Right to Education Index

## Analytic Handbook

August 2015

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1. What is the RTEI Analytic Handbook?

The *RTEI Analytic Handbook* provides users with the means for interpreting overall Right to Education Index (RTEI) results as well as how the index can be flexibly used to draw attention to different themes, such as private education, girls' education, income inequality, regional disparities, teachers, and more. For each theme, the Analytic Handbook provides a worksheet to generate additional analysis of various themes with possible interpretations of the results. The analyses and new findings are to be used to support civil society advocacy campaigns as they access the relevant leverage points for intervention.

2. How is the RTEI Analytic Handbook Used?

To understand and make full use of the RTEI, it is important for users to understand the basic structure of the index and its underlying questionnaire. For more information on relevant weights and the specific calculations that went into the overall index results please see *RTEI Background and Methodology*.

The overall RTEI result creates a globally comparable index ranging from 0 (right to education completely absent) to 100 (right to education fully respected, protected, and fulfilled). The overall result is a composite of five theme sub-scores as illustrated below.
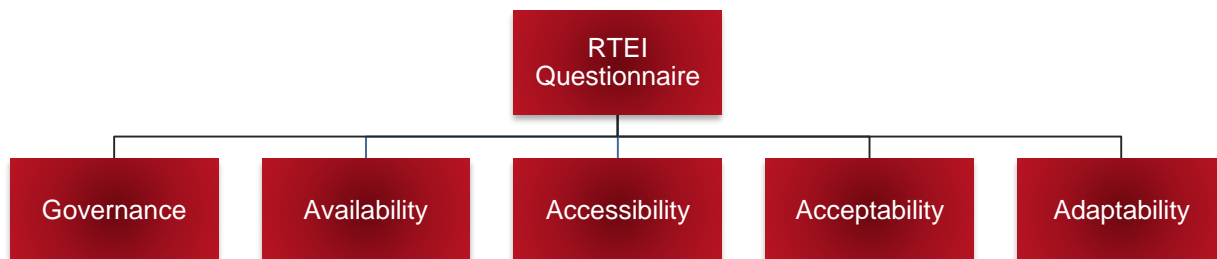
The *RTEI Questionnaire* is broken down into these five themes, with specific subthemes identified under each section. Numbering rules for the included questions include three levels: section, sub-theme, and question number. For example, question 5.4.1 "Is there legal minimum age of employment 15 or above" is the first question found in section 5 (adaptability), subtheme 4 (child labor). Although the overall score will spark open dialogue and political debate around the right to education globally, to understand the circumstances and factors surrounding a country's results it is important to look deeply at the available subthemes and transversal themes. It is important to note that only questions from the *RTEI Core Questionnaire* are used in calculating the overall index score.

Section 3 below details the types of analyses and step-by-step worksheets RTEI will provide to further interpret overall RTEI results, its themes, subthemes, and transversal themes.

Section 4 then discusses key leverage points to which RTEI findings and analyses can be applied as a means to strengthen in-country civil society advocacy of the right to education.

3. Applying the Analytic Handbook

3.1. Overall RTEI Result

The overall RTEI result is calculated from the *RTEI Core Questionnaire* and provides a country specific index result measuring how well a country respects, protects, and fulfills the right to education for its citizens. Similar to other index-based initiatives, such as the International Budget Partnership's Open Budget Index and the Global Integrity Index, the overall RTEI result can create political pressure and open public dialogue around an essential issue in national development. The overall RTEI results range from 0 (right to education completely absent) to 100 (right to education fully respected, protected, and fulfilled) and focus on the minimum core obligations that must be immediately implemented by the State. The overall RTEI result is best used as a cross-national comparison tool, comparing countries on their fulfillment of the right to education, or a within-country longitudinal tool, illustrating changes in a single country's efforts to fulfill the right to education.

3.2. Themes and Subthemes

This section highlights the themes and subthemes embedded in the structure of the *RTEI Core and Companion Questionnaires*. Specific questions included in each subtheme are not provided here as they are already clustered together under the five themes of the RTEI Questionnaire, as illustrated below.

Theme 1: Governance

Subtheme 1: International Framework
Subtheme 2: Domestic 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: Textbooks

Theme 3: Accessibility

Subtheme 1: Free Education
Subtheme 2: Discrimination
Subtheme 3: 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
Subtheme 3: Out of School Education
Subtheme 4: Out of School Children

The overall RTEI result, calculated from the *RTEI Core Questionnaire*, consists of individual scores for each of the five umbrella themes: Governance, Availability, Accessibility, Acceptability, and Adaptability. Users can use the five theme scores provided in the global report to illustrate the overall state of the right to education within a country. Each theme addresses an important component of the international right to education framework. Specifically,

- *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, ensuring that education is available, accessible and acceptable for all. [1]

As each theme is equally weighted in the overall RTEI result, lower theme scores identify important areas for further investigation. Exploring the corresponding subthemes of these low scoring themes provide insight for in-country analysis. Collectively using theme scores to further explore the underlying sub-themes provides civil society organizations and education advocates with specific, national areas of strength and need, spurring conversations and potential policy remedies.

3.3. Transversal Themes

Transversal themes span across subthemes and include questions from both the *RTEI Core Questionnaire* (question numbers indicated by Q) and the *RTEI Companion Questionnaire* (question numbers indicated by C), using data collected through the questionnaires and presenting transversal

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

theme scores in percentages with the denominator set to the number of data pieces present, to take into account missing data, where appropriate. The transversal themes can identify a deeper underlying issue in education – such as income inequality – or expand an already present subtheme by incorporating questions from other sections. Each transversal theme below includes an operational definition, the included questions from RTEI Core and/or Companion Questionnaire, and suggested analysis. Additionally, questions included in each transversal theme are divided into structural, process, and outcome indicators allowing users to explore how the processes and outcomes match the larger structural context of the theme. Users may wish to look at individual indicators in the transversal themes independently and/or follow the analysis suggested for each theme. These transversal themes span both the RTEI Core Questionnaire and the RTEI Companion Questionnaire and 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

3.4. Worksheets

Worksheets are provided to guide users through suggested analyses of the transversal theme. See section 5. The worksheets are to act as step-by-step guides for users to generate their own similar analyses and findings.

4. Leverage Points

The Analytic Handbook, and indeed the entire RTEI project, is designed to support national-level civil society advocacy around the right to education and government efforts to more effectively make progress towards realizing this right. Analyses of overall RTEI results, its five overarching themes, and transversal themes can strengthen civil society's engagement with governments by identifying gaps in education systems, marginalized populations, key issues, and the legal or policy implementation remedies required to address them.

Upon the biennial release of RTEI results and deeper analysis using the suggested analysis in the Analytic Handbook, civil society can use RTEI findings and evidence to enrich their use of the leverage points to which they have access. The below discusses just a few of the many different avenues for engaging with and using RTEI results to motivate change.

National Education Planning

Civil society has a rightful seat at the table where governments—alongside donors, international NGOs, and other stakeholders—come together to develop plans for building and strengthening their education systems. Processes promoted by the Global Partnership for Education, which strives to further bring civil society into local education groups and education donor groups, have created new in-roads for civil society involvement in education planning. Civil society can use RTEI analyses, particularly those around transversal themes, as support to evidence-based input into national education plans and the policy and planning remedies that they should include so as to address the most pressing right to education issues in the country. These inputs can be provided as written or verbal submissions to local education groups or education donor groups during the time of education planning.

Parliamentary Engagement

Parliamentarians are often key allies of civil society and frequently rely on civil society research and inputs to govern education issues either in committees or on the floor of Parliament. This is particularly true in regards to formulating legislation, including the national budget. Civil society can use RTEI analyses to identify critical structural gaps that may require new legislation or incorporation into the Education Act and use these findings to engage Parliamentarians to draft a new law or an amendment. In cases in which a government has not ratified a certain international treaty or convention as revealed by RTEI, this can also be addressed through Parliamentary channels. Budget formulation in particular offers the opportunity for civil society to use RTEI findings and analyses as additional support to inform Parliamentarians of which aspects of the education section, such as a particular level of education or a certain geographic region, need increased financial attention. RTEI offers additional evidence for the need for certain legislation or budget priorities, and civil society can use this information with their engagement with Parliamentarians.

Joint Education Sector Reviews

Civil society is increasingly gaining access to joint education sector reviews—annual reviews of the education sector convened by the government with a variety of stakeholders—and is often invited to submit written or verbal testimony. This is another key leverage point for civil society to use RTEI findings and analysis as evidence of the state of the right to education in the country and to nationally highlight the need for certain interventions.

Media

The media can also be a key ally of civil society in many countries. Similar to other global indices, the biennial release of RTEI findings will likely garner national media attention as the public will be interested to see their country's progress on realizing the right to education. Civil society respondents of RTEI are well positioned to work with journalists by supplying more in-depth information on RTEI, explaining further implications of the results, and providing newspaper, television, and radio interviews. Moreover, RTEI civil society partners can be the first to proactively alert the media to upcoming releases of RTEI results.

UN Human Rights Mechanisms

There are a number of human rights mechanisms at the national, regional, and international level that monitor the State's implementation of the right to education. These mechanisms can be used to report violations of the right to education on an ad hoc basis. States also come under regular, periodic review by UN convention committees, and these too offer the opportunity for civil society to report on right to education issues in their countries. For information on how to report to international human rights mechanisms related to the right to education (UN Treaty Bodies, Human Rights Council, UN Special Rapporteur, UNESCO Committee on Conventions and Recommendations) as well as to regional and national human rights mechanisms, see www.right-to-education.org/page/report.

Strategic Litigation

Civil society also has a critical role to play in using the courts through strategic litigation to uphold the right to education. Civil society can provide expert testimony to such cases and potentially use RTEI findings to identify further analyses that could lead to evidence. Strategic litigators often need civil society support and even public campaigning around their cases, making them natural allies who can work together around RTEI findings to enrich their efforts.

RTEI Community of Support

RTEI civil society partners need not be experts in accessing all of the leverage points above. Civil society organizations often focus on only one or two of the above areas as a means of specialization. This in effect forms a community in which RTEI civil society partners can learn from each other as they attempt to access different leverage points. Central to this community and the RTEI initiative is the Global Campaign for Education, a global movement of national education civil society coalitions from nearly 100 countries. Many of these coalitions are supported by the Global Partnership for Education's Civil Society Education Fund, which seeks to build coalition capacity to engage several of the leverage points discussed above. Thus, RTEI civil society partners are some of the many education organizations working precisely on these issues through these various channels. In total, a community of support exists for RTEI civil society partners to learn from one another and others, develop best practices, and apply RTEI findings and analyses to the greatest impact.

5. Worksheets

The following pages provide suggested analyses of transversal themes in the form of easily fillable worksheets. The worksheets are to act as step-by-step guides for users to generate their own similar analyses and findings.

Transversal Theme: *Girls' Education*

- Girls' education captures laws and processes that specifically target girls and attempts to evaluate education equality across sex. Additionally, this theme includes data that is disaggregated by sex.

