

Right to Education Project Monitoring Guide

UCL Institute of Education

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RIGHT TO EDUCATION PROJECT
promoting mobilisation and accountability

Why monitor the right to education?

- Education is a human right!
- States have committed to the right to education
- Measure both the enjoyment of the right to education (outcome indicators) and States' fulfilment of their human rights obligations (structural and process indicators)
- Right to education indicators are based on international human rights law and can be used to gather credible evidence of human rights issues and violations
- Accountability

Every single country faces education issues. There are 124 million primary and secondary school aged children out-of-school; a quarter of all children living in conflicts unable to access education. Even in the UK there are real concerns: eg, the Ministry for Education has failed to regulate and close down illegal schools which practice indoctrination and corporal punishment. These issues need to be understood and analysed in order to be addressed. They need to be monitored.

So why use a human rights-based approach? Because some education issues are human rights issues! Every country has ratified at least one hr treaty guaranteeing the right to education and the majority of countries protect the right to education in their constitutions.

States have committed to implementing the right to education. This means there is an existing legal framework that sets forth the normative content of the right to education and State's corresponding legal obligations regarding this content. By using human rights law we can identify violations and problems and hold States to account for the commitments they have made.

Indicators play a key role as they allow us to measure this dynamic: We can measure enjoyment of the right to education by rights-holders using outcome indicators and State efforts using structural and process indicators. Human rights indicators allow us to gather relevant, revealing, and credible evidence, which we can then use to understand and address human rights concerns.

Aims of the Guide

- To demystify and simplify the monitoring process
- Users: civil society organisations, academics, States, international organisations, and donor agencies
- Uses: parallel reporting, reporting to human rights commissions, influencing education sector plans, sector reviews, and school-level advocacy

We have developed the Guide and Tool to demystify and simplify the monitoring process and help all those engaging in education advocacy to gather credible and relevant evidence using human rights indicators which can then be used as a basis upon which to advocate for change, in line with human rights law and principles.

The Guide and Tool can be used by various stakeholders: academics, donor agencies, international orgs, States but mainly they have been developed for civil society.

Can be used for: paralleling reporting, reporting to human rights commissions, influencing education sector plans, reviewing progress, sector reviews, but also at the school and community level to assess the rte in schools and lobby local level actors eg PTAs for change.



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NEW PAGE - JUSTICIABILITY

The role of courts in enforcing the right to education

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www.right-to-education.org/monitoring



Created a website to house the Guide and Tool.

Dynamic and user-friendly, especially for those in the field.

Most importantly: Updateable. Not stuck in time. Flexible tool which can adjust to monitoring needs.

www.right-to-education.org/monitoring

Introduction

- Why use the Monitoring Guide?
- Who should use the Guide?
- What are the special features of the Guide?
- How to use the Guide
- Notes on using the Guide

Step 1: Plan & Focus

- 1.1 The need for a clear focus
- 1.2 Criteria for deciding your focus
- 1.3 Categories of education
- 1.4 Assess your capacities and identify partners

Step 2: Identify Deprivations & Inequalities in Education

- 2.1 Select outcome indicators
- 2.2 Gather outcome data
- 2.3 Compare outcome indicators with benchmarks
- 2.4 Interpret data

4.1 MONITOR RESOURCE ALLOCATION

This step will help you assess whether the policy failures you identified in Step 3 are a result of inadequate financing. This will further strengthen your case that the deprivation or inequality you have identified is avoidable.

Firstly, the connection between education financing and the right to education will be explained. You will then be introduced to the three most important expenditure and resource allocation ratios that measure States' efforts with regard to the fulfilment of the right to education. Lastly, you be guided on how to interpret the data you gather for these ratios when compared to relevant benchmarks.

The role of education and resource allocation ratios in monitoring the right to education

States are subject to different types of obligations regarding the right to education, one of which is to **take** appropriate financial measures.

