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**Primary net enrolment rate (%) [1]**

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](https://www.right-to-education.org/monitoring))

Available data: [Edstats](https://www.right-to-education.org/monitoring) (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)](https://www.right-to-education.org/monitoring) [4], [Natural Disasters](https://www.right-to-education.org/monitoring) [5], [Access to Education](https://www.right-to-education.org/monitoring) [6], [Free Education](https://www.right-to-education.org/monitoring) [7], [Educational Freedom/Private Education](https://www.right-to-education.org/monitoring) [8], [Primary](https://www.right-to-education.org/monitoring) [9], [Women and Girls](https://www.right-to-education.org/monitoring) [10], [Indigenous Peoples and Minorities](https://www.right-to-education.org/monitoring) [11], [Persons with Disabilities](https://www.right-to-education.org/monitoring) [12], [Persons with HIV/AIDS](https://www.right-to-education.org/monitoring) [13], [Migrants, Refugees and IDPs](https://www.right-to-education.org/monitoring) [14], [Persons in Detention](https://www.right-to-education.org/monitoring) [15], [Persons Living in Poverty](https://www.right-to-education.org/monitoring) [16], [Child Labourers](https://www.right-to-education.org/monitoring) [17], [Outcome Indicators](https://www.right-to-education.org/monitoring) [18]

**Gross enrolment ratio (GER) (%) [19]**

GER is the ratio of total enrolment, regardless of age, to the population of the age group that corresponds to the same level of education. GER can exceed 100% due to the inclusion of over-aged and under-aged students, because of early or late school entrance, and grade repetition. For the tertiary level, the population used is the 5-year age group starting from the official secondary school graduation age (Source: UIS, [Education Indicators - Technical Guidelines](https://www.right-to-education.org/monitoring): p.9)

Comments:
Gross enrolment ratio is widely used to show the general level of participation in a given level of education. It can also be used as a complementary indicator to net enrolment rate (NER) by indicating the extent of over-aged and under-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: UIS, [Education Indicators - Technical Guidelines](https://www.right-to-education.org/monitoring): p.9)

Available data: [Edstats](https://www.right-to-education.org/monitoring)

Levels of disaggregation: Level of Education, Gender, Income, Minority, Region, Urban/Rural, Persons with Disabilities, Persons with HIV/AIDS, Migrants, Refugees and IDPs, Persons in Detention, Child Labourers, Child Soldiers, Public/Private, Race, Ethnicity, Caste, Religion, Sex, Gender identity, Sexual orientation, Place of residence, Indigenous or autochthon, Prior attainment, Place of residence, Bottom/top quintile, Parental level of
education, Parental profession, Type of secondary education (public/private)

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Access to Education [6], Free Education [7], Educational Freedom/Private Education [8], Non-discrimination and equality [21], Pre-Primary [22], Primary [9], Secondary [23], Higher Education [24], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Child Labourers [17], Outcome Indicators [18]

Out-of-school children rate [25]

Total primary (or secondary) school age children who are not enrolled (because they never enrolled or because they dropped-out) in primary or secondary education expressed as a percentage of the official school-age population corresponding to the primary (or secondary) level in a given school-year. Children enrolled in pre-primary education are excluded and considered out-of-school (Source: UIS [26])

Comments:
A high rate of out-of-school children indicates that the State is failing to achieve universal primary and secondary education. Data for this indicator should be disaggregated to show which groups are excluded from education. If the data show, for example, that girls are more likely to be out-of-school or that children with disabilities are less likely to be enrolled or drop-out than the general population, this is an indication that the State's efforts to achieve universal primary (and secondary education) are insufficient and in some cases, discriminatory

Available data:
UIS [27] has data on out-of-school rates at the primary and lower secondary levels (Education>Out-of-school children). Alternatively, see Universal Primary and Secondary Education by 2030! But Where Do We Stand Today? - Explore the Data [28] for a visual representation of UIS data. The All in School Initiative [29] also provides data by region and the barriers to accessing education

Levels of disaggregation: Level of Education, 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

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Access to Education [6], Free Education [7], Primary [9], Secondary [23], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Child Labourers [17], Outcome Indicators [18]

Primary completion rate (%) [30]

Primary completion rate is the percentage of students completing the last year of primary school. The UN defines it as: the total number of new entrants in the last grade of primary education, regardless of age, expressed as percentage of the total population of the theoretical entrant age to the last grade of primary. The ratio can exceed 100% due to over-aged and under-aged children who enter primary school late / early and / or repeat grades

Comments:
A primary completion rate of less than 100% is indicative of a problem in the State's obligation to fulfil the right to free and compulsory primary education. 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

Available data:  
World Development Indicators [31]

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) (e), Convention on the Rights of the Child; Article 24 (2), Convention on the Rights of Persons with Disabilities; Article 7 (2) (c), ILO Convention 182; Article 17 (2), (Revised) European Social Charter; Article 13 (3) (a) (d), Protocol of San Salvador; Article 11 (3) (a) (d), African Charter on the Rights and Welfare of the Child, Article 13 (4) (a) (c), African Youth Charter; Article 41 (2), Arab Charter; Article 4 (a), UNESCO Convention against Discrimination in Education

Tags: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Access to Education [6], Free Education [7], Educational Freedom/Private Education [8], Primary [9], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Child Labourers [17], Outcome Indicators [18]
  
  Enrolment in technical/vocational education programmes as a percentage of total secondary enrolment [32]

Technical / vocational enrolment as a percentage of total secondary enrolment is the percentage of secondary students enrolled in technical / vocational education programmes, including teacher training programmes

Comments:
Low technical / vocational enrolment as a percentage of total secondary enrolment may suggest that technical and vocational secondary education is not made generally available and accessible to all, in contravention of international human rights standards. 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

Available data:  
Edstats [33]

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

Human Rights Standards:
Articles 13 (2) (b) & 6 (2), International Covenant on Economic, Social and Cultural Rights; Article 28 (1) (b), Convention on the Rights of the Child; Articles 9, 10 & 17 (2), (Revised) European Social Charter; Article 13 (3) (b), Protocol of San Salvador; Article 11 (3) (b), African Charter on the Rights and Welfare of the Child; Article 31 (2), Arab Charter, UNESCO Convention on Technical and Vocational Training; Article 7 (2) (c), ILO Convention 182; Article 22 (2), ILO Convention 169; Article 14 (1), European Union Charter of Fundamental Rights

Tags: Natural Disasters [5], Access to Education [6], Free Education [7], Secondary [23], Vocational Education [34], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Child Labourers [17], Outcome Indicators [18]
  
  Secondary completion rate (%). [35]

Secondary completion rate is the total number of graduates from the last grade of secondary education, regardless of age, expressed as a percentage of the population of the age group that officially corresponds to that of graduating from secondary schools

Comments:
A low level of this indicator may be indicative that the State is not taking all necessary steps to progressively realise universal secondary education according to maximum available resources. 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

Available data: EdStats [36]

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

Human Rights Standards:
Article 13 (2) (b), International Covenant on Economic, Social and Cultural Rights; Article 28 (1) (b), Convention on the Rights of the Child; Article 24 (2), Convention on the Rights of Persons with Disabilities; Article 4 (a), UNESCO Convention against Discrimination in Education, Article 11 (3) (b), African Charter on the Rights and Welfare of the Child; Article 13 (4) (b), African Youth Charter; Article 13 (3) (b), Additional Protocol to the American Convention on Human Rights, Article 13 (3) (b), Protocol of San Salvador; Article 17 (2), (Revised) European Social Charter

Tags: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Access to Education [6], Free Education [7], Educational Freedom/Private Education [8], Secondary [23], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons in Poverty [16], Child Labourers [17], Outcome Indicators [18]

Tertiary completion rate (first degree) (%) [37]

Gross tertiary graduation ratio (only applicable for first degrees) is the total number of graduates in tertiary International Standard Classification of Education (ISCED) 5A programmes expressed as a percentage of the total population of the age at which students theoretically finish their first degree programme, in a given country

Comments:
A low level of this indicator may be indicative that the State is not taking all necessary steps to make higher education equally accessible to all, on the basis of capacity, by every appropriate means. 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

Available data: UIS [38]

Levels of disaggregation: Gender, Income, Minority, Region, Urban/Rural, Persons with Disabilities, Persons with HIV/AIDS, Migrants, Refugees and IDPs, Public/Private, Race, Ethnicity, Caste, Religion, Sex, Gender identity, Sexual orientation, Place of residence, Indigenous or autochthon, Prior attainment, Place of residence, Bottom/top quintile, Parental level of education, Parental profession, Type of secondary education (public/private)

Human Rights Standards:
Article 13 (2) (c), International Covenant on Economic, Social and Cultural Rights; Article 28 (1) (c), Convention on the Rights of the Child; Article 13 (3) (c), Protocol of San Salvador; Article 11 (3) (c), African Charter on the Rights and Welfare of the Child

Tags: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Access to Education [6], Free Education [7], Non-discrimination and equality [21], Higher Education [24], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons in Poverty [16], Outcome Indicators [18]

Adult literacy rate (%) [39]

Percentage of population aged 15 years and over who can, with understanding, both read and write, a short simple statement on his / her everyday life. Generally, ‘literacy’ also encompasses ‘numeracy’, the ability to make simple arithmetic calculations (Source: UIS [20]: p.3)

Comments:
A high illiteracy rate (or low literacy rate) suggests the existence of serious shortcomings in the primary education system and / or literacy programmes that have prevented a large proportion of the population from acquiring the ability to use the written word (and making simple arithmetic calculations) in daily life and to continue learning. It is important to remember that literacy rates look backwards, if you encounter a low literacy rate you should make an assessment of factors that may have affected education in the past, such as inadequate financing, armed conflict...
and other emergency situations, etc. 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.

Available data: Edstats [40]

Levels of disaggregation: Gender, Income, Minority, Region, Urban/Rural, Persons with Disabilities, Persons with HIV/AIDS, Migrants, Refugees and IDPs, Age

Human Rights Standards:
Article 28 (3), Convention on the Rights of the Child; Article 13 (2), International Covenant on Economic, Social and Cultural Rights; Article 10 (e), Convention on the Elimination of All Forms of Discrimination against Women; Article 41 (1), Arab Charter; Article 12 (2) (a), Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa; Article 13 (4) (g), African Youth Charter; Articles 34 (h) & 50, Charter of the Organisation of American States

Tags: Access to Education [6], Quality of Education [41], Learning Outcomes [42], Primary [9], Secondary [23], Adult Education [43], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons Living in Poverty [16], Outcome Indicators [18]

Percentage of secondary school students in their final year who pass the requisite examinations [44]

The percentage of students who achieve the lowest passable grade or above in examinations taking place in the final year of secondary school (Source: Audrey Chapman (2007) Development of Indicators for Economic, Social and Cultural Rights: The Rights to Education, Participation in Cultural Life and Access to the Benefits of Science: p.152)

Comments:
A low percentage may be indicative of poor learning outcomes, which in turn may be indicative of an inadequate quality of education. 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.

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

Human Rights Standards:
Article 13 (1) (2) (3) (a), African Youth Charter; Article 29 (1) (a), Convention on the Rights of the Child

Tags: Natural Disasters [5], Quality of Education [41], Educational Freedom/Private Education [8], Secondary [23], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Child Labourers [17], Outcome Indicators [18]

Mean performance on the reading scale [45]

Mean performance on the reading scale is the mean reading score for students in national or international assessments

Comments:
A low mean value may be indicative of a general problem in the quality of education. The data for this indicator should be disaggregated to measure relative enjoyment across and between groups, for example boys compared to girls and those living in different regions of the country. Inequalities in enjoyment may constitute discrimination. For this indicator it is important, when monitoring the right to education of persons with disabilities, to disaggregate the data by type of disability because for some types of disability there should be equality of learning outcomes, whilst for others measuring learning outcomes is not an adequate measure of the quality of education.

Available data:
For data on learning outcomes, as measured by international assessments, see Edstats [33] (SEARCH: Series > Topics > Learning Outcomes)
Levels of disaggregation: Gender, Income, Minority, Region, Urban/Rural, Persons with Disabilities, Persons with HIV/AIDS, Migrants, Refugees and IDPs, Persons in Detention, Public/Private, Child Labourers, Level of Education

Human Rights Standards:
- Article 13, International Covenant on Economic, Social and Cultural Rights
- Article 28, Convention on the Rights of the Child
- Article 17 (2), (Revised) European Social Charter
- Article 13, Protocol of San Salvador
- Article 11, African Charter on the Rights and Welfare of the Child
- Article 13, African Youth Charter
- Article 41 (2), Arab Charter
- Article 4, UNESCO Convention against Discrimination in Education


Mean performance on the mathematics scale

Comments:
A low mean value may be indicative of a general problem in the quality of education. The data for this indicator should be disaggregated to measure relative enjoyment across and between groups, for example boys compared to girls and those living in different regions of the country. Inequalities in enjoyment may constitute discrimination. For this indicator it is important, when monitoring the right to education of persons with disabilities, to disaggregate the data by type of disability because for some types of disability there should be equality of learning outcomes, whilst for others measuring learning outcomes is not an adequate measure of the quality of education.

Available data:
For data on learning outcomes, as measured by international assessments, see Edstats

Mean performance on the science scale

Comments:
A low mean performance on the science scale may be indicative of a general problem in the quality of education. The data for this indicator should be disaggregated to measure relative enjoyment across and between groups, for example boys compared to girls and those living in different regions of the country. Inequalities in enjoyment may constitute discrimination. For this indicator it is important, when monitoring the right to education of persons with disabilities, to disaggregate the data by type of disability because for some types of disability there should be equality of learning outcomes, whilst for others measuring learning outcomes is not an adequate measure of the quality of education.

Available data:
For data on learning outcomes, as measured by international assessments, see Edstats
Levels of disaggregation: Gender, Income, Minority, Region, Urban/Rural, Persons with Disabilities, Persons with HIV/AIDS, Migrants, Refugees and IDPs, Persons in Detention, Public/Private, Child Labourers, Level of Education

Human Rights Standards:


Percentage of students at the lowest level of reading proficiency

Comments:
A high value indicates that a significant proportion of children are not enjoying education of good quality. For this indicator it is important to disaggregate the data and look at which marginalised groups make up the percentage of students at the lowest level of reading proficiency. Care must be taken when interpreting data for persons with disabilities. You should look at the data disaggregated by type of disability and assess whether the test is an accurate measure of the quality of education for persons with that particular disability.

Available data:
For data on learning outcomes, as measured by international assessments, see Edstats (SEARCH: Series > Topics > Learning Outcomes)

Levels of disaggregation: Gender, Income, Minority, Region, Urban/Rural, Persons with Disabilities, Persons with HIV/AIDS, Migrants, Refugees and IDPs, Persons in Detention, Public/Private, Child Labourers, Level of Education

Human Rights Standards:


Percentage of students at the lowest level of mathematics proficiency

Comments:
A high percentage of students at the lowest level of mathematics proficiency reflects that a significant proportion of children are not enjoying education of good quality. For this indicator it is important to disaggregate the data and look at which marginalised groups make up the percentage of students at the lowest level of mathematics proficiency. Care must be taken when interpreting data for persons with disabilities. You should look at the data disaggregated by type of disability and assess whether the test is an accurate measure of the quality of education for persons with that particular disability.

Available data:
For data on learning outcomes, as measured by international assessments, see Edstats (SEARCH: Series > Topics > Learning Outcomes)
HIV/AIDS, Migrants, Refugees and IDPs, Persons in Detention, Public/Private, Child Labourers, Level of Education
Human Rights Standards:

Tags: Natural Disasters [5], Quality of Education [41], Learning Outcomes [42], Educational Freedom/Private Education [8], Primary [9], Secondary [23], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Child Labourers [17], Outcome Indicators [18]

Percentage of students at the lowest level of science proficiency

Comments:
A high percentage of students at the lowest level of science proficiency reflects that a significant proportion of children are not an enjoying education of good quality. For this indicator it is important to disaggregate the data and look at which marginalised groups make up the percentage of students at the lowest level of science proficiency. Care must be taken when interpreting data for persons with disabilities. You should look at the data disaggregated by type of disability and assess whether the test is an accurate measure of the quality of education for persons with that particular disability.

Available data:
For data on learning outcomes, as measured by international assessments, see Edstats [33] (SEARCH: Series > Topics > Learning Outcomes)

Levels of disaggregation: Gender, Income, Minority, Region, Urban/Rural, Persons with Disabilities, Persons with HIV/AIDS, Migrants, Refugees and IDPs, Persons in Detention, Public/Private, Child Labourers, Level of Education
Human Rights Standards:

Tags: Natural Disasters [5], Quality of Education [41], Learning Outcomes [42], Educational Freedom/Private Education [8], Primary [9], Secondary [23], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Child Labourers [17], Outcome Indicators [18]

Repetition rate

Comments:
A high repetition rate can be symptomatic of problems in the education system that affect the right to education, related to a variety of issues, such as the poor quality of instruction, the relevance and quality of the content of education, its cultural appropriateness, the safety of the school and the extent to which the education is adapted locally to suit specific contexts. The data for this indicator should be disaggregated to measure relative enjoyment across and between groups, for example boys compared to girls and those living in different regions of the country. Inequalities in enjoyment may constitute discrimination.

Available data:
For data on repetition rates at the primary level, see Edstats [33]

Levels of disaggregation: Level of Education, Gender, Income, Minority, Region, Urban/Rural, Persons with Disabilities, Persons with HIV/AIDS, Migrants, Refugees and IDPs, Persons in Detention, Public/Private, Child Labourers
Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Quality of Education [41], Educational Freedom/Private Education [8], Primary [9], Secondary [23], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Child Labourers [17], Outcome Indicators [18]

Percentage of private enrolment [52]

Private enrolment refers to pupils or students enrolled at a given level of education in institutions that are not operated by a public authority but controlled and managed, whether for profit or not, by a private body, such as a non-governmental organisation, religious body, special interest group, foundation or business enterprise.

Comments:
A high level of this indicator may be indicative of a poor quality of education in public schools, which typically has a particularly detrimental effect on poor children, whose families often cannot afford to pay private school fees. Furthermore, an increasing percentage over time of private enrolment at a given educational level could be indicative of worsening quality of education in public schools. The data for this indicator should be disaggregated to measure enrolment across and between groups, particularly boys compared to girls and persons with disabilities compared to the general population. This is important because a high differential in enrolment rates between and across groups may be indicative of discrimination in access to private education for certain groups. You should also collect disaggregated data by income as this can tell you about the socio-economic background of the students that the school targets.

Available data:
UIS [27] has data for enrolment rates in private institutions for all levels of education (Education>Participation>Enrolment>Enrolment by type of institution)

Levels of disaggregation: Level of Education, Gender, Income, Minority, Region, Urban/Rural, Persons with Disabilities, Migrants, Refugees and IDPs

Human Rights Standards:

Tags: Access to Education [6], Free Education [7], Educational Freedom/Private Education [8], Privatisation [53], Pre-Primary [22], Primary [9], Secondary [23], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Migrants, Refugees and IDPs [14], Persons Living in Poverty [16], Outcome Indicators [18]

Are measures taken to enhance parents' understanding of the importance of their children's early education? [54]

Such measures include publicity campaigns and workshops

Comments:
Lack of concrete measures to enhance parents' understanding of the importance of their children's early education may reduce the likelihood that parents will send their children to pre-primary schools

Human Rights Standards:
Article 13 (2) (a), International Covenant on Economic, Social and Cultural Rights; Article 28 (1) (a) (e), Convention on the Rights of the Child; Article 24 (2), Convention on the Rights of Persons with Disabilities; Article 7 (2) (c), ILO Convention 182; Article 17 (2), (Revised) European Social Charter; Article 13 (3) (a) (d), Protocol of San Salvador; Article 11 (3) (a) (d), African Charter on the Rights and Welfare of the Child, Article 13 (4) (a) (c), African Youth Charter; Article 41 (2), Arab Charter; Article 4 (a), UNESCO Convention against Discrimination in Education.
following provisions mention pre-primary specifically: Article 10 (a), Convention on the Elimination of All Forms of Discrimination against Women; Article 30, Convention on the Protection of All Migrant Workers and Members of their Families; Article 13, Framework Convention for the Protection of National Minorities

Tags: Pre-Primary [22], Participation [55], Process Indicators [56]  
Percentage of schools with buildings in a state of disrepair. [57]

The percentage of schools where buildings used by students or teachers are damaged and thus pose a safety risk. Indications that a school building is in a state of disrepair include: a leaky or collapsing roof, broken windows, buckling floors and broken toilets (Source: Audrey Chapman (2007) Development of Indicators for Economic, Social and Cultural Rights: The Rights to Education, Participation in Cultural Life and Access to the Benefits of Science: p.145)

Comments:  
A high percentage of schools with buildings in a state of disrepair indicates that the learning environment is unsuitable and unsafe for learners, and is therefore incongruent with the right to a quality education. It is important to disaggregate the data for this indicator, particularly across regions, urban compared to rural schools and public compared to private schools. This may reveal unequal enjoyment of quality education, which may be indicative of discrimination

Levels of disaggregation: Level of Education, Urban/Rural, Region, Public/Private  
Human Rights Standards:  
Article 13 (3), International Covenant on Economic, Social and Cultural Rights; Article 10 (b), Convention on the Elimination of All Forms of Discrimination against Women; Article 29, Convention on the Rights of the Child (CRC General Comment 1, paras 8 & 12)

Tags: Armed Conflict (Including Child Soldiers) [4], Quality of Education [41], School Infrastructure [58], School Safety and Violence [59], Educational Freedom/Private Education [8], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Process Indicators [56]  
Percentage of schools that have a shortage of classrooms. [60]

The percentage of schools where there are not enough safe classrooms for instruction to take place (Source: Audrey Chapman (2007) Development of Indicators for Economic, Social and Cultural Rights: The Rights to Education, Participation in Cultural Life and Access to the Benefits of Science: p.145)

Comments:  
A high percentage of schools that have a shortage of classrooms reflects a problem in the availability of education. It is important to disaggregate the data for this indicator, particularly across regions, urban compared to rural schools and public compared to private schools. This may reveal unequal enjoyment of quality education, which may be indicative of discrimination

Levels of disaggregation: Level of Education, Urban/Rural, Region, Public/Private  
Human Rights Standards:  

Tags: Armed Conflict (Including Child Soldiers) [4], Quality of Education [41], School Infrastructure [58]. Educational Freedom/Private Education [8], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Process Indicators [56]  
Percentage of schools with potable water [61]

Percentage of schools with potable water is the share of schools at a given level of education with a drinking water facility or water delivery point that is designed to protect water from external contamination, particularly of fecal origin. Examples of potable drinking water facilities include: pipe-borne water, protected wells, boreholes, protected spring water and rainwater

Comments:
Access to potable water is important for ensuring hygienic practices within schools and reducing the spread of certain diseases which may affect pupils’ well-being or educational performance. It is important to disaggregate the data for this indicator, particularly across regions, urban compared to rural schools and public compared to private schools. This may reveal unequal enjoyment of quality education, which may be indicative of discrimination.

