expression (oral and written)¹³⁴</p> <p>A3.1.5. Are there minimum educational standards applicable to all schools?¹³⁵</p> <p>A3.1.6. Does education aim to develop critical thinking? Does it enable them to make balanced decisions, resolve conflicts in a non-violent matter and to develop a healthy life-style? Does it encourage children to freely express their views?¹³⁶</p> <p>A3.1.7. Is health education provided by schools? It is compulsory? Does it include: education on sex, HIV/AIDS, reproductive health, drugs, other?¹³⁷</p>	<p>by age by gender by region by rural/urban by minority by income</p> <p>by age by gender by region by rural/urban by minority by income</p> <p>by age by gender by region by rural/urban by minority by income</p> <p>by age by gender by region by rural/urban by minority by income</p> <p>by primary/ secondary/tertiary level by region by public/private</p> <p>by primary/ secondary/tertiary level by region</p> <p>by primary/ secondary/tertiary level by region</p>	<p>Can parents, children and community leaders contribute to defining school curricula? Can children make a choice between different options?</p> <p>Is the learning process participatory?</p>	<p>Is there a monitoring body controlling whether minimum educational standards are met? Is there an accreditation system? % Schools outside the formal regulatory system?</p>
<p><i>A3.2. Tolerance</i></p>	<p>A3.2.1. Does education promote: respect for other nations, racial, ethnic or religious groups and indigenous peoples, non-violence, the environment, other?¹³⁸</p> <p>A3.2.2. Are textbooks accurate, neutral and fair? Do they speak in good terms of minority groups living in the state? Do they speak in good terms of other states? In case of past conflicts, do textbooks present enemy groups or states only in bad terms and the group or state to which children belong only in good terms?¹³⁹</p>	<p>by primary/ secondary/tertiary level by region by minority</p> <p>by primary/ secondary/tertiary level by region by minority</p>		<p>Is there a monitoring body controlling that education conforms with human rights standards? Is there a monitoring body controlling whether schools incite to hatred or racism?</p>

	A3.2.3. Is human rights education included in school curricula? Are human rights standards taught in a child-friendly way? Is information on the provisions of CRC disseminated in particular? Is there an effort to embed human rights values with all school activities? Are children taught that they are all equal? Are schools helping children to increase their capacity to enjoy human rights? ¹⁴⁰	by primary/ secondary/tertiary level by region by minority		Is there a complaint mechanism for such incitement?
A3.3. <i>Qualification of teachers</i>	A3.3.1. What are the qualification requirements for teachers: <1 year higher education >1 and 3 years higher education <, > 3 years higher education ¹⁴¹ A3.3.2. % Teachers meeting qualification requirements in reality ¹⁴² A3.3.3. % Teachers having a good command of the language in which they teach ¹⁴³ A3.3.4. What skills does the training aim to improve (besides knowledge of the subject to be taught)? Does it include: pedagogical skills, ability to resolve conflicts, respect for the child's dignity, human rights education, gender equality, other? ¹⁴⁴ A3.3.5. Do teachers have access to continual professional development throughout their career? Are trainings compulsory and free? Are measures taken to permit training during service? Does training take place through: training groups, conferences, other? Is it adapted to the teachers' needs? How many days per year does it take place? ¹⁴⁵ A3.3.6. Are there incentives to encourage well-trained teachers to teach in schools or areas where educational outcomes are traditionally lower? ¹⁴⁶	by primary/ secondary/tertiary level by region by primary/ secondary/tertiary level by gender by region by rural/urban by minority by public/private by primary/ secondary/tertiary level by gender by region by rural/urban by minority by public/private by primary/ secondary/tertiary level by gender by region by rural/urban by minority by public/private by primary/ secondary/tertiary level by gender by region by rural/urban by minority by public/private by primary/ secondary/tertiary level	Does training aim to help teachers to help children to participate in the learning process?	Is there a monitoring body controlling whether teachers meet qualification requirements? Is there a monitoring body controlling whether teachers have a good command of the language in which they teach?
A3.4. <i>Gender</i>	A3.4.1. Are measures taken to promote gender equality in education? ¹⁴⁷ A3.4.2. Are girls and boys given the same opportunity to speak in and outside classes? Do girls generally receive lower marks than boys? ¹⁴⁸	by primary/ secondary/tertiary level by region by rural/urban by minority by primary/ secondary/tertiary level by region by rural/urban by minority		Is there a monitoring body controlling whether schools respect gender equality? Is there a complaint mechanism for gender discrimination?

