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]

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:

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


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


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) (%) [36]

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

The percentage of secondary school students in their final year who pass the requisite examinations.

[43]

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 [40], 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.

[44]

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](https://www.right-to-education.org/monitoring) [32] (SEARCH: Series > Topics > Learning Outcomes)

Tags: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Quality of Education [40], Learning Outcomes [41], Educational Freedom/Private Education [8], Primary [9], Secondary [22], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Migrants, Refugees and IDPs [14], Persons in Detention [15], Persons Living in Poverty [16], Child Labourers [17], Outcome Indicators [18]

Mean performance on the mathematics scale [45]

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 [40], Learning Outcomes [41], Educational Freedom/Private Education [8], Primary [9], Secondary [22], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], 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 [46]

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

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### Percentage of students at the lowest level of reading proficiency

**Definition:**
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](https://www.right-to-education.org/monitoring) (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

### Percentage of students at the lowest level of mathematics proficiency

**Definition:**
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](https://www.right-to-education.org/monitoring) (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:
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 [40], Learning Outcomes [41], 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 [49]

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:

Tags: Armed Conflict (Including Child Soldiers) [4], Natural Disasters [5], Quality of Education [40], Learning Outcomes [41], 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 [50]

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 [40], 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]

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 schools without single-sex toilets [52]

Percentage of schools without single-sex toilets is the share of schools without separate girls and boys toilets or single-sex educational institutions without toilets. Schools are counted as having toilets if they have a pit latrine, an improved pit latrine, a flush toilet, a pour-flush toilet or a composting toilet

Comments:
Lack of single-sex toilets in schools may deter parents from sending girls to school, particularly in traditional societies. It may also deter girls themselves from attending school or even cause them to drop-out. It is important to disaggregate the data for this indicator, particularly across regions, urban compared to rural schools and public compared to private schools. This may reveal unequal enjoyment of quality education, which may be indicative of discrimination

Available data:
For public primary and lower secondary schools in African countries, see EdStats [3]

Levels of disaggregation: Level of Education, Urban/Rural, Region, Public/Private
Human Rights Standards:
Articles 11, 12 & 13 (2), International Covenant on Economic, Social and Cultural Rights; 12 (c) (i) & 16 (b), CESCR General Comment 15; Para 6 (a), CESCR General Comment 13; Article 28 (1), Convention on the Rights of the Child; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child; Article 10 (b), Convention on the Elimination of All Forms of Discrimination against Women

Tags: Quality of Education [40], School Infrastructure [53], School Safety and Violence [54], Educational Freedom/Private Education [8], Primary [9], Secondary [22], Vocational Education [33], Higher Education [23], Women and Girls [10], Process Indicators [55]
   Percentage of household expenditure on education [56]

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:

Tags: Access to Education [6], Economic Accessibility [57], 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 [55]
   Is there a special funding system to ensure access to education for students from marginalised groups? [58]

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 [57], 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** [55]

Is the State taking steps to identify out-of-school children, to encourage school attendance and to reduce drop-out rates? [59]

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** [60]

**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** [55]

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? [61]

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 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; 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], **Migrants, Refugees and IDPs** [14], **Persons in Detention** [15], **Persons Living in Poverty** [16], **Child Labourers** [17], **Process Indicators** [55]

Are there any specific measures to ensure that previously out-of-school children remain in school? [63]

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 [55]

Do the guidelines for the approval of textbooks that can be used in schools include the prohibition of any kind of promotion or depiction of discriminatory views? [64]

Comments:
In order to ensure that education is compliant with the aims of education and of good quality, the learning materials used must not promote or depict discriminatory views

Human Rights Standards:
Article 13 (1), International Covenant on Economic, Social and Cultural Rights; Article 29 (1), Convention on the Rights of the Child; Article 10 (c), Convention on the Elimination of All Forms of Discrimination against Women; Article 13 (2), Protocol of San Salvador; Article 11 (2) (d), African Charter on the Rights and Welfare of the Child; Articles 12 (1) (b) & (2) (b), Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa; Article 6 (b), Inter-American Convention on the Prevention, Punishment, and Eradication of Violence Against Women


Coverage of the right to education in the constitution or other forms of superior law [67]

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 [68]

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 Education [8], Women and Girls [10], Indigenous Peoples and Minorities [11], Persons with Disabilities [12], Persons Living in Poverty [16], Structural Indicators [69]

Do domestic laws forbid discrimination in access to education? [70]

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 [68]
Human Rights Standards:

Tags: Access to Education [6], 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], Structural Indicators [69]

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

Tags: Access to Education [6], Women and Girls [10], Process Indicators [55]

Gender pay gap [72]

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

Tags: Access to Education [6], Women and Girls [10], Process Indicators [55]

Is there legislation prohibiting child marriage? [73]

