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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](#) [2])

Available data:
[Edstats](#) [3] (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)](#) [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]

**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](#) [20]: 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](#) [20]: p.9)

Available data:
[Edstats](#) [3]

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

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], Pre-Primary [21], Primary [9], Secondary [22], Higher Education [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]

Out-of-school children rate [24]

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 [25])

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 [26] 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 [27] for a visual representation of UIS data. The All in School Initiative [28] 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 [22], 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 (%) [29]

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 entrance 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.

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Available data: 
**World Development Indicators** [30]

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]

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** [32]

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: **Armed Conflict (Including Child Soldiers)** [4], **Natural Disasters** [5], **Access to Education** [6], **Free Education** [7], **Secondary** [22], **Vocational Education** [33], **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 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:

**Indicators Selection Tool**

Published on Monitoring Guide (https://www.right-to-education.org/monitoring)

Indicators Selection Tool
Published on Monitoring Guide (https://www.right-to-education.org/monitoring)

Available data:

EdStats [35]

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** [22], **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]

Tertiary completion rate (first degree) (%) [36]

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 [37]

Levels of disaggregation: Gender, Income, Minority, Region, Urban/Rural, Persons with Disabilities, Persons with HIV/AIDS, Migrants, Refugees and IDPs, 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], **Higher Education** [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], **Outcome Indicators** [18]

Percentage of secondary school students in their final year who pass the requisite examinations [38]

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

Available data:

UIS [37]

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: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Quality of Education [39], Educational Freedom/Private Education [8], Secondary [22], 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 [40]

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 [32] (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: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Quality of Education [39], Learning Outcomes [41], Educational Freedom/Private Education [8], Primary [9], Secondary [22], 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 mathematics scale [42]

Mean performance on the mathematics scale is the mean mathematics 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 [32] (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:
4, UNESCO Convention against Discrimination in Education

Tags: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Quality of Education [39], Learning Outcomes [41], Educational Freedom/Private Education [8], Primary [9], Secondary [22], 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 science scale. [43]

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

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 [32] (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: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Quality of Education [39], Learning Outcomes [41], Educational Freedom/Private Education [8], Primary [9], Secondary [22], 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 reading proficiency. [44]

Percentage of students at the lowest level of reading proficiency is the percentage of students at the lowest level of proficiency on the reading scale in national or international assessments

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 [32] (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:
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: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Quality of Education [39], Learning Outcomes [41], Educational Freedom/Private Education [8], Primary [9], Secondary [22], 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 mathematics proficiency [45]

Percentage of students at the lowest level of mathematics proficiency is the percentage of students at the lowest level of proficiency on the mathematics scale in national or international assessments

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 [32] (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: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Quality of Education [39], Learning Outcomes [41], Educational Freedom/Private Education [8], Primary [9], Secondary [22], 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 [46]

Percentage of students at the lowest level of science proficiency is the percentage of students at the lowest level of proficiency on the science scale in national or international assessments

Comments:
A high percentage of students at the lowest level of science 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 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 [32] (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:
Repetition rate is the proportion of pupils from a cohort enrolled in a given grade at a given school year of primary or secondary education who study in the same grade in the following school year (Source: UIS)

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 [32]

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 [39], Learning Outcomes [41], Educational Freedom/Private Education [8], Primary [9], Secondary [22], 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]
Tags: Armed Conflict (Including Child Soldiers) [4], Quality of Education [39], School Infrastructure [49], School Safety and Violence [50], Educational Freedom/Private Education [8], Pre-Primary [21], Primary [9], Secondary [22], Vocational Education [33], Higher Education [23], Process Indicators [51]

**Percentage of schools that have a shortage of classrooms.** [52]

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 [39], School Infrastructure [49], Educational Freedom/Private Education [8], Pre-Primary [21], Primary [9], Secondary [22], Vocational Education [33], Higher Education [23], Process Indicators [51]

**Percentage of schools with potable water.** [53]

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; Paras 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: Armed Conflict (Including Child Soldiers) [4], Quality of Education [39], School Infrastructure [49], Educational Freedom/Private Education [8], Pre-Primary [21], Primary [9], Secondary [22], Vocational Education [33], Higher Education [23], Process Indicators [51]