Included Indicators

Transversal Theme: Girls' Education
Structural Indicators
Q 1.4.3b.b: Is data disaggregated by sex? **Q 3.2.1b: Do national laws forbid discrimination in education by sex?** **Q 3.2.2a: Is the expulsion of girls from school because of pregnancy or for having a baby explicitly forbidden in national legislation?** **C 5.2.1a: Do national laws prohibit early marriage (before the age of 18)?**
Process Indicators
Q 3.2.2b: In practice, are girls expelled from school because of pregnancy or for having a baby? **Q 3.3.1a.b/c: What is the gross enrollment rate by sex? [a]** **Q 3.3.2a.b/c: What is the net enrollment rate by sex? [b]** **Q 3.3.4a.b/c: What is the completion rate in public schools by sex? [a]** **Q 3.3.4e.b/c: What is the completion rate in private schools by sex? [a]** **C 5.4.1b: What percent of women were married by the age of 18?**
Outcome Indicators
Q 4.3.1a.b/c: What percent of students received an overall passing score on the national assessment/exam by sex? [b] **Q 4.3.1b.b/c: What percent of students received a passing score on the national reading assessment/exam by sex? [b]** **Q 4.3.1c.b/c: What percent of students received a passing score on the national mathematics assessment/exam by sex? [b]** **Q 4.3.2a.b/c: What is the youth literacy rate (ages 15-24) by sex?** **Q 4.3.2b.b/c: What is the adult literacy rate (age 15+) by sex?**

[a]: Gross enrollment rates and completion rates are disaggregated by sex and primary, secondary, technical/vocational, and tertiary school levels.
[b]: Net enrollment rates and passing scores on national assessment/exam are disaggregated by sex and primary and secondary school levels.

Suggested Measures

- Worksheets provided below can be used to calculate and interpret the following suggested measures of girls' education:

A. Overall State of Girls' Education
B. Discriminatory Environment
C. Relevant State of Girls' Education

A. Overall State of Girls' Education

Goal
- Provide an absolute indicator of the state of girls' education in a country.

Guidance
- User first needs to identify which level of education they wish to focus on.
  - In the calculation below the primary level of education is chosen.

Scale
- Variable ranges from 0 to 14 and are presented in percentages: 0% (girls are not protected and are entirely absent from the education system) to 100% (girls are ensured the right to education, fully participating, and scoring at the top of achievement scales).

Calculation
- Fill in the country coded response column for each indicator and follow the calculation directions in the table below.

Indicator	Coding	Country Coded Response
Q 1.4.3b.b: Is data disaggregated by sex?	If yes, response = 1 If no, response = 0	
Q 3.2.1b: Do national laws forbid discrimination in education by sex?	If yes, response = 1 If no, response = 0	
Q 3.2.2a: Is the expulsion of girls from school because of pregnancy or for having a baby explicitly forbidden in legislation?	If yes, response = 1 If no, response = 0	
C 5.2.1a: Do national laws prohibit early marriage (before the age of 18)?	If yes, response = 1 If no, response = 0	
Q 3.3.1a.c: What is the gross primary school enrollment rate for females?	Divide rate by 100	
Q 3.3.2a.c: What is the net primary school enrollment rate for females?	Divide rate by 100	
Q 3.3.4a.c: What is the public primary school completion rate for females?	Divide rate by 100	■■■■■■
Q 3.3.4e.c: What is the private primary school completion rate for females?	Divide rate by 100 ***Then***, add response for Q 3.3.4a.c (above) to this response and divide by two. Report this number	
C 5.4.1b: What percent of women were married by the age of 18?	Divide percent by 100	

Q 3.2.2b: In practice, are girls expelled from school because of pregnancy or for having a baby?	If no, response = 1 If rarely, response = 0.67 If regularly, response = 0.33 If nearly universal, response = 0	
Q 4.3.1a.c: What percent of females received an overall passing score on the national assessment/exam?	Divide percent by 100	
Q 4.3.1b.c: What percent of females received a passing score on the national reading assessment/exam?	Divide percent by 100	
Q 4.3.1c.c: What percent of females received a passing score on the national mathematics assessment/exam?	Divide percent by 100	
Q 4.3.2a.c: What if the youth literacy rate (ages 15-24) for females?	Divide rate by 100	
Q 4.3.2b.c: What is the adult literacy rate (age 15+) for females?	Divide rate by 100	
Add all responses above		a.
Divide sum above (from box a.) by 14		b.
Multiply box b. by 100 to calculate the *Overall State of Girls' Education* score		c.

Interpretation
- *Overall State of Girls' Education* can be tracked over time to compare within country changes as well as used to compare across countries.
- Due to the inclusion of student achievement, all scores of 90% or greater may be considered "fully ensuring the right to education for girls".
- Scores below 90% indicate that the country has not fully ensured the right to education for girls.
- Scores below 50% are especially troubling and suggest that the country may lack the legal framework necessary to ensure the right to education for girls.
  - To better understand potential challenges see *Discriminatory Environment* measure.

B. Discriminatory Environment

Goal
- Provide a primarily structural measure of the acceptability of gender discrimination in a country.

Scale
- Presented as a percentage with 0% indicating that discrimination is not prohibited in law and is largely practiced in society and 100% indicating that gender discrimination is not legal or reported.

Calculation
- Fill in the country coded response column for each indicator and follow the calculation directions in the table below.

Indicator	Coding	Country Coded Response
Q 1.4.3b.b: Is data disaggregated by sex?	If yes, response = 1 If no, response = 0	
Q 3.2.1b: Do national laws forbid discrimination in education by sex?	If yes, response = 1 If no, response = 0	
C 5.2.1a: Do national laws prohibit early marriage (before the age of 18)?	If yes, response = 1 If no, response = 0	
Q 3.2.2a: Is the expulsion of girls from school because of pregnancy or for having a baby explicitly forbidden in legislation?	If yes, response = 1 If no, response = 0	
C 5.4.1b: What percent of women were married by the age of 18?	Divide percent by 100	
Q 3.2.2b: In practice, are girls expelled from school because of pregnancy or for having a baby?	If no, response = 1 If rarely, response = 0.67 If regularly, response = 0.33 If nearly universal, response = 0	
Add all responses above		a.
Divide sum above (from box a.) by 6		b.
Multiply box b. by 100 to calculate the *Discriminatory Environment* score		c.

Interpretation
- *Discriminatory Environment* can be tracked over time to compare within country changes as well as used to compare across countries.
- Score of 100% should be the goal of every country

- Scores below 100% suggest that the legal framework necessary to prevent gender discrimination may not be present and/or gender discrimination is present in the country in practice.

C. Relative State of Girls' Education

Goal
- Provide a matrix of the relative participation and outcomes by gender.

Guidance
- In place of exact numbers, users may find it useful to substitute symbols for quick reference (- girls are at a disadvantage, + girls are at an advantage, = girls and boys are equal).

Scale
- All cells in the matrix identify a gender parity ratio with values < 1.0 identifying a disadvantage for girls and values >1.0 identifying a relative advantage.

Calculation
- Fill in the country coded response column for each indicator and follow the calculation directions in the table below.

Indicator	Coding	Country Coded Response
Q 3.3.1a.c: What is the gross primary school enrollment rate for females?	Record reported rate	a.
Q 3.3.1a.b: What is the gross primary school enrollment rate for males?	Record reported rate	b.
Q 3.3.1b.c: What is the gross secondary school enrollment rate for females?	Record reported rate	c.
Q 3.3.1b.b: What is the gross secondary school enrollment rate for males?	Record reported rate	d.
Q 3.3.1c.c: What is the gross enrollment rate for technical and vocational training for females?	Record reported rate	e.
Q 3.3.1c.b: What is the gross enrollment rate for technical and vocational training for males?	Record reported rate	f.
Q 3.3.1d.c: What is the gross tertiary school enrollment rate for females?	Record reported rate	g.
Q 3.3.1d.b: What is the gross tertiary school enrollment rate for males?	Record reported rate	h.
Q 3.3.2a.c: What is the net primary school enrollment rate for females?	Record reported rate	i.
Q 3.3.2a.b: What is the net	Record reported rate	j.

primary school enrollment rate for males?		
Q 3.3.2b.c: What is the net secondary school enrollment rate for females?	Record reported rate	k.
Q 3.3.2b.b: What is the net secondary school enrollment rate for males?	Record reported rate	l.
Q 3.3.4a.c: What is the public primary school completion rate for females?	Record reported rate	m.
Q 3.3.4a.b: What is the public primary school completion rate for males?	Record reported rate	n.
Q 3.3.4b.c: What is the public secondary school completion rate for females?	Record reported rate	o.
Q 3.3.4b.b: What is the public secondary school completion rate for males?	Record reported rate	p.
Q 3.3.4c.c: What is the completion rate for public technical and vocational training programs for females?	Record reported rate	q.
Q 3.3.4c.b: What is the completion rate for public technical and vocational training programs for males?	Record reported rate	r.
Q 3.3.4d.c: What is the public tertiary school completion rate for females?	Record reported rate	s.
Q 3.3.4d.b: What is the public tertiary school completion rate for males?	Record reported rate	t.
Q 3.3.4e.c: What is the private primary school completion rate for females?	Record reported rate	u.
Q 3.3.4e.b: What is the private primary school completion rate for males?	Record reported rate	v.
Q 3.3.4f.c: What is the private secondary school completion rate for females?	Record reported rate	w.
Q 3.3.4f.b: What is the private secondary school completion rate for males?	Record reported rate	x.
Q 3.3.4g.c: What is the completion rate for private technical and vocational	Record reported rate	y.

programs for females?		
Q 3.3.4g.b: What is the completion rate for private technical and vocational programs for males?	Record reported rate	z.
Q 3.3.4h.c: What is the private tertiary school completion rate for females?	Record reported rate	a1.
Q 3.3.4h.b: What is the private tertiary school completion rate for males?	Record reported rate	b1.
Q 4.3.1a.c: What percent of females received an overall passing score on the national assessment/exam?	Record reported score	c1.
Q 4.3.1a.b: What percent of males received an overall passing score on the national assessment/exam?	Record reported score	d1.
Q 4.3.1b.c: What percent of females received a passing score on the national reading assessment/exam?	Record reported score	e1.
Q 4.3.1b.b: What percent of males received a passing score on the national reading assessment/exam?	Record reported score	f1.
Q 4.3.1c.c: What percent of females received a passing score on the national mathematics assessment/exam?	Record reported rate	g1.
Q 4.3.1c.b: What percent of males received a passing score on the national mathematics assessment/exam?	Record reported rate	h1.
Q 4.3.2a.c: What if the youth literacy rate (ages 15-24) for females?	Record reported rate	i1.
Q 4.3.2a.b: What is the youth literacy rate (ages 15-24) for males?	Record reported rate	j1.
Q 4.3.2b.c: What is the adult literacy rate (age 15+) for females?	Record reported rate	k1.
Q 4.3.2b.b: What is the adult literacy rate (age 15+) for males?	Record reported rate	l1.