Available data:
For public primary and lower secondary schools in African countries, see EdStats [3] (Africa Dataset)

Levels of disaggregation: Level of Education, Urban/Rural, Region, Public/Private

Human Rights Standards:
Articles 11, 12 & 13 (2), International Covenant on Economic, Social and Cultural Rights; Para 12 (c) (i) & 16 (b) of CESCR General Comment 15; Article 28 (1), Convention on the Rights of the Child; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Articles 11 (3) & 14 (2) (c), African Charter on the Rights and Welfare of the Child

Tags: Quality of Education [41], School Infrastructure [58], Educational Freedom/Private Education [8], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Process Indicators [56]
Percentage of schools without toilets [62]

Percentage of schools without toilets is the share of schools at a given level of education without a pit latrine, an improved pit latrine, a flush toilet, a pour-flush toilet or a composting toilet

Comments:
Access to toilets is important for ensuring hygienic practices within schools and reducing the spread of certain diseases which may affect pupils’ well-being or educational performance. It is important to disaggregate the data for this indicator, particularly across regions, urban compared to rural schools and public compared to private schools. This may reveal unequal enjoyment of quality education, which may be indicative of discrimination.

Available data:
For public primary and lower secondary schools in African countries, see EdStats [3] (Africa Dataset)

Levels of disaggregation: Level of Education, Urban/Rural, Region, Public/Private

Human Rights Standards:
Article 11, 12 & 13 (2), International Covenant on Economic, Social and Cultural Rights; Para 6 (a), CESCR General Comment 13; 12 (c) (i) & 16 (b) of CESCR General Comment 15; Article 28 (1), Convention on the Rights of the Child; 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

Tags: Quality of Education [41], School Infrastructure [58], Educational Freedom/Private Education [8], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Process Indicators [56]
Percentage of schools without single-sex toilets [63]

Percentage of schools without single-sex toilets is the share of schools without separate girls and boys toilets or single-sex educational institutions without toilets. Schools are counted as having toilets if they have a pit latrine, an improved pit latrine, a flush toilet, a pour-flush toilet or a composting toilet

Comments:
Lack of single-sex toilets in schools may deter parents from sending girls to school, particularly in traditional societies. It may also deter girls themselves from attending school or even cause them to drop-out. It is important to disaggregate the data for this indicator, particularly across regions, urban compared to rural schools and public compared to private schools. This may reveal unequal enjoyment of quality education, which may be indicative of discrimination.

Available data:
For public primary and lower secondary schools in African countries, see EdStats [3]

Levels of disaggregation: Level of Education, Urban/Rural, Region, Public/Private

Human Rights Standards:
Articles 11, 12 & 13 (2), International Covenant on Economic, Social and Cultural Rights; 12 (c) (i) & 16 (b),
CESCR General Comment 15; Para 6 (a), CESCR General Comment 13; Article 28 (1), Convention on the Rights of the Child; 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; Article 10 (b), Convention on the Elimination of All Forms of Discrimination against Women

Tags: Quality of Education [41], School Infrastructure [58], School Safety and Violence [59], Educational Freedom/Private Education [8], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Women and Girls [10], Process Indicators [56]

Percentage of schools without electricity

Percentage of schools without electricity is the share of schools with no access to permanent sources of electrical power, for example grid / mains connection, wind, water, solar, permanently fuel-powered generator, etc.

Comments:
Lack of electricity may undermine the use of various learning materials, such as computers, slide projectors, etc. It is important to disaggregate the data for this indicator, particularly across regions, urban compared to rural schools and public compared to private schools. This may reveal unequal enjoyment of quality education, which may be indicative of discrimination

Available data:
For public primary and lower secondary schools in African countries, see EdStats [33] (Africa Dataset)

Levels of disaggregation: Level of Education, Urban/Rural, Region, Public/Private

Human Rights Standards:

Tags: Quality of Education [41], School Infrastructure [58], School Safety and Violence [59], Educational Freedom/Private Education [8], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Process Indicators [56]

Percentage of schools without a library

Percentage of schools without a library is the share of schools without access to a library, either on school premises, a public library, the library of a nearby school or a mobile library

Comments:
Lack of access to a library may limit the access of children to books and other learning materials. It is important to disaggregate the data for this indicator, particularly across regions, urban compared to rural schools and public compared to private schools. This may reveal unequal enjoyment of quality education, which may be indicative of discrimination

Levels of disaggregation: Level of Education, Urban/Rural, Region, Public/Private

Human Rights Standards:
Article 13, International Covenant on Economic, Social and Cultural Rights; Para 6 (a), CESCR General Comment 13; Article 28, Convention on the Rights of the Child; Article 17 (2), (Revised) European Social Charter; Article 13, Protocol of San Salvador; Article 11, African Charter on the Rights and Welfare of the Child; Article 13, African Youth Charter; Article 41 (2), Arab Charter; Article 4, UNESCO Convention against Discrimination in Education

Tags: Quality of Education [41], Learning Material [66], School Infrastructure [58], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Process Indicators [56]

Percentage of schools without computer facilities

Percentage of schools without computer facilities is the share of schools without computer facilities

Comments:
Lack of computer facilities may diminish learners' opportunities to receive an education of good quality, as well as learn skills that enhance future employability. It is important to disaggregate the data for this indicator, particularly...
across regions, urban compared to rural schools and public compared to private schools. This may reveal unequal enjoyment of quality education, which may be indicative of discrimination.

Levels of disaggregation: Level of Education, Urban/Rural, Region, Public/Private

Human Rights Standards:
Article 13 (2), International Covenant on Economic, Social and Cultural Rights; Para 6 (a), CESCR General Comment 13; Articles 28 (1) & (3), Convention on the Rights of the Child; Article 17 (2), (Revised) European Social Charter; Article 13, Protocol of San Salvador; Article 11, African Charter on the Rights and Welfare of the Child; Article 13 (4) (j), African Youth Charter; Article 41 (2), Arab Charter; Article 4, UNESCO Convention against Discrimination in Education

Tags: Quality of Education [41], Learning Material [66], School Infrastructure [58], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Process Indicators [56]

Percentage of schools without fire exits [68]

Percentage of schools without fire exits is the share of schools without a fire exit

Comments:
A high percentage of schools without fire exits reflects a problem in schools' safety. It is important to disaggregate the data for this indicator, particularly across regions, urban compared to rural schools and public compared to private schools. This may reveal unequal enjoyment of quality education, which may be indicative of discrimination.

Levels of disaggregation: Level of Education, Urban/Rural, Region, Public/Private

Human Rights Standards:
Article 13 (2) (e), International Covenant on Economic, Social and Cultural Rights

Tags: Quality of Education [41], School Infrastructure [58], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Process Indicators [56]

Percentage of schools without first-aid kits [69]

Percentage of schools without first-aid kits is the share of schools without first-aid kits

Comments:
A high percentage of schools without first-aid kits reflects an inability to address the health concerns of all those in school, including students, teachers and administrative staff. It is important to disaggregate the data for this indicator, particularly across regions, urban compared to rural schools and public compared to private schools. This may reveal unequal enjoyment of quality education, which may be indicative of discrimination.

Levels of disaggregation: Level of Education, Urban/Rural, Region, Public/Private

Human Rights Standards:
Articles 13 (2) & 12, International Covenant on Economic, Social and Cultural Rights; Articles 19 (1) & 28 (1) (2), Convention on the Rights of the Child; Article 17 (2), (Revised) European Social Charter; Article 13, Protocol of San Salvador; Article 11, African Charter on the Rights and Welfare of the Child; Article 13, African Youth Charter; Article 41 (2), Arab Charter; Article 4, UNESCO Convention against Discrimination in Education

Tags: Quality of Education [41], School Infrastructure [58], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Process Indicators [56]

Pupil/teacher ratio [70]

Pupil / teacher ratio is the number of pupils enrolled at a given level of education divided by the number of teachers at that level (regardless of teaching assignment)

Comments:
A high pupil / teacher ratio reflects a shortage of available teachers and may affect the quality of education received. It is important to disaggregate the data for this indicator, particularly across regions, urban compared to rural schools and public compared to private schools. This may reveal unequal enjoyment of quality education, which may be indicative of discrimination.
Indicators Selection Tool
Published on Monitoring Guide (https://www.right-to-education.org/monitoring)

**UIS** [27] (Education>Human Resources>Pupil-Teacher Ratio)

Levels of disaggregation: Level of Education, Urban/Rural, Region, Public/Private

Human Rights Standards:

Tags: **Quality of Education** [41], **Teachers** [71], **Educational Freedom/Private Education** [8], **Pre-Primary** [22], **Primary** [9], **Secondary** [23], **Vocational Education** [34], **Process Indicators** [56]

**Are there transparent procedures for the hiring process of teachers and for contracts/tenders for education services?** [72]

Transparent procedures include, *inter alia*, publicly available information about the requirements needed to apply for a teaching position for each level of education and the process for selecting the candidates

Comments:
Transparent and fair hiring procedures are essential to ensure that the best possible candidates are selected (which affects the quality of education), to prevent discriminatory practices in the hiring of teachers and to prevent corruption in the education system

Levels of disaggregation: Level of Education, Public/Private, Region
Tags: **Quality of Education** [41], **Teachers** [71], **Educational Freedom/Private Education** [8], **Pre-Primary** [22], **Primary** [9], **Secondary** [23], **Vocational Education** [34], **Higher Education** [24], **Transparency** [73], **Process Indicators** [56]

**Number of years of education required for teachers to meet certification requirements.** [74]

This indicator measures the number of years of education required for school teachers to meet certification requirements to teach at a given level of education (Source: Audrey Chapman (2007) *Development of Indicators for Economic, Social and Cultural Rights: The Rights to Education, Participation in Cultural Life and Access to the Benefits of Science*: p.148)

Comments:
A low number of years of education required for teachers to meet certification requirements (especially compared with other countries) may be indicative of inadequate training for teachers, therefore potentially affecting the quality of education delivered

Levels of disaggregation: Level of Education, Public/Private, Region
Human Rights Standards:

Tags: **Quality of Education** [41], **Teachers** [71], **Educational Freedom/Private Education** [8], **Pre-Primary** [22], **Primary** [9], **Secondary** [23], **Vocational Education** [34], **Process Indicators** [56]

**Number of years of higher education required for qualified teachers.** [75]

Number of required years of education for qualified teachers is the number of years of higher education required in a country to be a teacher at a given level of education

Comments:
A relatively low number of years (when compared with other countries) may be indicative of inadequate efforts by the State to ensure a good quality of education

Levels of disaggregation: Level of Education, Public/Private, Region
Human Rights Standards:

Tags: **Quality of Education** [41], **Teachers** [71], **Educational Freedom/Private Education** [8], **Pre-Primary** [22], **Primary** [9], **Secondary** [23], **Vocational Education** [34], **Process Indicators** [56]
the Child; Article 17 (2), (Revised) European Social Charter; Article 13, Protocol of San Salvador; Article 11, African Charter on the Rights and Welfare of the Child; Article 13, African Youth Charter; Article 41 (2), Arab Charter; Article 4, UNESCO Convention against Discrimination in Education

Tags: Quality of Education [41], Teachers [71], Educational Freedom/Private Education [8], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Process Indicators [56]

Percentage of trained teachers [76]

Total number of teachers who have received the minimum organised teacher-training (pre-service or in-service) required for teaching at the relevant level of education in a given country, expressed as a percentage of the total number of teachers at the same level of education (Source: UIS)

Comments:
A low value for this indicator may be indicative that children are being taught by teachers who are not adequately trained, who may not have an adequate knowledge of the subject matter they teach, who do not have the necessary pedagogical skills to teach and may not use the available instructional materials in an effective manner. This would suggest a problem in the acceptability of the education system and the quality of education

Available data:
UIS [77] (Education>Human resources>Percentage of Teachers>Percentage of Trained Teachers by Level of Education)

Levels of disaggregation: Level of Education, Urban/Rural, Public/Private, Region

Human Rights Standards:

Tags: Quality of Education [41], Teachers [71], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Process Indicators [56]

Percentage of teachers with social security benefits [78]

Social security benefits covers all measures that provide benefits, whether in cash or in kind, to secure protection, from (a) lack of work-related income (or insufficient income) caused by sickness, disability, maternity, employment injury, unemployment, old age, or death of a family member; (b) lack of access or unaffordable access to health care; (c) insufficient family support, particularly for children and adult dependants; and (d) general poverty and social exclusion (Source: ILO)

Comments:
A low percentage of teachers with social security benefits is indicative of a violation of teachers’ right to social security which may affect their motivation to provide quality education

Available data:
UIS [77] (Education>Human resources>Percentage of Teachers>

Levels of disaggregation: Public/Private

Human Rights Standards:
Articles 9 & 13 (2) (e), International Covenant on Economic, Social and Cultural Rights; Article 12, (Revised) European Social Charter; Section XI, Recommendation concerning the Status of Teachers

Tags: Teachers [71], Process Indicators [56]

Teachers’ union density rate [79]

Teachers’ union density rate is the number of teachers who are members of a teachers’ union as a percentage of the total number of teachers. A teachers’ union is defined as a teachers’ organisation constituted for the purpose of furthering and defending the interests of teachers

Comments:
A very low teachers’ union density rate may be indicative of restrictions (in law or in practice) set by the government to prevent teachers becoming members of trade unions, thus infringing their right to freedom of assembly
Levels of disaggregation: Public/Private

Human Rights Standards:
Article 22, International Covenant on Civil and Political Rights; Article 8 & 13 (2) (e), International Covenant on Economic, Social and Cultural Rights; Article 11, European Convention on Human Rights; Article 5 (e) (iii), International Convention on the Elimination of All Forms of Racial Discrimination; Articles 10 & 11, African [Banjul] Charter on Human and Peoples’ Rights; Article 16, American Convention on Human Rights; Article 8, Protocol of San Salvador; Articles 28 & 12, European Union Charter of Fundamental Rights; Articles 5 & 6, (Revised) European Social Charter; ILO Declaration on Fundamental Principles and Rights at Work; ILO Conventions 87 & 98; Article 35, Arab Charter

Tags: Teachers [71], Process Indicators [56]

Teachers’ salary rate [80]

The proportion between the average teacher’s salary and other jobs in the public sector that require a similar level of education

Comments:
A low teachers’ salary rate may indicate that teachers do not receive competitive salaries, which may deter the most competent persons from becoming teachers

Available data:
EdStats [81] provides information on annual statutory teacher starting salaries in public pre-primary, primary, lower secondary and upper secondary schools

Levels of disaggregation: Level of Education, Gender, Public/Private, Urban/Rural, Region

Human Rights Standards:
Article 13 (2) (e), International Covenant on Economic, Social and Cultural Rights

Tags: Quality of Education [41], Teachers [71], Process Indicators [56]

Do teachers enjoy academic freedom? [82]

Academic freedom is the liberty of members of the academic community, individually or collectively, to pursue, develop and transmit knowledge and ideas, through research, teaching, study, discussion, documentation, production, creation and / or writing

Comments:
Academic freedom is the freedom indispensable for scientific and academic research (see General Comment 13, paras 38-40) and is closely linked to the right to freedom of speech and expression. Without academic freedom the right to education cannot be enjoyed

Levels of disaggregation: Region, Public/Private

Human Rights Standards:
Articles 15 (3) & 13, International Covenant on Economic, Social and Cultural Rights; Paras 38-40, CESCR
General Comment 13; Article 19, International Covenant on Civil and Political Rights; Article 13, European Union Charter of Fundamental Rights; Article 10, European Convention on Human Rights; Article 42 (2), Arab Charter

Tags: Quality of Education [41], Content of Education [83], Teachers [71], Higher Education [24], Process Indicators [56]

Number of reported incidents of repression against teachers for their political, ideological or religious beliefs or teachers’ union activity [84]

Examples of incidents of repression include teachers / professors who have criticised governments and have subsequently been removed from office, imprisoned, reported missing, reported killed, etc.

Comments:
Teachers must be free to enjoy their rights to freedom of assembly and association; thought, conscience and religion; expression; as well as the right to a fair trial; liberty and security; and life, amongst others. Incidents of repression are violations of these rights and also the right to education
Levels of disaggregation: Region, Public/Private

Human Rights Standards:
- Articles 6 (1), 7 & 9, International Covenant on Civil and Political Rights; Articles 2, 3 & 5, European Convention on Human Rights; Articles 4-6, African [Banjul] Charter on Human and Peoples’ Rights; Articles 5, 8 & 14, Arab Charter; Articles 4, 5 & 7, American Convention on Human Rights

Tags: Quality of Education [41], Teachers [71], Higher Education [24], Process Indicators [56]

**Percentage of the population for whom school-house distance is more than 5 km** [85]

The percentage of students for whom the actual (rather than straight line) distance they are required to travel in order to get to school from their house exceeds 5km

Comments:
A high percentage of the population for whom school is farther than 5km may be indicative of problems in the availability and physical accessibility of schools

Levels of disaggregation: Level of Education, Region, Urban/Rural, Public/Private

Human Rights Standards:

Tags: Access to Education [6], Physical Accessibility [86], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Process Indicators [56]

**Percentage of household expenditure on education** [87]

Percentage of household expenditure on education is the total average cost per month per family for a student in a school as a percentage of total household expenditure. Examples of educational expenses include: enrolment fees, tuition fees, uniforms, school supplies and educational materials, school meals and school transport and other payments necessary to effectively access education, such as payment for water, security etc.

Comments:
A high percentage of household expenditure on education may reflect a problem in the economic accessibility of public schools. It may also constitute a violation of the right to free education

Levels of disaggregation: Level of Education, Gender, Income, Region, Urban/Rural, Public/Private, Persons with Disabilities

Human Rights Standards:

Tags: Access to Education [6], Economic Accessibility [88], Free Education [7], Educational Freedom/Private Education [8], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Women and Girls [10], Persons with Disabilities [12], Persons Living in Poverty [16], Process Indicators [56]

**Is there a special funding system to ensure access to education for students from marginalised groups?** [89]

Marginalised groups are all those excluded from governmental policy and access to education including: women and girls, indigenous peoples and minorities, persons with disabilities, persons with HIV / AIDS, child labourers, persons in detention, migrants, refugees and IDPs, and persons living in poverty (Source: Audrey Chapman (2007) Development of Indicators for Economic, Social and Cultural Rights: The Rights to Education, Participation in Cultural Life and Access to the Benefits of Science; p.145)

Comments:
Special funding systems (eg cash transfers) are often necessary to ensure full access to education for students from marginalised groups
Levels of disaggregation: Level of Education, Gender, Minority, Region, Urban/Rural, Persons with HIV/AIDS, Migrants, Refugees and IDPs, Persons Living in Poverty, Persons with Disabilities, Child Labourers, Child Soldiers

Human Rights Standards:
- Articles 13 (2) (b) & (e), International Covenant on Economic, Social and Cultural Rights;
- Article 28 (1) (b), Convention on the Rights of the Child;
- Article 10 (d), Convention on the Elimination of All Forms of Discrimination against Women;
- 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 of Women;
- Article 10 (4) (b), (Revised) European Social Charter;
- Article 14 (4) (l), African Youth Charter

Tags: Access to Education [6], Economic Accessibility [88], Free Education [7], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Migrants, Refugees and IDPs [14], Persons Living in Poverty [16], Child Labourers [17], Process Indicators [56]

Pupil/textbook ratio

Pupil / textbook ratio is the average number of pupils for every textbook in schools

Comments:
Textbooks are one of the major teaching and learning resources used in schools. Given that a large number low income families cannot afford to buy their own textbooks, this is an important indicator related to equal access to quality education

Available data:
For the number of pupils per textbook (mathematics and reading only) in public primary schools in African countries, see EdStats [3] (Africa Dataset)

Levels of disaggregation: Level of Education, Region, Urban/Rural

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

Tags: Quality of Education [41], Learning Material [66], Primary [9], Secondary [23], Vocational Education [34], Process Indicators [56]

Do children have to present a birth certificate to enrol in school? [91]

The requirement to present a birth certificate in order to enrol in school may be prescribed by local, regional or national law

Comments:
Such a requirement impairs access to education of children without birth certificates and may amount to discrimination

Human Rights Standards:
- Article 30, Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families;
- Article 22, Convention relating to the Status of Refugees;
- Articles 2 (2) (3) & 13 (2), International Covenant on Economic, Social and Cultural Rights;
- Para 34, CESCGR General Comment 13;
- Article 2, Convention on the Rights of the Child;
- Article 3 (e), UNESCO Convention against Discrimination in Education

Tags: Access to Education [6], Administrative Accessibility [92], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Indigenous Peoples and Minorities [11], Migrants, Refugees and IDPs [14], Persons Living in Poverty [16], Structural Indicators [93]

Can children of seasonal migrants enrol in schools? [94]

Seasonal migrants are persons employed in a State other than their own for part of the year because the work they perform depends on seasonal conditions

Comments:
Not allowing children of seasonal migrants to enrol in school prevents full access to education for such children
Levels of disaggregation: Level of Education

Human Rights Standards:
Article 30, Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families; Article 22, Convention relating to the Status of Refugees; Article 28 (1), Convention on the Rights of the Child; Article 3 (e), UNESCO Convention against Discrimination in Education; Articles 2 (2) (3) & 13 (2), International Covenant on Economic, Social and Cultural Rights; Para 34, CESC General Comment 13

Tags: Access to Education [6], Administrative Accessibility [92], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Migrants, Refugees and IDPs [14], Process Indicators [56]

Is the State taking steps to identify out-of-school children, to encourage school attendance and to reduce drop-out rates? [95]

Out-of-school children are all those excluded from education at a given level of education

Comments:
Check whether there are specific programmes for this purpose, whether they respond to a thorough diagnostic of the specific reasons in the country amongst specific groups for drop-outs and out-of-school children; and whether these programmes are well-funded. If disaggregated data on numbers of out-of-school children shows that children from specific marginalised groups are disproportionately represented, check whether the State has adopted specific measures to encourage school attendance amongst children from those groups

Available data:
Global Initiative on Out-of-School Children [96]

Human Rights Standards:
Article 13 (2), International Covenant on Economic, Social and Cultural Rights; Article 28 (1) (a) (e), Convention on the Rights of the Child; Article 24 (2), Convention on the Rights of Persons with Disabilities; Article 7 (2) (c) (d), ILO Convention 182; Article 17 (2), (Revised) European Social Charter; Article 13 (3) (a) (d), Protocol of San Salvador; Articles 11 (3) (a) (d) (e) & 6, African Charter on the Rights and Welfare of the Child; Articles 13 (4) (c) (h), African Youth Charter; Article 41 (2), Arab Charter; Article 10 (f), Convention on the Elimination of All Forms of Discrimination against Women

Tags: Armed Conflict (Including Child Soldiers) [4], Access to Education [6], Free Education [7], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Child Labourers [17], Process Indicators [56]

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? [97]

Mechanisms by which stakeholders can contribute to the formulation and / or implementation of strategies to identify out-of-school children include: perception surveys, focus groups and public campaigns.

Comments:
Incorporating the input of parents, children and community leaders in the formulation and implementation of strategies for encouraging school attendance can often make these strategies more effective.

