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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:
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], 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]

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) (%)

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]

Adult literacy rate (%) [38]

Percentage of population aged 15 years and over who can, with understanding, both read and write, a short simple statement on his / her everyday life. Generally, 'literacy' also encompasses 'numeracy', the ability to make simple arithmetic calculations (Source: **UIS** [20]: p.3)

Comments:

A high illiteracy rate (or low literacy rate) suggests the existence of serious shortcomings in the primary education system and / or literacy programmes that have prevented a large proportion of the population from acquiring the ability to use the written word (and making simple arithmetic calculations) in daily life and to continue learning. It is important to remember that literacy rates look backwards, if you encounter a low literacy rate you should make an assessment of factors that may have affected education in the past, such as inadequate financing, armed conflict and other emergency situations, etc. 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** [39]

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

Human Rights Standards:

- Article 28 (3), Convention on the Rights of the Child; Article 13 (2), International Covenant on Economic, Social and Cultural Rights; Article 10 (e), Convention on the Elimination of All Forms of Discrimination against Women; Article 41 (1), Arab Charter; Article 12 (2) (a), Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa; Article 13 (4) (g), African Youth Charter; Articles 34 (h) & 50, Charter of the Organisation of American States

Tags: **Access to Education** [6], **Quality of Education** [40], **Learning Outcomes** [41], **Primary** [9], **Secondary** [22], **Adult Education** [42], **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], **Outcome Indicators** [18]

- **Percentage of private enrolment** [43]

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 the population for whom school-house distance is more than 5 km** [44]

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

Comments:

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 [6], Physical Accessibility [45], School Safety and Violence [46], Pre-Primary [21], Primary [9], Secondary [22], Process Indicators [47]

Percentage of household expenditure on education

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:
- Articles 23 (3) & 24( 2), Convention on the Rights of Persons with Disabilities; 
- 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; 
- Article 13 (4) (a) (b), African Youth Charter; 
- Article 41 (2), Arab Charter; 
- Article 31 (2), Asean Human Rights Declaration; 
- Article 14 (2), European Union Charter of Fundamental Rights

Tags: Access to Education [6], Economic Accessibility [49], 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 [47]

Is there a special funding system to ensure access to education for students from marginalised groups? [50]

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 [49], 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 [47]

Do children have to present a birth certificate to enrol in school? [51]

The requirement to present a birth certificate in order to enrol in school may be prescribed by local, regional or
national law

Comments:
Such a requirement impairs access to education of children without birth certificates and may amount to
discrimination

Human Rights Standards:
Article 30, Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families; Article 22, Convention relating to the Status of Refugees; Articles 2 (2) (3) & 13 (2), International Covenant on Economic, Social and Cultural Rights; Para 34, CESCR General Comment 13; Article 2, Convention on the Rights of the Child; Article 3 (e), UNESCO Convention against Discrimination in Education

Tags: Access to Education [6], Administrative Accessibility [52], Pre-Primary [21], Primary [9], Secondary [22], Vocational Education [33], Indigenous Peoples and Minorities [11], Migrants, Refugees and IDPs [14], Persons Living in Poverty [16], Structural Indicators [53]

Seasonal migrants are persons employed in a State other than their own for part of the year because the work they perform depends on seasonal conditions

Comments:
Not allowing children of seasonal migrants to enrol in school prevents full access to education for such children

Levels of disaggregation: Level of Education
Human Rights Standards:
Article 30, Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families; Article 22, Convention relating to the Status of Refugees; Article 28 (1), Convention on the Rights of the Child; Article 3 (e), UNESCO Convention against Discrimination in Education; Articles 2 (2) (3) & 13 (2), International Covenant on Economic, Social and Cultural Rights; Para 34, CESCR General Comment 13

Tags: Access to Education [6], Administrative Accessibility [52], Pre-Primary [21], Primary [9], Secondary [22], Vocational Education [33], Migrants, Refugees and IDPs [14], Process Indicators [47]

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 [56]

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 [47]
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? [57]

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 24 (2), Convention on the Rights of the Child; Article 17 (2), (Revised) European Social Charter; Article 13 (3) (a) (d), Protocol of San Salvador; Article 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 Living in Poverty [16], Persons in Detention [15], Participation [58], Process Indicators [47]

