

Right to Education Index

RTEI 2021 Questionnaire

August 2021

RESULTS Educational Fund (RESULTS) is a non-profit 501(c)(3) citizens' advocacy organization that has been creating the public and political will to end poverty by empowering individuals to exercise their personal and political power for change since 1981. RESULTS focuses its advocacy efforts towards achieving Education for All, expanding access to microfinance for the very poor, and addressing diseases of poverty such as tuberculosis, childhood undernutrition, and child immunizations. It works with volunteers in more than 100 communities across the United States, coordinates campaigns with international affiliates in Canada, Mexico, the UK, Japan, Australia, and South Korea and partners with national advocacy organizations in donor and developing countries.

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List of Acronyms

CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CESCR	Committee on Economic, Social, and Cultural Rights
CRC	Convention on the Rights of the Child
CRPD	Convention on the Rights of Persons with Disabilities
EFA	Education for All
ESD	Education for Sustainable Development
ESDP	Education Sector Development Plan
ESP	Education Sector Plan
EU	European Union
GDP	Gross Domestic Product
GMR	Global Monitoring Report
GNI	Gross National Income
HESA	Higher Education Strategy Associates
ICCPR	International Covenant on Civil and Political Rights
ICERD	International Convention on the Elimination of All Forms of Racial Discrimination
ICESCR	International Covenant on Economic, Social, and Cultural Rights
ICRMW	International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families
ICRW	International Center for Research on Women
ILO	International Labor Organization
MOE	Ministry of Education
NCF	National Curriculum Framework
NIB	National Inspection Board
NGO	Non-Governmental Organization
OECD	Organization for Economic Co-Operation and Development
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
PPP	Purchasing Power Parity
RTEI	Right to Education Index
TALIS	Teaching and Learning International Survey
TEDS-M	Teacher Education Study in Mathematics
TIMMS	Trends in International Mathematics and Science Study
TVET	Technical and Vocational Education and Training
UDHR	Universal Declaration of Human Rights

UIS	UNESCO Institute for Statistics
UN	United Nations
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
USD	United States Dollar
WHO	World Health Organization

1. What is RTEI?

The Right to Education Index (RTEI) is a global accountability initiative that aims to ensure that all people, no matter where they live, enjoy their right to a quality education. RTEI is a global index built out of the international right to education framework to monitor national progress towards its fulfillment. It reveals key areas in need of improvement, offers country-to-country comparisons, and tracks progress over time. Ultimately, RTEI seeks to:

- Strengthen the expertise and capacity of civil society and education advocates.
- Increase public and political support for realizing the right to education.
- Hold governments and institutions accountable for their commitments to the right to education.
- And finally, uphold the right to education for every child and adult everywhere.

RTEI partners with civil society organizations, research institutions, and governments to collect data on a wide range of indicators explicitly derived from the international right to education framework. The data is used to form the Right to Education Index, which can be used by the public, civil society, researchers, and governments to identify areas in need of improvement, explore issues more deeply, and place efforts where they are most needed.

As with any index, RTEI has limitations in its interpretation and application. For complete information on RTEI limitations, see *RTEI Background and Methodology*.

RTEI is...

- A general measure of the right to education in a country.
- Based on an important, but non-exhaustive, list of indicators explicitly derived from the international right to education framework.
- Focused on minimum core obligations that should be immediately implemented and are not subject to resource restraints.
- A first step toward further analysis and advocacy by interested parties who are able to contextualize results using questions present in the RTEI Questionnaire and other relevant information.

RTEI is not...

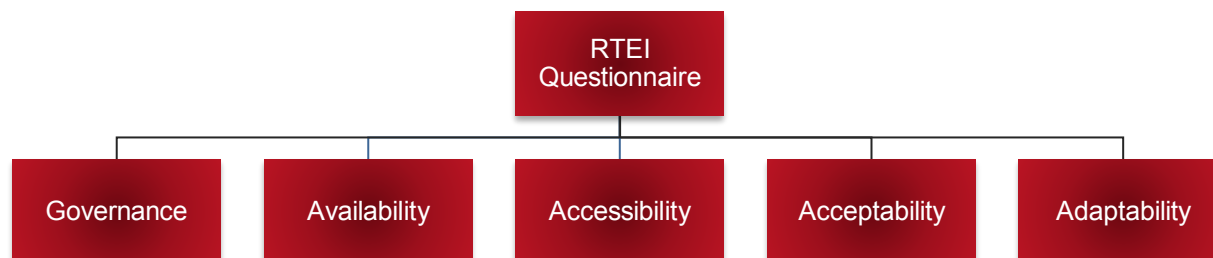
- The comprehensive, definitive measure of the right to education in a country.
- An exhaustive index that covers the full complexity of the right to education.
- A legal document that can be used for adjudication purposes.

2. What is the RTEI Questionnaire?

The primary tool of RTEI is the RTEI Questionnaire, a comprehensive survey of close-ended questions answered with supporting documentation. Each question has an explicit basis in one or several international human rights instruments, namely legally binding international conventions of the United Nations. Questionnaires are completed by select civil society organizations, subjected to a double-blind peer review by in-country independent experts and national research organizations, and provided to national governments for further review.

3. How is the Questionnaire Structured?

The RTEI Questionnaire is comprised of the themes of Governance, Availability, Accessibility, Acceptability, and Adaptability — the 4A framework developed by the first UN Special Rapporteur on the Right to Education Katarina Tomasevski.¹



- **Governance** speaks to the legal structure of education in a State. This includes State ratification of international declarations or treaties, education financing, and education standards and regulations.
- **Availability** speaks to the specific quantity of educational institutions available and the condition of such institutions.
- **Accessibility** speaks to whether available institutions are accessible to all students regardless of their socio-economic, familial, or demographic status.
- **Acceptability** speaks to the quality of available education. This moves beyond learning outcomes to also capture the cultural relevance and security of the educational environment as well as the aims and content of education.
- **Adaptability** speaks to the ability of education to be flexible in meeting the needs of a diverse range of students.²

3.1 Subthemes

In addition to Governance and the 4 As, the RTEI Questionnaire contains many embedded subthemes. These subthemes are illustrated below and are captured in the RTEI Questionnaire.

Theme 1: Governance

- Subtheme 1: International Framework
- Subtheme 2: National Law
- Subtheme 3: Plan of Action
- Subtheme 4: Monitoring and Reporting
- Subtheme 5: Financing

Theme 2: Availability

- Subtheme 1: Classrooms
- Subtheme 2: Sanitation
- Subtheme 3: Teachers
- Subtheme 4: Learning Materials

¹ Tomasevski, K. (2001). *Human Rights obligations: Making education available, accessible, acceptable and adaptable*. Right to Education Primers No. 3 Available at <http://www.right-to-education.org/resource/primer-no-3-human-rights-obligations-making-education-available-accessible-acceptable-and>

² UNESCO (2014). *The Right to Education: Law and policy review guidelines*. Paris: UNESCO.

Theme 3: Accessibility

Subtheme 1: Free Education
Subtheme 2: Participation

Theme 4: Acceptability

Subtheme 1: Aims of Education
Subtheme 2: Learning Environment
Subtheme 3: Learning Outcomes

Theme 5: Adaptability

Subtheme 1: Children with Disabilities
Subtheme 2: Children of Minorities and Indigenous Peoples
Subtheme 3: Girls
Subtheme 4: Child Labor
Subtheme 5: Migrants, Refugees, Internally Displaced Children, and Children Deprived of Liberty
Subtheme 6: Armed Conflict
Subtheme 7: COVID-19

3.2 Structural, Process, and Outcome Indicators

To assess the various levels in which the right to education manifests itself, each of the five themes in the RTEI Questionnaire includes a mix of structural, process, and outcome indicators. Indicator type is marked next to each question in the RTEI Questionnaire:

- **S** denotes a **structural indicator**. Structural indicators capture the national legal environment, addressing whether laws exist on the books that comply with the international right to education framework.
- **P** denotes a **process indicator**. Process indicators capture the efforts of the State, addressing whether mechanisms have been put in place to aid in the realization of the right to education.
- **O** denotes an **outcome indicator**. Outcome indicators measure the results of structural and process indicators in practice, addressing whether citizens are actually enjoying the right to education.³

3.3 Minimum Core and Progressively Realized Obligations

The RTEI Questionnaire contains questions pertaining to both minimum core obligations as well as progressively realized aspects of the right to education.

Minimum core obligations have been identified by the Committee on Economic, Social, and Cultural Rights in General Comment 13. Using the five obligations outlined in General Comment 13, UNESCO's law and policy review guidelines for the right to education recognizes the minimum core as the "heart of the right to education".⁴ To improve measurability, minimum core obligations are defined in the RTEI as those that are included in General Comment 13 (listed below) that are to be immediately implemented by the State and are not subject to resource restrictions. Minimum core obligations include:

³ de Beco, G. (2008). *Human Rights Indicators for assessing State Compliance with International Human Rights*, supra note 138, p. 44

⁴ UNESCO (2014). *The Right to Education: Law and Policy Review Guidelines*, p. 12

- Ensure the right to education on a ***non-discriminatory basis***.
- Provide free and compulsory, quality ***primary education***.
- Ensure that education ***conforms to the objectives*** set out in the international right to education framework.
- Adopt and implement a ***national education strategy***.
- Ensure ***free choice of education*** without interference, subject to conformity with ***minimum educational standards***.

Progressively realized aspects of the right to education are subject to the maximum available resources of a country. Questions related to progressively realizable indicators are weighted differently in Index calculation to capture their progressively realized nature and are denoted with a **W** in the Questionnaire.

3.4 Cross-cutting Themes

While Governance and the 4 As and their respective subthemes are the predominant framework, the RTEI Questionnaire can address cross-cutting themes arising out of RTEI results. These include:

- Girls' Education
- Children with Disabilities
- Regional Disparities
- Indigenous and Minority Populations
- Private Education
- Teachers
- Income Inequality
- Content of Education
- Monitoring and Accountability
- National Normative Framework
- Opportunity and Indirect Costs
- Alignment of Education Aims
- SDG 4

Combined with their respective structural-process-outcome characteristics, these cross-cutting themes allow for more in-depth analysis of RTEI results.

For details on all cross-cutting themes and further information on how they are used once the RTEI Questionnaire is complete, see the [RTEI Methodology Technical Note](#).

4. How is the Questionnaire Completed?

The RTEI Questionnaire is completed by civil society respondents over a two-month period. There is one primary civil society respondent per country. The Questionnaire is to be completed using primarily national government data, while some questions may be best answered by non-governmental reports or international data. The Questionnaire is to be completed using existing available data and information; it is not meant to necessitate field research. Each question of the Questionnaire is to be supported by verifiable documentation. Questionnaires completed by civil society respondents are then submitted to RESULTS Educational Fund. After confirmation of satisfactory completion, RESULTS Educational Fund will submit the completed Questionnaire separately to two national research organizations to complete a double-blind peer review. The completed Questionnaire will also be made available to national government counterparts for review and comment. Anonymity of all respondents and reviewers will be preserved throughout the process. Reconciliation of discrepancies will be led by RESULTS Educational

Fund, and data from the final completed Questionnaires will be used to create the global RTEI report. For more on the RTEI Questionnaire completion process, see *RTEI Background and Methodology*.

4.1 Data Collection

Data from the most recent year should be included in all questions. Respondents should provide the year in which the data was collected in the comment box. General guidelines for data preferences include:

- National data is preferred over international data.
- Most recent data preferred.
- National ministry of education data preferred over other ministries, followed by the national statistical office.
- Finally, Academic and Research organization reports, NGO reports, and media reports.

Respondents are free to use any of the above sources that they believe is the most accurate but should signify in the notes why the less preferred or alternative data source was selected.

Guidelines for Decentralized Countries

For countries with decentralized governance related to the right to education, completing the RTEI Questionnaire can be challenging. Whether states, territories, provinces, or some other regional governance structure protects, respects, or fulfils the right to education should be accurately reflected in RTEI. Thus, when reviewing regional governance structures, if even one regional entity has not fulfilled the indicator, the response should indicate that the right to education is not protected, respected, or fulfilled for that particular indicator nationwide.

For some questions, RTEI provides options for decentralized countries, such as 1.2.2:

Question 1.2.2
Do national laws protect the liberty of individuals and bodies, including minorities, to establish private schools?
a. Yes.
b. More than half of regional laws protect minorities' right to establish their own schools.
c. Less than half of regional laws protect minorities' right to establish their own schools.
d. No.

Researchers completing RTEI who have questions about decentralized structures should contact rtei@wvi.org with any comments or concerns.

4.2 RTEI Questionnaire Format

The RTEI Questionnaire consists of two question styles. The first question style addresses the ratification of international or regional conventions or treaties (Q 1.1.1- Q 1.1.5). For these questions respondents should simply mark “yes” if their country is party to the document or “no” if it is not. Respondents may mark “yes but with reservations” if their country has filed formal reservations in regards to the convention or treaty.

The remainder of the questions are either close-ended with multiple-choice answers (a, b, c, d, e) or simple open-ended questions where respondents provide a specific rate, ratio, or percentage. Each question is accompanied by:

- Its **basis** in the right to education framework.
- An **explanation** of the question.
- **Necessary definitions** of any technical terms in the question.
- **Examples** of the type of information that could answer the question.
- Suggestions of the type of **appropriate supporting documentation** that may be provided to justify and accompany the response.
- **Potential data sources** where such information may be found. Most questions can be addressed with four sources: (1) National Constitution or Education Act, (2) National Education Plan, (3) National Education Budget, and (4) Ministry/Department of Education Data on Inputs, Outputs, and Outcomes.
- **Additional guidance for responses** to clarify what each response option means.

Following each question is:

- A place for the respondent to enter the **response**.
- A place for the respondent to provide the **supporting document and citation**, attaching or hyperlinking the source document justifying the response and citing the exact paragraph or page number where the information can be found.
- A place for civil society **researcher comment** if there is any further explanation or clarification that can be made on the interpretation of the supporting document or how the question is answered.
- A place for **peer review 1 comment** for the first national research institution review of the answers submitted by the civil society respondent.
- A place for **peer review 2 comment** for the second national research institution review of the answers submitted by the civil society respondent.
- A place for **government comment** for the national government review of the answers submitted by the civil society respondent.
- A place for **RESULTS Educational Fund comment** for any final clarification/evaluation of discrepancies in responses.

Below is a template illustrating the format of most questions found in the RTEI Questionnaire:

Theme

Subtheme: Specific Subsection Title

Question Number: Specific Question

Basis

“Direct quotes that provide the rationale and justification for the inclusion of the question in the RTEI Questionnaire”
— Human Rights convention or treaty from which the direct quote is cited

See *also*: Additional conventions and treaties that provide direct or indirect support, justifying the inclusion of the question.

Guidance

Explanation: Explains what the question seeks to address.

Necessary Definitions: Helps clarify the question by providing definitions for key terms included in the question. Definitions are adapted from those provided by the United Nations when available.

Examples: Provides potential examples of what positive responses to the question may look like (for example, for the question “Are reasonable accommodation measures available for children with disabilities in schools?” examples may include textbooks in Braille and schools that are handicapped accessible).

Appropriate Supporting Documentation: Provides specific supporting documents required to validate the question response. These should be cited by the respondent and will be used by reviewers to ensure comparable data quality.

Potential Data Sources: Includes suggested data sources that may be available for respondents.

Additional Guidance for Responses: Provides information necessary to clarify response categories. Respondents should pay attention to this section before choosing from the response options.

Calculation: Provides reference of how the responses are scored during Index calculation. Respondents do not need to refer to this section in their response.

Benchmark: Some indicators could not be measured on a 0 to 1 scale (0 to 100%). In those cases the benchmarks are provided for respondents information.

Question Number	Response
<p>Specific Question</p> <p>a. Possible Answers are Provided in a Multiple Choice Format</p> <p>b. If Multiple Choice Format is not Provided, please Answer Questions Directly Using the Appropriate Percentage, Age, or Text.</p>	<p>[RESPOND HERE]</p> <p>[LETTERS IN THIS BOX INDICATE MULTIPLE RESPONSES ARE REQUIRED]</p>
<p>Supporting document/citation:</p>	
<p>[PLACE DIRECT QUOTES AND CITATION FOR YOUR SUPPORTING DOCUMENTS HERE]</p>	
<p>Researcher comment:</p>	
<p>[PROVIDE ANY COMMENTS, CLARIFICATION, OR FEEDBACK IN REGARDS TO THE SPECIFIC QUESTION HERE]</p>	
<p>Peer review 1 comment:</p>	
<p>[ANONYMOUS PEER REVIEWER #1 WILL PROVIDE COMMENTS ON THE GIVEN RESPONSE HERE]</p>	
<p>Peer review 2 comment:</p>	
<p>[ANONYMOUS PEER REVIEWER #2 WILL PROVIDE COMMENTS ON THE GIVEN RESPONSE HERE]</p>	
<p>Government comment:</p>	
<p>[GOVERNMENT OFFICIALS WILL BE INVITED TO MAKE COMMENTS ON THE GIVEN RESPONSE HERE]</p>	
<p>RESULTS Educational Fund comment:</p>	
<p>[RESULTS STAFF REVIEWS RESEARCHER, PEER REVIEWERS, AND GOVERNMENT RESPONSES AND FINALIZES RESPONSE]</p>	

5. RTEI Questionnaire Overview

GOVERNANCE	
International Framework	1.1.1 Is the State party to the following United Nations treaties?
	1.1.2 Is the State party to the following UNESCO treaty?
	1.1.3 Is the State party to the following ILO conventions?
	1.1.4 Is the State party to the following Geneva conventions?
	1.1.5 Is the State party to the following regional treaties?
National Law	1.2.1 Do national laws protect the right to education?
	1.2.2 Do national laws protect the liberty of individuals and bodies, including minorities, to establish private schools?
	1.2.3 Do national laws expressly recognize the liberty of parents to choose the religious and moral education of their children in conformity with their own convictions?
	1.2.4 Do national laws forbid discrimination in education on the following grounds?
Plan of Action	1.3.1 Is there a national education plan that aims to achieve free and compulsory primary education?
	1.3.2 Is there a national education plan that aims to achieve free secondary, higher, and fundamental education?
	1.3.3 Does the national education plan include measures to encourage regular attendance at schools and reduce drop-out rates?
Monitoring and Reporting	1.4.1 Are there minimum educational standards applicable to all schools, including private schools?
	1.4.2 Is there a State body responsible for monitoring the education system?
	1.4.3 How often is data on primary school net enrollment rate collected nationally?
	1.4.4 Is the data on primary school net enrollment rate publicly available?
Financing	1.5.1 What is the percent of the national budget allocated to education?
	1.5.2 What is the percentage of the total national education budget allocated to each level of education?
	1.5.3 What is the percentage of the total national education budget allocated to the following components?
	1.5.4 What is the government expenditure on education as reported as the percentage of GDP allocated to education?
	1.5.5 What percent of the national education budget comes from foreign aid sources (bilateral and multilateral)?
	1.5.6 What is the percentage of GNI PPP allocated to foreign aid in relation to education in the public sector? [donor countries]

	1.5.7 What percentage of the approved budget for education was actually executed?
	1.5.8 What is the current public expenditure per pupil in relation to average income?
AVAILABILITY	
Classrooms	2.1.1 Is there a minimum standard in place setting the numbers of pupils per classroom?
	2.1.2 What is the pupil-classroom ratio?
Sanitation	2.2.1 Is there a minimum standard in place setting the number of pupils per toilet?
	2.2.2 What is the pupil-toilet ratio?
	2.2.3 What is the percentage of schools with potable water?
Teachers	2.3.1 What is the percentage of teachers that are appropriately trained?
	2.3.2 Is there a national minimum standard in place setting the number of pupils per trained teacher?
	2.3.3 What is the pupil-trained teacher ratio?
	2.3.4 What is the mean teacher salary relative to the national mean salary?
Learning Materials	2.4.1 Is there a minimum standard in place setting the number of pupils per available textbook?
	2.4.2 What is the pupil-textbook ratio?
	2.4.3 What percent of schools have a library, computer facilities, and information technology?
ACCESSIBILITY	
Free Education	3.1.1 Do national laws provide for free and compulsory primary education?
	3.1.2: Do national laws provide for free secondary and higher education?
	3.1.3: Do national laws provide for free pre-primary education?
	3.1.4 Is primary education free in practice?
	3.1.5 What percent of household spending is spent on primary education?
	3.1.6 What percent of household spending is spent on secondary education?
	3.1.7 Are tuition fees charged for public university/higher education?
	3.1.8 Is free basic education publicly provided for adults who have not completed primary education?
Participation	3.2.1 What is the gross enrollment rate?
	3.2.2 What is the net enrollment rate?
	3.2.3 What is the completion rate?
ACCEPTABILITY	

Aims of Education	4.1.1 Do national laws or policies direct education towards the following aims?
	4.1.2 Does the national curriculum direct education towards the following aims?
	4.1.3 Does the required training for teachers include improving the skills necessary for teaching towards the full development of the following aims?
	4.1.4 Are there established mechanisms to ensure that textbooks used in both public and private schools are aligned with the curriculum guidelines provided by the Ministry of Education?
	4.1.5 Does national curriculum include the following topics?
	4.1.6 Do national laws include children in the decision-making process of school curricula, school policies, and codes of behavior?
Learning Environment	4.2.1 Has the national government adopted specific measures to protect children from violence and abuse in school?
	4.2.2 In practice, are children in schools free from violence and abuse?
	4.2.3 Do national laws prohibit corporal punishment?
	4.2.4 Does corporal punishment occur in practice?
Learning Outcomes	4.3.1 Do national assessments or exams evaluate pupil's understanding of the following topics?
	4.3.2 What percent of students received a passing score on the national assessment/exam?
	4.3.3 What is the literacy rate?
ADAPTABILITY	
Children with Disabilities	5.1.1 Do national laws recognize the right to education for children with disabilities?
	5.1.2 Are reasonable accommodation measures available for children with disabilities in schools?
	5.1.3 What is the percentage of teachers trained to teach children with disabilities or work in inclusive schools?
	5.1.4 What is the percentage of children with disabilities enrolled in 'special schools'?
Children of Minorities & Indigenous Peoples	5.2.1 Are there mobile schools for nomadic or hard-to-reach children?
	5.2.2 Do national laws provide for language of instruction to be in the child's mother tongue?
	5.2.3 What percentage of students are not taught in their mother tongue?
	5.2.4: Do Indigenous peoples have the right to educational autonomy?
Girls	5.3.1 Is the expulsion of girls from schools because of pregnancy or for having a baby forbidden in legislation?
	5.3.2 In practice, are girls expelled from school because of pregnancy or for having a baby?
	5.3.3 Is there a law or policy enabling pregnant girls to remain in school and return without restrictions?
	5.3.4 Is there mandatory pregnancy testing of girls in schools?
	5.3.5 Do national laws prohibit early marriage (below the age of 18)?

	5.3.6 What percent of women are married by the age of 18?
	5.3.7 Is age-appropriate comprehensive sexuality education part of the national curriculum?
	5.3.8 Are teachers trained to deliver age-appropriate comprehensive sexuality education?
Child Labor	5.4.1 Is the legal minimum age of employment 15 or above?
	5.4.2 Has the government adopted specific measures to combat child labor?
	5.4.3 What percent of children under the age of 15 work in the labor force?
Migrants, Refugees, IDPS, and Children Deprived of Liberty	5.3.1 Do migrant, refugee, or internally displaced children have to present documents stating their legal status to enroll in school?
	5.3.2 Is primary education available in retention centers/camps for refugee children?
	5.5.3 Can refugee children access public schools?
	5.5.4 What percent of refugee children are enrolled in schools?
	5.5.5 Is education available in prison?
	5.5.6 Do imprisoned children receive education integrated with the general education system (i.e. same curricula)?
Armed Conflict	5.6.1 Is the legal minimum age of military recruitment 15 or above?
	5.6.2 Are children under the age of 15 recruited by the military in practice?
	5.6.3 Have there been attacks on education?
	5.6.4 Is children's education ensured by the occupying power?
COVID-19	5.7.1 What was the scope and length of school closures due to COVID-19?
	5.7.2 Was education provided during school closures due to COVID-19?
	5.7.3 Has school drop-out and its associated risks been mitigated during school closures?
	5.7.4 Have public health measures been taken in schools?
	5.7.5 Are teachers paid during unplanned school closures?
	5.7.6 Is an education emergency response plan in place?

RTEI Questionnaire 2021

Theme 1: Governance

Subtheme 1.1: International Framework

Question 1.1.1: Is the State party to the following United Nations treaties? ^S

Potential Data Sources: [UN Treaty Series](#)

Questions 1.1.1 to 1.1.5 are calculated as:

- Yes = 1
- Yes with reservations = .5
- No = 0.

United Nations Treaties	
<ul style="list-style-type: none">a. International Covenant on Economic, Social, and Cultural Rights (ICESCR)b. Convention on the Rights of the Child (CRC)c. International Convention on the Elimination of All Forms of Racial Discrimination (ICERD)d. Convention on the Rights of Persons with Disabilities (CRPD)e. International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (ICRMW)f. Protocol to the Convention relating to the Status of Refugeesg. International Covenant on Civil and Political Rights (ICCPR)h. Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)i. Convention Relating to the Status of Stateless Persons	

Question 1.1.2: Is the State party to the following UNESCO treaty? ^S

Potential Data Sources: [Unesco treaty portal](#)

UNESCO Treaty	
a. Convention against Discrimination in Education b. Convention on Technical and Vocational Education	

Question 1.1.3: Is the State party to the following ILO conventions? ^S

Potential Data Sources: [ILO Labour Standards](#)

ILO Conventions	
a. Minimum Age Convention b. ILO Worst Forms of Child Labour Convention c. ILO Indigenous and Tribal Peoples Convention	

Question 1.1.4: Is the State party to the following Geneva conventions? ^S

Potential Data Sources: [International Committee of the Red Cross](#)

Calculation: Note endorsement of the Safe Schools Declaration is non-scoring.

Geneva Conventions	
a. Geneva Convention III relative to the Treatment of Prisoners of War	

<ul style="list-style-type: none"> b. Geneva Convention IV relative to the Protection of Civilian Persons in Time of War c. Protocol I to the Geneva Conventions of 12 August 1949, and relating to the Protection of Victims of International Armed Conflicts d. Protocol II to the Geneva Conventions of 12 August 1949, and relating to the Protection of Victims of Non-International Armed Conflicts e. Safe Schools Declaration 	
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Question 1.1.5 Is the State party to the following regional treaties? ^S

<p>Regional Treaties</p>	
<ul style="list-style-type: none"> a. In Africa: African Charter on Human and Peoples' Rights b. In Africa: Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa c. In Africa: African Charter on the Rights and Welfare of the Child d. In Africa: African Youth Charter e. In Africa: African Union Convention for the Protection and Assistance of Internally Displaced Persons in Africa f. Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States g. In the Americas: Charter of the Organization of American States h. In the Americas: Additional Protocol to the American Convention on Human Rights, Protocol of San Salvador i. In the Americas: Inter-American Democratic Charter 	

<ul style="list-style-type: none"> j. In the Americas: Inter-American Convention on the Elimination of All Forms of Discrimination against Persons with Disabilities k. In the Americas: Inter-American Convention on the Prevention, Punishment and Eradication of Violence Against Women (Convention of Belem do Para) l. In Arab states: Arab Charter on Human Rights m. In Asia-Pacific: Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education n. In Europe: Protocol 1 to the European Convention for the Protection of Human Rights and Fundamental Freedoms o. In Europe: Revised European Social Charter p. In Europe: European Charter for Regional or Minority Languages q. In Europe: Framework Convention for the Protection of National Minorities r. In Europe: European Convention on the Legal Status of Migrant Workers s. In Europe: Convention on the Recognition of Qualifications concerning Higher Education in the European Region t. In Europe: European Union Charter of Fundamental Rights u. In Europe: Convention on Preventing and Combating Violence against Women and Domestic Violence (Istanbul Convention) 	
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Subtheme 1.2: National Law

Question 1.2.1: Do national laws protect the right to education? S

Basis

"Everyone has the right to education"

See also: Article 2 (1), International Covenant on Economic, Social and Cultural Rights; CECSR General Comment 9; CESCR General Comment 3; Article 4, Convention on the Rights of the Child; Articles 2 (a) & 3, Convention on the Elimination of All Forms of Discrimination against Women; Article 2, International Convention on the Elimination of All Forms of Racial Discrimination; Article 4 (1) (a) (b), Convention on the Rights of Persons with Disabilities; Article 2 (2), International Covenant on Civil and Political Rights; Article 1 (2), United Nations Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities; Article 3 (a) (b), UNESCO Convention against Discrimination in Education; Article 1, African (Banjul) Charter on Human and People's Rights; Article 1 (1), African Charter on the Rights and Welfare of the Child; Article 2, Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa; Article 1, African Youth Charter; Article 3 (2), Arab Charter on Human Rights; Article 5, ASEAN Human Rights Declaration; Part 1, European Social Charter (revised); Article 4 (2), Council of Europe Framework Convention for the Protection of National Minorities; Article 4, Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence (Istanbul Convention); Article 2, Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'; Article 3 (1), Inter-American Convention on the Elimination of All Forms of Discrimination against Persons with Disabilities

Guidance

Explanation: This question seeks to answer whether the right to education is explicitly guaranteed by the highest form of national law, whether in the constitution or primary legislation, including in all regional, provincial, or state law, where applicable.

Necessary Definitions: "Education" includes all systematic and deliberate activities designed to meet the learning needs of a country.

Appropriate Supporting Documentation: Acceptable supporting documents include national law such as a national constitution or education act.

Potential Data Sources: Ministry of education, official public records, [UNESCO Database on the Right to Education](#), [Right to Education Initiative – Where to Find Information](#), [Constitute Project](#), [Planipolis](#), [UNESCO International Bureau on Education](#)

Additional Guidance for Responses: Justiciability refers to the amenability of an issue to be adjudicated upon in judicial or quasi-judicial fora. A justiciable right to education means that when this right is violated, the right-holder can take her claim before an independent and impartial body, and if the claim is upheld, be granted a remedy, which can then be enforced.