Human Rights Standards:
Article 13 (2), International Covenant on Economic, Social and Cultural Rights; Article 28 (1) (a) (e), Convention on the Rights of the Child; Article 24 (2), Convention on the Rights of Persons with Disabilities; Article 7 (2) (c) (d), ILO Convention 182; Article 17 (2), (Revised) European Social Charter; Article 13 (3) (a) (d), Protocol of San Salvador; Articles 11 (3) (a) (d) (e) & 6, African Charter on the Rights and Welfare of the Child; Article 13 (4) (c) (h), African Youth Charter; Article 41 (2), Arab Charter; Article 10 (f), Convention on the Elimination of All Forms of Discrimination against Women

Tags: Armed Conflict (Including Child Soldiers) [4], Access to Education [6], Free Education [7], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Child Labourers [17], Migrants, Refugees and IDPs [14], Persons in Detention [15], Participation [55], Process Indicators [56]
Are there any specific measures to ensure that previously out-of-school children remain in school? [98]

An example of such a measure is a programme that adapts education to students’ specific circumstances to prevent further drop-outs

Comments:
Previously out-of-school children may require additional support given that they have already missed schooling and are, as a result, more likely to drop-out of school again

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Access to Education [6], Free Education [7], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Child Labourers [17], Process Indicators [56]

Are there minimum educational standards applicable to private schools? [99]

According to international human rights law, non-government schools must conform to minimum educational standards, as laid down or approved by the State. Minimum educational standards may relate to issues such as admission, curricula and the recognition of certificates

Comments:
The State has an obligation to ensure that minimum educational standards are met in schools not established by the public authorities, in order to ensure a decent quality of education for all

Human Rights Standards:
Articles 13 (3) & (4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), Convention on the Rights of the Child; Article 11 (7), African Charter on the Rights and Welfare of the Child; Article 2, Op Protocol 1, European Convention on Human Rights; Article 17 (1) (a), (Revised) European Social Charter; Article 27 (3), ILO Convention 169; Articles 4 (b) & 5 (b), UNESCO Convention against Discrimination in Education

Tags: Quality of Education [41], Educational Freedom/Private Education [8], Privatisation [53], Accountability [100], Process Indicators [56]

Is there a monitoring body controlling whether minimum educational standards are met in private schools? [101]

According to international human rights law, non-government schools must conform to minimum education standards, as laid down or approved by the State. In order to ensure that this is the case, there must be a body to oversee whether these standards are met

Comments:
The State is responsible for ensuring minimum education standards are met in non-government schools and as such must establish a monitoring body to oversee whether these standards are met

Human Rights Standards:
Articles 13 (3) & (4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), Convention on the Rights of the Child; Article 11 (7), African Charter on the Rights and Welfare of the Child; Article 2, Op Protocol 1, European Convention on Human Rights; Article 17 (1) (a), European Social Charter; Article 27 (3), ILO 169; Articles 4 (b) & 5 (b), UNESCO Convention against Discrimination in Education

Tags: Quality of Education [41], Educational Freedom/Private Education [8], Accountability [100], Process Indicators [56]

Are there any established mechanisms that enable parents, children and/or community leaders to contribute to defining school curricula? [102]

Comments:
Established mechanisms that enable parents, children and / or community leaders to contribute to defining school
curricula can help make education relevant, culturally appropriate and adaptable to suit specific contexts - all essential elements of the right to education

Human Rights Standards:

Tags: Quality of Education [41], Content of Education [83], Participation [55], Process Indicators [56]

Do curriculum guidelines provided by the Ministry of Education include promoting respect for other nations, racial, ethnic or religious groups and indigenous peoples? [103]

Comments:
According to international human rights law, one of the aims of education is to “enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups” (Article 13, International Covenant on Economic, Social and Cultural Rights)

Human Rights Standards:
Article 13 (1), International Covenant on Economic, Social and Cultural Rights; Articles 29 (1) (c) & (d), Convention on the Rights of the Child; Article 7, International Convention on the Elimination of All Forms of Racial Discrimination; Article 31, ILO Convention 169; Article 5 (1) (a), UNESCO Convention against Discrimination in Education; Article 13 (2), Protocol of San Salvador; Article 11 (2) (d), African Charter on the Rights and Welfare of the Child; Article 13 (3) (c), African Youth Charter; Article 31 (3), Asean Human Rights Declaration; Paras 4, 11 & 19, CRC Child General Comment 1

Tags: Quality of Education [41], Content of Education [83], Indigenous Peoples and Minorities [11], Process Indicators [56]

Are there any established mechanisms to ensure that textbooks used in both public and private schools are of good quality and aligned with the curriculum guidelines provided by the Ministry of Education? [104]

Comments:
Such mechanisms are necessary to ensure that textbooks used in all schools - whether public or private - comply with minimum quality standards and that they contribute to promoting respect for human rights, equality of the sexes and tolerance among all peoples, ethnic, national and religious groups and persons of indigenous origin

Human Rights Standards:

Tags: Quality of Education [41], Content of Education [83], Learning Material [66], Accountability [100], Process Indicators [56]

Do the guidelines for the approval of textbooks that can be used in schools include the prohibition of any kind of promotion or depiction of discriminatory views? [105]

Comments:
In order to ensure that education is compliant with the aims of education and of good quality, the learning materials used must not promote or depict discriminatory views

Human Rights Standards:
Article 13 (1), International Covenant on Economic, Social and Cultural Rights; Article 29 (1), Convention on the Rights of the Child; Article 10 (c), Convention on the Elimination of All Forms of Discrimination against Women; Article 13 (2), Protocol of San Salvador; Article 11 (2) (d), African Charter on the Rights and Welfare of the Child;
Articles 12 (1) (b) & (2) (b), Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa; Article 6 (b), Inter-American Convention on the Prevention, Punishment, and Eradication of Violence Against Women

Tags: Quality of Education [41], Content of Education [83], Learning Material [66], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons Living in Poverty [16], Process Indicators [56]

Is there a monitoring mechanism charged with determining whether teachers have a good command of the language in which they teach? [106]

Comments:
Monitoring whether teachers have a good command of the language in which they teach is necessary to ensure education of good quality

Human Rights Standards:

Tags: Quality of Education [41], Teachers [71], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Migrants, Refugees and IDPs [14], Accountability [100], Process Indicators [56]

Does the required training for teachers include improving the skills necessary for teaching according to the aims of education set out in international human rights standards? [107]

Comments:
According to the UN Committee on the Rights of the Child, education must focus on the following aims: (a) The full development of the child’s personality, talents and mental and physical abilities; (b) The development of respect for human rights and fundamental freedoms; (c) The development of respect for the child’s parents, cultural identity, language and values, as well as respect for the values of the child’s country and other civilisations; (d) The development of the child’s responsibilities in a free society, including understanding, peace, tolerance, equality, and friendship among all persons and groups; (e) The development of respect for the natural environment

Human Rights Standards:

Tags: Quality of Education [41], Content of Education [83], Teachers [71], Process Indicators [56]

Do teachers have access to continual professional development throughout their careers? [108]

Comments:
Continual professional development for teachers throughout their careers may be necessary to ensure the quality of education and its relevance to changing circumstances

Human Rights Standards:
Article 13 (1), International Covenant on Economic, Social and Cultural Rights; Article 29 (1), Convention on the Rights of the Child; Article 13 (2), Protocol of San Salvador; Article 11 (2) (a), African Charter on the Rights and Welfare of the Child, Section VI, Recommendation concerning the Status of Teachers

Tags: Quality of Education [41], Teachers [71], Process Indicators [56]

Are there incentives to encourage experienced and/or well-trained teachers to teach in schools or areas where educational outcomes are traditionally lower? [109]

Comments:
Without such incentives, experienced and / or well-trained teachers may prefer to work in the main urban areas or the most well-off neighbourhoods, which may in turn have a discriminatory effect on the quality of education children living in remote rural areas or poor neighbourhoods receive
Human Rights Standards:

Tags: Quality of Education [41], Teachers [71], Indigenous Peoples and Minorities [11], Persons Living in Poverty [16], Process Indicators [56]
International human rights treaties relevant to the right to education ratified by the State [110]


Comments:
The international human rights treaties relevant to the right to education ratified by the State provide a normative framework for the human rights commitments of the State regarding its obligations to implement the right to education. When using this indicator you should check whether the State has ratified the most relevant international human rights treaty, for example, if your project focuses on the right to education of girls, you should check whether the State has ratified the Convention on the Elimination of All Forms of Discrimination against Women and its Optional Protocol

Available data:
For information on ratification status see, here [111].

Tags: Structural Indicators [93]
Coverage of the right to education in the constitution or other forms of superior law [112]

This indicator measure the extent to which and which aspects of the right to education are guaranteed in law at the highest level

Comments:
Does the constitution provide for free and compulsory primary education? Does it provide for progressively free secondary education, including technical and vocational education? Does it provide for progressively free tertiary education on the basis of capacity? Does it provide for basic education for adults who have not received or completed the whole period of their primary education?

Available data:
Right to Education Project, Where to Find Information [113]

Human Rights Standards:
Article 2 (1), International Covenant on Economic, Social and Cultural Rights

Tags: Access to Education [6], Quality of Education [41], Educational Freedom/Private Education [8], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons Living in Poverty [16], Structural Indicators [93]

This indicator examines the various provisions in domestic law that protect various aspects of the right to education.

Comments:
The issues that should be covered in domestic laws include, *inter alia*, institutional arrangements to make primary schooling free and compulsory, the prohibition of corporal punishment, discrimination in access to education, making educational institutions barrier-free and inclusive education (e.g., children with disabilities, children in detention, migrant children, indigenous children).

Available data:
Right to Education Project, *Where to Find Information* [113]

Human Rights Standards:
Article 2 (1), International Covenant on Economic, Social and Cultural Rights

Tags: Structural Indicators [93]

Do domestic laws forbid discrimination in access to education? [115]

This indicator examines whether discrimination, both direct and indirect, are legally prohibited.

Comments:
Check on which grounds discrimination is forbidden: age, gender, race, ethnicity, colour, origin, language, status, opinion, sexual orientation, disability, socio-economic status, and other pertinent grounds.

Available data:
Right to Education Project, *Where to Find Information* [113]

Human Rights Standards:

Tags: Access to Education [6], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Structural Indicators [93]

Number of reported incidents of schools closed or not allowed to open [116]

This indicator refers to the number of such incidents in the last 12 months.

Comments:
A high incidence of reported school closures may reflect a problem in the availability of education.

Levels of disaggregation: Level of Education, Region, Public/Private, Urban/Rural

Human Rights Standards:
Article 13 (4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), Convention on the Rights of the Child; Article 13 (5), Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child; Article 2 (c), UNESCO Convention against Discrimination in Education (This article does however say 'when permitted' with regards to private schools which is problematic); Article 13, Framework Convention for the Protection of National; Article 14 (3), European Union Charter of Fundamental Rights; Article 27 (3) ILO Convention 169; Articles 50 & 94, Geneva Convention IV; Article 52 & 78, Additional Protocol to the Geneva Conventions.
Teacher absenteeism rate

This indicator measures the proportion of teachers who are not in school although they were expected to be teaching when visited by a survey team, out of all teachers who were expected to be teaching.

Comments:
The standard tool to measure this indicator is unannounced visits to schools to determine the percentage of teachers not on site. For this indicator, administratively approved leave for professional development, field trips or other off-school activities with students is not counted as a teacher's absence. A high teacher absenteeism rate may reflect a problem in the availability of education.

Levels of disaggregation: Level of Education, Region, Urban/Rural, Public/Private

Human Rights Standards:

Has the government adopted specific measures to combat teacher absenteeism?

Comments:
Check if measures or programmes adopted by the State to reduce teacher absenteeism take into account the specific factors that contribute to this phenomenon in the country, which may include, *inter alia*, school material conditions, administrative breakdowns (eg non-payment of salaries), health (including care for family members in the absence of any other social care structure) and inadequate transportation systems. In a country with high levels of teacher absenteeism, lack of specific measures to combat this problem may constitute a violation of the State’s obligation to make education accessible.

Human Rights Standards:

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

Comments:
In countries with traditional societies, such campaigns may be an important strategy to increase girls' access to education.

Levels of disaggregation: Level of Education, Region, Urban/Rural

Human Rights Standards:
Article 10 (a), Convention on the Elimination of All Forms of Discrimination against Women; Article 12 (1) (a), Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa; Para 30, CESCR General Comment 16

Gender pay gap

The gender pay gap is the difference between male and female earnings expressed as a percentage of male earnings. It is calculated by dividing the median annual earnings for women by the median annual earnings for men.
A high gender pay gap may reduce the willingness of parents to make sacrifices for their girls’ schooling when they have reason to doubt that schooling will significantly benefit the girl in question.

Human Rights Standards:
Article 10 (a), Convention on the Elimination of All Forms of Discrimination against Women; 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

Tags: Access to Education [6], Women and Girls [10], Process Indicators [56]
Is there legislation prohibiting child marriage? [121]

Child marriage is defined as a marriage where at least one party is under the age of 18.

Comments:
Child marriage could interfere with school attendance.

Human Rights Standards:
Article 28 (1) (e); Article 10 (f) & 16 (2), Convention on the Elimination of All Forms of Discrimination against Women; Article 24 (3) & 16 (2), Convention on the Rights of the Child; Article 12 (2) (c), Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa

Tags: Access to Education [6], Women and Girls [10], Structural Indicators [93]
Number of reported incidents of child marriage [122]

Comments:
In some countries, despite the fact that a minimum age for marriage is stipulated by law, the practice of child marriage below that minimum age continues.

Levels of disaggregation: Region, Urban/Rural

Human Rights Standards:
Articles 28 (1) (e), 10 (f) & 16 (2), Convention on the Elimination of All Forms of Discrimination against Women; Articles 24 (3) & 16 (2), Convention on the Rights of the Child; Article 12 (2) (c), Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa

Tags: Access to Education [6], Women and Girls [10], Process Indicators [56]
Percentage of female teachers, headteachers and supervisors [123]

Female teachers, headteachers and supervisors as a percentage of total number of teachers, headteachers and supervisors respectively in a given level of education (includes full-time and part-time teachers)

Comments:
Female teachers are important as they serve as role models to girls and help to attract and retain girls in school. Female headteachers and supervisors are important to ensure that a gender perspective is fully incorporated in schools.

Available data:
Edstats [40]

Levels of disaggregation: Level of Education, Region, Urban/Rural, Public/Private

Human Rights Standards:
Article 10 (a) & 11 (1), Convention on the Elimination of All Forms of Discrimination against Women; Article 12 (1) (a), Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa; Article (6) (2), Protocol of San Salvador

Tags: Quality of Education [41], Teachers [71], Women and Girls [10], Process Indicators [56]
Is the expulsion of girls from school because of pregnancy or for having a baby explicitly forbidden in legislation? [124]

Comments:
Without an explicit prohibition, school principals may have the authority to arbitrarily decide to expel girls who are pregnant or have a baby, thereby violating their right to education

Human Rights Standards:
Article 11 (6), African Charter on the Rights and Welfare of the Child; Article 13 (4) (h), African Youth Charter; Articles 12 (1) (a) (c) & (d), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa; Article 24, Convention on the Rights of the Child; Para 56, Committee on the Rights of the Child General Comment 14; Article 7, International Covenant on Civil and Political Rights

Tags: Access to Education [6], Women and Girls [10], Structural Indicators [93]
Number of reported incidents of girls expelled from schools because of pregnancy or having had a baby [125]

This indicator measures the number of reported incidents in the last 12 months

Comments:
If the number of reported incidents is high, you should check whether it is because of a lack of appropriate legislation forbidding such incidents or whether it is because of the lack of enforcement of relevant legislation

Human Rights Standards:
Article 11 (6), African Charter on the Rights and Welfare of the Child; Article 13 (4) (h), African Youth Charter; Articles 12 (1) (a) (c) & (d), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa; Article 24, Convention on the Rights of the Child; Para 56, Committee on the Rights of the Child General Comment 14; Article 7, International Covenant on Civil and Political Rights

Tags: Access to Education [6], Women and Girls [10], Process Indicators [56]
Number of reported incidents of expulsion of unmarried, pregnant schoolteachers [126]

This indicator measures the number of reported incidents in the last 12 months

Comments:
If the number of reported incidents is high, you should check whether it is because of a lack of appropriate legislation forbidding such incidents or whether it is because of the lack of enforcement of relevant legislation

Human Rights Standards:
Article 10 (a), Convention on the Elimination of All Forms of Discrimination against Women; Article 10 (2), International Covenant on Economic, Social and Cultural Rights; Paras 10 (a) & 31, CESCR General Comment 20

Tags: Teachers [71], Women and Girls [10], Process Indicators [56]
Do domestic laws protect the right of minorities to establish their own schools? [127]

Comments:
According to human rights standards, minorities have the freedom to establish their own schools and this should be protected by domestic law. At the same time, such schools should comply with minimum educational standards as set or approved by the State

Human Rights Standards:

Tags: Educational Freedom/Private Education [8], Indigenous Peoples and Minorities [11], Structural Indicators [93]
Percentage of children belonging to language minorities taught both their own minority language and the official State language [128]
Children belonging to language minorities have the right to learn their own language since the right to speak, promote and protect one’s language is an essential aspect of belonging to a minority. At the same time, they also have the right to learn the official State language in order to fully integrate into wider society.

Levels of disaggregation: Region, Urban/Rural, Minority

Human Rights Standards:
Article 27, International Covenant on Civil and Political Rights; Article 30, Convention on the Rights of the Child; Article 14, Framework Convention for the Protection of National Minorities; Articles 8(1) (a) (i) (b) (i) (c) (i) (d) (i) (e) (i) (f) (i), European Charter for Regional or Minority Languages; Article 28, ILO Convention 169; Article 5 (c) (i), UNESCO Convention against Discrimination in Education

Tags: Quality of Education [41], Indigenous Peoples and Minorities [11], Process Indicators [56]
Number of reported incidents of racism or xenophobia in schools [129]

This indicator measures the number of reported incidents of racism or xenophobia in school during the last 12 months.

Comments:
Human Rights Standards:
Articles 5 & 7, International Convention on the Elimination of All Forms of Racial Discrimination; Article 29 (1) (c) (d), Convention on the Rights of the Child; Article 13 (1), International Covenant on Economic, Social and Cultural Rights; Article 20 (2), International Covenant on Civil and Political Rights; Article 13 (2), Protocol of San Salvador; Article 11 (2) (d), African Charter on the Rights and Welfare of the Child; Article 5 (1) (a), UNESCO Convention against Discrimination in Education; Article 13 (3) (c), African Youth Charter; Article 31 (3), Asean Human Rights Declaration; Paragraphs 4, 11 & 19 Committee on the Rights of the Child General Comment 1

Tags: Quality of Education [41], School Safety and Violence [59], Indigenous Peoples and Minorities [11], Process Indicators [56]
Minority teachers ratio [130]

Minority teachers ratio is the percentage of teachers belonging to minority groups out of the total of teachers for a given level of education.

Comments:
A minority teachers ratio significantly lower than the proportion of that minority in the country may contribute to the lack of cultural adaptability of education to the needs of children belonging to that minority.

Human Rights Standards:
Article 8 (2), European Charter for Regional or Minority Languages; Article 27, International Covenant on Civil and Political Rights; Article 30 Convention on the Rights of the Child; Article 7 International Convention on the Elimination of All Forms of Racial Discrimination; Para 62, Committee on the Rights of the Child General Comment 11; Article 28, ILO 169; Article 5 (c), UNESCO Convention against Discrimination in Education; Articles 12 (1) (2) & 14, Framework Convention for the Protection of National Minorities

Tags: Quality of Education [41], Teachers [71], Indigenous Peoples and Minorities [11], Process Indicators [56]
Percentage of teachers not belonging to minority groups trained in minority culture or languages [131]

Comments:
A significantly low percentage of teachers not belonging to minority groups trained in minority culture or languages may contribute to the lack of cultural adaptability of education to the needs of children belonging to minority groups, particularly if it is combined with a low percentage of teachers belonging to minority groups.

Human Rights Standards:
Article 8 (2), European Charter for Regional or Minority Languages; Article 27, International Covenant on Civil and Political Rights; Article 30, Convention on the Rights of the Child; Article 7, International Convention on the Elimination of All Forms of Racial Discrimination; Article 29 (1) (c), Convention on the Rights of the Child; Para 62, Committee on the Rights of the Child General Comment 11; Article 28, ILO Convention 169; Article 5(c), UNESCO Convention against Discrimination in Education; Article 50, Geneva Convention 4; Articles 12 (1) (2) & 14, Framework Convention for the Protection of National Minorities
Are there established mechanisms to enable parents, children and community leaders belonging to minorities to contribute to ensuring that education takes their needs into account? [132]

Such mechanisms could include, for example, perception surveys, focus groups and public campaigns

Comments:
Such mechanisms are necessary to ensure that education will be adapted to the specific needs of minorities

Human Rights Standards:
Articles 22 (2) (3), 27 & 28 (1) ILO Convention 169; Article 29 (1), Convention on the Rights of the Child; Para 22, Committee on the Rights of the Child General Comment 1

Are there mobile schools for children of nomads? [133]

Comments:
Lack of mobile schools may hinder children of nomads enjoying the right to education

Human Rights Standards:
Article 14 (2), Framework Convention for the Protection of National Minorities; Article 14, Declaration on the Rights of Indigenous Peoples; Para 61 of Committee on the Rights of the Child General Comment 11; Articles 22 (2) (3), 26, 27 (1) & 28 (1) (2), ILO Convention 169

Is there legislation recognising the right of children with disabilities to education? [134]


Comments:
Check if the legislation makes provision for the necessary equipment and support to enable students with disabilities to attend school

Human Rights Standards:
Articles 4 (1) (a) (b) (d) (e), 2, 3, 4, 5 & 24, Convention on the Rights of Persons with Disabilities; Article 13, International Covenant on Economic, Social and Cultural Rights; Paras 13, 16, & 35, CESCRO General Comment 5; Para 59, CESCRO General Comment 13; Article 3 (1) (a), Inter-American Convention on the Elimination of All Forms of Discrimination against Persons with Disabilities

Percentage of children with disabilities enrolled in mainstream schools [135]

This indicator measures the rate of children with disabilities enrolled in mainstream schools in a given level of education as a percentage of the total number of children with disabilities in that level of education

Comments:
Children with disabilities should not be excluded from the general education system on the basis of disability

Levels of disaggregation: Type of Disability, Level of Education, Region, Urban/Rural

Human Rights Standards:
Article 13 (2), International Covenant on Economic, Social and Cultural Rights; Article 28 (1), Convention on the Rights of the Child; Paras 66 & 67 of Committee on the Rights of the Child GC 9; Article 24 (2), Convention on the Rights of Persons with Disabilities; Articles 17 (2) & 15 (1), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child; Article 7 (2) (c), ILO Convention 182; Article 13 (4) (a) (b), African Youth Charter; Articles 40 & 41(2) Arab Charter
Is there a special funding system to ensure access to education for children with disabilities? [136]

Comments:
Without such special funding system, it may not be possible for some children with disabilities to have effective access to education

Human Rights Standards:
Article 13 (2) (e), International Covenant on Economic, Social and Cultural Rights; Articles 28 (1) & 23(c), Convention on the Rights of the Child; Article 24 (2), Convention on the Rights of Persons with Disabilities; Articles 17 (2), 15 (1) & 10 (5) (b), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child; Article 13 (4) (a) (b), African Youth Charter; Articles 40 & 41 (2) Arab Charter

Tags: Access to Education [6], Persons with Disabilities [12], Process Indicators [56]

Are reasonable accommodation measures available for children with disabilities in mainstream schools? [137]

Comments:
Lack of reasonable accommodation measures may impair the access of children with disabilities to mainstream schools

Human Rights Standards:
Articles 24 (2) (c) & (5), Convention on the Rights of Persons with Disabilities; Article 23 (a), Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa; Article 3 (1), Inter-American Convention on the Elimination of All Forms of Discrimination against Persons with Disabilities; Article 40, Arab Charter

Tags: Access to Education [6], Economic Accessibility [88], Free Education [7], Persons with Disabilities [12], Process Indicators [56]

This indicator measures the percentage of teachers in mainstream schools who have one or more children with disabilities who are specifically trained to teach children with disabilities out of the total number of teachers in such schools teaching children with disabilities

Comments:
Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication (e.g. sign language and/or Braille), educational techniques and materials to support persons with disabilities

Levels of disaggregation: Type of Disability, Level of Education, Region, Urban/Rural, Public/Private

Human Rights Standards:
Article 29, Convention on the Rights of the Child; Paras 62 & 67 of Committee on the Rights of the Child General Comment 9; Article 13, International Covenant on Economic, Social and Cultural Rights; Para 35 of CESCR General Comment; Article 24 (4), Convention on the Rights of Persons with Disabilities

Tags: Quality of Education [41], Teachers [71], Persons with Disabilities [12], Process Indicators [56]

Do teachers of children with disabilities in mainstream schools receive special support? [139]

Comments:
Teachers in mainstream schools who have pupils with disabilities need special support to allow them to provide the
necessary support to those children and to help them integrate into classes

Levels of disaggregation: Level of Education, Region, Urban/Rural

Human Rights Standards:
Articles 24 (2) (c) (3) (4) & (5), Convention on the Rights of Persons with Disabilities; Article 13, International Covenant on Economic, Social and Cultural Rights; Para 35, CESCR General Comment 5; Article 29, Convention on the Rights of the Child; Paras 62 & 67, Committee on the Rights of the Child General Comment 9

Tags: Quality of Education [41], Teachers [71], Persons with Disabilities [12], Process Indicators [56]

This indicator measures the rate of children with disabilities enrolled in special schools at a given level of education as a percentage of the total number of children with disabilities at that level of education

Comments:
A significantly high percentage of children with disabilities enrolled in special schools may reflect that the State is not making sufficient efforts for reasonable accommodation of children with disabilities in mainstream schools. A significantly low percentage may reflect that the State does not provide sufficient special schools for children with disabilities who cannot be integrated in mainstream schools

Levels of disaggregation: Type of Disability, Level of Education, Region, Urban/Rural, Public/Private

Human Rights Standards:
Article 28 (1), Convention on the Rights of the Child; Para 67 of Committee on the Rights of the Child General Comment 9; Article 13 (2); International Covenant on Economic, Social and Cultural Rights; Article 24; Convention on the Rights of Persons with Disabilities; Articles 15 (1) & 17 (2), (Revised) European Social Charter; Article 13 (3) (e), Protocol of San Salvador; Article 13, African Charter on the Rights and Welfare of the Child; Article 13 (4) (g), African Youth Charter

Tags: Access to Education [6], Persons with Disabilities [12], Process Indicators [56]

Can parents and children complain before an independent body about decisions to send their children to special schools?