Divide box a. by box b.	A2.
Divide box c. by box d.	B2.
Divide box e. by box f.	C2.
Divide box g. by box h.	D2.
Divide box i. by box j.	E2.
Divide box k. by box l.	F2.
Divide box m. by box n.	G2.
Divide box o. by box p.	H2.
Divide box q. by box r.	I2.
Divide box s. by box t.	J2.
Divide box u. by box v.	K2.
Divide box w. by box x.	L2.
Divide box y. by box z.	M2.
Divide box a1. by box b1.	N2.
Divide box c1. by box d1.	O2.
Divide box e1. by box f1.	P2.
Divide box g1. by box h1.	Q2.
Divide box i1. by box j1.	R2.
Divide box k1 by box l1.	S2.

Interpretation
- Fill in the matrix below by replacing the country coded box identifier (for example A2) with the corresponding calculated number.
- In place of exact numbers, users may find it useful to substitute symbols for quick reference (- girls are at a disadvantage, + girls are at an advantage, = girls and boys are equal).
- The *Relative State of Girls' Education* matrix provides users with a snapshot of the state of girls' education, relative to boys in a country.
    - By looking across education levels, users can identify challenging transition moments, indicating one gender may be more likely to stop out, drop out, or be excluded.
    - By looking at completion rates, users can identify differences in private and public school outcomes by gender.

	Primary	Secondary	Technical and Vocational	Tertiary
Gross Enrollment Rate	A2	B2	C2	D2
Net Enrollment Rate	E2	F2		
Completion Rate	G2 | K2	H2 | L2	I2 | M2	J2 | N2

Student Achievement	Overall	Reading Achievement	Mathematics Achievement
	O2	P2	Q2

Literacy Rate	Youth Literacy Rate	Adult Literacy Rate
	R2	S2

Note: Completion rate cells include Public Completion Rate | Private Completion Rate

Transversal Theme: *Children with Disabilities*

- Children with disabilities expands the subtheme of the same name by including disaggregated process and outcome indicators to evaluate education equality by disability status.

Included Indicators

Transversal Theme: Children with Disabilities
Structural Indicators
Q 1.4.3b.j: Is data disaggregated by disability status?   **Q 3.2.1j: Do national laws forbid discrimination in education by disability status?**   **Q 5.1.1: Do national laws recognize the right to education for children with disabilities?**
Process Indicators
Q 3.3.1a.k: What is the gross enrollment rate for students with a disability? [a]   **Q 3.3.2a.k: What is the net enrollment rate for students with a disability?** [b]   **Q 3.3.4a.k: What is the completion rate in public schools for students with a disability?** [a]   **Q 3.3.4e.k: What is the completion rate in private schools for students with a disability?** [a]   **Q 5.1.2: Are reasonable accommodation measures available for children with disabilities in mainstream schools?**   **C 5.1.3: What is the percentage of teachers trained to teach children with disabilities?**
Outcome Indicators
Q 4.3.1a.k: What percent of students with a disability received an overall passing score on the national assessment/exam? [b]   **Q 4.3.1b.k: What percent of students with a disability received a passing score on the national reading assessment/exam?** [b]   **Q 4.3.1c.k: What percent of students with a disability received a passing score on the national mathematics assessment/exam?** [b]   **Q 4.3.2a.k: What is the youth literacy rate for individuals with a disability?**

[a]: Gross enrollment rates and completion rates are disaggregated by primary, secondary, technical/vocational, and tertiary school levels.
[b]: Net enrollment rates and passing scores on national assessment/exam are disaggregated by primary and secondary school levels.

Suggested Measures

- Worksheets provided below can be used to calculate and interpret the following suggested measure for children with disability:

    A. Overall State of Education for Children with Disabilities

A. Overall State of Education for Children with Disabilities

Goal
- Provide an overall indicator of the state of education for children with disabilities and consists of two equally weighted factors capturing the legal structure and corresponding support for children with a disability in a country and the participation and achievement levels for children with disabilities.

Guidance
- User first needs to identify which level of education they wish to focus on.
  - In the calculation below the primary level of education is chosen.
- In addition to the overall score, scores can be reported for both the Structure and Support Factor and the Participation and Achievement Factor

Scale
- Variable is the mean percentage of the Structure and Support Factor and the Participation and Achievement Factor. The Overall State score ranges from 0%, indicating that the children with a disability are not legally protected and are entirely absent from participating in the education system, to 100%, indicating that children with a disability are ensured the right to education, fully participating, and scoring at the top of achievement scales.

Calculation
- Fill in the country coded response column for each indicator and follow the calculation directions in the table below.

Indicator	Coding	Country Coded Response
Q 1.4.3b.j: Is data disaggregated by disability status?	If yes, response = 1 If no, response = 0	
Q 3.2.1j: Do national laws forbid discrimination in education by disability status?	If yes, response = 1 If no, response = 0	
Q 5.1.1: Do national laws recognize the right to education for children with disabilities	If yes, response = 1 If no, response = 0	
Q 5.1.2: Are reasonable accommodation measures available for children with disabilities in mainstream schools?	If no, response = 0 If rare, response = 0.33 If generally, response = 0.67 If nearly universal, response = 1	
C 5.1.3: What is the percentage of teachers trained to teach children with disabilities?	Divide percent by 100	
Add all responses above		a.
Divide sum above (from box a.) by 5		b.

Multiply box b. by 100 to calculate the *Structure and Support Factor* score		c.

Indicator	Coding	Country Coded Response
Q 3.3.1a.k: What is the gross primary school enrollment rate for children with a disability?	Divide rate by 100	
Q 3.3.2a.k: What is the net primary school enrollment rate for children with a disability?	Divide rate by 100	
Q 4.3.1a.k: What percent of children with a disability received an overall passing score on the national assessment/exam?	Divide percent by 100	
Q 4.3.1b.k: What percent of children with a disability received a passing score on the national reading assessment/exam?	Divide percent by 100	
Q 4.3.1c.k: What percent of children with a disability received a passing score on the national mathematics assessment/exam?	Divide percent by 100	
Q 4.3.2a.k: What is the youth literacy rate for individuals with a disability?	Divide rate by 100	
Q 3.3.4a.k: What is the public primary school completion rate for children with a disability?	Divide rate by 100	
Q 3.3.4e.k: What is the private primary school completion rate for children with a disability?	Divide rate by 100 ***Then***, add response for Q 3.3.4a.k (above) to this response and divide by two. Report this number.	
Add all responses above		d.
Divide sum above (from box d.) by 7		e.
Multiply box e. by 100 to calculate the *Participation and Achievement Factor* score		f.
Add the response in box c. (Structure and Support Factor score) to the response in box f. (Participation and Achievement Factor score).		g.
Divide box g. by 2 to calculate the *Overall State of Education for Children with Disabilities* score		h.

Interpretation

- *Overall State of Education for Children with Disabilities* can be tracked over time to compare within country changes as well as used to compare across countries.
- Due to the inclusion of student achievement, all scores of 90% or greater may be considered "fully ensuring the right to education for children with disabilities".
- Comparing the *Structure and Support Factor* score with the *Participation and Achievement Factor* score provides an opportunity to identify disparities between the legal framework protecting children with a disability and whether the right to education for children with disabilities is being fulfilled in practice.
    - To achieve a high score in the Overall State measure both factor scores must be high.
    - A high score in the Structure and Support Factor but not the Participation and Achievement Factor suggests the legal structure and government monitoring in place may not be effectively ensuring the right to education for children with disabilities.

Transversal Theme: *Regional Disparities*

- In many countries children living in rural areas participate less in the education system and upon participating score below their urban peers on achievement tests. The relative measure suggested below hopes to capture this urban-rural divide.

Included Indicators

Transversal Theme: Regional Disparities
Structural Indicators
Q 1.4.3b.o: Is data disaggregated by place of residence? **Q 3.2.1o: Do national laws forbid discrimination in education by place of residence?**
Process Indicators
Q 3.3.1a.d/e: What is the gross enrollment rate in by place of residence? [a] **Q 3.3.2a.d/e: What is the net enrollment rate place of residence? [b]** **Q 3.3.4a.d/e: What is the completion rate in public schools by place of residence? [a]** **Q 3.3.4e.d/e: What is the completion rate in private schools by place of residence? [a]**
Outcome Indicators
Q 4.3.1a.d/e: What percent of students received an overall passing score on the national assessment/exam by place of residence? [b] **Q 4.3.1b.d/e: What percent of students received a passing score on the national reading assessment/exam by place of residence? [b]** **Q 4.3.1c.d/e: What percent of students received a passing score on the national mathematics assessment/exam by place of residence? [b]** **Q 4.3.2a.d/e: What is the youth literacy rate (ages 15-24) by place of residence?** **Q 4.3.2b.d/e: What is the adult literacy rate (age 15+) by place of residence?**

[a]: Gross enrollment rates and completion rates are disaggregated by primary, secondary, technical/vocational, and tertiary school levels.
[b]: Net enrollment rates and passing scores on national assessment/exam are disaggregated by primary and secondary school levels.

Suggested Measures

- Worksheets provided below can be used to calculate and interpret the following suggested measures of regional disparities:

  A. Relative State of Children in Rural Settings

A. Relative State of Children in Rural Settings

Goal
- Provide a matrix of the relative participation and outcomes of students living in rural areas relative to their urban peers.

Guidance
- In place of exact numbers, users may find it useful to substitute symbols for quick reference (- children in rural areas are at a disadvantage, + children in rural areas are at an advantage, = children in urban and rural areas are equal).

Scale
- All cells in the matrix identify a residential parity ratio with values < 1.0 identifying a disadvantage for children in rural areas and values >1.0 identifying a relative advantage for children in rural areas.

Calculation
- Fill in the country coded response column for each indicator and follow the calculation directions in the table below.

Indicator	Coding	Country Coded Response
Q 3.3.1a.e: What is the gross primary school enrollment rate for children in rural schools?	Record reported rate	a.
Q 3.3.1a.d: What is the gross primary school enrollment rate for children in urban schools?	Record reported rate	b.
Q 3.3.1b.e: What is the gross secondary school enrollment rate for children in rural schools?	Record reported rate	c.
Q 3.3.1b.d: What is the gross secondary school enrollment rate for children in urban schools?	Record reported rate	d.
Q 3.3.1c.e: What is the gross enrollment rate for technical and vocational training for children in rural schools?	Record reported rate	e.
Q 3.3.1c.d: What is the gross enrollment rate for technical and vocational training for children in urban schools?	Record reported rate	f.
Q 3.3.1d.e: What is the gross tertiary school enrollment rate for children in rural schools?	Record reported rate	g.
Q 3.3.1d.d: What is the gross tertiary school enrollment rate for children in urban schools?	Record reported rate	h.

