

## THE RIGHT TO EDUCATION: INDICATORS

### GOVERNANCE FRAMEWORK

#### **GF.1. NORMATIVE FRAMEWORK**

Indicator	Source
<p><b>GF.1.1. Relevant non-binding instruments:</b></p> <p>Universal Declaration of Human Rights (UDHR)</p> <p>Rules for the Protection of Juveniles Deprived of their Liberty</p> <p>Standard Minimum Rules for the Treatment of Prisoners</p> <p>Declaration on the Rights of Indigenous Peoples</p> <p>UNESCO Recommendation against Discrimination in Education</p> <p>UNESCO Revised Recommendation concerning Technical and Vocational Education</p> <p>UNESCO Recommendation concerning the Status of Teachers</p> <p>UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel</p> <p>UNESCO Recommendation on the Development of Adult Education</p> <p>UNESCO Recommendation on Education for International Understanding and Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms</p> <p>Principles relating the Status and Functioning of National Institutions for Protection and Promotion of Human Rights (The Paris Principles)</p> <p><b>In Europe:</b> EU Charter of Fundamental Rights</p> <p><b>In the Americas:</b> American Declaration of the Rights and Duties of Man</p>	
<p><b>GF.1.2. Is the State party to:</b></p> <p>ICESCR (and its Optional Protocol)</p> <p>ICERD (and recognised the competence of CERD to receive complaints under Article14 of ICERD)</p>	

<p>CEDAW (and its Optional Protocol)</p> <p>CRC</p> <p>CRPD (and its Optional Protocol)</p> <p>UNESCO Convention against Discrimination in Education</p> <p>Convention relating to the Status of Refugees</p> <p>Geneva Convention Relative to the Treatment of Prisoners of War</p> <p>Geneva Convention relative to the Protection of Civilian Persons in Time of War</p> <p>ILO Minimum Age Convention</p> <p>ILO Worst Forms of Child Labour Convention</p> <p>UNESCO Convention on Technical and Vocational Education</p> <p>ILO Indigenous and Tribal Peoples Convention</p> <p><b>In Europe:</b>  Protocol 1 to the European Convention on Human Rights  (Revised) European Social Charter (including Article 17)</p> <p>Framework Convention for the Protection of National Minorities</p> <p>European Charter for Regional or Minority Languages</p> <p>European Convention on the Legal Status of Migrant Workers  OSCE Helsinki Final Act</p> <p><b>In the Americas:</b>  Charter of the Organization of American States</p> <p>American Convention on Human Rights  Protocol of San Salvador</p> <p><b>In Africa:</b>  African Charter on Human and Peoples' Rights</p> <p>Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa</p> <p>African Charter on the Rights and Welfare of the Child?</p>	
<p><b>GF.1.3.</b></p> <p>Has the state made any reservations, understandings or declarations to the provisions relating to the right to education of the international or regional human rights treaties to which it is party?</p>	
<p><b>GF.1.4.</b></p> <p>Does the Constitution protect the right to education?</p>	<p>Article 13 (2), ICESCR; Article 28 (1), CRC; 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.</p>
<p><b>GF.1.5.</b></p> <p>Do domestic laws further protect the right to education? Do they</p>	<p>Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San</p>

<p>provide for free and compulsory primary education? Do they provide for progressively free secondary education, including technical and vocational education? Do they provide for progressively free tertiary education on the basis of capacity?</p>	<p>Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child. <b>Linked to:</b> <b>Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability), Economic obstacles (Accessibility).</b></p>
<p><b>GF.1.6.</b>  Do domestic laws make primary schooling compulsory? Do they provide for a minimum and maximum age of compulsory schooling?</p>	<p>Article 13 (2) (a), ICESCR; Article 28 (1) (a), CRC; 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.  <b>Linked to:</b> <b>Primary education (Availability).</b></p>
<p><b>GF.1.7.</b>  Do domestic laws forbid discrimination in education? On which grounds is such discrimination forbidden: age, gender, race, ethnicity, colour, origin, language, status, opinion, sexual orientation, disability, socio-economic status, other?</p>	<p>Article 5 (e) (v), ICERD; Article 10 (b), CEDAW; Article 24 (1), CRPD; Article 12 (1) (a), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa.  <b>Linked to:</b> <b>Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility).</b></p>
<p><b>GF.1.8.</b>  Do domestic laws protect the right to establish private schools? Do domestic laws protect the right to establish schools which teach according to parents' religious or moral convictions? Do domestic laws protect the right of minorities to establish schools which take their needs into account?</p>	<p>Article 13 (4), ICESCR; Article 29 (2), CRC; Article 13 (5), Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child.  <b>Linked to:</b> <b>Private schools (Availability), Religion(Acceptability) , Minorities (Adaptability).</b></p>

## GF.2. EDUCATIONAL POLICY

Indicator	Discrimination	Participation	Accountability	Source
<p><b>GF.2.1.</b>  Has the state adopted a national educational policy? Have regional or local governments adopted regional or local educational policies?</p>		<p>Does the educational policy provide for meaningful participation by civil society?</p>		<p>Article 13 (2), ICESCR; Article 28 (1), CRC; 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.  <b>Linked to:</b> <b>Primary education,</b></p>

				Secondary education (including training and vocational education) and Tertiary education (Availability), Economic obstacles (Accessibility).
<p><b>GF.2.2.</b></p> <p>Does the educational policy aim to achieve free and compulsory primary education? Does it aim to achieve progressively free secondary education, including technical and vocational education? Does it aim to achieve progressively free tertiary education on the basis of capacity?</p>				<p>Article 13 (2), ICESCR; Article 28 (1), CRC; 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.</p> <p><b>Linked to:</b> Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability), Economic obstacles (Accessibility).</p>
<p><b>GF.2.3.</b></p> <p>Does the education policy aim to make education available, accessible, acceptable and adaptable without discrimination?</p>				<p>Article 13 (2), ICESCR; Article 28 (1), CRC; 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.</p> <p><b>Linked to:</b> Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability), Economic obstacles (Accessibility).</p>
<p><b>GF.2.4.</b></p> <p>Does the educational policy provide for the adoption of</p>				<p>Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17 (2), (Revised) European Social</p>

programmes for the identification of out-of-school children, the encouragement of school attendance and the reduction of drop-out-rates?				<p>Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child.</p> <p><b>Linked to:</b> Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability), Economic obstacles (Accessibility).</p>
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### GF.3. PLAN OF ACTION

Indicator	Discrimination	Participation	Accountability	Source
<p><b>GF.3.1.</b></p> <p>Is there a plan of action? Has free and compulsory education been achieved?</p>		Was civil society consulted when drafting the plan of action?	Which body is responsible for monitoring the plan of action? Does it monitor intermediate benchmarks at reasonable intervals: <yearly, yearly, >yearly	<p>Article 14, ICESCR.</p> <p><b>Linked to:</b> Primary education (Availability).</p>
<p><b>GF.3.2.</b></p> <p>What is the coverage of the plan of action? Does it aim to achieve free and compulsory primary education? Does it prioritise vulnerable groups: girls, low-income groups, minorities, specific regions, rural areas, working children, disabled people, migrants, refugees, internally displaced or other “internal migrants”, prisoners, child soldiers, other?</p>			Can civil society participate meaningfully in monitoring the plan of action?	<p>Article 14, ICESCR; Article 28 (1) (e), CRC; Article 17 (2), (Revised) European Social Charter; Article 11 (3) (d), African Charter on the Rights and Welfare of the Child. Linked to: Primary education (Availability), Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility), Child labour, Child soldiers, Minorities, Disability and Prisoners (Adaptability).</p>
<b>GF.3.3.</b>				<p>Article 14, ICESCR; Article 28 (1) (e), CRC;</p>

<p>Does it include measures to identify out-of-school children, to encourage school attendance and to reduce drop-out rates?</p>				<p>Article 17 (2), (Revised) European Social Charter; Article 11 (3) (d), African Charter on the Rights and Welfare of the Child.</p> <p><b>Linked to:</b> Primary education (Availability), Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility), Child labour, Child soldiers, Minorities, Disability and Prisoners (Adaptability).</p>
<p><b>GF.3.4.</b></p> <p>Does the plan include a reasonable time framework? By when does it seek to achieve free and compulsory education? Does the plan create intermediate benchmarks?</p>			<p>Have indicators been created to monitor the achievement of the intermediate benchmarks?</p>	<p>Article 14, ICESCR.</p> <p><b>Linked to:</b> Primary education (Availability).</p>
<p><b>GF.3.5.</b></p> <p>Has the plan of action been adopted within a maximum of two years after the ratification of the ICESCR? Has the plan been adopted within a maximum of two years after a relevant change in circumstances which lead to the failure to provide compulsory and free primary education (eg. armed conflict)?</p>			<p>Has the plan of action been presented to CDESCR?</p>	<p>Article 14, ICESCR.</p>

#### GF.4. MONITORING

Indicator	Discrimination	Participation	Accountability	Source
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<p><b>GF.4.1.</b></p> <p>Is there a general inspection system? Which body is responsible for monitoring education?</p>		<p>Can civil society participate meaningfully in monitoring education? Are parents, teachers and community leaders consulted in the monitoring process?</p>	<p>At which intervals is the monitoring body reporting : &lt; yearly, yearly, &gt;yearly?</p>	<p>Article 13 (2), ICESCR; Article 28 (1), CRC; 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.</p> <p><b>Linked to:</b> Skills, Tolerance, Qualification of teachers, Gender, Discipline, Religion and Language (Acceptability).</p>
<p><b>GF.4.2.</b></p> <p>Is the inspection system based on: visits, interviews, tests, other? Does the monitoring body examine: textbooks, teaching materials, school policies, other?</p>			<p>Are reports made public? How can they be accessed?</p>	<p>Article 13 (2), ICESCR; Article 28 (1), CRC; 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.</p> <p><b>Linked to:</b> Skills, Tolerance, Qualification of teachers, Gender, Discipline, Religion and Language (Acceptability).</p>
<p><b>GF.4.3.</b></p> <p>Does the monitoring body control whether minimum educational standards are met and whether education conforms with human rights standards?</p>			<p>Can civil society organisations operate freely in the state?</p>	<p>Article 13 (1), ICESCR; Article 29 (1), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador;</p>