Given that all human rights impose positive obligations, it is unthinkable that the obligations the right to education entails can be met without financial resources. However, as explained in *What to monitor?*, international human rights law acknowledges that the full realisation of the right to education is not immediately achievable due to resource constraints and instead imposes an obligation to **progressively realise** certain aspects of the right to education according to **maximum available resources**, although it should be stressed that some aspects of the right to education impose obligations of immediate effect.

Obligations of immediate effect are unqualified and not limited by other considerations. Vis-à-vis the right to education obligations of immediate effect include:

- Ensure the right to education is exercised free from discrimination of any kind.

ADDITIONAL INFORMATION: APPROPRIATE FINANCIAL MEASURES

See Article 2(1) of the International Covenant on Economic, Social and Cultural Rights (1966) and the Committee on Economic, Social and Cultural Rights (1990) General Comment 3: The Nature of States Parties' Obligations (Art.2, Para.1), Para. 7.

[View full size](#)

One of the ways we have made the guide easy to use: Instead of footnotes where you are drawn away from the content, we present ancillary content, that is, examples, additional information, further guidance, indicators, and glossary terms in a window on the right-hand side of the screen. Each type of ancillary content is denoted by a different icon, which you simply click.

Indicators Selection Tool

The screenshot displays the 'Indicators Selection Tool' interface. At the top, there are five filter categories, each with a list of indicators and their counts:

- 1. Levels and Types of Education** (12)
 - Primary (12)
 - Secondary (12)
 - Vocational Education (12)
 - Higher Education (12)
 - Adult Education (12)
- 2. Types of Indicator** (12)
 - Outcome Indicators (12)
 - Structural Indicators (12)
 - Process Indicators (12)
- 3. Areas of Focus** (12)
 - Quality of Education (12)
 - School Safety and Violence (12)
 - Learning Outcomes (12)
 - School Infrastructure (12)
 - Teachers (12)
 - Learning Material (12)
 - Content of Education (12)
 - Access to Education (12)
 - Administrative Accessibility (12)
 - Economic Accessibility (12)
 - Physical Accessibility (12)
 - Free Education (12)
 - Educational Freedom/Private Education (12)
- 4. Marginalised groups** (12)
 - Women and Girls (12)
 - Indigenous Peoples and Minorities (12)
 - Persons with Disabilities (12)
 - Persons with HIV/AIDS (12)
 - Migrants, Refugees and IDPs (12)
 - Persons in Detention (12)
 - Persons Living in Poverty (12)
 - Child Labourers (12)
- 5. Contexts** (12)
 - Armed Conflict (Including Child Soldiers) (12)
 - Natural Disasters (12)

Below the filters, there is a section titled 'SHOWING 153 RESULTS'. It includes three buttons: 'EXPAND ALL', 'COLLAPSE ALL', and 'RESET ALL FILTERS'. To the right of these buttons are icons for printing, saving, and sharing. Below this section, there is a list of five selected indicators, each with a radio button and a label:

- ☒ Primary net enrolment rate (%)
- ☒ Gross enrolment ratio (GER) (%)
- ☒ Out-of-school children rate
- ☒ Primary completion rate (%)
- ☒ Enrolment in technical/vocational education programmes as a percentage of total secondary enrolment

The monitoring site comprises 2 parts: the guide and the indicators selection tool.

IST is novel and is the first tool of its kind.

Rationale: Difficult to know which indicators to select. Many indicators. Assessing the right to education and knowing what data to look at isn't simple.

The Tool has been created to select relevant right to education indicators to monitor the issue at hand. But when used in conjunction with the guide, together they provide a way to systematically monitor the right to education. The guide shows users how to use the tool and how to select relevant indicators for which to collect data.

The tool has 6 criteria (go through criteria). You make selections based on what's relevant to your monitoring project. As you make selections, the tool gets rid of indicators not relevant to your topic.