Q 3.3.2a.e: What is the net primary school enrollment rate for children in rural schools?	Record reported rate	i.
Q 3.3.2a.d: What is the net primary school enrollment rate for children in urban schools?	Record reported rate	j.
Q 3.3.2b.e: What is the net secondary school enrollment rate for children in rural schools?	Record reported rate	k.
Q 3.3.2b.d: What is the net secondary school enrollment rate for children in urban schools?	Record reported rate	l.
Q 3.3.4a.e: What is the public primary school completion rate for children in rural schools?	Record reported rate	m.
Q 3.3.4a.d: What is the public primary school completion rate for children in urban schools?	Record reported rate	n.
Q 3.3.4b.e: What is the public secondary school completion rate for children in rural schools?	Record reported rate	o.
Q 3.3.4b.d: What is the public secondary school completion rate for children in urban schools?	Record reported rate	p.
Q 3.3.4c.e: What is the completion rate for public technical and vocational training programs for children in rural schools?	Record reported rate	q.
Q 3.3.4c.d: What is the completion rate for public technical and vocational training programs for children in urban schools?	Record reported rate	r.
Q 3.3.4d.e: What is the public tertiary school completion rate for children in rural schools?	Record reported rate	s.
Q 3.3.4d.d: What is the public tertiary school completion rate for children in urban schools?	Record reported rate	t.
Q 3.3.4e.e: What is the private primary school completion rate for children in rural schools?	Record reported rate	u.

Q 3.3.4e.d: What is the private primary school completion rate for children in urban schools?	Record reported rate	v.
Q 3.3.4f.e: What is the private secondary school completion rate for children in rural schools?	Record reported rate	w.
Q 3.3.4f.d: What is the private secondary school completion rate for children in urban schools?	Record reported rate	x.
Q 3.3.4g.e: What is the completion rate for private technical and vocational programs for children in rural schools?	Record reported rate	y.
Q 3.3.4g.d: What is the completion rate for private technical and vocational programs for children in urban schools?	Record reported rate	z.
Q 3.3.4h.e: What is the private tertiary school completion rate for children in rural schools?	Record reported rate	a1.
Q 3.3.4h.d: What is the private tertiary school completion rate for children in urban schools?	Record reported rate	b1.
Q 4.3.1a.e: What percent of children in rural schools received an overall passing score on the national assessment/exam?	Record reported score	c1.
Q 4.3.1a.d: What percent of children in urban schools received an overall passing score on the national assessment/exam?	Record reported score	d1.
Q 4.3.1b.e: What percent of children in rural schools received a passing score on the national reading assessment/exam?	Record reported score	e1.
Q 4.3.1b.d: What percent of children in urban schools received a passing score on the national reading assessment/exam?	Record reported score	f1.
Q 4.3.1c.e: What percent of children in rural schools	Record reported rate	g1.

received a passing score on the national mathematics assessment/exam?		
Q 4.3.1c.d: What percent of children in urban schools received a passing score on the national mathematics assessment/exam?	Record reported rate	h1.
Q 4.3.2a.e: What if the youth literacy rate (ages 15-24) for residents in rural areas?	Record reported rate	i1.
Q 4.3.2a.d: What is the youth literacy rate (ages 15-24) for residents in urban areas?	Record reported rate	j1.
Q 4.3.2b.e: What is the adult literacy rate (age 15+) for residents in rural areas?	Record reported rate	k1.
Q 4.3.2b.d: What is the adult literacy rate (age 15+) for residents in urban areas?	Record reported rate	l1.
Divide box a. by box b.		A2.
Divide box c. by box d.		B2.
Divide box e. by box f.		C2.
Divide box g. by box h.		D2.
Divide box i. by box j.		E2.
Divide box k. by box l.		F2.
Divide box m. by box n.		G2.
Divide box o. by box p.		H2.
Divide box q. by box r.		I2.
Divide box s. by box t.		J2.
Divide box u. by box v.		K2.
Divide box w. by box x.		L2.
Divide box y. by box z.		M2.
Divide box a1. by box b1.		N2.
Divide box c1. by box d1.		O2.
Divide box e1. by box f1.		P2.
Divide box g1. by box h1.		Q2.
Divide box i1. by box j1.		R2.
Divide box k1 by box l1.		S2.

Interpretation

- Fill in the matrix below by replacing the country coded box identifier (for example A2) with the corresponding calculated number.

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- In place of exact numbers, users may find it useful to substitute symbols for quick reference (- children in rural areas are at a disadvantage, + children in rural areas are at an advantage, = children in rural areas and children in urban areas are equal).
- The *Relative State of Children in Rural Settings* matrix provides users with a snapshot of the state of education for children in rural areas, relative to children in urban areas in a country.
  - By looking across education levels, users can identify challenging transition moments, indicating a child in a given residential setting may be more likely to stop out, drop out, or be excluded.
  - By looking at completion rates, users can identify differences in private and public school outcomes by residential setting.

	Primary	Secondary	Technical and Vocational	Tertiary
Gross Enrollment Rate	A2	B2	C2	D2
Net Enrollment Rate	E2	F2		
Completion Rate	G2 | K2	H2 | L2	I2 | M2	J2 | N2
Student Achievement	Overall	Reading Achievement	Mathematics Achievement	
	O2	P2	Q2	
Literacy Rate	Youth Literacy Rate	Adult Literacy Rate		
	R2	S2		

Note: Completion rate cells include Public Completion Rate | Private Completion Rate

Transversal Theme: *Indigenous and Minority Populations*

- Indigenous and minority populations capture educational equality concerns amongst potentially marginalized groups (ethnic, racial, religious) in a country. This theme includes laws and processes that specifically target minority populations.

Included Indicators

Transversal Theme: Indigenous and Minority Populations
Structural Indicators
Q 1.2.4: Do national laws protect the rights of minorities to establish private schools?   **Q 1.2.5: 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?**   **Q 1.4.3b: Is data disaggregated on the following basis? [a]**   **Q 3.2.1: Do national laws forbid discrimination in education on the following grounds? [a]**   **Q 3.2.3: Do migrant, refugee, or internally displaced children have to present documents stating their legal status to enroll in school?**   **Q 5.2.1: Are there mobile schools for children of nomads?**   **Q 5.2.2: Do national laws provide for language of instruction to be in the child's mother tongue?**
Process Indicators
Q 5.2.3: What percentage of students are not taught in their mother tongue?
Outcome Indicators

[a]: Disaggregated by race and color, language, religion, national or social origin, sexual orientation and gender identity, and nationality.

Suggested Measures

- Worksheets provided below can be used to calculate and interpret the following suggested measure related to indigenous and minority populations:

    A. Discriminatory Environment

A. Discriminatory Environment

Goal
- Provide a primarily structural measure of the acceptability of indigenous and minority discrimination in a country.

Scale
- Presented as a percentage with 0% indicating that discrimination is not prohibited in law and 100% indicating that indigenous and minority discrimination is illegal.

Calculation
- Fill in the country coded response column for each indicator and follow the calculation directions in the table below.

Indicator	Coding	Country Coded Response
Q 1.2.4: Do national laws protect the rights of minorities to establish private schools?	If yes, response = 1 If no, response = 0	
Q 1.2.5: 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?	If yes, response = 1 If no, response = 0	
Q 1.4.3b.a: Is data disaggregated by race and color (ethnicity)?	If yes, response = 1 If no, response = 0	
Q 1.4.3b.c: Is data disaggregated by language?	If yes, response = 1 If no, response = 0	
Q 1.4.3b.d: Is data disaggregated by religion?	If yes, response = 1 If no, response = 0	
Q 1.4.3b.f: Is data disaggregated by national or social origin?	If yes, response = 1 If no, response = 0	
Q 1.4.3b.i: Is data disaggregated by sexual orientation and gender identity?	If yes, response = 1 If no, response = 0	
Q 1.4.3b.l: Is data disaggregated by nationality?	If yes, response = 1 If no, response = 0	
Q 3.2.1a: Do national laws forbid discrimination in education by race and color (ethnicity)?	If yes, response = 1 If no, response = 0	
Q 3.2.1c: Do national laws forbid discrimination in education by language?	If yes, response = 1 If no, response = 0	
Q 3.2.1d: Do national laws forbid discrimination in	If yes, response = 1 If no, response = 0	

education by religion?		
Q 3.2.1f: Do national laws forbid discrimination in education by national or social origin?	If yes, response = 1 If no, response = 0	
Q 3.2.1i: Do national laws forbid discrimination in education by sexual orientation and gender identity?	If yes, response = 1 If no, response = 0	
Q 3.2.1l: Do national laws forbid discrimination in education by nationality?	If yes, response = 1 If no, response = 0	
Q 3.2.3: Do migrant, refugee, or internally displaced children have to present documents stating their legal status to enroll in school?	If yes, response = 1 If no, response = 0	
Q 5.2.1: Are there mobile schools for children of nomads	If yes, response = 1 If no, response = 0	
Q 5.2.2: Do national laws provide for language of instruction to be in the child's mother tongue?	If yes, response = 1 If no, response = 0	
Q 5.2.3: What percentage of students are not taught in their mother tongue?	Divide percent by 100	
Add all responses above		a.
Divide sum above (from box a.) by 18		b.
Multiply box b. by 100 to calculate the *Discriminatory Environment* score		c.

Interpretation

- *Discriminatory Environment* can be tracked over time to compare within country changes as well as used to compare across countries.
- Score of 100% should be the goal of every country
- Scores below 100% suggest that the legal framework necessary to prevent the discrimination of indigenous or minority populations may not be present.
- Most scores below 100% are due to a lack of available, disaggregated data, essential for understanding the discriminatory environment in a country.

Transversal Theme: *Indigenous and Minority Populations*

- Indigenous and minority populations capture educational equality concerns amongst potentially marginalized groups (ethnic, racial, religious) in a country. This theme includes laws and processes that specifically target minority populations.

Included Indicators

Transversal Theme: Indigenous and Minority Populations
Structural Indicators
Q 1.2.4: Do national laws protect the rights of minorities to establish private schools?   **Q 1.2.5: 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?**   **Q 1.4.3b: Is data disaggregated on the following basis? [a]**   **Q 3.2.1: Do national laws forbid discrimination in education on the following grounds? [a]**   **Q 3.2.3: Do migrant, refugee, or internally displaced children have to present documents stating their legal status to enroll in school?**   **Q 5.2.1: Are there mobile schools for children of nomads?**   **Q 5.2.2: Do national laws provide for language of instruction to be in the child's mother tongue?**
Process Indicators
Q 5.2.3: What percentage of students are not taught in their mother tongue?
Outcome Indicators

[a]: Disaggregated by race and color, language, religion, national or social origin, sexual orientation and gender identity, and nationality.

Suggested Measures

- Worksheets provided below can be used to calculate and interpret the following suggested measure related to indigenous and minority populations:

    A. Discriminatory Environment

A. Discriminatory Environment

Goal
- Provide a primarily structural measure of the acceptability of indigenous and minority discrimination in a country.