Comments:
Such complaint mechanisms are necessary to ensure that children with disabilities are only sent by the State to study in special schools under strict conditions which are clearly and strictly set

Human Rights Standards:
Article 24 (2), Convention on the Rights of Persons with Disabilities

Tags: Persons with Disabilities [12], Accountability [100], Process Indicators [56]

This indicator measures the average household expenditure on education, as a percentage of their total expenditure in the last 12 months

Comments:
If the percentage of household expenditure on education for households with children with disabilities is significantly high, check whether the State provides special funding to households with children with disabilities, so that the burden of sending them to school is not prohibitively high

Levels of disaggregation: Public/Private

Human Rights Standards:

Tags: Access to Education [6], Persons with Disabilities [12], Process Indicators [56]
Do migrant, refugee, internally displaced or other 'internal migrant' children have to present documents stating their legal status to enrol in school? [143]

Examples of documents include passports, residency permits and birth certificates

Comments:
Such requirements may impair access to education to children of undocumented migrants

Human Rights Standards:
Article 30, Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families; Article 22, Convention relating to the Status of Refugees; Articles 2 (2) (3) & 13 (2), International Covenant on Economic, Social and Cultural Rights; Articles 2 & 28 (1), Convention on the Rights of the Child; Article 3 (e), UNESCO Convention against Discrimination in Education; Para 34 of CESCR General Comment 13; Article 9 (2) (b), Kampala Convention

Tags: Access to Education [6], Administrative Accessibility [92], Migrants, Refugees and IDPs [14], Process Indicators [56]

Number of reported incidents of migrant, refugee, internally displaced children expelled from school because they or their parents have lost their residency permit. [144]

Comments:
A high incidence of expulsions from school due to loss of residency permits reflects a denial of access to education to this group of children

Human Rights Standards:
Article 30, Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families; Article 22, Convention relating to the Status of Refugees; Articles 2 (2) (3) & 13 (2), International Covenant on Economic, Social and Cultural Rights; Articles 2 & 28 (1), Convention on the Rights of the Child; Article 3 (e), UNESCO Convention against Discrimination in Education; Para 34 of CESCR General Comment 13; Article 9 (2) (b), Kampala Convention

Tags: Access to Education [6], Administrative Accessibility [92], Migrants, Refugees and IDPs [14], Process Indicators [56]

Is education provided in retention centres/camps for migrant, refugee and internally displaced children? [145]

Comments:
Without such arrangements, this group of children would be denied access to education

Human Rights Standards:
Article 30, Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families; Article 22, Convention relating to the Status of Refugees; Articles 2 (2) (3) & 13 (2), International Covenant on Economic, Social and Cultural Rights; Articles 2, 22 (1) & 28 (1), Convention on the Rights of the Child; Article 3 (e), UNESCO Convention against Discrimination in Education; Para 34, CESCR General Comment 13; Article 9 (2) (b), Kampala Convention

Tags: Access to Education [6], Migrants, Refugees and IDPs [14], Persons in Detention [15], Process Indicators [56]

Do imprisoned children receive education integrated with the general education system? [146]

"Every juvenile of compulsory school age has the right to education suited to his or her needs and abilities and designed to prepare him or her for return to society. Such education should be provided outside the detention facility in community schools wherever possible and, in any case, by qualified teachers through programmes integrated with the education system of the country so that, after release, juveniles may continue their education without difficulty." (Rule 38, Rules for the Protection of Juveniles Deprived of their Liberty [147])

Comments:
Without such arrangements, this group of children would be denied access to education and the opportunity to integrate back into society after release
Levels of disaggregation: Level of Education

Human Rights Standards:
Article 77 (2), Standard Minimum Rules for the Treatment of Prisoners; Rule 38, Rules for the Protection of Juveniles Deprived of their Liberty; Article 10 (3), International Covenant on Civil and Political Rights

Tags: Access to Education [6], Quality of Education [41], Persons in Detention [15], Process Indicators [56]

Is educational and vocational information and guidance given to imprisoned children? [148]

Comments:
Such information and guidance may be necessary to ensure that this group of children can be fully reintegrated into society once they are released from prison

Human Rights Standards:
Rules 38, 42 & 43, Rules for the Protection of Juveniles Deprived of their Liberty; Article 10 (3), International Covenant on Civil and Political Rights; Article 71 (5), Standard Minimum Rules for the Treatment of Prisoners; Rule 26 (1) (2), United Nations Standard Minimum Rules for the Administration of Juvenile Justice

Tags: Access to Education [6], Persons in Detention [15], Process Indicators [56]

Do adult prisoners have access to education? [149]

For example literacy programmes

Comments:
Provision shall be made for the further education of all prisoners capable of profiting, particularly of adult prisoners who have low literacy skills

Human Rights Standards:
Articles 77 (1) & 75 (2), Standard Minimum Rules for the Treatment of Prisoners; Article 10 (3), International Covenant on Civil and Political Rights

Tags: Access to Education [6], Adult Education [43], Persons in Detention [15], Process Indicators [56]

Percentage of prisons with libraries [150]

Comments:
According to international human rights standards, every prison should have a library for the use of all categories of prisoners, adequately stocked with both recreational and instructional books

Human Rights Standards:
Rule 40, Standard Minimum Rules for the Treatment of Prisoners; Rule 41, Rules for the Protection of Juveniles Deprived of their Liberty

Tags: Quality of Education [41], Learning Material [66], Adult Education [43], Persons in Detention [15], Process Indicators [56]

International human rights treaties relevant to the right to education of girls and women ratified by the State [151]


In Europe: Protocol 1 to the European Convention on Human Rights, and (Revised) European Social Charter (including Article 17)


Comments:
The international human rights treaties relevant to the right to education of girls and women ratified by the State provide a normative framework for the human rights commitments of the State regarding its obligations to implement the right to education of girls and women.

It may also be worth checking whether reservations or declarations have been made which limit the domestic applicability of relevant provisions

Available data:
For information on ratification status see, here [111]

Tags: Access to Education [6], Quality of Education [41], Free Education [7], Women and Girls [10], Structural Indicators [93]

Is there legislation expressly prohibiting any form of discrimination against students and teachers affected by HIV/AIDS? [152]

Comments:
Such legislation may be necessary to prevent this type of discrimination which is common in many countries

Human Rights Standards:
Article 2 (2), International Covenant on Economic, Social and Cultural Rights; Paras 33 & 37 of CESCR General Comment 20; Article 2 & 4 Convention on the Rights of the Child; Paras 9 & 40 (c), Committee on the Rights of the Child General Comment 3; Article 3 (b) (c), ILO Convention 111

Tags: Access to Education [6], Teachers [71], Persons with HIV/AIDS [13], Structural Indicators [93]

Number of reported incidents of discrimination against children because they or their parents are HIV-positive or against teachers who are HIV-positive [153]

Comments:
If the number of reported incidents is high, you should check whether it is because of a lack of appropriate legislation forbidding such incidents or whether it is because of the lack of enforcement of relevant legislation

Human Rights Standards:
Article 2 (2), International Covenant on Economic, Social and Cultural Rights; Para 33, CESCR General Comment 20; Article 2, Convention on the Rights of the Child; Para 9, Committee on the Rights of the Child General Comment 3; Article 1 (a) (b), ILO Convention 111

Tags: Access to Education [6], Teachers [71], Persons with HIV/AIDS [13], Process Indicators [56]

Are there any government programmes that provide children, families, teachers, educational officials and the broader community with factual and comprehensive information about HIV/AIDS? [154]

Comments:
Such programmes may be necessary given widespread misinformation about HIV/AIDS

Human Rights Standards:
Article 2(2), International Covenant on Economic, Social and Cultural Rights; Paras 33, 38, 39 & 40 of CESCR General Comment 20; Articles 24 (2) (e) (f), 13 & 17, Convention on the Rights of the Child; Paras 16-18 Committee on the Rights of the Child General Comment 3; Article 3 (b), ILO Convention 111; Article 13 (3) (F), African Youth Charter

Tags: Quality of Education [41], Persons with HIV/AIDS [13], Process Indicators [56]

Is corporal punishment illegal? [155]

Corporal punishment is defined by the UN Committee on the Rights of the Child as: "any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light" (Committee on the Rights of the Child, General Comment 8 [156])

Comments:
Corporal punishment of children breaches their fundamental human rights to respect for human dignity and physical integrity. You should check that corporal punishment is prohibited both in the home and at school.

Available data:
Global Initiative to End All Corporal Punishment of Children [157]

Human Rights Standards:
Articles 4, 19 & 28 (2), Convention on the Rights of the Child; Articles 2 (2) & 7, International Covenant on Civil and Political Rights; Article 11 (5), African Charter on the Rights and Welfare of the Child; Article 3, European Convention on Human Rights; Article 17 (1) (b), (Revised) European Social Charter; Rule 67, United Nations Rules for the Protection of Juveniles Deprived of their Liberty; Article 16, Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment

Tags: Quality of Education [41], School Safety and Violence [59], Structural Indicators [93]

Are there any specific military orders, policies or programs to prevent sexual violence at and on the route to and from school by national armed forces and/or foreign forces present in the country (e.g. "zero tolerance policy")? [158]

Sexual violence committed by officials of the national armed forces or foreign forces present in the country constitutes a crime against humanity (Rome Statute, Article 7, 1, g).

Comments:
Tags: Armed Conflict (Including Child Soldiers) [4], Attacks on schools and universities [159], Attacks on students, teachers and other educational personnel [160], Military use of schools and universities [161], School Safety and Violence [59], Process Indicators [56]

Have students, teachers or other educational personnel been attacked at, or on the way to or from, schools, universities or other educational facilities? [162]

This indicator refers to targeted attacks on students, teachers, and other educational personnel carried out by conflict actors. It includes injuries, torture, abduction, forced disappearance, sexual violence, child soldier recruitment, killings, and threats of violence (such as coercion or extortion), that occur in educational facilities, or when students, teachers, and other educational personnel are at, or on their way to or from school, university or other educational facilities. Attacks on students and teachers also include reported incidents of placing students and teachers in harm's way by exposing them to return fire, including in the way to and from school - as for example when a school bus is caught in cross fire.

Levels of disaggregation: for each incident, identify (disaggregate by age group and gender):
Perpetrator
State’s armed forces

Non State armed forces

I. Type and extent of the attack (for each type of attack, disaggregate by age group, gender and level of education)
Threat and/or intimidation: Children, teachers, and other personnel may be subject to threats or be intimidated by parties to conflict if suspected, for example, to support the other party to the conflict

Torture: Children, teachers, and other personnel may be subject to torture by parties to conflict. “Torture means any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted on a person for such purposes as obtaining from him or a third person information or a confession, punishing him for an act he or a third person has committed or is suspected of having committed, or intimidating or coercing him or a third person, or for any reason based on discrimination of any kind, when such pain or suffering is inflicted by or at the instigation of or with the consent or acquiescence of a public official or other person acting in an official capacity. It does not include pain or suffering arising only from, inherent in or incidental to lawful sanctions” (Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, 1984, Article 1).
Sexual violence: "Sexual violence at, or on the way to or from, school or university occurs when armed forces, law enforcement, other state security entities, or non-state armed groups, sexually threaten, harass, or abuse students or educators of all genders. Sexual violence includes rape, sexual slavery, forced marriage, forced prostitution, forced pregnancy, forced sterilization, forced abortion, forced circumcision, castration, genital harm, and any other non-consensual sexual act, as well as acts that may not require physical violence or contact but include humiliation or shaming of a sexual nature" (GCPEA, Education Under Attack 2020 Report, p. 87/88). Note that for the Global Coalition to Protect Education from Attack (GCPEA), sexual violence constitutes a distinct category. We consider it a sub-category of attacks on students, teachers and other educational personnel and therefore, included in this category.

Killings: This category refers to indiscriminate killings of students, teachers and/or other educational personnel, such as mass killings that might take place inside educational facilities or on school premises, for example. This does not include killings resulting from torture, sexual violence, or attacks that place students and teachers in harms way - as they constitute another sub-category of attack.

Enforced disappearance: Enforced disappearance "is considered to be the arrest, detention, abduction or any other form of deprivation of liberty by agents of the state or by persons or groups of persons acting with the authorization, support or acquiescence of the state, followed by a refusal to acknowledge the deprivation of liberty or by concealment of the fate or whereabouts of the disappeared person, which place such a person outside the protection of the law" (Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, 1984, Article 1). Enforced disappearances caused by non-state armed groups are also included in this category. Some armed groups are opposed to secular and girls' education, leading to girls and women being abducted and sometimes forced into marriage or into having sexual relations with their perpetrator.

Child recruitment into armed forces or non-state armed groups: "Child recruitment at, or on the way to or from, school occurs when armed forces or armed groups recruit children under the age of 18 from their schools or along school routes. Recruitment for any purpose is included, such as serving as fighters, spies, or intelligence sources; for domestic work; or to transport weapons or other materials" (GCPEA, Education Under Attack 2020 Report, p. 87). Note that for the Global Coalition to Protect Education from Attack (GCPEA), child recruitment constitutes a distinct category. We consider it a sub-category of attacks on students, teachers and other educational personnel and therefore, included in this category.

Placing students and/or teachers in harm's way: Students and teachers may be used as human shields or exposed to return fire, including on the way to and from school - as, for example, when a school bus is caught in cross fire.

Comments:
These attacks are distinct from attacks on schools, in that they target people rather than infrastructure.

When students, teachers or school staff are threatened or attacked there are short and long term consequences on the right to education. For example, students who are injured may be prevented from going to school for a certain period of time, may suffer from physical and psychological injuries affecting their capacity to concentrate and their learning skills. The consequences of attacks perpetrated against teachers and educational personnel affect the access to and quality of education.

Students and educational personnel may be denied access to classrooms because of checkpoints and roadblocks. A general climate of insecurity and fear as a result of conflict can also prevent students and teachers from attending school, increasing drop-out rate and teacher absenteeism rate.

Some armed groups are opposed to secular and girls' education, leading to girls and women being abducted and sometimes forced into marriage or into having sexual relations with their perpetrator. Disaggregated data can help identify if minority, ethnic groups, religious groups or girls and women are being specifically targeted, for example.

Students, teachers and staff of all levels of education - including, pre-school, kindergarten, vocational training and higher education - are affected by these types of attack.

The indicator may be applied at a regional, national or subnational level.
Levels of disaggregation: For each incident, disaggregate by perpetrator, gender of student/educator type and extent of the attack.

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Attacks on students, teachers and other educational personnel [160], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Adult Education [43], Outcome Indicators [18]

Number of reported attacks on students, teachers and/or other educational personnel [167]

This indicator measures the total number of reported attacks on students, teachers and/or other educational personnel perpetrated by armed forces or armed groups (from government and/or opposition groups) at schools, universities or other educational facilities, or on the way to or from them, in the last 12 months or during another designated period of time. It is the sum of the number of incidents of threats and/or intimidations; persons suffering from physical injuries, torture, sexual violence; killings, enforced disappearances, child recruitment, and incidents of placing students and teachers in harm’s way. It does not include students/teachers/personnel injured or harmed in attacks on schools/universities as those constitute another category of attack.

Comments:
A high number of reported attacks on students, teachers and or other educational personnel indicates that states are not complying with their legal obligation to protect, realise and fulfill the right to education. Other than the physical and psychological impacts of such attacks, they may also have important consequences on the availability and accessibility of the right to education. Furthermore, a high number of attacks on students, teachers and/or personnel may create a climate of insecurity: parents may avoid sending their girls to school for fear that something might happen to them, and teachers and staff may refrain from going to work. This might lead to an increase in drop-out rates and teachers’ absenteeism as well as a decrease in gross enrollment rate. The indicator can be applied at a regional, national or subnational level.

Available data:
Virtual library [163] of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA’s Humanitarian Data Exchange’s Education and Conflict Monitor [164], the reports of the Global Coalition to Protect Education from Attack [165] (GCPEA), and GCPEA and Insecurity Insight’s Education in Danger newsbrief [166].

Levels of disaggregation: Disaggregate by age group and gender.

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Attacks on students, teachers and other educational personnel [160], Access to Education [6], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Adult Education [43], Outcome Indicators [18]

This indicator measures the total number of reported attacks on students, teachers and other educational personnel perpetrated by state armed forces in the last 12 months or at a designated period of time. It includes attacks committed at schools, universities or other educational facilities or on the way to or from them. It is the sum of all reported incidents of attacks on students, teachers and other educational personnel perpetrated by a state’s armed forces (including government paramilitary forces).

Comments:
States are the primary duty bearers regarding the safeguarding and the implementation of the right to education. Civilians are protected persons under humanitarian law and parties in conflict can be brought to justice for attacks against them. The indicator may be applied at a regional, national or subnational level.

Available data:
Virtual library [163] of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA’s Humanitarian Data Exchange’s Education and Conflict Monitor [164], the reports of the Global Coalition to Protect Education from Attack [165] (GCPEA), and GCPEA and Insecurity Insight’s Education in Danger newsbrief [166].

Levels of disaggregation: Disaggregate by age group and gender.

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Attacks on students, teachers and other educational personnel [160], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Adult Education [43], Outcome Indicators [18]

This indicator measures the total number of reported attacks on students, teachers and other educational personnel perpetrated by non-state armed groups in the last 12 months or at a designated period of time. It includes attacks committed at schools, universities or other educational facilities or on the way to or from them. It is the sum of all reported incidents of attacks on students, teachers and other educational personnel perpetrated by non-state armed groups.
Comments:
Under international humanitarian law, civilians shall enjoy general protection against dangers arising from military operations. This rule applies to all parties in conflict, including non-state actors. The indicator may be applied at a regional, national or subnational level.

Available data:
Virtual library [163] of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA’s Humanitarian Data Exchange’s Education and Conflict Monitor [164], the reports of the Global Coalition to Protect Education from Attack [165] (GCPEA), and GCPEA and Insecurity Insight’s Education in Danger newsbrief [166].

Levels of disaggregation: Disaggregate by age group and gender.

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Attacks on students, teachers and other educational personnel [160], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Adult Education [43], Outcome Indicators [18]

Number of reported incidents of threats and/or intimidations against students, teachers and/or other educational personnel [170]

This indicator measures the number of reported threats and/or intimidations perpetrated by armed forces or armed groups (from government and/or opposition groups) against students, teachers and other educational personnel in the last 12 months or during another designated period of time. It only includes threats and intimidations when students, teachers and/or personnel are targeted due to their status as students/teachers/personnel.

Comments:
Students, teachers, and other personnel may be subject to threats or be intimidated by parties to conflict if suspected, for example, to support the other party to the conflict. A high number of reported threats and/or intimidations may lead to an insecurity climate. Parents may fear sending their children to school, teachers and school staff may fear repression and avoid going to work. As a result, there might be an increase in drop-out and teacher absenteeism rate. The indicator can be applied at a regional, national or subnational level.

Available data:
Virtual library [163] of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA’s Humanitarian Data Exchange’s Education and Conflict Monitor [164], the reports of the Global Coalition to Protect Education from Attack [165] (GCPEA), and GCPEA and Insecurity Insight’s Education in Danger newsbrief [166].

Levels of disaggregation: Disaggregate by age group and gender.

Human Rights Standards:

Tags: School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Adult Education [43], Outcome Indicators [18]

Number of reported incidents of torture against students, teachers and/or other educational personnel [171]

This indicator measures the number of reported incidents of torture of students, teachers and other educational personnel perpetrated by armed forces or armed groups (from government and/or opposition groups).

Comments:
Children, teachers, and other personnel may be subject to torture by parties to conflict if suspected, for example, to support the other party to the conflict. A high number of torture against students and/or personnel may create a climate of insecurity: parents may avoid sending their girls to school by fear that something might happen to them and teachers and staff may refrain from going to work. This might lead to an increase in drop-out rates and teachers absenteeism as well as a decrease in gross enrollment rate.

‘Torture means any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted on a person for such purposes as obtaining from him or a third person information or a confession, punishing him for an act he or a third person has committed or is suspected of having committed, or intimidating or coercing him or a third person, or for any reason based on discrimination of any kind, when such pain or suffering is inflicted by or at the instigation of or with the consent or acquiescence of a public official or other person acting in an official capacity. It does not include pain or suffering arising only from, inherent in or incidental to lawful sanctions’ (Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, 1984, Article 1).

The indicator can be applied at a regional, national or subnational level.

Available data:
Virtual library [163] of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA’s Humanitarian Data Exchange’s Education and Conflict Monitor [164], the reports of the Global Coalition to Protect Education from Attack [165] (GCPEA), and GCPEA and Insecurity Insight's Education in Danger newsbrief [166].

Levels of disaggregation: Disaggregate by age group and gender.

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Attacks on students, teachers and other educational personnel [160], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Adult Education [43], Outcome Indicators [18]

Number reported incidents of sexual violence against students, teachers and/or other educational personnel perpetrated at or on the way to or from school or university [172]
This indicator measures the number of reported incidents of sexual violence against students, teachers and/or other educational personnel perpetrated by armed forces or armed groups (from government and/or opposition groups) at schools, universities or other educational facilities or on the way to or from them, in the last 12 months or during a designated period of time. It includes also incidents of sexual violence when students, teachers and/or personnel are target because of their status (as students/teachers/personnel).