See [Accountability from a human rights perspective](#) for further information and guidance on identifying whether the right to education is justiciable and is a good starting place to determine whether the right to education is justiciable in your country.

Question 1.2.1 is calculated as:

- Yes, and it is justiciable = 1
- Yes, but it is not justiciable = .5
- No = 0.

Question 1.2.1	
Do national laws protect the right to:	

<ul style="list-style-type: none"> a. Pre-primary education b. Primary education c. Secondary education d. Technical and vocational training e. Higher education/university 	
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	

Government comment:
RESULTS Educational Fund comment:

Question 1.2.2: Do national laws protect the liberty of individuals and bodies, including minorities, to establish private schools? ^S

Basis

"No part of this article shall be construed as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to...such minimum standards as may be laid down by the State"

— International Covenant on Economic, Social and Cultural Rights, Article 13, Paragraph 4

See *also*: Article 29 (2), Convention on the Rights of the Child; Article 13 (5), Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'; Article 11 (7), African Charter on the Rights and Welfare of the Child; Article 14 (3), Charter of Fundamental Rights of the European Union; Article 2, Protocol to the European Convention on Human Rights; Article 17 (1) (a), European Social Charter (revised); Article 13, Framework Convention for the Protection of National Minorities; Article 27 (3), ILO Indigenous and Tribal Peoples Convention

Guidance

Explanation: This question seeks to answer whether the liberty of individuals and institutions to establish their own educational institutions (schools) is explicitly included in the national laws of a country. This liberty is particularly important for minorities and the law in question must not exclude the liberty of minorities to establish and their own schools.

Necessary Definitions: "Private school" is defined as any privately managed educational institution. This may include for-profit, non-profit, religious, and NGO run schools. It also refers to all levels and types of education, including: nurseries, primary, secondary, fundamental, and higher education.

"Minorities" refer to a group numerically inferior to the rest of the population of a State or in a non-dominant position, whose members—being nationals of the State—possess ethnic, religious, or linguistic characteristics differing from those of the rest of the majority population or the dominant group.

Appropriate Supporting Documentation: Acceptable supporting documents include national law such as a national constitution or education act.

Potential Data Sources: Ministry of education, official public records, [UNESCO Database on the Right to Education](#), [Right to Education Initiative – Where to Find Information](#), [Constitute Project](#), [Planipolis](#), [UNESCO International Bureau on Education](#)

Additional Guidance for Responses: A “yes” response indicates that the appropriate language is present in the law. A “yes” response does not suggest the law is comprehensive or effective.

A “no” response indicates that there is no appropriate language in national or decentralized legal bodies.

For Decentralized Countries: A “More than half...” response indicates that in decentralized countries, more than half of the regions, provinces, states, or territories include appropriate language in the law.

A “Less than half...” response indicates that in decentralized countries, less than half of the regions, provinces, states, or territories include appropriate language in the law.

Question 1.2.2 is calculated as:

- a. Yes = 1
- b. More than half of decentralized laws protect the establishment of private schools. = .66
- c. Less than half or decentralized laws protect the establishment of private schools. = .33
- d. No. = 0

Question 1.2.2	Response
<p>Do national laws protect the liberty of individuals to establish private schools?</p> <ul style="list-style-type: none"> a. Yes. b. More than half of decentralized laws protect the establishment of private schools. c. Less than half or decentralized laws protect the establishment of private schools. d. No. 	
Supporting document/citation:	
Researcher comment:	

Peer review 1 comment:
Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Question 1.2.3: Do national laws expressly recognize the liberty of parents to choose the religious and moral education of their children in conformity with their own convictions? ^S

Basis

"Respect for the liberty of parents, and when applicable, legal guardians to choose for their children schools, other than those established by the public authorities, which conform to such minimum standards as may be laid down or approved by the State and to ensure the religious and moral education of their children in conformity with their own convictions."

— International Covenant on Economic, Social and Cultural Rights, Article 13, Paragraph 3

See *also*: Article 18 (4) & 26, International Covenant on Civil and Political Rights; Article 2 (2) & 13 (3), International Covenant on Economic, Social and Cultural Rights; Paras 28-39 & 31, CESCR General Comment 13; Articles 2, 14 (2) & 30, Convention on the Rights of the Child; Para 10, CRC General Comment 1; Article 7, 12 (4) & 30, International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families; Article 15 (1), United Nations Declaration on the Rights of Indigenous Peoples; Articles 3 & 5 (1) (b), UNESCO Convention against Discrimination in Education; Article 27, ILO Indigenous and Tribal Peoples Convention; Articles 2 & 3 (2), African (Banjul) Charter on Human and Peoples' Rights; Article 3 & 11 (4) & (7), African Charter on the Rights and Welfare of the Child; Article 3 and 30 (3), Arab Charter on Human Rights; Article 3 & 22, ASEAN Human Rights Declaration; Article 14 (3) & 21, Charter of Fundamental Rights of the European Union; Article 14, European Convention on Human Rights; Article 2, Protocol to the European Convention on Human Rights; Article 17 (1) (a), European Social Charter (revised); Article 3 & 13 (4) & (5), Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'; Article 12 (4) & 24, American Convention on Human Rights 'Pact of San José, Costa Rica'; Article 50, Geneva Convention (IV) relative to the Protection of Civilian Persons in Time of War; Article 78 (2), Protocol Additional to the Geneva Conventions of 12 August 1949, and relating to the Protection of Victims of International Armed Conflicts (Protocol I); Article 4 (3) (a), Protocol Additional to the Geneva Conventions of 12 August 1949, and relating to the Protection of Victims of Non-International Armed Conflicts (Protocol II)

Guidance

Explanation: This question seeks to answer whether the right of parents to choose the religious and moral education of their children is explicitly included in the national laws of a country. This may include both parental choice within a public school – such as allowing children to be exempted from attending schools on important holy days for their respective religions, taking into account dietary requirements relating to religion and allowing children to be exempted from religious or moral classes not in accordance with their religious or moral convictions – as well as the ability of parents to choose a religious school for their children.

Necessary Definitions: “Religious and moral education” include schools that act as a tool to transmit knowledge and values pertaining to religious trends, in an inclusive way, so that individuals realize their being part of the same community and learn to create their own identity in harmony with identities different from their own.

Appropriate Supporting Documentation: Acceptable supporting documents include national law such as a national constitution or education act.

Potential Data Sources: Ministry of education, official public records, [UNESCO Database on the Right to Education](#), [Right to Education Initiative – Where to Find Information](#), [Constitute Project](#), [Planipolis](#), [UNESCO International Bureau on Education](#)

Additional Guidance for Responses: A “yes” response indicates that the appropriate language is present in the law. A “yes” response does not suggest the law is comprehensive or effective.

Question 1.2.4 is calculated as:

- a. Yes = 1
- b. No = 0

Question 1.2.3	Response
<p>Do national laws expressly recognize the liberty of parents to choose the religious and moral education of their children in conformity with their own convictions?</p> <p>a. Yes</p> <p>b. No</p>	
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	
Government comment:	

RESULTS Educational Fund comment:

Question 1.2.4: Do national laws forbid discrimination in education on the following grounds? ^S

Basis

“States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, property, disability, birth or other status.”

— Convention on the Rights of the Child, Article 2, Paragraph 1

See also: UNESCO Convention against Discrimination in Education; Articles 2 (2) & 13, International Covenant on Economic, Social and Cultural Rights; Articles 2 & 28, Convention on the Rights of the Child; Articles 1-3 & 10, Convention on the Elimination of All Forms of Discrimination against Women; Articles 2 & 5 (e) (v), International Convention on the Elimination of All Forms of Racial Discrimination; Articles 4 (1) (a) - (e) 5 & 24 Convention on the Rights of Persons with Disabilities; Article 7, International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families; Article 2 (1), International Covenant on Civil and Political Rights; Article 3, Convention relating to the Status of Refugees (as applied through the Protocol relating to the Status of Refugees; Article 2, International Covenant on Civil and Political Rights; Article 3 (1), United Nations Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities; Articles 2 & 14 (2), United Nations Declaration on the Rights of Indigenous People; Articles 2 & 17, African (Banjul) Charter on Human and People's Rights; Articles 3 & 11, African Charter on the Rights and Welfare of the Child; Articles 2 & 12 (1) (a), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa; Articles 2 & 13, African Youth Charter; Articles 3 & 41 (2), Arab Charter on Human Rights; Articles 2 & 31, ASEAN Human Rights Declaration; Article 14, European Convention on Human Rights; Articles 4 & 12, Council of Europe Framework Convention for the Protection of National Minorities; Articles 4 & 14, Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence (Istanbul Convention); Article 21, Charter of Fundamental Rights of the European Union; Articles 3 & 13, Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'; Article 3 (1), Inter-American Convention on the Elimination of All Forms of Discrimination against Persons with Disabilities

Guidance

Explanation: This question seeks to answer whether national law explicitly includes language forbidding discrimination of any kind in the education system.

Necessary Definitions: "Discrimination" refers to any distinction, exclusion or restriction made on the basis of an individual's beliefs, history, or other demographic or personal characteristics.

Appropriate Supporting Documentation: Acceptable supporting documents include national law such as a national constitution or education act.

Potential Data Sources: Ministry of education, official public records, [UNESCO Database on the Right to Education](#), [Right to Education Initiative – Where to Find Information](#), [Constitute Project](#), [Planipolis](#), [UNESCO International Bureau on Education](#)

Additional Guidance for Responses: A "yes" response indicates that the appropriate language is present in the law. A "yes" response does not suggest the law is comprehensive or effective.

1.2.4 is calculated as:

- Yes = 1
- No = 0

Question 1.2.4	Yes	No
<p>Do national laws forbid discrimination in education on the following grounds?</p> <ul style="list-style-type: none"> a. Race and color (ethnicity)? b. Gender (sex)? c. Language? d. Religion? e. Political or other opinion? f. National or social origin? g. Property? h. Birth? i. Sexual orientation? j. Disability? k. Age? l. Nationality? m. Marital and family status? n. Health status? o. Place of residence? p. Economic and social situation? q. Pregnancy? 		
Supporting document/citation:		

Researcher comment:
Peer review 1 comment:
Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Subtheme 1.3: Plan of Action

Question 1.3.1: Is there a national education plan that aims to achieve free and compulsory primary education? ^S

Basis

“Each State Party...which...has not been able to secure...its jurisdiction compulsory education, free of charge, undertakes within two years, to work out and adopt a detailed plan of action for the progressive implementation, within a reasonable number of years.”

— International Covenant on Economic, Social and Cultural Rights, Article 14

See also: CESCR General Comment 11: Plans of action for primary education

Guidance

Explanation: This question seeks to answer whether, in countries that have not secured free compulsory primary education, there is a national plan that progressively lays out how the country is moving towards free primary education. This should include specific implementation dates for each stage to ensure that the implementation occurs in a reasonable number of years.

Necessary Definitions: “National education plan” is defined as a formal plan of education proposed and adopted by the government of a country.

“Compulsory education” is the education legally required in a country. This often includes education to a certain age, level, or grade. Internationally this generally includes primary and lower secondary education.

Examples: “Free primary education was introduced with the adoption of the new Education and Training Policy in 1994 as a major strategy towards achieving the EFA goals. This has led to rapid increase in the net enrolment rate, which currently stands at 83% of primary school aged children. ESDP IV will be a historic landmark in making free primary education compulsory in order to give a major boost to education and to reach the remaining 17%, the most vulnerable children who are still out of school.” (Ethiopia ESDP IV, p.12)

Although Belize sets out a target of 100% net enrollment rate for primary education by 2016, they do not provide incremental steps. Specifically, although their Education Sector Strategy 2011- 2016 is designed to identify a 2011 Baseline and Milestones in 2012 and 2014 to gauge progress in reaching their 2016 goal these cells are clearly missing (see Belize Education Sector Strategy 2011-2016, p. 87).

Appropriate Supporting Documentation: Acceptable supporting documents may include an education sector plan or plan of action.

Potential Data Sources: Ministry of education, official public records, [UNESCO Database on the Right to Education](#), [Right to Education Initiative – Where to Find Information](#), [Constitute Project](#), [Planipolis](#), [UNESCO International Bureau on Education](#)

Additional Guidance for Responses: In decentralized systems without a national education plan a “yes” response indicates that all regional plans include the appropriate language.

Question 1.3.1 is calculated as:

- a. Yes = 1
- b. No, but the country has already achieved free and compulsory primary education = 1
- c. No, and the country has not achieved free and compulsory primary education = 0

Question 1.3.1	Response
<p>Is there a national education plan that aims to achieve free and compulsory primary education?</p> <p>a. Yes.</p> <p>b. No, but the country has already achieved free and compulsory primary education.</p> <p>c. No, and the country has not achieved free and compulsory primary education.</p>	
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	
Government comment:	

RESULTS Educational Fund comment:

Question 1.3.2: Is there a national education plan that aims to achieve free secondary, higher, and fundamental education? ^S

Basis

“In relation to article 13 (2) (b)-(d), a State party has an immediate obligation “to take steps” (art. 2 (1)) towards the realization of secondary, higher and fundamental education for all those within its jurisdiction. At a minimum, the State party is required to adopt and implement a national educational strategy which includes the provision of secondary, higher and fundamental education in accordance with the Covenant. This strategy should include mechanisms, such as indicators and benchmarks on the right to education, by which progress can be closely monitored.”

— CESCR General Comment 13: The right to education, para.52

Guidance

Explanation: This question seeks to answer whether, in countries that have not secured free secondary, higher, and fundamental education, there is a national plan to ensure the provision of free secondary, higher, and fundamental education.

Necessary Definitions: “National education plan” is defined as a formal plan of education proposed and adopted by the government of a country.

Appropriate Supporting Documentation: Acceptable supporting documents may include an education sector plan or plan of action.

Potential Data Sources: Ministry of education, official public records, [UNESCO Database on the Right to Education](#), [Right to Education Initiative – Where to Find Information](#), [Constitute Project](#), [Planipolis](#), [UNESCO International Bureau on Education](#)

Additional Guidance for Responses: In decentralized systems without a national education plan a “yes” response indicates that all regional plans include the appropriate language. A “yes” response only indicates that the appropriate language is present. A “yes” response does not indicate that the suggested dates are feasible or that the plan is adequately financed.

Question 1.3.1 is calculated as:

- a. Yes = 1

- b. No, but the country has already achieved free secondary, higher, and fundamental education. = 1
- c. No, and national education plans to achieve free secondary, higher, and fundamental education have not been completed. = 0

Question 1.3.2	Response
<p>Is there targeted a national education plan that aims to achieve free secondary, higher, and fundamental education?</p> <ul style="list-style-type: none"> a. Yes. b. No, but the country has already achieved free secondary, higher, and fundamental education. c. No, and national education plans to achieve free secondary, higher, and fundamental education have not been completed. 	
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	

Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Question 1.3.3: Does the national education plan include measures to encourage regular attendance at schools and reduce drop-out rates?

S W

Basis

"State Parties...shall, in particular: (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates"

— Convention on the Rights of the Child, Article 28 (1) (e)

See *also*: Article 28 (1) (a) (e), Convention on the Rights of the Child; Article 10 (f), Convention on the Elimination of All Forms of Discrimination against Women; Article 13 (2), International Covenant on Economic, Social and Cultural Rights; Article 24 (2), Convention on the Rights of Persons with Disabilities; Article 4 (a), UNESCO Convention against Discrimination in Education; Article 7 (2) (c) (d), ILO Worst Forms of Child Labour Convention; Articles 11 (3) (a) (d) (e) & 6, African Charter on the Rights and Welfare of the Child; Articles 13 (4) (c) (h), African Youth Charter; Article 41 (2), Arab Charter on Human Rights; Article 31 (2), ASEAN Human Rights Declaration; Article 17 (2), European Social Charter (revised); Article 49, Charter of the Organization of American States; Article 13 (3) (a) (d), Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'

Guidance

Explanation: This question seeks to answer whether there is a national plan that includes measures to encourage attendance and provide support to completion. In decentralized systems, all state, regional, or provincial education plans should be evaluated to identify the national education plan. Potential measures may include truancy laws, regular monitoring of attendance, or support for students at risk of dropping out.

Necessary Definitions: “National Education Plan” is defined as a formal plan of education proposed and adopted by the government of a country.

“Regular Attendance” means daily attendance at school.

“Drop-out” refers to a student that started but did not complete a school cycle and is no longer enrolled in the school system. This is sometimes referred to as a “school-leaver”.

Examples: “Within this set of strategies, several will focus on the imperative to decrease early drop-out: awareness-raising sessions will be organized for teachers and principals, a special module will be included in pre-service training, school improvement plans will be guided towards addressing this issue and the improvement of school facilities will help keeping children in school. The school feeding program, which covers schools in six regions, will be expanded. It is envisaged to organize awareness-raising events with communities to ensure full registration of all children in primary school and to intervene swiftly when a child is absent for several days.” (Ethiopia ESDP IV, p. 22)

Appropriate Supporting Documentation: acceptable supporting documents may include an education sector plan or plan of action.

Potential Data Sources: Ministry of education, official public records, [UNESCO Database on the Right to Education](#), [Right to Education Initiative – Where to Find Information](#), [Constitute Project](#), [Planipolis](#), [UNESCO International Bureau on Education](#)

Additional Guidance for Responses: In decentralized systems without a national education plan a “yes” response indicates that all regional plans include the appropriate language. A “yes” response does not suggest that the plan is comprehensive or effective.

Question 1.3.3 is calculated as:

- a. Yes = 1
- b. No = 0

Question 1.3.3	Response
<p>Does the national education plan include measures to encourage regular attendance at schools and reduce drop-out rates?</p> <ul style="list-style-type: none"> a. Yes b. No 	
<p>Supporting document/citation:</p>	

Researcher comment:
Peer review 1 comment:
Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Subtheme 1.4: Monitoring and Reporting

Question 1.4.1: Are there minimum educational standards applicable to all schools, including private schools? ^S

Basis

"States Parties are obligated to establish 'minimum educational standards' to which all educational institutions established in accordance with article 13"

— Committee on Economic, Social and Cultural Right, General Comment 13, Paragraph 54

See also: Article 13 (3) & (4), International Covenant on Economic, Social and Cultural Rights; Paras 29-30, 48 & 54, CESCR General Comment 13; Article 29 (2), Convention on the Rights of the Child; Para. 44 CRC General Comment 5; Para. 34 CRC General Comment 16; Articles 2 (b) (c) & 5 (b), UNESCO Convention against Discrimination in Education; Article 27 (3), ILO Indigenous and Tribal Peoples Convention; Article 11 (7), African Charter on the Rights and Welfare of the Child; Article 14 (3), Charter of Fundamental Rights of the European Union; Article 2, Protocol to the European Convention on Human Rights; Article 17 (1) (a), European Social Charter (revised); Para. 11, Recommendation on ensuring quality education; Article 13 (5), Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'

Guidance

Explanation: This question seeks to answer a country has established minimal educational standards which are applied equally to all schools, both public and private. Minimum educational standards may relate to issues such as admission, curricula, and the recognition of certificates.

Necessary Definitions: "Education standards" are defined as the formally approved standards that outline the basic content, structural, and performance requirements of schools.

Examples: In Singapore, there standards defining a school are basically absent. From the application for a private school we can see that issues of infrastructure, training, and activities are absent from the definition of a school: "A 'school' is defined in the statute relating to education and registration of schools as an organisation for the provision of education for 10 or more persons; or a place where 10 or more persons are being or are habitually taught, whether in one or more classes."

(<http://www.moe.gov.sg/education/private-education/files/school-registration-notes.doc>)

Appropriate Supporting Documentation: Acceptable supporting documents may include national education acts, national education policies, education sector plans, or government circulars.

Potential Data Sources: Ministry of education, official public records, [UNESCO Database on the Right to Education](#), [Right to Education Initiative – Where to Find Information](#), [Constitute Project](#), [Planipolis](#), [UNESCO International Bureau on Education](#)

Additional Guidance for Responses: A "yes" response indicates that minimum educational standards are present at the national level and apply to all schools. A "yes" response does not suggest that standards are comprehensive or implemented in all schools.

Question 1.4.1 is calculated as:

- a. Yes = 1
- b. No = 0

Question 1.4.1	Response
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<p>Are there minimum educational standards applicable to all schools, including private schools?</p> <p>a. Yes.</p> <p>b. No.</p>	
<p>Supporting document/citation:</p>	
<p>Researcher comment:</p>	
<p>Peer review 1 comment:</p>	
<p>Peer review 2 comment:</p>	
<p>Government comment:</p>	

RESULTS Educational Fund comment:

Question 1.4.2: Is there a State body responsible for monitoring minimum educational standards? ^S

Basis

"States Parties are obligated to establish 'minimum educational standards' to which all educational institutions established in accordance with article 13 and are required to conform. They must also maintain a transparent and effective system to monitor such standards"

— Committee on Economic, Social and Cultural Rights, General Comment 13, Paragraph 54

See also: Article 13 (3) & (4), International Covenant on Economic, Social and Cultural Rights; Paras 29-30, 48 & 54, CESCR General Comment 13; Article 29 (2), Convention on the Rights of the Child; Para. 44 CRC General Comment 5; Para. 34 CRC General Comment 16; Articles 2 (b) (c) & 5 (b), UNESCO Convention against Discrimination in Education; Article 27 (3), ILO Indigenous and Tribal Peoples Convention; Article 11 (7), African Charter on the Rights and Welfare of the Child; Article 14 (3), Charter of Fundamental Rights of the European Union; Article 2, Protocol to the European Convention on Human Rights; Article 17 (1) (a), European Social Charter (revised); Para. 11, Recommendation on ensuring quality education; Article 13 (5), Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'

Guidance

Explanation: This question seeks to answer whether a country has established a system that clearly and transparently monitors whether schools conform to the minimum education standards. In decentralized systems, there may be multiple governing bodies monitoring education and schools.

Necessary Definitions: "State body" refers to a government board, committee, or commission or an appointed board, committee, or commission that exercises the authority of the government.

"Monitoring" is defined as the tracking and verifying of pre-selected, well-defined inputs, outputs and results on a systematic basis.

Examples: "A National Inspection Board (NIB) will be established, independent of the Ministry of Education, to set, enforce and monitor a wide range of academic, infrastructure and education standards for public and private schools, with routine inspection of schools" (Ghana ESP 2010-2010, Vol. 1, p. 15)

Appropriate Supporting Documentation: Acceptable supporting documents may include national education acts, education sector plans, the national constitution, or government reports.

Potential Data Sources: Ministry of education, official public records, [UNESCO Database on the Right to Education](#), [Right to Education Initiative – Where to Find Information](#), [Constitute Project](#), [Planipolis](#), [UNESCO International Bureau on Education](#)

Additional Guidance for Responses: A “yes” response indicates that there a state body (as defined above) has been designated as the party responsible for monitoring minimum educational standards. A “yes” response does not suggest that monitoring is completed in practice or that it is comprehensive or effective.

Question 1.4.2 is calculated as:

- a. Yes = 1
- b. No = 0

Question 1.4.2	Response
<p>Is there a State body responsible for monitoring minimum educational standards?</p> <ul style="list-style-type: none"> a. Yes b. No 	
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	

Government comment:
RESULTS Educational Fund comment:

Question 1.4.3: How often is data on primary school net enrollment collected nationally? ^P

Basis

"Regular data collection systems should be established and/or maintained within health care and social services, education, judicial and law enforcement sectors on protection related issues."

— Committee on the Rights of the Child, General Comment 18, Para. 7(1)(38)(a)

Guidance

Explanation: This question seeks to answer if a system is in place that regularly collects, at a national level, information on the education system, including student demographics. Primary net enrolment serves as a proxy to determine whether relevant data is collected.

Examples: From the [Digest of Education Statistics](#) we can see that primary school net enrollment rate is collected annually.

Year	Total, 3 to 34 years old	3 and 4 years old	5 and 6 years old	7 to 13 years old
1	2	3	4	5
1990	50.2 (0.23)	44.4 (0.99)	96.5 (0.37)	99.6 (0.06)
1991	50.7 (0.23)	40.5 (0.96)	95.4 (0.41)	99.6 (0.06)
1992	51.4 (0.23)	39.7 (0.95)	95.5 (0.41)	99.4 (0.08)
1993	51.8 (0.23)	40.4 (0.93)	95.4 (0.41)	99.5 (0.07)
1994	53.3 (0.23)	47.3 \1\ (0.94)	96.7 (0.34)	99.4 (0.08)
1995	53.7 (0.21)	48.7 \1\ (0.87)	96.0 (0.34)	98.9 (0.09)
1996	54.1 (0.22)	48.3 \1\ (0.91)	94.0 (0.43)	97.7 (0.14)
1997	55.6 (0.22)	52.6 \1\ (0.92)	96.5 (0.33)	99.1 (0.09)
1998	55.8 (0.22)	52.1 \1\ (0.92)	95.6 (0.37)	98.9 (0.10)
1999	56.0 (0.22)	54.2 \1\ (0.93)	96.0 (0.36)	98.7 (0.10)
2000	55.9 (0.22)	52.1 \1\ (0.93)	95.6 (0.38)	98.2 (0.12)
2001	56.4 (0.20)	52.4 \1\ (0.88)	95.3 (0.37)	98.3 (0.11)
2002	56.2 (0.20)	56.3 \1\ (0.89)	95.5 (0.37)	98.3 (0.11)
2003	56.2 (0.20)	55.1 \1\ (0.85)	94.5 (0.40)	98.3 (0.11)
2004	56.2 (0.20)	54.0 \1\ (0.85)	95.4 (0.37)	98.4 (0.11)
2005	56.5 (0.20)	53.6 \1\ (0.86)	95.4 (0.37)	98.6 (0.10)
2006	56.0 (0.20)	55.7 \1\ (0.86)	94.6 (0.39)	98.3 (0.11)
2007	56.1 (0.20)	54.5 \1\ (0.86)	94.7 (0.39)	98.4 (0.11)
2008	56.2 (0.20)	52.8 \1\ (0.85)	93.8 (0.42)	98.7 (0.10)
2009	56.5 (0.20)	52.4 \1\ (0.85)	94.1 (0.40)	98.2 (0.12)
2010\2\	56.6 (0.17)	53.2 \1\ (0.89)	94.5 (0.46)	98.0 (0.16)
2011\2\	56.8 (0.19)	52.4 \1\ (0.90)	95.1 (0.43)	98.3 (0.14)
2012\2\	56.6 (0.22)	53.5 \1\ (1.11)	93.2 (0.49)	98.0 (0.17)
2013\2\	55.8 (0.18)	54.9 \1\ (1.00)	93.8 (0.45)	98.1 (0.16)

Appropriate Supporting Documentation: Acceptable supporting documents may include government databases, government reports or publications, or non-governmental research reports.

Potential Data Sources: Ministry of education, official public records, national statistical office, [UNESCO Database on the Right to Education](#), [Right to Education Initiative – Where to Find Information](#), [Constitute Project](#), [Planipolis](#), [UNESCO International Bureau on Education](#)

Additional Guidance for Responses: Supporting documentation should be in the form of a database of spreadsheet illustrating that data on education has been collected and the frequency of collection. Ideally the documentation should cover at least a 10-year period to adequately address the question.

Question 1.4.3 is calculated as:

- a. Annually = 1
- b. Every other year = .75
- c. Once every 3 or more years = .5
- d. There is no regular collection pattern = .25
- e. Data is not collected = 0

Question 1.4.3	Response
<p>How often is data on primary school net enrollment rate collected nationally?</p> <ol style="list-style-type: none"> a. Annually b. Every other year c. Once every 3 or more years d. There is no regular collection pattern 	

e. Data is not collected	
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	
Government comment:	

RESULTS Educational Fund comment:

Question 1.4.4: Is the data on primary school net enrollment rate publicly available? ^S

Basis

"Regular data collection systems should be established and/or maintained within health care and social services, education, judicial and law enforcement sectors on protection related issues."

— Committee on the Rights of the Child, General Comment 18, Para. 7(1)(38)(a)

Guidance

Explanation: This question seeks to answer if a system is in place that regularly collects, at a national level, information on the education system, including student demographics, with the data made available to the public.

Necessary Definitions: "Publicly available" includes the direct distribution of information to the public, for example, by making it available on a website in a usable format, and/or indirect distribution to the public through the media or posting on a website.

Examples: From the [Digest of Education Statistics](#) we can see that primary school net enrollment rate is made publicly every year.

Appropriate Supporting Documentation: Acceptable supporting documents may include government databases, government reports or publications, or non-governmental research reports.

Potential Data Sources: Ministry of education, official public records, national statistical office, [UNESCO Database on the Right to Education](#), [Right to Education Initiative – Where to Find Information](#), [Planipolis](#), [UNESCO International Bureau on Education](#)

Additional Guidance for Responses: Supporting documentation should be in the form of a database or spreadsheet illustrating that data on education has been collected and the frequency of collection. Ideally the documentation should cover at least a 10-year period to adequately address the question.

Question 1.4.4 is calculated as:

- a. Yes = 1
- b. No = 0

Question 1.4.4	Response
Is the data on primary school net enrollment rate publicly available?	

<p>a. Yes</p> <p>b. No</p>	
<p>Supporting document/citation:</p>	
<p>Researcher comment:</p>	
<p>Peer review 1 comment:</p>	
<p>Peer review 2 comment:</p>	
<p>Government comment:</p>	

RESULTS Educational Fund comment:

Subtheme 1.5: Financing

Question 1.5.1: What is the percent of the national budget allocated to education?

Basis

"Each State Party to the present Covenant undertakes to take steps, individually and through international assistance and cooperation, especially economic and technical, to the maximum of its available resources, with a view to achieving progressively the full realization of the rights recognized in the present Covenant by all appropriate means, including particularly the adoption of legislative measures."

