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**Percentage of schools without access to a library** [1]

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

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

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

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

Tags: Quality of Education [2], Learning Material [3], School Infrastructure [4], Primary [5], Secondary [6],
Vocational Education [7], Higher Education [8], Process Indicators [9]

**Percentage of schools without computer facilities** [10]

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

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

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

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

Tags: Quality of Education [2], Learning Material [3], School Infrastructure [4], Primary [5], Secondary [6],
Vocational Education [7], Higher Education [8], Process Indicators [9]

**Pupil/textbook ratio** [11]

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

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

Available data:
For the number of pupils per textbook (mathematics and reading only) in public primary schools in African
countries, see EdStats [12] (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 [2], Learning Material [3], Primary [5], Secondary [6], Vocational Education [7], Process Indicators [9]

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? [13]

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 [2], Content of Education [14], Learning Material [3], Accountability [15], Process Indicators [9]

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? [16]

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


Percentage of prisons with libraries [23]

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 [2], Learning Material [3], Adult Education [24], Persons in Detention [25], Process Indicators [9]
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Visit the Right to Education Initiative's main website

Source URL: https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_key_issues%3A103

Links
[1] https://www.right-to-education.org/monitoring/content/percentage-schools-without-access-library
[2] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_key_issues%3A101
[3] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_key_issues%3A103
[4] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_key_issues%3A105
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[10] https://www.right-to-education.org/monitoring/content/percentage-schools-without-computer-facilities
[13] https://www.right-to-education.org/monitoring/content/are-there-any-established-mechanisms-ensure-textbooks-used-both-public-and-private-schools
[14] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_key_issues%3A102
[15] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_policy_processes%3A86
[16] https://www.right-to-education.org/monitoring/content/do-guidelines-approval-textbooks-can-be-used-schools-include-prohibition-any-kind-promotion
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[22] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_marginalised_groups%3A84
[23] https://www.right-to-education.org/monitoring/content/percentage-prisons-libraries
[24] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_levels_of_education%3A73
[25] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_marginalised_groups%3A81