Indicators Selection Tool
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[1] Adult literacy rate (%)

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 [2]: 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 reflect past conditions, 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 [3]

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 [4], Quality of Education [5], Learning Outcomes [6], Primary [7], Secondary [8], Adult Education [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 Living in Poverty [15], Outcome Indicators [16]

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

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: Armed Conflict (Including Child Soldiers) [18], Natural Disasters [19], Quality of Education [5], Educational Freedom/Private Education [20], Secondary [8], 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 [21], Persons Living in Poverty [15], Child Labourers [22], Outcome Indicators [16]

[23] Mean performance on the reading scale
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 [24] (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) [18], Natural Disasters [19], Quality of Education [5], Learning Outcomes [6], Educational Freedom/Private Education [20], Primary [7], Secondary [8], 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 [21], Persons Living in Poverty [15], Child Labourers [22], Outcome Indicators [16]

Mean performance on the mathematics scale

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 [24] (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) [18], Natural Disasters [19], Quality of Education [5], Learning Outcomes [6], Educational Freedom/Private Education [20], Primary [7], Secondary [8], 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 [21], Persons Living in Poverty [15], Child Labourers [22], Outcome Indicators [16]
Mean performance on the science scale [26]

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 [24] (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) [18], Natural Disasters [19], Quality of Education [5], Learning Outcomes [6], Educational Freedom/Private Education [20], Primary [7], Secondary [8], 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 [21], Persons Living in Poverty [15], Child Labourers [22], Outcome Indicators [16]

Percentage of students at the lowest level of reading proficiency [27]

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 [24] (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) [18], Natural Disasters [19], Quality of Education [5], Learning Outcomes [6], Educational Freedom/Private Education [20], Primary [7], Secondary [8], 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 [21], Persons Living in Poverty [15], Child Labourers [22], Outcome Indicators [16]
Indicators [16]

Percentage of students at the lowest level of mathematics proficiency [28]

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 [24] (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) [18], Natural Disasters [19], Quality of Education [5], Learning Outcomes [6], Educational Freedom/Private Education [20], Primary [7], Secondary [8], 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 [21], Persons Living in Poverty [15], Child Labourers [22], Outcome Indicators [16]

Percentage of students at the lowest level of science proficiency [29]

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 [24] (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) [18], Natural Disasters [19], Quality of Education [5], Learning Outcomes [6], Educational Freedom/Private Education [20], Primary [7], Secondary [8], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants,
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.

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:


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), Quality of Education, School Infrastructure, School Safety and Violence, Educational Freedom/Private Education, Pre-Primary, Primary, Secondary, Vocational Education, Higher Education, Process Indicators

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) [18], Quality of Education [5], School Infrastructure [32], Educational Freedom/Private Education [20], Pre-Primary [34], Primary [7], Secondary [8], Vocational Education [35], Higher Education [36], Process Indicators [37]

Percentage of schools with potable water

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 [40] (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) [18], Quality of Education [5], School Infrastructure [32], Educational Freedom/Private Education [20], Pre-Primary [34], Primary [7], Secondary [8], Vocational Education [35], Higher Education [36], Process Indicators [37]

Percentage of schools without toilets

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 [40] (Africa Dataset)

Levels of disaggregation: Level of Education, Urban/Rural, Region, Public/Private
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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: Armed Conflict (Including Child Soldiers) [18], Quality of Education [5], School Infrastructure [32], Educational Freedom/Private Education [20], Pre-Primary [34], Primary [7], Secondary [8], Vocational Education [35], Higher Education [36], Process Indicators [37]

Percentage of schools without single-sex toilets

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 [40]

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 [5], School Infrastructure [32], School Safety and Violence [33], Educational Freedom/Private Education [20], Primary [7], Secondary [8], Vocational Education [35], Higher Education [36], Women and Girls [10], Process Indicators [37]

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 [24] (Africa Dataset)

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

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [18], Quality of Education [5], School Infrastructure [32], School Safety and Violence [33], Educational Freedom/Private Education [20], Pre-Primary [34], Primary [7], Secondary [8].
Percentage of schools without access to a 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 [5], Learning Material [45], School Infrastructure [32], Primary [7], Secondary [8], Vocational Education [35], Higher Education [36], Process Indicators [37]

Percentage 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 [5], Learning Material [45], School Infrastructure [32], Primary [7], Secondary [8], Vocational Education [35], Higher Education [36], Process Indicators [37]

Percentage of schools without fire exits

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 [5], School Infrastructure [32], School Safety and Violence [33], Pre-Primary [34], Primary [7], Secondary [8], Vocational Education [35], Higher Education [36], Process Indicators [37]

Percentage of schools without first-aid kits

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

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

Human Rights Standards:
Tags: Quality of Education [5], School Infrastructure [32], School Safety and Violence [33], Pre-Primary [34], Primary [7], Secondary [8], Vocational Education [35], Higher Education [36], Process Indicators [37]

Percentage of schools without first-aid kits

Tags: Quality of Education [5], School Infrastructure [32], School Safety and Violence [33], Pre-Primary [34], Primary [7], Secondary [8], Vocational Education [35], Higher Education [36], Process Indicators [37]
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, School Infrastructure, School Safety and Violence, Pre-Primary, Primary, Secondary, Vocational Education, Higher Education, Process Indicators, Pupil/teacher ratio

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.