Are there any specific measures to ensure that previously out-of-school children remain in school? [59]

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 Living in Poverty [16], Child Labourers [17], Process Indicators [47]

Coverage of the right to education in the constitution or other forms of superior law [60]

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 [61]

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

Tags: Access to Education [6], Quality of Education [40], Free Education [7], Educational Freedom/Private
Indicators Selection Tool
Published on Monitoring Guide (https://www.right-to-education.org/monitoring)

Do domestic laws forbid discrimination in access to education? [62]

This indicator examines whether discrimination, both direct and indirect, are legally prohibited.

Comments:
Check on which grounds discrimination is forbidden: age, gender, race, ethnicity, colour, origin, language, status, opinion, sexual orientation, disability, socio-economic status, and other pertinent grounds.

Available data:
Right to Education Project, Where to Find Information [61]

Human Rights Standards:

Tags: Access to Education [6], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons Living in Poverty [16], Structural Indicators [53]

Number of reported incidents of schools closed or not allowed to open [63]

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 [46], Educational Freedom/Private Education [8], Process Indicators [47]

Teacher absenteeism rate [64]

This indicator measures the proportion of teachers who are not in school although they were expected to be teaching when visited by a survey team, out of all teachers who were expected to be teaching.

Comments:
The standard tool to measure this indicator is unannounced visits to schools to determine the percentage of teachers not on site. For this indicator, administratively approved leave for professional development, field trips or other off-school activities with students is not counted as a teacher's absence. A high teacher absenteeism rate may reflect a problem in the availability of education.

Levels of disaggregation: Level of Education, Region, Urban/Rural, Public/Private
Human Rights Standards:
Has the government adopted specific measures to combat teacher absenteeism? [66]

Comments:
Check if measures or programmes adopted by the State to reduce teacher absenteeism take into account the specific factors that contribute to this phenomenon in the country, which may include, *inter alia*, school material conditions, administrative breakdowns (e.g., non-payment of salaries), health (including care for family members in the absence of any other social care structure) and inadequate transportation systems. In a country with high levels of teacher absenteeism, lack of specific measures to combat this problem may constitute a violation of the State’s obligation to make education accessible

Human Rights Standards:

Are there campaigns to convince parents to send their girls to school? [67]

Comments:
In countries with traditional societies, such campaigns may be an important strategy to increase girls’ access to education

Levels of disaggregation: Level of Education, Region, Urban/Rural
human rights standards:
Article 10 (a), Convention on the Elimination of All Forms of Discrimination against Women; Article 12 (1) (a), Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa; Para 30, CESCR General Comment 16

Gender pay gap [68]

The gender pay gap is the difference between male and female earnings expressed as a percentage of male earnings. It is calculated by dividing the median annual earnings for women by the median annual earnings for men

Comments:
A high gender pay gap may reduce the willingness of parents to make sacrifices for their girls’ schooling when they have reason to doubt that schooling will significantly benefit the girl in question

Human Rights Standards:
Article 10 (a), 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 on the Rights of Women in Africa

Is there legislation prohibiting child marriage? [69]

Child marriage is defined as a marriage where at least one party is under the age of 18

Comments:
Child marriage could interfere with school attendance

Human Rights Standards:
Article 28 (1) (e); Article 10 (f) & 16 (2), Convention on the Elimination of All Forms of Discrimination against Women; Article 24 (3) & 16 (2) Convention on the Rights of the Child; Article 12 (2) (c), Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa
Tags: **Access to Education** [6], **Women and Girls** [10], **Structural Indicators** [53]

**Number of reported incidents of child marriage** [70]

**Comments:**
In some countries, despite the fact that a minimum age for marriage is stipulated by law, the practice of child marriage below that minimum age continues.