	<p>A3.4.3. What is the proportion of pictures of men/women in textbooks? Is the representation of both sexes unbiased? Are household activities not only confined to women and important positions occupied by men? Are female portrayed as inferior and male as superior in textbooks? Are girls encouraged to take more vocational and less technical courses than boys? Are there campaigns to combat stereotypes?¹⁴⁹</p> <p>A3.4.4. Do children often experience violence and sexual harassment at school? Are there campaigns to combat abuses against children? Are steps taken to rehabilitate abused children?¹⁵⁰</p>	<p>by primary/secondary/tertiary level by region by rural urban by minority</p> <p>by primary/secondary/tertiary level by gender by region by rural urban by minority</p>		<p>Is there a monitoring body controlling whether textbooks include stereotypes?</p> <p>Can abused children complain before an independent body?</p>
A3.5. Discipline	<p>A3.5.1. Are girls commonly expelled from schools because of pregnancy? Are there special programmes to help girls to continue their education after pregnancy?¹⁵¹</p> <p>A3.5.2. Is corporal punishment common practice? Are close to similar kinds of punishments taking place: bullying, public humiliation, other? Are teachers trained to respect children's dignity?¹⁵²</p>	<p>by secondary/tertiary level by region by rural/urban by minority</p> <p>by primary/secondary level by region by rural/urban by minority</p>		<p>Can girls expelled because of pregnancy complain before an independent body?</p> <p>Is corporal punishment punished by law? Are children given the opportunity to be heard when they are sanctioned? Can they appeal against disciplinary sanctions or expulsion before an independent body?</p>
A3.6. Religion	<p>A3.6.1. % Denominational schools¹⁵³</p> <p>A3.6.2. % Denominational schools per religion group/ % population belonging to the religious group¹⁵⁴</p> <p>A3.6.3. Does religious instruction means: instruction in a particular religion or instruction of the general history of religions and ethics (with a possible focus on that particular religion)?¹⁵⁵</p> <p>A3.6.4. Are exemptions granted from religious instruction? Is there a choice between different religious (including moral) classes?¹⁵⁶</p> <p>A3.6.5. Do prayers or readings take place during or outside classes? Can people be exempted from attending schools on important religious days?¹⁵⁷</p>	<p>by primary/secondary/tertiary level by region by public/private</p> <p>by primary/secondary level by region by public/private</p> <p>by primary/secondary level by region by public/private</p> <p>by primary/secondary level by public/private by region</p> <p>by primary/secondary level by public/private by region</p>	<p>Can parents decide which religious (including moral) classes their children attend? Do children have a say in the choice of their religious instruction?</p>	<p>Is there a monitoring body controlling whether schools respect religious freedom? Does it control whether religious classes practice indoctrination? Is there a complaint mechanism for such practices?</p>

A3.7. <i>Language</i>	A3.7.1. % Schools where children are taught in the official language(s); % Population speaking the official language(s) ¹⁵⁸	by primary/ secondary/tertiary level by region		
	A3.7.2. % Schools where children are taught in both the official language(s) and minority languages; % Schools where children are taught only in the minority languages ¹⁵⁹	by primary/ secondary/tertiary level by region		
	A3.7.3. % Schools where children are taught the minority languages ¹⁶⁰	by primary/ secondary/tertiary level by region		
	A3.7.4. % Population speaking the minority languages; Do they belong to the minorities traditionally? Is there a sufficient demand to be taught in or be taught the minority languages? ¹⁶¹ (indicator proposed by Duncan)	by primary/ secondary/tertiary level by region by minority		

Adaptability Indicators (A4)

