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

Available data:
[Edstats](https://www.right-to-education.org/monitoring) [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)](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], [Primary](https://www.right-to-education.org/monitoring) [9], [Women and Girls](https://www.right-to-education.org/monitoring) [10], [Indigenous Peoples and Minorities](https://www.right-to-education.org/monitoring) [11], [Persons with Disabilities](https://www.right-to-education.org/monitoring) [12], [Persons with HIV/AIDS](https://www.right-to-education.org/monitoring) [13], [Migrants, Refugees and IDPs](https://www.right-to-education.org/monitoring) [14], [Persons in Detention](https://www.right-to-education.org/monitoring) [15], [Persons Living in Poverty](https://www.right-to-education.org/monitoring) [16], [Child Labourers](https://www.right-to-education.org/monitoring) [17], [Outcome Indicators](https://www.right-to-education.org/monitoring) [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](https://www.right-to-education.org/monitoring) [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](https://www.right-to-education.org/monitoring) [20]; 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:
Indicators Selection Tool
Published on Monitoring Guide (https://www.right-to-education.org/monitoring)


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

Out-of-school children rate [24]

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

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

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

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

Human Rights Standards:

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

Primary completion rate (%) [29]

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

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

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)], [Natural Disasters], [Access to Education], [Free Education], [Educational Freedom/Private Education], [Primary], [Women and Girls], [Indigenous Peoples and Minorities], [Persons with Disabilities], [Persons with HIV/AIDS], [Migrants, Refugees and IDPs], [Persons in Detention], [Persons Living in Poverty], [Child Labourers], [Outcome Indicators]

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

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]

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)], [Natural Disasters], [Access to Education], [Free Education], [Secondary], [Vocational Education], [Women and Girls], [Indigenous Peoples and Minorities], [Persons with Disabilities], [Persons with HIV/AIDS], [Migrants, Refugees and IDPs], [Persons in Detention], [Persons Living in Poverty], [Child Labourers], [Outcome Indicators]

Secondary completion rate (%)

Comments:
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.

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: 

Indicators Selection Tool
Published on Monitoring Guide (https://www.right-to-education.org/monitoring)

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]

The percentage of students who achieve the lowest passable grade or above in examinations taking place in the final year of secondary school (Source: Audrey Chapman (2007) Development of Indicators for Economic, Social and Cultural Rights: The Rights to Education, Participation in Cultural Life and Access to the Benefits of Science: p.152)

Comments:
A low percentage may be indicative of poor learning outcomes, which in turn may be indicative of an inadequate quality of education. The data for this indicator should be disaggregated to measure relative enjoyment across and between groups, for example boys compared to girls, persons with disabilities compared to the general population and those living in different regions of the country. Inequalities in enjoyment may constitute discrimination

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

Human Rights Standards:

- Article 13 (1) (2) (3) (a), African Youth Charter; Article 29 (1) (a), Convention on the Rights of the Child

Tags: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Quality of Education [37], Educational Freedom/Private Education [8], Secondary [22], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Child Labourers [17], Outcome Indicators [18]

Mean performance on the reading scale [38]

Comments:
A low mean value may be indicative of a general problem in the quality of education. The data for this indicator should be disaggregated to measure relative enjoyment across and between groups, for example boys compared to girls and those living in different regions of the country. Inequalities in enjoyment may constitute discrimination. For this indicator it is important, when monitoring the right to education of persons with disabilities, to disaggregate the data by type of disability because for some types of disability there should be equality of learning outcomes, whilst for others measuring learning outcomes is not an adequate measure of the quality of education

Available data:
For data on learning outcomes, as measured by international assessments, see Edstats [32] (SEARCH: Series > Topics > Learning Outcomes)

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

Human Rights Standards:

- Article 13, International Covenant on Economic, Social and Cultural Rights; Article 28, Convention on the Rights of
Mean performance on the mathematics scale is the mean mathematics score for students in national or international assessments