				<p>Article 11 (3), African Charter on the Rights and Welfare of the Child.</p> <p><b>Linked to:</b> Skills, Tolerance, Qualification of teachers, Gender, Discipline, Religion and Language (Acceptability).</p>
<p><b>GF.4.4.</b></p> <p>Is data on education gathered regularly? Which body coordinates the data gathering? Is the data disaggregated by primary/secondary/tertiary education level, gender, region, rural/urban, minority, income, other? Are disaggregated data disaggregated again by other relevant categories in order to address multiple discriminations?</p>		<p>Are measures taken to strengthen their accountability function?</p>	<p>Is the reliability of the data gathered verified by independent bodies (eg. parliamentary committees)? Can civil society organisations scrutinise the data gathered?</p>	<p>Article 13 (2), ICESCR; Article 28 (1), CRC; 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.</p>

## GF.5. RECOURSES

Indicator	Discrimination	Participation	Accountability	Source
<p><b>GF.5.1.</b></p> <p>Which bodies can receive complaints on the right to education: national human rights institution, ombudsman, administrative body, other? Have these bodies the power to make inquiries into and to compel evidence on alleged violations of the right to education? Can complaints on the right to education be brought before courts?</p>			<p>Can children participate meaningfully in complaints procedures? Are these procedures child-friendly?</p>	<p>Article 13 (2), ICESCR; Article 28 (1), CRC; 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; Principle 3 (a) and (b), Paris Principles.</p>
<p><b>GF.5.2.</b></p>				<p>Article 13 (2), ICESCR; Article 28</p>



Does this cover the right to free and compulsory primary education? Does this cover the right to progressively free secondary education, including technical and vocational education? Does this cover the right to progressively free tertiary education on the basis of capacity?				(1), CRC; 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.
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## GF.6. BUDGET

Indicator	Discrimination	Participation	Accountability	Source
<b>GF.6.1.</b> % GNP allocated to education	by primary/ secondary/ tertiary level by region by rural/urban by minority by income schools only for girls		Is an independent body monitoring the budget (eg. parliamentary committee)? Are reports made public? How can they be accessed?	Article 13 (2), ICESCR; Article 28 (1), CRC; 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.
<b>GF.6.2.</b> % Expenditure allocated to education by national government, regional governments, local governments, other				Article 13 (2), ICESCR; Article 28 (1), CRC; 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.
<b>GF.6.3.</b> % Expenditure allocated to education by foreign funding sources (bilateral and multilateral)				Article 2 (1), ICESCR; Articles 4 and 28 (3), CRC.
<b>GF.6.4.</b> % Educational expenditure allocated	by primary/ secondary/ tertiary level by region			Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17 (2), (Revised)

to: teachers' salary, other school staff, infrastructure, teaching materials, transportation, meals, health care, other	by rural/urban by minority by income schools only for girls			European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child.
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## GF.7. INTERNATIONAL ASSISTANCE AND COOPERATION

Indicator	Discrimination	Participation	Accountability	Source
<p><b>GF.7.1.</b></p> <p>Does the state take step to seek international assistance and cooperation for the realisation of the right to education? Did the State endorse agreements which prevent the realisation of the right to education?</p>		<p>Are civil society organisations consulted when multilateral or bilateral agreements are negotiated? Do donor states and international organisations pay sufficiently attention the concerns of these organisations?</p>		<p>Article 2 (1), ICESCR; Articles 4 and 28 (3), CRC.</p> <p><b>Linked to:</b> Budget (Governance Framework).</p>
<p><b>GF.7.2.</b></p> <p>Does the state assist other states (developing states in particular) in the realisation of the right to education? % GDP allocated to foreign aid in relation to education</p>				<p>Articles 55 and 56, UN Charter; Article 23, ICESCR; Articles 4 and 28 (3), CRC.</p> <p><b>Linked to:</b> Budget (Governance Framework).</p>
<p><b>GF.7.3.</b></p> <p>Do donor states consider the impact of their actions on the right to education? Do they take due account of this right in their lending policies? Do they prioritise foreign resource allocation to the realisation of the right to free and compulsory primary education and the realisation of the right to education of vulnerable groups?</p>				<p>Articles 55 and 56, UN Charter; Article 23, ICESCR; Articles 4 and 28 (3), CRC.</p> <p><b>Linked to:</b> Budget (Governance Framework).</p>

<p><b>GF.7.4.</b></p> <p>Is the state party to international organisations, including financial international organisations, which elaborate structural adjustment programmes and debt relief initiatives: IMF, World Bank, regional development banks, other? Do these international organisations consider the impact of their actions on the right to education? Do they take due account of this right in their lending policies? Do they prioritise resource allocation to the realisation of the right to free and compulsory primary education and the realisation of the right to education of vulnerable groups?</p>				<p>Articles 55 and 56, UN Charter; Article 23, ICESCR; Articles 4 and 28 (3), CRC. Linked to Budget (Governance Framework).</p>
<p><b>GF.7.5.</b></p> <p>Does the action of the IMF affect the capacity of target states to implement right to education by: stopping teacher recruitment, limiting the education budget, other?</p>				<p>Articles 55 and 56, UN Charter; Article 23, ICESCR; Articles 4 and 28 (3), CRC.</p> <p><b>Linked to:</b> Budget (Governance Framework).</p>
<p><b>GF.7.6.</b></p> <p>Does the World Bank develop projects that promote the right to education by: calling for the abolition of all education costs, promoting the hiring of qualified teachers, giving priority to investment in primary education, other?</p>				<p>Articles 55 and 56, UN Charter; Article 23, ICESCR; Articles 4 and 28 (3), CRC.</p> <p><b>Linked to:</b> Budget (Governance Framework).</p>
<p><b>GF.7.7.</b></p> <p>Are international organisations, including the UNESCO Institute for Statistics, regularly gathering data on education? Is the data disaggregated by primary/secondary/tertiary education level, gender, region, rural/urban, minority, income, other? Are disaggregated data disaggregated again by other</p>				<p>Articles 55 and 56, UN Charter; Article 23, ICESCR; Articles 4 and 28 (3), CRC.</p> <p><b>Linked to:</b> Budget (Governance Framework).</p>

relevant categories in order to address multiple discriminations?				Framework).
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## AVAILABILITY

### A1.1. EARLY CHILDHOOD CARE AND EDUCATION

Indicator	Discrimination	Participation	Accountability	Source
<b>A1.1.1.</b> Gross Enrolment Ratio (NER)	by gender by region by rural/urban by minority by income			Article 6 (2), ICESCR.  <b>Linked to:</b> Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility).
<b>A1.1.2.</b> Under-five mortality rate	by gender by region by rural/urban by minority by income			Article 12 (2) (a), ICESCR; Article 24 (2) (a), CRC.  <b>Linked to:</b> Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility).
<b>A1.1.3.</b> % Underweight children under five years of age	by gender by region by rural/urban by minority by income			Article 12 (2) (a), ICESCR; Article 24 (2) (c), CRC.  <b>Linked to:</b> Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility).
<b>A1.1.4.</b> % Children under five years of age suffering from moderate or severe	by gender by region by rural/urban by minority by income			Article 12 (2) (a), ICESCR; Article 24 (2) (c), CRC.  <b>Linked to:</b>

stunting				Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility).
<b>A1.1.5</b> % Children immunised against preventable diseases; % Children with access to drugs intended to prevent mother-to-child HIV transmission	by gender by region by rural/urban by minority by income			Article 12 (2) (a), ICESCR; Article 24 (2) (c), CRC.  <b>Linked to:</b> Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility).
<b>A1.1.6.</b> Are measures taken to enhance parents' understanding of their role in their children's early education? Do programmes for the development of the child seek to enhance cooperation between parents and professionals?	by gender by region by rural/urban by minority by income			Article 12 (2) (a), ICESCR; Article 24 (2) (c), CRC

## A1.2. PRIMARY EDUCATION

Indicator	Discrimination	Participation	Accountability	Source
<b>A1.2.1.</b> Net Enrolment Ratio (NER)	by gender by region by rural/urban by minority by income			Article 13 (2) (a), ICESCR; Article 28 (1) (a), CRC; 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.  <b>Linked to:</b> Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility).
<b>A1.2.2.</b> Gross	by gender by region by rural/urban			Article 13 (2) (a), ICESCR; Article 28 (1) (a), CRC; Article

Enrolment Ratio (NER)	by minority by income			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.  <b>Linked to:</b> Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility).
<b>A1.2.3.</b> % Survival Grade to 5	by gender by region by rural/urban by minority by income			Article 13 (2) (a), ICESCR; Article 28 (1) (a), CRC; 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.  <b>Linked to:</b> Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility).
<b>A1.2.4.</b> Gross Primary Completion Ratio	by gender by region by rural/urban by minority by income			Article 13 (2) (a), ICESCR; Article 28 (1) (a), CRC; 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.  <b>Linked to:</b> Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility).
<b>A1.2.5.</b> Repetition rates	by gender by region by rural/urban by minority by income			Article 13 (2) (a), ICESCR; Article 28 (1) (a), CRC; 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.  <b>Linked to:</b> Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility).
<b>A1.2.6.</b>	by gender by region			Article 13 (2) (a), ICESCR;