Heading	Indicator	Discrimination	Participation	Accountability
A4.1. <i>Child labour</i>	A4.1.1. What is the legal minimum age of employment? Is it the same as the maximum age of completion of compulsory education? ¹⁶²			Is there a monitoring body inspecting child labour?
	A4.1.2. % Children under minimum legal age of employment working in practice ¹⁶³	by age by gender by region by rural/urban by minority by income		
	A4.1.3. Have measures been taken to combat child labour? Are these measures addressed to parents, employers, other? ¹⁶⁴	by region		
	A4.1.4. Do families rely on their children for their subsistence? ¹⁶⁵	by region		
	A4.1.5. Are there special measures to include child labourers in education and find solutions for them and their families? Do schools in rural areas adapt their schedules during harvest seasons? ¹⁶⁶	by region		
	A4.1.6. Are non-formal forms of schooling available for child labourers? ¹⁶⁷	by region		Is there a monitoring body controlling whether minimum educational standards are met and that education conforms with human rights standards in non-formal schools? Is there an accreditation system? % Non-formal schools outside the formal regulatory system?

<p><i>A4.2. Child soldiers</i></p>	<p>A4.2.1. What is the legal minimum age of military recruitment? Is it the same as the legal maximum age of completion of compulsory education?¹⁶⁸</p> <p>A4.2.2. % Child soldiers¹⁶⁹</p> <p>A4.2.3. Is special education available to reintegrate demobilised child soldiers in the education system?¹⁷⁰</p> <p>A4.2.4. Is educational and vocational information and guidance given to demobilised child soldiers?¹⁷¹</p>	<p>by age by gender by region by income</p> <p>by region</p> <p>by region</p>		
<p><i>A4.3. Minorities</i></p>	<p>A4.3.1. % Minority schools¹⁷²</p> <p>A4.3.2. % Minority schools per minority group/% Population belonging to the minority group</p> <p>A4.3.3. % Teachers belonging to minority groups</p> <p>A4.3.4. % Teachers (not belonging to minority groups) trained in minority culture or languages</p> <p>A4.3.5. % Educational expenditure allocated to minority schools/Population belonging to minority groups¹⁷³</p> <p>A4.3.6. Can minority schools apply for financial support from the state?¹⁷⁴</p> <p>A4.3.7. Are school programmes sufficiently adapted to the needs of minorities? Is education given in the language of the minority concerned? Do schools provide for specific accommodation for religious groups? Do school programmes take into account the cultural particularities of indigenous people?¹⁷⁵</p> <p>A4.3.8. Is the state taking steps to encourage the identification of children belonging to minority groups not currently in education, to encourage their school attendance and to reduce their drop-out rates?¹⁷⁶</p> <p>A4.3.9. Are there mobile schools for children of nomads?¹⁷⁷</p>	<p>by primary/ secondary level by region</p> <p>by primary/ secondary level by region</p> <p>by primary/ secondary level by region</p> <p>by primary/ secondary level by region</p> <p>by primary/ secondary level by region</p> <p>by minority by primary/ secondary level by public/private by region</p> <p>by region by urban/rural</p> <p>by primary/ secondary level</p>	<p>Can parents, children and community leaders belonging to minorities contribute to ensuring that education takes their needs taken into account?</p>	<p>Is there a monitoring body controlling whether minimum educational standards are met in and that education conforms with human rights standards in minority schools? Is there an accreditation system? % Minority schools outside the formal regulatory system?</p>
<p><i>A4.4. Persons with disabilities</i></p>	<p>A4.4.1. Disabled children enrolled in mainstream schools (by disability)¹⁷⁸</p>	<p>by primary/ secondary/tertiary level by gender by region by rural/urban by minority by income</p>		