Comments:
During political and/or military hostilities, students, teachers and/or other educational personnel may be victims of sexual violence. Other than the psychological and physical effects of sexual violence, a high number of reports of sexual violence against students and/or personnel may create a climate of insecurity: parents may avoid sending their girls to school through fear that something might happen to them, and teachers and staff may refrain from going to work. This might lead to an increase in drop-out rates and teachers absenteeism, as well as a decrease in gross enrolment rate.

‘Sexual violence at, or on the way to or from, school or university occurs when armed forces, law enforcement, other state security entities, or non-state armed groups, sexually threaten, harass, or abuse students or educators of all genders. Sexual violence includes rape, sexual slavery, forced marriage, forced prostitution, forced pregnancy, forced sterilization, forced abortion, forced circumcision, castration, genital harm, and any other non-consensual sexual act, as well as acts that may not require physical violence or contact but include humiliation or shaming of a sexual nature’ (GCPEA, Education Under Attack 2020 Report, p. 87/88). Note that for the Global Coalition to Protect Education from Attack (GCPEA), sexual violence constitutes a distinct category. We consider it a sub-category of attacks on students, teachers and other educational personnel and therefore, included in this category.

The indicator can be applied at a regional, national or subnational level.

Available data:
Virtual library [163] of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA's Humanitarian Data Exchange’s Education and Conflict Monitor [164], the reports of the Global Coalition to Protect Education from Attack [165] (GCPEA), and GCPEA and Insecurity Insight’s Education in Danger newsbrief [166].

Levels of disaggregation: Disaggregate by age group and gender.

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Attacks on students, teachers and other educational personnel [160], Access to Education [6], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Adult Education [43], Outcome Indicators [18]

This indicator measures the number of reported incidents of killings perpetrated against students, teachers and other educational personnel by armed forces or armed groups (from government and/or opposition groups) at schools, universities or other educational facilities, or on the way to or from them, in the last 12 months or during a designated period of time.
Indicators Selection Tool
Published on Monitoring Guide (https://www.right-to-education.org/monitoring)

Comments:
Armed conflict may lead to targeted killings/executions of students, teachers and/or other educational personnel. The indicator can be applied at an international, regional, national or subnational level. This indicator is applied when students, teachers or education personnel are targeted because of their status as such. Killings that result from placing students and teachers in harm’s way should be counted in the correspondent indicator (Number of reported incidents of attacks by placing students and teachers in harm’s way).

Available data:
Virtual library [163] of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA’s Humanitarian Data Exchange’s Education and Conflict Monitor [164], the reports of the Global Coalition to Protect Education from Attack [165] (GCPEA), and GCPEA and Insecurity Insight’s Education in Danger newsbrief [166].

Levels of disaggregation: Disaggregate by age group and gender.

Human Rights Standards:

Tags:
Armed Conflict (Including Child Soldiers) [4], Attacks on students, teachers and other educational personnel [160], Access to Education [6], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Adult Education [43], Outcome Indicators [18]

Number of reported incidents of enforced disappearance of students, teachers, and/or other educational personnel [174]

This indicator measures the number of reported incidents of enforced disappearances of students, teachers and other educational personnel perpetrated by armed forces or armed groups (from government and/or opposition groups) at schools, universities or other educational facilities or on the way to or from them, in the last 12 months or during a designated period of time.

Comments:
Enforced disappearance ‘is considered to be the arrest, detention, abduction or any other form of deprivation of liberty by agents of the State or by persons or groups of persons acting with the authorization, support or acquiescence of the State, followed by a refusal to acknowledge the deprivation of liberty or by concealment of the fate or whereabouts of the disappeared person, which place such a person outside the protection of the law’. Enforced disappearances caused by non-state armed groups are also included in this category.

A high number of reports of enforced disappearance of students, teachers and/or other educational personnel may create a climate of insecurity: parents may avoid sending their children to school by fear that something might happen to them and teachers and staff may refrain from going to work. This might lead to an increase in drop-out rates and teachers absenteeism, as well as a decrease in gross enrolment rate.

The indicator can be applied at a regional, national or subnational level.

Available data:
Virtual library [163] of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA’s Humanitarian Data Exchange’s Education and Conflict Monitor [164], the reports of the Global Coalition to Protect Education from Attack [165] (GCPEA), and GCPEA and Insecurity Insight’s Education in
Levels of disaggregation: Disaggregate by age group and gender.

Human Rights Standards:


Tags: Armed Conflict (Including Child Soldiers) [4], Attacks on students, teachers and other educational personnel [160], Access to Education [6], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Adult Education [43], Outcome Indicators [18]

Number of reported incidents of child recruitment at, or on the way to or from, school [175]

This indicator measures the number of reported incidents of child recruitment perpetrated by armed forces or armed groups (including government and/or opposition groups) at schools, universities or other educational facilities, or on the way to or from them, in the last 12 months or during a designated period of time.

Comments:

‘Child recruitment at, or on the way to and from, school occurs when armed forces or armed groups recruit children under the age of 18 from their schools or along school routes. Recruitment for any purpose is included, as for example, for serving as fighters, spies, or intelligence sources; for domestic work; or to transport weapons or other materials’ (GCPEA, Education Under Attack 2020 Report, p. 87). The Convention on the Rights of the Child sets fifteen years as the minimum age for military recruitment and for taking direct part in hostilities. The 2000 Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict, drafted in order to raise the minimum ages set out in the Convention, sets the higher age of eighteen years as the minimum for recruitment or participation in armed conflict. Children who are soldiers usually do not enjoy the right to education and are prevented from going to school. Note that for the Global Coalition to Protect Education from Attack (GCPEA), child recruitment constitutes a distinct category. We consider it a sub-category of attacks on students, teachers and other educational personnel and therefore, included in this category.

The indicator can be applied at a regional, national or subnational level.

Available data:
Virtual library [163] of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA’s Humanitarian Data Exchange’s Education and Conflict Monitor [164], the reports of the Global Coalition to Protect Education from Attack [165] (GCPEA), and GCPEA and Insecurity Insight’s Education in Danger newsbrief [166].

Levels of disaggregation: Disaggregate by age group and gender.

Human Rights Standards:

Article 1 (A), Article 2 (1), Article 13 (1,4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), Convention on the Rights of the Child; Article 2, Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict; Articles 4, 13, 32, 50 & 94, Geneva Convention IV; Article
Number of reported human casualties as a consequence of attacks on schools, universities and/or other educational facilities

This indicator measures the number of reported casualties as a consequence of attacks on schools, universities and/or other educational facilities perpetrated by armed forces or armed groups (from government and/or opposition groups) in the last 12 months or during a designated period of time. Casualties include injuries and deaths.

Comments:

Attacks on educational facilities and/or military use of schools can result in human casualties. For example, if a school is shelled during school hours, the risk of students, teachers, and staff suffering from light to fatal injuries is extremely high. The indicator can be applied at regional, national, or subnational level. Because casualties are often under-reported, it is very difficult to identify the total number of casualties in the context of attacks on education. Reported casualties are considered as the minimum number of casualties.

Available data:
Virtual library [163] of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA’s Humanitarian Data Exchange’s Education and Conflict Monitor [164], the reports of the Global Coalition to Protect Education from Attack [165] (GCPEA), and GCPEA and Insecurity Insight’s Education in Danger newsbrief [166].

Levels of disaggregation: Gender and age group.

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Attacks on students, teachers and other educational personnel [160], Access to Education [6], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Adult Education [43], Outcome Indicators [18]
consequence of attacks on schools, universities and/or other educational facilities perpetrated by armed forces or armed groups (from government and/or opposition groups) in the last 12 months or during a designated period of time.

Comments:
Attacks on education may result in the death of teachers and other educational personnel (janitors, teaching assistants, bus drivers). For example, if a school is shelled during school hours, the risk of students and educational personnel suffering from fatal injuries is extremely high. Deaths as a consequence of indiscriminate killings are not counted here as they correspond to a different indicator. This indicator can be applied at a regional, national or subnational level.

Available data:
Virtual library [163] of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA’s Humanitarian Data Exchange’s Education and Conflict Monitor [164], the reports of the Global Coalition to Protect Education from Attack [165] (GCPEA), and GCPEA and Insecurity Insight’s Education in Danger newsbrief [166].

Levels of disaggregation: Gender and age group.
Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Attacks on schools and universities [159], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Adult Education [43], Outcome Indicators [18]

This indicator is the sum of all reported incidents of attacks on schools, universities and other educational facilities in a given time (12 months, for example).

Comments:
Attacks on education facilities have important impacts on access and availability of education as well as in quality of education. Furthermore, schools are protected civilian objects under international humanitarian law. Therefore, they benefit from the humanitarian principles of distinction and proportionality. The indicator may be applied at a national or subnational level.

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Attacks on schools and universities [159], Access to Education [6], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Adult Education [43], Outcome Indicators [18]

This indicator is the sum of reported targeted attacks on schools, universities, and other educational facilities.
facilities. Target attacks are attacks directed at schools, universities and other educational facilities. They might take various forms: airstrikes, ground strikes, bombing/shelling, explosions, looting, burning vandalism, etc.

Schools and universities should be understood in a broad sense: the term includes primary and secondary schools, colleges, as well as kindergartens, preschools, technical and vocational training schools and non formal education sites. It also includes related infrastructure, such as playgrounds, libraries, school buses, university campus and educational buildings that have been evacuated because of security threats posed during armed conflict. Not included, however, are institutions dedicated to the training and education of personnel who are, or who will become, members of the fighting forces or parties to armed conflict (e.g. military colleges and any other training establishments).

Comments:
Sometimes it is not easy to know if an attack was targeted or indiscriminate. Under the international humanitarian law, schools are protected civilian objects and therefore they benefit from the humanitarian principles of distinction and proportionality. Attacks on education facilities have important impacts on access and availability of education as well as in quality of education. The indicator may be applied at a national or subnational level.

Available data:
Virtual library [163] of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA’s Humanitarian Data Exchange’s Education and Conflict Monitor [164], the reports of the Global Coalition to Protect Education from Attack [165] (GCPEA), and GCPEA and Insecurity Insight's Education in Danger newsbrief [166].

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Attacks on schools and universities [159], Access to Education [6], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Adult Education [43], Outcome Indicators [18]

Number of reported indiscriminate (non-targeted) attacks on schools, universities and other educational facilities [180]

This indicator is the sum of reported incidents of non targeted attacks on schools, universities and other educational facilities. Non-targeted attacks are not directed at schools but have an impact upon them, either because they may lead to the closing of educational facilities or result in damages to their buildings. For example, threats that lead to the closing of schools because of security issues related to armed conflict are also considered non targeted attacks and are, therefore, included. Attacks to facilities in reasonable proximity to a school are also included, because of the damages they can cause to educational facilities infra-structure. Those attacks may take various forms: airstrikes, ground strikes, bombing/shelling, explosions, looting, burning, vandalism, etc.

Schools and universities should be understood in a broad sense: the term includes primary and secondary schools, colleges, as well as kindergartens, preschools, technical and vocational training schools and non formal education sites. It also includes related infrastructure, such as playgrounds, libraries, school buses, university campus and educational buildings that have been evacuated because of security threats posed during armed conflict. Not included, however, are institutions dedicated to the training and education of personnel who are, or who will become, members of the fighting forces or parties to armed conflict (e.g. military colleges and any other training establishments).

Comments:
Under international humanitarian law, schools are protected civilian objects and therefore they benefit from the humanitarian principles of distinction and proportionality. Attacks on education facilities have an important impact on access and availability of education, as well as on quality of education. The indicator may be applied at regional
Number of attacks on schools, universities, and other educational facilities perpetrated by state armed forces

This indicator measures the total number of reported attacks on schools, universities and other educational facilities perpetrated by state armed forces in a designated period of time. It is the sum of all reported incidents of attacks on schools, universities and other educational facilities perpetrated by state armed forces (including government paramilitary forces).

Schools and universities should be understood in a broad sense: the term includes primary and secondary schools, colleges, as well as kindergartens, preschools, technical and vocational training schools and non formal education sites. It also includes related infrastructure, such as playgrounds, libraries, school buses, university campus and educational buildings that have been evacuated because of security threats posed during armed conflict. Not included, however, are institutions dedicated to the training and education of personnel who are, or who will become, members of the fighting forces or parties to armed conflict (e.g. military colleges and any other training establishments).

Comments:
States are the primary duty bearers regarding safeguarding and the implementation of the right to education. Schools are considered protected civilian objects under international humanitarian law. Therefore, they benefit from the humanitarian principles of distinction and proportionality. State and non-state actors have a legal obligation to respect international humanitarian law and can be brought to justice in case of violation of humanitarian principles. The indicator may be applied at regional or national level.

Available data:
Virtual library [163] of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA’s Humanitarian Data Exchange’s Education and Conflict Monitor [164], the reports of the Global Coalition to Protect Education from Attack [165] (GCPEA), and GCPEA and Insecurity Insight’s Education in Danger newsbrief [166].

Human Rights Standards:
1612 (2005), 1820.

Tags: Armed Conflict (Including Child Soldiers) [4], Attacks on schools and universities [159], Access to Education [6], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Adult Education [43], Outcome Indicators [18], Process Indicators [56]

Have schools, universities and/or other educational facilities been attacked? [182]

This indicator includes targeted and indiscriminate attacks on schools and universities.

Schools and universities should be understood in a broad sense: the term includes primary and secondary schools, colleges, as well as kindergartens, preschools, technical and vocational training schools, and non formal education sites. It also includes related infrastructure, such as playgrounds, libraries, school buses, university campus and educational buildings that have been evacuated because of security threats posed during armed conflict. Not included, however, are institutions dedicated to the training and education of personnel who are, or who will become, members of the fighting forces or parties to armed conflict (e.g., military colleges and any other training establishments.) See more in GCPEA's Guidelines for Protection Schools and Universities from military use during armed conflict [183].

Attacks on educational facilities include airstrikes, ground strikes, bombing/shelling, explosions, looting, burning, direct threats, vandalism, etc. It also includes attacks that occur in reasonable proximity to a school, because of the damages they can cause to educational facilities infrastructure. Although they do not meet GCPEA's criteria for an attack, schools and universities may close due to generalised insecurity related to the armed conflict and such closures may be worth documenting and reporting.

Comments:
Attacks on education facilities have important impacts on access and availability of education as well as in quality of education. Furthermore, schools are protected civilian objects under international humanitarian law. Therefore they benefit from the humanitarian principles of distinction and proportionality. The indicator may be applied at a national or subnational level. After desegregation by incident, you may want to look for patterns or trends in the region/sub-region.

Available data:
Virtual library [163] of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA’s Humanitarian Data Exchange’s Education and Conflict Monitor [164], the reports of the Global Coalition to Protect Education from Attack [165] (GCPEA), and GCPEA and Insecurity Insight’s Education in Danger newsbrief [166].

Levels of disaggregation: For each incident, identify: I. Alleged perpetrator A. State armed forces B. Non state armed groups II. Type of Attack A. Allegedly targeted/Non targeted attack B. Form of attack (airstrike, bombing/shelling, burning, arson, IEDs/explosives, theft/looting, raid, etc.) III. Extent of damages A. Is the school partially or completely closed or not allowed to open? B. Number of school days missed C. Number of children out of school D. Material damages to classes (wall, windows, roof), leisure areas (playground, library, school court, cafeteria), infrastructure (water, electricity, sanitation), school material (tables, school board, books, toys). E. Human casualties (injuries and/or deaths) disaggregated by age group and gender

Human Rights Standards:
Number of attacks on schools, universities, and other educational facilities perpetrated by non-state armed groups [184]

This indicator measures the total number of reported attacks on schools, universities, and other educational facilities perpetrated by non-state armed groups in a designated period of time. It is the sum of all reported incidents of attacks on schools, universities, and other educational facilities perpetrated by non-state armed groups.

Schools and universities should be understood in a broad sense: the term includes primary and secondary schools, colleges, as well as kindergartens, preschools, technical and vocational training schools and non formal education sites. It also includes related infrastructure, such as playgrounds, libraries, school buses, university campus and educational buildings that have been evacuated because of security threats posed during armed conflict. Not included, however, are institutions dedicated to the training and education of personnel who are, or who will become, members of the fighting forces or parties to armed conflict (e.g. military colleges and any other training establishments).

Comments:
Schools are protected civilian objects under the international humanitarian law. Therefore they benefit from the humanitarian principles of distinction and proportionality. State and non-state actors have a legal obligation to respect international humanitarian law and can be brought to justice in case of violation of humanitarian principles. The indicator may be applied at regional or national level.

Available data:
For examples of reports on attacks on schools, universities and other educational facilities check the virtual library of the Office of the Special Representative of the Secretary General for Children and Armed Conflict [163] and the annual reports of the Global Coalition to Protect Education from Attack [165].

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Attacks on schools and universities [159], Access to Education [6], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Adult Education [43], Outcome Indicators [18], Process Indicators [56]

Number of educational facilities with buildings in a state of disrepair due to attacks on schools, universities, and other educational facilities [185]

This indicator refers to the extension of material damages due to targeted and non-targeted military attacks on schools, universities, and other educational facilities. Damage to schools includes: facility infrastructure (walls, windows, roof, water, electricity, sanitation); leisure areas (playgrounds, libraries, school halls, cafeterias); and school materials (tables, black or whiteboards, books, toys).

Comments:
Damage to infrastructure can put the safety of students, teachers, and staff at risk. Furthermore, damages caused by attacks on educational facilities might result in its partial or complete closure, affecting education access, participation, and quality.

Educational facilities should be understood broadly. It refers to primary and secondary schools and facilities, universities, and other higher education facilities, as well as kindergartens, preschools, and non-formal education.
Consider using visual data to illustrate your findings. For an example on how to document using visual data, see the RTE multimedia report on education under attack in eastern Ukraine [186].

Available data:
Virtual library [163] of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA's Humanitarian Data Exchange's Education and Conflict Monitor [164], the reports of the Global Coalition to Protect Education from Attack [165] (GCPEA), and GCPEA and Insecurity Insight's Education in Danger newsbrief [166].

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Attacks on schools and universities [159], Access to Education [6], School Infrastructure [58], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Adult Education [43], Outcome Indicators [18]

Number of students reported suffering from physical injuries as a consequence of attacks on schools, universities and other educational facilities [187]

This indicator measures the number of students reported injured as a consequence of attacks on education perpetrated by armed forces or armed groups (from government and/or opposition groups) in a designated period of time.

Comments:
Attacks on education may result in students being lightly or heavily injured. For example, if a school is shelled during school hours, the risk of student injuries is extremely high. Torture and sexual violence against students may also lead to physical injuries, but injuries as a consequence of torture and sexual violence do not enter this category, as they are counted separately. The indicator can be applied at regional, national, or subnational level.

Available data:
Virtual library [163] of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA's Humanitarian Data Exchange's Education and Conflict Monitor [164], the reports of the Global Coalition to Protect Education from Attack [165] (GCPEA), and GCPEA and Insecurity Insight's Education in Danger newsbrief [166].

Levels of disaggregation: Gender, ethnicity and age group.

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Attacks on schools and universities [159], Access to Education [6], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Adult Education [43], Outcome Indicators [18]
Number of teachers and educational personnel reported suffering from physical injuries as a consequence of attacks on schools, universities and/or other educational facilities [188]

This indicator measures the number of teachers and/or other educational personnel reported suffering from physical injuries as a consequence of attacks on schools, universities and/or other educational facilities perpetrated by armed forces or armed groups (from government and/or opposition groups) in the last 12 months or at a designated period of time.

Comments:
Attacks on education may result in light or heavy injuries to teachers and educational personnel (janitors, teaching assistants, bus drivers). For example, if a school is shelled during school hours, the risk of students and personnel suffering from injuries is extremely high. Torture and sexual violence against teachers and educational personnel may also lead to physical injuries, but injuries as a consequence of torture and sexual violence do not enter this category, as they are counted separately. The indicator can be applied at a regional, national or subnational level.

Available data:
Virtual library [163] of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA's Humanitarian Data Exchange's Education and Conflict Monitor [164], the reports of the Global Coalition to Protect Education from Attack [165] (GCPEA), and GCPEA and Insecurity Insight's Education in Danger newsbrief [166].

Levels of disaggregation: Gender and age group.

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Attacks on schools and universities [159], Access to Education [6], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Adult Education [43], Outcome Indicators [18]

Number of students reported dead as a consequence of attacks on schools, universities, and/or other educational facilities [189]

This indicator measures the number of students reported suffering fatal injuries as a consequence of attacks on schools, universities and/or other educational facilities perpetrated by armed forces or armed groups (from government and/or opposition groups) in the last 12 months or during a designated period of time.

Comments:
Attacks on education may result in the death of students. For example, if a school is shelled during school hours, the risk of students and personnel suffering from fatal injuries is extremely high. Deaths as a consequence of indiscriminate killings are not counted here as they correspond to a different indicator. This indicator can be applied at a regional, national or subnational level.

Available data:
Virtual library [163] of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA’s Humanitarian Data Exchange’s Education and Conflict Monitor [164], the reports of the Global Coalition to Protect Education from Attack [165] (GCPEA), and GCPEA and Insecurity Insight’s Education in Danger newsbrief [166].

Levels of disaggregation: Gender and age group.

Human Rights Standards:
Article 13 (4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), Convention on the Rights of the Child; Article 13 (5), Article 7, (g) (i) & Article 8 (2) (b) (ix), Rome Statute;; Articles 50 & 94, Geneva Convention IV; Article 51, 52 & 78, Additional Protocol to the Geneva Conventions; Protocol of San Salvador;
Number of reported incidents of attack by placing students, teachers or other educational personnel in harm's way

This indicator measures the number of reported incidents of attacks perpetrated by armed forces or armed groups (government and/or opposition groups) by putting students and teachers in harm's way at schools, universities or other educational facilities, or on the way to or from them, in the last 12 months or during another designated period of time.

Comments:
Schools must be safe places. Students and teachers may be used as human shields or exposed to return fire, including in the way to and from school - as for example, when a school bus is caught in crossfire. If students, teachers and educational staff feel unsafe they might refrain from going to school. This might increase absenteeism and drop out rates. If injuries or death result from placing students and teachers in harm's way, it should be counted in this indicator.

The indicator can be applied at an international, regional, national or subnational level.

Available data:
Virtual library [163] of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA's Humanitarian Data Exchange's Education and Conflict Monitor [164], the reports of the Global Coalition to Protect Education from Attack [165] (GCPEA), and GCPEA and Insecurity Insight’s Education in Danger newsbrief [166].

Levels of disaggregation: Disaggregate by age group and gender.

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Attacks on students, teachers and other educational personnel [160], Access to Education [6], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Adult Education [43], Outcome Indicators [18]

Have schools and universities been used by military forces or non-state armed groups to support their military efforts?

This indicator includes situations where state armed forces or non-state armed groups partially or fully occupy schools or universities, and use them for purposes that support a military effort. This includes using educational facilities as bases or temporary shelters, fighting positions, weapons storage facilities, detention and interrogation centers and military training or drilling soldiers (GCPEA, 2020 Education under attack report).
Schools and universities should be understood in a broad sense: the term includes primary and secondary schools, colleges, as well as kindergartens, preschools, technical and vocational training schools and non formal education sites. It also includes related infrastructure, such as playgrounds, libraries, school buses, university campus dorms and others.