Indicators Selection Tool

SHOWING 153 RESULTS

EXPAND ALL

COLLAPSE ALL

RESET ALL FILTERS



Primary net enrolment rate (%)

Net enrolment rate is the number of children of official school age (based on the International Standard Classification of Education 1997) who are enrolled in school as a percentage of the population of the corresponding official school age

Comments:

A high net enrolment rate (NER) denotes a high degree of enrolment in education by the official school-age population. NERs below 100% provide a measure of the proportion of primary school age children who are not enrolled at the primary level. This difference does not necessarily indicate the percentage of students who are not enrolled at all in education, since some children may be enrolled at other levels of education. When the NER is compared with the gross enrolment ratio (GER) the difference between the two ratios highlights the incidence of under-aged and over-aged enrolment. The data for this indicator should be disaggregated to measure relative enjoyment across and between groups, for example boys compared to girls, persons with disabilities compared to the general population and those living in different regions of the country. Inequalities in enjoyment may constitute discrimination (Source: Sustainable Development Knowledge Platform, *Net Enrolment Rate in Primary Education*)

Available data:

Edstats (SEARCH: Series > Topics > Primary > Enrolment Rates)

Levels of disaggregation:

Gender, Income, Minority, Region, Urban/Rural, Minority, Persons with Disabilities, Persons with HIV/AIDS, Migrants, Refugees and IDPs, Persons in Detention, Child Labourers, Child Soldiers, Public/Private

Human Rights Standards:

Article 13 (2) (a), International Covenant on Economic, Social and Cultural Rights; Article 28 (1) (a), Convention on the Rights of the Child; 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; Article 41 (2), Arab Charter

Tags: Armed Conflict (Including Child Soldiers), Natural Disasters, Access to Education, Free Education, Educational Freedom/Private Education, Primary, Women and Girls, Indigenous Peoples and Minorities, Persons with Disabilities, Persons with HIV/AIDS, Migrants, Refugees and IDPs, Persons in Detention, Persons Living in Poverty, Child Labourers, Outcome Indicators

For each indicator relevant information is provided, such as: definition, comments on interpretation, basis in international human rights law, available data, and suggested levels of disaggregation.

Content of the Guide

1 Plan & Focus



2 Identify Deprivations & Inequalities in Education



3 Analyse Education Laws & Policies & Their Implementation



4 Analyse the Use of Resources for Education



5 Examine Policy Processes



6 Report Writing & Advocacy

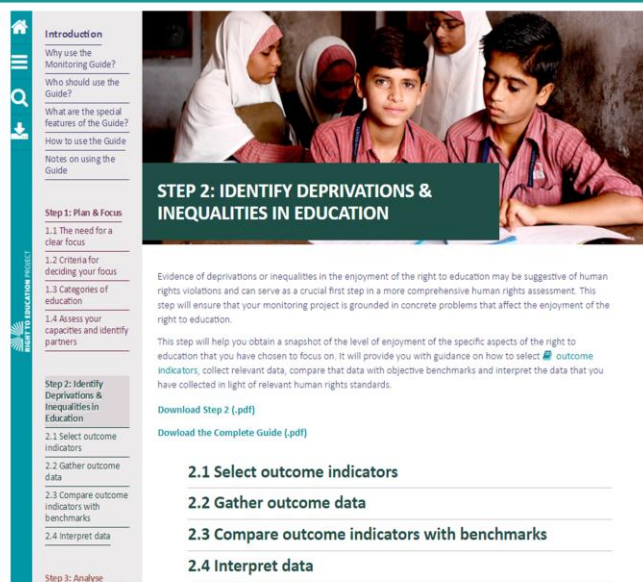


Seven steps.

Introduction which provides important information and concepts used in the guide: international legal framework inc the normative content of the RTE, the nature of States obligations, the types of indicators used.

Step 1 helps users determine the focus of their monitoring project, as well as the practical things they will need to consider.

Step 2: Identify Deprivations & Inequalities in Education



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Step 2: Identify Deprivations & Inequalities in Education

- 2.1 Select outcome indicators
- 2.2 Gather outcome data
- 2.3 Compare outcome indicators with benchmarks
- 2.4 Interpret data

Step 3: Analyse

STEP 2: IDENTIFY DEPRIVATIONS & INEQUALITIES IN EDUCATION

Evidence of deprivations or inequalities in the enjoyment of the right to education may be suggestive of human rights violations and can serve as a crucial first step in a more comprehensive human rights assessment. This step will ensure that your monitoring project is grounded in concrete problems that affect the enjoyment of the right to education.