— International Covenant on Economic, Social and Cultural Rights, Article 2 (1)

See also: Articles 13 (2) & 14, International Covenant on Economic, Social and Cultural Rights; Article 28 (1), Convention on the Rights of the Child; CRC General Comment 19; Article 24 (2), Convention on the Rights of Persons with Disabilities; Article 7 (2) (c), ILO Worst Forms of Child Labour Convention; Article 17 (2), European Social Charter (revised); Article 13 (3), Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'; Article 11 (3), African Charter on the Rights and Welfare of the Child; Article 13 (4), African Youth Charter; Article 41 (2), Arab Charter on Human Rights; Article 4, UNESCO Convention against Discrimination in Education

Guidance

Explanation: This indicator reflects the relative priority given to education among competing budgetary needs. This ratio can help understand whether insufficient education resources are a product of overall lack of resources or insufficient allocation of available resources to education. 20% of national budgets should be allocated to education according to international benchmarks.

Necessary Definitions: "National Budget" includes the amount of money the government allocates to education institutions, administration, and subsidies at all levels of education.

Examples: 14.4% in Argentina, 2014 (World Bank Databank)

Appropriate Supporting Documentation: Acceptable supporting documents may include the national budget, statement of accounts, financial statements, audit reports, data from a reputable regional or multi-national organization such as the UN or the World Bank, government reports, or non-governmental research reports.

Potential Data Sources: Ministry of finance, official public records, national statistical office, ministry of education, [WorldBank EdStats–Education expenditures](#), [Unesco Institute for Statistics–Education finance](#), [OECD–Public spending on education](#)

Calculations: Question 1.5.1 is calculated out of 20%, the international-agreed upon benchmark for this indicator (GPE, 2015).

Question 1.5.1	Response
What is the percent of the national budget allocated to education?	
Supporting document/citation:	
Year:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	

Government comment:
RESULTS Educational Fund comment:

Question 1.5.2: What is the percentage of total national education budget allocated to each level of education?

Basis

"Each State Party to the present Covenant undertakes to take steps, individually and through international assistance and cooperation, especially economic and technical, to the maximum of its available resources, with a view to achieving progressively the full realization of the rights recognized in the present Covenant by all appropriate means, including particularly the adoption of legislative measures."

— International Covenant on Economic, Social and Cultural Rights, Article 2 (1)

See also: Articles 13 (2) & 14, International Covenant on Economic, Social and Cultural Rights; Article 28 (1), Convention on the Rights of the Child; Article 24 (2), Convention on the Rights of Persons with Disabilities; Article 7 (2) (c), ILO Worst Forms of Child Labour Convention; Article 17 (2), European Social Charter (revised); Article 13 (3), Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'; Article 11 (3), African Charter on the Rights and Welfare of the Child; Article 13 (4), African Youth Charter; Article 41 (2), Arab Charter on Human Rights; Article 4, UNESCO Convention against Discrimination in Education

Guidance

Explanation: This question seeks to answer how a country is using their available resources by breaking down the budget allocated to education by level of education. This indicator can identify the level of education a country focuses their resources on.

Necessary Definitions: “Total National Education Budget” includes the amount of money the government allocates to education institutions, administration, and subsidies at all levels of education.

“Tertiary” education includes higher education, university, and college, but does not include technical and vocational programs and degrees.

Examples: “About 37% of the program costs are for primary level, 11.2% for secondary education, 8.8% for adult education and some 21.7% dedicated to higher education. The relatively limited spending on Technical and Vocational Education and Training (TVET) (8.0%) is, to a large extent, due to the important share of students expected to enroll in non-government schools.” (Ethiopia ESDP IV, p. 7)

Appropriate Supporting Documentation: Acceptable supporting documents may include the national budget, statement of accounts, financial statements, audit reports, data from a reputable regional or multi-national organization such as the UN or the World Bank, government reports, or non-governmental research reports.

Potential Data Sources: Ministry of finance, official public records, national statistical office, ministry of education, [WorldBank EdStats–Education expenditures](#), [Unesco Institute for Statistics–Education finance](#), [OECD–Public spending on education](#)

Calculations: Question 1.5.2 is calculated by dividing the response for each level of education by the relevant international benchmarks.

For Vocational and Technical Training and Tertiary education, responses that exceed 1 after calculation are subtracted from 1 to reflect risks in overspending.

Benchmarks:

1.5.2 has the following benchmarks identified in international recommendations:

- 1.5.2a No benchmark. This information is collected for research purposes only and is non-scoring
- 1.5.2b Primary has an international benchmark set at 50 percent (GCE, n.d.)
- 1.5.2c Secondary is set at a maximum of 30 percent (GPE, 2014)
- 1.5.2d Technical and Vocational Education and Training has an international benchmark set at 6% by finding the median of all internationally available data since 2000.
- 1.5.2e Tertiary has an international benchmark set at 19% by finding the median of all internationally available data since 2014.

1.5.2	Response
<p>What is the percentage of total national education budget allocated to each level of education?</p> <p>a. Pre-primary</p> <p>b. Primary</p> <p>c. Secondary</p> <p>d. Technical and Vocational Education and Training</p> <p>e. Tertiary</p>	<p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p> <p>e.</p>
<p>Supporting document/citation:</p>	

Year:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	
Government comment:	

RESULTS Educational Fund comment:

Question 1.5.3: What is the percentage of the total national education budget allocated to the following components?

Basis

"Material conditions of teaching staff shall be continuously improved"

— International Covenant on Economic, Social and Cultural Rights, Article 13 (2) (e)

"Every child has the right to receive an education of good quality which in turn requires a focus on the quality of the learning environment, of teaching and learning processes and materials, and of learning outputs."

— Committee on the Rights of the Child, General Comment 1, Paragraph 22

"The development of a system of schools at all levels shall be actively pursued"

— International Covenant on Economic, Social and Cultural Rights, Article 13 (2) (e)

See also: CESCR General Comment 13

Guidance

Explanation: This question seeks to answer what percentage of the overall education budget was allocated to specific components of the education system.

Necessary Definitions: "Total National Education Budget" includes the amount of money the government allocates to education institutions, administration, and subsidies at all levels of education.

"Teaching and Learning Materials" include all materials designed to be used for teaching and learning. This includes technology, organizational equipment, school supplies, curriculum and curriculum support, and teaching resources.

"Capital Development" includes the expansion and improvement of infrastructure. This may include school building construction, enhancement, or rehabilitation.

Examples: 80.5% of education budget spend on teacher salaries in Mexico, 2011 (World Bank DataBank)

Appropriate Supporting Documentation: Acceptable supporting documents may include the national budget, statement of accounts, financial statements, audit reports, data from a reputable regional or multi-

national organization such as the UN or the World Bank, government reports, or non-governmental research reports.

Potential Data Sources: Ministry of finance, official public records, national statistical office, ministry of education, [WorldBank EdStats–Education expenditures](#), [Unesco Institute for Statistics–Education finance](#), [OECD–Public spending on education](#), [Global Teacher Status Index](#)

Calculations: Question 1.5.3 is calculated by dividing the response for each level of education by the relevant international benchmarks.

Benchmarks

1.5.3a Teacher Salaries budget allocations are standardized to 80 percent (Bruns et al. 2011; UIS, 2014). If the result is over 80%, the response is subtracted from 1, so a response of .95 would be $1 - ((.95/.8) - 1) = .8125$.

Teaching and learning materials and capital development are both benchmarked at 33% (UIS, 2016). To identify unique benchmarks, RTEI uses the international median from the World Bank.

1.5.3b 19% is the international median for Teaching and Learning Materials (including teacher training) from the World Bank Databank. The RTEI benchmark is identified by taking the international median as a proportion of 33%, and is 22%.

1.5.3c 9% is the international median for Capital Development (Infrastructure) from the World Bank Databank. The RTEI benchmark is identified by taking the international median as a proportion of 33%, and is 11%.

Question 1.5.3	Response
<p>What is the percentage of total national education budget is allocated to the following education components?</p> <ul style="list-style-type: none"> a. Teacher Salaries. b. Teaching and Learning Materials (including teacher training). c. Capital Development (Infrastructure). 	<ul style="list-style-type: none"> a. b. c.
Supporting document/citation:	
Year:	
Researcher comment:	

Peer review 1 comment:
Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Question 1.5.4 What is the government expenditure on education as reported as the percentage of GDP allocated to education?

Basis

"Each State Party to the present Covenant undertakes to take steps, individually and through international assistance and cooperation, especially economic and technical, to the maximum of its available resources, with a view to achieving progressively the full realization of the rights recognized in the present Covenant by all appropriate means, including particularly the adoption of legislative measures."

— International Covenant on Economic, Social and Cultural Rights, Article 2 (1)

See also: Articles 13 (2) & 14, International Covenant on Economic, Social and Cultural Rights; Article 28 (1), Convention on the Rights of the Child; Article 24 (2), Convention on the Rights of Persons with Disabilities; Article 7 (2) (c), ILO Worst Forms of Child Labour Convention; Article 17 (2), European Social Charter (revised); Article 13 (3), Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'; Article 11 (3), African Charter on the Rights and Welfare of the Child; Article 13 (4), African Youth Charter; Article 41 (2), Arab Charter on Human Rights; Article 4, UNESCO Convention against Discrimination in Education

Guidance

Explanation: This question seeks to answer whether a country is using their available resources by identifying what percentage of a country's GDP was allocated to education in the most recent year. This indicator suggests the importance a country placed on education. International averages range from 4 to 6%.

Necessary Definitions: "GDP" is the country's Gross Domestic Product.

Examples: 4.93% in Columbia, 2013 (UNESCO Institute of Statistics)

Appropriate Supporting Documentation: Acceptable supporting documents may include the national budget, statement of accounts, financial statements, audit reports, data from a reputable regional or multi-national organization such as the UN or the World Bank, government reports, or non-governmental research reports.

Potential Data Sources: M Ministry of finance, official public records, national statistical office, ministry of education, [WorldBank EdStats–Education expenditures](#), [Unesco Institute for Statistics–Education finance](#), [OECD–Public spending on education](#)

Calculations: Question 1.5.4 is calculated by dividing the response for each level of education by the relevant international benchmarks.

Benchmarks: 1.5.4 is set at a maximum of 6 percent (High Level Group on Education for All, 2008). The international median is 4%.

Question 1.5.4	Response
<p>What is the government expenditure on education as reported as the percentage of GDP allocated to education?</p>	

Supporting document/citation:	
Year:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	
Government comment:	

RESULTS Educational Fund comment:

Question 1.5.5: What percent of the national education budget comes from foreign aid sources (bilateral and multilateral)?

Basis

"Each State Party to the present Covenant undertakes to take steps, individually and through international assistance and cooperation, especially economic and technical, to the maximum of its available resources, with a view to achieving progressively the full realization of the rights recognized in the present Covenant by all appropriate means, including particularly the adoption of legislative measures."

— International Covenant on Economic, Social and Cultural Rights, Article 2 (1)

See also: Articles 13 (2) & 14, International Covenant on Economic, Social and Cultural Rights; Article 28 (1), Convention on the Rights of the Child; Article 24 (2), Convention on the Rights of Persons with Disabilities; Article 7 (2) (c), ILO Worst Forms of Child Labour Convention; Article 17 (2), European Social Charter (revised); Article 13 (3), Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'; Article 11 (3), African Charter on the Rights and Welfare of the Child; Article 13 (4), African Youth Charter; Article 41 (2), Arab Charter on Human Rights; Article 4, UNESCO Convention against Discrimination in Education

Guidance

Explanation: This question seeks to answer whether a country is using their available resources by identifying the percentage of expenditure on education that came from foreign aid sources. This indicator suggests whether a country is able to independently sustain their education system.

Necessary Definitions: "Foreign aid sources" include bilateral and multilateral agreements with other countries, multi-national organizations, international non-governmental organizations, and international finance institutions that include a provision for financial support.

Examples: \$70 (USD Constant) Million in Albania from foreign funding sources for education, 2011: (UNESCO EFA GMR Air Tables).

2011 Total Education Budget = 40,394,457,000 Albanian Lek (Approximately 395,000,000 USD using 2011 conversion rate)

$(70,000,000/395,000,000) * 100 = 17.7\%$ of 2011 budget for education in Albania provided through foreign sources.

Appropriate Supporting Documentation: Acceptable supporting documents may include the national budget, statement of accounts, financial statements, audit reports, data from a reputable regional or multi-national organization such as the UN or the World Bank, government reports, or non-governmental research reports.

Potential Data Sources: Ministry of finance, official public records, national statistical office, ministry of education, [WorldBank EdStats–Education expenditures](#), [Unesco Institute for Statistics–Education finance](#), [OECD–Public spending on education](#)

Calculations: Question 1.5.5 is calculated by dividing the response by the relevant international benchmarks.

Benchmark: The International Commission on Financing Global Education Opportunity (2016) calls for 15% of donor countries’ ODA to go to education. RTEI uses 15% as a metric for the national budget from foreign aid sources that should be allocated to education as an international benchmark.

Question 1.5.5	Response
What percentage of the national education budget comes from foreign aid sources (bilateral and multilateral)?	
Supporting document/citation:	
Year:	
Researcher comment:	
Peer review 1 comment:	

Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Question 1.5.6: What is the percentage of GNI PPP allocated to foreign aid to education in the public sector? [donor countries]

Basis

"Each State Party to the present Covenant undertakes to take steps, individually and through international assistance and cooperation, especially economic and technical, to the maximum of its available resources, with a view to achieving progressively the full realization of the rights recognized in the present Covenant by all appropriate means, including particularly the adoption of legislative measures."

— International Covenant on Economic, Social and Cultural Rights, Article 2 (1)

See also: Articles 13 (2) & 14, International Covenant on Economic, Social and Cultural Rights; Article 28 (1), Convention on the Rights of the Child; Article 24 (2), Convention on the Rights of Persons with Disabilities; Article 7 (2) (c), ILO Worst Forms of Child Labour Convention; Article 17 (2), European Social Charter (revised); Article 13 (3), Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'; Article 11 (3), African Charter on the Rights and Welfare of the Child; Article 13 (4), African Youth Charter; Article 41 (2), Arab Charter on Human Rights; Article 4, UNESCO Convention against Discrimination in Education

Guidance

Explanation: This question seeks to answer whether a country is promoting and encouraging the right to education internationally by allocating a percentage of their GNI to other countries as foreign aid.

Necessary Definitions: "Foreign Aid" refers to the financial, technical, and in-kind support provided from one country to another.

Examples: For Netherlands (in 2011 Constant \$): \$429 Million in Total Aid to Education (from UNESCO EFA GMR Aid Tables), \$747,564,600,199.62 for GNI PPP (from World Bank DataBank).

Total Aid to Education/GNI PPP * 100 = 5.7% for Netherlands in 2011

Appropriate Supporting Documentation: Acceptable supporting documents may include the national budget, statement of accounts, financial statements, audit reports, data from a reputable regional or multi-national organization such as the UN or the World Bank, government reports, or non-governmental research reports.

Potential Data Sources: Ministry of finance, official public records, national statistical office, ministry of education, [WorldBank EdStats–Education expenditures](#), [Unesco Institute for Statistics–Education finance](#), [OECD–Public spending on education](#)

Additional Guidance for Responses: If you are not a donor country, please respond NA in the response box and indicate that you are not a donor country in the comment box.

Calculations: Question 1.5.6 is calculated by dividing the response by the relevant international benchmarks.

Benchmark: The OECD sets the target of ODA at [0.7% of donors' national income](#). Of that 0.7%, 15% of ODA should go to the education sector from international donors. The benchmark proposed in RTEI 2016 is thus: 15%*.7% = .105%.

Question 1.5.6	Response
What is the percentage of GNI allocated to foreign aid to education in the public sector? [donor countries]	
Supporting document/citation:	

Year:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	
Government comment:	
RESULTS Educational Fund comment:	



Question 1.5.7: What percentage of the approved budget for education was actually executed? ^P

Basis

"Each State Party to the present Covenant undertakes to take steps, individually and through international assistance and cooperation, especially economic and technical, to the maximum of its available resources, with a view to achieving progressively the full realization of the rights recognized in the present Covenant by all appropriate means, including particularly the adoption of legislative measures."

— International Covenant on Economic, Social and Cultural Rights, Article 2 (1)

See also: Articles 13 (2) & 14, International Covenant on Economic, Social and Cultural Rights; Article 28 (1), Convention on the Rights of the Child; Article 24 (2), Convention on the Rights of Persons with Disabilities; Article 7 (2) (c), ILO Worst Forms of Child Labour Convention; Article 17 (2), European Social Charter (revised); Article 13 (3), Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'; Article 11 (3), African Charter on the Rights and Welfare of the Child; Article 13 (4), African Youth Charter; Article 41 (2), Arab Charter on Human Rights; Article 4, UNESCO Convention against Discrimination in Education

Guidance

Explanation: This question seeks to answer whether the state actually spends the money it has allocated towards education on education. The percentage measures the amount of the promise towards education that was actually fulfilled. Specifically, it measures whether what percentage of the education budget was actually executed.

Necessary Definitions: "Approved Budget" is defined as the approved financial amount allocated to education by the appropriate executive and/or legislative governing body.

"Last Fiscal Year" to the most recent Fiscal year expenditure data.

"Executed" indicates the amount of money spent and documented as expenditure.

Examples: 76% percent of the Ministry of Education budget was executed in Iraq in 2011 (UN-Iraq Joint Analysis Unit). Full Citation: UN-Iraq Joint Analysis Unit (2013). *Iraqi Budget Execution*. Available, [here](#).

Appropriate Supporting Documentation: Acceptable supporting documents may include the national budget, statement of accounts, financial statements, audit reports, data from a reputable regional or multi-national organization such as the UN or the World Bank, government reports, or non-governmental research reports.

Potential Data Sources: Ministry of finance, official public records, national statistical office, ministry of education, [WorldBank EdStats–Education expenditures](#), [Unesco Institute for Statistics–Education finance](#), [OECD–Public spending on education](#)

Calculations: Question 1.5.7 is calculated out of 100%.

Question 1.5.7	Response
What percentage of the approved budget for education was actually executed?	
Supporting document/citation:	
Year:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	

Government comment:
RESULTS Educational Fund comment:

Question 1.5.8: What is the current public expenditure per pupil as a percentage of GNI per capita PPP? ^P

Basis

"Each State Party to the present Covenant undertakes to take steps, individually and through international assistance and cooperation, especially economic and technical, to the maximum of its available resources, with a view to achieving progressively the full realization of the rights recognized in the present Covenant by all appropriate means, including particularly the adoption of legislative measures."

— International Covenant on Economic, Social and Cultural Rights, Article 2 (1)

See *also*: Articles 13 (2) & 14, International Covenant on Economic, Social and Cultural Rights; Article 28 (1), Convention on the Rights of the Child; Article 24 (2), Convention on the Rights of Persons with Disabilities; Article 7 (2) (c), ILO Worst Forms of Child Labour Convention; Article 17 (2), European Social Charter (revised); Article 13 (3), Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'; Article 11 (3), African Charter on the Rights and Welfare of the Child; Article 13 (4), African Youth Charter; Article 41 (2), Arab Charter on Human Rights; Article 4, UNESCO Convention against Discrimination in Education

Guidance

Explanation: This question seeks to answer whether a country is using their available resources by providing a relative measure of how much each country spends on education per student. Comparing per pupil spending to national income provides for a better comparison by incorporating a measure of overall

population. Data on per pupil spending and average national income should be provided for the most recent year.

Necessary Definitions: “Current” in this instance speaks to the most recent Fiscal expenditure data.

“Public Expenditure per Pupil” includes the amount the government spends on education institutions, administration, and subsidies for private entities per school age individual.

“Average income” is the country’s national average income level specifically of citizens, rather than GDP per capita which includes incomes from international companies and organizations.

Examples: 13.8% in Argentina, 2012 (UNESCO Institute of Statistics)

Appropriate Supporting Documentation: Acceptable supporting documents may include the national budget, statement of accounts, financial statements, audit reports, data from a reputable regional or multi-national organization such as the UN or the World Bank, government reports, or non-governmental research reports.

Potential Data Sources: Ministry of finance, official public records, national statistical office, ministry of education, [WorldBank EdStats–Education expenditures](#), [Unesco Institute for Statistics–Education finance](#), [OECD–Public spending on education](#)

Calculations: Question 1.5.8 could not be measured on a 0 to 100 scale but is measured against international benchmarks identified as the median of per pupil expenditure (World Bank, 2016h; World Bank, 2016i) as a percentage of the median national average income (ILO, 2016).

Benchmarks: For primary education, the median expenditure per pupil as a percent of national average income from 2000-2016 is 15.4%.

For secondary education, the median expenditure per pupil as a percent of national average income from 2000-2016 is 20%.

Question 1.5.8	Response
<p>What is the current public expenditure per pupil in constant USD?</p> <p>a. Primary</p> <p>b. Secondary</p> <p>What is the current public expenditure per pupil as a percentage of GNI per capita PPP?</p> <p>c. Primary</p> <p>d. Secondary</p>	<p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p>
Supporting document/citation:	

Year:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	
Government comment:	
RESULTS Educational Fund comment:	



Theme 2: Availability

Subtheme 2.1: Classrooms

Question 2.1.1: Is there a national minimum standard in place setting the numbers of pupils per classroom? **S W**

Basis

"Functioning educational institutions and programmes have to be available in sufficient quantity within the jurisdiction of the State party."

— Committee on Economic, Social and Cultural Rights, General Comment 13, Para. 6 (a)

Guidance

Explanation: This question seeks to answer whether the government has established a minimum standard or national benchmark outlining the allowed number of pupils to occupy each classroom. The second part of the question captures what the minimum standard is.

Necessary Definitions: "Classrooms" are defined as spaces, either inside buildings or outside, in which students are taught.

Examples:

SECTOR OUTCOME	SECTOR OUTCOME INDICATOR ¹¹	BASELINE (2012/13) ¹²	Targets ¹³				
			2013/14	2014/15	2015/16	2016/17	2017/18
	GER in upper secondary	27.1%	28.1%	29.1%	30%	31%	32%
	NER in upper secondary (M/F)	25.4% M: 24.1% F: 26.6%	29%	32%	35%	39%	42%
	% of primary schools with access to:						
	- Electricity	25%	34%	43%	52%	61%	70%
	- Alternative energy sources (solar, biogas etc)	9%	13%	17%	22%	26%	30%
	- Water	34%	47%	60%	74%	87%	100%
	% of secondary schools with access to:						
	- Electricity	44%	49%	54%	60%	65%	70%
	- Alternative energy sources	18.6%	21%	23%	25%	28%	30%
	- Water	45%	56%	67%	78%	89%	100%
	Primary pupils: classroom ratio ¹⁴	83:1	85:1	86:1	85:1	84:1	83:1

(Republic of Rwanda ESP 2013/14-2017/18, p. 85)

Appropriate Supporting Documentation: Acceptable supporting documents include national law such as regulations and national policies.

Potential Data Sources: [UNESCO Database on the Right to Education](#), [Right to Education Initiative – Where to Find Information](#), [Planipolis](#), [UNESCO International Bureau on Education](#)

Additional Guidance for Responses: Please provide ratios for part b and d in the form of x:1.

Question 2.1.1a and 2.1.1c are calculated as:

- Yes = 1
- No = 0

2.1.1b and 2.2.1d are calculated by comparing with the relevant benchmarks below. For countries with a pupil per classroom national standard that is less than the benchmark, the answer is coded as 1. For countries where the minimum standard is greater than the benchmark, the below formula is used: global benchmark / national benchmark

Benchmarks

Global benchmarks:

- Primary: 25 to 1
- Secondary: 20 to 1

Question 2.1.1	Response
<p>a. Is there a national minimum standard in place setting the numbers of pupils per classroom (primary school)?</p> <p>b. If yes, what is the national minimum standard pupil-classroom ratio (primary school)?</p> <p>c. Is there a national minimum standard in place setting the numbers of pupils per classroom (secondary school)? ^w</p> <p>d. If yes, what is the national minimum standard pupil-classroom ratio (secondary school)? ^w</p>	<p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p>
Supporting document/citation:	
Researcher comment:	

Peer review 1 comment:
Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Question 2.1.2: What is the pupil-classroom ratio? ^P

Basis

"Functioning educational institutions and programmes have to be available in sufficient quantity within the jurisdiction of the State party."

— Committee on Economic, Social and Cultural Rights, General Comment 13, Para. 6 (a)

Guidance

Explanation: This question seeks to answer what the average number of pupils for each classroom is in reality.

Examples: In China the number of pupils per classroom is 38 in primary school and 53 in lower secondary school, 2011 (OECD, 2013). Full Citation: OECD (2013), *Education at a Glance 2013*, Chart D2.2, available at <http://dx.doi.org/10.1787/888932851687>

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, or data from a reputable regional or multi-national organization such as the UN or the World Bank.

Potential Data Sources: Ministry of education, national office of statistics, teachers' union website, [WorldBank EdStats](#), [Unesco Institute for Statistics](#), [OECD](#), [Right to Education Initiative – Where to Find Information](#)

Additional Guidance for Responses: Please provide ratios in the form of x:1.

Calculations: 2.1.2 is calculated by dividing the global benchmark below by the national pupil-classroom ratio. If the national ratio is lower than the benchmark, the response is coded as 1.

Benchmarks:

Global benchmarks:

- Primary: 25 to 1
- Secondary: 20 to 1

Question 2.1.2	Response
<p>What is the pupil-classroom ratio?</p> <p>a. For primary schools</p> <p>b. For secondary schools ^W</p>	<p>a.</p> <p>b.</p>
Supporting document/citation:	
Year:	

Researcher comment:
Peer review 1 comment:
Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Subtheme 2.2: Sanitation

Question 2.2.1: Is there a national minimum standard in place setting the number of pupils per toilet?^{SW}

Basis

"The Committee urges States Parties, in line with articles 28 and 29 of the Convention to (b) provide well-functioning school and recreational facilities which do not pose health risks to students, including water and sanitation"

— Committee on the Rights of the Child, General Comment 4, Para. 17

See also: CESCR General Comment 13.6(a)

Guidance

Explanation: This question seeks to answer whether the government has established a minimum standard or national benchmark outlining the allowed number of pupils to share each toilet. The second part of the question captures what the minimum standard is.

Necessary Definitions: "Toilets" include flush toilets, squat toilets, pit latrines, and composting toilets.

"Schools" in this question are limited to brick-and-mortar schools.

Examples:

a) School Infrastructure

Nursery: Minimum classroom size 337 square feet, Maximum 562 square feet (15 square feet per student). Sanitary facilities: A minimum of four toilets for every 50 students.

Primary: Minimum classroom size 180 square feet, Maximum 600 square feet (14 square feet per student). Sanitary facilities: A minimum of four toilets for every 100 students.

Secondary: Minimum classroom size 420 square feet, Maximum 945 square feet (14 square feet per student). Sanitary facilities: A minimum of four toilets for each 150 students. (Response of the Government of Guyana to the OHCHR, available [here](#).)

Appropriate Supporting Documentation: Acceptable supporting documents include national law such as regulations and national policies.

Potential Data Sources: Ministry of education, national office of statistics, teachers' union website, [UNESCO Database on the Right to Education](#), [Planipolis](#), [UNESCO International Bureau on Education](#), [WorldBank EdStats](#), [Unesco Institute for Statistics](#), [OECD](#), [Right to Education Initiative – Where to Find Information](#)

Question 2.2.1a and 2.2.1c are calculated as:

- Yes = 1
- No = 0

2.1.1b and 2.2.d are calculated by comparing with the relevant benchmarks below. For countries with a pupil-toilet ratio national standard that is less than the benchmark, the answer is coded as 1. For countries where the minimum standard is greater than the benchmark, the below formula is used:
Benchmark / Response

Benchmarks

Global benchmarks:

- Primary: 25 to 1

- Secondary: 25 to 1

Question 2.2.1	Response
<p>a. Is there a national minimum standard in place setting the number of pupils per toilet (primary school)?</p> <p>b. If yes, what is the national minimum standard pupil-toilet ratio (primary school)?</p> <p>c. Is there a national minimum standard in place setting the number of pupils per toilet (secondary school)? ^w</p> <p>d. If yes, what is the national minimum standard pupil-toilet ratio (secondary school)? ^w</p>	<p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p>
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	

Government comment:
RESULTS Educational Fund comment:

Question 2.2.2: What is the pupil-toilet ratio? ^{P W}

Basis

"The Committee urges States Parties, in line with articles 28 and 29 of the Convention to (b) provide well-functioning school and recreational facilities which do not pose health risks to students, including water and sanitation"

— Committee on the Rights of the Child, General Comment 4, Para. 17

See also: CESCR General Comment 13.6(a)

Guidance

Explanation: This question seeks to answer whether what the pupil-toilet ratio is in reality.

Necessary Definitions: "Toilets" include flush toilets, squat toilets, pit latrines, and composting toilets.

"Schools" in this question are limited to brick-and-mortar schools.

Examples:

Survey Year 2013

SchoolTypeCode	Toilets	Enrolments	Pupil
			Toilet
			Ratio
ECE	701	18690	26.7
PS	1205	71649	59.5
CHS	1180	79443	67.3
PSS	184	6232	33.9
NSS	195	4698	24.1
RTC	16		0
Grand Total	3481	180712	51.9

(Ministry of Education – Solomon Islands, available, [here](#).)

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, or data from a reputable regional or multi-national organization such as the UN or the World Bank.

Potential Data Sources: Ministry of education, national office of statistics, [UN Water for Life](#), [Water and Sanitation Program](#), [WHO – Water, Sanitation, and Health](#), [UNESCO Institute of Statistics](#), [World Bank DataBank](#)

Calculation: 2.2.2 is calculated by dividing the global benchmark below by the national pupil-classroom ratio. If the national ratio is lower than the benchmark, the response is coded as 1.

Benchmarks:

Global benchmarks:

- Primary: 25 to 1
- Secondary: 25 to 1

Question 2.2.2	Response
<p>What is the pupil-toilet ratio?</p> <p>a. In primary schools</p> <p>b. In secondary schools ^w</p>	<p>a.</p> <p>b.</p>
Supporting document/citation:	

Year:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	
Government comment:	
RESULTS Educational Fund comment:	



Question 2.2.3: What is the percentage of schools with potable water?