Scale
- Presented as a percentage with 0% indicating that discrimination is not prohibited in law and 100% indicating that indigenous and minority discrimination is illegal.

Calculation
- Fill in the country coded response column for each indicator and follow the calculation directions in the table below.

Indicator	Coding	Country Coded Response
Q 1.2.4: Do national laws protect the rights of minorities to establish private schools?	If yes, response = 1 If no, response = 0	
Q 1.2.5: 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?	If yes, response = 1 If no, response = 0	
Q 1.4.3b.a: Is data disaggregated by race and color (ethnicity)?	If yes, response = 1 If no, response = 0	
Q 1.4.3b.c: Is data disaggregated by language?	If yes, response = 1 If no, response = 0	
Q 1.4.3b.d: Is data disaggregated by religion?	If yes, response = 1 If no, response = 0	
Q 1.4.3b.f: Is data disaggregated by national or social origin?	If yes, response = 1 If no, response = 0	
Q 1.4.3b.i: Is data disaggregated by sexual orientation and gender identity?	If yes, response = 1 If no, response = 0	
Q 1.4.3b.l: Is data disaggregated by nationality?	If yes, response = 1 If no, response = 0	
Q 3.2.1a: Do national laws forbid discrimination in education by race and color (ethnicity)?	If yes, response = 1 If no, response = 0	
Q 3.2.1c: Do national laws forbid discrimination in education by language?	If yes, response = 1 If no, response = 0	
Q 3.2.1d: Do national laws forbid discrimination in	If yes, response = 1 If no, response = 0	

education by religion?		
Q 3.2.1f: Do national laws forbid discrimination in education by national or social origin?	If yes, response = 1 If no, response = 0	
Q 3.2.1i: Do national laws forbid discrimination in education by sexual orientation and gender identity?	If yes, response = 1 If no, response = 0	
Q 3.2.1l: Do national laws forbid discrimination in education by nationality?	If yes, response = 1 If no, response = 0	
Q 3.2.3: Do migrant, refugee, or internally displaced children have to present documents stating their legal status to enroll in school?	If yes, response = 1 If no, response = 0	
Q 5.2.1: Are there mobile schools for children of nomads	If yes, response = 1 If no, response = 0	
Q 5.2.2: Do national laws provide for language of instruction to be in the child's mother tongue?	If yes, response = 1 If no, response = 0	
Q 5.2.3: What percentage of students are not taught in their mother tongue?	Divide percent by 100	
Add all responses above		a.
Divide sum above (from box a.) by 18		b.
Multiply box b. by 100 to calculate the *Discriminatory Environment* score		c.

Interpretation

- *Discriminatory Environment* can be tracked over time to compare within country changes as well as used to compare across countries.
- Score of 100% should be the goal of every country
- Scores below 100% suggest that the legal framework necessary to prevent the discrimination of indigenous or minority populations may not be present.
- Most scores below 100% are due to a lack of available, disaggregated data, essential for understanding the discriminatory environment in a country.

Transversal Theme: *Teachers*

- Teachers captures the professional state and requisite training of teachers in a country.

Included Indicators

<table>
<tr><td colspan="1" style="background:#9e1b32;color:white">Transversal Theme: Teachers</td></tr>
<tr><td>Structural Indicators</td></tr>
<tr><td>C 1.5.6a: What is the percentage of the national education budget allocated to teacher salaries?</td></tr>
<tr><td>Process Indicators</td></tr>
<tr><td>
Q 2.3.1: What is the percentage of teachers that are appropriately trained in primary school? [a]
Q 2.3.2: What is the trained teacher-pupil ratio in primary school? [a]
Q 4.1.3a: Does the required training for teachers include improving the skills necessary for teaching towards the full development of the child's personality, talents, and mental and physical abilities?
Q 4.1.3b: Does the required training for teachers include improving the skills necessary for teaching towards the full development of respect for human rights and fundamental freedoms?
Q 4.1.3c: Does the required training for teachers include improving the skills necessary for teaching towards the full 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?
Q 4.1.3d: Does the required training for teachers include improving the skills necessary for teaching towards the full development of the child's responsibilities in a free society, including understanding, peace, tolerance, equality, and friendship among all persons and groups?
Q 4.1.3e: Does the required training for teachers include improving the skills necessary for teaching towards the full development of respect for the natural environment?
C 2.3.1: What is the percentage of teachers that are appropriately trained in secondary school? [a]
C 2.3.2: What is the trained teacher-pupil ratio in secondary school? [a]
C 2.3.3: What is the mean teacher salary relative to the national mean salary? [b]
C 5.1.3: What is the percentage of teachers trained to teach children with disabilities? [a]
</td></tr>
<tr><td>Outcome Indicators</td></tr>
<tr><td> </td></tr>
</table>

[a]: Disaggregated by primary and secondary school levels.
[b]: Disaggregated by school type.

Suggested Measures

- In addition to the separation of relative teacher salary by school type (see Private Education transversal theme), worksheets provided below can be used to calculate and interpret the following suggested measures related to teacher training:

A. Effect of Teacher Training
B. Content of Teacher Training

A. Effect of Teacher Training

Goal
- Provide a visual representation of the effect of teacher training on the pupil-teacher ratio in a country.

Guidance
- User first needs to identify which level of education they wish to focus on.
  - In the calculation below the primary level of education is chosen.

Scale
- The visual compares the pupil-teacher ratio to the more specific pupil-trained teacher ratio

Calculation
- Fill in the country coded response column for each indicator and follow the calculation directions in the table below.

Indicator	Coding	Country Coded Response
Q 2.3.1: What is the percentage of teachers that are appropriately trained in primary school?	Divide percent by 100	a.
Q 2.3.2: What is the trained teacher-pupil ratio in primary school?	Report ratio	b.
Divide box b. by box a. to calculate the teacher-pupil ratio		c.

Sample Visual of Effect of Teacher Training
- Visual is created using information from boxes a through c.

60% of Teachers Trained

24 Pupils per Teacher

40 Pupils per Trained Teacher
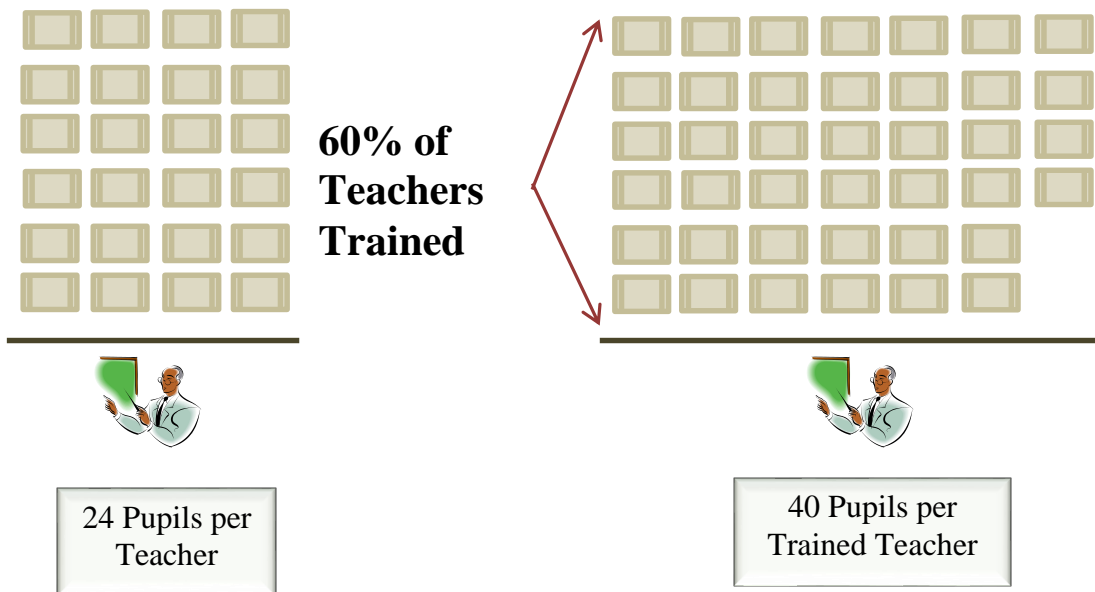
Interpretation

- Often simple reports of pupil-teacher ratio provide a misleading measure of students access to high quality teachers.
- The above example illustrates how having a low percentage of teachers properly trained may greatly inflate the pupil-teacher ratio when a more accurate pupil-trained teacher ratio is provided.

B. Content of Teacher Training

Goal
- This composite measure tracks the incorporation of the aims of education into the required teacher training of a country.

Scale
- Presented as a percentage with 0% indicating that none of the right to education aims for education are captured in the required teacher training and 100% indicating that all aims are incorporated.

Calculation
- Fill in the country coded response column for each indicator and follow the calculation directions in the table below.

Indicator	Coding	Country Coded Response
Q 4.1.3a: Does the required training for teachers include improving the skills necessary for teaching towards the full development of the child's personality, talents, and mental and physical abilities?	If yes, response = 1 If no, response = 0	
Q 4.1.3b: Does the required training for teachers include improving the skills necessary for teaching towards the full development of respect for human rights and fundamental freedoms?	If yes, response = 1 If no, response = 0	
Q 4.1.3c: Does the required training for teachers include improving the skills necessary for teaching towards the full 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?	If yes, response = 1 If no, response = 0	
Q 4.1.3d: Does the required training for teachers include improving the skills necessary for teaching towards the full development of the child's responsibilities in a free society, including understanding peace, tolerance, equality, and	If yes, response = 1 If no, response = 0	

friendship among all persons and groups?		
Q 4.1.3e: Does the required training for teachers include improving the skills necessary for teaching towards the full development of respect for the natural environment?	If yes, response = 1 If no, response = 0	
Add all responses above		a.
Divide sum above (from box a.) by 5		b.
Multiply box b. by 100 to calculate the *Content of Teacher Training* score		c.

Interpretation
- *Content of Teacher Training* can be tracked over time to compare within country changes as well as used to compare across countries.
- Score of 100% should be the goal of every country
- Scores can be interpreted in light of other mandatory teacher training coursework which may identify whether a course or content area is crowding out the aims set forth by the international right to education framework.

Transversal Theme: *Income Inequality*

- Income inequality captures differences in student access and educational outcomes by socio-economic status.