This step will help you obtain a snapshot of the level of enjoyment of the specific aspects of the right to education that you have chosen to focus on. It will provide you with guidance on how to select [outcome indicators](#), collect relevant data, compare that data with objective benchmarks and interpret the data that you have collected in light of relevant human rights standards.

[Download Step 2 \(.pdf\)](#)

[Download the Complete Guide \(.pdf\)](#)

The first step to showing a violation or a human rights issue is to identify deprivations and inequalities in the enjoyment of the right to education. For example, do boys and girls enjoy the same level of access to education?

To measure this, users are introduced to outcome indicators. Outcome indicators measure enjoyment of the right to education from the perspective of the right-holder, that is, they measure the impact of state efforts to implement the right to education.

Step 2: Identify Deprivations & Inequalities in Education

1. Levels and Types of Education

- ☐ Pre-primary (2)
- ☒ Primary (2)
- ☐ Vocational Education (2)
- ☐ Higher Education (2)
- ☐ Adult Education (2)

2. Types of Indicator

- ☒ Outcome indicators (2)
- ☐ Structural indicators (2)
- ☐ Process indicators (2)

3. Areas of Focus

- ☐ Quality of Education (6)
- ☐ School safety and violence (2)
- ☐ Learning Outcomes (7)
- ☐ School Infrastructure (2)
- ☐ Teachers (2)
- ☐ Learning Inequality (2)
- ☐ Content of Education (2)
- ☒ Access to Education (2)
- ☐ Administrative Accessibility (2)
- ☐ Economic Accessibility (2)
- ☐ Physical Accessibility (2)
- ☐ Free Education (7)
- ☐ Educational Inequality/Private Education (12)

4. Marginalized groups

- ☒ Women and girls (2)
- ☐ Indigenous Peoples and minorities (2)
- ☐ Persons with Disabilities (2)
- ☐ Persons with HIV/AIDS (7)
- ☐ Migrants, Refugees and IDPs (2)
- ☐ Persons in Detention (2)
- ☐ Persons living in Poverty (2)
- ☐ Child labourers (2)

5. Contexts

- ☐ Armed Conflict (including Child Soldiers) (2)
- ☐ Natural Disasters (2)
- ☐ Policy Processes and Governance (2)
- ☐ Transparency (2)
- ☐ Participation (2)
- ☐ Accountability (2)
- ☐ Decentralization (2)
- ☐ Education Financing (2)

SHOWING 8 RESULTS

[EXPAND ALL](#) [COLLAPSE ALL](#) [RESET ALL FILTERS](#)

- ☒ Primary net enrolment rate (%)
- ☐ Gross enrolment ratio (GER) (%)
- ☐ Out-of-school children rate
- ☐ Primary completion rate (%)
- ☐ Enrolment in technical/vocational education programmes as a percentage of total secondary enrolment
- ☐ Secondary completion rate (%)