Drop-out rates	by rural/urban by minority by income			<p>Article 28 (1) (a), CRC; 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.</p> <p><b>Linked to:</b> Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility).</p>
<p><b>A1.2.7.</b></p> <p>Transition rate from primary to secondary school</p>	by gender by region by rural/urban by minority by income			<p>Article 13 (2) (a) (b), ICESCR; Article 28 (1) (a) (b), CRC; 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.</p> <p><b>Linked to:</b> Secondary education (including training and vocational education (TVE)) (Availability), Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility).</p>
<p><b>A1.2.8.</b></p> <p>Pupil/teacher ratio</p>	by gender by region by rural/urban by minority by income girl schools			<p>Article 13 (2) (a), ICESCR; Article 28 (1) (a), CRC; 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.</p> <p><b>Linked to:</b> Qualification of teachers (Acceptability)</p>
<p><b>A1.2.9.</b></p> <p>Pupil/trained teacher ratio</p>	by region by rural/urban by minority by income girl schools			<p>Article 13 (2) (a), ICESCR; Article 28 (1) (a), CRC; 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.</p> <p><b>Linked to:</b> Qualification of teachers (Acceptability)</p>

### A1.3. SECONDARY EDUCATION (INCLUDING TRAINING AND VOCATIONAL EDUCATION)

Indicator	Discrimination	Participation	Accountability	Source
<p><b>A1.3.1.</b></p> <p>Net Enrolment Ratio – Lower secondary education</p>	<p>by gender by region by rural/urban by minority by income</p>			<p>Article 13 (2) (b), ICESCR; Article 28 (1) (b), CRC; Article 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.</p> <p><b>Linked to:</b> Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility).</p>
<p><b>A1.3.2.</b></p> <p>Gross Enrolment Ratio – Lower secondary education</p>	<p>by gender by region by rural/urban by minority by income</p>			<p>Article 13 (2) (b), ICESCR; Article 28 (1) (b), CRC; Article 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.</p> <p><b>Linked to:</b> Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility).</p>
<p><b>A1.3.3.</b></p> <p>Net Enrolment Ratio – Upper secondary education</p>	<p>by gender by region by rural/urban by minority by income</p>			<p>Article 13 (2) (b), ICESCR; Article 28 (1) (b), CRC; Article 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.</p> <p><b>Linked to:</b> Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility).</p>
<p><b>A1.3.4.</b></p> <p>Gross Enrolment Ratio – Upper secondary education</p>	<p>by gender by region by rural/urban by minority by income</p>			<p>Article 13 (2) (b), ICESCR; Article 28 (1) (b), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3) (b), Protocol of San Salvador;</p>



				<p>Article 11 (3) (b), African Charter on the Rights and Welfare of the Child.</p> <p><b>Linked to:</b> Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility).</p>
<p><b>A1.3.5.</b></p> <p>Enrolment in technical and vocational programmes</p>	<p>by gender by region by rural/urban by minority by income</p>			<p>Article 13 (2) (b), ICESCR; Article 28 (1) (b), CRC; Article 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.</p> <p><b>Linked to:</b> Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility).</p>
<p><b>A1.3.6.</b></p> <p>Gross Secondary Completion Ratio</p>	<p>by gender by region by rural/urban by minority by income</p>			<p>Article 13 (2) (b), ICESCR; Article 28 (1) (b), CRC; Article 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.</p> <p><b>Linked to:</b> Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility).</p>
<p><b>A1.3.7.</b></p> <p>Repetition rates</p>	<p>by gender by region by rural/urban by minority by income</p>			<p>Article 13 (2) (b), ICESCR; Article 28 (1) (b), CRC; Article 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.</p> <p><b>Linked to:</b> Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility).</p>
<p><b>A1.3.8.</b></p> <p>Drop-out rates</p>	<p>by gender by region by rural/urban by minority by income</p>			<p>Article 13 (2) (b), ICESCR; Article 28 (1) (b), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3) (b), Protocol of San Salvador;</p>

				<p>Article 11 (3) (b), African Charter on the Rights and Welfare of the Child.</p> <p><b>Linked to:</b> Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility).</p>
<p><b>A1.3.9.</b></p> <p>Pupil/teacher ratio – Lower secondary education</p>	<p>by region by rural/urban by minority by income girls schools</p>			<p>Article 13 (2) (b), ICESCR; Article 28 (1) (b), CRC; Article 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.</p> <p><b>Linked to:</b> Qualification of teachers (Acceptability).</p>
<p><b>A1.3.10.</b></p> <p>Pupil/trained teacher ratio – Lower secondary education</p>	<p>by region by rural/urban by minority by income girls schools</p>			<p>Article 13 (2) (b), ICESCR; Article 28 (1) (b), CRC; Article 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.</p> <p><b>Linked to:</b> Qualification of teachers (Acceptability).</p>
<p><b>A1.3.11.</b></p> <p>Pupil/teacher ratio – Upper secondary education</p>	<p>by region by rural/urban by minority by income girls schools</p>			<p>Article 13 (2) (b), ICESCR; Article 28 (1) (b), CRC; Article 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.</p> <p><b>Linked to:</b> Qualification of teachers (Acceptability).</p>
<p><b>A1.3.12.</b></p> <p>Pupil/trained teacher ratio – Upper secondary education</p>	<p>by region by rural/urban by minority by income girls schools</p>			<p>Article 13 (2) (b), ICESCR; Article 28 (1) (b), CRC; Article 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.</p> <p><b>Linked to:</b> Qualification of teachers</p>

				(Acceptability).
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#### A1.4. TERTIARY EDUCATION (INCLUDING TRAINING AND VOCATIONAL EDUCATION)

Indicator	Discrimination	Participation	Accountability	Source
<b>A1.4.1.</b> Gross Enrolment Ratio	by gender by minority by income			Article 13 (2) (c), ICESCR; Article 28 (1) (c), CRC; Article 13 (3) (c), Protocol of San Salvador; Article 11 (3) (c), African Charter on the Rights and Welfare of the Child.  <b>Linked to:</b> Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility).
<b>A1.4.2.</b> Enrolment in technical and vocational programmes	by gender by region by rural/urban by minority by income			Article 13 (2) (c), ICESCR; Article 28 (1) (c), CRArticle 13 (2) (c), ICESCR; Article 28 (1) (c), CRC; Article 13 (3) (c), Protocol of San Salvador; Article 11 (3) (c), African Charter on the Rights and Welfare of the Child.  <b>Linked to:</b> Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility).
<b>A1.4.3.</b> Drop-out rates	by gender by minority by income			Article 13 (2) (c), ICESCR; Article 28 (1) (c), CRC; Article 13 (3) (c), Protocol of San Salvador; Article 11 (3) (c), African Charter on the Rights and Welfare of the Child.  <b>Linked to:</b> Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility).
<b>A1.4.4.</b> Gross Tertiary Completion Ratio	by gender by minority by income			Article 13 (2) (c), ICESCR; Article 28 (1) (c), CRC; Article 13 (3) (c), Protocol of San Salvador; Article 11 (3) (c), African Charter on the Rights and Welfare of the Child.

				<b>Linked to:</b> Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility).
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## A1.5. FUNDAMENTAL EDUCATION

Indicator	Discrimination	Participation	Accountability	Source
A1.5.1. Gross Enrolment Ratio	by age by gender by minority by income			Article 13 (2) (d), ICESCR; Article 13 (3) (d), Protocol of San Salvador.  <b>Linked to:</b> Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility).

## A1.6. ADULT BASIC AND LITERACY EDUCATION

Indicator	Discrimination	Participation	Accountability	Source
A1.6.1. % Adults enrolled in basic and literacy education programmes	by age by gender by minority by income			Article 13 (2), ICESCR.  <b>Linked to:</b> Physical obstacles, Economic obstacles, Administrative obstacles and Gender obstacles (Accessibility).

## A1.7. EDUCATIONAL AND VOCATIONAL INFORMATION AND GUIDANCE

Indicator	Discrimination	Participation	Accountability	Source
A1.7.1. Number of centres of educational and vocational information and guidance/Total population	by region by rural/urban			Article 28 (1) (d), CRC.
A1.7.2. % Population having received educational and vocational information and guidance	by age by gender by region by rural/urban by minority			Article 28 (1) (d), CRC.

	by income			
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## A1.8. PRIVATE SCHOOLS

Indicator	Discrimination	Participation	Accountability	Source
<b>A1.8.1.</b> % Private schools	by primary, secondary, tertiary level by region by rural/urban by minority		Is there a monitoring body controlling whether minimum educational standards are met and whether education conforms with human rights standards in private schools? Is there an accreditation system? % Private schools outside the formal regulatory system?	Article 13 (4), ICESCR; Article 29 (2), CRC; Article 13 (5), Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child.  <b>Linked to:</b> Minorities (Adaptability).
<b>A1.8.2.</b> % Educational expenditure allocated to private schools?	by primary, secondary, tertiary level by region by minority			Article 13 (4), ICESCR; Article 29 (2), CRC; Article 13 (5), Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child.  <b>Linked to:</b> Minorities (Adaptability).
<b>A1.8.3.</b> % Home education	by primary, secondary level by region by minority			

## A1.9. CLOSING SCHOOLS

Indicator	Discrimination	Participation	Accountability	Source
<b>A1.9.1.</b> % Schools closed (provisionary or permanently)	by primary, secondary, tertiary level by region by minority by public/private			Article 13 (2), ICESCR; Article 28 (1), CRC; 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.  <b>Linked to:</b>

				Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability)
<b>A1.9.2.</b>  Reason for closure: national security, public order, other?				Article 4, ICESCR.  <b>Linked to:</b> Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability).
<b>A1.9.3.</b>  If schools have been closed because a lack of resources, have all alternatives been considered most carefully and can this be reasonably justified on the basis of the totality of the state's human rights obligations?				Article 2 (1), ICESCR.  <b>Linked to:</b> Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability).

