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Primary net enrolment rate (%) [1]

Net enrolment rate is the number of children of official school age (based on the International Standard Classification of Education 1997) who are enrolled in school as a percentage of the population of the corresponding official school age.

Comments:
A high net enrolment rate (NER) denotes a high degree of enrolment in education by the official school-age population. NERs below 100% provide a measure of the proportion of primary school age children who are not enrolled at the primary level. This difference does not necessarily indicate the percentage of students who are not enrolled at all in education, since some children may be enrolled at other levels of education. When the NER is compared with the gross enrolment ratio (GER) the difference between the two ratios highlights the incidence of under-aged and over-aged enrolment. The data for this indicator should be disaggregated to measure relative enjoyment across and between groups, for example boys compared to girls, persons with disabilities compared to the general population and those living in different regions of the country. Inequalities in enjoyment may constitute discrimination (Source: Sustainable Development Knowledge Platform, Net Enrolment Rate in Primary Education [2])

Available data:
Edstats [3] (SEARCH: Series > Topics > Primary > Enrolment Rates)

Levels of disaggregation: Gender, Income, Minority, Region, Urban/Rural, Minority, Persons with Disabilities, Persons with HIV/AIDS, Migrants, Refugees and IDPs, Persons in Detention, Child Labourers, Child Soldiers, Public/Private

Human Rights Standards:
Article 13 (2) (a), International Covenant on Economic, Social and Cultural Rights; Article 28 (1) (a), Convention on the Rights of the Child; Article 17 (2), (Revised) European Social Charter; Article 13 (3) (a), Protocol of San Salvador; Article 11 (3) (a), African Charter on the Rights and Welfare of the Child; Article 41 (2), Arab Charter

Tags: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Access to Education [6], Free Education [7], Educational Freedom/Private Education [8], Primary [9], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Child Labourers [17], Outcome Indicators [18]

Gross enrolment ratio (GER) (%) [19]

GER is the ratio of total enrolment, regardless of age, to the population of the age group that corresponds to the same level of education. GER can exceed 100% due to the inclusion of over-aged and under-aged students, because of early or late school entrance, and grade repetition. For the tertiary level, the population used is the 5-year age group starting from the official secondary school graduation age (Source: UIS, Education Indicators - Technical Guidelines [20]; p.9)

Comments:
Gross enrolment ratio is widely used to show the general level of participation in a given level of education. It can also be used as a complementary indicator to net enrolment rate (NER) by indicating the extent of over-aged and under-aged enrolment. The data for this indicator should be disaggregated to measure relative enjoyment across and between groups, for example boys compared to girls, persons with disabilities compared to the general population and those living in different regions of the country. Inequalities in enjoyment may constitute discrimination (Source: UIS, Education Indicators - Technical Guidelines [20]; p.9)

Available data:
Edstats [3]

Levels of disaggregation: Level of Education, Gender, Income, Minority, Region, Urban/Rural, Persons with Disabilities, Persons with HIV/AIDS, Migrants, Refugees and IDPs, Persons in Detention, Child Labourers, Child Soldiers, Public/Private

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Access to Education [6], Free Education [7], Educational Freedom/Private Education [8], Pre-Primary [21], Primary [9], Secondary [22], Higher Education [23], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Child Labourers [17], Outcome Indicators [18]

Out-of-school children rate [24]

Total primary (or secondary) school age children who are not enrolled (because they never enrolled or because they dropped-out) in primary or secondary education expressed as a percentage of the official school-age population corresponding to the primary (or secondary) level in a given school-year. Children enrolled in pre-primary education are excluded and considered out-of-school (Source: UIS [25])

Comments:
A high rate of out-of-school children indicates that the State is failing to achieve universal primary and secondary education. Data for this indicator should be disaggregated to show which groups are excluded from education. If the data show, for example, that girls are more likely to be out-of-school or that children with disabilities are less likely to be enrolled or drop-out than the general population, this is an indication that the State's efforts to achieve universal primary (and secondary education) are insufficient and in some cases, discriminatory.