	<p>A4.4.2. Are reasonable accommodation measures available for disabled children in mainstream schools?¹⁷⁹</p> <p>A4.4.3. % Teachers in mainstream schools trained in: Braille/sign language, other formats of communication/Total number of teachers¹⁸⁰</p> <p>A4.4.4. Do teachers in mainstream schools receive special support? Do their working conditions (eg. number of hours, teacher/pupil ratio) allow them to help disabled children to integrate into classes? (indicator proposed by Bill)¹⁸¹</p> <p>A4.4.5. % Disabled children enrolled in special schools (by disability)¹⁸²</p> <p>A4.4.6. Are strict conditions set for sending children to special schools?¹⁸³</p> <p>A4.4.7. Tuition fees for special schools¹⁸⁴</p> <p>A4.4.8. Indirect costs for special schooling: special teaching material, coaching classes, extra teachers, other¹⁸⁵</p> <p>A4.4.9. % Household expenditure on special education¹⁸⁶</p> <p>A4.4.10. Are subsidies available for parents of disabled children?¹⁸⁷</p> <p>A4.4.11. Is educational and vocational information and guidance given to disabled children?¹⁸⁸</p>	<p>by primary/ secondary/tertiary level by region by rural/urban</p> <p>by primary/ secondary/tertiary level by region by rural/urban</p> <p>by primary/ secondary/tertiary level by region by rural/urban</p> <p>by primary/ secondary/tertiary level by region</p> <p>by primary/ secondary level by region by rural/urban by public/private</p> <p>by primary/ secondary level by region by rural/urban by public/private</p> <p>by primary/ secondary level by region by public/private</p> <p>by primary/ secondary level by income</p> <p>by region</p>		<p>Is a monitoring body controlling whether schools meet the conditions for sending children to special schools? Can parents and children complain about decisions to send their children to these schools before an independent body? Does the monitoring body control whether minimum educational standards are met and that education conforms with human rights standards in special schools? Is there an accreditation system? % Special schools outside the formal regulatory system?</p>
<p>A4.5. Prisoners</p>	<p>A4.5.1. Do imprisoned children of compulsory school age receive education integrated with the education system?¹⁸⁹</p> <p>A4.5.2. Have imprisoned children above the compulsory school age access to education? Do they receive literacy courses?¹⁹⁰</p> <p>A4.5.3. Is educational and vocational information and guidance given to imprisoned children?¹⁹¹</p> <p>A4.5.4. Have adult prisoners access to education?¹⁹²</p> <p>A4.5.5. Are there libraries in prisons?¹⁹³</p>	<p>by gender</p> <p>by gender</p> <p>by gender</p> <p>by gender</p> <p>by gender</p>		

A5.6 <i>Armed Conflict</i>	<p>A5.6.1. Is children's education ensured by the occupying power?¹⁹⁴</p> <p>A5.6.2. Are children prisoner-of-war given the means to pursue their educational activities?¹⁹⁵</p>			
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¹ Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child.

² Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child. Linked to: Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability), Economic obstacles (Accessibility).

³ Article 13 (2) (a), ICESCR; Article 28 (1) (a), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3) (a), Protocol of San Salvador; Article 11 (3) (a), African Charter on the Rights and Welfare of the Child. Linked to: Primary education (Availability).

⁴ Article 5 (e) (v), ICERD; Article 10 (b), CEDAW; Article 24 (1), CRPD; Article 12 (1) (a), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa. Linked to: Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility).

⁵ Article 13 (4), ICESCR; Article 29 (2), CRC; Article 13 (5), Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child. Linked to: Private schools (Availability), Religion (Acceptability), Minorities (Adaptability).

⁶ Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child. Linked to: Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability), Economic obstacles (Accessibility).

⁷ Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child. Linked to: Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability), Economic obstacles (Accessibility).

⁸ Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child. Linked to: Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability), Economic obstacles (Accessibility).

⁹ Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child. Linked to: Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability), Economic obstacles (Accessibility).

¹⁰ Article 14, ICESCR. Linked to: Primary education (Availability).

¹¹ Article 14, ICESCR; Article 28 (1) (e), CRC; Article 17 (2), (Revised) European Social Charter; Article 11 (3) (d), African Charter on the Rights and Welfare of the Child. Linked to: Primary education (Availability), Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility), Child labour, Child soldiers, Minorities, Disability and Prisoners (Adaptability).

¹² Article 14, ICESCR; Article 28 (1) (e), CRC; Article 17 (2), (Revised) European Social Charter; Article 11 (3) (d), African Charter on the Rights and Welfare of the Child. Linked to: Primary education (Availability), Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility), Child labour, Child soldiers, Minorities, Disability and Prisoners (Adaptability).

¹³ Article 14, ICESCR. Linked to: Primary education (Availability).