Comments:
Schools and universities are protected as civilian objects under International Humanitarian Law. Military use of educational facilities may lead to the partial or complete closing of schools and universities, hampering access to and the availability of education. Military use also increases the likelihood of attack and may change the school/university from a civilian object to (legitimate) military target.

If school and universities are occupied and used for military purposes, there is a high chance that the out-of-school rate will rise and enrolment and attendance rates will decrease. In the long-term, transitional rates might also be impacted as well as quality of education. Using school for military purposes disturbs and interrupts education, puts students, teachers and other educational staff in danger and makes schools vulnerable targets to attacks by opposing forces. A high number of reported incidents of military use of schools creates a general climate of insecurity and fear which may be reflected in the overall picture of education, including the closure of schools for fear of attack and/or prevention of students and teachers from going to school, even where no incidents of military use of schools has been reported.

Military use is often ongoing, in contrast to, for example, the bombing of a school. Once a school is occupied, a rival force may attack and take it over. This would result in continual occupation by different forces, which thus would reflect two instances of military use.

The indicator can be applied at regional, national or subnational level.

Available data:
The United Nations reports on military use of schools as one of six grave violations against children in armed conflict. Find examples in the virtual library of the Office of the Special Representative of the Secretary General for Children and Armed Conflict [163]. Check also the annual reports of the Global Coalition to Protect Education from Attack [165].

Levels of disaggregation: or each incident, document specially: I. Perpetrator A. State’s armed forces B. Non State armed forces II. Type and extent of the attack A. School is completely occupied B. School is partially occupied C. School is partially or completely closed D. Nature of the military use: interrogation facility, detention center, training camp, recruitment, storage for weapons and/or ammunitions and/or other military material, others (specify) E. Number of schools days missed due to military use Because connexions between military use and other attacks are common (sexual violence, child recruitement, etc), you might want to note down all correlated attacks.

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Military use of schools and universities [161], Access to Education [6], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Adult Education [43], Outcome Indicators [18]

This indicator measures the total reported number of schools partially or totally occupied by armed forces (governmental or non governmental) and used for military purposes, such as using educational facilities as bases or temporary shelters, fighting positions, weapons storage facilities, detention and interrogation centers and military
training or drilling soldiers (GCPEA, 2020 Education under attack report). It is the sum of all identified attacks on education qualified in the indicator Have schools and universities been used by military forces to support their military efforts? [191]

Schools and universities should be understood in a broad sense: the term includes primary and secondary schools, colleges, as well as kindergartens, preschools, technical and vocational training schools and non formal education sites. It also includes related infrastructure, such as playgrounds, libraries, school buses, university campus dorms and others.

Comments:
Schools and universities are protected as civilian objects under International Humanitarian Law. Military use increases the probability of connected attacks, such as sexual violence, child recruitment, etc. A high number of incidents probably implies a high number of schools closed or partially functioning, increasing the number of student absenteeism, out-of-school children and drop-out rates. In the long-term, it may also affect transition rates and gross and net enrolment rates. Besides hindering access to and availability of education, a high number of reported incidents of military use of schools creates a general climate of insecurity and fear which may be reflected in the overall picture of education, for example in the closure of schools for fear of attack and/or prevention of students and teachers from going to school even where no incidents of military use of schools has been reported.

Available data:
The United Nations reports on military use of schools as one of six grave violations against children in armed conflict. Find examples in the virtual library of the Office of the Special Representative of the Secretary General for Children and Armed Conflict [163]. Check also the annual reports of the Global Coalition to Protect Education from Attack [165].

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Military use of schools and universities [161], Access to Education [6], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Adult Education [43], Outcome Indicators [18]

In the case of territorial occupation, does the state recognise diplomas from the occupied territories? [193]

Comments:
If occupying forces uphold continued schooling during an occupation but the state does not recognise the diplomas delivered during the occupation, students' right to education is not fully recognised. It may affect transition and completion rates and eventually lead to an increase of the drop-out rate.

Human Rights Standards:
Articles 24, 50 & 94, Geneva Convention IV relative to the Protection of Civilian Persons in Time of War.

Tags: Armed Conflict (Including Child Soldiers) [4], Attacks on schools and universities [159], Attacks on students, teachers and other educational personnel [160], Military use of schools and universities [161], Access to Education [6], School Safety and Violence [59], Structural Indicators [93], Process Indicators [56]

Are there any affirmative action or other policies aiming to reduce inequalities? (Such as tuition subsidies, grants, quotas, campaigns, etc.) [194]

Affirmative actions should be understood as targeted temporary actions aiming to facilitate access, participation, and completion of marginalised groups that are underrepresented in different levels of education.
Comments:
Education is a means to fight against structural inequalities, to ensure social justice and to guarantee both personal and societal sustainable development. The Committee on Economic, Social and Cultural Rights (CESCR) has recognized that affirmative action is means to bring about de facto equality for men and women as well as for disadvantaged groups such as indigenous peoples, cultural and linguistic minorities, persons with disabilities, etc. Affirmative actions should be discontinued once the intended equality outcomes are achieved. Examples of affirmative actions are tuition grants and scholarships targeting students from low-income families, racialized quota policies targeting students that have been subject to systemic racial discrimination, inclusion and non discrimination campaigns aiming persons with disabilities, etc.

This indicator can be broken down into specific categories, for e.g.:

- Are there any affirmative action policies aiming to reduce inequalities based on sex, gender identity or sexual orientation? (Such as tuition subsidies, grants, quotas, etc.)?

- Are there any affirmative action policies aiming to reduce inequalities based on racial, ethnic, caste, religious identity and indigenous or autochthonous status? (Such as tuition subsidies, grants, quotas, etc.)?

- Are there any affirmative action policies aiming to reduce inequalities based on nationality and/or migration status (such as tuition subsidies, grants, quotas, etc.)?

- Are there any affirmative action policies aiming to reduce inequalities for persons with disabilities? (Such as tuition subsidies, grants, quotas, etc.)?

- Are there any affirmative action policies aiming to reduce inequalities for students from low-income families (such as tuition subsidies, grants, quotas, etc.)?

- Are there any affirmative action policies aiming to reduce inequalities for first generation students (such as tuition subsidies, grants, quotas, etc.)?

- Are there any affirmative action policies aiming to reduce inequalities as a consequence of prior secondary education?

- Are there any affirmative action policies aiming to reduce territorial inequalities or inequalities based on place of residence (such as tuition subsidies, grants, quotas, etc.)?

Human Rights Standards:
Article 26, Universal Declaration of Human Rights; Articles 2.2 and 13 (2)(c), International Covenant on Economic, Social and Cultural Rights; Article 4(a), Convention against Discrimination in Education; Article 28(c), Convention on the Rights of the Child; Article 5(e)(v), International Convention on the Elimination of All Forms of Racial Discrimination; Article 10(a), Convention on the Elimination of All Forms of Discrimination against Women; Article 24(5), Convention on the Rights of Persons with Disabilities; Article 13(3)(c), Protocol of San Salvador ; Article 11(c), African Charter on the Rights and Welfare of the Child; Article 13(4)(f), African Youth Charter; Articles 22 and 29, Convention Relating to the Status of Refugees; Articles 30 and 43, 1 (a), (b), (c), Convention on the Protection of the Rights of All Migrant Workers and Members of their Families; Article 12(1)(a), Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa; Article 49(c), Charter of the Organisation of American States; Article 3(d), World Declaration on Higher Education for the Twenty-first Century; Paragraph 32, General Comment 13, Committee on Economic, Social and Cultural Rights (CESCR)
Do vulnerable, disadvantaged and/or marginalised groups face discrimination on campus? [195]

Comments:
Marginalised groups may face ‘on campus’ discrimination (harassment, verbal or physical violence, stereotyping, etc.). Students are less likely to persist and graduate if they experience a hostile environment on campus. Retention and completion rates are higher when campus policies ban discrimination and promote equality and inclusion. This indicator can be broken down into specific categories, for example:

- Do LGBTQI+ face discrimination on campus?

- Do vulnerable, disadvantaged and/or marginalised racial, ethnic, caste, religious, indigenous and/or autochthon groups face discrimination on campus?

- Do migrants, refugees and/or asylumm seekers face discrimination on campus?

Human Rights Standards:
Article 26, Universal Declaration of Human Rights; Articles 2.2 and 13 (2)(c), International Covenant on Economic, Social and Cultural Rights; Article 4(a), Convention against Discrimination in Education; Article 26(c), Convention on the Rights of the Child; Article 5(e)(v), International Convention on the Elimination of All Forms of Racial Discrimination; Article 24 of the Convention on the Rights of Persons with Disabilities; Article 10(a), Convention on the Elimination of All Forms of Discrimination against Women; Article 24(5), Convention on the Rights of Persons with Disabilities; Articles 22 and 29, Convention Relating to the Status of Refugees; Articles 30 and 43, 1 (a), (b), (c), Convention on the Protection of the Rights of All Migrant Workers and Members of their Families; Article 13(3)(c), Protocol of San Salvador; Article 11(c), African Charter on the Rights and Welfare of the Child; Article 13(4)(f), African Youth Charter; Article 49(c), Charter of the Organisation of American States; Article 12(1)(a), Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa; Article 3(d) World Declaration on Higher Education for the Twenty-first Century; Para 32, General Comment 13, Committee on Economic, Social and Cultural Rights (CESCR).

Are there differentiated tuition fees based on students’ nationalities? [196]

Comments:
Higher education should be progressively made free for all students, regardless of their migration status. Differentiated fees may hinder economic accessibility and may be considered discriminatory based on nationality.

Human Rights Standards:
Article 26, Universal Declaration of Human Rights; Article 2.2 and 13 International Covenant on Economic, Social and Cultural Rights; Articles 22 and 29, Convention Relating to the Status of Refugees; Article 2, Convention on the Rights of the Child; Article 3 (e) UNESCO Convention Against Discrimination in Education; General Comment 13, General Comment 20, and General Comment 30, Committee on Economic, Social and Cultural Rights; Articles 30 and 43, 1 (a), (b), (c), Convention on the Protection of the Rights of All Migrant Workers and Members of their Families.
What are the legal provisions on ‘capacity’ assessment? [197]

Under international law, States have to determine how capacity will be assessed.

Comments:
The Universal Declaration of Human Rights states that higher education should be ‘equally accessible to all on the basis of ‘merit’. The human rights conventions adopted subsequently, replaced the word ‘merit’ with ‘capacity’. ‘Merit’ and ‘capacity’ become an issue when they are used to justify the reproduction of social privileges on the basis of selective admissions’ procedures that do not take into account substantive equality. When assessing capacity States must avoid the use of unjustified criteria that would lead to discrimination to refuse access to higher education.

Human Rights Standards:
Article 26, Universal Declaration of Human Rights; Articles 2.2 and 13 (2)(c), International Covenant on Economic, Social and Cultural Rights; Article 4(a), Convention against Discrimination in Education; Article 28(c), Convention on the Rights of the Child.

Tags: Non-discrimination and equality [21], Higher Education [24], Structural Indicators [93]

What is the share of students pursuing a higher education degree in the region of origin/residence (where they completed upper-secondary education)? [198]

Region of origin/residence is understood as the national region where students resided and completed their upper secondary education.

Comments:
Education should not be conditional on, or determined by, a person’s current or former place of residence.

Place of residence is often neglected as a potential ground for discrimination and driver of inequality, but it may affect accessibility and completion in higher education. A low share of students pursuing a higher education degree in the region of origin/residence may indicate problems in the availability and physical accessibility of higher education in the region. It may also hinder economic accessibility, as it may imply in indirect costs such as transportation and housing.

Levels of disaggregation: Rural/urban; region; income quintile
Human Rights Standards:
Article 2.2 and 13, 2 (c), International Covenant on Economic, Social and Cultural Rights; Article 2, Convention on the rights of the Child; Article 4, UNESCO Convention against Discrimination in Education; Paragraph 6 (b) (i), General Comment 13, Committee of Economic, Social and Cultural Rights (CESCR); Para 34, General Comment 20, Committee of Economic, Social and Cultural Rights (CESCR).

Tags: Economic Accessibility [88], Physical Accessibility [86], Non-discrimination and equality [21], Higher Education [24], Outcome Indicators [18]

If the higher education budget is allocated by different ministries or agencies (at national or regional level), is there a mechanism available to oversee coordination among all the different levels of responsibility? [199]

Comments:
When the higher education budget is decentralised, there should be a mechanism to oversee coordination among all levels of responsibility and ensure accountability.

Available data:
Article 25 (c), International Covenant on Civil and Political Rights; Articles 13 (1) & (2), African Charter of Human and People’s Rights; Article 23 (c), American Convention on Human Rights; Article 19 (2) (3), International Covenant on Civil and Political Rights; Article 10, European Convention on Human Rights; Article 13, American Convention on Human Rights; Article 32 (1), Arab Charter; Article 23, ASEAN Human Rights Declaration; Article 25 (c), International Covenant on Civil and Political Rights.
13, International Covenant on Economic, Social and Cultural Rights; Article 28, Convention on the Rights of the Child; Article 17 (2), (Revised) European Social Charter; Article 13, Protocol of San Salvador; Article 11, African Charter on the Rights and Welfare of the Child; Article 13, African Youth Charter; Article 41 (2), Arab Charter; Article 4, UNESCO Convention against Discrimination in Education; Paragraph 37, General Comment 13, Committee of Economic, Social and Cultural Rights (CESCR)

Tags: Non-discrimination and equality [21], Transparency [73], Accountability [100], Decentralisation [200], Education Financing [201], Structural Indicators [93]

Has the State allocated budget to implement laws and policies targeting special groups? [202]

Comments:

Policies and measures targeting special groups are a means to reduce systemic inequalities. They should be understood as targeted temporary actions aiming to facilitate access, participation, and completion of vulnerable, disadvantaged and/or marginalised groups that are underrepresented in different levels of education. If States do not allocate the corresponding budget, special policies and measures will hardly be implemented. This indicator can be broken down into different categories, for example:

- Has the State allocated budget to implement laws and policies targeting women or LGBTQI+?

- Has the State allocated budget to implement laws and policies targeting vulnerable, disadvantaged and/or marginalised racial, ethnic, caste, religious or indigenous groups?

- Has the State allocated budget to implement laws and policies targeting migrants, refugees and/or asylum seekers?

- Has the State allocated budget to implement laws and policies targeting persons with disabilities?

- Has the State allocated budget to implement laws and policies targeting people from low income families and vulnerable, disadvantaged and/or marginalised socio-economic status?

- Has the State allocated budget to implement laws and policies targeting special groups, specially those marginalised because of their place of residence?

Levels of disaggregation: Levels of education; Vulnerable, disadvantaged and marginalised groups

Human Rights Standards:

Article 26, Universal Declaration of Human Rights; Articles 2.2 and 13 (2)(c), International Covenant on Economic, Social and Cultural Rights; Article 4(a), Convention against Discrimination in Education; Article 28(c), Convention on the Rights of the Child; Article 5(e)(v), International Convention on the Elimination of All Forms of Racial Discrimination; Article 24 of the Convention on the Rights of Persons with Disabilities; Article 10(a), Convention on the Elimination of All Forms of Discrimination against Women; Article 24(5), Convention on the Rights of Persons with Disabilities; Articles 22 and 29, Convention Relating to the Status of Refugees; Articles 30 and 43, 1 (a), (b), (c), Convention on the Protection of the Rights of All Migrant Workers and Members of their Families; Article 13(3)(c), Protocol of San Salvador; Article 11(c), African Charter on the Rights and Welfare of the Child; Article 13(4)(f), African Youth Charter; Article 49(c), Charter of the Organisation of American States; Article 12(1)(a), Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa; Article 3(d) World Declaration on Higher Education for the Twenty-first Century; Para 32, General Comment 13, Committee on Economic, Social and Cultural Rights (CESCR); Article 3(d) World Declaration on Higher Education for the Twenty-first Century; Paragraph 32, General Comment 13, Committee on Economic, Social and Cultural Rights (CESCR)

Tags: Access to Education [6], Economic Accessibility [88], Physical Accessibility [86], Non-discrimination and equality [21], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons
with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons Living in Poverty [16], Child Labourers [17], Process Indicators [56]

  Percentage of higher education budget allocated to student financial aid as a share of total higher education budget [203]

Comments:
Reducing the financial burden of direct and indirect costs of higher education for students is within states obligation to progressively introduce free higher education. ‘While progressively realising their obligations to provide free, public education of the highest attainable quality at all levels as effectively and expeditiously as possible, States must immediately take steps to ensure that no individual is excluded from any public educational institution on the basis of the inability to pay and must take all effective measures to prevent the risk of overindedebtedness for learners and their families’. (Abidjan Principles, Guiding Principle 36). Financial aid includes grants (tuition, mobility, etc.). Loans should be analysed as a separate budgetary line. Look specifically at the share over the years and ratio per students in needs (marginalised and disadvantaged groups.

Levels of disaggregation: Type of financial aid; Vulnerable, marginalised, disadvantaged groups

Human Rights Standards:
Article 26, Universal Declaration of Human Rights; Articles 2.2 and 13, 2 (C), International Covenant on Economic, Social and Cultural Rights; Article 3 (d), World Declaration on Higher Education for the Twenty-first Century; Article 4, UNESCO Convention against Discrimination in Education; Paragraph 32, General Comment 13, Committee on Economic, Social and Cultural Rights (CESCR)

Tags: Access to Education [6], Economic Accessibility [88], Physical Accessibility [86], Higher Education [24], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons Living in Poverty [16], Child Labourers [17], Process Indicators [56]

  What laws and policies regulate the privatisation of higher education and private higher education institutions? [204]

Comments:
The involvement of private actors in higher education is subject to the requirement that private educational institutions conform to standards established by the State in accordance with its obligations under international human rights law. The State has an obligation to regulate and enforce regulation, as to ensure that minimum educational standards are met in private higher education institutions. Lack of regulation may have consequences regarding accessibility and quality of higher education. Lack of regulation also leads to lack of transparency, blurring the lines between public/private-for-profit/non-profit and making it more difficult to verify if States are complying with their international human rights obligations.

Human Rights Standards:

Tags: Economic Accessibility [88], Educational Freedom/Private Education [8], Privatisation [53], Higher Education [24], Transparency [73], Accountability [100], Education Financing [201], Structural Indicators [93]

  Share of the national higher education budget invested in private higher education institutions [207]

Comments:
States have the obligation to progressively provide free higher education. Public investments in private higher education institutions may lead to States diverting budget from public higher education institutions to private ones. This is even more concerning regarding for-profit market driven institutions. Also, concentration of public investment in certain subject areas/program orientation and/or level of education may indicate a commercialisation trend, hindering equality.

Levels of disaggregation: Private institution (for-profit/nonprofit), by type of investment (private/public partnerships,
direct investments, incentives/subsidies, scholarships/grants), by subject area/program orientation, by level of education (Bachelor, Master/PhD).

Human Rights Standards:
Article 26, Universal Declaration of Human Rights; Article 2.2 and article 13, 2, (c), International Covenant on Economic, Social and Cultural Rights; Article 2, Convention on the Rights of the Child; Articles 3 and 4, UNESCO Convention against Discrimination in Education; Part IV., overarching principle 5 and guiding principles underneath of the The Abidjan Principles [205].

Tags: Access to Education [6], Economic Accessibility [88], Educational Freedom/Private Education [8], Privatisation [53], Higher Education [24], Transparency [73], Accountability [100], Education Financing [201], Process Indicators [56]

Is there any law banning the military use of educational facilities or training exercises in and around educational institutions? [208]

Military training in and around educational institutions puts at risk not only the infrastructure of schools and universities but also the safety of students, teachers and staff, both in and while traveling to and from school. They could also raise fears and increase a general climate of insecurity and instability that may prevent students from going to school, parents from sending their children from school, and teachers from going to work - thus having an impact on absenteeism or drop-out rates.

Comments:
Tags: Armed Conflict (Including Child Soldiers) [4], Attacks on schools and universities [159], Attacks on students, teachers and other educational personnel [160], Military use of schools and universities [161], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Adult Education [43], Structural Indicators [93], Process Indicators [56]

Are there legal provisions and/or policies that establish that if schools are blocked or attacked the state can requisition other public facilities to serve as classrooms in order to ensure continuity of education during hostilities? [209]

The government should be able to requisition public facilities (libraries, sports facilities, community centers) to ensure the continuity of learning activities for students that are not able to continue their studies because of attacks on education. Classes should be relocated to other public spaces that ensure the safety of students, teachers and personnel and guarantee the continuity of education.

Comments:
Tags: Armed Conflict (Including Child Soldiers) [4], Attacks on schools and universities [159], Attacks on students, teachers and other educational personnel [160], Military use of schools and universities [161], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Process Indicators [56]

Number of reported attacks on students, teachers and/or other educational personnel perpetrated by state armed forces [210]

This indicator measures the total number of reported attacks on students, teachers and other educational personnel perpetrated by state armed forces in the last 12 months or during a designated period of time. It includes attacks committed at schools, universities or other educational facilities, or on the way to or from them. It is the sum of all reported incidents of attacks on students, teachers and other educational personnel perpetrated by a state’s armed forces (including government paramilitary forces).

Comments:
States are the primary duty bearers regarding the safeguarding and the implementation of the right to education. Civilians are protected persons under humanitarian law, and parties in conflict can be brought to justice for attacks against them. The indicator may be applied at a regional, national or subnational level.

Available data:
Virtual library [163] of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA’s Humanitarian Data Exchange’s Education and Conflict Monitor [164], the reports of the Global Coalition to Protect Education from Attack [165] (GCPEA), and GCPEA and Insecurity Insight’s Education in Danger newsbrief [166].
Levels of disaggregation: Disaggregate by age group and gender.

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Attacks on students, teachers and other educational personnel [160], Access to Education [6], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Adult Education [43], Outcome Indicators [18]

Number of reported incidents of military use of schools by state armed forces [211]

This indicator measures the total number of schools partially or totally occupied and used for military purposes by a state’s regular or paramilitary armed forces.

Comments:
Schools and universities are protected as civilian objects under International Humanitarian Law. A high number of incidents probably implies a high number of schools closed, increasing the number of out-of-school children and drop-out rates. In the long-term, it may also affect transition rates and gross and net enrolment rates. Besides hindering the access to and availability of education, a high number of reported incidents of military use of schools creates a general climate of insecurity and fear, which may be reflected in the overall picture of education, including the closure of schools for fear of being attacked and/or preventing students and teachers from going to school, even where no incidents of military use of schools has been reported.

Available data:
The United Nations reports on military use of schools as one of six grave violations against children in armed conflict. Find examples in the virtual library of the Office of the Special Representative of the Secretary General for Children and Armed Conflict [163]. Check also the annual reports of the Global Coalition to Protect Education from Attack [165].

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Military use of schools and universities [161], Access to Education [6], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Adult Education [43], Outcome Indicators [18]

Number of reported incidents of military use of schools by non-state armed groups [212]

This indicator measures the total number of schools partially or totally occupied and used for military purposes by non-state armed forces.
Comments:
Non-state armed forces are also bound by international humanitarian law to respect and protect schools. A high number of incidents probably implies a high number of schools closed, increasing the number of out-of-school children and drop-out rates. In the long-term, it may also affect transition rates and gross and net enrolment rates. Besides hindering the access to and availability of education, a high number of reported incidents of military use of schools creates a general climate of insecurity and fear which may be reflected in the overall picture of education, for example in the closure of schools for fear of attack and/or prevention of students and teachers from going to school, even where no incidents of military use of schools has been reported.