Available data:
UIS [26] has data on out-of-school rates at the primary and lower secondary levels (Education->Out-of-school children). Alternatively, see Universal Primary and Secondary Education by 2030! But Where Do We Stand Today? - Explore the Data [27] for a visual representation of UIS data. The All in School Initiative [28] also provides data by region and the barriers to accessing education.

Levels of disaggregation: Level of Education, Gender, Income, Minority, Region, Urban/Rural, Minority, Persons with Disabilities, Persons with HIV/AIDS, Migrants, Refugees and IDPs, Persons in Detention, Child Labourers, Child Soldiers

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Access to Education [6], Free Education [7], Primary [9], Secondary [22], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Child Labourers [17], Outcome Indicators [18]

Primary completion rate (%) [29]

Primary completion rate is the percentage of students completing the last year of primary school. The UN defines it as: the total number of new entrants in the last grade of primary education, regardless of age, expressed as percentage of the total population of the theoretical entrance age to the last grade of primary. The ratio can exceed 100% due to over-aged and under-aged children who enter primary school late / early and / or repeat grades.

Comments:
A primary completion rate of less than 100% is indicative of a problem in the State's obligation to fulfil the right to free and compulsory primary education. The data for this indicator should be disaggregated to measure relative enjoyment across and between groups, for example boys compared to girls, persons with disabilities compared to the general population and those living in different regions of the country. Inequalities in enjoyment may constitute discrimination.
Available data:

World Development Indicators [30]

Levels of disaggregation: Gender, Income, Minority, Region, Urban/Rural, Minority, Persons with Disabilities, Persons with HIV/AIDS, Migrants, Refugees and IDPs, Persons in Detention, Child Labourers, Child Soldiers, Public/Private

Human Rights Standards:
Article 13 (2) (a), International Covenant on Economic, Social and Cultural Rights; Article 28 (1) (a) (e), Convention on the Rights of the Child; Article 24 (2), Convention on the Rights of Persons with Disabilities; Article 7 (2) (c), ILO Convention 182; Article 17 (2), (Revised) European Social Charter; Article 13 (3) (a) (d), Protocol of San Salvador; Article 11 (3) (a) (d), African Charter on the Rights and Welfare of the Child, Article 13 (4) (a) (c), African Youth Charter; Article 41 (2), Arab Charter; Article 4 (a), UNESCO Convention against Discrimination in Education

Tags: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Access to Education [6], Free Education [7], Educational Freedom/Private Education [8], Primary [9], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Child Labourers [17], Outcome Indicators [18]

Technical / vocational enrolment as a percentage of total secondary enrolment is the percentage of secondary students enrolled in technical / vocational education programmes, including teacher training programmes

Comments:
Low technical / vocational enrolment as a percentage of total secondary enrolment may suggest that technical and vocational secondary education is not made generally available and accessible to all, in contravention of international human rights standards. The data for this indicator should be disaggregated to measure relative enjoyment across and between groups, for example boys compared to girls, persons with disabilities compared to the general population and those living in different regions of the country. Inequalities in enjoyment may constitute discrimination

Available data:

Edstats [32]

Levels of disaggregation: Gender, Income, Minority, Region, Urban/Rural, Persons with Disabilities, Persons with HIV/AIDS, Migrants, Refugees and IDPs, Persons in Detention, Public/Private, Child Labourers, Child Soldiers

Human Rights Standards:
Articles 13 (2) (b) & 6 (2), International Covenant on Economic, Social and Cultural Rights; Article 28 (1) (b), Convention on the Rights of the Child; Articles 9, 10 & 17 (2), (Revised) European Social Charter; Article 13 (3) (b), Protocol of San Salvador; Article 11 (3) (b), African Charter on the Rights and Welfare of the Child; Article 31 (2), Arab Charter, UNESCO Convention on Technical and Vocational Training; Article 7 (2) (c), ILO Convention 182; Article 22 (2), ILO Convention 169; Article 14 (1), European Union Charter of Fundamental Rights

Tags: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Access to Education [6], Free Education [7], Secondary [22], Vocational Education [33], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Child Labourers [17], Outcome Indicators [18]

Secondary completion rate (%) [34]