**Levels of disaggregation:** Region, Urban/Rural

**Human Rights Standards:**
Articles 28 (1) (e), 10 (f) & 16 (2), Convention on the Elimination of All Forms of Discrimination against Women; Articles 24 (3) & 16 (2), Convention on the Rights of the Child; Article 12 (2) (c), Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa

Tags: **Access to Education** [6], **Women and Girls** [10], **Process Indicators** [47]

**Is the expulsion of girls from school because of pregnancy or for having a baby explicitly forbidden in legislation?** [71]

**Comments:**
Without an explicit prohibition, school principals may have the authority to arbitrarily decide to expel girls who are pregnant or have a baby, thereby violating their right to education.

**Human Rights Standards:**
Article 11 (6), African Charter on the Rights and Welfare of the Child; Article 13 (4) (h), African Youth Charter; Articles 12 (1) (a) (c) & (d), Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa; Article 24, Convention on the Rights of the Child; Para 56, Committee on the Rights of the Child General Comment 14; Article 7, International Covenant on Civil and Political Rights

Tags: **Access to Education** [6], **Women and Girls** [10], **Process Indicators** [47]

**Number of reported incidents of girls expelled from schools because of pregnancy or having had a baby** [72]

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

**Comments:**
If the number of reported incidents is high, you should check whether it is because of a lack of appropriate legislation forbidding such incidents or whether it is because of the lack of enforcement of relevant legislation.

**Human Rights Standards:**
Article 11 (6), African Charter on the Rights and Welfare of the Child; Article 13 (4) (h), African Youth Charter; Articles 12 (1) (a) (c) & (d), Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa; Article 24, Convention on the Rights of the Child; Para 56, Committee on the Rights of the Child General Comment 14; Article 7, International Covenant on Civil and Political Rights

Tags: **Access to Education** [6], **Women and Girls** [10], **Process Indicators** [47]

**Are there mobile schools for children of nomads?** [73]

**Comments:**
Lack of mobile schools may hinder children of nomads enjoying the right to education.

**Human Rights Standards:**
Article 14 (2), Framework Convention for the Protection of National Minorities; Article 14, Declaration on the Rights of Indigenous Peoples; Para 61 of Committee on the Rights of the Child General Comment 11; Articles 22 (2) (3), 26, 27 (1) & 28 (1) (2), ILO Convention 169

Tags: **Access to Education** [6], **Physical Accessibility** [45], **Indigenous Peoples and Minorities** [11], **Process Indicators** [47]

**Is there legislation recognising the right of children with disabilities to education?** [74]

(Source: Audrey Chapman (2007) *Development of Indicators for Economic, Social and Cultural Rights: The Rights* Right to Education Initiative ©2017. All rights reserved.


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*to Education, Participation in Cultural Life and Access to the Benefits of Science: p.145*

**Comments:**  
Check if the legislation makes provision for the necessary equipment and support to enable students with disabilities to attend school

**Human Rights Standards:**  
Articles 4 (1) (a) (b) (d) (e), 2, 3, 4, 5 & 24, Convention on the Rights of Persons with Disabilities; Article 13, International Covenant on Economic, Social and Cultural Rights; Paras 13, 16, & 35, CESC General Comment 5; Para 59, CESC General Comment 13; Article 3 (1) (a), Inter-American Convention on the Elimination of All Forms of Discrimination against Persons with Disabilities

**Tags:** Access to Education [6], Persons with Disabilities [12], Structural Indicators [53]  
Percentage of children with disabilities enrolled in mainstream schools [75]

This indicator measures the rate of children with disabilities enrolled in mainstream schools in a given level of education as a percentage of the total number of children with disabilities in that level of education

**Comments:**  
Children with disabilities should not be excluded from the general education system on the basis of disability

**Levels of disaggregation:** Type of Disability, Level of Education, Region, Urban/Rural

**Human Rights Standards:**  
Article 13 (2), International Covenant on Economic, Social and Cultural Rights; Article 28 (1), Convention on the Rights of the Child; Paras 66 & 67 of Committee on the Rights of the Child GC 9; Article 24 (2), Convention on the Rights of Persons with Disabilities; Articles 17 (2) & 15 (1), (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 7 (2) (c), ILO Convention 182; Article 13 (4) (a) (b), African Youth Charter; Articles 40 & 41(2) Arab Charter

**Tags:** Access to Education [6], Persons with Disabilities [12], Process Indicators [47]  
Is there a special funding system to ensure access to education for children with disabilities? [76]

**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 [49], Free Education [7], Persons with Disabilities [12], Process Indicators [47]  
Are reasonable accommodation measures available for children with disabilities in mainstream schools? [77]

**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 [6], Physical Accessibility [45], Quality of Education [40], School Safety and Violence [46], Persons with Disabilities [12], Process Indicators [47]

This indicator measures the rate of children with disabilities enrolled in special schools at a given level of education as a percentage of the total number of children with disabilities at that level of education.