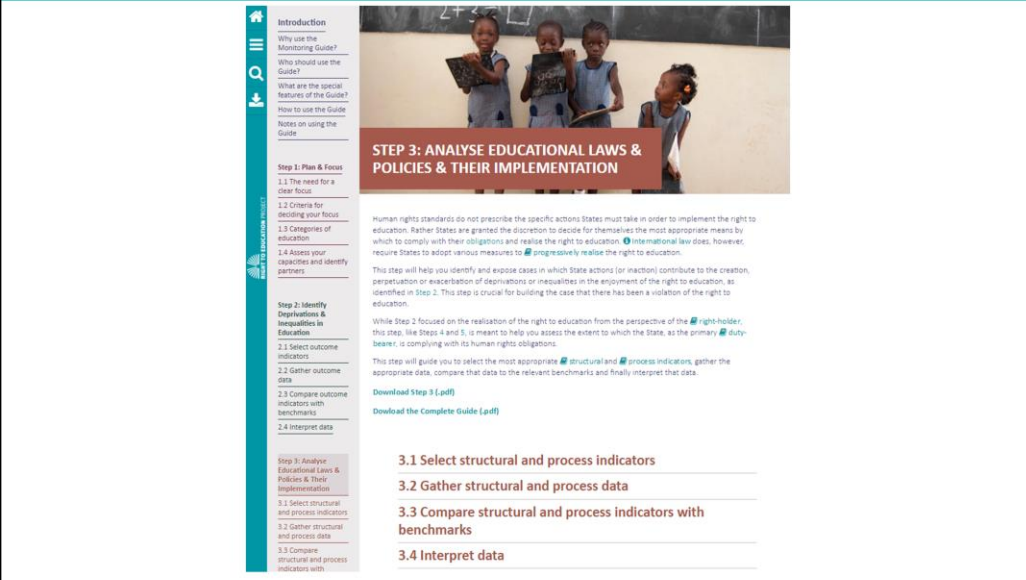
Select the criteria relevant to your monitoring project.

Let's take an example: Monitoring girls' access to basic education in Tanzania. Given 8 indicators.

One important indicator: Out-of-school rate: in Tanzania: 47% girls out-of-school; 38% boys. Disaggregated by rurality: 51% girls; 35% boys.

Guide then directs users how to collect data, benchmark and interpret that data in light of hr obligations.

Step 3: Analyse Educational Laws & Policies & Their Implementation



Introduction

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Step 2: Identify Deprivations & Inequalities in Education

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- 2.2 Gather outcome data
- 2.3 Compare outcome indicators with benchmarks
- 2.4 Interpret data

Step 3: Analyse Educational Laws & Policies & Their Implementation

- 3.1 Select structural and process indicators
- 3.2 Gather structural and process data
- 3.3 Compare structural and process indicators with benchmarks
- 3.4 Interpret data

STEP 3: ANALYSE EDUCATIONAL LAWS & POLICIES & THEIR IMPLEMENTATION

Human rights standards do not prescribe the specific actions States must take in order to implement the right to education. Rather States are granted the discretion to decide for themselves the most appropriate means by which to comply with their obligations and realise the right to education. International law does, however, require States to adopt various measures to progressively realise the right to education.

This step will help you identify and expose cases in which State actions (or inaction) contribute to the creation, perpetuation or exacerbation of deprivations or inequalities in the enjoyment of the right to education, as identified in Step 2. This step is crucial for building the case that there has been a violation of the right to education.

While Step 2 focused on the realisation of the right to education from the perspective of the right-holder, this step, like Steps 4 and 5, is meant to help you assess the extent to which the State, as the primary duty-bearer, is complying with its human rights obligations.

This step will guide you to select the most appropriate structural and process indicators, gather the appropriate data, compare that data to the relevant benchmarks and finally interpret that data.

[Download Step 3 \(pdf\)](#)

[Download the Complete Guide \(pdf\)](#)

Then need to link State actions (or inaction) that contribute to the creation, perpetuation, or exacerbation of deprivations or inequalities in the enjoyment of the right to education, as determined in step 2.

Need to determine, to what extent the State is complying with its human rights obligations.

Two types of indicators: structural and process

Use structural indicators to assess the commitment of the State to the right to education. The extent to which the State's domestic legal environment is aligned with international hr law.

Process indicators measure States' efforts to transform its commitments into greater enjoyment of the RTE. They are used to assess the quality, appropriateness, effectiveness and efficiency of education laws and policies and their implementation, as well as education inputs, such as teachers, textbooks and resources dedicated to education.