P W

Basis:

"The Committee urges States Parties, in line with articles 28 and 29 of the Convention to (b) provide well-functioning school and recreational facilities which do not pose health risks to students, including water and sanitation"

— Committee on the Rights of the Child, General Comment 4, Para. 17

See also: Articles 11, 12 & 13 (2), International Covenant on Economic, Social and Cultural Rights; Paras 12 (c) (i) & 16 (b), CESCR General Comment 15; Article 28 (1), Convention on the Rights of the Child; Articles 11 (3) & 14 (2) (c), African Charter on the Rights and Welfare of the Child; Article 17 (2), European Social Charter (revised); Article 13 (3), Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'

Guidance

Explanation: This question seeks to answer whether water, that does not pose health risks to students, is readily available by identifying the percentage of schools that had potable water.

Necessary Definitions: "Potable water" is defined as water that is safe for humans to drink.

"Schools" in this question is limited to brick-and-mortar schools.

Examples: 31.3% of primary schools in Cameroon have access to potable water, 2012

27.2% of lower secondary schools in Cameroon have access to potable water, 2011(UNESCO Institute of Statistics)

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, or data from a reputable regional or multi-national organization such as the UN or the World Bank.

Potential Data Sources: Ministry of education, national office of statistics, [UN Water for Life](#), [Water and Sanitation Program](#), [WHO – Water, Sanitation, and Health](#), [UNESCO Institute of Statistics](#), [World Bank DataBank](#)

Calculation: 2.2.3 is calculated out of 100%.

Question 2.2.3	Response
What is the percentage of schools with potable water?	

<p>a. For primary schools.</p> <p>b. For secondary schools. ^w</p>	<p>a.</p> <p>b.</p>
<p>Supporting document/citation:</p>	
<p>Year:</p>	
<p>Researcher comment:</p>	
<p>Peer review 1 comment:</p>	
<p>Peer review 2 comment:</p>	

Government comment:
RESULTS Educational Fund comment:

Subtheme 2.3: Teachers

Question 2.3.1: What percentage of teachers are qualified? ^{P W}

Basis

"Functioning educational institutions and programmes have to be available in sufficient quantity within the jurisdiction of the State party. What they require to function depends upon numerous factors, including...trained teachers"

— Committee on Economic, Social and Cultural Rights, General Comment 16, Para. 6 (a)

See *also*: Article 13, International Covenant on Economic, Social and Cultural Rights; Articles 28 & 29, Convention on the Rights of the Child; Articles 2 (a) & 4, UNESCO Convention against Discrimination in Education; Paras 4 & 13, ILO/UNESCO Recommendation concerning the Status of Teachers; Article 11, African Charter on the Rights and Welfare of the Child; Article 13, African Youth Charter; Article 41 (2) & 4, Arab Charter on Human Rights; Article 31, ASEAN Human Rights Declaration; Article 17 (2), European Social Charter (revised); Article 13, Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'; Article 16, Inter-American Democratic Charter

Guidance

Explanation: This question seeks to answer what percent of the overall teaching population are qualified according to the standards laid out by the State Party.

The second part of this question seeks to answer what percentage of qualified teachers are female. Female teachers are important because they serve as role models to girls and help to attract and retain girls in school. Female headteachers and supervisors are important to ensure that the gender perspective is incorporated in schools.

Necessary Definitions: “Qualified teacher” refers to teachers who have received at least the minimum organized pedagogical teacher training pre-service and in-service required for teaching at the relevant level in a given country.

“Teachers” is broadly defined and includes instructors and education support staff, as defined by [Education International](#).

Examples: 84.7% of teachers in primary education are appropriately trained in Ecuador, 2013

77.1% of teachers in lower secondary education are appropriately trained in Ecuador, 2013 (UNESCO Institute of Statistics)

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, or data from a reputable regional or multi-national organization such as the UN or the World Bank.

Potential Data Sources: Ministry of education, national statistical office, teachers’ union website, [UNESCO Institute of Statistics – Teachers](#), [Global Teacher Status Index](#), International Surveys of Teachers – Includes [TALIS](#) and [TEDS-M](#), [World Bank DataBank](#), [OECD–Teachers](#)

Calculation: 2.3.1 is calculated out of 100%.

Question 2.3.1	Response
<p>What is the percentage of teachers that are qualified?</p> <p>a. For primary schools</p> <p>b. For secondary schools ^w</p> <p>What percentage of qualified teachers are female?</p> <p>c. For primary schools</p> <p>d. For secondary schools</p>	<p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p>
Supporting document/citation:	
Year:	
Researcher comment:	

Peer review 1 comment:
Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Question 2.3.2: Is there a national minimum standard in place setting the number of pupils per qualified teacher? **S W**

Basis

"Functioning educational institutions and programmes have to be available in sufficient quantity within the jurisdiction of the State party. What they require to function depends upon numerous factors, including...trained teachers"

— Committee on Economic, Social and Cultural Rights, General Comment 16, Para. 6 (a)

See also: Article 13, International Covenant on Economic, Social and Cultural Rights; Articles 28 & 29, Convention on the Rights of the Child; Articles 2 (a) & 4, UNESCO Convention against Discrimination in Education; Paras 4 & 13, ILO/UNESCO Recommendation concerning the Status of Teachers; Article 11, African Charter on the Rights and Welfare of the Child; Article 13, African Youth Charter; Article 41 (2) & 4, Arab Charter on Human Rights; Article 31, ASEAN Human Rights Declaration; Article 17 (2), European Social Charter (revised); Article 13, Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'; Article 16, Inter-American Democratic Charter

Guidance

Explanation: This question seeks to answer whether the government has established a minimum standard or national benchmark outlining the allowed number of pupils per qualified teacher in each school. The second part of the question captures what the minimum standard is.

Necessary Definitions: "Qualified teacher" refers to teachers who have received at least the minimum organized pedagogical teacher training pre-service and in-service required for teaching at the relevant level in a given country.

Examples: In addition to the fast-track programme, the following guiding principles are critical for the envisaged positive change in primary education between 2008 and 2018:

i. Ratio of pupils to teachers progressing to a 1:60 ratio by 2013/14 and below 1:60 ratio by 2017/18 (Malawi ESP 2008-2018, p.12)

Appropriate Supporting Documentation: Acceptable supporting documents include national law such as the education act or relevant policies.

Potential Data Sources: Ministry of education, national statistical office, teachers' union website, [UNESCO Institute of Statistics – Teachers](#), [Global Teacher Status Index](#), International Surveys of Teachers – Includes [TALIS](#) and [TEDS-M](#), [World Bank DataBank](#), [OECD–Teachers](#)

Question 2.3.2a and 2.3.2c are calculated as:

- Yes = 1
- No = 0

2.3.2b and 2.3.2d are calculated by comparing with the relevant benchmarks below. For countries with a pupil per classroom national standard that is less than the benchmark, the answer is coded as 1. For countries where the minimum standard is greater than the benchmark, the below formula is used:
Benchmark / Response

Benchmarks:

Global benchmarks:

- Primary: 25 to 1
- Secondary: 20 to 1

Question 2.3.2	Response
<p>a. Is there a minimum standard in place setting the number of pupils per trained teacher (primary school)?</p> <p>b. If yes, what is the minimum standard pupil-trained teacher ratio (primary school)?</p> <p>c. Is there a minimum standard in place setting the number of pupils per trained teacher (secondary school)? ^w</p> <p>d. If yes, what is the minimum standard pupil-trained teacher ratio (secondary school)? ^w</p>	<p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p>
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	

Government comment:
RESULTS Educational Fund comment:

Question 2.3.3: What is the pupil-qualified teacher ratio? ^P

Basis

"Functioning educational institutions and programmes have to be available in sufficient quantity within the jurisdiction of the State party. What they require to function depends upon numerous factors, including...trained teachers"

— Committee on Economic, Social and Cultural Rights, General Comment 16, Para. 6 (a)

See *also*: Article 13, International Covenant on Economic, Social and Cultural Rights; Articles 28 & 29, Convention on the Rights of the Child; Articles 2 (a) & 4, UNESCO Convention against Discrimination in Education; Paras 4 & 13, ILO/UNESCO Recommendation concerning the Status of Teachers; Article 11, African Charter on the Rights and Welfare of the Child; Article 13, African Youth Charter; Article 41 (2) & 4, Arab Charter on Human Rights; Article 31, ASEAN Human Rights Declaration; Article 17 (2), European Social Charter (revised); Article 13, Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'; Article 16, Inter-American Democratic Charter

Guidance

Explanation: This question seeks to answer how many teachers that have been trained in accordance with the standards laid out by the State Party were present for each student.

Necessary Definitions: “Qualified teacher” refers to teachers who have received at least the minimum organized pedagogical teacher training pre-service and in-service required for teaching at the relevant level in a given country.

Examples: If pupils per trained teacher is not readily available the ratio can be calculated as follows:

- Overall pupil-teacher ratio in primary education in Ecuador is 18.7, 2013
- 84.7% of primary teachers in Ecuador are appropriately trained, 2013 (UNESCO Institute of Statistics)
 - $18.7/0.847 = 22.08$ **pupils per trained teacher in primary education** in Ecuador, 2013
- Overall pupil-teacher ratio in lower secondary education in Ecuador is 14.7, 2013
- 77.1% of lower secondary teachers in Ecuador are appropriately trained, 2013 (UNESCO Institute of Statistics)
 - $14.7/0.771 = 19.07$ **pupils per trained teacher in lower secondary education** in Ecuador, 2013

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, or data from a reputable regional or multi-national organization such as the UN or the World Bank.

Potential Data Sources: Ministry of education, national statistical office, teachers’ union website, [UNESCO Institute of Statistics – Teachers](#), [Global Teacher Status Index](#), International Surveys of Teachers – Includes [TALIS](#) and [TEDS-M](#), [World Bank DataBank](#), [OECD–Teachers](#)

Calculations: 2.3.3 is calculated by dividing the global benchmark below by the national pupil-classroom ratio. If the national ratio is lower than the benchmark, the response is coded as 1.

Benchmarks:

Global benchmarks:

- Primary: 25 to 1
- Secondary: 20 to 1

Question 2.3.3	Response
<p>What is the pupil-trained teacher ratio?</p> <p>a. For primary schools</p> <p>b. For secondary schools ^w</p>	<p>a.</p> <p>b.</p>
<p>Supporting document/citation:</p>	
Empty space for supporting document/citation	

Year:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	
Government comment:	
RESULTS Educational Fund comment:	



Question 2.3.4: What is the mean teacher salary relative to the national mean salary? ^P

Basis

"Functioning educational institutions and programmes have to be available in sufficient quantity within the jurisdiction of the State party. What they require to function depends upon numerous factors, including...trained teachers"

— Committee on Economic, Social and Cultural Rights, General Comment 16, Para. 6 (a)

See also: Article 13, International Covenant on Economic, Social and Cultural Rights; Articles 28 & 29, Convention on the Rights of the Child; Articles 2 (a) & 4, UNESCO Convention against Discrimination in Education; Paras 4 & 13, ILO/UNESCO Recommendation concerning the Status of Teachers; Article 11, African Charter on the Rights and Welfare of the Child; Article 13, African Youth Charter; Article 41 (2) & 4, Arab Charter on Human Rights; Article 31, ASEAN Human Rights Declaration; Article 17 (2), European Social Charter (revised); Article 13, Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'; Article 16, Inter-American Democratic Charter

Guidance

Explanation: This question seeks to answer whether teachers received a competitive salary for their country of service by dividing the average annual salary of a teacher by the average annual overall salary of all workers in a country. A number over 1.0 indicates that teachers, on average, make more than other workers in the country.

Necessary Definitions: Competitive salaries are defined here as at least matching the average national income.

Examples: Average Teacher Salary in Switzerland = \$68,000 (2011 PPP)

Average Salary in Switzerland = \$50,000 (2011 PPP)

$\$68,000/\$50,000 = 1.36$ Ratio of Mean Teacher Salary to National Mean Salary for Switzerland.

(The Guardian Online, September 5, 2014 (<http://www.theguardian.com/teacher-network/teacher-blog/2014/sep/05/how-the-job-of-a-teacher-compares-around-the-world>))

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, ministry/department of education reports, or data from a reputable regional or multi-national organization such as the UN or the World Bank.

Potential Data Sources: Ministry of education, national statistical office, teachers' union website, [UNESCO Institute of Statistics – Teachers](#), [Global Teacher Status Index](#), International Surveys of Teachers – Includes [TALIS](#) and [TEDS-M](#), [World Bank DataBank](#), [OECD–Teachers](#)

Calculation: Question 2.3.4 asks “What is the mean teacher salary relative to the national mean salary?” To calculate the proportion for the score, RTEI divides the ratio reported by 100. All ratios over 1 are calculated as 1.

Question 2.3.4:	Response
What is the mean teacher salary relative to the national mean salary?	
Supporting document/citation:	
Year:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	

Government comment:
RESULTS Educational Fund comment:

Subtheme 2.4: Learning Materials

Question 2.4.1: Is there a minimum standard in place setting the number of pupils per available textbook? S W

Basis

"Every child has the right to receive an education of good quality which in turn requires a focus on the quality of the learning environment, of teaching and learning processes and materials, and of learning outputs."

— Committee on the Rights of the Child, General Comment 1, Para.22

See also: Article 13, International Covenant on Economic, Social and Cultural Rights; Articles 28 (1) & 29 (1), Convention on the Rights of the Child; Article 11 (3) (a), African Charter on the Rights and Welfare of the Child; Article 13 (1), African Youth Charter; Article 17 (2), European Social Charter (revised); Article 13 (3) (a), Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'

Guidance

Explanation: This question seeks to answer whether the government has established a minimum standard or national benchmark outlining the allowed number of pupils to share a single textbook. The second part of the question captures what the minimum standard is.

Necessary Definitions: "Textbooks" include both access to traditional hard copies and electronic copies.

Examples: In addition to the fast-track programme, the following guiding principles are critical for the envisaged positive change in primary education between 2008 and 2018:

- vi. Giving 3 exercise books per subject per child for all standards (Malawi ESP 2008-2018, p. 12)

Appropriate Supporting Documentation: Acceptable supporting documents include national law such as a national constitution or education act.

Potential Data Sources: Ministry of education, official public records, [UNESCO Database on the Right to Education](#), [Right to Education Initiative – Where to Find Information](#), [Planipolis](#), [UNESCO International Bureau on Education](#)

Question 2.4.1a is calculated as:

- Yes = 1
- No = 0

2.4.1b is calculated out of 1 to fit international benchmarks

Benchmarks: International benchmarks for the pupil per textbook ratio are 1 to 1 (UNESCO, 2016).

Question 2.4.1	Response
<p>a. Is there a minimum standard in place setting the number of pupils per available textbook?</p> <p>b. If yes, what is the minimum standard pupil-textbook ratio (primary school)?</p>	<p>a.</p> <p>b.</p>
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	

Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Question 2.4.2: What is the pupil-textbook ratio? ^{P W}

Basis

"Every child has the right to receive an education of good quality which in turn requires a focus on the quality of the learning environment, of teaching and learning processes and materials, and of learning outputs."

— Committee on the Rights of the Child, General Comment 1, Para.22

See also: Article 13, International Covenant on Economic, Social and Cultural Rights; Articles 28 (1) & 29 (1), Convention on the Rights of the Child; Article 11 (3) (a), African Charter on the Rights and Welfare of the Child; Article 13 (1), African Youth Charter; Article 17 (2), European Social Charter (revised); Article 13 (3) (a), Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'

Guidance

Explanation: This question seeks to answer whether there are adequate textbooks available for students to use by identifying how many students, on average, shared a textbook.

Necessary Definitions: “Textbooks” include both access to traditional hard copies and electronic copies.

Examples: 2.6 Pupils per Mathematics Textbook in Primary Schools in Ghana, 2013

2.6 Pupils per Reading Textbook in Primary Schools in Ghana, 2013 (UNESCO Institute of Statistics)

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, ministry/department of education reports, or data from a reputable regional or multi-national organization such as the UN or the World Bank.

Potential Data Sources: Ministry of education

Additional Guidance for Responses: Please provide an overall pupil-textbook ratio if available. If only available for some subjects (as in the example above) record the subject specific information in the comments box and put the average of subject specific pupil-textbook ratios in the response box.

Calculation: Question 2.4.2 is calculated out of 1 to fit international benchmarks

Benchmarks: International benchmarks for the pupil per textbook ratio are 1 to 1 (UNESCO, 2016).

Question 2.4.2		Response
What is the pupil-textbook ratio? a. For primary schools b. For secondary schools ^w		a. b.
Supporting document/citation:		
Year:		
Researcher comment:		
Peer review 1 comment:		

Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Question 2.4.3: What percent of schools have a library, computer facilities, and information technology? ^{P W}

Basis

“Availability. Functioning educational institutions and programmes have to be available in sufficient quantity within the jurisdiction of the State party. What they require to function depends upon numerous factors, including the developmental context within which they operate; for example, all institutions and programmes are likely to require buildings or other protection from the elements, sanitation facilities for both sexes, safe drinking water, trained teachers receiving domestically competitive salaries, teaching materials, and so on; while some will also require facilities such as a library, computer facilities and information technology”.

— Committee on Economic, Social and Cultural Rights General Comment 13: The right to education, para.6(a)

See also: Article 13 (2), International Covenant on Economic, Social and Cultural Rights; Para. 6(a), CESCR General Comment 13; Articles 28 (1) & (3), Convention on the Rights of the Child; Article 4 (b), UNESCO Convention against Discrimination in Education; Article 11, African Charter on the Rights and Welfare of the Child; Article 13 (4) (j), African Youth Charter; Article 41 (2), Arab Charter on Human Rights; Article 17 (2), European Social Charter (revised); Article 14, Charter of Fundamental Rights of the European Union; Article 13, Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'

Guidance

Explanation: This question seeks to answer whether there are adequate educational resources beyond textbooks available for students to use by identifying the percent of schools with library, computer, or information technology resources.

Necessary Definitions: "Library" include both access to traditional books and electronic copies, beyond textbooks. Libraries may be stationary within schools or rotating within districts.

"Computer facilities" includes designated space where computers are stored at the school and accessible to students and staff.

"Information technology" includes other materials such as tablets, mobile devices, projectors, and other tools that may supplement stationary computer facilities.

Examples: 100% of public schools have instructional computers with internet access in the U.S. ([National Center of Education Statistics, 2008](#))

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, ministry/department of education reports, or data from a reputable regional or multi-national organization such as the UN or the World Bank.

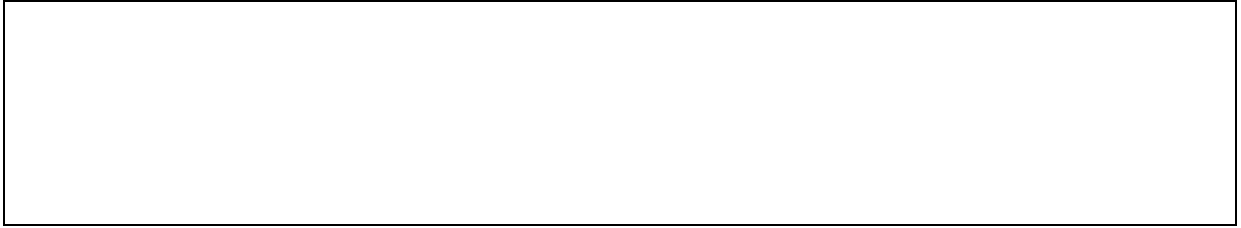
Potential Data Sources: Ministry of education

Additional Guidance for Responses: Please provide an overall percent if available. If only available for some grade levels, record the grade level specific information in the comments box and put the average of grade level specific percent of computers, information technology, or libraries in the response box.

Calculation: 2.4.3 is taken out of 100%. Each response is averaged for one score for 2.4.3.

Question 2.4.3	Response
<p>What percent of schools have a library, computer facilities, and information technology?</p> <ul style="list-style-type: none"> a. Libraries ^W b. Electricity ^W c. Computer facilities ^W d. Information technology ^W 	<ul style="list-style-type: none"> a. b. c. d.

Supporting document/citation:
Researcher comment:
Peer review 1 comment:
Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:



Theme 3: Accessibility

Subtheme 3.1: Free Education

Question 3.1.1: Do national laws provide for free and compulsory primary education? ^S

Basis

"Primary education should be compulsory and available free to all"

— International Covenant on Economic, Social and Cultural Rights, Article 13, Paragraph 2, Section a

See also: Article 13 (2) (a), International Covenant on Economic, Social and Cultural Rights; Article 28 (1) (a) (e), Convention on the Rights of the Child; Article 24 (2), Convention on the Rights of Persons with Disabilities; Article 4 (a), UNESCO Convention against Discrimination in Education; Article 7 (2) (c), ILO Worst Forms of Child Labour Convention; Article 41 (2), Arab Charter on Human Rights; Article 11 (3) (a) (d), African Charter on the Rights and Welfare of the Child, Article 13 (4) (a) (c), African Youth Charter; Article 17 (2), European Social Charter (revised); Article 13 (3) (a) (d), Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'

Guidance

Explanation: This question seeks to answer whether national law explicitly indicates that primary school is provided for free and is compulsory for all students to attend.

Necessary Definitions: "Compulsory Education" is the education legally required in a country.

Appropriate Supporting Documentation:

Acceptable supporting documents include national law such as a national constitution or education act.

Potential Data Sources: Ministry of education, official public records, [UNESCO Database on the Right to Education](#), [Right to Education Initiative – Where to Find Information](#), [Constitute Project](#), [Planipolis](#), [UCLA WORLD Analysis Policy Center](#)

Additional Guidance for Responses: A "yes" response indicates that the appropriate language is present in the law. A "yes" response does not suggest the law is comprehensive or effective.

3.1.1 is calculated as:

- 3.1.1a= 1
- 3.1.1b= .5
- 3.1.1c = 0

Question 3.1.1	Response
<p>Do national laws provide for free and compulsory primary education?</p> <p>a. Yes, national law provides for both free and compulsory primary education.</p>	

<p>b. No, national law provides for either free or compulsory primary education but not both.</p> <p>c. No, national law does not provide for either free or compulsory primary education.</p>	
<p>Supporting document/citation:</p>	
<p>Researcher comment:</p>	
<p>Peer review 1 comment:</p>	
<p>Peer review 2 comment:</p>	
<p>Government comment:</p>	

RESULTS Educational Fund comment:

Question 3.1.2: Do national laws provide for free secondary and higher education? S W

Basis

"States parties are required to progressively introduce free secondary and higher education"

— CESCR General Comment 13: The right to education, para. 6(b)(iii)

See also: Article 13 (2) (b) (c), International Covenant on Economic, Social and Cultural Rights; Article 28 (1) (b) (c), Convention on the Rights of the Child; Article 24 (2), Convention on the Rights of Persons with Disabilities; Article 4 (a), UNESCO Convention against Discrimination in Education; Article 11 (3) (b) (c), African Charter on the Rights and Welfare of the Child; Article 13 (4) (b) (f), African Youth Charter; Article 31 (2), ASEAN Human Rights Declaration; Article 49 (c), Charter of the Organization of American States; Article 17 (2), European Social Charter (revised); Article 13 (3) (b) (c), Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'

Guidance

Explanation: This question seeks to answer whether national law explicitly indicates that secondary and higher education is provided for free.

Appropriate Supporting Documentation: Acceptable supporting documents include national law such as a national constitution or education act.

Potential Data Sources: Ministry of education, official public records, [UNESCO Database on the Right to Education](#), [Right to Education Initiative – Where to Find Information](#), [Constitute Project](#), [Planipolis](#), [UCLA WORLD Analysis Policy Center](#)

Additional Guidance for Responses: A “yes” response indicates that the appropriate language is present in the law. A “yes” response does not suggest the law is comprehensive or effective.

3.1.2 is calculated as:

- 3.1.2a= 1
- 3.1.2b= 0
- 3.1.2c= 1
- 3.1.2d= 0

Question 3.1.2	Response
<p>Do national laws provide for free secondary education?</p> <ul style="list-style-type: none"> a. Yes, national law provides for free secondary education. b. No, national law does not provide for free secondary education. <p>Do national laws provide for free higher education?</p> <ul style="list-style-type: none"> c. Yes, national law provides for free higher education. d. No, national law does not provide for free higher education. 	
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	

Government comment:
RESULTS Educational Fund comment:

Question 3.1.3: Do national laws provide for free pre-primary education? ^{SW}

Basis

“The Convention recognizes the right of the child to education, and primary education should be made compulsory and available free to all (art. 28). The Committee recognizes with appreciation that some States parties are planning to make one year of preschool education available and free of cost for all children. The Committee interprets the right to education during early childhood as beginning at birth and closely linked to young children’s right to maximum development”.

— Committee on the Rights of the Child: General Comment 7: Implementing child rights in early education, Para.28

See also: Convention on the Rights of the Child, 1989* (Articles 18 and 31, General Comment Nos. 7, 8, 10, 14, 17, 23 and 24); Convention on the Elimination of All Forms of Discrimination against Women, 1979* (Preamble, Articles 5(b), 10 and 11(2)(c) and General Recommendation No. 36); Convention on the Rights of Persons with Disabilities, 2006* (General Comment No. 4); International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, 1990* (Article 30 and General Comment No. 4); African Charter on the Rights and Welfare of the Child, 1990* (Articles 12 and 20(2)); European Charter for Regional or Minority Languages, 1992* (Article 8)

Guidance

Explanation: This question seeks to answer whether national law explicitly indicates that pre-primary education is provided for free.

Necessary Definitions: “Pre-primary education” is defined as typically designed for children beginning at ages 3, 4 or 5 and takes place before the start of primary school, and aims to develop some of the skills needed for academic readiness and prepare children for entry into primary education.

Appropriate Supporting Documentation: Acceptable supporting documents include national law such as a national constitution or education act.

Potential Data Sources: Ministry of education, [UNESCO Global Study on the right to pre-primary education](#), [UNESCO Database on the Right to Education](#), [Right to Education Initiative – Where to Find Information](#), [Constitute Project](#), [Planipolis](#)

Additional Guidance for Responses: A “yes” response indicates that the appropriate language is present in the law. A “yes” response does not suggest the law is comprehensive or effective.

3.1.3 is calculated as:

- 3.1.3a= 1
- 3.1.3b= 0

Question 3.1.3	Response
<p>Do national laws provide for free pre-primary education?</p> <p>a. Yes, national law provides for free pre-primary education.</p> <p>b. No, national law does not provide for free pre-primary education.</p>	
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	

Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Question 3.1.4: Is primary education free in practice? ^P

Basis

"Primary education should be compulsory and available free to all"

— International Covenant on Economic, Social and Cultural Rights, Article 13 (2) (a)

See also: Article 13 (2) (a), International Covenant on Economic, Social and Cultural Rights; Article 28 (1) (a) (e), Convention on the Rights of the Child; Article 24 (2), Convention on the Rights of Persons with Disabilities; Article 4 (a), UNESCO Convention against Discrimination in Education; Article 7 (2) (c), ILO Worst Forms of Child Labour Convention; Article 41 (2), Arab Charter on Human Rights; Article 11 (3) (a) (d), African Charter on the Rights and Welfare of the Child, Article 13 (4) (a) (c), African Youth Charter; Article 17 (2), European Social Charter (revised); Article 13 (3) (a) (d), Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'

Guidance

Explanation: This question seeks to answer whether in practice primary education is free in the country.

Examples: "Now, more than ten years later, a group of parents [is suing a government minister](#) angry that many schools are still charging fees. As education experts the world over pore of the results

of [UNESCO's Education for All Global Monitoring Report](#), it's clear there is still a long way to go to reach the goal of global universal primary education by 2015.”
 (From Free Education in Kenya is a Failed Promise. Available at <http://theconversation.com/free-education-in-kenya-is-a-failed-promise-22453>)

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, the national constitution, national education acts, or national plan of action.

Potential Data Sources: Ministry of education, official public records, [UNESCO Database on the Right to Education](#), [Right to Education Initiative – Where to Find Information](#), [Planipolis](#), [UNESCO International Bureau on Education](#)

3.1.4 is calculated as the following:

- 3.1.4a = 1
- 3.1.4b = .75
- 3.1.4c = .5
- 3.1.4d = .25
- 3.1.4e = 0

Question 3.1.4	Response
<p>Is primary education free in practice?</p> <p>a. Yes, primary education is free for all children.</p> <p>b. No, but primary education is free for most children.</p> <p>c. No, primary education is free for about half of all children.</p> <p>d. No, primary education is free for the minority of children.</p> <p>e. No, primary education is not free for anyone.</p>	
<p>Supporting document/citation:</p>	
<p>Researcher comment:</p>	

Peer review 1 comment:
Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Question 3.1.5: What percent of household spending is spent on primary education? ^P

Basis

"Primary education should be compulsory and available free to all"

— International Covenant on Economic, Social and Cultural Rights, Article 13 (2) (a)

See *also*: Article 13 (2), International Covenant on Economic, Social and Cultural Rights; Article 28 (1), Convention on the Rights of the Child; Articles 23 (3) & 24 (2), Convention on the Rights of Persons with

Disabilities; Article 4 (a), UNESCO Convention against Discrimination in Education; Article 11 (3), African Charter on the Rights and Welfare of the Child; Article 13 (4) (a) (b) (c), African Youth Charter; Article 41 (2), Arab Charter on Human Rights; Article 31 (2), ASEAN Human Rights Declaration; Article 17 (2), European Social Charter (revised); Article 14 (2), Charter of Fundamental Rights of the European Union; Article 13 (3), Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'

Guidance

Explanation: This question seeks to answer whether primary schools in a country provided free access. To allow for cross-national comparisons this should be reported as the percentage of household spending spent on education per year.

Necessary Definitions: "Household spending" includes any fees associated with the enrollment of an individual in a school as well as books, meals, uniforms, and other associated costs.

Examples: In Tanzania in 2007, 7.7% of household spending is spent on education. 31% of this overall spending on education was spent on primary education (Foko et al., 2012).