Comments:
A low mean value may be indicative of a general problem in the quality of education. The data for this indicator should be disaggregated to measure relative enjoyment across and between groups, for example boys compared to girls and those living in different regions of the country. Inequalities in enjoyment may constitute discrimination. For this indicator it is important, when monitoring the right to education of persons with disabilities, to disaggregate the data by type of disability because for some types of disability there should be equality of learning outcomes, whilst for others measuring learning outcomes is not an adequate measure of the quality of education

Available data:
For data on learning outcomes, as measured by international assessments, see Edstats [32] (SEARCH: Series > Topics > Learning Outcomes)

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

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Quality of Education [37], Learning Outcomes [39], Educational Freedom/Private Education [8], Primary [9], Secondary [22], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Child Labourers [17], Outcome Indicators [18]

Mean performance on the science scale is the mean science score for students in national or international assessments

Comments:
A low mean performance on the science scale may be indicative of a general problem in the quality of education. The data for this indicator should be disaggregated to measure relative enjoyment across and between groups, for example boys compared to girls and those living in different regions of the country. Inequalities in enjoyment may constitute discrimination. For this indicator it is important, when monitoring the right to education of persons with disabilities, to disaggregate the data by type of disability because for some types of disability there should be equality of learning outcomes, whilst for others measuring learning outcomes is not an adequate measure of the quality of education

Available data:
For data on learning outcomes, as measured by international assessments, see Edstats [32] (SEARCH: Series > Topics > Learning Outcomes)

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

Tags: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Quality of Education [37], Learning Outcomes [39], Educational Freedom/Private Education [8], Primary [9], Secondary [22], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Child Labourers [17], Outcome Indicators [18]

**Percentage of students at the lowest level of reading proficiency** [42]

Percentage of students at the lowest level of reading proficiency is the percentage of students at the lowest level of proficiency on the reading scale in national or international assessments

Comments:
A high value indicates that a significant proportion of children are not enjoying education of good quality. For this indicator it is important to disaggregate the data and look at which marginalised groups make up the percentage of students at the lowest level of reading proficiency. Care must be taken when interpreting data for persons with disabilities. You should look at the data disaggregated by type of disability and assess whether the test is an accurate measure of the quality of education for persons with that particular disability

Available data:
For data on learning outcomes, as measured by international assessments, see Edstats [32] (SEARCH: Series > Topics > Learning Outcomes)

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

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Quality of Education [37], Learning Outcomes [39], Educational Freedom/Private Education [8], Primary [9], Secondary [22], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Child Labourers [17], Outcome Indicators [18]

**Percentage of students at the lowest level of mathematics proficiency** [43]

Percentage of students at the lowest level of mathematics proficiency is the percentage of students at the lowest level of proficiency on the mathematics scale in national or international assessments

Comments:
A high percentage of students at the lowest level of mathematics proficiency reflects that a significant proportion of children are not enjoying education of good quality. For this indicator it is important to disaggregate the data and look at which marginalised groups make up the percentage of students at the lowest level of mathematics proficiency. Care must be taken when interpreting data for persons with disabilities. You should look at the data disaggregated by type of disability and assess whether the test is an accurate measure of the quality of education for persons with that particular disability

Available data:
For data on learning outcomes, as measured by international assessments, see Edstats [32] (SEARCH: Series > Topics > Learning Outcomes)

Levels of disaggregation: Gender, Income, Minority, Region, Urban/Rural, Persons with Disabilities, Persons with HIV/AIDS, Migrants, Refugees and IDPs, Persons in Detention, Public/Private, Child Labourers, Level of Education
Human Rights Standards:
Article 13, International Covenant on Economic, Social and Cultural Rights; 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: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Quality of Education [37], Learning
Outcomes [39], Educational Freedom/Private Education [8], Primary [9], Secondary [22], Women and Girls [10],
Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants,
Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Child Labourers [17], Outcome
Indicators [18]

Percentage of students at the lowest level of science proficiency [44]

Percentage of students at the lowest level of science proficiency is the percentage of students at the lowest level of
proficiency on the science scale in national or international assessments

