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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](https://www.right-to-education.org/monitoring) [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](https://www.right-to-education.org/monitoring) [2]: p.9)

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

Out of-school children rate [22]

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 [23])

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:

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,
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Child Soldiers

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Access to Education [6], Free Education [7], Primary [10], Secondary [11], 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]

Enrolment in technical/vocational education programmes as a percentage of total secondary enrolment [27]

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 [28]

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 [11], Vocational Education [29], 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]

Secondary completion rate (%) [30]

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 [31]

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 [11], 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]  
Adult literacy rate (%) [32]

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 [2]: 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. [33]

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 [34], Learning Outcomes [35], Primary [10], Secondary [11], Adult Education [36], Women and Girls [13], Indigenous Peoples and Minorities [14], Persons with Disabilities [15], Persons with HIV/AIDS [16], Migrants, Refugees and IDPs [17], Persons Living in Poverty [19], Outcome Indicators [21]  
Percentage of private enrolment [37]

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 [24] has data for enrolment rates in private institutions for all levels of education

(First name) (Last name) (Year) (Type of publication) (Organisation)

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 [9], Primary [10], Secondary [11], Women and Girls [13], Indigenous Peoples and Minorities [14], Persons with Disabilities [15], Migrants, Refugees and IDPs [17], Persons Living in Poverty [19], Outcome Indicators [21]
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[27] https://www.right-to-education.org/monitoring/content/enrolment-technical-vocational-education-programmes-percentage-total-secondary-enrolment
[29] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_levels_of_education%3A78
[30] https://www.right-to-education.org/monitoring/content/secondary-completion-rate
[32] https://www.right-to-education.org/monitoring/content/adult-literacy-rate
[34] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_key_issues%3A101
[35] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_key_issues%3A107
[36] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_levels_of_education%3A73
[37] https://www.right-to-education.org/monitoring/content/percentage-private-enrolment

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