$(0.077 * 0.31) * 100 = 2.4\%$ of household spending spent on primary education.

Full Citation: Foko, B., Tiyab, B.K. & Husson, G. (2012). Household education spending: An analytical and comparative perspective for 15 African countries. UNESCO-BREDA Working Paper. Dakar: Senegal.

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, data from nationally representative surveys or questionnaires, or data from a reputable regional or multi-national organization such as the UN or the World Bank.

Potential Data Sources: Household Budget Surveys, ministry of finance, official public records, national statistical office, ministry of education, [WorldBank EdStats–Education expenditures](#), [Unesco Institute for Statistics–Education finance](#)

Calculation: 3.1.5 is calculated as a percent subtracted from 1. For instance, if Australia reports 16% of household spending is spent on primary education than their calculated score is $1 - 16\% = 84\%$.

Question 3.1.5	Response
What percent of household spending is spent on primary education?	
Supporting document/citation:	
Year:	

Researcher comment:
Peer review 1 comment:
Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Question 3.1.6: What percent of household spending is spent on secondary education? ^{P W}

Basis

"Secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education"

— International Covenant on Economic, Social and Cultural Rights, Article 13 (2) (b)

See also: Article 28 (1) (b), Convention on the Rights of the Child; Article 24 (2), Convention on the Rights of Persons with Disabilities; Article 4 (a), UNESCO Convention against Discrimination in Education; Article 11 (3) (b), African Charter on the Rights and Welfare of the Child; Article 13 (4) (b), African Youth Charter; Article 31 (2), ASEAN Human Rights Declaration; Article 17 (2), European Social Charter (revised); Article 13 (3) (b), Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'

Guidance

Explanation: This question seeks to answer whether secondary schools in a country provided free access. To allow for cross-national comparisons this should be reported as the percentage of household spending spent on education per year.

Necessary Definitions: "Household Spending" includes any fees associated with the enrollment of an individual in a school as well as books, meals, uniforms, and other associated costs.

Examples: In Tanzania in 2007, 7.7% of household spending is spent on education. 43% of this overall spending on education was spent on lower secondary education (Foko et al., 2012).

$(0.077 * 0.43) * 100 = 3.3\%$ of household spending spent on lower secondary education.

Full Citation: Foko, B., Tiyab, B.K. & Husson, G. (2012). Household education spending: An analytical and comparative perspective for 15 African countries. UNESCO-BREDA Working Paper. Dakar: Senegal.

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, data from nationally representative surveys or questionnaires, or data from a reputable regional or multi-national organization such as the UN or the World Bank.

Potential Data Sources: Household Budget Surveys, ministry of finance, official public records, national statistical office, ministry of education, [WorldBank EdStats–Education expenditures](#), [Unesco Institute for Statistics–Education finance](#)

Calculation: 3.1.6 is calculated as a percent subtracted from 1. For instance, if Chile reports 20% of household spending is spent on secondary education then their calculated score is $1 - 20\% = 80\%$.

Question 3.1.6	Response
What percent of household spending is spent on secondary education?	
Supporting document/citation:	

Year:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	
Government comment:	
RESULTS Educational Fund comment:	

Question 3.1.7: Are tuition fees charged for public university/higher education?^P

Basis:

"Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education"

— International Covenant on Economic, Social and Cultural Rights, Article 13 (2) (c)

See also: Article 13 (2) (c), International Covenant on Economic, Social and Cultural Rights; Article 28 (1) (c), Convention on the Rights of the Child; Article 11 (3) (c), African Charter on the Rights and Welfare of the Child; Article 31 (2), ASEAN Human Rights Declaration; Article 13 (4) (f), African Youth Charter; Article 49 (c), Charter of the Organization of American States; Article 13 (3) (c), Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'

Guidance:

Explanation: This question seeks to answer whether, in practice, public higher education institutions in a country charged a tuition fee for students to attend their school.

Necessary Definitions: "Tuition Fees" include any fees associated with the enrollment of an individual in a school. This includes mandatory fees and the costs of books.

"Average income" is the country's national average income level.

Examples: Average higher education tuition in Mexico in 2010 = \$5077 (2010 HESA Global Higher Education Rankings)

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, data from nationally representative surveys or questionnaires, or data from a reputable regional or multi-national organization such as the UN or the World Bank.

Potential Data Sources: Household Budget Surveys, ministry of education,

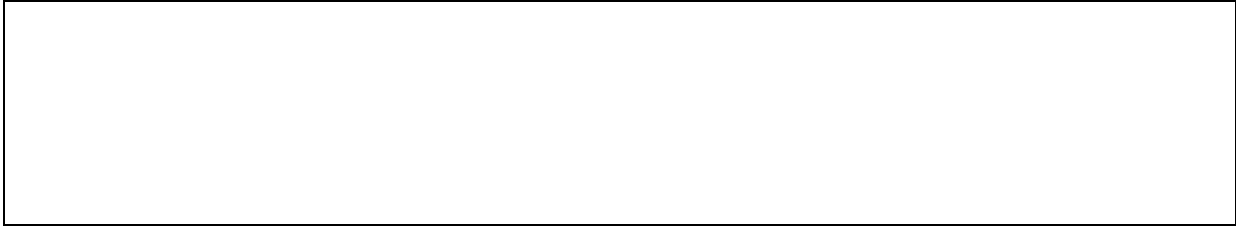
Additional Guidance for Responses: A "yes" response to "part a" indicates that tuition fees (as defined above) are charged by at least one public university/higher education institution in the country. A "yes" response does not suggest that all public universities/higher education institutions charge a tuition fee. Part b is the average tuition fee of all institutions that charge a tuition fee.

Calculation:

- 3.1.7a is calculated as yes = 0 and no = 1
- 3.1.7b is not calculated in RTEI scores.

Question 3.1.7	Response
<p>a. Are tuition fees charged for public university/higher education?</p> <p>b. If yes, what is the average tuition fee for public university/higher education out of the average national income?</p>	

Supporting document/citation:	
Year:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	
Government comment:	
RESULTS Educational Fund comment:	



Question 3.1.8: Is free basic education publicly provided for anyone who has not completed primary education? ^{S W}

Basis

“To encourage and intensify by appropriate methods the education of persons who have not received any primary education or who have not completed the entire primary education course and the continuation of their education”.

— UNESCO Convention against Discrimination in Education, Article 4(c)

“Fundamental education shall be encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education”.

— *International Covenant on Economic, Social and Cultural Rights, Article 13(2)(d)*

Guidance

Explanation: This question seeks to answer whether anyone who has not completed primary education have access to free primary or basic education.

Necessary Definitions: “Basic Education”, also called fundamental education, is education that meets ‘basic learning needs’ which includes: ‘[...] essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning.’

For a comprehensive definition see: [Right to Education Initiative – Adult education and learning](#).

Appropriate Supporting Documentation: Acceptable supporting documents include national law such as a national constitution or education act.

Potential Data Sources: Ministry of education, official public records, [UNESCO Database on the Right to Education](#), [Right to Education Initiative – Where to Find Information](#), [Planipolis](#), [UNESCO International Bureau on Education](#)

Additional Guidance for Responses: A “yes” response indicates that a publicly provided program exists for those who have not completed primary education to obtain the skills they need to be a literate member of society. A “yes” response does not suggest that this program can be accessed by all individuals in need or that the program is comprehensive or effective.

3.1.8 is calculated as:

- Yes = 1
- No = 0.

Question 3.1.8	Response
<p>Is free basic education publicly provided for anyone who has not completed primary education?</p> <p>a. Yes</p> <p>b. No</p>	
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	
Government comment:	

RESULTS Educational Fund comment:

Subtheme 3.2: Participation

Question 3.2.1: What is the gross enrollment rate? ^P

Basis

"Primary education should be compulsory and available free to all"

— International Covenant on Economic, Social and Cultural Rights, Article 13,(2) (a)

"Secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education"

— International Covenant on Economic, Social and Cultural Rights, Article 13 (2) (b)

"Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education"

— International Covenant on Economic, Social and Cultural Rights, Article 13 (2) (c)

See *also*: Article 28 (1), Convention on the Rights of the Child; Article 24 (2), Convention on the Rights of Persons with Disabilities; Article 4, UNESCO Convention against Discrimination in Education; Article 7 (2) (c), ILO Worst Forms of Child Labour Convention; Article 11 (3), African Charter on the Rights and Welfare of the Child, Article 13 (4), African Youth Charter; Article 41 (2), Arab Charter on Human Rights; Article 31 (2), ASEAN Human Rights Declaration; Article 17 (2), European Social Charter (revised); Article 49, Charter of the Organization of American States; Article 13 (3), Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'

Guidance

Explanation: This question seeks to answer how many individuals, regardless of age, were enrolled in school relative to the total number of school age children. Note that this rate may be above 100 as it includes all individuals enrolled regardless of age capturing late enrollment, early enrollment, and repetition. If quintiles are not available but high-, middle-, and low-income categories are, include Q5 as high, Q3 as middle, and Q1 as low-income categories.

Necessary Definitions: "Gross Enrollment Rate" is defined as the number of individuals in a given level of school, regardless of age, relative to the total number of individuals of the appropriate age to attend the given level of school. This includes students enrolled in either public or private schools.

Examples: The overall gross enrollment ratio for primary schools for Jamaica in 2013 was 92.3. For males it was 94.9 and for females it was 89.6 (World Bank Databank)

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, or data from a reputable regional or multi-national organization such as the UN or the World Bank.

Potential Data Sources: Ministry of education, national office of statistics, [UNESCO Institute of Statistics](#), [World Bank EdStats](#), [OECD Education at a Glance](#), [UNICEF](#)

Calculation: 3.2.1 is not included in RTEI overall scoring but is used in longitudinal analysis.

Question 3.2.1	Response
<p>A: What is the gross enrollment rate for pre-primary schools?</p> <ul style="list-style-type: none"> a. Overall gross enrollment rate for pre-primary schools b. For males c. For females d. In urban schools e. In rural schools f. For the lowest income quintile g. For the second income quintile h. For the middle income quintile i. For the fourth income quintile j. For the highest income quintile k. For students with disabilities 	<ul style="list-style-type: none"> a. b. c. d. e. f. g. h. i. j. k.
<p>B: What is the gross enrollment rate for primary schools?</p> <ul style="list-style-type: none"> a. Overall gross enrollment rate for primary schools b. For males c. For females d. In urban schools e. In rural schools f. For the lowest income quintile g. For the second income quintile h. For the middle income quintile i. For the fourth income quintile j. For the highest income quintile k. For students with disabilities 	<ul style="list-style-type: none"> a. b. c. d. e. f. g. h. i. j. k.

<p>C: What is the gross enrollment rate for secondary schools? ^w</p> <ul style="list-style-type: none"> a. Overall gross enrollment rate for secondary schools b. For males c. For females d. In urban schools e. In rural schools f. For the lowest income quintile g. For the second income quintile h. For the middle income quintile i. For the fourth income quintile j. For the highest income quintile k. For students with disabilities 	<ul style="list-style-type: none"> a. b. c. d. e. f. g. h. i. j. k.
<p>D: What is the gross enrollment rate for technical and vocational training? ^w</p> <ul style="list-style-type: none"> a. Overall gross enrollment rate for technical and vocational training b. For males c. For females d. In urban schools e. In rural schools f. For the lowest income quintile g. For the second income quintile h. For the middle income quintile i. For the fourth income quintile j. For the highest income quintile k. For students with disabilities 	<ul style="list-style-type: none"> a. b. c. d. e. f. g. h. i. j. k.
<p>E: What is the gross enrollment rate for tertiary schools? ^w</p> <ul style="list-style-type: none"> a. Overall gross enrollment rate for tertiary schools b. For males c. For females d. In urban schools e. In rural schools f. For the lowest income quintile g. For the second income quintile h. For the middle income quintile i. For the fourth income quintile j. For the highest income quintile k. For students with disabilities 	<ul style="list-style-type: none"> a. b. c. d. e. f. g. h. i. j. k.
<p>Supporting document/citation:</p>	

Year:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	
Government comment:	
RESULTS Educational Fund comment:	

Question 3.2.2: What is the net enrollment rate? ^P

Basis

"Primary education should be compulsory and available free to all"

— International Covenant on Economic, Social and Cultural Rights, Article 13,(2) (a)

"Secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education"

— International Covenant on Economic, Social and Cultural Rights, Article 13 (2) (b)

"Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education"

— International Covenant on Economic, Social and Cultural Rights, Article 13 (2) (c)

See also: Article 28 (1), Convention on the Rights of the Child; Article 24 (2), Convention on the Rights of Persons with Disabilities; Article 4, UNESCO Convention against Discrimination in Education; Article 7 (2) (c), ILO Worst Forms of Child Labour Convention; Article 11 (3), African Charter on the Rights and Welfare of the Child, Article 13 (4), African Youth Charter; Article 41 (2), Arab Charter on Human Rights; Article 31 (2), ASEAN Human Rights Declaration; Article 17 (2), European Social Charter (revised); Article 49, Charter of the Organization of American States; Article 13 (3), Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'

Guidance

Explanation: This question seeks to answer how many primary school age children are enrolled in school relative to the total number of primary-school-age children.

Necessary Definitions: "Net enrollment rate" is defined as the number of individuals at the appropriate age of a given school level actually enrolled at the given level of school. This includes students enrolled in either public or private schools.

Examples: The overall net enrollment rate for primary schools in Jamaica in 2013 was 85.2%. For males it was 86.6% and for females it was 83.7% (World Bank Databank).

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, or data from a reputable regional or multi-national organization such as the UN or the World Bank.

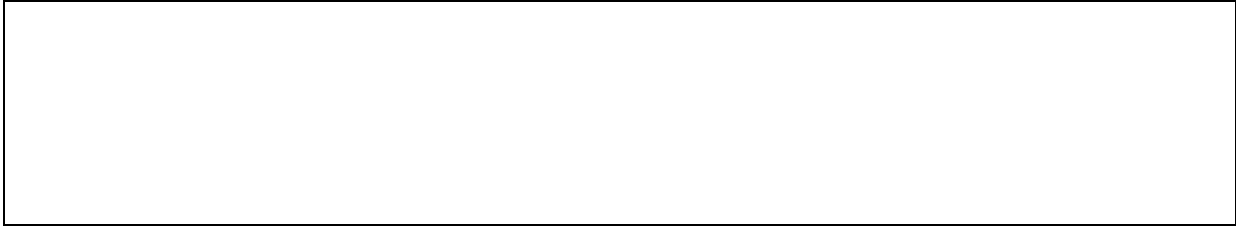
Potential Data Sources: Ministry of education, national office of statistics, [UNESCO Institute of Statistics](#), [World Bank EdStats](#), [OECD Education at a Glance](#), [UNICEF](#)

Calculation: 3.2.2aa and 3.2.2ba are calculated as percentages. No other aspects of 3.2.2 are calculated.

Question 3.2.2	Response
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<p>A: What is the net enrollment rate for pre-primary schools?</p> <ul style="list-style-type: none"> a. Overall net enrollment rate for primary schools b. For males c. For females d. In urban schools e. In rural schools f. For the lowest income quintile g. For the second income quintile h. For the middle income quintile i. For the fourth income quintile j. For the highest income quintile k. For students with disabilities 	<ul style="list-style-type: none"> a. b. c. d. e. f. g. h. i. j. k.
<p>B: What is the net enrollment rate for primary schools?</p> <ul style="list-style-type: none"> a. Overall net enrollment rate for primary schools b. For males c. For females d. In urban schools e. In rural schools f. For the lowest income quintile g. For the second income quintile h. For the middle income quintile i. For the fourth income quintile j. For the highest income quintile k. For students with disabilities 	<ul style="list-style-type: none"> a. b. c. d. e. f. g. h. i. j. k.
<p>C: What is the net enrollment rate for secondary schools? ^w</p> <ul style="list-style-type: none"> a. Overall net enrollment rate for secondary schools b. For males c. For females d. In urban schools e. In rural schools f. For the lowest income quintile g. For the second income quintile h. For the middle income quintile i. For the fourth income quintile j. For the highest income quintile k. For students with disabilities 	<ul style="list-style-type: none"> a. b. c. d. e. f. g. h. i. j. k.
<p>Supporting document/citation:</p>	

Year:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	
Government comment:	
RESULTS Educational Fund comment:	



Question 3.2.3: What is the completion rate? ^{P W}

Basis

"Primary education should be compulsory and available free to all"

— International Covenant on Economic, Social and Cultural Rights, Article 13,(2) (a)

"Secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education"

— International Covenant on Economic, Social and Cultural Rights, Article 13 (2) (b)

"Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education"

— International Covenant on Economic, Social and Cultural Rights, Article 13 (2) (c)

See also: Article 28 (1), Convention on the Rights of the Child; Article 24 (2), Convention on the Rights of Persons with Disabilities; Article 4, UNESCO Convention against Discrimination in Education; Article 7 (2) (c), ILO Worst Forms of Child Labour Convention; Article 11 (3), African Charter on the Rights and Welfare of the Child, Article 13 (4), African Youth Charter; Article 41 (2), Arab Charter on Human Rights; Article 31 (2), ASEAN Human Rights Declaration; Article 17 (2), European Social Charter (revised); Article 49, Charter of the Organization of American States; Article 13 (3), Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'

Guidance:

Explanation: This question seeks to answer what percentage of students completed the identified level of education. It is calculated by taking the total number of students in the last grade of the given level, minus the number of repeaters in that grade, divided by the total number of children of official graduation age.

Necessary Definitions: "Completion rate" is calculated by taking the total number of students in the last grade of a given education level, minus the number of repeaters in that grade, divided by the total number of children of official graduation age.

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, or data from a reputable regional or multi-national organization such as the UN or the World Bank.

Potential Data Sources: Ministry of education, national office of statistics, [UNESCO Institute of Statistics](#), [World Bank EdStats](#), [OECD Education at a Glance](#), [UNICEF](#)

Calculation: 3.2.3aa, 3.2.3ba, 3.2.3ca, and 3.2.3da are calculated as percentages. No other aspects of 3.2.3 are calculated.

Question 3.2.3	Response
<p>A: What is the primary school completion rate?</p> <ul style="list-style-type: none"> a. Overall completion rate for public primary schools b. For males c. For females d. In urban schools e. In rural schools f. For the lowest income quintile g. For the second income quintile h. For the middle income quintile i. For the fourth income quintile j. For the highest income quintile k. For students with disabilities 	<ul style="list-style-type: none"> a. b. c. d. e. f. g. h. i. j. k.
<p>B: What is the secondary school completion rate? ^W</p> <ul style="list-style-type: none"> a. Overall completion rate for public secondary schools b. For males c. For females d. In urban schools e. In rural schools f. For the lowest income quintile g. For the second income quintile h. For the middle income quintile i. For the fourth income quintile j. For the highest income quintile k. For students with disabilities 	<ul style="list-style-type: none"> a. b. c. d. e. f. g. h. i. j. k.
<p>C: What is the completion rate for technical and vocational training programs? ^W</p> <ul style="list-style-type: none"> a. Overall completion rate for public technical and vocational training programs b. For males c. For females d. In urban schools e. In rural schools f. For the lowest income quintile g. For the second income quintile h. For the middle income quintile i. For the fourth income quintile j. For the highest income quintile k. For students with disabilities 	<ul style="list-style-type: none"> a. b. c. d. e. f. g. h. i. j. k.
<p>D: What is the tertiary school completion rate? ^W</p> <ul style="list-style-type: none"> a. Overall completion rate for public tertiary schools b. For males 	<ul style="list-style-type: none"> a.

<ul style="list-style-type: none"> c. For females d. In urban schools e. In rural schools f. For the lowest income quintile g. For the second income quintile h. For the middle income quintile i. For the fourth income quintile j. For the highest income quintile k. For students with disabilities 	<ul style="list-style-type: none"> b. c. d. e. f. g. h. i. j. k.
Supporting document/citation:	
Year:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	

Government comment:

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RESULTS Educational Fund comment:

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Theme 4: Acceptability

Subtheme 4.1: Aims of Education

Question 4.1.1: Do national laws or policies direct education towards the following aims? ^S

Basis

"States Parties agree that the education of the child shall be directed to: (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential, (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations, (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own, (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin, and (e) The development of respect for the natural environment"

— Convention on the Rights of the Child, Article 29 (1)

See also: Article 13 (1), International Covenant on Economic, Social and Cultural Rights; Paras 4-5, CESCR General Comment 13; CRC General Comment 1; Article 24 (1), Convention on the Rights of Persons with Disabilities; United Nations Declaration on Human Rights Education and Training; Article 5, UNESCO Convention against Discrimination in Education; Paras 3-4, 10 (a), & Section V, ILO/UNESCO Recommendation concerning the Status of Teachers; Article 25, African (Banjul) Charter on Human and People's Rights; Article 11 (2), African Charter on the Rights and Welfare of the Child; Article 13 (3), African Youth Charter; Article 41 (4), Arab Charter on Human Rights; Article 31 (3), ASEAN Human Rights Declaration; Article 13 (2), Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'

Guidance

Explanation: This question seeks to answer whether specific aims of education are explicitly included in the national laws of a country.

Necessary Definitions: "Child's personality, talent, and mental and physical abilities" speaks to the holistic development of the full potential of the child.

"Respect for the child's parents...and other civilizations" speaks to a child's enhanced sense of identity and affiliation.

"Child's responsibilities in a free society...and friendship among all persons and groups" speaks to his or her socialization and interaction with others.

Appropriate Supporting Documentation: Acceptable supporting documents include national law such as a national constitution or education act.

Potential Data Sources: Ministry of education, official public records, [UNESCO Database on the Right to Education](#), [Right to Education Initiative – Where to Find Information](#), [Planipolis](#), [UNESCO International Bureau on Education](#)

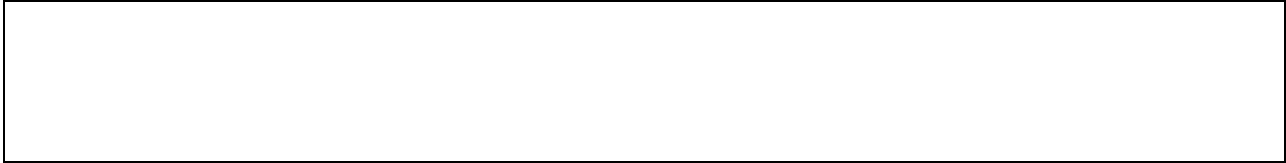
Additional Guidance for Responses: A “yes” response indicates that the appropriate language is present in the law. A “yes” response does not suggest the law is comprehensive or effective.

4.1.1 is calculated as:

- Yes =1
- More than half of decentralized laws and policies include these aims = .66
- Less than half of decentralized laws and policies include these aims = .33
- No = 0

Question 4.1.1	Yes	For decentralized systems:		No
		More than half of decentralized laws and policies include these aims	Less than half of decentralized laws and policies include these aims	
<p>Do national laws or policies direct education towards the following aims?</p> <p>a. The full development of the child’s personality, talents, and mental and physical abilities?</p> <p>b. The development of respect for human rights and fundamental freedoms?</p> <p>c. The development of respect for the child’s parents, cultural identity, language, and values, as well as respect for the values of the child’s country and other civilizations?</p> <p>d. The development of the child’s responsibilities in a free society, including understanding, peace, tolerance, equality, and friendship among all persons and groups?</p> <p>e. The development of respect for the natural environment?</p>				
Supporting document/citation:				

Researcher comment:
Peer review 1 comment:
Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:



Question 4.1.2: Does the national curriculum direct education towards the following aims? ^P

Basis

"The effective promotion of article 29 (1) requires the fundamental reworking of curricula to include the various aims of education and the systematic revision of textbooks and other teaching materials and technologies, as well as school policies."

— Committee on the Rights of the Child, General Comment 1, Paragraph 18

Guidance

Explanation: This question seeks to answer whether the national curriculum includes language that addresses specific aims of education.

Necessary Definitions: "National curriculum" outlines the subjects and content used in schools to aid nationwide uniformity of education quality. It is usually legislated by the national government but may coordinate with state and regional authorities for administration.

"Child's personality, talent, and mental and physical abilities" speaks to the holistic development of the full potential of the child.

"Respect for the child's parents...and other civilizations" speaks to a child's enhanced sense of identity and affiliation.

"Child's responsibilities in a free society...and friendship among all persons and groups" speaks to his or her socialization and interaction with others.

Examples: "Malta's National Curriculum Framework (NCF). The overarching principle upon which this framework has been constructed is that of giving children and young people an appropriate entitlement of learning that enables them to accomplish their full potential as individual persons and as citizens of a small State within the European Union." (A National Curriculum Framework for All, 2012)

"During the Junior Years cycle, children are introduced to democratic values that are related to respect of fundamental freedoms, human rights and responsibilities as well as diversity, active participation and dealing with change." (A National Curriculum Framework for All [Malta], 2012)

"The learning of History contributes to the development of the students' sense of identity as Maltese citizens as well as citizens of Europe and members of a wider global community." (A National Curriculum Framework for All [Malta], 2012)

"The National Curriculum Framework aims at: (4) providing quality time for social interaction, non-formal learning and peer activity" (A National Curriculum Framework for All [Malta], 2012)

"Education for Sustainable Development (ESD) is about learning that:

- re-orient education to address sustainable development.
- respects, values and preserves past achievements.
- values the Earth's resources and its peoples.

- strives towards a world in which all humans have access to sufficient food and water, a healthy and productive life, basic education, and a safer and just environment.
- assesses, cares for and restores the state of our planet.” (A National Curriculum Framework for All [Malta], 2012)

Appropriate Supporting Documentation: Acceptable supporting documents may include the official national curriculum or government policies outlining the national curriculum.

Potential Data Sources: Ministry of education, [Web Links to Select National Curriculum](#), teachers’ union website, [UNESCO International Bureau on Education](#), [UNESCO—Teachers](#)

Additional Guidance for Responses: A “yes” response indicates that the aims are included in the national curriculum. A “yes” response does not suggest that the incorporation of the aims into the national curriculum are comprehensive or that the curriculum is being implemented.

4.1.2 is calculated as:

- Yes =1
- More than half of decentralized laws and policies include these aims = .66
- Less than half of decentralized laws and policies include these aims = .33
- No = 0

Question 4.1.2	Yes	More than half of decentralized curricula include these aims	Less than half of decentralized curricula include these aims	No
<p>Does the national curriculum direct education towards the following aims?</p> <p>a. The full development of the child’s personality, talents, and mental and physical abilities?</p> <p>b. The development of respect for human rights and fundamental freedoms?</p> <p>c. The development of respect for the child’s parents, cultural identity, language, and values, as well as respect for the values of the child’s country and other civilizations?</p> <p>d. The development of the child’s responsibilities in a free society, including understanding, peace, tolerance, equality, and friendship among all persons and groups?</p> <p>e. The development of respect for the natural environment?</p>				
Supporting document/citation:				

Researcher comment:
Peer review 1 comment:
Peer review 2 comment:
Government comment:

RESULTS Educational Fund comment:

Question 4.1.3: Does the required training for teachers include improving the skills necessary for teaching towards the full development of the following aims? ^P

Basis

"Pre-service and in-service training schemes which promote the principles reflected in Article 29(1) are thus essential for teachers, educational administrators and others involved in child education"

— Committee on the Rights of the Child, General Comment 1, Para.18

Guidance

Explanation: This question seeks to answer whether the standard teacher training in a country is designed to develop the teacher's ability to teach to specific aims of education.

Necessary Definitions: "Required training" includes the training that meets the standards laid out by the government to become a certified teacher.

"Child's personality, talent, and mental and physical abilities" speaks to the holistic development of the full potential of the child.

"Respect for the child's parents...and other civilizations" speaks to a child's enhanced sense of identity and affiliation.

"Child's responsibilities in a free society...and friendship among all persons and groups" speaks to his or her socialization and interaction with others.

Examples: Teacher education includes compulsory course in Islamic Studies/Ethics and professional course in Methods of Teaching Islamic Studies which emphasize history and understanding of Islamic Civilization – Fulfills 4.1.3c (2010 Revised Curriculum of Education, Higher Education Commission-Pakistan).

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, national teacher training standards, or curriculum of teacher training that meets national standards.

Potential Data Sources: Ministry of education, [Web Links to Select National Curriculum](#), teachers' union website, [UNESCO International Bureau on Education](#), [UNESCO—Teachers](#)

Additional Guidance for Responses: A "yes" response indicates that the aims are included in the mandatory training for teachers. A "yes" response should not be given if the aim is only included in a

voluntary or elective portion of the training. A “yes” response does not suggest that the incorporation of the aims into teacher training is comprehensive or that the training leads to specific classroom practices.

4.1.3 is calculated as:

- Yes = 1
- No = 0

Question 4.1.3	
<p>Does the required training for teachers include improving the skills necessary for teaching towards the full development of the following aims?</p> <p>a. The full development of the child’s personality, talents, and mental and physical abilities?</p> <p>b. The development of respect for human rights and fundamental freedoms?</p> <p>c. The development of respect for the child’s parents, cultural identity, language, and values, as well as respect for the values of the child’s country and other civilizations?</p> <p>d. The development of the child’s responsibilities in a free society, including understanding, peace, tolerance, equality, and friendship among all persons and groups?</p> <p>e. The development of respect for the natural environment?</p>	
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	

Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Question 4.1.4: Are there established mechanisms to ensure that textbooks used in both public and private schools are aligned with the curriculum guidelines provided by the ministry of education? ^S

Basis

"The effective promotion of article 29 (1) requires the fundamental reworking of curricula to include the various aims of education and the systematic revision of textbooks and other teaching materials and technologies, as well as school policies." (CRC General Comment 1.18)

— Committee on the Rights of the Child, General Comment, Para.18

Guidance

Explanation: This question seeks to answer whether mechanisms, such as textbook selection, are in place to ensure that the textbooks used in schools align with a national curriculum based on developing the child's personality, talents, and abilities; respect for human rights and fundamental freedoms; respect

for parents, cultural identity and other cultures and countries; sense of responsibility in a free society; and respect for the natural environment.