**Percentage of schools without toilets.** [54]

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), CERSD General Comment 13; 12 (c) (i) & 16 (b) of CERSD 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: Armed Conflict (Including Child Soldiers) [4], Quality of Education [39], School Infrastructure [49], Educational Freedom/Private Education [8], Pre-Primary [21], Primary [9], Secondary [22], Vocational Education [33], Higher Education [23], Process Indicators [51]

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 [32] (Africa Dataset)

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

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Quality of Education [39], School Infrastructure [49], School Safety and Violence [50], Educational Freedom/Private Education [8], Pre-Primary [21], Primary [9], Secondary [22], Vocational Education [33], Higher Education [23], Process Indicators [51]

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

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: Armed Conflict (Including Child Soldiers) [4], Access to Education [6], Economic Accessibility [57], 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 Living in Poverty [16], Child Labourers [17], Process Indicators [51]

Is the State taking steps to identify out-of-school children, to encourage school attendance and to reduce drop-out rates? [58]

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 [59]

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 [51]

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? [60]

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], Persons Living in Poverty [16], Process Indicators [51]

Are there any specific measures to ensure that previously out-of-school children remain in school? [62]

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 [51]

Number of reported incidents of schools closed or not allowed to open [63]

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

Tags: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Access to Education [6], School Safety and Violence [50], Educational Freedom/Private Education [8], Process Indicators [51]

Number of reported incidents of use of schools by armed forces [64]

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 [65]Office of the Special Representative of the Secretary-General for Children and Armed Conflict [65]- Edited in 2013). For an example of a report monitoring this issue, see here [66]

Available data:
The United Nations reports on attacks against schools as one of six grave violations against children in armed conflict. See here [67] (> 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 [50], Process Indicators [51]

Number of reported military attacks on schools [68]

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 [69] and here [70]

Available data:
The United Nations reports on attacks against schools as one of six grave violations against children in armed conflict. See, here [67] (> 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 [50], Process Indicators [51]
Number of reported incidents of military attacks on students and teachers [71]

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 [67] (> 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 [50], Process Indicators [51]
What is the legal minimum age of military recruitment? [72]

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 [73]

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], Access to Education [6], Structural Indicators [74]
Number of child soldiers [75]

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 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 [51]

Are there special programmes available to reintegrate demobilised child soldiers in the education system? [76]

Comments:
Without such programmes, demobilised child soldiers may not be able to fully enjoy the right to education

Human Rights Standards:
Articles 6 (3) & 7, Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict; Article 39, Convention on the Rights of the Child; Article 22 (3), African Charter on the Rights and Welfare of the Child; Article 7 (2) (b) (c), ILO 182 Worst Forms of Child Labour Convention

Tags: Armed Conflict (Including Child Soldiers) [4], Access to Education [6], Process Indicators [51]

Is children’s education ensured by the occupying power? [77]

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

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], Access to Education [6], Process Indicators [51]

Are children prisoners-of-war given the means to pursue their educational activities? [78]

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

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], Access to Education [6], Persons in Detention [15], Process Indicators [51]
[57] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_key_issues%3A99
[60] https://www.right-to-education.org/monitoring/content/are-there-established-mechanisms-enable-parents-children-and-community-leaders-contribute
[61] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_policy_processes%3A90
[63] https://www.right-to-education.org/monitoring/content/number-reported-incidents-schools-closed-or-not-allowed-open
[64] https://www.right-to-education.org/monitoring/content/number-reported-incidents-use-schools-armed-forces
[68] https://www.right-to-education.org/monitoring/content/number-reported-military-attacks-schools
[70] http://www.hrw.org/reports/2012/02/20/no-place-children
[71] https://www.right-to-education.org/monitoring/content/number-reported-incidents-military-attacks-students-and-teachers
[72] https://www.right-to-education.org/monitoring/content/what-legal-minimum-age-military-recruitment
[74] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_type_of_indicator%3A93
[75] https://www.right-to-education.org/monitoring/content/number-child-soldiers
[76] https://www.right-to-education.org/monitoring/content/are-there-special-programmes-available-reintegrate-demobilised-child-soldiers-education
[77] https://www.right-to-education.org/monitoring/content/children%E2%80%99s-education-ensured-occupying-power
[78] https://www.right-to-education.org/monitoring/content/are-children-prisoners-war-given-means-pursue-their-educational-activities