**Comments:**
A significantly high percentage of children with disabilities enrolled in special schools may reflect that the State is not making sufficient efforts for reasonable accommodation of children with disabilities in mainstream schools. A significantly low percentage may reflect that the State does not provide sufficient special schools for children with disabilities who cannot be integrated in mainstream schools.

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

**Human Rights Standards:**
- Article 28 (1), Convention on the Rights of the Child; Para 67 of Committee on the Rights of the Child General Comment 9; Article 13 (2); International Covenant on Economic, Social and Cultural Rights; Article 24; Convention on the Rights of Persons with Disabilities; Articles 15 (1) & 17 (2), (Revised) European Social Charter; Article 13 (3) (e), Protocol of San Salvador; Article 13, African Charter on the Rights and Welfare of the Child; Article 13 (4) (g), African Youth Charter.

Tags: Access to Education [6], Persons with Disabilities [12], Process Indicators [47]

This indicator measures the average household expenditure on education, as a percentage of their total expenditure in the last 12 months.

**Comments:**
If the percentage of household expenditure on education for households with children with disabilities is significantly high, check whether the State provides special funding to households with children with disabilities, so that the burden of sending them to school is not prohibitively high.

**Levels of disaggregation:** Public/Private

**Human Rights Standards:**

Tags: Access to Education [6], Persons with Disabilities [12], Process Indicators [47]

**Do migrant, refugee, internally displaced or other 'internal migrant' children have to present documents stating their legal status to enrol in school?** [80]

Examples of documents include passports, residency permits and birth certificates.

**Comments:**
Such requirements may impair access to education to children of undocumented migrants.

**Human Rights Standards:**
- Article 30, Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families; Article 22, Convention relating to the Status of Refugees; Articles 2 (2) (3) & 13 (2), International Covenant on Economic, Social and Cultural Rights; Articles 2 & 28 (1), Convention on the Rights of the Child; Article 3 (e), UNESCO Convention against Discrimination in Education; Para 34 of CESCR General Comment 13; Article 9 (2) (b), Kampala Convention.

Tags: Access to Education [6], Administrative Accessibility [52], Migrants, Refugees and IDPs [14], Process Indicators [47]
Number of reported incidents of migrant, refugee, internally displaced children expelled from school because they or their parents have lost their residency permit [81]

Comments:
A high incidence of expulsions from school due to loss of residency permits reflects a denial of access to education to this group of children

Human Rights Standards:
Article 30, Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families; Article 22, Convention relating to the Status of Refugees; Articles 2 (2) (3) & 13 (2), International Covenant on Economic, Social and Cultural Rights; Articles 2 & 28 (1), Convention on the Rights of the Child; Article 3 (e), UNESCO Convention against Discrimination in Education; Para 34 of CESCR General Comment 13; Article 9 (2) (b), Kampala Convention

Tags: Access to Education [6], Administrative Accessibility [52], Migrants, Refugees and IDPs [14], Process Indicators [47]

Is education provided in retention centres/camps for migrant, refugee and internally displaced children? [82]

Comments:
Without such arrangements, this group of children would be denied access to education

Human Rights Standards:
Article 30, Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families; Article 22, Convention relating to the Status of Refugees; Articles 2 (2) (3) & 13 (2), International Covenant on Economic, Social and Cultural Rights; Articles 2, 22 (1) & 28 (1), Convention on the Rights of the Child; Article 3 (e), UNESCO Convention against Discrimination in Education; Para 34, CESCR General Comment 13; Article 9 (2) (b), Kampala Convention

Tags: Access to Education [6], Migrants, Refugees and IDPs [14], Persons in Detention [15], Process Indicators [47]