Comments:
A high percentage of students at the lowest level of science proficiency reflects that a significant proportion of
children are not an enjoying education of good quality. For this indicator it is important to disaggregate the data and
look at which marginalised groups make up the percentage of students at the lowest level of science proficiency.
Care must be taken when interpreting data for persons with disabilities. You should look at the data disaggregated
by type of disability and assess whether the test is an accurate measure of the quality of education for persons with
that particular disability

Available data:
For data on learning outcomes, as measured by international assessments, see Edstats [32] (SEARCH: Series >
Topics > Learning Outcomes)

Levels of disaggregation: Gender, Income, Minority, Region, Urban/Rural, Persons with Disabilities, Persons with
HIV/AIDS, Migrants, Refugees and IDPs, Persons in Detention, Public/Private, Child Labourers, Level of Education
Human Rights Standards:
Article 13, International Covenant on Economic, Social and Cultural Rights; 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: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Quality of Education [37], Learning
Outcomes [39], Educational Freedom/Private Education [8], Primary [9], Secondary [22], Women and Girls [10],
Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants,
Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Child Labourers [17], Outcome
Indicators [18]

Repetition rate [45]

Repetition rate is the proportion of pupils from a cohort enrolled in a given grade at a given school year of primary
or secondary education who study in the same grade in the following school year (Source: UIS)

Comments:
A high repetition rate can be symptomatic of problems in the education system that affect the right to education,
related to a variety of issues, such as the poor quality of instruction, the relevance and quality of the content of
education, its cultural appropriateness, the safety of the school and the extent to which the education is adapted
locally to suit specific contexts. The data for this indicator should be disaggregated to measure relative enjoyment
across and between groups, for example boys compared to girls and those living in different regions of the country.
Inequalities in enjoyment may constitute discrimination

Available data:
For data on repetition rates at the primary level, see Edstats [32]

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, Public/Private, Child
Labourers
Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Quality of Education [37], Educational Freedom/Private Education [8], Primary [9], Secondary [22], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Child Labourers [17], Outcome Indicators [18]

Is there a special funding system to ensure access to education for students from marginalised groups? [46]

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) (f), African Youth Charter

Tags: Armed Conflict (Including Child Soldiers) [4], Access to Education [6], Economic Accessibility [47], 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 [48]

Is the State taking steps to identify out-of-school children, to encourage school attendance and to reduce drop-out rates? [49]

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 [50]

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
Indicators Selection Tool
Published on Monitoring Guide (https://www.right-to-education.org/monitoring)

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 [48]

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? [51]

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

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

Human Rights Standards:
Article 13 (2), International Covenant on Economic, Social and Cultural Rights; Article 28 (1) (a) (e), Convention on the Rights of the Child; Article 24 (2), Convention on the Rights of Persons with Disabilities; Article 17 (2), (Revised) European Social Charter; Article 13 (3) (a), Protocol of San Salvador; Articles 11 (3) (d) & 6, African Charter on the Rights and Welfare of the Child; Article 13 (4) (c) (h), African Youth Charter; Article 11 (3), 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 [48]

Are there any specific measures to ensure that previously out-of-school children remain in school? [53]

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

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

Human Rights Standards:

Tags: Armed Conflict (Including Child Soldiers) [4], Access to Education [6], Free Education [7], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons with HIV/AIDS [13], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Child Labourers [17], Process Indicators [48]

What is the legal minimum age of employment? [54]

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 [55]

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 [56]
Percentage of children under minimum legal age of employment working in practice [57]

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

Available data:
ILO Database [58]

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 [48]
Is there a monitoring body inspecting child labour? [59]

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 Convention 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 [60], Process Indicators [48]
Has the government adopted specific measures to combat child labour? [61]

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 [48]
Are there special measures to include child labourers in education and find solutions for them and their families? [62]

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 [48]

Contact

Source URL: https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_marginalised_groups%3A110

Links
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[5] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_contextual_issues%3A96
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[34] https://www.right-to-education.org/monitoring/content/secondary-completion-rate
[37] https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_key_issues%3A101