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**Percentage of schools with buildings in a state of disrepair** [1]

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) [2], Quality of Education [3], School Infrastructure [4], School Safety and Violence [5], Educational Freedom/Private Education [6], Pre-Primary [7], Primary [8], Secondary [9], Vocational Education [10], Higher Education [11], Process Indicators [12]

**Percentage of schools that have a shortage of classrooms** [13]

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) [2], Quality of Education [3], School Infrastructure [4], Educational Freedom/Private Education [6], Pre-Primary [7], Primary [8], Secondary [9], Vocational Education [10], Higher Education [11], Process Indicators [12]

**Percentage of schools with potable water** [14]

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 [15] (Africa Dataset)

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

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

Tags: Armed Conflict (Including Child Soldiers) [2], Quality of Education [3], School Infrastructure [4], Educational Freedom/Private Education [6], Pre-Primary [7], Primary [8], Secondary [9], Vocational Education [10], Higher Education [11], Process Indicators [12]

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 [15] (Africa Dataset)

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

Human Rights Standards:
Article 11, 12 & 13 (2), International Covenant on Economic, Social and Cultural Rights; Para 6 (a), CESCR General Comment 13; 12 (c) (i) & 16 (b) of CESCR General Comment 15; Article 28 (1), Convention on the Rights of the Child; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child

Tags: Armed Conflict (Including Child Soldiers) [2], Quality of Education [3], School Infrastructure [4], Educational Freedom/Private Education [6], Pre-Primary [7], Primary [8], Secondary [9], Vocational Education [10], Higher Education [11], Process Indicators [12]

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 [15]
Indicators Selection Tool
Published on Monitoring Guide (https://www.right-to-education.org/monitoring)

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


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 (Africa Dataset)

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

Human Rights Standards:

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

Percentage of schools without access to a library

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

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

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

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


Percentage of schools without computer facilities

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

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

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

Human Rights Standards:
- Article 13 (2), International Covenant on Economic, Social and Cultural Rights; Para 6 (a), CESC 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* [3], *Learning Material* [22], *School Infrastructure* [4], *Primary* [8], *Secondary* [9],
- *Vocational Education* [10], *Higher Education* [11], *Process Indicators* [12]

**Percentage of schools without fire exits** [24]

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

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

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

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

Tags: *Quality of Education* [3], *School Infrastructure* [4], *School Safety and Violence* [5], *Pre-Primary* [7], *Primary* [8], *Secondary* [9], *Vocational Education* [10], *Higher Education* [11], *Process Indicators* [12]

**Percentage of schools without first-aid kits** [25]

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

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

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

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

Tags: *Quality of Education* [3], *School Infrastructure* [4], *School Safety and Violence* [5], *Pre-Primary* [7], *Primary* [8], *Secondary* [9], *Vocational Education* [10], *Higher Education* [11], *Process Indicators* [12]

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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%3A105

Links
[2] https://www.right-to-education.org/monitoring/content/percentage-schools-have-shortage-classrooms
[8] https://www.right-to-education.org/monitoring/content/percentage-schools-without-access-library
[10] https://www.right-to-education.org/monitoring/content/percentage-schools-without-fire-exits