Step 3: Analyse Educational Laws & Policies & Their Implementation

1. Levels and Types of Education

- ☐ Pre-Primary (0)
- ☐ Primary (0)
- ☐ Secondary (0)
- ☐ Vocational Education (0)
- ☐ Higher Education (0)
- ☐ Adult Education (0)

2. Types of Indicator

- ☒ Structural Indicators (0)
- ☐ Outcome Indicators (0)
- ☐ Process Indicators (0)

3. Areas of Focus

- ☒ Access to Education
 - ☐ Administrative Accessibility (0)
 - ☐ Economic Accessibility (0)
 - ☐ Physical Accessibility (0)
- ☐ Quality of Education (0)
 - ☐ School Safety and Violence (0)
 - ☐ Learning Outcomes (0)
 - ☐ School Infrastructure (0)
 - ☐ Teachers (0)
 - ☐ Learning Material (0)
 - ☐ Content of Education (0)
- ☐ Free Education (0)
- ☐ Educational Freedom/Private Education (0)

4. Marginalised groups

- ☒ Women and Girls
- ☐ Indigenous Peoples and Minorities (0)
- ☐ Persons with Disabilities (0)
- ☐ Persons with HIV/AIDS (0)
- ☐ Migrants, Refugees and IDPs (0)
- ☐ Persons in Detention (0)
- ☐ Persons Living in Poverty (0)
- ☐ Child Labourers (0)

5. Contexts

- ☐ Armed Conflict (Including Child Soldiers) (0)
- ☐ Natural Disasters (0)

Policy Processes and Governance

- ☐ Transparency (0)
- ☐ Participation (0)
- ☐ Accountability (0)
- ☐ Decentralisation (0)
- ☐ Education Financing (0)

SHOWING 5 RESULTS

[EXPAND ALL](#) [COLLAPSE ALL](#) [RESET ALL FILTERS](#)

[Print](#) [Download](#) [Share](#)

- ☒ Coverage of the right to education in the constitution or other forms of superior law
- ☐ Do domestic laws forbid discrimination in access to education?
- ☐ Is there legislation prohibiting child marriage?
- ☐ Is the expulsion of girls from school because of pregnancy or for having a baby explicitly forbidden in legislation?
- ☐ International human rights treaties relevant to the right to education of girls and women ratified by the State

Makes selections

So using the previous example of Tanzania one important indicator is 'Coverage of the right to education in the Constitution or other forms of higher law'. Important to look at whether the Constitution has an equality and non-discrimination clause, a right to education provision and whether it specifically protects the right to education of girls.

Another important indicator would be 'is there legislation prohibiting child marriage'.

In Tanzania the Constitution does have a non-dis clause, but it doesn't have an enforceable right to education clause, nor does it specifically protect the rte of girls.

In terms of min age leg on child marriage. The Law of the Child Act sets the legal minimum age of marriage at 18 for both boys and girls.

Step 3: Analyse Educational Laws & Policies & Their Implementation

SHOWING 9 RESULTS

EXPAND ALL COLLAPSE ALL RESET ALL FILTERS

Percentage of household expenditure on education

Is there a special funding system to ensure access to education for students from marginalised groups?

Is the State taking steps to identify out-of-school children, to encourage school attendance and to reduce drop-out rates?

Are there established mechanisms to enable parents, children and community leaders to contribute to the formulation and / or implementation of strategies to identify out-of-school children, to encourage school attendance and to reduce drop-out rates?

Are there any specific measures to ensure that previously out-of-school children remain in school?

Are there campaigns to convince parents to send their girls to school?

Gender pay gap

Number of reported incidents of child marriage

Number of reported incidents of girls expelled from schools because of pregnancy or having had a baby

Now want to do the same for process indicators.

Tanzania: 'Reported incidents of child marriage' – UN Pop fund – 37% of girls were married under the age of 18.

Follows same format as step 2: guidance on how to collect data, benchmark data and interpret that data in terms of the normative content of the rte.

The tool and guide help tell a clear human rights story Clear human rights story: By linking outcome data with structural and process data, we can see that there is inequality in the enjoyment of the right to education of girls, the constitution doesn't expressly protect the right to education of girls and although there is min age leg prohibiting child marriage- figures show that this law has not been properly implemented.

