Are measures taken to enhance parents' understanding of the importance of their children's early education?

[1]

Such measures include publicity campaigns and workshops.

Comments:
Lack of concrete measures to enhance parents' understanding of the importance of their children's early education may reduce the likelihood that parents will send their children to pre-primary schools.

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. The following provisions mention pre-primary specifically: Article 10 (a), Convention on the Elimination of All Forms of Discrimination against Women; Article 30, Convention on the Protection of All Migrant Workers and Members of their Families; Article 13, Framework Convention for the Protection of National Minorities.

Tags: Pre-Primary [2], Participation [3], Process Indicators [4]

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? [5]

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.


Are there any established mechanisms that enable parents, children and/or community leaders to contribute to defining school curricula? [17]

Comments:
Established mechanisms that enable parents, children and / or community leaders to contribute to defining school curricula can help make education relevant, culturally appropriate and adaptable to suit specific contexts - all essential elements of the right to education.

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

Are there established mechanisms to enable parents, children and community leaders belonging to minorities to contribute to ensuring that education takes their needs into account? [20]

Such mechanisms could include, for example, perception surveys, focus groups and public campaigns

Comments:
Such mechanisms are necessary to ensure that education will be adapted to the specific needs of minorities

Human Rights Standards:
Articles 22 (2) (3), 27 & 28 (1) ILO Convention 169; Article 29 (1), Convention on the Rights of the Child; Para 22, Committee on the Rights of the Child General Comment 1

Are there effective mechanisms to ensure that civil society organisations are consulted when multilateral or bilateral agreements that have an effect on the right to education are negotiated? [21]

Comments:
Multilateral or bilateral agreements often have an effect on the right to education and therefore civil society organisations should be consulted when such agreements are being negotiated. Civil society organisations have specialist knowledge and can give comments on the potential effects of such agreements

Human Rights Standards:
Article 25 (a), International Covenant on Civil and Political Rights; Article 2 (1), International Covenant on Economic, Social and Cultural Rights; Articles 4 & 28 (3), Convention on the Rights of the Child; Article 8, ILO Convention 182

Do civil society organisations face obstacles set by the State when monitoring the right to education? [23]

Common obstacles include, inter alia, not allowing civil society organisations to operate freely in the State, withholding information from civil society organisations that is necessary for monitoring the right to education and hindering access of these organisations to schools for monitoring purposes

Comments:
Civil society organisations can play an important ‘watchdog’ role to monitor and evaluate education policies and programmes, and to hold politicians and school officials to account for the delivery of good quality education in an equitable manner

Human Rights Standards:
Article 25 (a), International Covenant on Civil and Political Rights

If the educational system is decentralised, does the national government provide capacity-building for local administrators, policymakers and education workers? [26]

Comments:
Without concrete efforts by the national government to provide capacity-building to weak local authorities, these may lack adequate technical and managerial capacity to ensure, inter alia, proper teacher training, effective monitoring and oversight mechanisms and an appropriate financing system for education

Human Rights Standards:
Article 25 (c), International Covenant on Civil and Political Rights; Articles 13 (1) & (2), African Charter of Human and People's Rights; Article 23 (c), American Convention on Human Rights

Tags: Quality of Education [18], Content of Education [19], Participation [3], Process Indicators [4]
Tags: Quality of Education [18], Content of Education [19], Indigenous Peoples and Minorities [10], Participation [3], Process Indicators [4]
Tags: Participation [3], Education Financing [22], Process Indicators [4]
Tags: Transparency [24], Participation [3], Accountability [25], Process Indicators [4]
Tags: Participation [3], Decentralisation [27], Process Indicators [4]