Available data:
UIS (Education>Human Resources>Pupil-Teacher Ratio)

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

Human Rights Standards:

Tags: Quality of Education, Teachers, Educational Freedom/Private Education, Pre-Primary, Primary, Secondary, Vocational Education, Higher Education, Transparency, Process Indicators

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

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, Teachers, Educational Freedom/Private Education, Pre-Primary, Primary, Secondary, Vocational Education, Higher Education, Transparency, Process Indicators

Number of years of education required for teachers to meet certification requirements

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 [5], Teachers [51], Educational Freedom/Private Education [20], Pre-Primary [34], Primary [7], Secondary [8], Vocational Education [35], Process Indicators [37]

Number of years of higher education required for qualified teachers

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 [5], Teachers [51], Educational Freedom/Private Education [20], Pre-Primary [34], Primary [7], Secondary [8], Vocational Education [35], Process Indicators [37]

Total number of trained teachers

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 [57] (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 [5], Teachers [51], Pre-Primary [34], Primary [7], Secondary [8], Vocational Education [35], Process Indicators [37]
**Teachers' salary rate** [58]

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 [59] 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 [5], Teachers [51], Process Indicators [37]

Do teachers enjoy academic freedom? [60]

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; Par 38-40, CESC  
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 [5], Content of Education [61], Teachers [51], Higher Education [36], Process Indicators [37]

Number of reported incidents of repression against teachers for their political, ideological or religious beliefs or teachers’ union activity [62]

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 [5], Teachers [51], Higher Education [36], Process Indicators [37]

Pupil/textbook ratio [63]

Pupil / textbook ratio is the average number of pupils for every textbook in schools
Indicators Selection Tool
Published on Monitoring Guide (https://www.right-to-education.org/monitoring)

Comments:
Textbooks are one of the major teaching and learning resources used in schools. Given that a large number of 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 [40] (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 [5], Learning Material [45], Primary [7], Secondary [8], Vocational Education [35], Process Indicators [37]

Are there minimum educational standards applicable to non-government schools? [64]

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 [5], Educational Freedom/Private Education [20], Accountability [65], Process Indicators [37]

Is there a monitoring body controlling whether minimum educational standards are met in private schools? [66]

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 [5], Educational Freedom/Private Education [20], Accountability [65], Process Indicators [37]

Are there any established mechanisms that enable parents, children and/or community leaders to contribute to defining school curricula? [67]

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 [5], Content of Education [61], Participation [68], Process Indicators [37]

Do curriculum guidelines provided by the Ministry of Education include promoting respect for other nations, racial, ethnic or religious groups and indigenous peoples? [69]

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 [5], Content of Education [61], Indigenous Peoples and Minorities [11], Process Indicators [37]

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? [70]

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 [5], Content of Education [61], Learning Material [45], Accountability [65], Process Indicators [37]

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? [71]

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


Is there a monitoring mechanism charged with determining whether teachers have a good command of the language in which they teach? [72]

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 [5], Teachers [51], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Migrants, Refugees and IDPs [14], Accountability [65], Process Indicators [37]

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? [73]

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 [5], Content of Education [61], Teachers [51], Process Indicators [37]

Do teachers have access to continual professional development throughout their careers? [74]

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 [5], Teachers [51], Process Indicators [37]

Are there incentives to encourage experienced and/or well-trained teachers to teach in schools or areas where educational outcomes are traditionally lower? [75]

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 [5], Teachers [51], Indigenous Peoples and Minorities [11], Persons Living in Poverty [15], Process Indicators [37]

Coverage of the right to education in the constitution or other forms of superior law [76]

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 [77]

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

Tags: Access to Education [4], Quality of Education [5], Free Education [78], Educational Freedom/Private Education [20], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons Living in Poverty [15], Structural Indicators [79]

Teacher absenteeism rate [80]

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:

Tags: Access to Education [4], Quality of Education [5], Teachers [51], Pre-Primary [34], Primary [7], Secondary [8], Process Indicators [37]

Has the government adopted specific measures to combat teacher absenteeism? [81]

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:

Tags: Access to Education [4], Quality of Education [5], Teachers [51], Pre-Primary [34], Primary [7], Secondary [8], Process Indicators [37]
  Percentage of female teachers, headteachers and supervisors [82]

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 [3]

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 [5], Teachers [51], Women and Girls [10], Process Indicators [37]
  Percentage of children belonging to language minorities taught both their own minority language and the official State language [83]

Comments:
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 [5], Indigenous Peoples and Minorities [11], Process Indicators [37]
  Number of reported incidents of racism or xenophobia in schools [84]

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 [5], School Safety and Violence [33], Indigenous Peoples and Minorities [11], Process Indicators [37]
Minority teachers ratio

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 [5], Teachers [51], Indigenous Peoples and Minorities [11], Process Indicators [37]

Percentage of teachers not belonging to minority groups trained in minority culture or languages

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

Tags: Quality of Education [5], Teachers [51], Indigenous Peoples and Minorities [11], Process Indicators [37]

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?

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

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

Tags: Quality of Education [5], Content of Education [61], Indigenous Peoples and Minorities [11], Participation [68], Process Indicators [37]

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

Comments:
Reasonable accommodation means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms

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

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 [4], Physical Accessibility [89], Quality of Education [5], School Safety and Violence [33], Persons with Disabilities [12], Process Indicators [37]

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 (eg 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 [5], Teachers [51], Persons with Disabilities [12], Process Indicators [37]

Do teachers of children with disabilities in mainstream schools receive special support? [91]

Special support may include, inter alia, special working conditions such as additional pay and a lower teacher / pupil ratio

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 [5], Teachers [51], Persons with Disabilities [12], Process Indicators [37]

Do imprisoned children receive education integrated with the general education system? [92]

"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 [93])

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 [4], Quality of Education [5], Persons in Detention [21], Process Indicators [37]

Percentage of prisons with libraries [94]
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 [5], Learning Material [45], Adult Education [9], Persons in Detention [21], Process Indicators [37]

International human rights treaties relevant to the right to education of girls and women ratified by the State [95]


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 [96]

Tags: Access to Education [4], Quality of Education [5], Free Education [78], Women and Girls [10], Structural Indicators [79]

Are there any government programmes that provide children, families, teachers, educational officials and the broader community with factual and comprehensive information about HIV/AIDS? [97]

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 CESCGR 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 [5], Persons with HIV/AIDS [13], Process Indicators [37]

Is corporal punishment illegal? [98]

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 [99])

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 [100]

Human Rights Standards:
Articles 4, 19 & 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 3, European Convention on Human Rights; Article 17 (1), (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 [5], School Safety and Violence [33], Structural Indicators [79]
Can abused children complain before an independent body? [101]

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 [5], School Safety and Violence [33], Accountability [65], Process Indicators [37]
Number of reported incidents of corporal punishment in schools [102]

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 [5], School Safety and Violence [33], Process Indicators [37]
Number of reported incidents of violence in schools [103]

This indicator measures the number of reported incidents of violence by children against other children in the last 12 months
Indicators Selection Tool
Published on Monitoring Guide (https://www.right-to-education.org/monitoring)

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; Article 6, Inter-American Convention on the Prevention, Punishment, and Eradication of Violence Against Women

Tags: Quality of Education [5], School Safety and Violence [33], Process Indicators [37]
Number of reported incidents of sexual harassment [104]

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 [5], School Safety and Violence [33], Women and Girls [10], Process Indicators [37]
Is there a private school accreditation system? [105]

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: Quality of Education [5], Educational Freedom/Private Education [20], Process Indicators [37]
Is there a school inspection system? [106]

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 [5], Accountability [65], Process Indicators [37]
Frequency of inspection visits [107]
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 [5], Accountability [65], Process Indicators [37]

Is there a State body responsible for monitoring the education system? [108]

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 [5], Accountability [65], Process Indicators [37]

Does the State regularly gather data on education? [109]

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?

Human Rights Standards:

Tags: Access to Education [4], Quality of Education [5], Accountability [65], Process Indicators [37]
Links
[1] https://www.right-to-education.org/monitoring/content/adult-literacy-rate
[4] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_key_issues%3A97
[5] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_key_issues%3A101
[6] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_key_issues%3A107
[7] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_levels_of_education%3A76
[8] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_levels_of_education%3A77
[9] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_levels_of_education%3A73
[10] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_marginalised_groups%3A85
[11] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_marginalised_groups%3A79
[12] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_marginalised_groups%3A82
[13] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_marginalised_groups%3A83
[14] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_marginalised_groups%3A80
[15] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_marginalised_groups%3A84
[16] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_type_of_indicator%3A92
[18] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_contextual_issues%3A61
[19] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_contextual_issues%3A96
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