Do imprisoned children receive education integrated with the general education system? [83]

"Every juvenile of compulsory school age has the right to education suited to his or her needs and abilities and designed to prepare him or her for return to society. Such education should be provided outside the detention facility in community schools wherever possible and, in any case, by qualified teachers through programmes integrated with the education system of the country so that, after release, juveniles may continue their education without difficulty " (Rule 38, Rules for the Protection of Juveniles Deprived of their Liberty [84])

Comments:
Without such arrangements, this group of children would be denied access to education and the opportunity to integrate back into society after release

Levels of disaggregation: Level of Education

Human Rights Standards:
Article 77 (2), Standard Minimum Rules for the Treatment of Prisoners; Rule 38, Rules for the Protection of Juveniles Deprived of their Liberty; Article 10 (3), International Covenant on Civil and Political Rights

Tags: Access to Education [6], Quality of Education [40], Persons in Detention [15], Process Indicators [47]

Is educational and vocational information and guidance given to imprisoned children? [85]

Comments:
Such information and guidance may be necessary to ensure that this group of children can be fully reintegrated into society once they are released from prison

Human Rights Standards:
Rules 38, 42 & 43, Rules for the Protection of Juveniles Deprived of their Liberty; Article 10 (3), International Covenant on Civil and Political Rights; Article 71 (5), Standard Minimum Rules for the Treatment of Prisoners; Rule 26 (1) (2), United Nations Standard Minimum Rules for the Administration of Juvenile Justice
Do adult prisoners have access to education? [86]

For example literacy programmes

Comments:
Provision shall be made for the further education of all prisoners capable of profiting, particularly of adult prisoners who have low literacy skills

Human Rights Standards:
Articles 77 (1) & 75 (2), Standard Minimum Rules for the Treatment of Prisoners; Article 10 (3), International Covenant on Civil and Political Rights


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 [88]

Is there legislation expressly prohibiting any form of discrimination against students and teachers affected by HIV/AIDS? [89]

Comments:
Such legislation may be necessary to prevent this type of discrimination which is common in many countries

Human Rights Standards:
Article 2 (2), International Covenant on Economic, Social and Cultural Rights; Paras 33 & 37 of CESC:R General Comment 20; Article 2 & 4 Convention on the Rights of the Child; Paras 9 & 40 (c), Committee on the Rights of the Child General Comment 3; Article 3 (b) (c), ILO Convention 111

Number of reported incidents of discrimination against children because they or their parents are HIV-positive or against teachers who are HIV-positive [90]

Comments:
If the number of reported incidents is high, you should check whether it is because of a lack of appropriate legislation forbidding such incidents or whether it is because of the lack of enforcement of relevant legislation.

**Human Rights Standards:**
- Article 2 (2), International Covenant on Economic, Social and Cultural Rights; Para 33, CESCR General Comment 20; Article 2, Convention on the Rights of the Child; Para 9, Committee on the Rights of the Child General Comment 3; Article 1 (a) (b), ILO Convention 111

**Tags:** Access to Education [6], Teachers [65], Persons with HIV/AIDS [13], Process Indicators [47]

**What is the legal minimum age of employment?** [91]

**Comments:**
According to ILO standards, the general minimum age for admission to any employment should not be lower than the age of completion of compulsory schooling and, in any case, no less than fifteen years old. For more details, see [here] [92]

**Human Rights Standards:**
- Article 2, ILO 138 Minimum Age Convention; Article 32 (2) (a), Convention on the Rights of the Child; Article 10 (3), International Covenant on Economic, Social and Cultural Rights; Article 7, (Revised) European Social Charter; Article 7 (f), Protocol of San Salvador; Article 32, European Union Charter of Fundamental Rights; Article 27 (3), ASEAN Human Rights Declaration

**Tags:** Access to Education [6], Persons Living in Poverty [16], Child Labourers [17], Structural Indicators [53]

**Percentage of children under minimum legal age of employment working in practice** [93]

**Comments:**
This indicator helps measure the lack of enforcement of the legal minimum age of employment set by domestic law.