Available data:
The United Nations reports on military use of schools as one of six grave violations against children in armed conflict. Find examples in the virtual library of the Office of the Special Representative of the Secretary General for Children and Armed Conflict [163]. Check also the annual reports of the Global Coalition to Protect Education from Attack [165].

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Military use of schools and universities [161], Access to Education [6], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Adult Education [43], Outcome Indicators [18]

Number of reported incidents of schools partially or completely closed, or not allowed to open, due to attacks on education [213]

This indicator refers to the number of such incidents in the last 12 months, or during another designated time period. The indicator is common to two categories of attacks on education: attacks on schools and universities and/or other educational facilities and military use of schools and universities.

Comments:
A high incidence of reported school closures indicates a problem in the availability of education. During political and/or military hostilities, schools may be closed or not allowed to open for many reasons, including, for example, military use of the facilities or damage to school infrastructure as a result from explosions, airstrikes, shelling, threats or other types of attacks as defined in this monitoring guide. Also, the use of schools for military purposes may result in the partial or complete closure of schools. Total occupation of schools by armed forces may lead to the complete closure of the school, whereas when there is partial occupation educational activities might continue in the non occupied area. In this last case, it is important to verify if military personnel are physically separated from students, teachers and staff, as they might have regular transit in the facility, including in the area that is not being used for military purposes. This might increase the risks of attacks against students, teachers and staff - including sexual violence and child recruitment - and create a general climate of fear preventing them from going to school, consequently raising drop-out rates and teacher absenteeism rates. It might be good to indicate how many school days were missed.

*The indicator is common to two categories of attacks on education: attacks on schools and universities and/or other educational facilities and military use of schools and universities.

Available data:
Virtual library [163] of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA's Humanitarian Data Exchange's Education and Conflict Monitor [164], the reports of the Global Coalition to Protect Education from Attack [165] (GCPEA), and GCPEA and Insecurity Insight's Education in Danger newsbrief [166].
Levels of disaggregation: Disaggregate by: - partial closure/total closure due to attacks on schools, universities and other educational facilities - number of school days missed due to attacks on education - partial closure/total closure due to military use of educational facilities - number of school days missed due to military use

Human Rights Standards:


Tags:

- Armed Conflict (Including Child Soldiers) [4], Access to Education [6], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Adult Education [43], Outcome Indicators [18]

Has the state endorsed the Safe Schools Declaration and the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict? [214]

The Safe Schools Declaration is an inter-governmental political commitment through which signatory States commit to protect education from attacks during armed conflict, including by endorsing and committing to implement the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict. States that endorse the Safe Schools Declaration commit to respect the civilian nature of schools; to develop and share examples of good practices for protecting schools and universities during armed conflict; ensure the continuation of learning activities during armed conflict; implement concrete measures to deter the military use of schools; collect data on attacks on education; and investigate allegations of violations of applicable national and international law and, where appropriate, duly prosecute perpetrators.

Comments:
The Safe Schools Declaration was developed through consultations with states in a process led by Norway and Argentina in Geneva in early 2015, and was opened for endorsement at the Oslo Conference on Safe Schools on 29 May 2015.

Available data:

List of States that have endorsed the Safe Schools Declaration [215]

Tags:

- Armed Conflict (Including Child Soldiers) [4], Attacks on schools and universities [159], Attacks on students, teachers and other educational personnel [160], Military use of schools and universities [161], Access to Education [6], School Safety and Violence [59], Structural Indicators [93], Process Indicators [56]

Has the government made steps to implement the Safe Schools Declaration by incorporating the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict into national law and/or policies [216]

Steps in implementing the Safe Schools Declaration and incorporating the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict demonstrate the state’s commitment in safeguarding the right to education. Measures could include, for example, revising national policies and practices, including incorporating specific guidelines into military doctrine, operational orders, military manuals, etc.

Document specifically which measures have been taken and how the state has incorporated the Guidelines national legal framework and/or national policies.

Comments:

Available data:

HRW, Protecting Schools from Military Use: Law, Policy, and Military Doctrine [217]; GCPEA, Lessons In War: Military Use of Schools and Other Education Institutions during Conflict [218]; GCPEA, Implementing the Guidelines: a Toolkit to Guide Understanding and Implementation of the Guidelines for Protecting Schools and
Universities from Military Use during Armed Conflict [219]; GCPEA Commentary on the “Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict” [220], GCPEA, Education under Attack 2020 [221]

Tags: Armed Conflict (Including Child Soldiers) [4], Attacks on schools and universities [159], Attacks on students, teachers and other educational personnel [160], Military use of schools and universities [161], Access to Education [6], School Safety and Violence [59], Structural Indicators [93], Process Indicators [56]

Are there specific state policies or programs aiming to raise awareness of the Safe School Declaration and the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict? [222]

By endorsing the Safe Schools Declaration, states also commit to meet on a regular basis, inviting relevant international organisations and civil society, so as to review the implementation of the declaration and the use of the guidelines. You may inquire on their participation (and interest to participate) in such meetings and the sharing of good practice. You may further inquire as to whether there is national stakeholder engagement and coordination to implement the Safe Schools Declaration.

Comments:
Tags: Armed Conflict (Including Child Soldiers) [4], Attacks on schools and universities [159], Attacks on students, teachers and other educational personnel [160], Military use of schools and universities [161], Structural Indicators [93], Process Indicators [56]

Has the government adopted specific measures to prevent and combat attacks on education, including military use of schools and universities? [223]

Comments:
You may inquire if the government has implemented any of the measures indicated in the Safe Schools Declaration and the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict; if the government has introduced human rights capacity building and humanitarian law sensitisation into the military trainings; if the state has revised its military doctrine to establish policies that avoid or minimise attacks on education; if it has established national coordination and accountability mechanisms, etc.

Tags: Armed Conflict (Including Child Soldiers) [4], Attacks on schools and universities [159], Attacks on students, teachers and other educational personnel [160], Military use of schools and universities [161], School Safety and Violence [59], Structural Indicators [93], Process Indicators [56]

Are there any laws, policies and/or measures regulating accommodation/adaptability of education for students with disabilities? [224]

States have the obligation to provide ‘reasonable accommodation’ to students with disabilities. Reasonable accommodation is defined as ‘appropriate modification and adjustments which are necessary, in a particular case, to ensure persons with disabilities can enjoy, on an equal basis with others, all human rights and fundamental freedoms’.

Comments:
Accommodations to students with disabilities ensure a positive learning environment and guarantee the right to inclusive education.

‘Accommodations’ refers to physical accommodation, learning material, course format, etc. The ‘reasonableness’ of accommodation is context-specific: it involves an analysis of the relevance and effectiveness of the specific accommodation, including whether it counters discrimination

Inclusive education with regard to people with disabilities means ensuring their effective access to education and the fulfilment of their individual potential on equal terms with other students within a participatory learning environment. It requires addressing the specific barriers people with disabilities face in the enjoyment of their right to education through support and accommodations (building, teaching material, course format) as well as by building a culture of non-discrimination and inclusion.

Human Rights Standards:
Article 26, Universal Declaration of Human Rights; Article 2.2 and 13 International Covenant on Economic, Social
and Cultural Rights; Article 2, Convention on the rights of the Child; Article 24 of the Convention on the Rights of Persons with Disabilities; Paragraph 9, General comment 4, Committee on the Rights of Persons with Disabilities (CRDP)

Tags: Physical Accessibility [86], Learning Material [66], School Infrastructure [58], Non-discrimination and equality [21], Higher Education [24], Persons with Disabilities [12], Structural Indicators [93], Process Indicators [56]

Do national armed forces provide security to educational facilities in conflict-affected areas? [225]

Armed forces may be designated to provide security to schools and universities in conflict affected areas to ensure access and availability of education. If this is the case, inform clearly what constitutes the mandate of the armed forces.

Comments:
Tags: Armed Conflict (Including Child Soldiers) [4], Attacks on schools and universities [159], Attacks on students, teachers and other educational personnel [160], Military use of schools and universities [161], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Adult Education [43], Process Indicators [56]

Are there any provisions in domestic policy or any operational frameworks that addresses the use and/or requisition of educational facilities (abandoned or functioning) by armed forces during armed conflict? [226]

Schools and universities (even those that have been abandoned or evacuated because of the dangers presented by armed conflict) should not be requested by armed forces, including during armed conflict, at the risk of hindering access and availability of education by causing the discontinuity of learning activities. Also, the military use of educational facilities increases the likelihood of attack and may change the school/university from a civilian object to (legitimate) military target.

Comments:
Tags: Armed Conflict (Including Child Soldiers) [4], Attacks on schools and universities [159], Attacks on students, teachers and other educational personnel [160], Military use of schools and universities [161], School Safety and Violence [59], Pre-Primary [22], Primary [9], Secondary [23], Vocational Education [34], Higher Education [24], Adult Education [43], Process Indicators [56]

Ratio between public/private offer in higher education institutions according to field of studies. [227]

Comments:
States have the obligation to progressively provide free higher education as well as equality in access without discrimination. Concentration of high fee charging private higher education institutions in certain subject areas/programs may hinder equality, limiting the choices of students wanting to pursue higher education in a certain field of studies.

Levels of disaggregation: Private for-profit/non-profit

Human Rights Standards:
Article 26, Universal Declaration of Human Rights: Article 2.2 and article 13, 2, (c), International Covenant on Economic, Social and Cultural Rights; Article 2, Convention on the Rights of the Child; Articles 3 and 4, UNESCO Convention against Discrimination in Education; The Abidjan Principles [205], guiding principles 14.i, 48, 50.

Tags: Access to Education [6], Economic Accessibility [88], Educational Freedom/Private Education [8], Privatisation [53], Higher Education [24], Transparency [73], Accountability [100], Education Financing [201], Outcome Indicators [18], Process Indicators [56]

Number of out-of-school students due to military use of schools and/or universities to support military efforts [228]

This indicator measures the number of out-of-school students due to military use of schools and/or universities. The total number is calculated by adding up the number of out-of-school children for each reported incident of military use of schools and/or universities.

Comments:
Students may be forced out of school because of school closure due to direct attacks on infrastructure, or due to
the use of schools by armed forces to support military efforts. This indicator measures only the number of out-of-school students due to military use of schools. If the school is partially closed, it is necessary to verify if students from one class have been assigned/are able to attend school in another class or a similar circumstance. Drop-out rates may also rise because military use can create a general climate of insecurity in the midst of conflict, leading students and parents fearing for their life and thus avoiding schooling. Note that GCPEA would only consider drop-out rates directly related to attacks on education (e.g. school is bombed and enrolled students can’t attend classes until the school is repaired, or they attend virtual lessons or classes at another school), not drop-out rates due to generalised insecurity or climates of fear.

Available data:
The United Nations reports on military use of schools as one of six grave violations against children in armed conflict. Find examples in the [virtual library of the Office of the Special Representative of the Secretary General for Children and Armed Conflict](https://www.un.org/child/) [163]. Check also the [annual reports of the Global Coalition to Protect Education from Attack](https://www.globalcoalition.org/) [165].

Levels of disaggregation: Disaggregate by age group, gender and level of education.

Human Rights Standards:

Tags: [Armed Conflict (Including Child Soldiers)] [4], [Military use of schools and universities] [161], [Access to Education] [6], [School Safety and Violence] [59], [Pre-Primary] [22], [Primary] [9], [Secondary] [23], [Vocational Education] [34], [Higher Education] [24], [Outcome Indicators] [18]

Can abused children complain before an independent body? [229]

For the purposes of this indicator, 'abused children' refers to victims of violence, corporal punishment and / or sexual violence

Comments:
A lack of an independent body may deter children from filing a complaint, particularly if they are complaining against abuses committed by teachers or other school workers

Human Rights Standards:
Articles 4, 19 (2) & 28 (2), Convention on the Rights of the Child; Articles 2 (3) & 7, International Covenant on Civil and Political Rights; Article 11 (5), African Charter on the Rights and Welfare of the Child; Article 12 (1) (c) & (d), Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa; Article 16, Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment; Article 17 (1) (b), (Revised) European social Charter

Tags: [Quality of Education] [41], [School Safety and Violence] [59], [Accountability] [100], [Process Indicators] [56]

Number of reported incidents of corporal punishment in schools [230]

This indicator measures the number of reported incidents of corporal punishment in schools, by teachers or school administrator in the last 5 years

Comments:
Even in countries where corporal punishment is outlawed, there can be cases in which teachers still use it against children. A significantly low number of reported incidents of corporal punishment does not necessarily reflect a true lack of incidents of school corporal punishment; it may actually reflect underreporting of such incidents, which may be indicative of inadequate access to complaint mechanisms and / or inadequate awareness among children of the importance of reporting such incidents

Levels of disaggregation: Public/Private
Human Rights Standards:
Articles 19 & 28 (2), Convention on the Rights of the Child; Article 7, International Covenant on Civil and Political Rights; Article 11 (5), African Charter on the Rights and Welfare of the Child; Article 12 (1) (c) & (d), Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa; Article 16, Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment; Article 17 (1) (b), (Revised) European Social Charter; Article 3, European Convention on Human Rights

Tags: Quality of Education [41], School Safety and Violence [59], Process Indicators [56]

Number of reported incidents of violence in schools [231]

This indicator measures the number of reported incidents of violence by children against other children in the last 12 months

Comments:
A significantly low number of reported incidents of school violence does not necessarily reflect a true lack of incidents of school violence; it may actually reflect underreporting of such incidents, which may be indicative of inadequate access to complaint mechanisms and / or inadequate awareness among children of the importance of reporting such incidents

Levels of disaggregation: Public/Private
Human Rights Standards:
Articles 7, International Covenant on Civil and Political Rights; Article 19, Convention on the Rights of the Child; Article 12 (1) (c) & (d), Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa; Article 17 (1) (b) & 7 (10), (Revised) European Social Charter

Tags: Quality of Education [41], School Safety and Violence [59], Process Indicators [56]

Number of reported incidents of sexual harassment [232]

This indicator measures the number of reported incidents of sexual harassment in school in the last 12 months

Comments:
A significantly low number of reported incidents of sexual harassment does not necessarily reflect a true lack of incidents of sexual harassment; it may actually reflect underreporting of such incidents, which may be indicative of inadequate access to complaint mechanisms and / or inadequate awareness among children of the importance of reporting such incidents

Human Rights Standards:
Articles 7, International Covenant on Civil and Political Rights; Articles 19 (1) & 34 Convention on the Rights of the Child; Articles 12 (1) (c) & (d), Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa; Article 17 (1) (b) (Revised) European Social Charter

Tags: Quality of Education [41], School Safety and Violence [59], Women and Girls [10], Process Indicators [56]

Reported cases of incidents regarding safety of students to and from school [233]

This indicator measures the number of incidents reported per year regarding safety problems on the way to / from school (eg violence against students, transport accidents, etc.)

Comments:
A significantly low number of reported cases of incidents regarding safety of students to and from school does not necessarily reflect a true lack of incidents; it may actually reflect underreporting of such incidents, which may be indicative of inadequate access to complaint mechanisms and / or inadequate awareness among children of the importance of reporting such incidents

Levels of disaggregation: Urban/Rural, Region
Human Rights Standards:
Rights of Persons with Disabilities; Article 7 (2) (c), ILO Convention 182; Article 17 (2), (Revised) European Social Charter; Article 11 (3), African Charter on the Rights and Welfare of the Child, Article 13 (4) African Youth Charter; Article 41 (2) Arab Charter; Article 4, UNESCO Convention against Discrimination in Education

Tags: Physical Accessibility [86], School Safety and Violence [59], Process Indicators [56]

What is the legal minimum age of employment? [234]

Comments:
According to ILO standards, the general minimum age for admission to any employment should not be lower than the age of completion of compulsory schooling and, in any case, no less than fifteen years old. For more details, see here [235]

Human Rights Standards:
Article 2, ILO 138 Minimum Age Convention; Article 32 (2) (a), Convention on the Rights of the Child; Article 10 (3), International Covenant on Economic, Social and Cultural Rights; Article 7, (Revised) European Social Charter; Article 7 (f), Protocol of San Salvador; Article 32, European Union Charter of Fundamental Rights; Article 27 (3), ASEAN Human Rights Declaration

Tags: Access to Education [6], Persons Living in Poverty [16], Child Labourers [17], Structural Indicators [93]

Percentage of children under minimum legal age of employment working in practice [236]

Comments:
This indicator helps measure the lack of enforcement of the legal minimum age of employment set by domestic law

Available data:
ILO Database [237]

Human Rights Standards:
Article 2, ILO Convention 138 Minimum Age Convention; Article 32 (2) (a), Convention on the Rights of the Child; Article 10 (3), International Covenant on Economic, Social and Cultural Rights; Article 7, (Revised) European Social Charter; Article 7 (f), Protocol of San Salvador; Article 32, European Union Charter of Fundamental Rights; Article 27 (3), ASEAN Human Rights Declaration

Tags: Access to Education [6], Persons Living in Poverty [16], Child Labourers [17], Process Indicators [56]

Is there a monitoring body inspecting child labour? [238]

Comments:
Without such a monitoring body it may not be possible to enforce the legal minimum age of employment and avoid child labour

Human Rights Standards:
Article 2, ILO 138 Minimum Age Convention; Article 7 (2), ILO Convention 182 on Worst Forms of Child Labour; Article 32 (2) (c), Article 7, (Revised) European Social Charter; Article 7 (f), Protocol of San Salvador; Article 32, European Union Charter of Fundamental Rights; Article 27 (3), ASEAN Human Rights Declaration

Tags: Access to Education [6], Persons Living in Poverty [16], Child Labourers [17], Accountability [100], Process Indicators [56]

Has the government adopted specific measures to combat child labour? [239]

Specific measures to combat child labour include, for example, providing cash transfers to poor families

Comments:
In order to guarantee the right to education for all, the State must address the structural problems that lead to child labour and also adopt specific measures to ensure that children at risk of entering work or children that have entered work, are able to attend school

Human Rights Standards:
Article 2, ILO Convention 138 Minimum Age Convention; Article 7 (2), ILO Convention 182 on Worst Forms of Child Labour; Article 32 (2) (c), Convention on the Rights of the Child; Article 10 (3), International Covenant on
Economic, Social and Cultural Rights; Article 7, (Revised) European Social Charter; Article 7 (f), Protocol of San Salvador; Article 32, European Union Charter of Fundamental Rights; Article 27 (3), Asean Human Rights Declaration

Tags: Access to Education [6], Persons Living in Poverty [16], Child Labourers [17], Process Indicators [56]

Are there special measures to include child labourers in education and find solutions for them and their families? [240]

Special measures to include child labourers in education include, *inter alia*, adapting schools' schedules during harvest seasons in rural areas and making non-formal forms of schooling available for child labourers

Comments:
In order to guarantee the right to education for all, the State must adopt specific measures to ensure that children at risk of entering work or children that have entered work, are able to attend school

Human Rights Standards:
Article 2, ILO Convention 138 Minimum Age Convention; Article 7 (2), ILO Convention 182 on Worst Forms of Child Labour; Articles 32 (2) & 39, Convention on the Rights of the Child; Article 7, (Revised) European Social Charter; Article 7 (f), Protocol of San Salvador; Article 32, European Union Charter of Fundamental Rights; Article 27, ASEAN Human Rights Declaration

Tags: Access to Education [6], Persons Living in Poverty [16], Child Labourers [17], Process Indicators [56]

Number of reported incidents of use of schools by armed forces. [241]

This indicator measures the number of reported incidents of occupation or use of schools by armed forces or armed groups (from government or opposition groups) in the last two years

Comments:
"The use of schools for military purposes puts children at risk of attack and hampers children’s right to education, resulting in reduced enrolment and high drop-out rates, especially amongst girls and may also may lead to schools being considered targets for attack" (Source: *The Six Grave Violations Against Children During Armed Conflict: The Legal Foundation by the._* [242] *Office of the Special Representative of the Secretary-General for Children and Armed Conflict.* [242]: Edited in 2013). For an example of a report monitoring this issue, see [here](#) [243]

Available data:
The United Nations reports on attacks against schools as one of six grave violations against children in armed conflict. See [here](#) [244] (> Countries)

Human Rights Standards:
Article 8 (2) (b) (ix), Rome Statute; Articles 48, 51 & 52, Protocol 1 of the Geneva Convention

Tags: Armed Conflict (Including Child Soldiers) [4], School Safety and Violence [59], Process Indicators [56]

Number of reported military attacks on schools [245]

This indicator measures the number of reported attacks on schools by armed forces or armed groups (from government or opposition groups) in the last five years

Comments:
For an example of a report monitoring this issue, see [here](#) [246] and [here](#) [247]

Available data:
The United Nations reports on attacks against schools as one of six grave violations against children in armed conflict. See, [here](#) [244] (> Countries)

Human Rights Standards:
Article 8 (2) (b) (ix), Rome Statute; Articles 48, 51 & 52, Protocol 1 of the Geneva Convention

Tags: Armed Conflict (Including Child Soldiers) [4], School Safety and Violence [59], Process Indicators [56]

Number of reported incidents of military attacks on students and teachers [248]
Comments:
Military attacks on students and teachers include not only deliberate attacks but also reported incidents of placing students and teachers in harm’s way by exposing them to return fire

Available data:
The United Nations reports attacks against schools as one of six grave violations against children in armed conflict. See, [here](https://www.right-to-education.org/monitoring) (> Countries)

Human Rights Standards:
Articles 6 (1) & 9 (1), International Covenant on Civil and Political Rights; Articles 6, 19 & 38, Convention on the Rights of the Child; Article 22 (3), African Charter on the Rights and Welfare of the Child; Article 8 (2) (b) (ix), Rome Statute; Articles 48, 51 & 52, Protocol 1 of the Geneva Convention

Tags: Armed Conflict (Including Child Soldiers) [4], School Safety and Violence [59], Process Indicators [56]

The legal minimum age of military recruitment is the age at which a person is permitted to enlist or be conscripted and take part in hostilities

Comments:
The Convention on the Rights of the Child sets fifteen years old as the minimum age for military recruitment and for taking direct part in hostilities. The 2000 Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict, drafted in order to raise the minimum ages set out in the Convention, sets the higher age of eighteen years old as the minimum for recruitment or participation in armed conflict. If the legal minimum age of military recruitment is lower than the legal maximum age of completion of compulsory education, military recruitment may effectively undermine compulsory education

Available data: [CIA](https://www.right-to-education.org/monitoring)

Human Rights Standards:
Article 38 (2) (3), Convention on the Rights of the Child; Articles 1 & 2 Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict; Article 22 (2), African Charter on the Rights and Welfare of the Child; Articles 8 (2) (b) (xxvi) & 8 (2) (e) (vii), Rome Statute; Article 3, ILO 138 Minimum Age Convention; Article 3 (a), ILO Convention 182 on the Worst Forms of Child Labour Convention; Article 77 (2), Additional Protocol I Geneva Convention; Article 4 (3) (c), Additional Protocol II Geneva Convention

TAGS: Armed Conflict (Including Child Soldiers) [4], Attacks on schools and universities [159], Attacks on students, teachers and other educational personnel [160], Military use of schools and universities [161], Access to Education [6], School Safety and Violence [59], Structural Indicators [93], Process Indicators [56]

Number of child soldiers is the number of children who are soldiers, in either regular armed forces or armed groups

Comments:
Children who are soldiers are not able to enjoy the right to education

Human Rights Standards:
Article 38 (2) (3), Convention on the Rights of the Child; Articles 1 & 2, Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict; Article 22 (2), African Charter on the Rights and Welfare of the Child; Article 8 (2) (b) (xxvi) & 8 (2) (e) (vii), Rome Statute; Article, 3 ILO 138 Minimum Age Convention; Article 3 (a), ILO Convention 182 Worst Forms of Child Labour Convention; Article 77 (2), Additional Protocol I Geneva Convention; Article 4 (3) (c), Additional Protocol II Geneva Convention

Tags: Armed Conflict (Including Child Soldiers) [4], Access to Education [6], Process Indicators [56]

Are there specific programs to reintegrate demobilised child soldiers in the educational system and monitor their learning abilities? [252]
Comments:
Without such programmes, demobilised child soldiers may not be able to fully enjoy the right to education.

