Are there transparent procedures for the hiring process of teachers and for contracts/tenders for education services? [1]

Transparent procedures include, *inter alia*, publicly available information about the requirements needed to apply for a teaching position for each level of education and the process for selecting the candidates.

Comments:
Transparent and fair hiring procedures are essential to ensure that the best possible candidates are selected (which affects the quality of education), to prevent discriminatory practices in the hiring of teachers and to prevent corruption in the education system.

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

Tags: Quality of Education [2], Teachers [3], Educational Freedom/Private Education [4], Pre-Primary [5], Primary [6], Secondary [7], Vocational Education [8], Higher Education [9], Transparency [10], Process Indicators [11]

Is there public access to key public financial documents related to education? [12]

Key public financial documents include national and regional budgets, periodic reports on execution of the budgets, reports on distribution of resources by province or department.

Comments:
Public access to key public financial documents related to education provides greater transparency and opportunity to monitor and hold government to account with regard to its education expenditure. The budgetary information publicly available should be sufficiently clear and comprehensive to allow members of civil society to effectively monitor service delivery resource flows and the allocation of funds in the education sectors.

Human Rights Standards:
Article 19 (2) (3), International Covenant on Civil and Political Rights; Article 10, European Convention on Human Rights; Article 13, American Convention on Human Rights; Article 9 (1), African Charter; Article 32 (1), Arab Charter; Article 23, ASEAN Human Rights Declaration


Percentage of State activities in education funded through extrabudgetary sources. [15]

This indicator measures the estimated proportion of State activities in education funded through extrabudgetary sources, as a share of total public spending in education.

Comments:
Where the use of extrabudgetary funds play a large role in resource allocation, the ability to track government’s priorities and to hold the government accountable for the financing of education, may be compromised.

Human Rights Standards:
Articles 13 (2) & 14 International Covenant on Economic, Social and Cultural Rights; Article 28 (1), 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), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child, Article 13 (4), African Youth Charter; Article 41 (2), Arab Charter; Article 4, UNESCO Convention against Discrimination in Education


Do civil society organisations face obstacles set by the State when monitoring the right to education? [16]

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

Tags: Transparency [10], Participation [17], Accountability [13], Process Indicators [11]

Is the education data gathered by the State publicly available? [18]

Comments:
Public access to data on education is essential for enabling civil society to participate in monitoring the right to education and holding the government accountable for the realisation of this right.

Human Rights Standards:

Tags: Transparency [10], Accountability [13], Structural Indicators [19]

Does the State body responsible for monitoring the education system produce regular and publicly available reports on the state of education? [20]

Comments:
Public access to these reports is essential for enabling civil society to participate in monitoring the right to education and holding the government accountable for the realisation of this right.

Human Rights Standards:


Are the criteria used to select the schools or children that benefit from targeted programmes publicly available? [21]

Targeted programmes in the education sector are those that are not universal (i.e. that the beneficiaries are only a segment of the population) either because by its very nature a programme is meant to help a specific group (e.g. cash transfers to poor families to help them meet the various types of costs associated with education) or because the State does not have enough resources to provide at this stage to everybody in the education system.

Comments:
Transparency about the criteria for targeted programmes is necessary to ensure that the implementation of those programmes is not discriminatory and to enable civil society to hold the government accountable for them.


If the educational system is decentralised, are the responsibilities of each level of government for education clearly defined and available to the public? [22]

Comments:
This indicator is necessary to assess whether there is duplication and/or lack of clarity in division of roles between different levels of government which can often weaken accountability for the delivery of educational services.

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: Transparency [10], Decentralisation [23], Structural Indicators [19]