## A1.10 SCHOOL INFRASTRUCTURE

Indicator	Discrimination	Participation	Accountability	Source
<b>A1.10.1.</b>  % Schools with buildings reported in good shape, including: an adequate number of well-appointed classrooms (sufficient blackboards, tables, desks, chairs and space per class), an adequate number of sanitation facilities, access to adequate clean drinking water, electricity, ventilation and light, fire exits and first-aid kit, medical assistance, canteens, recreational facilities, sufficient recreation ground, other	by primary, secondary, tertiary level by region by rural/urban by minority schools only for girls			Article 13 (2), ICESCR; Article 28 (1), CRC; 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.  <b>Linked to:</b> Primary education, Secondary education (including training and vocational education) and Tertiary education

				(Availability)
<p><b>A1.10.2.</b></p> <p>% Schools with library, computer facilities and information technology</p>	<p>by primary, secondary, tertiary level</p> <p>by region</p> <p>by rural/urban</p> <p>by minority schools only for girls</p>			<p>Article 13 (2), ICESCR; Article 28 (1), CRC; 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.</p> <p><b>Linked to:</b> Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability).</p>
<p><b>A1.10.3.</b></p> <p>% Schools providing individual support to children with (learning, behavioural or social) difficulties</p>	<p>by primary, secondary level</p> <p>by region</p> <p>by rural/urban</p> <p>by minority schools only for girls</p>			<p>Article 13 (2), ICESCR; Article 28 (1), CRC; 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.</p> <p><b>Linked to:</b> Primary education and Secondary education (including training and vocational education) (Availability).</p>

### A1.11 WORKING CONDITION OF TEACHERS

Indicator	Discrimination	Participation	Accountability	Source
<p><b>A1.11.1.</b></p> <p>Total number of teachers</p>	<p>by primary/ secondary/ tertiary level</p>			<p>Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17</p>

employed/Total number of the population	by gender by region by rural/urban by minority			(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.
<b>A1.11.2.</b> Do teachers enjoy: labour rights, trade union rights and social security rights?	by primary/ secondary/ tertiary level by gender by region by rural/urban by minority			Article 22, ICCPR; Articles 7,8 and 9, ICESCR.  <b>Linked to:</b> Qualification of teachers (Acceptability).
<b>A1.11.3.</b> Average salary/national living wage	by primary/ secondary/ tertiary level by gender by region by rural/urban by minority			Article 13 (2) (e), ICESCR.  <b>Linked to:</b> Qualification of teachers (Acceptability).
<b>A1.11.4.</b> Does social security include: benefits for sickness injury, invalidity, old age, other?	by primary/ secondary/ tertiary level by gender by region by rural/urban by minority			Article 22, ICCPR; Article 9, ICESCR.  <b>Linked to:</b> Qualification of teachers (Acceptability).
<b>A1.11.5.</b> % Teachers with good health; % Teachers with access to affordable healthcare, including essential drugs; % Teachers with advanced HIV infection with access to antiretroviral drugs	by primary/ secondary/ tertiary level by gender by region by rural/urban by minority			Article 12 (2) (c), ICESCR.  <b>Linked to:</b> Qualification of teachers (Acceptability).
<b>A1.11.6.</b> % Teachers members of trade unions; % Teachers member of professional or representative academic bodies	by primary/ secondary/ tertiary level by gender by region by rural/urban by minority			Article 22, ICCPR; Article 8, ICESCR.  <b>Linked to:</b> Qualification of teachers (Acceptability).
<b>A1.11.7.</b> Do teachers enjoy academic freedom? Has there been repression against teachers? Have	by primary/ secondary/ tertiary level by gender by region by rural/urban			Articles 6 (1), 7, 9 and 19, ICCPR.  <b>Linked to:</b> Qualification of



teachers/professors criticising government been: removed from office, imprisoned, reported missing, reported dead?	by minority			teachers (Acceptability).
<b>A1.11.8.</b> % Time spent by teachers on administrative issues	by primary/ secondary/ tertiary level by region			Article 13 (2) (e), ICESCR.  <b>Linked to:</b> Qualification of teachers (Acceptability).
<b>A1.11.9.</b> % Teachers working in unsafe conditions (eg. armed conflict)	by primary/ secondary/ tertiary level by region			
<b>A1.11.10.</b> % Teaching assistants/Total number of teachers	by primary/ secondary/ tertiary level by region			Article 13 (2), ICESCR; Article 28 (1), CRC; 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.  <b>Linked to:</b> Monitoring (Structural), Qualification of teachers (Acceptability).
<b>A1.11.11.</b> % Teachers absent	by primary/ secondary/ tertiary level by gender by region by rural/urban by minority			Article 13 (2), ICESCR; Article 28 (1), CRC; 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.  <b>Linked to:</b> Monitoring (Structural), Qualification of teachers (Acceptability).

<p><b>A1.11.12.</b></p> <p>% Teachers attrition</p>	<p>by primary/ secondary/ tertiary level by gender by region by rural/urban by minority schools only for girls</p>			<p>Article 13 (2), ICESCR; Article 28 (1), CRC; 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.</p> <p><b>Linked to:</b> Monitoring (Structural), Qualification of teachers (Acceptability).</p>
<p><b>A1.11.13.</b></p> <p>Reason for teacher absenteeism or attrition: material conditions, administrative breakdowns (eg. no salary), health (including care for family members in the absence of any other social care structure), other</p>	<p>by primary/ secondary/ tertiary level by gender by region by rural/urban by minority</p>			<p>Article 13 (2), ICESCR; Article 28 (1), CRC; 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.</p> <p><b>Linked to:</b> Monitoring (Structural), Qualification of teachers (Acceptability).</p>
<p><b>A1.11.14.</b></p> <p>Are there measures foreseen in case of teacher shortages?</p>	<p>by primary/ secondary/ tertiary level by region</p>			<p>Article 13 (2), ICESCR; Article 28 (1), CRC; 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.</p>

## ACCESSIBILITY

### **A2.1. PHYSICAL OBSTACLES**

Indicator	Discrimination	Participation	Accountability	Source
<p><b>A2.1.1.</b></p> <p>% Population for which school-house distance is: &lt; 1 km, &gt; 1 and 5&lt;, &gt; 5 km</p>	<p>by primary/ secondary level by region by rural/urban by minority</p>			<p>Article 13 (2), ICESCR; Article 28 (1), CRC; 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.</p> <p><b>Linked to:</b> Primary education, Secondary education (including training and vocational education), Tertiary education (Availability).</p>
<p><b>A2.1.2.</b></p> <p>Is the access to schools safe?</p>	<p>by region by rural/urban</p>			<p>Article 13 (2), ICESCR; Article 28 (1), CRC; 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.</p> <p><b>Linked to:</b> Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability).</p>
<p><b>A2.1.3.</b></p> <p>Is transportation provided? What is its cost?</p>	<p>by age by region by rural/urban by income</p>			<p>Article 13 (2), ICESCR; Article 28 (1), CRC; 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.</p> <p><b>Linked to:</b> Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability).</p>
<p><b>A2.1.4.</b></p> <p>% Population enrolled in distance education programmes</p>	<p>by age</p>			<p>Article 13 (2), ICESCR; Article 28 (1), CRC; 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</p>

				<p>Child.</p> <p><b>Linked to:</b> Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability).</p>
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## A2.2. ECONOMIC OBSTACLES

Indicator	Discrimination	Participation	Accountability	Source
<p><b>A2.2.1.</b></p> <p>Tuition fees for early childcare and education</p>	<p>by gender by region by rural/urban by public/private</p>			<p>Article 13 (2), ICESCR; Article 28 (1), CRC; 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</p> <p><b>Linked to:</b> Early Childhood Care and Education (Availability).</p>
<p><b>A2.2.2.</b></p> <p>Are subsidies for early childcare and education available for low-income groups? Are free meals provided in kindergartens? Are free health care services provided in kindergartens?</p>	<p>by gender by region by rural/urban by income by public/private</p>			<p>Article 13 (2), ICESCR; Article 28 (1), CRC, 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.</p> <p><b>Linked to:</b> Early Childhood Care and Education (Availability).</p>
<p><b>A2.2.3.</b></p> <p>Tuition fees for primary education</p>	<p>by gender by region by rural/urban by public/private</p>	<p>Can parents, children and community leaders contribute to the formulation of strategies</p>	<p>Is there a monitoring body evaluating the direct, indirect and opportunity costs of</p>	<p>Article 13 (2) (a), ICESCR; Article 28 (1) (a), CRC;</p>

		for encouraging school attendance, identifying out-of school and reducing the drop-out rates of children of low-income groups?	primary education? Is there a complaint mechanism for such costs?	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.  <b>Linked to:</b> Primary education and Private schools (Availability).
<b>A2.2.4.</b>  Indirect costs for primary education: textbooks, teaching materials, uniforms, coaching classes, compulsory parental contributions (in money or by providing services), other payments necessary to effectively access education (eg. payment for water)	by public/private		Is there a complaint mechanism for such costs?	Article 13 (2) (a), ICESCR; Article 28 (1) (a), CRC; 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.  <b>Linked to:</b> Primary education and Private schools (Availability).
<b>A2.2.5.</b>  % Household expenditure on primary education	by gender by region by rural/urban by public/private			Article 13 (2) (a), ICESCR; Article 28 (1) (a), CRC; 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.  <b>Linked to:</b> Primary education and Private schools (Availability).