¹⁴ Article 14, ICESCR.

¹⁵ Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child. Linked to: Skills, Tolerance, Qualification of teachers, Gender, Discipline, Religion and Language (Acceptability).

¹⁶ Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child. Linked to: Skills, Tolerance, Qualification of teachers, Gender, Discipline, Religion and Language (Acceptability).

¹⁷ Article 13 (1), ICESCR; Article 29 (1), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child. Linked to: Skills, Tolerance, Qualification of teachers, Gender, Discipline, Religion and Language (Acceptability).

¹⁸ Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child.

¹⁹ Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child; Principle 3 (a) and (b), Paris Principles.

²⁰ Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child.

²¹ Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child.

²² Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child.

²³ Article 2 (1), ICESCR; Articles 4 and 28 (3), CRC.

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- ¹⁰⁴ Article 13 (2) (c) and (e), ICESCR; Article 28 (1) (c), CRC; Article 10 (d), CEDAW; Article 11 (3) (e), African Charter on the Rights and Welfare of the Child; Article 12 (1) (a), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa. Linked to: Private schools (Availability).
- ¹⁰⁵ Article 13 (2) (c), ICESCR; Article 28 (1) (c), CRC; Article 13 (3) (c), Protocol of San Salvador; Article 11 (3) (c), African Charter on the Rights and Welfare of the Child.
- ¹⁰⁶ Article 13 (2) (c), ICESCR; Article 28 (1) (c), CRC; Article 13 (3) (c), Protocol of San Salvador; Article 11 (3) (c), African Charter on the Rights and Welfare of the Child. Linked to: Tertiary education and Private schools (Availability).
- ¹⁰⁷ Article 13 (2) (d), ICESCR; Article 28 (1) (d), CRC; Article 13 (3) (d), Protocol of San Salvador. Tertiary education and Private schools (Availability).
- ¹⁰⁸ Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child. Linked to: Primary education, Secondary education (including training and vocational education), Tertiary education (Availability).
- ¹⁰⁹ Article 28 (1) (d), CRC.
- ¹¹⁰ Article 30 CRW; Article 22, Convention relating to the Status of Refugees. Linked to: Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability).
- ¹¹¹ Article 30 CRW; Article 22, Convention relating to the Status of Refugees. Linked to: Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability).
- ¹¹² Article 30 CRW; Article 22, Convention relating to the Status of Refugees. Linked to: Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability).
- ¹¹³ Article 30 CRW; Article 22, Convention relating to the Status of Refugees. Linked to: Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability).
- ¹¹⁴ Article 13 (2), ICESCR; Article 28 (1), CRC. Linked to: Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability).
- ¹¹⁵ Article 13 (2), ICESCR; Article 28 (1), CRC. Linked to: Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability).
- ¹¹⁶ Article 10 (a), CEDAW; Article 12 (1) (a), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa. Linked to: Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability); Gender (Acceptability).
- ¹¹⁷ Article 10 (a), CEDAW; Article 11 (3) (e), African Charter on the Rights and Welfare of the Child; Article 12 (1) (a), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa. Linked to: Linked to: Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability), Economic obstacles (Accessibility), Gender (Acceptability).
- ¹¹⁸ Article 10 (a), CEDAW; Article 12 (1) (a), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa. Linked to: Linked to: Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability), Gender (Acceptability).
- ¹¹⁹ Article 28 (1) (e); Article 10 (f), CEDAW; Article 12 (2) (c), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa. Linked to: Linked to: Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability), Gender (Acceptability).
- ¹²⁰ Article 10 (a), CEDAW; Article 12 (1) (a), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa. Linked to: Linked to: Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability), Gender (Acceptability).
- ¹²¹ Article 10 (a), CEDAW; Article 12 (1) (a), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa. Linked to: Linked to: Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability), Gender (Acceptability).
- ¹²² Article 10 (a), CEDAW; Article 12 (1) (a), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa. Linked to: Monitoring (Governance Framework), Gender obstacles (Accessibility).
- ¹²³ Article 26, ICCPR; Article 30, CRC; Article 14 (2), Framework Convention for the Protection of National Minorities. Linked to: Minorities (Adaptability).
- ¹²⁴ Article 13 (3), ICESCR Article 18 (4), ICCPR; Article 2, Protocol 1 to the European Convention on Human Rights; Article 13 (4), Protocol of San Salvador; Article 11 (4), African Charter on the Rights and Welfare of the Child. Linked to: Tolerance (Acceptability), Minorities (Adaptability).
- ¹²⁵ Article 20, ICCPR. Linked to Tolerance (Acceptability), Minorities (Adaptability).
- ¹²⁶ Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child. Linked to: Primary education and Secondary education (including training and vocational education)(Availability).
- ¹²⁷ Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child. Linked to: Primary education and Secondary education (including training and vocational education)(Availability).
- ¹²⁸ Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child. Linked to: Primary education and Secondary education (including training and vocational education) (Availability).
- ¹²⁹ Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child. Linked to: Primary education and Secondary education (including training and vocational education) (Availability).