Included Indicators

Transversal Theme: Income Inequality
Structural Indicators
Q 1.4.3b.p: Is data disaggregated by economic and social situation? **Q 3.2.1p: Do national laws forbid discrimination in education by economic and social situation?**
Process Indicators
Q 3.3.1a.f-j: What is the gross enrollment rate by income quintile? [a] **Q 3.3.2a.f-j: What is the net enrollment rate by income quintile? [b]** **Q 3.3.4a.f-j: What is the completion rate in public schools by income quintile? [a]** **Q 3.3.4e.f-j: What is the completion rate in private schools by income quintile? [a]**
Outcome Indicators
Q 4.3.1a.f-j: What percent of students received an overall passing score on the national assessment/exam by income quintile? [b] **Q 4.3.1b.f-j: What percent of students received a passing score on the national reading assessment/exam by income quintile? [b]** **Q 4.3.1c.f-j: What percent of students received a passing score on the national mathematics assessment/exam by income quintile? [b]** **Q 4.3.2a.b/c: What is the youth literacy rate (ages 15-24) by income quintile?** **Q 4.3.2b.b/c: What is the adult literacy rate (age 15+) by income quintile?**

[a]: Gross enrollment rates and completion rates are disaggregated by income quintile and primary, secondary, technical/vocational, and tertiary school levels.
[b]: Net enrollment rates are disaggregated by income quintile and primary and secondary school levels.

Suggested Measures

- Worksheets provided below can be used to calculate and interpret the following suggested measures of income inequality:

    A. Relative Enrollment and Completion Rates
    B. Achievement across Income Quintiles

A. Relative Enrollment and Completion Rates

Goal
- Provide a matrix of the relative enrollment and completion rates, comparing students in the highest income quintile to students in the lowest income quintile.

Guidance
- In place of exact numbers, users may find it useful to substitute symbols for quick reference (- lower income students are at a disadvantage, + lower income students are at an advantage, = lower income and upper income students are equal).

Scale
- All cells in the matrix identify an income parity ratio with values < 1.0 identifying a disadvantage for lower income students and values >1.0 identifying a relative advantage.

Calculation
- Fill in the country coded response column for each indicator and follow the calculation directions in the table below.

Indicator	Coding	Country Coded Response
Q 3.3.1a.f: What is the gross primary school enrollment rate for lowest quintile students?	Record reported rate	a.
Q 3.3.1a.j: What is the gross primary school enrollment rate for highest quintile students?	Record reported rate	b.
Q 3.3.1b.f: What is the gross secondary school enrollment rate for lowest quintile students?	Record reported rate	c.
Q 3.3.1b.j: What is the gross secondary school enrollment rate for highest quintile students?	Record reported rate	d.
Q 3.3.1c.f: What is the gross enrollment rate for technical and vocational training for lowest quintile students?	Record reported rate	e.
Q 3.3.1c.j: What is the gross enrollment rate for technical and vocational training for highest quintile students?	Record reported rate	f.
Q 3.3.1d.f: What is the gross tertiary school enrollment rate for lowest quintile students?	Record reported rate	g.
Q 3.3.1d.j: What is the gross tertiary school enrollment rate for highest quintile students?	Record reported rate	h.

Q 3.3.2a.f: What is the net primary school enrollment rate for lowest quintile students?	Record reported rate	i.
Q 3.3.2a.j: What is the net primary school enrollment rate for highest quintile students?	Record reported rate	j.
Q 3.3.2b.f: What is the net secondary school enrollment rate for lowest quintile students?	Record reported rate	k.
Q 3.3.2b.j: What is the net secondary school enrollment rate for highest quintile students?	Record reported rate	l.
Q 3.3.4a.f: What is the public primary school completion rate for lowest quintile students?	Record reported rate	m.
Q 3.3.4a.j: What is the public primary school completion rate for highest quintile students?	Record reported rate	n.
Q 3.3.4b.f: What is the public secondary school completion rate for lowest quintile students?	Record reported rate	o.
Q 3.3.4b.j: What is the public secondary school completion rate for highest quintile students?	Record reported rate	p.
Q 3.3.4c.f: What is the completion rate for public technical and vocational training programs for lowest quintile students?	Record reported rate	q.
Q 3.3.4c.j: What is the completion rate for public technical and vocational training programs for highest quintile students?	Record reported rate	r.
Q 3.3.4d.f: What is the public tertiary school completion rate for lowest quintile students?	Record reported rate	s.
Q 3.3.4d.j: What is the public tertiary school completion rate for highest quintile students?	Record reported rate	t.
Q 3.3.4e.f: What is the private primary school completion rate for lowest quintile students?	Record reported rate	u.

Q 3.3.4e.j: What is the private primary school completion rate for highest quintile students?	Record reported rate	v.
Q 3.3.4f.f: What is the private secondary school completion rate for lowest quintile students?	Record reported rate	w.
Q 3.3.4f.j: What is the private secondary school completion rate for highest quintile students?	Record reported rate	x.
Q 3.3.4g.f: What is the completion rate for private technical and vocational programs for lowest quintile students?	Record reported rate	y.
Q 3.3.4g.j: What is the completion rate for private technical and vocational programs for highest quintile students?	Record reported rate	z.
Q 3.3.4h.f: What is the private tertiary school completion rate for lowest quintile students?	Record reported rate	a1.
Q 3.3.4h.j: What is the private tertiary school completion rate for highest quintile students?	Record reported rate	b1.
Q 4.3.1a.f: What percent of lowest quintile students received an overall passing score on the national assessment/exam?	Record reported score	c1.
Q 4.3.1a.j: What percent of highest quintile students received an overall passing score on the national assessment/exam?	Record reported score	d1.
Q 4.3.1b.f: What percent of lowest quintile students received a passing score on the national reading assessment/exam?	Record reported score	e1.
Q 4.3.1b.j: What percent of highest quintile students received a passing score on the national reading assessment/exam?	Record reported score	f1.
Q 4.3.1c.f: What percent of lowest quintile students	Record reported rate	g1.

received a passing score on the national mathematics assessment/exam?		
Q 4.3.1c.j: What percent of highest quintile students received a passing score on the national mathematics assessment/exam?	Record reported rate	h1.
Q 4.3.2a.f: What if the youth literacy rate (ages 15-24) for individuals in the lowest quintile?	Record reported rate	i1.
Q 4.3.2a.j: What is the youth literacy rate (ages 15-24) for individuals in the highest quintile?	Record reported rate	j1.
Q 4.3.2b.f: What is the adult literacy rate (age 15+) for individuals in the lowest quintile?	Record reported rate	k1.
Q 4.3.2b.j: What is the adult literacy rate (age 15+) for individuals in the highest quintile?	Record reported rate	l1.

Divide box a. by box b.	A2.
Divide box c. by box d.	B2.
Divide box e. by box f.	C2.
Divide box g. by box h.	D2.
Divide box i. by box j.	E2.
Divide box k. by box l.	F2.
Divide box m. by box n.	G2.
Divide box o. by box p.	H2.
Divide box q. by box r.	I2.
Divide box s. by box t.	J2.
Divide box u. by box v.	K2.
Divide box w. by box x.	L2.
Divide box y. by box z.	M2.
Divide box a1. by box b1.	N2.
Divide box c1. by box d1.	O2.
Divide box e1. by box f1.	P2.
Divide box g1. by box h1.	Q2.
Divide box i1. by box j1.	R2.
Divide box k1 by box l1.	S2.

]Interpretation

- Fill in the matrix below by replacing the country coded box identifier (for example A2) with the corresponding calculated number.
- In place of exact numbers, users may find it useful to substitute symbols for quick reference (- students in the lowest quintile are at a disadvantage, + students in the lowest quintile are at an advantage, = students in the lowest and the highest quintile are equal).
- The *Relative Enrollment and Completion* matrix provides users with a snapshot of the state of education for students in the lowest income quintile, relative to those in the highest income quintile in a country.
    - By looking across education levels, users can identify challenging transition moments, indicating low income students may be more likely to stop out, drop out, or be excluded.
    - By looking at completion rates, users can identify differences in private and public school outcomes between students in the lowest and highest income quintile.
- Ratios are best interpreted in light of the state of free education in a country (Q 3.1.2 for primary, C 3.1.3 for secondary, C 3.1.4 for tertiary)
    - A large percentage of family household income spent on education may suggest lower income students are priced out of the education system overall, with private schools appearing relatively more affordable.

	Primary	Secondary	Technical and Vocational	Tertiary
Gross Enrollment Rate	A2	B2	C2	D2
Net Enrollment Rate	E2	F2		
Completion Rate	G2 | K2	H2 | L2	I2 | M2	J2 | N2
Student Achievement	Overall	Reading Achievement	Mathematics Achievement	
	O2	P2	Q2	
Literacy Rate	Youth Literacy Rate	Adult Literacy Rate		
	R2	S2		

Note: Completion rate cells include Public Completion Rate | Private Completion Rate

B. Achievement across Income Quintiles

Goal
- Use a line graph to illustrate student achievement trends across income quintiles.

Guidance
- Data used in the graph is from a hypothetical country and focuses on primary education.
  - Secondary education could also be graphed.
- Similar graphs could be created for enrollment or completion rates.

Scale
- The graph represents the percent of students in each income quintile that received an passing score on the primary school reading and mathematics national assessment/exam.

Calculation
- The sample graph below uses responses taken directly from Q 4.3.1b.f through Q 4.3.1b.j and Q 4.3.1c.f through Q 4.3.1c.j.

Sample Line Graph
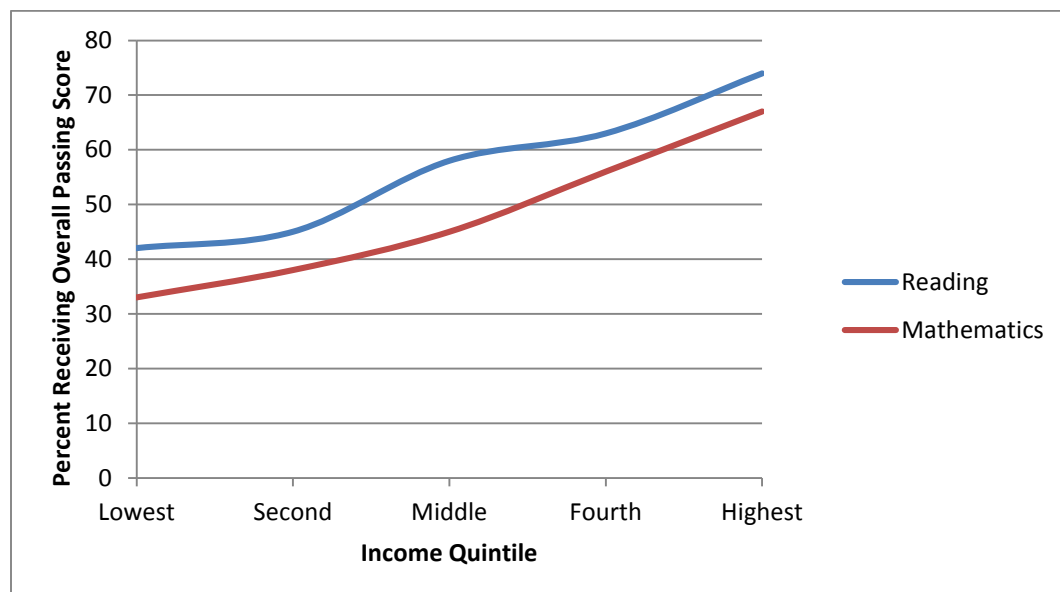
Interpretation
- In this example we see a substantial difference in pass rates as the income level of students increase with students in the highest income quintile passing the reading assessment at a 72% rate and the mathematics assessment at a 66% compared to students in the lowest quintile that pass reading at a 41% rate and mathematics at a 32% rate.
- In addition to using the slope of the line to identify changes across income quintile, the line graph allows users to identify relative differences in subject achievement at each income level.