**Available data:**
[**ILO Database**] [94]

**Human Rights Standards:**
- Article 2, ILO Convention 138 Minimum Age Convention; Article 32 (2) (a), Convention on the Rights of the Child; Article 10 (3), International Covenant on Economic, Social and Cultural Rights; Article 7, (Revised) European Social Charter; Article 7 (f), Protocol of San Salvador; Article 32, European Union Charter of Fundamental Rights; Article 27 (3), ASEAN Human Rights Declaration

**Tags:** Access to Education [6], Persons Living in Poverty [16], Child Labourers [17], Process Indicators [47]

**Is there a monitoring body inspecting child labour?** [95]

**Comments:**
Without such a monitoring body it may not be possible to enforce the legal minimum age of employment and avoid child labour.

**Human Rights Standards:**
- Article 2, ILO 138 Minimum Age Convention; Article 7 (2), ILO Convention 182 on Worst Forms of Child Labour; Article 32 (2) (c), Article 7, (Revised) European Social Charter; Article 7 (f), Protocol of San Salvador; Article 32, European Union Charter of Fundamental Rights; Article 27 (3), ASEAN Human Rights Declaration

**Tags:** Access to Education [6], Persons Living in Poverty [16], Child Labourers [17], Accountability [96], Process Indicators [47]

**Has the government adopted specific measures to combat child labour?** [97]

**Specific measures to combat child labour include, for example, providing cash transfers to poor families**

**Comments:**
In order to guarantee the right to education for all, the State must address the structural problems that lead to child labour and also adopt specific measures to ensure that children at risk of entering work or children that have entered work, are able to attend school.
Human Rights Standards:
Article 2, ILO Convention 138 Minimum Age Convention; Article 7 (2), ILO Convention 182 on Worst Forms of Child Labour; Article 32 (2) (c), Convention on the Rights of the Child; Article 10 (3), International Covenant on Economic, Social and Cultural Rights; Article 7, (Revised) European Social Charter; Article 7 (f), Protocol of San Salvador; Article 32, European Union Charter of Fundamental Rights; Article 27 (3), ASEAN Human Rights Declaration

Tags: Access to Education [6], Persons Living in Poverty [16], Child Labourers [17], Process Indicators [47]

Are there special measures to include child labourers in education and find solutions for them and their families? [98]

Special measures to include child labourers in education include, *inter alia*, adapting schools’ schedules during harvest seasons in rural areas and making non-formal forms of schooling available for child labourers

Comments:
In order to guarantee the right to education for all, the State must adopt specific measures to ensure that children at risk of entering work or children that have entered work, are able to attend school

Human Rights Standards:
Article 2, ILO Convention 138 Minimum Age Convention; Article 7 (2), ILO Convention 182 on Worst Forms of Child Labour; Articles 32 (2) & 39, Convention on the Rights of the Child; Article 7, (Revised) European Social Charter; Article 7 (f), Protocol of San Salvador; Article 32, European Union Charter of Fundamental Rights; Article 27, ASEAN Human Rights Declaration

Tags: Access to Education [6], Persons Living in Poverty [16], Child Labourers [17], Process Indicators [47]

What is the legal minimum age of military recruitment? [99]

The legal minimum age of military recruitment is the age at which a person is permitted to enlist or be conscripted and take part in hostilities

Comments:
The Convention on the Rights of the Child sets fifteen years old as the minimum age for military recruitment and for taking direct part in hostilities. The 2000 Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict, drafted in order to raise the minimum ages set out in the Convention, sets the higher age of eighteen years old as the minimum for recruitment or participation in armed conflict. If the legal minimum age of military recruitment is lower than the legal maximum age of completion of compulsory education, military recruitment may effectively undermine compulsory education

Available data:
CIA [100]

Human Rights Standards:
Article 38 (2) (3), Convention on the Rights of the Child; Articles 1 & 2 Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict; Article 22 (2), African Charter on the Rights and Welfare of the Child; Articles 8 (2) (b) (xxvi) & 8 (2) (e) (vii), Rome Statute; Article 3, ILO 138 Minimum Age Convention; Article 3 (a), ILO Convention 182 on the Worst Forms of Child Labour Convention; Article 77 (2), Additional Protocol I Geneva Convention; Article 4 (3) (c), Additional Protocol II Geneva Convention

