Primary net enrolment rate (%)

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) (%)

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:
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. [25]

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 [27]

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, UNESCO Convention against Discrimination in Education
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]

The 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) [4], Natural Disasters [5], Quality of Education [29], 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]

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 an inadequate measure of the quality of education

Available data:
For data on learning outcomes, as measured by international assessments, see Edstats [31] (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:
Indicators Selection Tool
Published on Monitoring Guide (https://www.right-to-education.org/monitoring)

Tags: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Quality of Education [29], Learning Outcomes [32], Educational Freedom/Private Education [8], 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]

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 [31] (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) [4], Natural Disasters [5], Quality of Education [29], Learning Outcomes [32], Educational Freedom/Private Education [8], 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]

Mean performance on the science scale.

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 [31] (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:
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 [31] (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:

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 [31] (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:
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 an 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 [31] (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) [4], Natural Disasters [5], Quality of Education [29], Learning Outcomes [32], Educational Freedom/Private Education [8], 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].

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 [31].


Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Quality of Education [29], Learning Outcomes [32], Educational Freedom/Private Education [8], 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].

Percentage of students at the lowest level of science proficiency.
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 [40] 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:

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) [4], Quality of Education [29], School Infrastructure [42], School Safety and Violence [43], Educational Freedom/Private Education [8], Pre-Primary [21], Primary [9], Secondary [22], Vocational Education [44], Higher Education [23], Process Indicators [45]

The percentage of schools that have a shortage of classrooms. [46]

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) [4], Quality of Education [29], School Infrastructure [42], Educational Freedom/Private Education [8], Pre-Primary [21], Primary [9], Secondary [22], Vocational Education [44], Higher Education [23], Process Indicators [45]

Percentage of schools with potable water [47]

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 [3] (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) [4], Quality of Education [29], School Infrastructure [42], Educational Freedom/Private Education [8], Pre-Primary [21], Primary [9], Secondary [22], Vocational Education [44], Higher Education [23], Process Indicators [45]

Percentage of schools without toilets [48]

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 [3] (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) [4], Quality of Education [29], School Infrastructure [42], Educational Freedom/Private Education [8], Pre-Primary [21], Primary [9], Secondary [22], Vocational Education [44], Higher Education [23], Process Indicators [45]

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 [3]

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 [29], School Infrastructure [42], School Safety and Violence [43], Educational Freedom/Private Education [8], Primary [9], Secondary [22], Vocational Education [44], Higher Education [23], Women and Girls [10], Process Indicators [45]

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 [31] (Africa Dataset)
Levels of disaggregation: Level of Education, Urban/Rural, Region, Public/Private

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Quality of Education [29], School Infrastructure [42], School Safety and Violence [43], Educational Freedom/Private Education [8], Pre-Primary [21], Primary [9], Secondary [22], Vocational Education [44], Higher Education [23], Process Indicators [45]

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 [40] (Education>Human Resources>Pupil-Teacher Ratio)

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

Human Rights Standards:

Tags: Quality of Education [29], Teachers [52], Educational Freedom/Private Education [8], Pre-Primary [21], Primary [9], Secondary [22], Vocational Education [44], Higher Education [23], Process Indicators [45]

Are there transparent procedures for the hiring process of teachers and for contracts/tenders for education services? [53]

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 [29], Teachers [52], Educational Freedom/Private Education [8], Pre-Primary [21], Primary [9], Secondary [22], Vocational Education [44], Higher Education [23], Transparency [54], Process Indicators [45]

Number of years of education required for teachers to meet certification requirements, [55]

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

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

Human Rights Standards:

Tags: Quality of Education [29], Teachers [52], Educational Freedom/Private Education [8], Pre-Primary [21], Primary [9], Secondary [22], Vocational Education [44], Process Indicators [45]

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 [29], Teachers [52], Educational Freedom/Private Education [8], Pre-Primary [21], Primary [9], Secondary [22], Vocational Education [44], Process Indicators [45]

Percentage of household expenditure on education

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 [58], Free Education [7], Educational Freedom/Private Education [8], Pre-Primary [21], Primary [9], Secondary [22], Vocational Education [44], Higher Education [23], Women and Girls [10], Persons with Disabilities [12], Persons Living in Poverty [16], Process Indicators [45]

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

Comments:
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

The State has an obligation to ensure that minimum educational standards are met in schools not established by the State.
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 [29], Educational Freedom/Private Education [8], Accountability [60], Process Indicators [45]

Is there a monitoring body controlling whether minimum educational standards are met in private schools? [61]

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 [29], Educational Freedom/Private Education [8], Accountability [60], Process Indicators [45]

Coverage of the right to education in the constitution or other forms of superior law [62]

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 [63]

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

Tags: Access to Education [6], Quality of Education [29], 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 [64]

Number of reported incidents of schools closed or not allowed to open [65]

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 (This article does however say 'when permitted' with regards to private schools which is problematic); Article 13, Framework Convention for the Protection of National; Article 14 (3), European Union Charter of Fundamental Rights; Article 27 (3) ILO Convention 169; Articles 50 & 94, Geneva Convention IV; Article 52 & 78, Additional Protocol to the Geneva Conventions

Tags: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Access to Education [6], School Safety and Violence [43], Educational Freedom/Private Education [8], Process Indicators [45]

Do domestic laws protect the right of minorities to establish their own schools? [66]

Comments:
According to human rights standards, minorities have the freedom to establish their own schools and this should be protected by domestic law. At the same time, such schools should comply with minimum educational standards as set or approved by the State

Human Rights Standards:

Tags: Educational Freedom/Private Education [8], Indigenous Peoples and Minorities [11], Structural Indicators [64]

Do domestic laws protect the right to establish private schools? [67]

Comments:
According to human rights standards, the State should not interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject to the requirement that the education given in such institutions shall conform with minimum standards set by the State

Human Rights Standards:

Tags: Educational Freedom/Private Education [8], Structural Indicators [64]

Is there a private school accreditation system? [68]

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 [29], Educational Freedom/Private Education [8], Process Indicators [45]

Do domestic laws expressly recognise the liberty of parents to choose the religious and moral education of their children in conformity with their own convictions? [69]

Comments:
According to human rights standards, States have to respect the liberty of parents to ensure the religious and moral education of their children in conformity with their own convictions. This includes, *inter alia*, allowing children to be exempted from attending schools on important holy days for their respective religions, taking into account dietary requirements relating to religion and allowing children to be exempted from religious or moral classes not in accordance with their religious or moral convictions.

Human Rights Standards:

This indicator measures the number of reported incidents in the last 12 months.

Comments:
Specific accommodation for children’s religious or moral convictions includes, *inter alia*, allowing children to be exempted from attending schools on important holy days for their respective religions, taking into account dietary requirements relating to religion and allowing children to be exempted from religious or moral classes not in accordance with their religious or moral convictions.

Human Rights Standards:

Comments:
Without such monitoring bodies it may not be possible to regularly monitor whether schools actually respect religious freedom.

Human Rights Standards:

Tags: Educational Freedom/Private Education [8], Structural Indicators [64]

Number of reported incidents in which a school has not provided for specific accommodation of children’s religious or moral convictions [70]

Tags: Educational Freedom/Private Education [8], Process Indicators [45]

Is there a monitoring body overseeing whether schools respect religious freedom? [71]
Source URL: https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_key_issues%3A109

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