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- ¹⁵¹ Article 28 (2), CRC; Article 10 (a), CEDAW; Article 11 (6), African Charter on the Rights and Welfare of the Child. Linked to: Monitoring (Governance Framework), Gender obstacles (Accessibility).
- ¹⁵² Article 28 (2), CRC; Article 7, ICCPR; Article 11 (5), African Charter on the Rights and Welfare of the Child. Linked to: Monitoring (Governance Framework), Qualification of teachers (Acceptability).
- ¹⁵³ Article 13 (3), ICESCR; Article 2, Protocol 1 to the European Convention on Human Rights; Article 13 (4), Protocol of San Salvador; Article 11 (4), African Charter on the Rights and Welfare of the Child. Linked to: Private schools (Availability), Minorities (Adaptability).
- ¹⁵⁴ Article 13 (3), ICESCR; Article 2, Protocol 1 to the European Convention on Human Rights; Article 13 (4), Protocol of San Salvador; Article 11 (4), African Charter on the Rights and Welfare of the Child. Linked to: Private schools (Availability), Minorities (Adaptability).
- ¹⁵⁵ Article 13 (3), ICESCR; Article 18 (4), ICCPR; Article 2, Protocol 1 to the European Convention on Human Rights; Article 13 (4), Protocol of San Salvador; Article 11 (4), African Charter on the Rights and Welfare of the Child. Linked to: Private schools (Availability), Tolerance (Acceptability), Minorities (Adaptability).
- ¹⁵⁶ Article 13 (3), ICESCR Article 18 (4), ICCPR; Article 2, Protocol 1 to the European Convention on Human Rights; Article 13 (4), Protocol of San Salvador; Article 11 (4), African Charter on the Rights and Welfare of the Child. Linked to: Private schools (Availability), Tolerance (Acceptability), Minorities (Adaptability).
- ¹⁵⁷ Article 13 (3), ICESCR Article 18 (4), ICCPR; Article 2, Protocol 1 to the European Convention on Human Rights; Article 13 (4), Protocol of San Salvador; Article 11 (4), African Charter on the Rights and Welfare of the Child. Linked to: Private schools (Availability), Tolerance (Acceptability), Minorities (Adaptability).
- ¹⁵⁸ Article 14 (2), Framework Convention for the Protection of National Minorities. Linked to: Minorities (Adaptability).
- ¹⁵⁹ Article 26, ICCPR; Article 30, CRC; Article 14 (2), Framework Convention for the Protection of National Minorities. Linked to: Minorities (Adaptability).
- ¹⁶⁰ Article 26, ICCPR; Article 30, CRC; Article 14 (2), Framework Convention for the Protection of National Minorities. Linked to: Minorities (Adaptability).
- ¹⁶¹ Article 26, ICCPR; Article 30, CRC; Article 14 (2), Framework Convention for the Protection of National Minorities. Linked to: Minorities (Adaptability).
- ¹⁶² ILO Minimum Age Convention; Articles 7 (3), (Revised) European Social Charter; Article 7 (f), Protocol of San Salvador. Linked to: Economic obstacles (Accessibility).
- ¹⁶³ ILO Minimum Age Convention; Articles 7 (3), (Revised) European Social Charter; Article 7 (f), Protocol of San Salvador. Linked to: Economic obstacles (Accessibility).
- ¹⁶⁴ Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child. Linked to: Economic obstacles (Accessibility).
- ¹⁶⁵ Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child. Linked to: Economic obstacles (Accessibility).
- ¹⁶⁶ Article 28 (1) (e), CRC; Article 11 (3) (d), African Charter on the Rights and Welfare of the Child. Linked to: Economic obstacles (Accessibility).
- ¹⁶⁷ Article 28 (1) (e), CRC; Article 11 (3) (d), African Charter on the Rights and Welfare of the Child. Linked to: Economic obstacles (Accessibility).
- ¹⁶⁸ Article 13 (2), ICESCR; Articles 28 (1), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child.
- ¹⁶⁹ Article 13 (2), ICESCR; Articles 28 (1) and 38 (2), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child; Optional Protocol on the involvement of children in armed conflict.
- ¹⁷⁰ Article 28 (1) (e), CRC; Article 11 (3) (d), African Charter on the Rights and Welfare of the Child.
- ¹⁷¹ Article 28 (1) (d), CRC; Linked to: Educational and vocational information and guidance (Availability).
- ¹⁷² Article 13 (4), ICESCR; Article 29 (2), CRC; Article 13 (5), Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child. Linked to: Private schools (Availability), Religion and Language (Acceptability).
- ¹⁷³ Article 13 (4), ICESCR; Article 29 (2), CRC; Article 13 (5), Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child. Linked to: Private schools (Availability), Religion and Language (Acceptability).
- ¹⁷⁴ Article 13 (4), ICESCR; Article 29 (2), CRC; Article 13 (5), Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child. Linked to: Private schools (Availability), Religion and Language (Acceptability).
- ¹⁷⁵ Article 14 (2), Framework Convention for the Protection of National Minorities; Article 14, Declaration on the Rights of Indigenous Peoples. Linked to: Language (Acceptability), Religion and Language (Acceptability).
- ¹⁷⁶ Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child
- ¹⁷⁷ Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child.
- ¹⁷⁸ Article 24 (2), CRPD.
- ¹⁷⁹ Article 24 (2) (c) and (5), CRPD.
- ¹⁸⁰ Article 24 (4), CRPD. Linked to: Qualification of teachers (Acceptability).
- ¹⁸¹ Article 24 (4), CRPD. Linked to: Qualification of teachers (Acceptability).
- ¹⁸² Article 24 (2), CRPD.
- ¹⁸³ Article 24 (2), CRPD.
- ¹⁸⁴ Article 13 (2), ICESCR; Article 28 (1), CRC; Article 12 (2) (b), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa. Linked to: Economic obstacles (Accessibility).