<p><b>A2.2.6.</b></p> <p>Are subsidies for primary education available for low-income groups? Are free meals provided at primary school? Are free health care services provided at primary school?</p>	<p>by gender by region by rural/urban by income by public/private</p>		<p>Is there a monitoring body evaluating the direct, indirect and opportunity costs of secondary education? Is there a complaint mechanism for such costs?</p>	<p>Article 13 (2) (a) and (e), ICESCR; Article 28 (1) (a), CRC; Article 10 (d), CEDAW; 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.</p> <p><b>Linked to:</b> Primary education and Private schools (Availability).</p>
<p><b>A2.2.7.</b></p> <p>Tuition fees for secondary education</p>	<p>by gender by region by rural/urban by income by public/private</p>			<p>Article 13 (2) (b), ICESCR; Article 28 (1) (b), CRC; Article 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.</p> <p><b>Linked to:</b> Secondary education (including training and vocational education) and Private schools (Availability).</p>
<p><b>A2.2.8.</b></p> <p>Indirect costs for secondary education: textbooks, teaching materials, uniforms, coaching classes, compulsory parental</p>	<p>by lower/upper secondary education by gender by region by rural/urban by public/private</p>			<p>Article 13 (2) (b), ICESCR; Article 28 (1) (b), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3) (b), Protocol of San Salvador; Article</p>

<p>contributions (in money or by providing services), other payments necessary to effectively access education (eg. payment for water)</p>				<p>11 (3) (b), African Charter on the Rights and Welfare of the Child.</p> <p><b>Linked to:</b> Secondary education (including training and vocational education) and Private schools (Availability).</p>
<p><b>A2.2.9.</b></p> <p>% Household expenditure on secondary education</p>	<p>by lower/upper secondary education by gender by region by rural/urban by minority by public/private</p>			<p>Article 13 (2) (b), ICESCR; Article 28 (1) (b), CRC; Article 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.</p> <p><b>Linked to:</b> Secondary education (including training and vocational education) and Private schools (Availability).</p>
<p><b>A2.2.10.</b></p> <p>Are subsidies for secondary schools available for low-income groups? Does the state offer for secondary schooling: study bursaries, low-interest loans, other? Are free meals provided at secondary school? Are free health care services provided at secondary school?</p>	<p>by lower/upper secondary education by gender by region by rural/urban by income by public/private</p>		<p>Is there a monitoring body evaluating the direct, indirect and opportunity costs of tertiary education? Is there a complaint mechanism for such costs?</p>	<p>Article 13 (2) (b) and (e), ICESCR; Article 28 (1) (b), CRC; Article 10 (d), CEDAW; 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.</p> <p><b>Linked to:</b> Secondary</p>

				education (including training and vocational education) and Private schools (Availability).
<b>A2.2.11.</b> Tuition fees (enrolment and examination fees) for tertiary education	by lower/upper secondary education by gender by region by rural/urban by income by public/private			Article 13 (2) (c), ICESCR; Article 28 (1) (c), CRC; Article 13 (3) (c), Protocol of San Salvador; Article 11 (3) (c), African Charter on the Rights and Welfare of the Child.  <b>Linked to:</b> Tertiary education and Private schools (Availability).
<b>A2.2.12.</b> % Household expenditure on tertiary education	by gender by income by public/private			Article 13 (2) (c), ICESCR; Article 28 (1) (c), CRC; Article 13 (3) (c), Protocol of San Salvador; Article 11 (3) (c), African Charter on the Rights and Welfare of the Child.  <b>Linked to:</b> Tertiary education and Private schools (Availability).
<b>A2.2.13.</b> Are subsidies for higher education available for low-income groups? Does the state offer for higher education: study bursaries, low-interest loans, other?	by gender by income by public/private			Article 13 (2) (c) and (e), ICESCR; Article 28 (1) (c), CRC; Article 10 (d), CEDAW; 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. <b>Linked to:</b> Private schools (Availability).
<b>A2.2.14.</b> Is admission at university based on capacity? What are the criteria for admission to university: school-leaving examination, entrance examination, aptitude tests, completion of practical period, other? Can universities refuse students discriminatorily?			Is there a complaint mechanism for students considering that they have been refused access to university discriminatorily?	Article 13 (2) (c), ICESCR; Article 28 (1) (c), CRC; Article 13 (3) (c), Protocol of San Salvador; Article 11 (3) (c), African Charter on the Rights and Welfare of the Child.
<b>A2.2.15.</b> Is financial aid given to low-income children to allow them to take entrance examination?	by gender by income by public/private			Article 13 (2) (c), ICESCR; Article 28 (1) (c), CRC; Article 13 (3) (c), Protocol of San Salvador; Article 11 (3) (c), African Charter on the Rights and Welfare of the Child. <b>Linked to:</b> Tertiary education and Private schools (Availability).
<b>A2.2.16.</b> Tuition fees (enrolment and examination fees) for fundamental education				Article 13 (2) (d), ICESCR; Article 28 (1) (d), CRC; Article 13 (3) (d), Protocol of San Salvador. Tertiary education and Private schools (Availability).
<b>A2.2.17.</b> % Child-headed households	by age by gender by rural/urban by income			Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17 (2), (Revised) European Social

				<p>Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter on the Rights and Welfare of the Child.</p> <p><b>Linked to:</b> Primary education, Secondary education (including training and vocational education), Tertiary education (Availability).</p>
<p><b>A2.2.18.</b></p> <p>Costs for educational and vocational information and guidance</p>	<p>by gender by income by public/private</p>			<p>Article 28 (1) (d), CRC.</p>

### A2.3. ADMINISTRATIVE OBSTACLES

Indicator	Discrimination	Participation	Accountability	Source
<p><b>A2.3.1.</b></p> <p>% Migrant, refugee, internally displaced or other “internal migrant” children enrolled in schools</p>	<p>by primary/ secondary/ tertiary level by gender by region by rural urban by income</p>			<p>Article 30 CRW; Article 22, Convention relating to the Status of Refugees.</p> <p><b>Linked to:</b> Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability).</p>
<p><b>A2.3.2.</b></p> <p>Have migrant, refugee, internally displaced or other “internal migrant” children attending school been expelled because</p>	<p>by primary/ secondary/ tertiary level</p>			<p>Article 30 CRW; Article 22, Convention relating to the Status of Refugees.</p> <p><b>Linked to:</b> Primary</p>

they or their parents lost their residence permit?				education, Secondary education (including training and vocational education) and Tertiary education (Availability).
<b>A2.3.3.</b> Do migrant, refugee, internally displaced or other “internal migrant” children have to present documents stating their legal status to enrol in school? Are measures taken to ensure that their status remains confidential if necessary?	by primary/ secondary/ tertiary level			Article 30 CRW; Article 22, Convention relating to the Status of Refugees.  <b>Linked to:</b> Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability).
<b>A2.3.4.</b> Is education provided in retention centres/camps for migrant, refugee and internally displaced children?	by primary/ secondary/ tertiary level			Article 30 CRW; Article 22, Convention relating to the Status of Refugees.  <b>Linked to:</b> Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability).
<b>A2.3.5.</b> Do children have to present a birth certificate to enrol in schools?	by primary/ secondary/ tertiary level			Article 13 (2), ICESCR; Article 28 (1), CRC.  <b>Linked to:</b> Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability).
<b>A2.3.6.</b> Can children of seasonal migrants enrol in schools?	by primary/ secondary/ tertiary level			Article 13 (2), ICESCR; Article 28 (1), CRC.  <b>Linked to:</b> Primary education, Secondary

				education (including training and vocational education) and Tertiary education (Availability).
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#### A2.4. GENDER OBSTACLES

Indicator	Discrimination	Participation	Accountability	Source
<b>A2.4.1.</b> % Schools only for girls	by primary/ secondary/ tertiary level by region by rural urban by public/private by minority		Is there a monitoring body controlling whether minimum educational standards are met and whether education conforms with human rights standards in schools only for girls? Is there an accreditation system? % School only for girls outside the formal regulatory system?	Article 10 (a), CEDAW; Article 12 (1) (a), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa. Linked to: Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability); Gender (Acceptability).
<b>A2.4.2.</b> Do families rely on girls for their subsistence? Are there campaigns to convince parents to send their girls to school? Are there measures to provide support to girls of low-income families?	by region by rural/unban			Article 10 (a), CEDAW; 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. Linked to: Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability), Economic obstacles (Accessibility), Gender (Acceptability).
<b>A2.4.3.</b>				Article 10 (a),

<p>Is there valuable work for educated girls? Can educated women effectively participate in society? Can women get well paid jobs?</p>				<p>CEDAW; Article 12 (1) (a), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa. Linked to: Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability), Gender (Acceptability).</p>
<p><b>A2.4.4.</b> Is the state taking steps to identify girls currently not in education, to encourage their school attendance and to reduce their drop-out rates? Are there programmes for women to continue their education?</p>	<p>by region by urban/rural</p>	<p>Can parents, children and community leaders contribute to the formulation of strategies to identify out-of-school girls, to encourage their attendance at school and reduce the drop-out rates of girls?</p>		<p>Article 28 (1) (e); Article 10 (f), CEDAW; Article 12 (2) (c), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa. Linked to: Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability), Gender (Acceptability).</p>
<p><b>A2.4.5.</b> What is the legal minimum age for marriage? Is it the same as the maximum age of completion of compulsory education?</p>	<p>by region by rural/unban</p>			<p>Article 10 (a), CEDAW; Article 12 (1) (a), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa. Linked to: Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability), Gender (Acceptability).</p>
<p><b>A2.4.6.</b> Are there</p>	<p>by region by rural/unban</p>		<p>Is there an independent body before which girls can</p>	<p>Article 10 (a), CEDAW; Article 12 (1) (a), Protocol to</p>

forced marriages below this minimum age in reality?			complain about forced marriages?	the African Charter on Human and Peoples' Rights on the Rights of Women in Africa. Linked to: Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability), Gender (Acceptability).
<b>A2.4.7.</b> % Female/male teachers	by primary/secondary/tertiary level by region by rural/unban			Article 10 (a), CEDAW; Article 12 (1) (a), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa. Linked to: Monitoring (Governance Framework), Gender obstacles (Accessibility).

