Indicators Selection Tool
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Gross enrolment ratio (GER) (%) [1]

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 [2]: 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 [2]: p.9)

Available data:
Edstats [3]

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

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Access to Education [6], Free Education [7], Educational Freedom/Private Education [8], Pre-Primary [9], Primary [10], Secondary [11], Higher Education [12], Women and Girls [13], Indigenous Peoples and Minorities [14], Persons with Disabilities [15], Persons with HIV/AIDS [16], Migrants, Refugees and IDPs [17], Persons in Detention [18], Persons Living in Poverty [19], Child Labourers [20], Outcome Indicators [21]

Tertiary completion rate (first degree) (%) [22]

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 [23]

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 [12], Women and Girls [13], Indigenous Peoples and Minorities [14], Persons with Disabilities [15], Persons with HIV/AIDS [16], Migrants, Refugees and IDPs [17], Persons in Detention [18], Persons Living in Poverty [19], Outcome Indicators [21]

Percentage of schools with buildings in a state of disrepair [24]

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 [25], School Infrastructure [26], School Safety and Violence [27], Educational Freedom/Private Education [8], Pre-Primary [9], Primary [10], Secondary [11], Vocational Education [28], Higher Education [12], Process Indicators [29]

Percentage of schools that have a shortage of classrooms [30]

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 [25], School Infrastructure [26], Educational Freedom/Private Education [8], Pre-Primary [9], Primary [10], Secondary [11], Vocational Education [28], Higher Education [12], Process Indicators [29]

Percentage of schools with potable water [31]

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 [25], School Infrastructure [26], Educational Freedom/Private Education [8], Pre-Primary [9], Primary [10], Secondary [11], Vocational Education [28], Higher Education [12], Process Indicators [29], Percentage of schools without toilets [32]

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 [25], School Infrastructure [26], Educational Freedom/Private Education [8], Pre-Primary [9], Primary [10], Secondary [11], Vocational Education [28], Higher Education [12], Process Indicators [29], Percentage of schools without single-sex toilets [33]

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]
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 [25], School Infrastructure [26], School Safety and Violence [27], Educational Freedom/Private Education [8], Primary [10], Secondary [11], Vocational Education [28], Higher Education [12], Women and Girls [13], Process Indicators [29]
  Percentage of schools without electricity [34]

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 [35] (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 [25], School Infrastructure [26], School Safety and Violence [27], Educational Freedom/Private Education [8], Pre-Primary [9], Primary [10], Secondary [11], Vocational Education [28], Higher Education [12], Process Indicators [29]
  Percentage of schools without access to a library [36]

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

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

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

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

Tags: Quality of Education [25], Learning Material [37], School Infrastructure [26], Primary [10], Secondary [11], Vocational Education [28], Higher Education [12], Process Indicators [29]
  Percentage of schools without computer facilities [38]

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

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

Levels of disaggregation: Level of Education, Urban/Rural, Region, Public/Private
Human Rights Standards:
- Article 13 (2), International Covenant on Economic, Social and Cultural Rights; Para 6 (a), CESCR General Comment 13; Articles 28 (1) & (3), Convention on the Rights of the Child; Article 17 (2), (Revised) European Social Charter; Article 13, Protocol of San Salvador; Article 11, African Charter on the Rights and Welfare of the Child; Article 13 (4) (j), African Youth Charter; Article 41 (2), Arab Charter; Article 4, UNESCO Convention against Discrimination in Education

Tags: Quality of Education [25], Learning Material [37], School Infrastructure [26], Primary [10], Secondary [11], Vocational Education [28], Higher Education [12], Process Indicators [29]

Percentage of schools without fire exits

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

Levels of disaggregation: Level of Education, Urban/Rural, Region, Public/Private
Human Rights Standards:
- Article 13 (2) (e), International Covenant on Economic, Social and Cultural Rights