Secondary completion rate is the total number of graduates from the last grade of secondary education, regardless of age, expressed as a percentage of the population of the age group that officially corresponds to that of graduating from secondary schools

Comments:
A low level of this indicator may be indicative that the State is not taking all necessary steps to progressively realise universal secondary education according to maximum available resources. The data for this indicator should be disaggregated to measure relative enjoyment across and between groups, for example boys compared to girls, persons with disabilities compared to the general population and those living in different regions of the country. Inequalities in enjoyment may constitute discrimination
Available data:

EdStats [35]

Levels of disaggregation: Gender, Income, Minority, Region, Urban/Rural, Persons with Disabilities, Persons with HIV/AIDS, Migrants, Refugees and IDPs, Persons in Detention, Child Soldiers, Public/Private, Child Labourers

Human Rights Standards:

Article 13 (2) (b), International Covenant on Economic, Social and Cultural Rights; Article 28 (1) (b), Convention on the Rights of the Child; Article 24 (2), Convention on the Rights of Persons with Disabilities; Article 4 (a), UNESCO Convention against Discrimination in Education, Article 11 (3) (b), African Charter on the Rights and Welfare of the Child; Article 13 (4) (b), African Youth Charter; Article 13 (3) (b), Additional Protocol to the American Convention on Human Rights, Article 13 (3) (b), Protocol of San Salvador; Article 17 (2), (Revised) European Social Charter

Tags: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Access to Education [6], Free Education [7], Educational Freedom/Private Education [8], Secondary [22], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Child Labourers [17], Outcome Indicators [18]

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

Gross tertiary graduation ratio (only applicable for first degrees) is the total number of graduates in tertiary International Standard Classification of Education (ISCED) 5A programmes expressed as a percentage of the total population of the age at which students theoretically finish their first degree programme, in a given country

Comments:
A low level of this indicator may be indicative that the State is not taking all necessary steps to make higher education equally accessible to all, on the basis of capacity, by every appropriate means. The data for this indicator should be disaggregated to measure relative enjoyment across and between groups, for example boys compared to girls, persons with disabilities compared to the general population and those living in different regions of the country. Inequalities in enjoyment may constitute discrimination

Available data:

UIS [37]

Levels of disaggregation: Gender, Income, Minority, Region, Urban/Rural, Persons with Disabilities, Persons with HIV/AIDS, Migrants, Refugees and IDPs, Public/Private

Human Rights Standards:

Article 13 (2) (c), International Covenant on Economic, Social and Cultural Rights; Article 28 (1) (c), Convention on the Rights of the Child; Article 13 (3) (c), Protocol of San Salvador; Article 11 (3) (c), African Charter on the Rights and Welfare of the Child

Tags: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Access to Education [6], Free Education [7], Higher Education [23], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Outcome Indicators [18]

Percentage of private enrolment [38]

Private enrolment refers to pupils or students enrolled at a given level of education in institutions that are not operated by a public authority but controlled and managed, whether for profit or not, by a private body, such as a non-governmental organisation, religious body, special interest group, foundation or business enterprise

Comments:
A high level of this indicator may be indicative of a poor quality of education in public schools, which typically has a particularly detrimental effect on poor children, whose families often cannot afford to pay private school fees. Furthermore, an increasing percentage over time of private enrolment at a given educational level could be indicative of worsening quality of education in public schools. The data for this indicator should be disaggregated to measure enrolment across and between groups, particularly boys compared to girls and persons with disabilities compared to the general population. This is important because a high differential in enrolment rates between and across groups may be indicative of discrimination in access to private education for certain groups. You should also collect disaggregated data by income as this can tell you about the socio-economic background of the students that the school targets
Available data:

UIS [26] has data for enrolment rates in private institutions for all levels of education
(Education>Participation>Enrolment>Enrolment by type of institution)

Levels of disaggregation: Level of Education, Gender, Income, Minority, Region, Urban/Rural, Persons with Disabilities, Migrants, Refugees and IDPs

Human Rights Standards:


Tags: Access to Education [6], Free Education [7], Educational Freedom/Private Education [8], Pre-Primary [21], Primary [9], Secondary [22], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Migrants, Refugees and IDPs [14], Persons Living in Poverty [16], Outcome Indicators [18]

Percentage of household expenditure on education [39]

Percentage of household expenditure on education is the total average cost per month per family for a student in a school as a percentage of total household expenditure. Examples of educational expenses include: enrolment fees, tuition fees, uniforms, school supplies and educational materials, school meals and school transport and other payments necessary to effectively access education, such as payment for water, security etc.