## A2.5. SOCIO-CULTURAL OBSTACLES

Indicator	Discrimination	Participation	Accountability	Source
<b>A2.5.1.</b> % Children receiving education in their own language	by minority by primary/secondary/ tertiary level by region			Article 26, ICCPR; Article 30, CRC; Article 14 (2), Framework Convention for the Protection of National Minorities. Linked to: Minorities (Adaptability).
<b>A2.5.2.</b> % Schools which provide for specific accommodation for religious groups; % Schools which take into account dietary requirements relating to religion?	by minority by primary/secondary/ tertiary level by region			Article 13 (3), ICESCR Article 18 (4), ICCPR; Article 2, Protocol 1 to the European Convention on Human Rights; Article 13 (4), Protocol of San Salvador; Article 11 (4), African Charter on the Rights and Welfare of the Child. Linked to: Tolerance (Acceptability), Minorities (Adaptability).
<b>A2.5.3.</b>	by primary/secondary/ tertiary			Article 20, ICCPR. Linked to Tolerance (Acceptability),

Does the State take measures taken to combat hatred or racism at school?	level by region			Minorities (Adaptability).
<b>A2.5.4.</b> Are there campaigns to inform parents about the importance of their children being educated?	by primary/ secondary/ tertiary level by region			Article 13 (2), ICESCR; Article 28 (1), CRC; 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. Linked to: Primary education and Secondary education (including training and vocational education)(Availability).

## A2.6. OUT-OF-SCHOOL CHILDREN

Indicator	Discrimination	Participation	Accountability	Source
<b>A2.6.1.</b> Is the state taking steps to identify out-of-school children, to encourage school attendance and to reduce drop-out rates?	by gender by region by rural/urban by minority by income	Can parents, children and community leaders contribute to the formulation of strategies to identify out-of-school children, to encourage school attendance and to reduce drop-out rates?		Article 13 (2), ICESCR; Article 28 (1), CRC; 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. Linked to: Primary education and Secondary education (including training and vocational education)(Availability).
<b>A2.6.2.</b> Are schools (through parent-teacher associations and/or pupils or in association with the government) endeavouring to reach out-of-school children in the communities where they live in order to encourage their school attendance?	by region by rural/urban			Article 13 (2), ICESCR; Article 28 (1), CRC; 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. Linked to: Primary education and Secondary education (including training and vocational education) (Availability).

<p><b>A2.6.3.</b></p> <p>Are parents given assistance to enrol their children? Are enrolment formalities reduced to the minimum? Can parents enrol their children by oral consent?</p>	<p>by region by rural/urban</p>			<p>Article 13 (2), ICESCR; Article 28 (1), CRC; 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. Linked to: Primary education and Secondary education (including training and vocational education) (Availability).</p>
<p><b>A2.6.4.</b></p> <p>Are steps taken to ensure that previously out-of-school children remain in school? Are there measures taken to adapt education to their situation to prevent further drop-outs?</p>	<p>by region by rural/urban</p>			<p>Article 13 (2), ICESCR; Article 28 (1), CRC; 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. Linked to: Primary education and Secondary education (including training and vocational education) (Availability).</p>

## ACCEPTABILITY

### **A3.1 SKILLS**

Indicator	Discrimination	Participation	Accountability	Source
<p><b>A3.1.1.</b></p> <p>Literacy rate</p>	<p>by age by gender by region by rural/urban by minority by income</p>			<p>Article 13 (2), ICESCR; Article 28 (1), CRC; 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. <b>Linked to:</b> Monitoring (Governance Framework), Primary education, Secondary education (including training and vocational education) and</p>



				Tertiary education (Availability).
<b>3.1.2.</b> Numerical skills	by age by gender by region by rural/urban by minority by income			Article 13 (2), ICESCR; Article 28 (1), CRC; 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.  <b>Linked to:</b> Monitoring (Governance Framework), Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability).
<b>A3.1.3.</b> Problem solving	by age by gender by region by rural/urban by minority by income			Article 13 (2), ICESCR; Article 28 (1), CRC; 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.  <b>Linked to:</b> Monitoring (Governance Framework), Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability).
<b>A3.1.4.</b> Expression (oral and written)	by age by gender by region by rural/urban by minority by income			Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17 (2), (Revised) European Social Charter; Article 13 (3), Protocol of San Salvador; Article 11 (3), African Charter

				<p>on the Rights and Welfare of the Child.</p> <p><b>Linked to:</b> Monitoring (Governance Framework), Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability).</p>
<p><b>A3.1.5.</b></p> <p>Are there minimum educational standards applicable to all schools?</p>	<p>by primary/ secondary/ tertiary level by region by public/private</p>	<p>Can parents, children and community leaders contribute to defining school curricula? Can children make a choice between different options?</p>	<p>Is there a monitoring body controlling whether minimum educational standards are met? Is there an accreditation system? % Schools outside the formal regulatory system?</p>	<p>Article 13 (2), ICESCR; Article 28 (1), CRC; 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.</p> <p><b>Linked to:</b> Monitoring (Governance Framework), Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability).</p>
<p><b>A3.1.6.</b></p> <p>Does education aim to develop critical thinking? Does it enable them to make balanced decisions, resolve conflicts in a non-violent matter and to develop a healthy life-style? Does it encourage children to freely express their views?</p>	<p>by primary/ secondary/ tertiary level by region</p>	<p>Is the learning process participatory?</p>		<p>Article 13 (1), ICESCR; Article 29 (1) (a), CRC; Article 17 (1), (Revised) European Social Charter; Article 13 (2), Protocol of San Salvador; Article 11 (2) (a), African Charter on the Rights and Welfare of the Child.</p> <p><b>Linked to:</b> Monitoring (Governance Framework), Primary education, Secondary education (including training and vocational education) and</p>

				Tertiary education (Availability).
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## A3.2. TOLERANCE

Indicator	Discrimination	Participation	Accountability	Source
<p><b>A3.2.1.</b></p> <p>Does education promote: respect for other nations, racial, ethnic or religious groups and indigenous peoples, non-violence, the environment, other?</p>	<p>by primary/ secondary/ tertiary level by region by minority</p>			<p>Article 13 (1), ICESCR; Article 29 (1), CRC; Article 13 (2), Protocol of San Salvador; Article 11 (2) (d) and (g), African Charter on the Rights and Welfare of the Child.</p> <p><b>Linked to:</b>Monitoring (Governance Framework), Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability).</p>
<p><b>A3.2.2.</b></p> <p>Are textbooks accurate, neutral and fair? Do they speak in good terms of minority groups living in the state? Do they speak in good terms of other states? In case of past conflicts, do textbooks present enemy groups or states only in bad terms and the group or state to which children belong only in good terms?</p>	<p>by primary/ secondary/ tertiary level by region by minority</p>			<p>Article 13 (1), ICESCR; Article 29 (1), CRC; Article 13 (2), Protocol of San Salvador; Article 11 (2) (d), African Charter on the Rights and Welfare of the Child.</p> <p><b>Linked to:</b>Monitoring (Governance Framework), Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability).</p>
<p><b>A3.2.3.</b></p>	<p>by primary/ secondary/ tertiary</p>			<p>Article 13 (2), ICESCR; Article 28</p>

<p>Is human rights education included in school curricula? Are human rights standards taught in a child-friendly way? Is information on the provisions of CRC disseminated in particular? Is there an effort to embed human rights values with all school activities? Are children taught that they are all equal? Are schools helping children to increase their capacity to enjoy human rights?</p>	<p>level by region by minority</p>			<p>(1), CRC; 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.</p> <p><b>Linked to:</b>Monitoring (Governance Framework), Primary education, Secondary education (including training and vocational education) and Tertiary education (Availability).</p>
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### A3.3. QUALIFICATION OF TEACHERS

Indicator	Discrimination	Participation	Accountability	Source
<p><b>A3.3.1.</b></p> <p>What are the qualification requirements for teachers: &lt;1 year higher education &gt;1 and 3 years higher education &lt;, &gt; 3 years higher education</p>	<p>by primary/ secondary/ tertiary level by region</p>			<p>Article 13 (2), ICESCR; Article 28 (1), CRC; 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.</p> <p><b>Linked to:</b> Monitoring (Structural), Working conditions of teachers (Availability).</p>
<p><b>A3.3.2.</b></p> <p>% Teachers meeting qualification requirements in reality</p>	<p>by primary/ secondary/ tertiary level by gender by region by rural/urban by minority by public/private</p>		<p>Is there a monitoring body controlling whether teachers meet qualification requirements?</p>	<p>Article 13 (2), ICESCR; Article 28 (1), CRC; 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. Monitoring</p>

				(Structural), Working conditions of teachers (Availability).
<b>A3.3.3.</b>  % Teachers having a good command of the language in which they teach	by primary/ secondary/ tertiary level by gender by region by rural/urban by minority by public/private		Is there a monitoring body controlling whether teachers have a good command of the language in which they teach?	Article 13 (2), ICESCR; Article 28 (1), CRC; 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. Monitoring (Structural), Working conditions of teachers (Availability).
<b>A3.3.4.</b>  What skills does the training aim to improve (besides knowledge of the subject to be taught)? Does it include: pedagogical skills, ability to resolve conflicts, respect for the child's dignity, human rights education, gender equality, other?	by primary/ secondary/ tertiary level			Article 13 (1), ICESCR; Article 29 (1), CRC; Article 13 (2), Protocol of San Salvador; Article 11 (2) (a), African Charter on the Rights and Welfare of the Child. Monitoring (Structural), Working conditions of teachers (Availability).
<b>A3.3.5.</b>  Do teachers have access to continual professional development throughout their career? Is training compulsory and free? Are measures taken to permit training during service? Does training take place through: training groups, conferences, other? Is it adapted to the teachers' needs? How many days per year does it take place?	by primary/ secondary/ tertiary level by gender by region by rural/urban by minority by public/private	Does training aim to help teachers to help children to participate in the learning process?		Article 13 (2), ICESCR; Article 28 (1), CRC; 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. Monitoring (Structural), Working conditions of teachers (Availability).
<b>A3.3.6.</b>  Are there incentives	by primary/ secondary/ tertiary level			Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17

to encourage well-trained teachers to teach in schools or areas where educational outcomes are traditionally lower?				(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. Monitoring (Structural), Working conditions of teachers (Availability).
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### A3.4. GENDER

Indicator	Discrimination	Participation	Accountability	Source
<b>A3.4.1.</b> Are measures taken to promote gender equality in education?	by primary/ secondary/ tertiary level by region by rural/urban by minority		Is there a monitoring body controlling whether schools respect gender equality? Is there a complaint mechanism for gender discrimination?	Article 10 (a), CEDAW; Article 12 (1) (e), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa.  <b>Linked to:</b> Monitoring (Governance Framework), Gender obstacles (Accessibility).
<b>A3.4.2.</b> Are girls and boys given the same opportunity to speak in and outside classes? Do girls generally receive lower marks than boys?	by primary/ secondary/ tertiary level by region by rural/urban by minority			Article 10 (a), CEDAW; Article 12 (1) (a), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa.  <b>Linked to:</b> Monitoring (Governance Framework), Gender obstacles (Accessibility).
<b>A3.4.3.</b> What is the proportion of pictures of men/women in textbooks? Is the representation of both	by primary/ secondary/ tertiary level by region by rural/urban by minority		Is there a monitoring body controlling whether textbooks include stereotypes?	Article 10 (c), CEDAW; Article 12 (1) (b) and (2) (b), Protocol to the African

sexes unbiased? Are household activities not only confined to women and important positions not only occupied by men? Are females portrayed as inferior and males as superior in textbooks? Are girls encouraged to take more vocational and less technical courses than boys? Are there campaigns to combat stereotypes?				Charter on Human and Peoples' Rights on the Rights of Women in Africa.  <b>Linked to:</b> Monitoring (Governance Framework), Gender obstacles (Accessibility).
<b>A3.4.4.</b>  Do children often experience violence and sexual harassment at school? Are there campaigns to combat abuses against children? Are steps taken to rehabilitate abused children?	by primary/ secondary/ tertiary level by region by rural/urban by minority		Can abused children complain before an independent body?	Articles 7, ICCPR; Article 12 (1) (c) and (d), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa.  <b>Linked to:</b> Monitoring (Governance Framework), Gender obstacles (Accessibility).

### A3.5. DISCIPLINE

Indicator	Discrimination	Participation	Accountability	Source
<b>A3.5.1.</b>  Are girls commonly expelled from schools because of pregnancy? Are there special programmes to help girls to continue their education after pregnancy?	by secondary/ tertiary level by region by rural/urban by minority		Can girls expelled because of pregnancy complain before an independent body?	Article 28 (2), CRC; Article 10 (a), CEDAW; Article 11 (6), African Charter on the Rights and Welfare of the Child.  <b>Linked to:</b> Monitoring (Governance Framework), Gender obstacles (Accessibility).
<b>A3.5.2.</b>  Is corporal punishment common practice? Are other similar kinds of	by secondary/ tertiary level by region by rural/urban by minority		Is corporal punishment punished by law? Are children given the opportunity to be heard when they are sanctioned? Can they appeal against	Article 28 (2), CRC; Article 7, ICCPR; Article 11 (5), African Charter on the Rights and

punishment taking place: bullying, public humiliation, other? Are teachers trained to respect children's dignity?			disciplinary sanctions or expulsion before an independent body?	Welfare of the Child.  <b>Linked to:</b> Monitoring (Governance Framework), Qualification of teachers (Acceptability).
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### A3.6. RELIGION

Indicator	Discrimination	Participation	Accountability	Source
<b>A3.6.1.</b>  % Denominational schools	by primary/ secondary/ tertiary level by region by public/private			Article 13 (3), ICESCR; Article 2, Protocol 1 to the European Convention on Human Rights; Article 13 (4), Protocol of San Salvador; Article 11 (4), African Charter on the Rights and Welfare of the Child.  <b>Linked to:</b> Private schools (Availability), Minorities (Adaptability).
<b>A3.6.2.</b>  % Denominational schools per religion group/ % population belonging to the religious group	by primary/ secondary level by region by public/private			Article 13 (3), ICESCR; Article 2, Protocol 1 to the European Convention on Human Rights; Article 13 (4), Protocol of San Salvador; Article 11 (4), African Charter on the Rights and Welfare of the Child.  <b>Linked to:</b> Private schools (Availability), Minorities (Adaptability).
<b>A3.6.3.</b>	by primary/ secondary level			Article 13 (3),



<p>Does religious instruction means: instruction in a particular religion or instruction of the general history of religions and ethics (with a possible focus on that particular religion)?[</p>	<p>by region by public/private</p>			<p>ICESCR; Article 18 (4), ICCPR; Article 2, Protocol 1 to the European Convention on Human Rights; Article 13 (4), Protocol of San Salvador; Article 11 (4), African Charter on the Rights and Welfare of the Child.</p> <p><b>Linked to:</b> Private schools (Availability), Tolerance (Acceptability), Minorities (Adaptability).</p>
<p><b>A3.6.4.</b> Are exemptions granted from religious instruction? Is there a choice between different religious (including moral) classes?</p>	<p>by primary/ secondary level by region by public/private</p>	<p>Can parents decide which religious (including moral) classes their children attend? Do children have a say in the choice of their religious instruction?</p>	<p>Is there a monitoring body controlling whether schools respect religious freedom? Does it control whether religious classes practice indoctrination? Is there a complaint mechanism for such practices?</p>	<p>Article 13 (3), ICESCR Article 18 (4), ICCPR; Article 2, Protocol 1 to the European Convention on Human Rights; Article 13 (4), Protocol of San Salvador; Article 11 (4), African Charter on the Rights and Welfare of the Child.</p> <p><b>Linked to:</b> Private schools (Availability), Tolerance (Acceptability), Minorities (Adaptability).</p>
<p><b>A3.6.5.</b> Do prayers or readings take place during or outside classes? Can people be exempted from attending schools on important religious days?</p>	<p>by primary/ secondary level by region by public/private</p>			<p>Article 13 (3), ICESCR Article 18 (4), ICCPR; Article 2, Protocol 1 to the European Convention on Human Rights; Article 13 (4), Protocol of San Salvador; Article 11 (4), African Charter on the Rights and Welfare of the Child.</p> <p><b>Linked to:</b> Private schools (Availability),</p>

				Tolerance (Acceptability), Minorities (Adaptability).
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### A3.7. LANGUAGE

Indicator	Discrimination	Participation	Accountability	Source
<b>A3.7.1.</b> % Schools where children are taught in the official language(s); % Population speaking the official language(s)	by primary/ secondary/ tertiary level by region			Article 14 (2), Framework Convention for the Protection of National Minorities.  <b>Linked to:</b> Minorities (Adaptability).
<b>A3.7.2.</b> % Schools where children are taught in both the official language(s) and minority languages; % Schools where children are taught only in the minority languages	by primary/ secondary/ tertiary level by region			Article 26, ICCPR; Article 30, CRC; Article 14 (2), Framework Convention for the Protection of National Minorities.  <b>Linked to:</b> Minorities (Adaptability).
<b>A3.7.3.</b> % Schools where children are taught the minority languages	by primary/ secondary/ tertiary level by region			Article 26, ICCPR; Article 30, CRC; Article 14 (2), Framework Convention for the Protection of National Minorities.  <b>Linked to:</b> Minorities (Adaptability).
<b>A3.7.4.</b> % Population speaking the minority languages; Do they belong to the minorities traditionally? Is there a sufficient demand to be taught in or be taught the minority languages?	by primary/ secondary/ tertiary level by region			Article 26, ICCPR; Article 30, CRC; Article 14 (2), Framework Convention for the Protection of National Minorities.  <b>Linked to:</b> Minorities (Adaptability).