- For example, although the lowest income quintile students always have the lowest pass rate in the example, they are relatively more disadvantaged in mathematics. This may suggest that, in addition to closing the overall achievement gap, emphasis should be placed on mathematics over reading for students in the lowest quintile.

Transversal Theme: *Content of Education*

- Content of Education captures investment in learning materials and topics included in national curriculum.

Included Indicators

Transversal Theme: Content of Education
Structural Indicators
Q 4.1.4: Are there established mechanisms to ensure that textbooks used in both the public and private schools are aligned with the curriculum guidelines provided by the Ministry of Education?   **C 1.5.6b: What is the percentage of the national education budget that is allocated to teaching and learning materials?**
Process Indicators
Q 2.2.1: What is the pupil-textbook ratio for primary schools?   **Q 4.1.2a: Does the national curriculum direct education towards the full development of the child's personality, talents, and mental and physical abilities?**   **Q 4.1.2b: Does the national curriculum direct education towards the full development of respect for human rights and fundamental freedoms?**   **Q 4.1.2c: Does the national curriculum direct education towards the full 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?**   **Q 4.1.2d: Does the national curriculum direct education towards the full development of the child's responsibilities in a free society, including understanding, peace, tolerance, equality, and friendship among all persons and groups?**   **Q 4.1.2e: Does the national curriculum direct education towards the full development of respect for the natural environment?**   **Q 4.1.5a: Does the national curriculum include health and well-being?**   **Q 4.1.5b: Does the national curriculum include human rights?**   **Q 4.1.5c: Does the national curriculum include the arts?**   **C 2.2.1: What is the pupil-textbook ratio for secondary schools?**
Outcome Indicators

Suggested Measures

- Worksheets provided below can be used to calculate and interpret the following suggested measures covering the content of education:

    A. Availability of Textbooks

B. Content of Curriculum

A. Availability of Textbooks

Goal
- Aid interpretation of the textbook-pupil ratio found in Q 2.2.1 and C 2.2.1

Interpretation
- In understanding the textbook-pupil ratio, users should explore whether the country is underinvesting in teaching and learning materials (C 1.5.6b).
- Ideally the textbook-pupil ratio should be no greater than 1, indicating that 1 textbook is present for each student.
  - Maintaining a textbook-pupil ratio near 1 may be especially challenging in countries and education levels that are experiencing a rapid increase in enrollment.

B. Content of Curriculum

Goal
- Provide a composite measure that captures whether the national curriculum includes subjects and themes outlined in the international right to education framework.

Scale
- Presented as a percentage with 0% indicating that none of the right to education subjects are captured in the national curriculum and 100% indicating that all subjects are captured.

Calculation
- Fill in the country coded response column for each indicator and follow the calculation directions in the table below.

| Indicator	Coding	Country Coded Response
Q 4.1.2a: Does the national curriculum direct education towards the full development of the child's personality, talents, and mental and physical abilities?	If yes, response = 1 If no, response = 0	
Q 4.1.2b: Does the national curriculum direct education towards the full development of respect for human rights and fundamental freedoms?	If yes, response = 1 If no, response = 0	
Q 4.1.2c: Does the national curriculum direct education towards the full 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?	If yes, response = 1 If no, response = 0	
Q 4.1.2d: Does the national curriculum direct education towards the full development of the child's responsibilities in a free society, including understanding peace, tolerance, equality, and friendship among all persons and groups?	If yes, response = 1 If no, response = 0	
Q 4.1.2e: Does the national curriculum direct education towards the full development of respect for the natural	If yes, response = 1 If no, response = 0	

environment?		
Q 4.1.5a: Does the national curriculum include health and well-being?	If yes, response = 1 If no, response = 0	
Q 4.1.5b: Does the national curriculum include human rights?	If yes, response = 1 If no, response = 0	
Q 4.1.5c: Does the national curriculum include the arts?	If yes, response = 1 If no, response = 0	
Add all responses above		a.
Divide sum above (from box a.) by 8		b.
Multiply box b. by 100 to calculate the *Content of Curriculum* score		c.

Interpretation
- *Content of Curriculum* can be tracked over time to compare within country changes as well as used to compare across countries.
- Score of 100% should be the goal of every country
- Scores below 100% should be analyzed in light of a country's assessment and accountability system which may be prioritizing some subjects, such as mathematics and science, over others, such as the arts or cultural studies.

Potential Illustration
- Using the responses above (1 = yes; 0 = no) color code the inclusion of subjects in the content of curriculum. One potential example is provided below.
- Green indicates the subject is included in the national curriculum and red indicates that the subject is absent in the national curriculum.
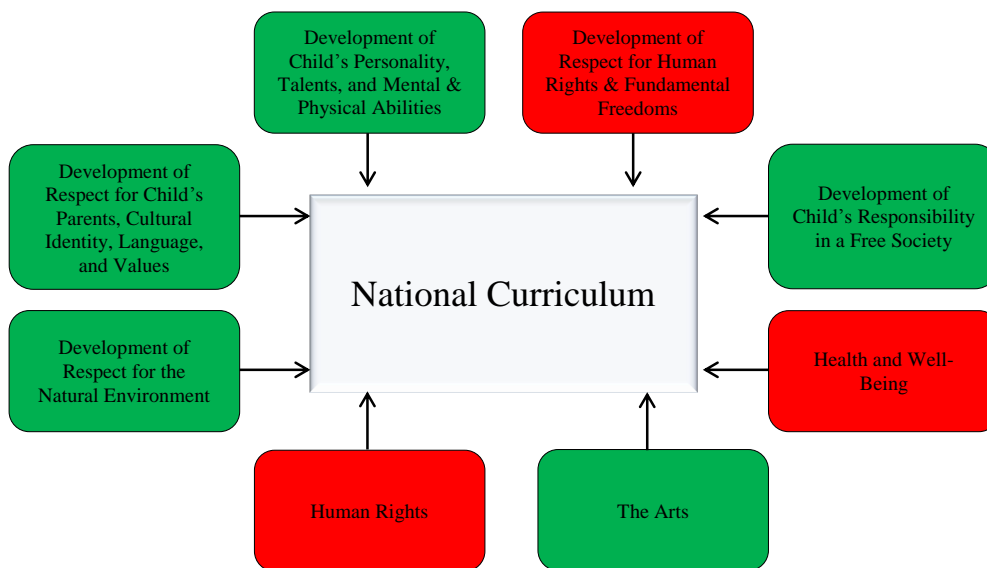
Transversal Theme: *Monitoring and Accountability*

- Monitoring and Accountability captures the laws and processes that provide oversight for the educational system of a country.

Included Indicators

Transversal Theme: Monitoring and Accountability
Structural Indicators
Q 1.4.1: Are there minimum educational standards applicable to all schools, including private schools? **Q 1.4.2: Is there a State body responsible for monitoring the education system?** **Q 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?** **Q 4.2.1: Has the national government adopted specific measures to protect children from violence and abuse in school?** **C 5.4.3: Has the government adopted specific measures to combat child labor?**
Process Indicators
Q 1.4.3a: How often is data on education regularly collected and made publicly available? **Q 5.1.2: Are reasonable accommodation measures available for children with disabilities in mainstream schools?**
Outcome Indicators

Suggested Measures

- Worksheets provided below can be used to calculate and interpret the following suggested measure of monitoring and accountability:

  A. Strength of Monitoring and Accountability

A. Strength of Monitoring and Accountability

Goal
- Provide an important, but not exhaustive, measure of government oversight for the educational system by providing a primarily structural measure that captures the legal framework.

Scale
- Scores range from 0% indicating that a very weak monitoring and accountability system is present to 100% suggesting that a very strong monitoring and accountability system is in place.

Calculation
- Fill in the country coded response column for each indicator and follow the calculation directions in the table below.

Indicator	Coding	Country Coded Response
Q 1.4.1: Are there minimum educational standards applicable to all schools, including private schools?	If yes, response = 1 If no, response = 0	
Q 1.4.2: Is there a State body responsible for monitoring the education system?	If yes, response = 1 If no, response = 0	
Q 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?	If yes, response = 1 If no, response = 0	
Q 4.2.1: Has the national government adopted specific measures to protect children from violence and abuse in school?	If yes, response = 1 If no, response = 0	
C 5.4.3: Has the government adopted specific measures to combat child labor?	If yes, response = 1 If no, response = 0	
Q 1.4.3a: How often is data on education regularly collected and made publicly available?	Two or more times annually = 1, annually = 0.75, every other year = 0.50, once every 3-5 years = 0.25, not collected or not regularly collected = 0	
Q 5.1.2: Are reasonable accommodation measures available for children with disabilities in mainstream schools?	Nearly universally = 1, generally = 0.67, rare = 0.33, no = 0	

Add all responses above	a.
Divide sum above (from box a.) by 7	b.
Multiply box b. by 100 to calculate the *Strength of Monitoring and Accountability* score	c.

Interpretation

- *Strength of Monitoring and Accountability* can be tracked over time to compare within country changes as well as used to compare across countries.
- It is important to note that the presence of a monitoring and accountability system does not speak to its effectiveness.
- Scores below 70% are especially concerning and may indicate that the country lacks the basic monitoring systems in place to expand accountability laws.
- The interpretation of this measure is best done in comparison of other transversal themes that may be adversely affected by weak monitoring and accountability environments. These include: girls education, children with disabilities, regional disparities, income inequality, and private education.

Transversal Theme: *National Normative Framework*

- National normative framework captures the laws that guide the national education system. This primarily structural component is a necessary but not solely sufficient step in guaranteeing the right to education in a country.