Comments:

A high percentage of household expenditure on education may reflect a problem in the economic accessibility of public schools. It may also constitute a violation of the right to free education

Levels of disaggregation: Level of Education, Gender, Income, Region, Urban/Rural, Public/Private, Persons with Disabilities

Human Rights Standards:


Tags: Access to Education [6], Economic Accessibility [40], Free Education [7], Educational Freedom/Private Education [8], Pre-Primary [21], Primary [9], Secondary [22], Vocational Education [33], Higher Education [23], Women and Girls [10], Persons with Disabilities [12], Persons Living in Poverty [16], Process Indicators [41]

Is there a special funding system to ensure access to education for students from marginalised groups? [42]

Marginalised groups are all those excluded from governmental policy and access to education including: women and girls, indigenous peoples and minorities, persons with disabilities, persons with HIV / AIDS, child labourers, persons in detention, migrants, refugees and IDPs, and persons living in poverty (Source: Audrey Chapman (2007) Development of Indicators for Economic, Social and Cultural Rights: The Rights to Education, Participation in Cultural Life and Access to the Benefits of Science: p.145)

Comments:

Special funding systems (eg cash transfers) are often necessary to ensure full access to education for students from marginalised groups

Levels of disaggregation: Level of Education, Gender, Minority, Region, Urban/Rural, Persons with HIV/AIDS, Migrants, Refugees and IDPs, Persons Living in Poverty, Persons with Disabilities, Child Labourers, Child Soldiers

Human Rights Standards:

Articles 13 (2) (b) & (e), International Covenant on Economic, Social and Cultural Rights; Article 28 (1) (b), Convention on the Rights of the Child; Article 10 (d), Convention on the Elimination of All Forms of Discrimination against Women; Article 11 (3) (e), African Charter on the Rights and Welfare of the Child; Article 12 (1) (a), Protocol to the African Charter on Human and Peoples’ Rights of Women; Article 10 (4) (b), (Revised) European
Social Charter; Article 14 (4) (l), African Youth Charter

Tags: Armed Conflict (Including Child Soldiers) [4], Access to Education [6], Economic Accessibility [40], Free Education [7], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons Living in Poverty [16], Child Labourers [17], Process Indicators [41]

Is the State taking steps to identify out-of-school children, to encourage school attendance and to reduce drop-out rates? [43]

Out-of-school children are all those excluded from education at a given level of education

Comments:
Check whether there are specific programmes for this purpose, whether they respond to a thorough diagnostic of the specific reasons in the country amongst specific groups for drop-outs and out-of school children; and whether these programmes are well-funded. If disaggregated data on numbers of out-of-school children shows that children from specific marginalised groups are disproportionately represented, check whether the State has adopted specific measures to encourage school attendance amongst children from those groups

Available data:
Global Initiative on Out-of-School Children [44]

Human Rights Standards:
Article 13 (2), International Covenant on Economic, Social and Cultural Rights; Article 28 (1) (a) (e), Convention on the Rights of the Child; Article 24 (2), Convention on the Rights of Persons with Disabilities; Article 7 (2) (c) (d), ILO Convention 182; Article 17 (2), (Revised) European Social Charter; Article 13 (3) (a) (d), Protocol of San Salvador; Articles 11 (3) (a) (d) (e) & 6, African Charter on the Rights and Welfare of the Child; Articles 13 (4) (c) (h), African Youth Charter; Article 41 (2), Arab Charter; Article 10 (f), Convention on the Elimination of All Forms of Discrimination against Women

Tags: Armed Conflict (Including Child Soldiers) [4], Access to Education [6], Free Education [7], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Child Labourers [17], Process Indicators [41]

Are there established mechanisms to enable parents, children and community leaders to contribute to the formulation and / or implementation of strategies to identify out-of-school children, to encourage school attendance and to reduce drop-out rates? [45]

Mechanisms by which stakeholders can contribute to the formulation and / or implementation of strategies to identify out-of-school children include: perception surveys, focus groups and public campaigns.