Necessary Definitions: “Textbooks” include both access to traditional hard copies and electronic copies.

Examples: The Ministry of Education in Japan uses a [Textbook Examination Procedure](#) which is “designed to screen textbooks in order to ensure that they conform to the purpose and policy of education as specified by the Fundamental Law of Education and the purpose of the school and objectives of education as specified by the School Education Law.” This includes ensuring that information in the textbook is mapped onto the national Courses of Study.

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, or national textbook adoption procedures and regulations.

Potential Data Sources: Ministry of education, [Web Links to Select National Curriculum](#), teachers’ union website, [UNESCO International Bureau on Education](#), [UNESCO—Teachers](#)

Additional Guidance for Responses: A “yes” response indicates that a mechanism has been established to align textbook with the curriculum guidelines. A “yes” response does not suggest that all textbooks in use are aligned or that the mechanism in use is effective.

4.1.4 is calculated as:

- Yes = 1
- No = 0

Question 4.1.4	Response
<p>Are there established mechanisms to ensure that textbooks used in both public and private schools and aligned with the curriculum guidelines provided by the Ministry of Education?</p> <p>a. Yes</p> <p>b. No</p>	
Supporting document/citation:	
Researcher comment:	

Peer review 1 comment:
Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Question 4.1.5: Does national curriculum include the following topics? ^P

Basis

For Health and Wellbeing:

"The Committee urges States Parties, in line with articles 28 and 29 of the Convention to: (d) initiate and support measures, attitudes and activities that promote healthy behaviour by including relevant topics in school curricula"

— Committee on the Rights of the Child, General Comment 4, Para.17

For Human Rights:

"Include in the educational curriculum information on human rights, including women and children's rights, gender equality and self-awareness and contribute to eliminating gender stereotypes and fostering an environment of non-discrimination"

— Committee on the Rights of the Child, General Comment 18, Para. 7, Section 3.2.68(c)

For the Arts:

"Consistent with obligations under article 29 concerning the aims of education, appropriate time and expertise must be allocated within the school curriculum for children to learn, participate in and generate cultural and artistic activities, including music, drama, literature, poetry and art, as well as sports and games."

— Committee on the Rights of the Child, General Comment 17, Para. 8 (g)

See also: CEDAW 10(f), CRC 24.2(e), CRC General Comment 15.B(e), CRC General Comment 3.16, CRC General Comment 5.68, CRC 42

Guidance

Explanation: This question seeks to answer whether the national curriculum includes an emphasis on health and well-being, human rights, and the arts—including music, drama, and literature.

Necessary Definitions: "National curriculum" outlines the subjects and content used in schools to aid nationwide uniformity of education quality. It is usually legislated by the national government but may coordinate with state and regional authorities for administration.

Examples: For Health and Well-being: "The learning experiences that take place during health education activities aim at equipping learners with the necessary knowledge, competencies, skill, attitudes, and values which they need to maintain, promote and enhance physical, emotional, psychological and social well-being throughout their school life and as lifelong learners."

For Human Rights: "During the Junior Years cycle, children are introduced to democratic values that are related to respect of fundamental freedoms, human rights and responsibilities as well as diversity, active participation and dealing with change."

For the Arts: "This learning area which includes Art, Music, Dance and Drama provides opportunities for learners to be creative and imaginative, to experience enjoyment and inspiration, and to develop skills in the visual and performing arts." (A National Curriculum Framework for All [Malta], 2012)

Appropriate Supporting Documentation: Acceptable supporting documents may include the official national curriculum, national laws or policies, government reports, or non-governmental research reports.

Potential Data Sources: Ministry of education, [Web Links to Select National Curriculum](#), teachers' union website, [UNESCO International Bureau on Education](#), [UNESCO—Teachers](#)

Additional Guidance for Responses: A "yes" response indicates that the topic is included in the national curriculum. A "yes" response does not suggest that topic is comprehensively covered or that the curriculum is being implemented.

4.1.5 is calculated as:

- Yes =1
- More than half of decentralized laws and policies include these aims = .66
- Less than half of decentralized laws and policies include these aims = .33

- No = 0

Question 4.1.5	Yes	More than half of decentralized curricula include these topics	Less than half of decentralized curricula include these topics	No
<p>Does national curriculum include the following topics?</p> <ul style="list-style-type: none"> a. Health and Well-being b. Human Rights c. The Arts 				
Supporting document/citation:				
Researcher comment:				
Peer review 1 comment:				
Peer review 2 comment:				

Government comment:
RESULTS Educational Fund comment:

Question 4.1.6: Do national laws include children in the decision-making process of school curricula, school policies, and codes of behavior? S W

Basis

"Education authorities have to include children's...views in the planning of curricula"

— Committee on the Rights of the Child, General Comment 12, Para.107

"Steady participation of children in decision-making processes should be achieved...where they freely express their views on the development and implementation of school policies and codes of behavior. These rights need to be enshrined in legislation"

— Committee on the Rights of the Child, General Comment 12, Para.110

Guidance

Explanation: This question seeks to answer whether national law explicitly includes children in the education decision making process. This should include children having a voice in choosing school curriculum, deciding on school policies and establishing codes of behavior and is often done through the inclusion of children on a school leadership or governing board.

Necessary Definitions: "School Curricula" includes the curricula chosen by the school to address the national curriculum and meet educational standards.

"Codes of Behavior" is defined as the set of rules established by school leaders – including administration, teachers, and students – that regulate appropriate behavior at school or while conducting school business.

Appropriate Supporting Documentation: Acceptable supporting documents include national laws and regulations.

Potential Data Sources: Ministry of education, official public records, [UNESCO Database on the Right to Education](#), [Right to Education Initiative – Where to Find Information](#), [Planipolis](#), [UNESCO International Bureau on Education](#)

Additional Guidance for Responses: A “yes” response indicates that the appropriate language is present in the law. A “yes” response does not suggest the law is comprehensive or effective.

4.1.6 is calculated as:

- Yes = 1
- No = 0

Question 4.1.6	Response
<p>Do national laws include children in the decision-making process of school curricula, school policies, and codes of behavior?</p> <p>a. Yes</p> <p>b. No</p>	
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	

Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Subtheme 4.2: Learning Environment

Question 4.2.1: Has the national government adopted specific measures to protect children from violence and abuse in school? **S**

Basis

"States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child"

— Convention on the Rights of the Child, Article 19 (1)

See also: Articles 7, International Covenant on Civil and Political Rights; Article 19, Convention on the Rights of the Child; CRC General Comment 8; Article 12 (1) (c) & (d), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa; Article 17 (1) (b) & 7 (10), European Social Charter (revised); Article 3, European Convention on Human Rights; Article 6, Inter-American Convention on the Prevention, Punishment, and Eradication of Violence Against Women; Article 5, American Convention on Human Rights 'Pact of San José, Costa Rica'

Guidance

Explanation: This question seeks to answer whether a country has adopted clear measures through the establishment of laws, trainings, and social and educational supports to protect the child from all types of violence and abuse.

Necessary Definitions: “Violence” includes all forms of violence: emotional, verbal, physical, sexual, mental or psychological, and bullying.

School violence can be perpetrated by students, teachers, and other school staff, and sometimes by members of the community. It occurs not only in the physical infrastructure of schools, but also on the journey to and from school, during extracurricular activities, at home, and through the use of technology (cyberbullying, for example).

Examples: “In the case of Kenya, Article 29 of the new constitution, which came into force in August 2010, prohibits all forms of violence from either public or private sources, a ban that is binding for all State organs and all persons. Article 53 provides that every child has the right to be protected from abuse, neglect, harmful cultural practices, all forms of violence, inhuman treatment and punishment, and hazardous or exploitative labour.” (*Tackling Violence in Schools: A Global Perspective*, by SRSG on Violence Against Children, 2011, p. 7)

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, the national constitution, national education acts, or national plan of action.

Potential Data Sources: Ministry of education, official public records, [UNESCO Database on the Right to Education](#), [Right to Education Initiative – Where to Find Information](#), [Planipolis](#), [UNESCO International Bureau on Education](#)

Additional Guidance for Responses: A “yes” response indicates that a measure has been established to protect children from violence and abuse in school. A “yes” response does not suggest that the measure is universally applied or effective.

4.2.1 is calculated as:

- Yes = 1
- No = 0

Question 4.2.1	Response
<p>Has the national government adopted specific measures to protect children from violence and abuse in school?</p> <p>a. Yes</p> <p>b. No</p>	
<p>Supporting document/citation:</p>	
<p></p>	

Researcher comment:
Peer review 1 comment:
Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Question 4.2.2: In practice, are children in schools free from violence and abuse? ^P

Basis

"States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child"

— Convention on the Rights of the Child, Article 19 (1)

See *also*: Articles 7, International Covenant on Civil and Political Rights; Article 19, Convention on the Rights of the Child; CRC General Comment 8; Article 12 (1) (c) & (d), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa; Article 17 (1) (b) & 7 (10), European Social Charter (revised); Article 3, European Convention on Human Rights; Article 6, Inter-American Convention on the Prevention, Punishment, and Eradication of Violence Against Women; Article 5, American Convention on Human Rights 'Pact of San José, Costa Rica'

Guidance

Explanation: This question seeks to answer whether in practice children are protected from all types of violence and abuse.

Necessary Definitions: "Violence" includes all forms of violence: emotional, verbal, physical, sexual, mental or psychological, and bullying.

School violence can be perpetrated by students, teachers, and other school staff, and sometimes by members of the community. It occurs not only in the physical infrastructure of schools, but also on the journey to and from school, during extracurricular activities, at home, and through the use of technology (cyberbullying, for example).

Examples: "School violence in the U.S. reached a peak in 1993, according to the National Center for Education Statistics. That year, there were 42 homicides by students in total, as well as 13 "serious violent crimes" — rape, sexual assault, robbery and aggravated assault — per 1,000 students at primary and secondary schools. By 2010, the latest figures available, those numbers had decreased to two homicides and four violent crimes per 1,000 students. ([Violence in Schools: How big a problem is it?](#))

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, the national constitution, national education acts, or national plan of action.

Potential Data Sources: Ministry of education, [UNESCO—School violence and bullying](#)

Additional Guidance for Responses: "Very common in practice" suggests that greater than 1 in 3 students are subject to violence or abuse in school; "regularly practiced" suggests that approximately 1 in 10 to 1 in 3 are subject to violence or abuse in school; and "rarely practiced" suggests that less than 1 in 10 are subject to violence or abuse in school.

4.2.2 is calculated as:

- Yes, violence and abuse are very common in practice = 0
- Yes, violence and abuse are regularly practiced = .33
- Yes, violence and abuse are rarely practiced = .66
- No = 1

Question 4.2.2	Response
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<p>In practice, do children encounter violence and abuse in schools?</p> <ul style="list-style-type: none">a. Yes, violence and abuse are very common in practice.b. Yes, violence and abuse are regularly practiced.c. Yes, violence and abuse are rarely practiced.d. No.	
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	

Government comment:
RESULTS Educational Fund comment:

Question 4.2.3: Do national laws prohibit corporal punishment in schools? ^S

Basis

"States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention"

— Convention on the Rights of the Child, Article 28 (4)

See also: Articles 4, 19 & 28 (2), Convention on the Rights of the Child; CRC General Comment 8; Articles 2 (2) & 7, International Covenant on Civil and Political Rights; Rule 67, United Nations Rules for the Protection of Juveniles Deprived of their Liberty; Article 16, Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment; Article 11 (5), African Charter on the Rights and Welfare of the Child; Article 3, European Convention on Human Rights; Article 17 (1) (b), European Social Charter (revised); Article 5, American Convention on Human Rights 'Pact of San José, Costa Rica'

Guidance

Explanation: This question seeks to answer whether national law explicitly prohibits the use of corporal punishment in schools.

Necessary Definitions: "Corporal Punishment" includes physical punishment that is intended to cause some degree of pain or discomfort, however light, and non-physical punishment that is cruel or degrading in nature.

Appropriate Supporting Documentation: Acceptable supporting documents include national law such as a national constitution or education act.

Potential Data Sources: [Global Initiative to End All Corporal Punishment of Children](#), ministry of education, official public records, UNESCO Database on the Right to Education, Right to Education Initiative – Where to Find Information, Constitute Project, Planipolis, [UNESCO International Bureau on Education](#)

Additional Guidance for Responses: A “yes” response indicates that the appropriate language is present in the law. A “yes” response does not suggest the law is comprehensive or effective.

4.2.3 is calculated as:

- Yes = 1
- No = 0

Question 4.2.3	Response
<p>Do national laws prohibit corporal punishment in schools?</p> <p>a. Yes</p> <p>b. No</p>	
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	

Government comment:
RESULTS Educational Fund comment:

Question 4.2.4: Does corporal punishment occur in practice in schools? ^P

Basis

"States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention"

— Convention on the Rights of the Child, Article 28 (4)

See also: Articles 4, 19 & 28 (2), Convention on the Rights of the Child; CRC General Comment 8; Articles 2 (2) & 7, International Covenant on Civil and Political Rights; Rule 67, United Nations Rules for the Protection of Juveniles Deprived of their Liberty; Article 16, Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment; Article 11 (5), African Charter on the Rights and Welfare of the Child; Article 3, European Convention on Human Rights; Article 17 (1) (b), European Social Charter (revised); Article 5, American Convention on Human Rights 'Pact of San José, Costa Rica'

Guidance

Explanation: This question seeks to answer whether corporal punishment actually occurs in schools as a form of discipline.

Necessary Definitions: "Corporal Punishment" includes physical punishment that is intended to cause some degree of pain or discomfort, however light, and non-physical punishment that is cruel or degrading in nature.

Examples: In Bangladesh “Most recently, UNICEF research covering nearly 4,000 households involved interviews with children aged 9-18 and the heads of their households, focus group discussions, case studies and a survey of children living on the street. It found that 91% of children experienced physical punishment in school, including hitting the palm with a ruler or stick (experienced by 76%), standing in class, hitting other body parts with a ruler or stick, and slapping; 23% said they faced corporal punishment every day and 7% reported injuries and bleeding as a result.” (Prohibition of Corporal Punishment of Children in South Asia: A Progress Review, 2011, p. 15)

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, data from a reputable regional or multi-national organization such as the UN or the World Bank, or in the absence of all else, expert testimony.

Potential Data Sources: [Global Initiative to End All Corporal Punishment of Children](#)

Additional Guidance for Responses: “Very common in practice” suggests that greater than 1 in 3 students are subject to corporal punishment; “regularly practiced” suggests that approximately 1 in 10 to 1 in 3 are subject to corporal punishment; and “rarely practiced” suggests that less than 1 in 10 are subject to corporal punishment.

4.2.4 is calculated as:

- Yes, corporal punishment is very common in practice. = 0
- Yes, corporal punishment is regularly practiced. = .33
- Yes, corporal punishment is rarely practiced. = .66
- No. = 1

Question 4.2.4	Response
<p>Does corporal punishment occur in practice in schools?</p> <p>a. Yes, corporal punishment is very common in practice.</p> <p>b. Yes, corporal punishment is regularly practiced.</p> <p>c. Yes, corporal punishment is rarely practiced.</p> <p>d. No.</p>	
Supporting document/citation:	
Researcher comment:	

Peer review 1 comment:
Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Subtheme 4.3: Learning Outcomes

Question 4.3.1: Do national assessments or exams evaluate pupil's understanding of the following topics? ^P

Basis

For Health and Wellbeing:

"The Committee urges States Parties, in line with articles 28 and 29 of the Convention to: (d) initiate and support measures, attitudes and activities that promote healthy behaviour by including relevant topics in school curricula"

— Committee on the Rights of the Child, General Comment 4, Para.17

For Human Rights:

"Include in the educational curriculum information on human rights, including women and children's rights, gender equality and self-awareness and contribute to eliminating gender stereotypes and fostering an environment of non-discrimination"

— Committee on the Rights of the Child, General Comment 18, Para. 7, Section 3.2.68(c)

For the Arts:

"Consistent with obligations under article 29 concerning the aims of education, appropriate time and expertise must be allocated within the school curriculum for children to learn, participate in and generate cultural and artistic activities, including music, drama, literature, poetry and art, as well as sports and games."

— Committee on the Rights of the Child, General Comment 17, Para. 8 (g)

See also: CEDAW 10(f), CRC 24.2(e), CRC General Comment 15.B(e), CRC General Comment 3.16, CRC General Comment 5.68, CRC 42

Guidance

Explanation: This question seeks to answer whether sections or questions included in the national assessment/exam attempt to evaluate student's understanding of health and well-being, human rights, and the arts – including music, drama, and literature.

Necessary Definitions: "National assessment/exam" in this question is identified as the assessment or exam administered closest to the end of an education level. Either census-based assessments/exams or nationally representative sample-based assessments/exams may be used.

Examples:

NATIONAL LEARNING ASSESSMENTS BY COUNTRY AND REGION

Table 1

Table 1

Sub-Saharan Africa

Country	Name or description of assessment study	Organization/institution responsible for assessment	Target population	Curricular subject assessed	Year(s)
Benin	Evaluation sur les acquis des élèves du CP et du CM1	Ministère des Enseignements Maternel et Primaire	Grades 2, 5	French, Mathematics	2011
Botswana	Standard 4 Attainment Test	Botswana Examinations Council	Grade 4	Setswana, English, Mathematics	2007
	Monitoring Learning Achievement			Setswana, English, Numeracy, Life Skills	1999
Burkina Faso	Evaluation sur les Acquis Scolaires	Ministère de l'Enseignement de Base et de l'Alphabétisation	Grade 3	French, Mathematics	Annually, 2001–2012
			Grade 5	French, Mathematics, Sciences	
Cameroon	Evaluation des Acquis Scolaires des Élèves	MoE	Grade 5	Language, Mathematics	2011
Comoros	Monitoring of Learning Achievement	MoE, UNESCO, UNICEF	Grade 4	French, Mathematics, Life Skills	2001

(EFA GMR 2015, Annex 1)

Appropriate Supporting Documentation: Acceptable supporting documents include national assessment/exam framework or results.

Potential Data Sources: National Testing Authority, Ministry of education, UNESCO Database on the Right to Education, Right to Education Initiative – Where to Find Information, Constitute Project, Planipolis, [UNESCO International Bureau on Education](#)

Additional Guidance for Responses: A “yes” response indicates that the topic is included in the assessment framework.

4.3.1 is calculated as:

- Yes =1
- More than half of decentralized laws and policies include these aims = .66
- Less than half of decentralized laws and policies include these aims = .33
- No = 0

Question 4.3.1	Yes	More than half of decentralized assessments include these aims	Less than half of decentralized assessments include these aims	No
<p>Do national assessments or exams evaluate pupil’s understanding of the following topics?</p> <p>a. Health and Well-being</p> <p>b. Human Rights</p> <p>c. The Arts</p>				
Supporting document/citation:				
Researcher comment:				

Peer review 1 comment:
Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Question 4.3.2: What percent of students received a passing score on the national assessment/exam? OW

Basis

"Every child has the right to receive an education of good quality which in turn requires a focus on...learning outputs"

See also: Article 13 (1), International Covenant on Economic, Social and Cultural Rights; Paras 4-5, CESCR General Comment 13; Article 29 (1), Convention on the Rights of the Child; CRC General Comment 1; Article 24 (1), Convention on the Rights of Persons with Disabilities; United Nations Declaration on Human Rights Education and Training; Article 5, UNESCO Convention against Discrimination in Education; Paras 3-4, 10 (a), & Section V, ILO/UNESCO Recommendation concerning the Status of Teachers; Article 25, African (Banjul) Charter on Human and Peoples' Rights; Article 11 (2), African Charter on the Rights and Welfare of the Child; Article 13 (3), African Youth Charter; Article 41 (4), Arab Charter on Human Rights; Article 31 (3), ASEAN Human Rights Declaration; Article 17, European Social Charter (Revised); Article 13 (2), Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'; Article 49 (b), Charter of the Organization of American States; Article 16, Inter-American Democratic Charter.

Guidance

Explanation: This question seeks to answer whether the children have basic literacy and numeracy skills by reporting the percentage of students that passed the national assessment/exam. A low percentage may be indicative of an inadequate quality of education.

Necessary Definitions: "Passing score" is a nationally defined score that is sometimes called a proficient score or minimum competent score. When both a combination of "passing", "proficient" and "minimum competency" scores are used the one that includes the greatest portion of students will be chosen.

"National assessment/exam" in this question is identified as the assessment or exam administered closest to the end of an education level. Either census-based assessments/exams or nationally representative sample-based assessments/exams may be used.

Examples: In the 2013 National Education Assessment (NEA) in Ghana 50.0% of primary grade P6 students reached the minimum competency score for mathematics and another 10.9% reached the proficient score. Therefore, the total percent of primary students that received a passing score on the national mathematics for 2013 was 60.9%. (Ghana MOE 2014, p. 26)

Full Citation: Ghana MOE (2014). Ghana 2013 National Education Assessment Technical Report. Ministry of Education, Ghana Education Service: National Education Assessment Unit.

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, data from a nationally representative survey or questionnaire, or data from a reputable regional or multi-national organization such as the UN or the World Bank.

Potential Data Sources: Ministry of Education, national assessments, national office of statistics, [UNESCO Institute of Statistics](#), [World Bank EdStats](#), [OECD Education at a Glance](#), [UNICEF](#)

Additional Guidance for Responses: If multiple assessments/exams are administered during a given education level please choose the one that occurs at the end of the level (i.e. the leaving exam). Census based exams or nationally representative sample-based assessments can be used.

Calculation: 4.3.2aa, 4.3.2ba, 4.3.2ca, 4.3.2da, 4.3.2ea, and 4.3.2fa are calculated as percentages. No other aspects of 4.3.2 are calculated.

Question 4.3.2	Response
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<p>A: What percent of students received an overall passing score on the national assessment/exam (primary school)?</p> <ul style="list-style-type: none"> a. Overall b. For males c. For females d. In urban schools e. In rural schools f. For the lowest income quintile g. For the second income quintile h. For the middle income quintile i. For the fourth income quintile j. For the highest income quintile k. For students with disabilities 	<ul style="list-style-type: none"> a. b. c. d. e. f. g. h. i. j. k.
<p>B: What percent of students received a passing score on the national reading assessment/exam (primary school)?</p> <ul style="list-style-type: none"> a. Overall b. For males c. For females d. In urban schools e. In rural schools f. For the lowest income quintile g. For the second income quintile h. For the middle income quintile i. For the fourth income quintile j. For the highest income quintile k. For students with disabilities 	<ul style="list-style-type: none"> a. b. c. d. e. f. g. h. i. j. k.
<p>C: What percent of students received a passing score on the national mathematics assessment/exam (primary school)?</p> <ul style="list-style-type: none"> a. Overall b. For males c. For females d. In urban schools e. In rural schools f. For the lowest income quintile g. For the second income quintile h. For the middle income quintile i. For the fourth income quintile j. For the highest income quintile k. For students with disabilities 	<ul style="list-style-type: none"> a. b. c. d. e. f. g. h. i. j. k.
<p>D: What percent of students received an overall passing score on the national assessment/exam (secondary school)? ^w</p> <ul style="list-style-type: none"> a. Overall 	<ul style="list-style-type: none"> a. b.

<ul style="list-style-type: none"> b. For males c. For females d. In urban schools e. In rural schools f. For the lowest income quintile g. For the second income quintile h. For the middle income quintile i. For the fourth income quintile j. For the highest income quintile k. For students with disabilities 	<ul style="list-style-type: none"> c. d. e. f. g. h. i. j. k.
<p>E: What percent of students received a passing score on the national reading assessment/exam (secondary school)? ^W</p> <ul style="list-style-type: none"> a. Overall b. For males c. For females d. In urban schools e. In rural schools f. For the lowest income quintile g. For the second income quintile h. For the middle income quintile i. For the fourth income quintile j. For the highest income quintile k. For students with disabilities 	<ul style="list-style-type: none"> a. b. c. d. e. f. g. h. i. j. k.
<p>F: What percent of students received a passing score on the national mathematics assessment/exam (secondary school)? ^W</p> <ul style="list-style-type: none"> a. Overall b. For males c. For females d. In urban schools e. In rural schools f. For the lowest income quintile g. For the second income quintile h. For the middle income quintile i. For the fourth income quintile j. For the highest income quintile k. For students with disabilities 	<ul style="list-style-type: none"> a. b. c. d. e. f. g. h. i. j. k.
<p>Supporting document/citation:</p>	

Year:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	
Government comment:	
RESULTS Educational Fund comment:	

Question 4.3.3: What is the literacy rate? ○

Basis

“States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world”.

— Convention on the Rights of the Child, Article 28 (3)

See also: Article 10 (e), Convention on the Elimination of All Forms of Discrimination against Women; Article 13 (2) (d), International Covenant on Economic, Social and Cultural Rights; Article 24 (5), Convention on the Rights of Persons with Disabilities; Article 41 (1) (6), Arab Charter on Human Rights; Article 12 (2) (a), Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa; Article 13 (4) (g), African Youth Charter; Articles 34 (h) & 50, Charter of the Organization of American States; Article 13(3)(d), Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'

Guidance

Explanation: This question seeks to answer whether a country is working towards the eradication of illiteracy by identifying what percentage of individuals are literate.

Necessary Definitions: "Youth Literacy Rate" is defined as the percentage of individuals ages 15 to 24 that are able to functionally read and write.

"Adult Literacy Rate" is defined as the percentage of individuals aged 15 and over that are able to functionally read and write.

Examples: Youth literacy rate in Egypt in 2012 was 89.3% (World Bank DataBank)

Adult literacy rate in Egypt in 2012 was 73.9% (World Bank DataBank).

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, data from a nationally representative survey or questionnaire, or data from a reputable regional or multi-national organization such as the UN or the World Bank.

Potential Data Sources: Ministry of education, national office of statistics, [UNESCO Institute of Statistics](#), [World Bank EdStats](#), [OECD Education at a Glance](#), [UNICEF](#)

Calculation: 4.3.3aa and 4.3.3ba are calculated as percentages. No other aspects of 4.3.3 are calculated.

Question 4.3.3	Response
<p>a. What is the youth literacy rate (ages 15-24)?</p> <ul style="list-style-type: none"> a. Overall b. For males c. For females d. Residents in urban areas e. Residents in rural areas f. For the lowest income quintile 	<ul style="list-style-type: none"> a. b. c. d. e. f.

<ul style="list-style-type: none"> g. For the second income quintile h. For the middle income quintile i. For the fourth income quintile j. For the highest income quintile k. For individuals with disabilities 	<ul style="list-style-type: none"> g. h. i. j. k.
<p>b. What is the adult literacy rate (ages 24 +)?</p> <ul style="list-style-type: none"> a. Overall b. For males c. For females d. Residents in urban schools e. Residents in rural schools f. For the lowest income quintile g. For the second income quintile h. For the middle income quintile i. For the fourth income quintile j. For the highest income quintile k. For individuals with disabilities 	<ul style="list-style-type: none"> a. b. c. d. e. f. g. h. i. j. k.
<p>Supporting document/citation:</p>	
<p>Year:</p>	
<p>Researcher comment:</p>	
<p>Peer review 1 comment:</p>	

Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Theme 5: Adaptability

Subtheme 5.1: Children with Disabilities

Question 5.1.1: Do national laws recognize the right to education for children with disabilities? ^S

Basis

"States Parties recognize the right of persons with disabilities to education."

— Convention on the Rights of Persons with Disabilities, Article 24 (1)

See *also*: Article 13, International Covenant on Economic, Social and Cultural Rights; Paras 13, 16, & 35, CESCR General Comment 5; Para. 59, CESCR General Comment 13; Article 2 (1) & 28, Convention on the Rights of the Child; Paras 62-69, CRC General Comment 9; Articles 4 (1) (a) (b) (d) (e), 2, 3, 4, 5 & 24, Convention on the Rights of Persons with Disabilities; Paras 19 & 62-63, CRPD General Comment 4; Article 13, International Covenant on Economic, Social and Cultural Rights; Paras 13, 16, & 35, CESCR General Comment 5; Para. 59, CESCR General Comment 13; Article 40, Arab Charter on Human Rights; Article 15 (1), European Social Charter (revised); Article 3 (1) (a), Inter-American Convention on the Elimination of All Forms of Discrimination against Persons with Disabilities

Guidance

Explanation: This question seeks to answer whether national law (the constitution or legislation) explicitly includes the right to education for children with disabilities.

Necessary Definitions: "Persons with disabilities" include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

Appropriate Supporting Documentation: Acceptable supporting documents include national law such as a national constitution or education act.

Potential Data Sources: Ministry of education, [UCLA WORLD Policy Analysis Center](#)

Additional Guidance for Responses: A "yes" response indicates that the appropriate language is present in the law. A "yes" response does not suggest the law is comprehensive or effective.

5.1.1 is calculated as:

- Yes = 1
- No = 0

Question 5.1.1	Response
Do national laws recognize the right to education for children with disabilities? a. Yes	

b. No	
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	
Government comment:	

RESULTS Educational Fund comment:

Question 5.1.2: Are reasonable accommodation measures available for children with disabilities in schools? ^P

Basis

"In realizing this right, States Parties shall ensure that: (c) Reasonable accommodation of the individual's requirements is provided"

— Convention on the Rights of Persons with Disabilities, Article 24, Paragraph 2, Section c

See also: Articles 24 (2) (c) & (5), Convention on the Rights of Persons with Disabilities; CRPD General Comment 4; Article 23 (a), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa; Article 40, Arab Charter on Human Rights; Article 3 (1), Inter-American Convention on the Elimination of All Forms of Discrimination against Persons with Disabilities

Guidance

Explanation: This question seeks to answer whether a country has taken measures to ensure that children with disabilities have reasonable accommodations available for them to fully participate in mainstream education when appropriate.

Necessary Definitions: "Persons with disabilities" include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

"Mainstream" is the standard educational track that is expected of students in a given grade.

"Reasonable accommodation" means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms. Accommodations may be material, for example, providing handouts in alternative formats or use of assistive technology, or non-material, for example, allowing a student more time.

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, the national constitution, national education acts, or national plan of action.