Step 4: Analyse the use of resources for education

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2.2 Gather outcome data
2.3 Compare outcome indicators with benchmarks
2.4 Interpret data

Step 3: Analyse Educational Laws & Policies & Their Implementation
3.1 Select structural and process indicators
3.2 Gather structural and process data

STEP 4: ANALYSE THE USE OF RESOURCES FOR EDUCATION

Budgets reflect governments' priorities. Without the **allocation** of resources, especially financial, States cannot realise the right to education. Specifically, States cannot meet their **minimum core obligations**, such as securing free and compulsory primary education for all, or the obligation to **progressively** realise certain aspects of the right to education, such as the progressive introduction of free secondary, vocational and higher education.

A lack of resources has grave effects on the enjoyment of the right to education because the lack of investment hinders the proper implementation and / or formulation of **education policies**. For instance, education policies that address lack of access and improving education quality often require the building of schools, the training of teachers, the distribution of textbooks and the inspection of schools.

Using a specific type of **process indicator**, this step will help you to analyse expenditure and resource allocation ratios, and to identify whether the policy failures you identified in Step 3 are a result of a State's failure to allocate the necessary resources for the realisation of the right to education.

This step will also help you monitor other finance-related factors, such as corruption, that may be affecting the realisation of the right to education.

[Download Step 4 \(.pdf\)](#)
[Download the Complete Guide \(.pdf\)](#)

- 4.1 Monitor resource allocation
- 4.2 Compare expenditure and resource allocation ratios with benchmarks
- 4.3 Analyse other financial issues

This step makes the link from policy failures and implementation gaps observed in the previous steps and inadequate financing.

Clear States can't meet their HRs obligations without resources. This step links resources to states legal obligations.

So taking our Tanzania example again: guaranteeing non-discrimination in access to education is a minimum core and immediate obligation of states. Lack of resources is not a justification for inaction, in fact resources must be prioritised when it comes to minimum core obligations.

Measure and assess using special type of process indicators – dedicated category in the Tool.

Guide then shows users how to benchmark data.

Corruption.

Step 5: Examine Policy Processes

The screenshot displays the 'Step 5: Examine Policy Processes' page. On the left is a vertical navigation menu with icons for home, search, and download, and a list of sections including Introduction, Step 1: Plan & Focus, Step 2: Identify Deprivations & Inequalities in Education, and Step 3: Analyse Educational Laws & Policies & Their Implementation. The main content area features a header image of people in traditional head coverings looking at documents, with the title 'STEP 5: EXAMINE POLICY PROCESSES' overlaid. Below the header, there is a paragraph explaining that monitoring the right to education involves assessing policy efforts and analyzing the extent to which the process of elaboration, implementation and evaluation of these policies has been undertaken in accordance with cross-cutting human rights principles, such as participation. It states that this step will help users assess, using a special category of process indicators, the compliance of their country with these procedural human rights principles throughout the policy cycle of the education policies they identified in Step 1. A note mentions that for a comprehensive and human rights-based monitoring exercise, it is necessary to examine both policy efforts and policy processes, and that if resources are limited, users may decide to forgo this step but should make this explicit in their report. Below this is a section titled 'Using the Indicators Selection Tool' which explains that the tool has an entire criterion devoted to policy processes and asks users to select the human rights principle (Accountability, Transparency or Participation) they wish to monitor under Policy Processes and Governance. It notes that when monitoring policy processes, users do not need to make selections for other criteria as this is a standalone criterion. A note provides guidance on using policy process indicators, referring to the relevant section below for specific guidance on each human rights principle. At the bottom, there are links to 'Download Step 5 (.pdf)' and 'Download the Complete Guide (.pdf)', followed by three sub-sections: '5.1 Accountability', '5.2 Transparency', and '5.3 Participation'.

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2.4 Interpret data

Step 3: Analyse Educational Laws & Policies & Their Implementation

3.1 Select structural and process indicators
3.2 Gather structural and process data
3.3 Compare structural and process indicators with benchmarks

STEP 5: EXAMINE POLICY PROCESSES

Monitoring the right to education involves not only assessing policy efforts but also analysing the extent to which the process of elaboration, implementation and evaluation of these policies has been undertaken in accordance with cross-cutting human rights principles, such as participation.