Tags: Armed Conflict (Including Child Soldiers) [4], Access to Education [6], Structural Indicators [53]

Number of child soldiers [101]

Number of child soldiers is the number of children who are soldiers, in either regular armed forces or armed groups

Comments:
Children who are soldiers are not able to enjoy the right to education

Human Rights Standards:
Article 38 (2) (3), Convention on the Rights of the Child; Articles 1 & 2, Optional Protocol to the Convention on the
Rights of the Child on the involvement of children in armed conflict; Article 22 (2), African Charter on the Rights and Welfare of the Child; Article 8 (2) (b) (xxvi) & 8 (2) (e) (vii), Rome Statute; Article, 3 ILO 138 Minimum Age Convention; Article 3 (a), ILO 182 Worst Forms of Child Labour Convention; Article 77 (2), Additional Protocol I Geneva Convention; Article 4 (3) (c), Additional Protocol II Geneva Convention

Tags: Armed Conflict (Including Child Soldiers) [4], Access to Education [6], Process Indicators [47]

Are there special programmes available to reintegrate demobilised child soldiers in the education system? [102]

Comments:
Without such programmes, demobilised child soldiers may not be able to fully enjoy the right to education

Human Rights Standards:
Articles 6 (3) & 7, Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict; Article 39, Convention on the Rights of the Child; Article 22 (3), African Charter on the Rights and Welfare of the Child; Article 7 (2) (b) (c), ILO 182 Worst Forms of Child Labour Convention

Tags: Armed Conflict (Including Child Soldiers) [4], Access to Education [6], Process Indicators [47]

Is children’s education ensured by the occupying power? [103]

Comments:
During military occupation, the occupying power has the duty to make arrangements for the maintenance of the education system if local institutions are unable to do so

Human Rights Standards:
Articles 24, 50 & 94, Geneva Convention IV relative to the Protection of Civilian Persons in Time of War. Also, importantly, human rights law applies

Tags: Armed Conflict (Including Child Soldiers) [4], Access to Education [6], Process Indicators [47]

Are children prisoners-of-war given the means to pursue their educational activities? [104]

Means to pursue their educational activities would include access to regular classes with qualified teachers, access to books, etc.

Comments:
Human Rights Standards:
Article 40, Standard Minimum Rules for the Treatment of Prisoners; Articles 38, 72 & 125, Geneva Convention III relative to the Treatment of Prisoners of War

Tags: Armed Conflict (Including Child Soldiers) [4], Access to Education [6], Persons in Detention [15], Process Indicators [47]

Does the State regularly gather data on education? [105]

Comments:
Data on education needs to be gathered regularly in order to monitor the right to education and assess the progressive realisation of the right to education. Check if the data is disaggregated by primary / secondary / tertiary education level, gender, region, rural / urban, minority, income and disability type. Are disaggregated data disaggregated again by other relevant categories in order to address multiple discrimination?

Human Rights Standards:

Tags: Access to Education [6], Quality of Education [40], Accountability [96], Process Indicators [47]
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https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_key_issues%3A98
https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_key_issues%3A106
https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_type_of_indicator%3A111
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https://www.right-to-education.org/monitoring/content/are-there-established-mechanisms-enable-parents-children-and-community-leaders-contribute
https://www.right-to-education.org/monitoring/content/coverage-right-education-constitution-or-other-forms-superior-law
https://www.right-to-education.org/page/where-find-information
https://www.right-to-education.org/monitoring/content/number-reported-incidents-schools-closed-or-not-allowed-open
https://www.right-to-education.org/monitoring/content/teacher-absenteeism-rate
https://www.right-to-education.org/monitoring/content/number-reported-incidents-girls-expelled-schools-because-pregnancy-or-having-baby-explicitly-forbidden-legislation
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[103] https://www.right-to-education.org/monitoring/content/children%E2%80%99s-education-ensured-occupying-power
[104] https://www.right-to-education.org/monitoring/content/are-children-prisoners-war-given-means-pursue-their-educational-activities