Potential Data Sources: Ministry of education, official public records, [UNESCO Database on the Right to Education](#), [Right to Education Initiative – Where to Find Information](#), [Constitute Project](#), [Planipolis](#), [UNESCO International Bureau on Education](#)

Additional Guidance for Responses: “Nearly universal” suggests that accommodations are present in greater than 7 in 10 schools; “generally available” suggests that they are present in 3 in 10 to 7 in 10 schools; and “rare or uncommon” suggests that they are available in less than 3 in 10 schools.

5.1.2 is calculated as:

- Yes, nearly universally in schools = 1
- Yes, generally available in schools = .66
- Yes, but availability is rare or uncommon = .33
- No = 0

Question 5.1.2	Response
<p>Are reasonable accommodation measures available for children with disabilities in schools?</p> <ul style="list-style-type: none"> a. Yes, nearly universally in schools. b. Yes, generally available in schools. c. Yes, but availability is rare or uncommon. d. No. 	
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	

Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Question 5.1.3: What is the percentage of teachers trained to teach children with disabilities? ^{P W}

Basis

"States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education."

— *Convention on the Rights of Persons with Disabilities, Article 24 (4)*

See *also*: Article 13, International Covenant on Economic, Social and Cultural Rights; Article 29, Convention on the Rights of the Child; Paras 62 & 67, CRC General Comment 9; Article 13, International Covenant on Economic, Social and Cultural Rights; Para. 35, CESCR General Comment; Article 24 (4), Convention on the Rights of Persons with Disabilities; Paras 12 & 71, CRPD General Comment 4

Guidance

Explanation: This question seeks to answer whether a country has an adequate stock of teachers trained to meet the needs of children with disabilities by indicating what percentage of teachers are specifically trained to teach children with disabilities.

Necessary Definitions: “Persons with disabilities” include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, data from a nationally representative survey or questionnaire, or data from a reputable regional or multi-national organization such as the UN or the World Bank.

Potential Data Sources: Ministry of education

Calculation: 5.1.3 is calculated out of 100%.

Question 5.1.3	Response
<p>What is the percentage of teachers trained to teach children with disabilities?</p> <ul style="list-style-type: none"> a. Overall b. In Primary Schools c. In Secondary Schools 	<ul style="list-style-type: none"> a. b. c.
Supporting document/citation:	
Year:	
Researcher comment:	

Peer review 1 comment:
Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Question 5.1.4: What is the percentage of children with disabilities enrolled in ‘special schools’? ^P

Basis

"Inclusive education is to be understood as...the result of a process of continuing and pro-active commitment to eliminate barriers impeding the right to education, together with changes to culture, policy and practice of regular schools to accommodate and effectively include all students."

— Committee on the Rights of Persons with Disabilities, General Comment 4: The right to inclusive education, para.10(d)

See also: Article 13, International Covenant on Economic, Social and Cultural Rights; Article 29, Convention on the Rights of the Child; Paras 62 & 67, CRC General Comment 9; Article 13, International Covenant on Economic, Social and Cultural Rights; Para. 35, CESCR General Comment; Article 24 (4), Convention on the Rights of Persons with Disabilities; Paras 12 & 71, CRPD General Comment 4

Guidance

Explanation: This indicator measures the rate of children with disabilities enrolled in special schools at a given level of education as a percentage of the total number of children with disabilities at that level of education.

Necessary Definitions: “Persons with disabilities” include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

“Special schools” are separate schools for children with disabilities designed or used to respond to a particular or various impairments, in isolation from students without disabilities.

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, data from a nationally representative survey or questionnaire, or data from a reputable regional or multi-national organization such as the UN or the World Bank.

Potential Data Sources: Ministry of education

Calculation: 5.1.4 is calculated as a percent and subtracted from 100. For example, if 84% of children with disabilities are enrolled in special schools, then the score will be 26.

Question 5.1.4	Response
What is the percentage of children with disabilities enrolled in ‘special schools’?	
Supporting document/citation:	
Year:	
Researcher comment:	

Peer review 1 comment:
Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Subtheme 5.2: Minorities and Indigenous Peoples

Question 5.2.1: Are there schools for nomadic or hard-to-reach children? ^P

Basis

"States parties should ensure that school facilities are easily accessible where indigenous children live. If required, States parties should ... establish mobile schools for indigenous peoples who practice nomadic traditions."

— Committee on the Rights of the Child, General Comment 11, Para.61

See also: Article 14 (2), Framework Convention for the Protection of National Minorities; Article 14 (3), United Nations Declaration on the Rights of Indigenous Peoples; Para. 61, CRC General Comment 11; Articles 22 (2) (3), 26, 27 (1) & 28 (1) (2), ILO Indigenous and Tribal Peoples Convention

Guidance

Explanation: This question seeks to answer whether a country has established mobile schools to meet the demands of their population which are more traditionally nomadic.

Necessary Definitions: "Mobile Schools" include schools that do not have a permanent structure, making it easier to travel with the population they are serving. These have also been called "tent schools" or "field schools".

"Nomadic" refers to a group of people that do not have a fixed place of residence. They travel place to place – often seasonally – for fresh water, food, and pasture for livestock.

"Hard-to-reach" includes populations who are not nomadic but have limited mobility or must travel great distances to access education. This can include homeless children or children living in remote and isolated areas.

Examples: [Kenya has adopted](#) a mobile school program to target nomadic populations in the north and east. Presently they have over 91 mobile schools and schools have had success in enrollment and transition rates (Shamsa, 2010). Full Citation: Shamsa, M.A. (2010). An evaluation study of the effectiveness of mobile pre-school education in Wajir District, Kenya. University of Nairobi. Available at <http://erepository.uonbi.ac.ke:8080/xmlui/handle/11295/4761>

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, the national constitution, national education acts, or national plan of action.

Potential Data Sources: Ministry of education, official public records, [UNESCO Database on the Right to Education](#), [Right to Education Initiative – Where to Find Information](#), [Constitute Project](#), [Planipolis](#), [UNESCO International Bureau on Education](#)

Additional Guidance for Responses: "Generally present" suggests that between 4 in 10 and 9 in 10 nomads have access to a mobile school; and "rare or uncommon" suggests that between 1 in 10 and 4 in 10 have access.

5.2.1 is calculated as:

- Yes, schools are available universally for nomadic or hard-to-reach children. = 1
- Yes, schools are generally present for nomadic or hard-to-reach children. = .66
- Yes, but schools are rare or uncommon for nomadic or hard-to-reach children. = .33
- No, schools are not available for nomadic or hard-to-reach children. = 0

Question 5.2.1	Response
<p>Are there schools for nomadic or hard-to-reach children?</p> <ul style="list-style-type: none"> a. Yes, schools are available universally for nomadic or hard-to-reach children. b. Yes, schools are generally present for nomadic or hard-to-reach children. c. Yes, but schools are rare or uncommon for nomadic or hard-to-reach children. d. No, schools are not available for nomadic or hard-to-reach children. 	
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	

Government comment:
RESULTS Educational Fund comment:

Question 5.2.2: Do national laws provide for language of instruction to be in the child's mother tongue? ^S

Basis

"In areas inhabited by persons belonging to national minorities traditionally or in substantial numbers, if there is substantial demand, the Parties shall endeavour to ensure...that persons belonging to those minorities have adequate opportunities for being taught the minority language or for receiving instruction in this language."

— Framework Convention for the Protection of National Minorities, Article 14, Paragraph 2

See also: Article 30, Convention on the Rights of the Child; Article 27, International Covenant on Civil and Political Rights; Article 5 (1) (c) (i), UNESCO Convention against Discrimination in Education; Article 28, ILO Indigenous and Tribal Peoples Convention; Article 8 (1) (a) (i) (b) (i) (c) (i) (d) (i) (e) (i) (f) (i), European Charter for Regional or Minority Languages; Article 14, Framework Convention for the Protection of National Minorities; Article 13 & -14, United Nations Declaration on the Rights of Indigenous Peoples

Guidance

Explanation: This question seeks to answer whether national law explicitly indicates that students have the opportunity to be taught in their first language or mother tongue. This could occur through bilingual or multilingual offerings within a school or the creation of schools that offer language of instruction in the student's first language or mother tongue.

Necessary Definitions: "Mother Tongue" is the primary language a person grew up speaking in childhood.

"Minorities" refers to a group numerically inferior to the rest of the population of a State or in a non-dominant position, whose members - being nationals of the State - possess ethnic, religious or linguistic characteristics differing from those of the rest of the majority population or the dominant group.

Appropriate Supporting Documentation: Acceptable supporting documents include national law such as a national constitution or education act.

Potential Data Sources: Ministry of education, official public records, [UCLA WORLD Policy Analysis Center](#), [UNESCO Database on the Right to Education](#), [Right to Education Initiative – Where to Find Information](#), [Constitute Project](#), [Planipolis](#), [UNESCO International Bureau on Education](#)

Additional Guidance for Responses: A “yes” response indicates that the appropriate language is present in the law. A “yes” response does not suggest the law is comprehensive or effective.

5.2.2 is calculated as:

- Yes = 1
- No = 0

Question 5.2.2	Response
<p>Do national laws provide from language of instruction to be in the child's mother tongue?</p> <p>a. Yes</p> <p>b. No</p>	
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	

Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Question 5.2.3: What percentage of students are not taught in their mother tongue? ^{P W}

Basis:

"In areas inhabited by persons belonging to national minorities traditionally or in substantial numbers, if there is substantial demand, the Parties shall endeavour to ensure...that persons belonging to those minorities have adequate opportunities for being taught the minority language or for receiving instruction in this language."

— Framework Convention for the Protection of National Minorities, Article 14, Paragraph 2

See *also*: Article 30, Convention on the Rights of the Child; Article 27, International Covenant on Civil and Political Rights; Article 5 (1) (c) (i), UNESCO Convention against Discrimination in Education; Article 28, ILO Indigenous and Tribal Peoples Convention; Article 8 (1) (a) (i) (b) (i) (c) (i) (d) (i) (e) (i) (f) (i), European Charter for Regional or Minority Languages; Article 14, Framework Convention for the Protection of National Minorities; Article 13 & -14, United Nations Declaration on the Rights of Indigenous Peoples

Guidance:

Explanation: This question seeks to answer whether students' language needs are being met by indicating what percentage of students are not taught in their first language or mother tongue.

Necessary Definitions: "Mother Tongue" is the primary language a person grew up speaking in childhood.

“Minorities” refers to a group numerically inferior to the rest of the population of a State or in a non-dominant position, whose members - being nationals of the State - possess ethnic, religious or linguistic characteristics differing from those of the rest of the majority population or the dominant group.

Examples: 4% of non-immigrant students in Panama speak a home language other than the testing language for the 2012 PISA (Spanish)

42.8% of immigrant students in Panama speak a home language other than the testing language for the 2012 PISA (Spanish)

3.7% of 2012 PISA respondents in Panama identified as immigrant (96.3% non-immigrant) (2012 OECD Report “Untapped Skills: Realizing the Potential of Immigrant Students”) $(42.8 * 0.037) + (4.0 * 0.963) = 5.44\%$ of 15 year old students in Panama speak a language other than the testing language at home.

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, data from a reputable regional or multi-national organization such as the UN or the World Bank, or data from nationally representative surveys or questionnaires.

Potential Data Sources: Ministry of education, national office of statistics

Calculations: 5.2.3 is calculated as a percentage.

Question 5.2.3	Response
<p>What percentage of students are not taught in their mother tongue?</p> <p>a. For Primary Schools</p> <p>b. For Secondary Schools ^w</p>	
Supporting document/citation:	
Year:	
Researcher comment:	

Peer review 1 comment:
Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Question 5.2.4: Do Indigenous peoples have the right to educational autonomy? ^P

Basis

"Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning."

See also: Article 30, Convention on the Rights of the Child; Article 27, International Covenant on Civil and Political Rights

Guidance

Explanation: This question seeks to answer whether Indigenous peoples have a right under national law to establish and control their own education systems.

Necessary Definitions: "Indigenous peoples" refers to peoples in independent countries who are regarded as indigenous on account of their descent from the populations which inhabited the country, or a geographical region to which the country belongs, at the time of conquest or colonisation or the establishment of present state boundaries and who, irrespective of their legal status, retain some or all of their own social, economic, cultural and political institutions.

Examples:

Appropriate Supporting Documentation: Acceptable supporting documents may include the constitution or legislation.

Potential Data Sources: Ministry of education, [UNESCO—Indigenous peoples' right to education: Overview of measures reported by Member States](#)

5.2.4 is calculated as:

- Yes=1
- No=0

Question 5.2.4	Response
<p>Do Indigenous peoples have the right to educational autonomy?</p> <p>a. Yes</p> <p>b. No</p>	
Supporting document/citation:	
Year:	
Researcher comment:	

Peer review 1 comment:
Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Subtheme 5.3: Girls

Question 5.3.1: Is the expulsion of girls from school because of pregnancy or for having a baby explicitly forbidden in national legislation? ^S

Basis

"Discrimination based on adolescent pregnancy, such as expulsion from schools, should be prohibited, and opportunities for continuous education should be ensured."

— Committee on the Rights of the Child, General Comment 15, Para. B, Section d

See also: Article 11 (6), African Charter on the Rights and Welfare of the Child; Article 13 (4) (h), African Youth Charter; Articles 12 (1) (a) (c), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa; Article 24, Convention on the Rights of the Child

Guidance

Explanation: This question seeks to answer whether national law explicitly prohibits schools from discriminating against girls that are pregnant. This includes protection of girls who become pregnant from expulsion.

Necessary Definitions: "Expulsion" is the removal or exclusion of an individual from school. This can be specific to an individual school or encompass a larger set of schools.

Appropriate Supporting Documentation: Acceptable supporting documents include national law such as a national constitution, education act or child's rights act.

Potential Data Sources: Ministry of education, official public records, [UNESCO Database on the Right to Education](#), [Right to Education Initiative – Where to Find Information](#), [Constitute Project](#), [Planipolis](#), [UNESCO International Bureau on Education](#)

Additional Guidance for Responses: A "yes" response indicates that the appropriate language is present in the law. A "yes" response does not suggest the law is comprehensive or effective.

5.3.1 is calculated as:

- Yes = 1
- No = 0

Question 5.3.1	Response
<p>Is the expulsion of girls from school because of pregnancy or for having a baby explicitly forbidden in national legislation?</p> <p>a. Yes</p> <p>b. No</p>	
<p>Supporting document/citation:</p>	

Researcher comment:
Peer review 1 comment:
Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Question 5.3.2: In practice, are girls expelled from school because of pregnancy or for having a baby? ^P

Basis

"Discrimination based on adolescent pregnancy, such as expulsion from schools, should be prohibited, and opportunities for continuous education should be ensured."

— Committee on the Rights of the Child, General Comment 15, Para. B, Section d

See also: Article 11 (6), African Charter on the Rights and Welfare of the Child; Article 13 (4) (h), African Youth Charter; Articles 12 (1) (a) (c), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa; Article 24, Convention on the Rights of the Child

Explanation: This question seeks to answer whether girls who are pregnant are expelled in practice.

Necessary Definitions: "Expelled" denotes someone that has been removed or excluded from school. This can be specific to an individual school or encompass a larger set of schools.

Examples: Girls are subject to mandatory pregnancy testing and if pregnant are expelled from schools in Tanzania (*Forced Out*, 2012)

Appropriate Supporting Documentation: Acceptable supporting documents include government and non-governmental reports, local or international news articles, data from reputable regional or multi-national organizations such as the UN or World Bank, data from a nationally representative survey, or expert testimony.

Potential Data Sources: [Human Rights Watch](#)

Additional Guidance for Responses: "Nearly universally practiced" suggests that greater than 7 in 10 pregnant girls are expelled; "regularly practiced" suggests that approximately 3 in 10 to 7 in 10 are expelled; and "rarely practiced" suggests that less than 3 in 10 are expelled. If you have a source that details an exact percentage, please also write that percentage for response 'e'.

Calculation

3,1,0 is calculated as:

- 3,1,0a = 0
- 3,1,0b = .33
- 3,1,0c = .66
- 3,1,0d = 1
- 3,1,0e = 0-1

Question 5.3.2	Response
<p>In practice, are girls expelled from school because of pregnancy or for having a baby?</p> <p>a. Yes, it is nearly universally practiced.</p>	

<ul style="list-style-type: none"> b. Yes, it is regularly practiced. c. Yes, but it is rarely practiced. d. No. e. Value. 	
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	
Government comment:	

RESULTS Educational Fund comment:

Question 5.3.3: Is there a law or policy enabling pregnant girls to remain in school and return without restrictions? ^S

Basis

"Discrimination based on adolescent pregnancy, such as expulsion from schools, should be prohibited, and opportunities for continuous education should be ensured."

— Committee on the Rights of the Child, General Comment 15, Para. B, Section d

See also: Article 11 (6), African Charter on the Rights and Welfare of the Child; Article 13 (4) (h), African Youth Charter; Articles 12 (1) (a) (c), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa; Article 24, Convention on the Rights of the Child

Guidance

Explanation: This question seeks to answer whether there is a law or policy that enables pregnant girls to remain in school for as long as she can / wants to before giving birth and return as soon as she wants to / is able to after giving birth. This is known as a 'continuation policy'.

Necessary Definitions: "Continuation policies" allow the pregnant girl to remain in school, and do not prescribe a mandatory absence after giving birth.

"Re-entry policies" require pregnant girls and young mothers to drop out of school but provide avenues to return, provided girls fulfill certain conditions.

Appropriate Supporting Documentation: Acceptable supporting documents includes legislation or national policy.

Potential Data Sources: Ministry of education, official public records, [UNESCO Database on the Right to Education](#), [Right to Education Initiative – Where to Find Information](#), [Constitute Project](#), [Planipolis](#), [UNESCO International Bureau on Education](#)

Additional Guidance for Responses: A "yes" response indicates that there is a relevant policy in place. A "yes" response does not suggest the law is comprehensive or effective.

In the researcher comment section please detail whether the policy address the specific barriers pregnant girls and young mothers may face in returning to school after giving birth, for example, childcare costs

and stigmatisation. If you know whether the law or policy is implemented at the local level, please also indicate on the researcher comment box.

5.3.3 is calculated as:

- Yes, there is a continuation policy = 1
- Yes., there is a re-entry policy = .5
- No = 0.

Question 5.3.3	Response
<p>Is there a policy enabling pregnant girls and adolescent mothers to remain in school and return without restrictions?</p> <p>a. Yes, there is a continuation law or policy.</p> <p>b. Yes, there is a re-entry policy.</p> <p>c. No.</p>	
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	

Government comment:
RESULTS Educational Fund comment:

Question 5.3.4: Is there mandatory pregnancy testing of girls in schools? ^S

Basis

"Discrimination based on adolescent pregnancy, such as expulsion from schools, should be prohibited, and opportunities for continuous education should be ensured."

— Committee on the Rights of the Child, General Comment 15, Para. B, Section d

See also: Article 11 (6), African Charter on the Rights and Welfare of the Child; Article 13 (4) (h), African Youth Charter; Articles 12 (1) (a) (c), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa; Article 24, Convention on the Rights of the Child

Guidance

Explanation: This question seeks to answer whether girls are subjected to mandatory pregnancy testing either as official government policy or individual school practice.

Necessary Definitions: "Mandatory pregnancy testing" is the practice of making girls undergo a pregnancy test with or without consent in order to identify pregnant girls.

Appropriate Supporting Documentation: Acceptable supporting documents include government and non-governmental reports, local or international news articles, data from reputable regional or multi-national organizations such as the UN or World Bank, data from a nationally representative survey, or expert testimony.

Potential Data Sources: [Human Rights Watch](#)

Additional Guidance for Responses: A “yes” response indicates that mandatory pregnancy testing is practiced.

5.3.4 is calculated as:

- Yes = 0
- No = 1

Question 5.3.4	Response
Is there mandatory pregnancy testing of girls in schools? a. Yes b. No	
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	

Government comment:
RESULTS Educational Fund comment:

Question 5.3.5: Does national law prohibit child marriage (below the age of 18)? S W

Basis

“Child marriage, also referred to as early marriage, is any marriage where at least one of the parties is under 18 years of age... As a matter of respecting the child’s evolving capacities and autonomy in making decisions that affect her or his life, in exceptional circumstances a marriage of a mature, capable child below the age of 18 may be allowed provided that the child is at least 16 years old and that such decisions are made by a judge based on legitimate exceptional grounds defined by law and on the evidence of maturity without deference to cultures and traditions... In cases of child and/or forced marriages, particularly where the husband is significantly older than the bride, and where girls have limited education, the girls generally have limited decision-making power in relation to their own lives. Child marriages also contribute to higher rates of school dropout, particularly among girls, forced exclusion from school, increased risk of domestic violence and to limiting the enjoyment of the right to freedom of movement.”

— Committee on the Rights of the Child, General Comment 18, Paragraph 6, Section 2.19

See also: Article 16 (2), 24 (3), and 28 (1) (e), Convention on the Rights of the Child; Article 10 (f) & 16 (2), Convention on the Elimination of All Forms of Discrimination against Women; Article 24 (3) & 16 (2) Convention on the Rights of the Child; Article 12 (2) (c), Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa; Article 2, Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages; Joint general recommendation/general comment No. 31 of the Committee on the Elimination of Discrimination against Women and No. 18 of the Committee on the Rights of the Child on harmful practices; Para 16, Committee on the Rights of the Child General Comment 4.

Guidance

Explanation: This question seeks to answer whether national law explicitly prohibits marriage before the age of 18.

Necessary Definitions: "Child Marriage" is any marriage in which one of the participants is under the age of 18.

Appropriate Supporting Documentation: Acceptable supporting documents include national law such as a national constitution, education act, or children's rights act.

Potential Data Sources: Official public records, [Girls Not Brides](#), [UCLA WORLD Policy Analysis Center](#), [UNICEF Data on Child Marriage](#)

Additional Guidance for Responses: A "yes" response indicates that the appropriate language is present in the law. If the law allows for exceptions, for instance, if the girl is pregnant, if a judge or parent approves it, if it's permitted under customary law, then please put 'no'. A "yes" response does not suggest the law is effective.

5.3.5 is calculated as:

- Yes = 1
- No = 0

Question 5.3.5	Response
<p>Does national law prohibit child marriage (below the age of 18)?</p> <p>a. Yes</p> <p>b. No</p>	
Supporting document/citation:	
Researcher comment:	

Peer review 1 comment:
Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Question 5.3.6: What percent of women are married by the age of 18?

P

Basis

“Child marriage, also referred to as early marriage, is any marriage where at least one of the parties is under 18 years of age... As a matter of respecting the child’s evolving capacities and autonomy in making decisions that affect her or his life, in exceptional circumstances a marriage of a mature, capable child below the age of 18 may be allowed provided that the child is at least 16 years old and that such decisions are made by a judge based on legitimate exceptional grounds defined by law and on the evidence of maturity without deference to cultures and traditions... In cases of child and/or forced marriages, particularly where the husband is significantly older than the bride, and where girls have limited education, the girls generally have limited decision-making power in relation to their own lives. Child marriages also contribute to higher rates of school dropout, particularly among girls, forced

exclusion from school, increased risk of domestic violence and to limiting the enjoyment of the right to freedom of movement.”

— Committee on the Rights of the Child, General Comment 18, Paragraph 6, Section 2.19

See also: Article 16 (2), 24 (3), and 28 (1) (e), Convention on the Rights of the Child; Article 10 (f) & 16 (2), Convention on the Elimination of All Forms of Discrimination against Women; Article 24 (3) & 16 (2) Convention on the Rights of the Child; Article 12 (2) (c), Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa; Article 2, Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages; Joint general recommendation/general comment No. 31 of the Committee on the Elimination of Discrimination against Women and No. 18 of the Committee on the Rights of the Child on harmful practices; Para 16, Committee on the Rights of the Child General Comment 4.

Guidance

Explanation: This question seeks to answer whether marriage before the age of 18 occurs in practice and if so, to what extent.

Necessary Definitions: "Child Marriage", also known as child marriage, is any marriage in which one of the participants is under the age of 18.

Examples: In Bangladesh in 2011 65% of girls were married by age 18 (UNICEF Data on Child Marriage).

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, data from a nationally representative survey or questionnaire, data from a reputable regional or multi-national organization such as the UN or the World Bank, or in the absence of all else, expert testimony.

Potential Data Sources: Official public records, [Girls Not Brides](#), [UCLA WORLD Policy Analysis Center](#), [UNICEF Data on Child Marriage](#)

Calculation: 5.3.6 is calculated as a percentage subtracted from 100%.

Question 5.3.6	Response
What percent of women are married by the age of 18?	
Supporting document/citation:	
Year:	

Researcher comment:
Peer review 1 comment:
Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Question 5.3.7: Is age-appropriate comprehensive sexuality education part of the national curriculum? ^P

Basis

“States Parties shall take all appropriate measures with a view to achieving full realisation of this right and shall, in particular... Promote culturally appropriate, age specific sexuality and responsible parenthood education

— African Youth Charter, Article 13 (4) (n)

See also: Article 10 (h), Convention on the Elimination of All Forms of Discrimination against Women

Guidance

Explanation: This question seeks to answer whether age-appropriate comprehensive sexuality education is part of the national curriculum.

Necessary Definitions: "Comprehensive sexuality education" is a curriculum-based process of teaching and learning about the cognitive, emotional, physical and social aspects of sexuality. It aims to equip children and young people with knowledge, skills, attitudes and values that will empower them to realize their health, well-being and dignity; develop respectful social and sexual relationships; consider how their choices affect their own well-being and that of others; and understand and ensure the protection of their rights throughout their lives.

Appropriate Supporting Documentation: National curricula

Potential Data Sources: Ministry of education, [UNESCO Database on the Right to Education](#), [UNESCO International Bureau on Education](#), [UNFPA](#), [UNESCO](#),

5.3.7 is calculated as:

- Yes = 1
- No = 0

Question 5.3.7	Response
<p>Is age-appropriate comprehensive sexuality education part of the national curriculum?</p> <p>a. Yes</p> <p>b. No</p>	
<p>Supporting document/citation:</p>	

Year:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	
Government comment:	
RESULTS Educational Fund comment:	



Question 5.3.8: Are teachers trained to deliver age-appropriate comprehensive sexuality education? ^P

Basis

“States Parties shall take all appropriate measures with a view to achieving full realisation of this right and shall, in particular... Promote culturally appropriate, age specific sexuality and responsible parenthood education

— African Youth Charter, Article 13 (4) (n)

See also: Article 10 (h), Convention on the Elimination of All Forms of Discrimination against Women

Guidance

Explanation: This question seeks to answer whether teachers are trained to deliver age-appropriate comprehensive sexuality education as stipulated in the national curriculum.

Necessary Definitions: “Comprehensive sexuality education” is a curriculum-based process of teaching and learning about the cognitive, emotional, physical and social aspects of sexuality. It aims to equip children and young people with knowledge, skills, attitudes and values that will empower them to realize their health, well-being and dignity; develop respectful social and sexual relationships; consider how their choices affect their own well-being and that of others; and understand and ensure the protection of their rights throughout their lives.

Appropriate Supporting Documentation: National curricula

Potential Data Sources: Ministry of education, [UNESCO Database on the Right to Education](#), [UNESCO International Bureau on Education](#), [UNFPA](#), [UNESCO](#),

5.3.8 is calculated as:

- Yes = 1
- No = 0

Question 5.3.8	Response
Are teachers trained to deliver age-appropriate comprehensive sexuality education? a. Yes b. No	
Supporting document/citation:	

Year:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	
Government comment:	

RESULTS Educational Fund comment:

Subtheme 5.4: Child Labor

Question 5.4.1: Is the legal minimum age of employment 15 or above?

S W

Basis

"The minimum age specified in pursuance of paragraph 1 of this Article shall not be less than the age of completion of compulsory schooling and, in any case, shall not be less than 15 years."

— ILO Minimum Age Convention, Article 2, Paragraph 3

See also: Article 32 (2) (a), Convention on the Rights of the Child; Article 10 (3), International Covenant on Economic, Social and Cultural Rights; Article 2, ILO Minimum Age Convention; Article 7, European Social Charter (revised); Article 32, Charter of Fundamental Rights of the European Union; Article 7 (f), Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights 'Protocol of San Salvador'; Article 32, Charter of Fundamental Rights of the European Union; Article 27 (3), ASEAN Human Rights Declaration

Guidance

Explanation: This question seeks to answer whether national law explicitly establishes a minimum age of employment of at least 15 years old.

Necessary Definitions: "Employment" includes work in the formal sector in which work is exchanged for a salary or wage.

Appropriate Supporting Documentation: Acceptable supporting documents include national law such as a national constitution, education act, or labor act.

Potential Data Sources: Ministry of work, ministry of education, official public records, [UCLA WORLD Policy Analysis Center](#), [UNICEF](#), [ILO](#), [Child Labor Coalition](#)

Additional Guidance for Responses: A "yes" response indicates that the appropriate language is present in the law. A "yes" response does not suggest the law is comprehensive or effective.

5.4.1 is calculated as:

- Yes = 1
- No = 0

Question 5.4.1	Response
<p>Is the legal minimum age of employment 15 or above?</p> <p>a. Yes</p> <p>b. No</p>	
<p>Supporting document/citation:</p>	
<p>Researcher comment:</p>	
<p>Peer review 1 comment:</p>	
<p>Peer review 2 comment:</p>	

Government comment:
RESULTS Educational Fund comment:

Question 5.4.2: Has the government adopted specific measures to combat child labor? ^{S W}

Basis

“States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:

(a) Provide for a minimum age or minimum ages for admission to employment; (b) Provide for appropriate regulation of the hours and conditions of employment; (c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.”

— Convention on the Rights of the Child, Article 32, Paragraph 2

See also: Revised European Social Charter 7.3, Protocol of San Salvador 7(f), ILO Convention 138 Minimum Age Convention 2.1, ILO Convention 182 on the Worst Forms of Child Labour 7.2

Guidance

Explanation: This question seeks to answer whether a country has established specific measures to combat child labor – such as minimum age and providing penalties for business and individuals that participate in child labor.