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- ¹⁸⁵ Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child. Linked to: Economic obstacles (Accessibility).
- ¹⁸⁶ Article 13 (2), ICESCR; Article 28 (1), CRC; Article 12 (2) (b), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa. Linked to: Economic obstacles (Accessibility).
- ¹⁸⁷ Article 13 (2), ICESCR; Article 28 (1), CRC; Article 12 (2) (b), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa. Linked to: Economic obstacles (Accessibility).
- ¹⁸⁸ Article 28 (1) (d), CRC; Linked to: Educational and vocational information and guidance (Availability).
- ¹⁸⁹ Rule 38, Rules for the Protection of Juveniles Deprived of their Liberty; Article 10 (3), ICCPR.
- ¹⁹⁰ Rule 39, Rules for the Protection of Juveniles Deprived of their Liberty; Article 77 (1), Standard Minimum Rules for the Treatment of Prisoners; Article 10 (3), ICCPR.
- ¹⁹¹ Article 28 (1) (d), CRC; Article 10 (3), ICCPR. Linked to: Educational and vocational information and guidance (Availability).
- ¹⁹² Article 77 (1), Standard Minimum Rules for the Treatment of Prisoners.
- ¹⁹³ Article 40, Standard Minimum Rules for the Treatment of Prisoners.
- ¹⁹⁴ Article 50 (1), Geneva Convention relative to the Protection of Civilian Persons in Time of War.
- ¹⁹⁵ Article 38 (1), Geneva Convention Relative to the Treatment of Prisoners of War.