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Attacks on schools and universities [159], Attacks on students, teachers and other educational personnel [160], Military use of schools and universities [161], Access to Education [6], School Safety and Violence [59], Structural Indicators [93], Process Indicators [56]

Is children’s education ensured by the occupying power? [253]

Comments:
During military occupations, the occupying power has the duty to make arrangements for the maintenance of the education system if local institutions are unable to do so.

Document particularly if the occupying power has changed curriculum or changed the teaching languages.

Human Rights Standards:
Articles 24, 50 & 94, Geneva Convention IV relative to the Protection of Civilian Persons in Time of War. Also, importantly, human rights law applies

Tags: Armed Conflict (Including Child Soldiers) [4], Attacks on schools and universities [159], Attacks on students, teachers and other educational personnel [160], Military use of schools and universities [161], Access to Education [6], School Safety and Violence [59], Structural Indicators [93], Process Indicators [56]

Are children prisoners-of-war given the means to pursue their educational activities? [254]

Means to pursue their educational activities would include access to regular classes with qualified teachers, access to books, etc.

Comments:
Human Rights Standards:
Article 40, Standard Minimum Rules for the Treatment of Prisoners; Articles 38, 72 & 125, Geneva Convention III relative to the Treatment of Prisoners of War.

Tags: Armed Conflict (Including Child Soldiers) [4], Attacks on schools and universities [159], Attacks on students, teachers and other educational personnel [160], Military use of schools and universities [161], School Safety and Violence [59], Structural Indicators [93], Process Indicators [56]

Does the State have a plan on how to comply with minimum educational standards during natural disasters? [255]

Comments:
Having such a plan before an emergency occurs is crucial to ensuring that children can enjoy the minimum levels of enjoyment of the right to education during or in the wake of natural disasters. For minimum educational standards during emergency situations, see: The Inter-Agency Network for Education in Emergencies [256] (INEE)

Tags: Natural Disasters [5], Structural Indicators [93]

If a natural disaster occurred in the last 5 years, did the State respond adequately to ensure minimum educational standards? [257]

Comments:
For minimum educational standards during emergency situations, see The Inter-Agency Network for Education in Emergencies [256] (INEE)

Tags: Natural Disasters [5], Process Indicators [56]

Education expenditure ratio [258]
General government expenditure on education (current, capital, and transfers) is expressed as a percentage of GDP. It includes expenditure funded by transfers from international sources to government. General government usually refers to local, regional and central governments (Source: UIS [259])

Comments:
This is the most basic expenditure ratio related to the right to education. It provides a snapshot of the extent of State commitment to the provision of education, reflecting the level of resources the State is willing to invest in education relative to its level of development

Available data:
UIS [260] (Education>Financial resources>Expenditure on education as a percentage of GDP (%))

Human Rights Standards:

Tags: Non-discrimination and equality [21], Higher Education [24], Transparency [73], Accountability [100], Education Financing [201], Process Indicators [56]

Current public expenditure per pupil at each level of education, expressed as a percentage of GDP per capita

Comments:
This indicator measures the share of per capita income spent on each student. It helps in assessing whether a country’s level of investment in education is adequate to the right to education for all. When calculated by level of education, it also indicates the relative costs and emphasis placed by the country on a particular level of education

Levels of disaggregation: Level of Education, Region, Urban/Rural, Income quintile; Public/private (non-profit vs. for-profit), Higher education program orientation

Human Rights Standards:

Tags: Non-discrimination and equality [21], Higher Education [24], Transparency [73], Accountability [100], Education Financing [201], Process Indicators [56]

Public expenditure ratio

This ratio is the percentage of Gross National Product (a proxy to measure national income) that goes into public expenditure

Comments:
Public expenditure ratio reflects the size of a government’s budget in relation to the size of its economy. It represents the resources a government has at its disposal to undertake all its functions, including in the education field. If this ratio is too low, the State is weakened, making it difficult to adequately provide resources for many competing and often essential functions. If this ratio is too high and a large proportion of national income is drawn into the public sector, this might depress private investment and restrict economic growth, which could jeopardise the sustainability of the realisation of the right to education and other rights

Available data:
World Development Indicators [263]
The education allocation ratio refers to the percentage of public expenditure allocated to education.

Comments:
This indicator reflects the relative priority given to education among competing budgetary needs. This ratio can help expose and challenge cases in which a government might make spurious arguments about lack of sufficient resources to discharge its duty of progressive achievement when, in fact, the problem is not resource constraints but rather the preference of that government to use available resources for extravagant spending, squandering State resources on unnecessary areas.

Available data:
EdStats [265]

The primary education priority ratio is the percentage of total education expenditure allocated to primary education.

Comments:
This indicator reflects priorities within a given educational system. The interpretation of low levels of this ratio will depend on the circumstances. Countries that have already achieved high standards of pre-primary and primary education may be justified in prioritising higher education levels. However, in countries where a significant proportion of the population is illiterate or many children are deprived of the most basic forms of education, a low primary education priority ratio could be interpreted as a violation of a State’s immediate obligation to guarantee free and compulsory basic education.

Does an independent body (e.g., parliamentary committee) monitor the budget?

Comments:
Without such a monitoring body it may not be possible to regularly monitor whether the government’s budget and allocation of resources are in accordance with human rights standards.

Tags: Non-discrimination and equality [21], Higher Education [24], Transparency [73], Accountability [100], Education Financing [201], Structural Indicators [93], Process Indicators [56]

Is there public access to key public financial documents related to education? [268]

Key public financial documents include national and regional budgets, periodic reports on execution of the budgets, reports on distribution of resources by province or department

Comments:
Public access to key public financial documents related to education provides greater transparency and opportunity to monitor and hold government to account with regard to its education expenditure. The budgetary information publicly available should be sufficiently clear and comprehensive to allow members of civil society to effectively monitor service delivery resource flows and the allocation of funds in the education sectors

Human Rights Standards:
Article 19 (2) (3), International Covenant on Civil and Political Rights; Article 10, European Convention on Human Rights; Article 13, American Convention on Human Rights; Article 9 (1), African Charter; Article 32 (1), Arab Charter; Article 23, ASEAN Human Rights Declaration

Tags: Non-discrimination and equality [21], Higher Education [24], Transparency [73], Accountability [100], Education Financing [201], Process Indicators [56]

Percentage of State activities in education funded through extrabudgetary sources [269]

This indicator measures the estimated proportion of State activities in education funded through extrabudgetary sources, as a share of total public spending in education

Comments:
Where the use of extrabudgetary funds play a large role in resource allocation, the ability to track government's priorities and to hold the government accountable for the financing of education, may be compromised

Human Rights Standards:
Articles 13 (2) & 14 International Covenant on Economic, Social and Cultural Rights; Article 28 (1), Convention on the Rights of the Child; Article 24 (2), Convention on the Rights of Persons with Disabilities; Article 7 (2) (c), ILO Convention 182; 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, Article 13 (4), African Youth Charter; Article 41 (2), Arab Charter; Article 4, UNESCO Convention against Discrimination in Education

Tags: Transparency [73], Accountability [100], Education Financing [201], Process Indicators [56]

Education budget execution rate [270]

The education budget execution rate is the percentage of the approved budget for the education in the last fiscal year that was actually executed

Comments:
If there is no reasonable explanation (eg an unexpected economic crisis that may have forced the government to significantly cut the overall budget or a significant emergency in another sector, such as health or security, which may have forced the government to divert funds originally allocated to education to that sector), significant underspending of the education budget (of over 10%) may be indicative of a violation of the obligation to dedicate maximum available resources to the realisation of the right to education

Human Rights Standards:
Does the State take steps to seek international assistance and cooperation for the realisation of the right to education? [271]

Comments:
When States do not have enough resources for the realisation of the right to education for all people under its jurisdiction, they are compelled by international human rights law to seek international assistance and cooperation for the full realisation of this right.

Human Rights Standards:
- Article 2 (1), International Covenant on Economic, Social and Cultural Rights; Articles 4 & 28 (3), Convention on the Rights of the Child; Article 8, ILO Convention 182

Are there effective mechanisms to ensure that civil society organisations are consulted when multilateral or bilateral agreements that have an effect on the right to education are negotiated? [272]

Comments:
Multilateral or bilateral agreements often have an effect on the right to education and therefore civil society organisations should be consulted when such agreements are being negotiated. Civil society organisations have specialist knowledge and can give comments on the potential effects of such agreements.

Human Rights Standards:
- Article 25 (a), International Covenant on Civil and Political Rights; Article 2 (1), International Covenant on Economic, Social and Cultural Rights; Articles 4 & 28 (3), Convention on the Rights of the Child; Article 8, ILO Convention 182

Do domestic laws protect the right to establish private schools? [273]

Comments:
According to human rights standards, the State should not interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject to the requirement that the education given in such institutions shall conform with minimum standards set by the State.

Human Rights Standards:

Is there a private school accreditation system? [274]

Comments:
Such accreditation systems may be necessary to ensure that minimum educational standards set by the State are met in all private schools (and not only in public schools).

Human Rights Standards:

Tags: Non-discrimination and equality [21], Higher Education [24], Transparency [73], Accountability [100], Education Financing [201], Process Indicators [56]

Tags: Education Financing [201], Process Indicators [56]

Tags: Participation [55], Education Financing [201], Process Indicators [56]

Tags: Educational Freedom/Private Education [8], Structural Indicators [93]

Tags: Quality of Education [41], Educational Freedom/Private Education [8], Privatisation [53], Higher Education [24], Transparency [73], Accountability [100], Structural Indicators [93], Process Indicators [56]
Do domestic laws expressly recognise the liberty of parents to choose the religious and moral education of their children in conformity with their own convictions? [275]


Comments:
According to human rights standards, States have to respect the liberty of parents to ensure the religious and moral education of their children in conformity with their own convictions. This includes, *inter alia*, allowing children to be exempted from attending schools on important holy days for their respective religions, taking into account dietary requirements relating to religion and allowing children to be exempted from religious or moral classes not in accordance with their religious or moral convictions

Human Rights Standards:
Article 18 (4), International Covenant on Civil and Political Rights; Article 13 (3), International Covenant on Economic, Social and Cultural Rights; Article 14 (2), Convention on the Rights of the Child; Article 12 (4), Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families; Article 14 (3), European Union Charter of Fundamental Rights; Article 5 (b), UNESCO Convention against Discrimination in Education; Article 2, Optional Protocol 1, European Convention on Human Rights; Article 17 (1) (a), (Revised) European Social Charter; Article 13 (4), Protocol of San Salvador; Article 12 (4), Pact of San Jose; Article 50, Geneva Convention 4; Article 78 (2), AP1 Geneva Convention; Article 4 (3) (a), AP2 Geneva Convention

Tags: Educational Freedom/Private Education [8], Structural Indicators [93]

Number of reported incidents in which a school has not provided for specific accommodation of children's religious or moral convictions [276]

This indicator measures the number of reported incidents in the last 12 months

Comments:
Specific accommodation for children's religious or moral convictions includes, *inter alia*, allowing children to be exempted from attending schools on important holy days for their respective religions, taking into account dietary requirements relating to religion and allowing children to be exempted from religious or moral classes not in accordance with their religious or moral convictions

Human Rights Standards:
Article 26, International Covenant on Civil and Political Rights; Article 30, Convention on the Rights of the Child

Tags: Educational Freedom/Private Education [8], Process Indicators [56]

Is there a monitoring body overseeing whether schools respect religious freedom? [277]

Comments:
Without such monitoring bodies it may not be possible to regularly monitor whether schools actually respect religious freedom

Human Rights Standards:
Article 18 (4), International Covenant on Civil and Political Rights; Article 13 (3), International Covenant on Economic, Social and Cultural Rights; Article 14 (2), Convention on the Rights of the Child; Article 12 (4), Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families; Article 14 (3), European Union Charter of Fundamental Rights; Article 5 (b), UNESCO Convention against Discrimination in Education; Article 2, Optional Protocol 1, European Convention on Human Rights; Article 13 (4), Protocol of San Salvador; Article 12 (4), Pact of San Jose; Article 78 (2), AP1 Geneva Convention; Article 4 (3) (a), AP2 Geneva Convention

Tags: Educational Freedom/Private Education [8], Accountability [100], Process Indicators [56]

Is there a school inspection system? [278]

Comments:
A school inspection system is needed to assess the quality of education provided in each school and ensure that it complies with standards established in legislation and policy
Levels of disaggregation: Public/Private

Human Rights Standards:

Tags: Quality of Education [41], Accountability [100], Process Indicators [56]
Frequency of inspection visits [279]

Frequency of inspection visits is the average number of visits made by an inspector in each school in the last 12 months

Comments:
Levels of disaggregation: Region, Urban/Rural, Public/Private
Human Rights Standards:

Tags: Quality of Education [41], Accountability [100], Process Indicators [56]
Is there a State body responsible for monitoring the education system? [280]

The State body could be, for instance, a monitoring department of the Ministry of Education or some State institution whose mandate is to monitor the activities of the executive (eg ombudsman, Human Rights Commission, etc.)

Comments:
A State body responsible for monitoring the education system typically monitors progress on issues of access to education, quality of education and equality. Often they also monitor the extent to which specific goals set by the government have been achieved

Human Rights Standards:

Tags: Quality of Education [41], Accountability [100], Process Indicators [56]
Does the State regularly gather data on education? [281]

Comments:
Data on education needs to be gathered regularly in order to monitor the right to education and assess the progressive realisation of the right to education. Check if the data is disaggregated by primary / secondary / tertiary education level, gender, region, rural / urban, minority, income and disability type. Are disaggregated data disaggregated again by other relevant categories in order to address multiple discrimination?

Levels of disaggregation: Race, ethnicity, caste, religion, sex, gender identity, sexual orientation, place of residence, indigenous or autochthons, prior attainment, place of residence, parental profession, parental level of education, bottom/top quintile
Human Rights Standards:

Tags: Access to Education [6], Quality of Education [41], Non-discrimination and equality [21], Higher Education
Do civil society organisations face obstacles set by the State when monitoring the right to education? [282]

Common obstacles include, inter alia, not allowing civil society organisations to operate freely in the State, withholding information from civil society organisations that is necessary for monitoring the right to education and hindering access of these organisations to schools for monitoring purposes.

Comments:
Civil society organisations can play an important ‘watchdog’ role to monitor and evaluate education policies and programmes, and to hold politicians and school officials to account for the delivery of good quality education in an equitable manner.

Human Rights Standards:
Article 25 (a), International Covenant on Civil and Political Rights

Tags: Non-discrimination and equality [21], Higher Education [24], Transparency [73], Participation [55], Accountability [100], Process Indicators [56]

Is the education data gathered by the State publicly available? [283]

Comments:
Public access to data on education is essential for enabling civil society to participate in monitoring the right to education and holding the government accountable for the realisation of this right.

Human Rights Standards:

Tags: Non-discrimination and equality [21], Higher Education [24], Transparency [73], Accountability [100], Process Indicators [56]

Does the State body responsible for monitoring the education system produce regular and publicly available reports on the state of education? [284]

Comments:
Public access to these reports is essential for enabling civil society to participate in monitoring the right to education and holding the government accountable for the realisation of this right.

Human Rights Standards:

Tags: Transparency [73], Accountability [100], Process Indicators [56]

Are the criteria used to select the schools or children that benefit from targeted programmes publicly available? [285]

Targeted programmes in the education sector are those that are not universal (ie that the beneficiaries are only a segment of the population) either because by its very nature a programme is meant to help a specific group (eg cash transfers to poor families to help them meet the various types of costs associated with education) or because the State does not have enough resources to provide at this stage to everybody in the education system.

Comments:
Transparency about the criteria for targeted programmes is necessary to ensure that the implementation of those
programmes is not discriminatory and to enable civil society to hold the government accountable for them

Tags: Transparency [73], Accountability [100], Process Indicators [56]

Does the State have effective administrative complaint mechanism(s) to file complaints on violations of the right to education? [286]

Complaint mechanisms may be set up within the Education Ministry and / or within non-judicial oversight institutions such as a human rights commission, the supreme audit institution, or an anti-corruption agency

Comments:
To assess whether the complaint mechanisms are effective, check, inter alia, the extent to which parents and children are aware of specific complaint procedures and the extent to which schools publicise the existence of such procedures (eg placing a complaint box in a each school, setting up a complaint mechanism on the website of the Ministry of Education, etc.); whether complaints can be filed in a language other than the majority language; whether there are effective guarantees against reprisal to protect any person making a complaint and the extent to which official inquiries or other follow-up actions are taken after someone files a complaint, and whether those steps are carried out in a timely manner

Human Rights Standards:


Tags: Non-discrimination and equality [21], Higher Education [24], Transparency [73], Accountability [100], Education Financing [201], Process Indicators [56]

Number of administrative complaints on the right to education [287]

This indicator is the number of complaints regarding issues related to the right to education in the last 12 months. Issues include, inter alia availability or accessibility of primary education, funding of primary education, availability or accessibility of secondary education, accessibility of higher education, discrimination issues, registration or closing of private schools and parents' rights to ensure the religious and moral education of their children in conformity with their own convictions (Source: Audrey Chapman (2007) Development of Indicators for Economic, Social and Cultural Rights: The Rights to Education, Participation in Cultural Life and Access to the Benefits of Science: p.149)

Comments:
A very low number of administrative complaints on education rights may be indicative of the lack of adequate access to administrative complaint mechanisms rather than a lack of problems related to the right to education. Conversely, a very high number of administrative complaints may be indicative of adequate access to administrative complaint mechanisms, but at the same time of serious problem in the education system itself. If the focus of the monitoring exercise is a specific marginalised group, check the number of complaints related to that group

Levels of disaggregation: Gender, Region, Urban/Rural, Public/Private, Minority, Persons with Disabilities, Persons with HIV/AIDS, Migrants, Refugees and IDPs, Persons in Detention

Human Rights Standards:

Provisions on effective remedies: Article 2 (3), International Covenant on Civil and Political Rights; Article 2, Convention on the Elimination of All Forms of Discrimination against Women; Article 6, International Convention on
the Elimination of All Forms of Racial Discrimination; Article 7, African Charter; Article 25, American Convention on Human Rights; Article 13, European Convention on Human Rights

Tags: Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Accountability [100], Process Indicators [56]

Proportion of received complaints on the right to education that have been investigated by an administrative body [288]

This indicator measures the proportion of complaints that have been investigated by an administrative body in the last 12 months

Comments:
A low value of this indicator would be indicative of an inadequate mechanism to investigate complaints on the right to education. If the focus of the monitoring exercise is a specific marginalised group, check the number of complaints related to that group

Levels of disaggregation: Gender, Region, Urban/Rural, Public/Private, Minority, Persons with Disabilities, Persons with HIV/AIDS, Migrants, Refugees and IDPs, Persons in Detention

Human Rights Standards:


Tags: Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Accountability [100], Process Indicators [56]

Number of court cases on the right to education [289]

Number of court cases on educational rights is the number of cases that considered issues related to the right to education in the last five years. The issues to examine include, inter alia availability or accessibility of primary education, funding of primary education, availability or accessibility of secondary education, accessibility of higher education, discrimination issues, registration or closing of private schools and parents’ rights to ensure the religious and moral education of their children in conformity with their own convictions (Source: Audrey Chapman (2007) Development of Indicators for Economic, Social and Cultural Rights: The Rights to Education, Participation in Cultural Life and Access to the Benefits of Science: p.149)

Comments:
A very low number of court cases on education rights may be indicative of the lack of adequate access to the justice system rather than a lack of problems related to the right to education. Conversely, a very high number of court cases may be indicative of adequate access to the judicial system, but at the same time of serious problems in the education system itself. If the focus of the monitoring exercise is a specific marginalised group, check the number of court cases related to that group

Levels of disaggregation: Gender, Region, Urban/Rural, Public/Private, Minority, Persons with Disabilities, Persons with HIV/AIDS, Migrants, Refugees and IDPs, Persons in Detention

Human Rights Standards:

Provisions on effective remedies: Article 2 (3), International Covenant on Civil and Political Rights; Article 2,

Tags: Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Accountability [100], Process Indicators [56]

Proportion of court cases where it has been determined that there has been a violation of the right to education [290]

This indicator measures the proportion of court cases related to the right to education that have been adjudicated against the State in the last 5 years

Comments:
A very low value of this indicator may be indicative of a lack of judicial independence vis-à-vis the government

Levels of disaggregation: Gender, Region, Urban/Rural, Public/Private, Minority, Persons with Disabilities, Persons with HIV/AIDS, Migrants, Refugees and IDPs

Tags: Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Accountability [100], Process Indicators [56]

If the educational system is decentralised, are the responsibilities of each level of government for education clearly defined and available to the public? [291]

Comments:
This indicator is necessary to assess whether there is duplication and/or lack of clarity in division of roles between different levels of government which can often weaken accountability for the delivery of educational services

Human Rights Standards:
Article 25 (c), International Covenant on Civil and Political Rights; Articles 13 (1) & (2), African Charter of Human and People's Rights; Article 23 (c), American Convention on Human Rights

Tags: Transparency [73], Decentralisation [200], Structural Indicators [93]

If the educational system is decentralised, is the distribution of funds for education from national to local level commensurate with the responsibilities devolved to the local level? [292]

Comments:
If the distribution of funds for education from national to local level is not commensurate with the devolution of responsibilities to local levels of government – as it is often the case in decentralised educational systems – local governments may not be able to adequately undertake all the responsibilities that are necessary to ensure the full enjoyment of the right to education of people living under its jurisdiction.

Human Rights Standards:
Article 25 (c), International Covenant on Civil and Political Rights; Article 13 (1) & (2), African Charter of Human and People's Rights; Article 23 (c), American Convention on Human Rights

Tags: Decentralisation [200], Education Financing [201], Process Indicators [56]

If financing of some aspects of the educational system depends on revenues collected by local authorities, is there an effective system to ensure that local authorities that cannot afford it are able to provide basic education services? [293]

Comments:
If there is no such system and the budget for essential aspects of the educational systems depends only on the capacity of each local government to mobilise local resources, those living in the poorer areas may not be able to fully enjoy the right to education.
Human Rights Standards:
Article 25 (c), International Covenant on Civil and Political Rights; Article 13 (1) & (2), African Charter of Human and People's Rights; Article 23 (c), American Convention on Human Rights

Tags: Decentralisation [200], Education Financing [201], Process Indicators [56]

If the educational system is decentralised, does the national government provide capacity-building for local administrators, policymakers and education workers? [294]

Comments:
Without concrete efforts by the national government to provide capacity-building to weak local authorities, these may lack adequate technical and managerial capacity to ensure, inter alia, proper teacher training, effective monitoring and oversight mechanisms and an appropriate financing system for education

Human Rights Standards:
Article 25 (c), International Covenant on Civil and Political Rights; Articles 13 (1) & (2), African Charter of Human and People's Rights; Article 23 (c), American Convention on Human Rights

Tags: Participation [55], Decentralisation [200], Process Indicators [56]
Indicators Selection Tool
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