Necessary Definitions: “Child Labor” is defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. This includes work that interferes with the child’s opportunity for attending school.

Examples: In Nepal the Child Labor Act of 1999, prohibits children under the age of 16 from working in hazardous jobs and limits the hours worked of children age 14 to 16. The Kamaiya Labour Protection Act of 2001 prohibited bonded labor. (ILO, accessed at <http://www.ilo.org/legacy/english/regions/asro/newdelhi/ipecc/responses/nepal/national.htm>)

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, the national constitution, national education acts, national labor acts, or national plan of action.

Potential Data Sources: Ministry of work, ministry of education, official public records, [UCLA WORLD Policy Analysis Center](#), [UNICEF](#), [ILO](#), [Child Labor Coalition](#)

Additional Guidance for Responses: A “yes” response indicates that a measure has been established to keep children from participating in the labor force. A “yes” response does not suggest that the measure is effective in reducing child labor.

5.4.2 is calculated as:

- Yes = 1
- No = 0

Question 5.4.2	Response
<p>Has the government adopted specific measures to combat child labor?</p> <p>a. Yes</p> <p>b. No</p>	
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	

Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Question 5.4.3: What percent of children under the age of 15 work in the labor force? ^P

Basis

"States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development (32.1)...States Parties shall in particular: (c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article"

— Convention on the Rights of the Child, Article 32, Paragraph 2, Section c

See also: Protocol of San Salvador 7(f), Revised European Social Charter 7.3, CRC 32.2(a), ILO Minimum Age Convention 2.3

Guidance

Explanation: This question seeks to answer whether children under the age of 15 work in practice.

Necessary Definitions: "Child Labor" is defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. This includes work that interferes with the child's opportunity for attending school.

Examples: In 2010 in Yemen approximately 16.4% of children age 5 to 14 were employed (Working children in the Republic of Yemen: The results of the 2010 National Child Labour Survey, 2012)

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, data from a reputable regional or multi-national organization such as the UN or the World Bank, data from a nationally representative survey or questionnaire, or in the absence of all else, expert testimony.

Potential Data Sources: Ministry of work, ministry of education, official public records, [UCLA WORLD Policy Analysis Center](#), [UNICEF](#), [ILO](#), [Child Labor Coalition](#)

Calculation: 5.4.3 is calculated as a percentage subtracted from 100%.

Question 5.4.3	Response
What percent of children under the age of 15 work in the labor force?	
Supporting document/citation:	
Year:	
Researcher comment:	

Peer review 1 comment:
Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Subtheme 5.5: Migrants, Refugees, Internally Displaced Children, and Children Deprived of Liberty

Question 5.5.1: Do migrant, refugee, or internally displaced children have to present documents stating their legal status to enroll in school? ^P

Basis

“Access...shall not be refused or limited by reason of the irregular situation with respect to stay or employment...or...irregularity of the child’s stay in the State of employment”

— *International Convention on the Protection of the Rights of all Migrant Workers and Members of their Family*, Article 30

Guidance

Explanation: This question seeks to answer whether children are denied access to school due to a lack of documented legal status. This may include exclusion of those that do not have a birth certificate, paperwork documenting their families legal work status, or proof of residency.

Necessary Definitions: “Migrant” refers to an individual that has moved to another country or region to better their material or social conditions and improve the prospect for themselves or their family.

“Refugee” refers to an individual that has moved outside of their country of nationality to avoid persecution and is unable to return.

“Internally displaced person” refers to an individual that has been displaced from their home due to coercion or force and remain within their country of nationality.

Examples: In their 2015 Joint Education Needs Assessment Report, UNICEF identified lack of documentation as one of the main barriers that prevented Syrian refugees from attending school in Jordan: “Reasons why children had never attended formal education in Jordan were largely similar across the two age groups. Lack of documentation or financial resources featured highest amongst the younger children (15 mentions respectively), with lack of financial resources also being the most commonly mentioned reason amongst children aged 12-17 (16 mentions) and lack of documentation the third most commonly mentioned reason (11 mentions).” (UNICEF, 2015, p. 47).

Full Citation: UNICEF (2015). Access to education for Syrian refugee children and youth in Jordan host communities. *Joint Education Needs Assessment Report: Education Sector Working Group*.

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, national constitutions, or education acts.

Potential Data Sources: Ministry of education, [Humanitarian Practice Network](#), [Global Education Monitoring Report](#), [INEE](#)

Additional Guidance for Responses: A “yes” response indicates that in any part of the country, migrant, refugee, or internally displaced children have to present documents stating their legal status to enroll in school. A “yes” response does not indicate the practice is universally applied across all regions or to all migrant, refugee, or internally displaced children.

5.5.1 is calculated as:

- Yes = 0
- No = 1
- NA = Not scored

Question 5.5.1	Response
<p>Do migrant, refugee, or internally displaced children have to present documents stating their legal status to enroll in school?</p> <p>a. Yes</p> <p>b. No</p> <p>c. Not applicable/other (please comment)</p>	
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	
Government comment:	

RESULTS Educational Fund comment:

Question 5.5.2: Is primary education available in retention centers/camps for refugee children? ^P

Basis

"The Contracting States shall accord to refugees the same treatment as is accorded to national with respect to elementary education"

— *Convention on the Status of Refugees, Article 22 (1)*

Guidance

Explanation: This question seeks to answer whether primary education is available to children in retention centers and refugee camps.

Necessary Definitions: "Refugee" refers to an individual that has moved outside of their country of nationality to avoid persecution and is unable to return.

"Retention Camp/Center" is defined as a place that provides temporary housing for groups in need.

Examples: In Turkey, children in refugee camps have limited access to education. Schools and teachers vary by camp and resources are restricted to volunteer teachers and stretched by the increasing number of refugees from Syria (New York Times, 2014, available at http://www.nytimes.com/2014/12/29/world/europe/for-children-in-turkish-refugee-camps-schools-out.html?_r=0)

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, education acts, or, in the absence of all else, expert testimony.

Potential Data Sources: Ministry of education, [Humanitarian Practice Network](#), [Global Education Monitoring Report](#), [INEE](#)

Additional Guidance for Responses: "Generally available" suggests that between 4 in 10 and 9 in 10 have access; and "rare or uncommon" suggests that between 1 in 10 and 4 in 10 have access.

5.5.2 is calculated as:

- Yes, it is universally available = 1

- Yes, it is generally available = .66
- Yes, but availability is rare or uncommon = .33
- No = 0
- Not applicable/other (please comment) = Not scored

Question 5.5.2	Response
<p>Is primary education available in retention centers/camps for refugee children?</p> <p>a. Yes, it is universally available.</p> <p>b. Yes, it is generally available.</p> <p>c. Yes, but availability is rare or uncommon.</p> <p>d. No.</p> <p>e. Not applicable/other (please comment).</p>	
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	

Government comment:
RESULTS Educational Fund comment:

Question 5.5.3: Can refugee children access public schools? ^P

Basis

"The Contracting States shall accord to refugees the same treatment as is accorded to national with respect to elementary education"

"Contracting States shall accord to refugees treatment as favourable as possible, and, in any event, not less favourable than that accorded to aliens generally in the same circumstances, with respect to education other than elementary education".

— *Convention on the Status of Refugees*, Article 22

Guidance

Explanation: This question seeks to answer whether refugees can access pre-primary, primary, secondary, and tertiary education within the national education system of the host country. Participation in host country education systems facilitates transition through education levels.

Necessary Definitions: "Refugee" refers to an individual that has moved outside of their country of nationality to avoid persecution and is unable to return.

"Public schools" refers to schools that are part of the national education system and run by the state or public bodies.

Examples: "Turkey (with an affected population of 3.8 million – the largest in the world – mainly from the Syrian Arab Republic) decided to include all Syrian refugee children in the national education system over

the next three years and phase out separate provision". ([Global Education Monitoring Report: Migration](#), p.61)

Appropriate Supporting Documentation: Acceptable supporting documents may include laws, policies, government reports, non-governmental research reports, local or international news articles, education acts, or, in the absence of all else, expert testimony.

Potential Data Sources: Ministry of education, [Humanitarian Practice Network](#), [Global Education Monitoring Report](#), [INEE](#)

Additional Guidance for Responses: A “yes” response indicates that refugee children can access the relevant level of education. A “yes” response does not suggest that the education provided is of high quality or effective.

5.5.3 is calculated as:

- Yes = 1
- No = 0
- Not applicable/other (please comment) = Not scored

Question 5.5.3	Response
<p>Can refugee children access public schools?</p> <p>a. At the pre-primary level?</p> <p>b. At the primary level?</p> <p>c. At the secondary level?</p> <p>d. At the tertiary level?</p>	<p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p>
<p>Supporting document/citation:</p>	
<p>Researcher comment:</p>	

Peer review 1 comment:
Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Question 5.5.4: What percent of refugee children are enrolled in schools? ^P

Basis

"The Contracting States shall accord to refugees the same treatment as is accorded to national with respect to elementary education"

"Contracting States shall accord to refugees treatment as favourable as possible, and, in any event, not less favourable than that accorded to aliens generally in the same circumstances, with respect to education other than elementary education".

— *Convention on the Status of Refugees*, Article 22

Guidance

Explanation: This question seeks to answer what percentage of refugee children are enrolled in public schools at the pre-primary, primary, secondary, and tertiary education within the national education system.

Necessary Definitions:

"Refugee" refers to an individual that has moved outside of their country of nationality to avoid persecution and is unable to return.

"Public schools" refers to schools that are part of the national education systems and run by the state or public bodies.

Examples: "Behind the global average number of refugee children out of school, there are significant differences among countries. Primary enrolment rates average 80% in selected refugee sites in Egypt, the Islamic Republic of Iran and Yemen, but only 40% in Pakistan and 50% in Ethiopia.

"Access to secondary education is even more limited for refugees in many countries. In Kenya, Pakistan and Bangladesh, less than 5% of adolescents aged 12 to 17 were enrolled in secondary education. Enrolment in early childhood education also remains very limited in some countries, reaching only 7% in Turkey in 2015." (UNESCO, [Refugee children are five times more likely to be out of school than others.](#))

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, education acts, or, in the absence of all else, expert testimony.

Potential Data Sources: Ministry of education, [UNHCR UK—Refugee education](#), [Humanitarian Practice Network](#), [Global Education Monitoring Report](#), [INEE](#)

Additional Guidance for Responses: A "yes" response indicates that education provided to refugee children is aligned with the education available in the general education system. A "yes" response does not suggest that the education provided is of high quality or effective.

5.5.4 is calculated as the value specified.

Question 5.5.4	Response
<p>What percentage of refugee children are enrolled in public schools?</p> <ul style="list-style-type: none">a. At the pre-primary level?b. At the primary level?c. At the secondary level?d. At the tertiary level?	<ul style="list-style-type: none">a.b.c.d.

Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	
Government comment:	

RESULTS Educational Fund comment:

Question 5.5.5: Is education available in prison? ^P

Basis

"Provision shall be made for the further education of all prisoners capable of profiting thereby...The education of illiterates and young prisoners shall be compulsory"

— *Standard Minimum Rules for the Treatment of Prisoners, Article 77*

See also: Article 77 (2), Standard Minimum Rules for the Treatment of Prisoners; Rule 38, Rules for the Protection of Juveniles Deprived of their Liberty; Article 10 (3), International Covenant on Civil and Political Rights

Guidance

Explanation: This question seeks to answer whether education is made available to all children and illiterate adults in prison.

Necessary Definitions: "Prison" is defined as a building in which individuals are held as punishment for their crime or while awaiting trial.

Examples: In the United Kingdom, "Courses are normally available to help prisoners get new skills, e.g. learning to read and write, use computers and do basic maths. Most prisoners get an Individual Learning Plan listing courses and training." (<https://www.gov.uk/life-in-prison/education-and-work-in-prison>)

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, data from a reputable regional or multi-national organization such as the UN or the World Bank, data from a nationally representative survey or questionnaire, or in the absence of all else, expert testimony.

Potential Data Sources: Ministry of education, ministry of justice, [UNESCO Database on the Right to Education](#), [Right to Education Initiative – Where to Find Information](#), [Planipolis](#), [UNESCO International Bureau on Education](#)

Additional Guidance for Responses: “Generally available” suggests that education is available in between 4 in 10 and 9 in 10 prisons; and “rare or uncommon” suggests it is available in between 1 in 10 and 4 in 10 prisons.

5.5.5 is calculated as:

- Yes, it is universally available. = 1
- Yes, it is generally available. = .66
- Yes, but availability is rare or uncommon. = .33
- No = 0

Question 5.5.5	Response
<p>Is education available in prison?</p> <p>a. Yes, it is universally available.</p> <p>b. Yes, it is generally available.</p> <p>c. Yes, but availability is rare or uncommon.</p> <p>d. No.</p>	
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	

Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Question 5.5.6: Do imprisoned children receive education integrated with the general education system (i.e., same curricula)? ^P

Basis

"Every juvenile of compulsory school age has the right to education suited to his or her needs and abilities and designed to prepare him or her for return to society. Such education should be provided outside the detention facility in community schools wherever possible and, in any case, by qualified teachers through programmes integrated with the education system of the country so that, after release, juveniles may continue their education without difficulty"

— Rules for the Protection of Juveniles Deprived of their Liberty, Article 38

See also: Article 77 (2), Standard Minimum Rules for the Treatment of Prisoners; Rule 38, Rules for the Protection of Juveniles Deprived of their Liberty; Article 10 (3), International Covenant on Civil and Political Rights

Guidance

Explanation: This question seeks to answer whether children in prison receive education integrated with the national education system. This includes curriculum that is aligned with national education standards.

Necessary Definitions: "Imprisoned" an individual held within a prison as punishment for their crime.

Examples: In Argentina although education is available for non-reprimanded prisoners the "educational curricula is not homogeneous across states" (Alzua, Rodriguez, & Villa, 2010)

Complete citation: Alzua, M.L., Rodriguez, C. & Villa, E. (2010). The Quality of Life in Prisons: Do Educational Programs Reduce In-Prison Conflicts? Available at: <http://www.nber.org/chapters/c11843>

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, the national constitution, national education acts, or national plan of action.

Potential Data Sources: Ministry of education, ministry of justice, [UNESCO Database on the Right to Education](#), [Right to Education Initiative – Where to Find Information](#), [Planipolis](#), [UNESCO International Bureau on Education](#)

Additional Guidance for Responses: A "yes" response indicates that education provided to imprisoned children is integrated within the national education system. A "yes" response does not suggest that the education provided is of high quality or effective.

5.5.6 is calculated as:

- Yes = 1
- No = 0
- Not applicable/other (please comment) = Not scored

Question 5.5.6	Response
<p>Do imprisoned children receive education integrated with the general education system (i.e., same curricula)?</p> <p>a. Yes</p> <p>b. No</p> <p>c. Not applicable/other (please comment)</p>	
Supporting document/citation:	
Researcher comment:	

Peer review 1 comment:
Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Subtheme 5.6: Armed Conflict

Question 5.6.1: Is the legal minimum age of military recruitment 15 or above? ^{SW}

Basis

"States Parties shall take all feasible measures to ensure that persons who have not attained the age of fifteen years do not take a direct part in hostilities."

— Convention on the Rights of the Child, Article 38, Paragraph 2

See also: Article 38 (2) (3), Convention on the Rights of the Child; Articles 1 & 2 Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict; Article 3, ILO Minimum Age Convention; Article 3 (a), ILO Worst Forms of Child Labour Convention; Article 77 (2), Protocol Additional to the Geneva Conventions of 12 August 1949, and relating to the Protection of Victims of International Armed Conflicts (Protocol I); Article 4 (3) (c), Protocol Additional to the Geneva Conventions of 12 August 1949, and relating to the Protection of Victims of Non-International Armed Conflicts (Protocol II); Articles 8 (2) (b) (xxvi) & 8 (2) (e) (vii), Rome Statute; Article 22 (2), African Charter on the Rights and Welfare of the Child

Guidance

Explanation: This question seeks to answer whether national law explicitly establishes the age of military recruitment at 15 or above.

Necessary Definitions: "Military Recruitment" includes the act of requesting individuals to join the military. This may include voluntary requests, in addition to, coercion, or forced recruitment.

Appropriate Supporting Documentation: Acceptable supporting documents include national law such as a national constitution, education act or child's rights act.

Potential Data Sources: Ministry of education, ministry of defence, [Child Soldiers World Index](#), [Human Rights Watch – Child Soldiers](#), [UNICEF–Children recruited by armed forces](#)

Additional Guidance for Responses: A "yes" response indicates that the appropriate language is present in the law. A "yes" response does not suggest the law is comprehensive or effective.

5.6.1 is calculated as:

- Yes = 1
- No = 0
- Not Applicable = Not scored

Question 5.6.1	Response
<p>Is the legal minimum age of military recruitment 15 or above?</p> <p>a. Yes</p> <p>b. No</p> <p>c. Not Applicable (please comment)</p>	
<p>Supporting document/citation:</p>	
<p></p>	

Researcher comment:
Peer review 1 comment:
Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Question 5.6.2: Are children under the age of 15 recruited by the military in practice? ^{P W}

Basis

"States Parties shall take all feasible measures to ensure that persons who have not attained the age of fifteen years do not take a direct part in hostilities."

— Convention on the Rights of the Child, Article 38, Paragraph 2

See also: Article 38 (2) (3), Convention on the Rights of the Child; Articles 1 & 2 Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict; Article 3, ILO Minimum Age Convention; Article 3 (a), ILO Worst Forms of Child Labour Convention; Article 77 (2), Protocol Additional to the Geneva Conventions of 12 August 1949, and relating to the Protection of Victims of International Armed Conflicts (Protocol I); Article 4 (3) (c), Protocol Additional to the Geneva Conventions of 12 August 1949, and relating to the Protection of Victims of Non-International Armed Conflicts (Protocol II); Articles 8 (2) (b) (xxvi) & 8 (2) (e) (vii), Rome Statute; Article 22 (2), African Charter on the Rights and Welfare of the Child

Guidance

Explanation: This question seeks to answer whether children under the age of 15 are recruited to or participate in military activities in practice.

Necessary Definitions: "Military Recruitment" includes the act of requesting individuals to join the military. This may include voluntary requests, in addition to, coercion, or forced recruitment.

Examples: "Thousands of boys serve in Burma's national army, with children as young as 11 forcibly recruited off the streets and sent into combat operations. Children also serve with some of the armed ethnic opposition groups." (Human Rights Watch, *Child Soldiers Worldwide*, available at <http://www.hrw.org/news/2012/03/12/child-soldiers-worldwide>)

Appropriate Supporting Documentation: Acceptable supporting documents may include government reports, non-governmental research reports, local or international news articles, data from a reputable regional or multi-national organization such as the UN or the World Bank, data from a nationally representative survey or questionnaire, or in the absence of all else, expert testimony.

Potential Data Sources: Ministry of education, ministry of defence, [Child Soldiers World Index](#), [Human Rights Watch – Child Soldiers](#), [UNICEF–Children recruited by armed forces](#)

Additional Guidance for Responses: "Very common practice" suggests that more than 1 in 3 children under the age of 15 serve in the military; "regularly practiced" suggests between 1 in 10 and 1 in 3 serve; and "rarely practiced" suggests that less than 1 in 10 serve.

5.6.2 is calculated as:

- Yes, it is very common practice. = 0
- Yes, it is regularly practiced. = .33
- Yes, but it is rarely practiced. = .66
- No. = 1

Question 5.6.2	Response
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<p>Are children under the age of 15 recruited by the military in practice?</p> <ul style="list-style-type: none">a. Yes, it is very common practice.b. Yes, it is regularly practiced.c. Yes, but it is rarely practiced.d. No.	
<p>Supporting document/citation:</p>	
<p>Researcher comment:</p>	
<p>Peer review 1 comment:</p>	
<p>Peer review 2 comment:</p>	

Government comment:
RESULTS Educational Fund comment:

Question 5.6.3: Have there been attacks on education? ^{P W}

Basis

“State Parties to the present Charter shall, in accordance with their obligations under international humanitarian law, protect the civilian population in armed conflicts and shall take all feasible measures to ensure the protection and care of children who are affected by armed conflicts. Such rules shall also apply to children in situations of internal armed conflicts, tension and strife.”

—African Charter on the Rights and Welfare of the Child, Article 22 (3)

See also: Articles 6 (1) & 9 (1), International Covenant on Civil and Political Rights; Articles 6, 19 & 38, Convention on the Rights of the Child; Articles 48, 51 & 52, Protocol Additional to the Geneva Conventions of 12 August 1949, and relating to the Protection of Victims of International Armed Conflicts (Protocol I); Article 8 (2) (b) (ix), Rome Statute

Guidance

Explanation: This question seeks to answer whether there have been any incidents of attacks on education.

Necessary Definitions: "Attacks on education" include:

- Attacks directed at students and educators at education institutions, including abduction, recruitment into armed groups, forced labor, sexual violence, targeted killings, threats and harassment, and other violations.
- Attacks while going to or coming from an education institution or elsewhere because of their status as students or educators.

- Attacks on pro-education activists, including teacher unions or any teaching group, because of their activism.
- Attacks on education personnel, such as administrators and maintenance workers, and education aid workers.

Examples: Between 2017 and 2019, GCPEA identified around 15 reported attacks targeting or directly harming students, teachers, and education personnel. The FARDC and non-state armed groups were responsible for committing such attacks, primarily in eastern DRC and in the Greater Kasai region. Source: GCPEA Annual Report 2020: Country Profile - DRC

Potential Data Sources: [Global Coalition to Protect Education Under Attack](#)

Additional Guidance for Responses: “Yes” indicates that there has been at least one attack on education.

5.6.3 is calculated as:

- Yes=0
- No = 1

Question 5.6.3	Response
<p>Have there been attacks on education?</p> <p>a. Yes</p> <p>b. No</p>	
<p>Supporting document/citation:</p>	
<p>Researcher comment:</p>	
<p>Peer review 1 comment:</p>	

Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Question 5.6.4: Is children’s education ensured by the occupying power? ^{P W}

Basis

“The Parties to the conflict shall take the necessary measures to ensure that children under fifteen, who are orphaned or are separated from their families as a result of the war, are not left to their own resources, and that their maintenance, the exercise of their religion and their education are facilitated in all circumstances. Their education shall, as far as possible, be entrusted to persons of a similar cultural tradition.”

—Geneva Convention (IV) relative to the Protection of Civilian Persons in Time of War, Article 24

See also: Articles 24, 50 & 94, Geneva Convention (IV) relative to the Protection of Civilian Persons in Time of War.

Guidance

Explanation: This question seeks to answer whether children are able to continue their education during an armed conflict between two states or if their country is occupied by another country.

Necessary Definitions: A country is “occupied” when it is actually placed under the authority of the hostile army. The occupation extends only to the territory where such authority has been established and can be exercised.”

5.6.4 is calculated as:

- Yes = 1
- No = 0

Question 5.6.4	Response
<p>Is children’s education ensured by the occupying power?</p> <p>a. Yes</p> <p>b. No.</p> <p>c. Not Applicable (please comment)</p>	
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	

Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Subtheme 5.7: COVID-19

This subtheme aims to help users identify which areas of the right to education have been affected by COVID-19. Given that official data is usually lagged by a year or more, the RTEI 2021 Questionnaire may not capture data from 2020 (when school closures were at their peak) and therefore tell the full story of what happened in these years. This subsection, therefore, tries to fill that gap by supporting the collection of contextual information that can shed light on right to education impacts as evidence emerges. The scores from this subtheme do not contribute to RTEI final scoring.

Sources of data

You may answer these questions using official data, if available. The best sources of which will be the national statistical office and the ministries of education and health. International sources, such as

[UNESCO](#), [UNICEF](#), World Bank, and OECD, may also have relevant data. If timely official data is not available, you may use high quality non-official sources of data, such as data collected by NGOs, academics, and the media.

Question 5.7.1: What was the scope and length of school closures due to COVID-19? ^P

Guidance

Explanation: This section seeks to understand the nature of school closures due to COVID-19, specifically:

- a. What percentage of students were affected by school closures in your country?
- b. How long did school closures last in weeks?
- c. What proportion of the academic year did school closures represent on average?
- d. Did school closures affect the entire country, ie, all regions?

Necessary Definitions: “School closures” are government-mandated closures of educational institutions affecting most or all of the student population enrolled from pre-primary through to upper secondary levels

Potential Data Sources: [UNESCO](#)

Question 5.7.1	Response
<p>a. What percentage of students were affected by school closures in your country?</p> <p>b. How long did school closures last in weeks?</p> <p>c. What proportion of the academic year did school closures represent on average?</p> <p>d. Did school closures affect the entire country, i.e., all regions?</p>	<p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p>
Supporting document/citation:	
Researcher comment:	

Peer review 1 comment:
Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Question 5.7.2: Was education provided during school closures due to COVID-19? ^P

Guidance

Explanation: This section seeks to examine issues related to remote learning and lost learning.

Necessary Definitions: "Remote learning modalities" are educational applications, platforms and resources that aim to help parents, teachers, schools and school administrators facilitate student learning and provide social care and interaction during periods of school closure.

“Data and privacy regulations” refers to the legal protection of children’s rights to privacy and data protection, particularly personal and sensitive information that could render them identifiable.

Potential Data Sources: [UNICEF report on digital connectivity](#), [UNESCO page on national learning platforms and tools](#), [World Bank page on EdTech](#),

Question 5.7.2	Response
<p>What remote learning modalities were in place during school closures?</p> <ul style="list-style-type: none"> a. No tech b. Low-tech c. High-tech 	<ul style="list-style-type: none"> a. b. c.
<p>Were remote learning modalities available and appropriate for all students during school closures?</p> <ul style="list-style-type: none"> a. Children living in rural areas b. Children without access to the internet and technology c. Children with disabilities d. Minorities and Indigenous peoples e. Refugees 	<ul style="list-style-type: none"> a. b. c. d. e.
<p>Do regulations protect the data and privacy of children?</p> <ul style="list-style-type: none"> a. Yes b. No 	
<p>What strategies has the government employed to make up for lost learning?</p> <ul style="list-style-type: none"> a. Catch-up or remedial classes b. Double shifts c. Private tutoring d. Other (please specify) 	<ul style="list-style-type: none"> a. b. c. d.
<p>If national assessments or exams were missed due to school closures, were students provided the opportunity to take them?</p> <ul style="list-style-type: none"> a. Yes 	

b. No	
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	
Government comment:	
RESULTS Educational Fund comment:	

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Question 5.7.3: Has school drop-out and its associated risks been mitigated during school closures? ^P

Guidance

Explanation: This section seeks to answer understand who is at risk of not returning to school and whether the state has taken appropriate steps to identify and provide solutions for those most at risk.

Question 5.7.3	Response
<p>Have states taken steps to identify those most at-risk of dropping out of school?</p> <ul style="list-style-type: none"> a. Yes b. No 	
<p>Have there been increases in the incidences of the following during school closures:</p> <ul style="list-style-type: none"> a. Child marriage? b. Teenage pregnancy? c. Child military recruitment? d. Child labour? 	<ul style="list-style-type: none"> a. b. c. d.
<p>Have states taken steps to identify who has not returned to school and set-up a reporting system?</p> <ul style="list-style-type: none"> a. Yes b. No 	
<p>Have states implemented measures to ensure that those most at-risk of dropping-out are supported to go back to school?</p> <ul style="list-style-type: none"> a. Yes 	

b. No	
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	
Government comment:	
RESULTS Educational Fund comment:	

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Question 5.7.4: Have public health measures been taken in schools? ^P

Guidance

Explanation: This section seeks to answer whether school environments are safe for students and educational staff as they return to school.

Potential data sources: [UNESCO data on teacher prioritisation for the COVID-19 vaccine](#)

Question 5.7.4	Response
<p>Do children and educational staff have access to soap and clean water?</p> <p>a. Yes</p> <p>b. No</p>	
<p>Are educational staff provided information and guidance on public health protection measures such as social distancing?</p> <p>a. Yes</p> <p>b. No</p>	
<p>Have teachers been prioritised to receive COVID-19 vaccines?</p> <p>a. Yes</p> <p>b. No</p>	
<p>Supporting document/citation:</p>	
<p>Researcher comment:</p>	

Peer review 1 comment:
Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

Question 5.7.5: Are teachers paid during unplanned school closures?
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Guidance

Explanation: This section seeks to answer whether teachers are paid during unplanned school closures

Potential Data Sources: Teachers' union website

Question 5.7.5	Response
Are teachers paid during unplanned school closures? a. Yes b. No	
Supporting document/citation:	
Researcher comment:	
Peer review 1 comment:	
Peer review 2 comment:	
Government comment:	

RESULTS Educational Fund comment:

Question 5.7.6: Is an education emergency response plan in place?

Guidance

Explanation: This section seeks to answer whether there is an emergency response plan in order to m

- a. Is there an education emergency response plan to help mitigate the impact of emergencies, natural disasters, and crises?
- b. What percentage of the recovery budget is allocated to education?

Necessary Definitions: "Emergency response plan" refers to any national plan that sets out how the ministry of education will respond to the COVID-19 pandemic. The plan should deal with critical issues such as: plans for re-opening schools, school calendar, remote learning modalities, online distance learning strategies, teachers, students, parents/caregivers, learning, assessment and examinations.

Examples: [Malawi—National COVID-19 preparedness and response strategy and plan July 2021-June 2022](#)

Appropriate Supporting Documentation: Emergency response plan

Potential Data Sources: [Planipolis](#), [UNICEF Global Tracker on national education responses to COVID-19](#), [Survey on National Education Responses to COVID-19 School Closures](#)

Question 5.7.6	Response
<p>Is there an education emergency response plan to help mitigate the impact of emergencies, natural disasters, and crises?</p> <p>a. Yes</p> <p>b. No</p>	
<p>What percentage of the recovery budget is allocated to education?</p>	

Supporting document/citation:
Researcher comment:
Peer review 1 comment:
Peer review 2 comment:
Government comment:
RESULTS Educational Fund comment:

