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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 without single-sex toilets** [13]

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* [14]

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* [3], *School Infrastructure* [4], *School Safety and Violence* [5], *Educational Freedom/Private Education* [6], *Primary* [8], *Secondary* [9], *Vocational Education* [10], *Higher Education* [11], *Women and Girls* [15], *Process Indicators* [12]

**Percentage of schools without electricity** [16]

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 [17] (Africa Dataset)

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], 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 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 [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

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]

Percentage of the population for whom school-house distance is more than 5 km

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

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

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

Human Rights Standards:
- Article 13 (2), International Covenant on Economic, Social and Cultural Rights
- Article 28 (1), Convention on the Rights of the Child
- Article 17 (2), (Revised) European Social Charter
- Article 13 (3), Protocol of San Salvador

Tags: Access to Education [21], Physical Accessibility [22], School Safety and Violence [5], Pre-Primary [7], Primary [8], Secondary [9], Process Indicators [12]

Number of reported incidents of schools closed or not allowed to open [23]

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

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

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

Human Rights Standards:
- Article 13 (4), International Covenant on Economic, Social and Cultural Rights
- Article 29 (2), Convention on the Rights of the Child
- Article 13 (5), Protocol of San Salvador
- Article 11 (7), African Charter on the Rights and Welfare of the Child
- Article 2 (c), UNESCO Convention against Discrimination in Education

Tags: Armed Conflict (Including Child Soldiers) [2], Natural Disasters [24], Access to Education [21], School Safety and Violence [5], Educational Freedom/Private Education [6], Process Indicators [12]

Number of reported incidents of racism or xenophobia in schools [25]

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 [3], School Safety and Violence [5], Indigenous Peoples and Minorities [26], Process Indicators [12]

Are reasonable accommodation measures available for children with disabilities in mainstream schools? [27]

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

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

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

Tags: Access to Education [21], Physical Accessibility [22], Quality of Education [3], School Safety and Violence [5], Persons with Disabilities [28], Process Indicators [12]

Is corporal punishment illegal? [29]

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 [30])

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 [31]

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

Tags: Quality of Education [3], School Safety and Violence [5], Structural Indicators [32]

Can abused children complain before an independent body? [33]

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 [3], School Safety and Violence [5], Accountability [34], Process Indicators [12]

Number of reported incidents of corporal punishment in schools [35]

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 [3], School Safety and Violence [5], Process Indicators [12]

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

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

Levels of disaggregation: Public/Private

Human Rights Standards:
Articles 7, International Covenant on Civil and Political Rights; Article 19, Convention on the Rights of the Child; Article 12 (1) (c) & (d), Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa; Article 17 (1) (b) & 7 (10), (Revised) European Social Charter; Article 6, Inter-American Convention on the Prevention, Punishment, and Eradication of Violence Against Women

Tags: Quality of Education [3], School Safety and Violence [5], Process Indicators [12]

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 [3], School Safety and Violence [5], Women and Girls [15], Process Indicators [12]

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

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

Levels of disaggregation: Urban/Rural, Region

Human Rights Standards:
Article 41 (2) Arab Charter; Article 4, UNESCO Convention against Discrimination in Education

Tags: Physical Accessibility [22], School Safety and Violence [5], Process Indicators [12]
Number of reported incidents of use of schools by armed forces [39]

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

Comments:
"The use of schools for military purposes puts children at risk of attack and hampers children's right to education, resulting in reduced enrolment and high drop-out rates, especially amongst girls and may also lead to schools being considered targets for attack" (Source: The Six Grave Violations Against Children During Armed Conflict: The Legal Foundation by the Office of the Special Representative of the Secretary-General for Children and Armed Conflict - Edited in 2013). For an example of a report monitoring this issue, see here [41]

Available data:
The United Nations reports on attacks against schools as one of six grave violations against children in armed conflict. See here [42] (> Countries)

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

Tags: Armed Conflict (Including Child Soldiers) [2], School Safety and Violence [5], Process Indicators [12]
Number of reported military attacks on schools [43]

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

Comments:
For an example of a report monitoring this issue, see here [44] and here [45]

Available data:
The United Nations reports on attacks against schools as one of six grave violations against children in armed conflict. See, here [42] (> Countries)

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

Tags: Armed Conflict (Including Child Soldiers) [2], School Safety and Violence [5], Process Indicators [12]
Number of reported incidents of military attacks on students and teachers [46]

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

Available data:
The United Nations reports attacks against schools as one of six grave violations against children in armed conflict. See, here [42] (> Countries)

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

Tags: Armed Conflict (Including Child Soldiers) [2], School Safety and Violence [5], Process Indicators [12]
[43] https://www.right-to-education.org/monitoring/content/number-reported-military-attacks-schools
[46] https://www.right-to-education.org/monitoring/content/number-reported-incidents-military-attacks-students-and-teachers