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 [69]

Number of reported incidents of child marriage [74]

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 [55]  
Percentage of female teachers, headteachers and supervisors [75]

Female teachers, headteachers and supervisors as a percentage of total number of teachers, headteachers and supervisors respectively in a given level of education (includes full-time and part-time teachers)

Comments:  
Female teachers are important as they serve as role models to girls and help to attract and retain girls in school. Female headteachers and supervisors are important to ensure that a gender perspective is fully incorporated in schools

Available data:  
Edstats [39]

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

Human Rights Standards:  
Article 10 (a) & 11 (1), 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; Article (6) (2), Protocol of San Salvador

Tags: Quality of Education [40], Teachers [76], Women and Girls [10], Process Indicators [55]  
Is the expulsion of girls from school because of pregnancy or for having a baby explicitly forbidden in legislation? [77]

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], Structural Indicators [69]  
Number of reported incidents of girls expelled from schools because of pregnancy or having had a baby [78]

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 [55]  
Number of reported incidents of expulsion of unmarried, pregnant schoolteachers [79]

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 10 (a), Convention on the Elimination of All Forms of Discrimination against Women; Article 10 (2), International Covenant on Economic, Social and Cultural Rights; Paras 10 (a) & 31, CEDAW General Comment 20

Tags: Teachers [76], Women and Girls [10], Process Indicators [55]

International human rights treaties relevant to the right to education of girls and women ratified by the State [80]


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 [81]

Tags: Access to Education [6], Quality of Education [40], Free Education [7], Women and Girls [10], Structural Indicators [69]

Number of reported incidents of sexual harassment [82]

This indicator measures the number of reported incidents of sexual harassment in school in the last 12 months

Comments:
A significantly low number of reported incidents of sexual harassment does not necessarily reflect a true lack of incidents of sexual harassment; it may actually reflect underreporting of such incidents, which may be indicative of inadequate access to complaint mechanisms and / or inadequate awareness among children of the importance of reporting such incidents

Human Rights Standards:
Articles 7, International Covenant on Civil and Political Rights; Articles 19 (1) & 34 Convention on the Rights of the Child; Articles 12 (1) (c) & (d), Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa; Article 17 (1) (b) (Revised) European Social Charter

Tags: Quality of Education [40], School Safety and Violence [54], Women and Girls [10], Process Indicators [55]

Number of administrative complaints on the right to education [83]

This indicator is the number of administrative complaints related to the right to education in the last 12 months. Issues include, inter alia availability or accessibility of primary education, funding of primary education, availability or accessibility of secondary education, accessibility of higher education, discrimination issues, registration or closing of private schools and parents' rights to ensure the religious and moral education of their children in...

Comments:
A very low number of administrative complaints on education rights may be indicative of the lack of adequate access to administrative complaint mechanisms rather than a lack of problems related to the right to education. Conversely, a very high number of administrative complaints may be indicative of adequate access to administrative complaint mechanisms, but at the same time of serious problem in the education system itself. If the focus of the monitoring exercise is a specific marginalised group, check the number of complaints related to that group

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

Human Rights Standards:


Proportion of received complaints on the right to education that have been investigated by an administrative body [85]

This indicator measures the proportion of complaints that have been investigated by an administrative body in the last 12 months

Comments:
A low value of this indicator would be indicative of an inadequate mechanism to investigate complaints on the right to education. If the focus of the monitoring exercise is a specific marginalised group, check the number of complaints related to that group

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

Human Rights Standards:


Number of court cases on the right to education [86]

Number of court cases on educational rights is the number of cases that considered issues related to the right to education in the last five years. The issues to examine include, inter alia availability or accessibility of primary
education, funding of primary education, availability or accessibility of secondary education, accessibility of higher education, discrimination issues, registration or closing of private schools and parents’ rights to ensure the religious and moral education of their children in conformity with their own convictions (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.149)

Comments:
A very low number of court cases on education rights may be indicative of the lack of adequate access to the justice system rather than a lack of problems related to the right to education. Conversely, a very high number of court cases may be indicative of adequate access to the judicial system, but at the same time of serious problems in the education system itself. If the focus of the monitoring exercise is a specific marginalised group, check the number of court cases related to that group

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

Human Rights Standards:


Proportion of court cases where it has been determined that there has been a violation of the right to education

This indicator measures the proportion of court cases related to the right to education that have been adjudicated against the State in the last 5 years

Comments:
A very low value of this indicator may be indicative of a lack of judicial independence vis-à-vis the government

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


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Visit the Right to Education Initiative's main website

Source URL: https://www.right-to-education.org/monitoring/tool?f%5B0%5D=field_marginalised_groups%3A85

Links
[1] https://www.right-to-education.org/monitoring/content/primary-net-enrolment-rate