This step will help you assess, using a special category of **process indicators**, the compliance of your country with these procedural human rights principles throughout the **policy cycle** of the education policies you identified in Step 1.

For a comprehensive and human rights-based monitoring exercise, it is necessary to examine both policy efforts and policy processes. If you have limited resources you may decide to forgo this step but you should make this explicit in your report.

Using the Indicators Selection Tool

The **Indicators Selection Tool** has an entire criterion devoted to policy processes. Please select the human rights principle (**Accountability**, **Transparency** or **Participation**) you wish to monitor under **Policy Processes and Governance**.

When monitoring policy processes you do not need to make selections for the other criteria as this is a standalone criterion.

This step provides guidance for using policy process indicators. Please refer to the relevant section below for specific guidance on each human rights principle.

[Download Step 5 \(.pdf\)](#)
[Download the Complete Guide \(.pdf\)](#)

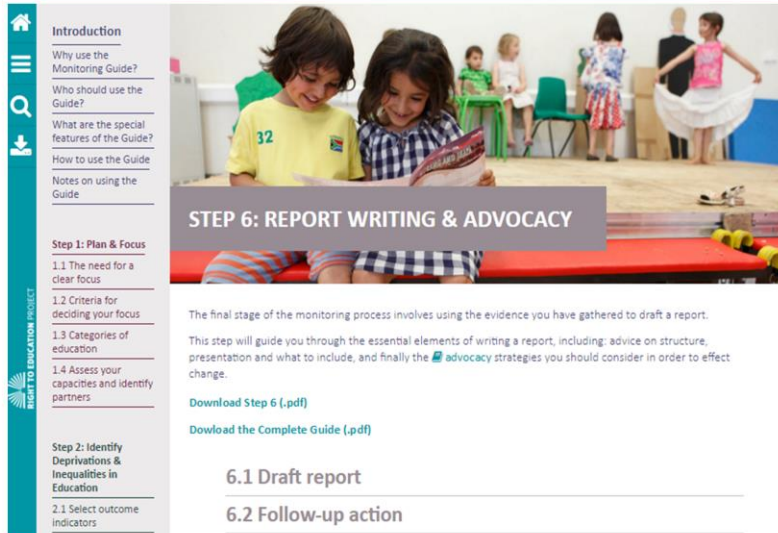
5.1 Accountability
5.2 Transparency
5.3 Participation

Final substantive step: ascertain whether the manner policies are formulated, implemented and evaluated are in line with human rights principles.

Takes users through how to assess: Participation , accountability and transparency

Tool has categories for each of these principles.

Step 6: Report Writing & Advocacy



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Step 2: Identify Deprivations & Inequalities in Education

- 2.1 Select outcome indicators

STEP 6: REPORT WRITING & ADVOCACY

The final stage of the monitoring process involves using the evidence you have gathered to draft a report. This step will guide you through the essential elements of writing a report, including: advice on structure, presentation and what to include, and finally the [advocacy](#) strategies you should consider in order to effect change.

[Download Step 6 \(.pdf\)](#)

[Download the Complete Guide \(.pdf\)](#)

6.1 Draft report

6.2 Follow-up action

General guidance on how to collate the evidence that has been gathered into a report.

General advice on advocacy strategies: using the media, campaigning, and lobbying MPS and also HRs advocacy strategies: reporting, taking case to judicial and quasi-judicial mechanisms.

For more information

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Thank you!



We haven't developed the tool and guide as an academic exercise, or just to exist on a website, but to actually have an impact.

However, to make the tool and guide as robust, useful and usable as possible we need your help!

Please get in contact if you'd like to help us test the tool, develop indicators, or have any feedback. We need to work collaboratively in order to have an impact on peoples' enjoyment of the right to education.

The Importance of Monitoring the Right to Education in the Context of the 2030 Education Agenda

- Kishore Singh, UN Special Rapporteur on the right to education
- Rolla Moumné, UNESCO
- Delphine Dorsi, Right to Education Project
- Savio Carvalho, Amnesty
- David Archer, ActionAid

Moderator: Korrily Pells, UCL Institute of Education

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