### ADAPTABILITY

## A4.1. CHILD LABOUR

Indicator	Discrimination	Participation	Accountability	Source
<p><b>A4.1.1.</b></p> <p>What is the legal minimum age of employment? Is it the same as the maximum age of completion of compulsory education?</p>				ILO Minimum Age Convention; Articles 7 (3), (Revised) European Social Charter; Article 7 (f), Protocol of San Salvador. Linked to: Economic obstacles (Accessibility).
<p><b>A4.1.2.</b></p> <p>% Children under minimum legal age of employment working in practice</p>	<p>by age by gender by region by rural/urban by minority by income</p>		Is there a monitoring body inspecting child labour?	ILO Minimum Age Convention; Articles 7 (3), (Revised) European Social Charter; Article 7 (f), Protocol of San Salvador. Linked to: Economic obstacles (Accessibility).
<p><b>A4.1.3.</b></p> <p>Have measures been taken to combat child labour? Are these measures addressed to parents, employers, other?</p>	by region			Article 13 (2), ICESCR; Article 28 (1), CRC; 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. Linked to: Economic obstacles (Accessibility).
<p><b>A4.1.4.</b></p> <p>Do families rely on their children for their subsistence?</p>	by region			Article 13 (2), ICESCR; Article 28 (1), CRC; 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. Linked to: Economic obstacles (Accessibility).
<p><b>A4.1.5.</b></p> <p>Are there special measures to include child</p>	by region			Article 28 (1) (e), CRC; Article 11 (3) (d), African Charter on the Rights and Welfare of the Child.

labourers in education and find solutions for them and their families? Do schools in rural areas adapt their schedules during harvest seasons?				Linked to: Economic obstacles (Accessibility).
<b>A4.1.6.</b> Are non-formal forms of schooling available for child labourers?	by region		Is there a monitoring body controlling whether minimum educational standards are met and that education conforms with human rights standards in non-formal schools? Is there an accreditation system? % Non-formal schools outside the formal regulatory system?	Article 28 (1) (e), CRC; Article 11 (3) (d), African Charter on the Rights and Welfare of the Child. Linked to: Economic obstacles (Accessibility).

## A4.2. CHILD SOLDIERS

Indicator	Discrimination	Participation	Accountability	Source
<b>A4.2.1.</b> What is the legal minimum age of military recruitment? Is it the same as the legal maximum age of completion of compulsory education?	by primary/ secondary/ tertiary level by region by minority			Article 13 (2), ICESCR; Articles 28 (1), CRC; 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.
<b>A4.2.2.</b> % Child soldiers	by age by gender by region by income			Article 13 (2), ICESCR; Articles 28 (1) and 38 (2), CRC; 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; Optional Protocol on the involvement of children in armed conflict.
<b>A4.2.3.</b> Is special education available to reintegrate demobilised child soldiers in the	by region			Article 28 (1) (e), CRC; Article 11 (3) (d), African Charter on the Rights and Welfare of the Child.

education system?				
<b>A4.2.4.</b>  Is educational and vocational information and guidance given to demobilised child soldiers?	by region			Article 28 (1) (d), CRC; Linked to: Educational and vocational information and guidance (Availability).

### A4.3. MINORITIES

Indicator	Discrimination	Participation	Accountability	Source
<b>A4.3.1.</b>  % Minority schools	y primary/ secondary level by region		Is there a monitoring body controlling whether minimum educational standards are met and whether education conforms with human rights standards in minority schools? Is there an accreditation system? % Minority schools outside the formal regulatory system?	Article 13 (4), ICESCR; Article 29 (2), CRC; Article 13 (5), Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child. Linked to: Private schools (Availability), Religion and Language (Acceptability).
<b>A4.3.2.</b>  % Minority schools per minority group/% Population belonging to the minority group	by primary/ secondary level by region			
<b>A4.3.3.</b>  % Teachers belonging to minority groups	by primary/ secondary level by region			
<b>A4.3.4.</b>  % Teachers (not belonging to minority groups) trained in minority culture or languages	by primary/ secondary level by region			
<b>A4.3.5.</b>  % Educational expenditure allocated to minority	by primary/ secondary level by region			Article 13 (4), ICESCR; Article 29 (2), CRC; Article 13 (5), Protocol of San Salvador;

schools/Population belonging to minority groups				Article 11 (7), African Charter on the Rights and Welfare of the Child. Linked to: Private schools (Availability), Religion and Language (Acceptability).
<b>A4.3.6.</b> Can minority schools apply for financial support from the state?	by minority by primary/secondary level by public/private	Can parents, children and community leaders belonging to minorities contribute to ensuring that education takes their needs taken into account?		Article 13 (4), ICESCR; Article 29 (2), CRC; Article 13 (5), Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child. Linked to: Private schools (Availability), Religion and Language (Acceptability).
<b>A4.3.7.</b> Are school programmes sufficiently adapted to the needs of minorities? Is education given in the language of the minority concerned? Do schools provide for specific accommodation for religious groups? Do school programmes take into account the cultural particularities of indigenous people?	by region			Article 14 (2), Framework Convention for the Protection of National Minorities; Article 14, Declaration on the Rights of Indigenous Peoples. Linked to: Language (Acceptability), Religion and Language (Acceptability).
<b>A4.3.8.</b> Is the state taking steps to encourage the identification of children belonging to minority groups not currently in education, to encourage their school attendance and to reduce their drop-out rates?	by region by urban/rural			Article 13 (2), ICESCR; Article 28 (1), CRC; 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
<b>A4.3.9.</b> Are there mobile	by primary/ secondary level			Article 13 (2), ICESCR; Article 28 (1), CRC; Article 17

schools for children of nomads?				(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.
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#### A4.4. PERSONS WITH DISABILITIES

Indicator	Discrimination	Participation	Accountability	Source
<b>A4.4.1.</b> Children with disabilities enrolled in mainstream schools (by disability)	by primary/secondary/ tertiary level by gender by region by rural/urban by minority by income			Article 24 (2), CRPD.
<b>A4.4.2.</b> Are reasonable accommodation measures available for children with disabilities in mainstream schools?	by primary/secondary/ tertiary level by region by rural/urban			Article 24 (2) (c) and (5), CRPD.
<b>A4.4.3.</b> % Teachers in mainstream schools trained in: Braille/sign language, other formats of communication/Total number of teachers	by primary/secondary/ tertiary level by region by rural/urban			Article 24 (4), CRDP. Linked to: Qualification of teachers (Acceptability).
<b>A4.4.4.</b> Do teachers in mainstream schools receive special support? Do their working conditions (eg. number of hours, teacher/pupil ratio) allow them to help children with disabilities to integrate into classes? (indicator proposed by Bill)	by primary/secondary/ tertiary level by region by rural/urban		Is a monitoring body controlling whether schools meet the conditions for sending children to special schools? Can parents and children complain about decisions to send their children to these schools before an independent body?	Article 24 (4), CRDP. Linked to: Qualification of teachers (Acceptability).

<b>A4.4.5.</b> % children with disabilities enrolled in special schools (by disability)	by primary/ secondary/ tertiary level by region by rural/urban			Article 24 (2), CRPD.
<b>A4.4.6.</b> Are strict conditions set for sending children to special schools?				Article 24 (2), CRPD.
<b>A4.4.7.</b> Tuition fees for special schools	by primary/ secondary level by region by rural/urban by public/private		Does the monitoring body control whether minimum educational standards are met and that education conforms with human rights standards in special schools? Is there an accreditation system? % Special schools outside the formal regulatory system?	Article 13 (2), ICESCR; Article 28 (1), CRC; Article 12 (2) (b), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa. Linked to: Economic obstacles (Accessibility).
<b>A4.4.8.</b> Indirect costs for special schooling: special teaching material, coaching classes, extra teachers, other	by primary/ secondary level by region by rural/urban by public/private			Article 13 (2), ICESCR; Article 28 (1), CRC; 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. Linked to: Economic obstacles (Accessibility).
<b>A4.4.9.</b> % Household expenditure on special education	by primary/ secondary level by region by public/ private			Article 13 (2), ICESCR; Article 28 (1), CRC; Article 12 (2) (b), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa. Linked to: Economic obstacles (Accessibility).
<b>A4.4.10.</b> Are subsidies available for parents of children with disabilities?	by primary/ secondary level by income			Article 13 (2), ICESCR; Article 28 (1), CRC; Article 12 (2) (b), Protocol to the African



				Charter on Human and Peoples' Rights on the Rights of Women in Africa. Linked to: Economic obstacles (Accessibility).
<b>A4.4.11.</b> Is educational and vocational information and guidance given to children with disabilities?	by region			Article 28 (1) (d), CRC; Linked to: Educational and vocational information and guidance (Availability).

#### A4.5. PRISONER

Indicator	Discrimination	Participation	Accountability	Source
<b>A4.5.1.</b> Do imprisoned children of compulsory school age receive education integrated with the education system?	by gender			Rule 38, Rules for the Protection of Juveniles Deprived of their Liberty; Article 10 (3), ICCPR.
<b>A4.5.2.</b> Do imprisoned children above the compulsory school age have access to education? Do they receive literacy courses?	by gender			Rule 39, Rules for the Protection of Juveniles Deprived of their Liberty; Article 77 (1), Standard Minimum Rules for the Treatment of Prisoners; Article 10 (3), ICCPR.
<b>A4.5.3.</b> Is educational and vocational information and guidance given to imprisoned children?	by gender			Article 28 (1) (d), CRC; Article 10 (3), ICCPR. Linked to: Educational and vocational information and guidance (Availability).
<b>A4.5.4.</b> Do adult prisoners have access to education?	by gender			Article 77 (1), Standard Minimum Rules for the Treatment of Prisoners.

<b>A4.5.5.</b> Are there libraries in prisons?	by gender			Article 40, Standard Minimum Rules for the Treatment of Prisoners.

## **A5.6. ARMED CONFLICT**

<b>Indicator</b>	<b>Discrimination</b>	<b>Participation</b>	<b>Accountability</b>	<b>Source</b>
<b>A5.6.1.</b> Is children's education ensured by the occupying power?				Article 50 (1), Geneva Convention relative to the Protection of Civilian Persons in Time of War.
<b>A5.6.2.</b> Are children prisoners-of-war given the means to pursue their educational activities?				Article 38 (1), Geneva Convention Relative to the Treatment of Prisoners of War.