Tags: Quality of Education [25], School Infrastructure [26], School Safety and Violence [27], Pre-Primary [9], Primary [10], Secondary [11], Vocational Education [28], Higher Education [12], Process Indicators [29]

Percentage of schools without first-aid kits

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

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

Tags: Quality of Education [25], School Infrastructure [26], School Safety and Violence [27], Pre-Primary [9], Primary [10], Secondary [11], Vocational Education [28], Higher Education [12], Process Indicators [29]

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

Comments:
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 [25], Teachers [42], Educational Freedom/Private Education [8], Pre-Primary [9], Primary [10], Secondary [11], Vocational Education [28], Higher Education [12], Transparency [43], Process Indicators [29]

Do teachers enjoy academic freedom? [44]

Academic freedom is the liberty of members of the academic community, individually or collectively, to pursue, develop and transmit knowledge and ideas, through research, teaching, study, discussion, documentation, production, creation and / or writing.

Comments:
Academic freedom is the freedom indispensable for scientific and academic research (see General Comment 13, paras 38-40) and is closely linked to the right to freedom of speech and expression. Without academic freedom the right to education cannot be enjoyed.

Levels of disaggregation: Region, Public/Private
Human Rights Standards:
Articles 15 (3) & 13, International Covenant on Economic, Social and Cultural Rights; Paras 38-40, CESCR
General Comment 13; Article 19, International Covenant on Civil and Political Rights; Article 13, European Union Charter of Fundamental Rights; Article 10, European Convention on Human Rights; Article 42 (2), Arab Charter

Tags: Quality of Education [25], Content of Education [45], Teachers [42], Higher Education [12], Process Indicators [29]

Number of reported incidents of repression against teachers for their political, ideological or religious beliefs or teachers’ union activity [46]

Examples of incidents of repression include teachers / professors who have criticised governments and have subsequently been removed from office, imprisoned, reported missing, reported killed, etc.

Comments:
Teachers must be free to enjoy their rights to freedom of assembly and association; thought, conscience and religion; expression; as well as the right to a fair trial; liberty and security; and life, amongst others. Incidents of repression are violations of these rights and also the right to education.

Levels of disaggregation: Region, Public/Private
Human Rights Standards:
Articles 6 (1), 7 & 9, International Covenant on Civil and Political Rights; Articles 2, 3 & 5, European Convention on Human Rights; Articles 4-6, African [Banjul] Charter on Human and Peoples’ Rights; Articles 5, 8 & 14, Arab Charter; Articles 4, 5 & 7, American Convention on Human Rights

Tags: Quality of Education [25], Teachers [42], Higher Education [12], Process Indicators [29]

Percentage of household expenditure on education [47]

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 11 (3), African Charter on the
Rights and Welfare of the Child; 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 [48], Free Education [7], Educational Freedom/Private Education [8], Pre-Primary [9], Primary [10], Secondary [11], Vocational Education [28], Higher Education [12], Women and Girls [13], Persons with Disabilities [15], Persons Living in Poverty [19], Process Indicators [29]
[38] https://www.right-to-education.org/monitoring/content/percentage-schools-without-computer-facilities
[39] https://www.right-to-education.org/monitoring/content/percentage-schools-without-fire-exits
[40] https://www.right-to-education.org/monitoring/content/percentage-schools-without-first-aid-kits
[41] https://www.right-to-education.org/monitoring/content/are-there-transparent-procedures-hiring-process-teachers-and-contractstenders-education
[42] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_key_issues%3A104
[43] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_policy_processes%3A91
[44] https://www.right-to-education.org/monitoring/content/do-teachers-enjoy-academic-freedom
[45] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_key_issues%3A102
[46] https://www.right-to-education.org/monitoring/content/number-reported-incidents-repression-against-teachers-their-political-ideological-or
[47] https://www.right-to-education.org/monitoring/content/percentage-household-expenditure-education
[48] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_key_issues%3A99