Comments:
Incorporating the input of parents, children and community leaders in the formulation and implementation of strategies for encouraging school attendance can often make these strategies more effective.

Human Rights Standards:
Article 13 (2), International Covenant on Economic, Social and Cultural Rights; Article 28 (1) (a) (e), Convention on the Rights of the Child; Article 24 (2), Convention on the Rights of Persons with Disabilities; Article 7 (2) (c) (d), ILO Convention 182; Article 17 (2), (Revised) European Social Charter; Article 13 (3) (a) (d), Protocol of San Salvador; Articles 11 (3) (a) (d) (e) & 6, African Charter on the Rights and Welfare of the Child; Article 13 (4) (c) (h), African Youth Charter; Article 41 (2), Arab Charter; Article 10 (f), Convention on the Elimination of All Forms of Discrimination against Women

Tags: Armed Conflict (Including Child Soldiers) [4], Access to Education [6], Free Education [7], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Child Labourers [17], Migrants, Refugees and IDPs [14], Persons in Detention [15], Participation [46], Process Indicators [41]

Are there any specific measures to ensure that previously out-of-school children remain in school? [47]

An example of such a measure is a programme that adapts education to students’ specific circumstances to
prevent further drop-outs

Comments:
Previously out-of-school children may require additional support given that they have already missed schooling and are, as a result, more likely to drop-out of school again

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Access to Education [6], Free Education [7], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Child Labourers [17], Process Indicators [41]

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 [49]

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

Tags: Access to Education [6], Quality of Education [50], Free Education [7], Educational Freedom/Private Education [8], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons Living in Poverty [16], Structural Indicators [51]

Is there a special funding system to ensure access to education for children with disabilities? [52]

Comments:
Without such special funding system, it may not be possible for some children with disabilities to have effective access to education

Human Rights Standards:
Article 13 (2) (e), International Covenant on Economic, Social and Cultural Rights; Articles 28 (1) & 23(c), Convention on the Rights of the Child; Article 24 (2), Convention on the Rights of Persons with Disabilities; Articles 17 (2), 15 (1) & 10 (5) (b), (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 13 (4) (a) (b), African Youth Charter; Articles 40 & 41 (2) Arab Charter

Tags: Access to Education [6], Economic Accessibility [40], Free Education [7], Persons with Disabilities [12], Process Indicators [41]

International human rights treaties relevant to the right to education of girls and women ratified by the State [53]


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 [54]

Tags: Access to Education [6], Quality of Education [50], Free Education [7], Women and Girls [10], Structural Indicators [51]

Primary education priority ratio [55]

The primary education priority ratio is the percentage of total education expenditure allocated to primary education.

Comments:
This indicator reflects priorities within a given educational system. The interpretation of low levels of this ratio will depend on the circumstances. Countries that have already achieved high standards of pre-primary and primary education may be justified in prioritising higher education levels. However, in countries where a significant proportion of the population is illiterate or many children are deprived of the most basic forms of education, a low primary education priority ratio could be interpreted as a violation of a State’s immediate obligation to guarantee free and compulsory basic education.

Human Rights Standards:
Articles 13 (2) (a) & 14, International Covenant on Economic, Social and Cultural Rights; Article 28 (1) (a) (e), Convention on the Rights of the Child; Article 24 (2), Convention on the Rights of Persons with Disabilities; Article 7 (2) (c), ILO Convention 182; Article 17 (2), (Revised) European Social Charter; Article 13 (3) (a) (d), Protocol of San Salvador; Article 11 (3) (a) (d), African Charter on the Rights and Welfare of the Child, Article 13 (4) (a) (c), African Youth Charter; Article 41 (2), Arab Charter; Article 4 (a), UNESCO Convention against Discrimination in Education

Tags: Free Education [7], Primary [9], Education Financing [56], Process Indicators [41]