Included Indicators

Transversal Theme: Normative National Framework
Structural Indicators
Q 1.2.1: Do national laws protect the right to education?   **Q 1.2.3: Do national laws protect the liberty of individuals to establish private schools?**   **Q 1.2.4: Do national laws protect the right of minorities to establish their own schools?**   **Q 1.2.5: 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?**   **Q 1.3.1a: Is there a national education plan that aims to achieve free and compulsory primary education?**   **Q 1.3.1b: Are there targeted implementation dates for each stage in the progressive implementation of the plan?**   **Q 1.4.1: Are there minimum educational standards applicable to all schools, including private schools?**   **Q 1.4.2: Is there a State body responsible for monitoring the education system?**   **Q 3.1.1: Do national laws provide for free and compulsory education?**   **Q 3.2.1: Do national laws forbid discrimination in education on the following grounds?**   **Q 3.2.2a: Is the expulsion of girls from school because of pregnancy or for having a baby explicitly forbidden in legislation?**   **Q 4.1.1a: Do national laws or policies direct education towards the full development of the child's personality, talents, and mental and physical abilities?**   **Q 4.1.1b: Do national laws or policies direct education towards the full development of respect for human rights and fundamental freedoms?**   **Q 4.1.1c: Do national laws or policies direct education towards the full 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?**   **Q 4.1.1d: Do national laws or policies direct education towards the full development of the child's responsibilities in a free society, including understanding, peace, tolerance, equality, and friendship among all persons and groups?**   **Q 4.1.1e: Do national laws or policies direct education towards the full development of respect for the natural environment?**   **Q 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?**   **Q 4.2.1: Has the national government adopted specific measures to protect children from violence and abuse in school?**   **Q 4.2.2a: Do national laws prohibit corporal punishment?**   **Q 5.1.1: Do national laws recognize the right to education for children with disabilities?**

Q 5.2.2: Do national laws provide for language of instruction to be in the child's mother tongue?
C 1.3.2: Does the national education plan include measures to encourage regular attendance and reduce drop-out rates?
C 3.1.5: Is basic education publicly provided for adults who have not completed primary education?
C 4.1.6: Do national laws include children in the decision making process of school curricula, school policies, and codes of behavior?
C 5.4.1a: Do national laws prohibit early marriage (before the age of 18)?
C 5.4.2: Is the legal minimum age of employment 15 or above?
C 5.4.3: Has the government adopted specific measures to combat child labor?
C 5.4.5a: Is the legal minimum age of military recruitment 15 or above?

Process Indicators

Q 1.4.3a: How often is data on education regularly collected and made publicly available?
Q 5.1.2: Are reasonable accommodation measures available for children with disabilities in mainstream schools?

Outcome Indicators

Suggested Measures

- Worksheets provided below can be used to calculate and interpret the following suggested measures of girls' education:

    A. National Normative Framework

A. National Normative Framework

Goal
- Provide an illustration of the underlying legal structure necessary to fulfill and facilitate the right to education in a country.

Scale
- Measure ranges from 0% indicating that the necessary normative and legal environment is entirely absent to 100% suggesting a very strong normative and legal environment.

Calculation
- Fill in the country coded response column for each indicator and follow the calculation directions in the table below.

Indicator	Coding	Country Coded Response
Q 1.2.1a: Do national laws protect the right to primary education?	If yes, response = 1 If no, response = 0	
Q 1.2.1b: Do national laws protect the right to secondary education?	If yes, response = 1 If no, response = 0	
Q 1.2.1c: Do national laws protect the right to technical and vocational training?	If yes, response = 1 If no, response = 0	
Q 1.2.1d: Do national laws protect the right to higher education/university?	If yes, response = 1 If no, response = 0	
Q 1.2.3: Do national laws protect the liberty of individuals to establish private schools?	If yes, response = 1 If no, response = 0	
Q 1.2.4: Do national laws protect the right of minorities to establish their own schools?	If yes, response = 1 If no, response = 0	
Q 1.2.5: 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?	If yes, response = 1 If no, response = 0	
Q 1.3.1a: Is there a national education plan that aims to achieve free and compulsory primary education?	If yes, response = 1 If no, response = 0	
Q 1.3.1b: Are there targeted implementation dates for each stage in the progressive realization of the plan?	If yes, response = 1 If no, response = 0	

Q 1.4.1: Are there minimum educational standards applicable to all schools, including private schools?	If yes, response = 1 If no, response = 0	
Q 1.4.2: Is there a State body responsible for monitoring the education system?	If yes, response = 1 If no, response = 0	
Q 3.1.1: Do national laws provide for free and compulsory education?	If yes, response = 1 If no, response = 0	
Q 3.2.1a-p: Do national laws forbid discrimination in education on the following grounds?	For each yes for responses a through p give 1 point. Divide total by 16	
Q 3.2.2a: Is the expulsion of girls from school because of pregnancy or for having a baby explicitly forbidden in legislation?	If yes, response = 1 If no, response = 0	
Q 4.1.1a: Do national laws or policies direct education towards the full development of the child's personality, talents, and mental and physical abilities?	If yes, response = 1 If no, response = 0	
Q 4.1.1b: Do national laws or policies direct education towards the full development of respect for human rights and fundamental freedoms?	If yes, response = 1 If no, response = 0	
Q 4.1.1c: Do national laws or policies direct education towards the full 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?	If yes, response = 1 If no, response = 0	
Q 4.1.1d: Do national laws or policies direct education towards the full development of the child's responsibilities in a free society, including understanding peace, tolerance, equality, and friendship among all persons and groups?	If yes, response = 1 If no, response = 0	
Q 4.1.1e: Do national laws or policies direct education	If yes, response = 1 If no, response = 0	

towards the full development of respect for the natural environment?		
Q 4.1.4: Are there established mechanisms to ensure that textbooks used in both the public and private schools are aligned with the curriculum guidelines provided by the Ministry of Education?	If yes, response = 1 If no, response = 0	
Q 4.2.1: Has the national government adopted specific measures to protect children from violence and abuse in school?	If yes, response = 1 If no, response = 0	
Q 4.2.2a: Do national laws prohibit corporal punishment?	If yes, response = 1 If no, response = 0	
Q 5.1.1: Do national laws recognize the right to education for children with minorities?	If yes, response = 1 If no, response = 0	
Q 5.2.2: Do national laws provide for language of instruction to be in the child's mother tongue?	If yes, response = 1 If no, response = 0	
C 1.3.2: Does the national education plan include measures to encourage regular attendance and reduce drop-out rates?	If yes, response = 1 If no, response = 0	
C 3.1.5: Is basic education publicly provided for adults who have not completed primary education?	If yes, response = 1 If no, response = 0	
C 4.1.6: Do national laws include children in the decision making process of school curricula, school policies, and codes of behavior?	If yes, response = 1 If no, response = 0	
C 5.4.1a: Do national laws prohibit early marriage (before the age of 18)?	If yes, response = 1 If no, response = 0	
C 5.4.2: Is the legal minimum age of employment 15 or above?	If yes, response = 1 If no, response = 0	
C 5.4.3: Has the government adopted specific measures to combat child labor?	If yes, response = 1 If no, response = 0	
C 5.4.5a: Is the legal minimum	If yes, response = 1	

age of military recruitment 15 or above?	If no, response = 0	
Q 1.4.3a: How often is data on education regularly collected and made publicly available?	Two or more times annually = 1, annually = 0.75, every other year = 0.50, once every 3 to 5 years = 0.25, not collected or not regularly collected = 0	
Q 5.1.2: Are reasonable accommodation measures available for children with disabilities in mainstream schools?	Nearly universally = 1, generally = 0.67, rare = 0.33, no = 0	
Add all responses above		a.
Divide sum above (from box a.) by 33		b.
Multiply box b. by 100 to calculate the *National Normative Framework* score		c.

Interpretation

- *National Normative Framework* can be tracked over time to compare within country changes as well as used to compare across countries.
- Although 100% should be the goal for all countries, scores of 90% or greater are considered strong national normative frameworks.
- The 33 indicators included in the overall national normative environment measure provide users with the minimal list of laws necessary for countries to be in compliance with the international right to education framework.
- This measure provides a necessary first step and is best compared with relative participation and achievement measures (see girls education, regional disparities, and income inequality transversal themes) to capture whether individuals are enjoying the fulfillment of the right to education.

Transversal Theme: *Opportunity and Indirect Costs*

- Opportunity and Indirect Costs capture costs that price children out of education or opportunities that provide children with an alternative to education.

Included Indicators

Transversal Theme: Opportunity and Indirect Costs
Structural Indicators
Q 3.1.1: Do national laws provide for free and compulsory primary education? **C 5.4.1a: Do national laws prohibit early marriage (before the age of 18)?** **C 5.4.2: Is the legal minimum age of employment 15 or above?** **C 5.4.5a: Is the legal minimum age of military recruitment 15 or above?**
Process Indicators
Q 3.1.2: What percent of household spending was spent on primary education? **C 3.1.3: What percent of household spending was spent on secondary education?** **C 3.1.4: Are tuition fees charged for university/higher education?** **C 5.4.1b: What percent of women were married by the age of 18?** **C 5.4.4: What percent of children under the age of 15 worked in the labor force?** **C 5.4.5b: Are children under the age of 15 recruited by the military in practice?**
Outcome Indicators

Suggested Measures

- Worksheets provided below can be used to calculate and interpret the following suggested measures of opportunity and indirect costs. A sample graph comparing the two measures is also included:

    A. Legal Restrictions in Opportunity and Indirect Costs
    B. Opportunity and Indirect Costs in Practice
    C. Comparing the Legal Environment and Practical Reality

A. Legal Restrictions in Opportunity and Indirect Costs

Goal
- Provide a structural measure that captures how the legal environment encourages children to attend school by reducing indirect or opportunity costs.

Scale
- The measure ranges from 0% indicating a poor legal environment is present to 100% suggesting a strong legal environment is present which reduces the indirect and opportunity costs of attending school.

Calculation
- Fill in the country coded response column for each indicator and follow the calculation directions in the table below.

Indicator	Coding	Country Coded Response
Q 3.1.1: Do national laws provide for free and compulsory primary education?	If yes, response = 1 If no, response = 0	
C 5.4.1a: Do national laws prohibit early marriage (before the age of 18)?	If yes, response = 1 If no, response = 0	
C 5.4.2: Is the legal minimum age of employment 15 or above?	If yes, response = 1 If no, response = 0	
C 5.4.5a: Is the legal minimum age of military recruitment 15 or above?	If yes, response = 1 If no, response = 0	
Add all responses above		a.
Divide sum above (from box a.) by 4		b.
Multiply box b. by 100 to calculate the *Legal Restrictions in Opportunity and Indirect Costs* score		c.

Interpretation
- *Legal Restrictions in Opportunity and Indirect Costs* can be tracked over time to compare within country changes as well as used to compare across countries.
- Any score below 100% suggests policies are in place that provide dis-incentives for students to attend school.
- This measure is best used in tandem with the Opportunity and Indirect Costs in Practice measure (the next measure in this transversal theme).
  - A sample illustration graphing the two measures can be found in the last measure of this transversal theme, Comparing the Legal Environment and the Practical Reality.

B. Opportunity and Indirect Costs in Practice

Goal

- Provide a process measure that illustrates whether opportunity and indirect costs are present in practice.

Scale

- Presented as a percentage with 0% indicating that opportunity and indirect costs are fully present in society and 100% indicating that opportunity and indirect costs that deter children from education are largely absent in society.

Calculation

- Fill in the country coded response column for each indicator and follow the calculation directions in the table below.

Indicator	Coding	Country Coded Response
C 3.1.4: Are tuition fees charged for university/higher education?	If yes, response = 0 If no, response = 1	
Q 3.1.2: What percent of household spending was spent on primary education?	Divide percent by 100 Then subtract answer from 1	
C 3.1.3: What percent of household spending was spent on secondary education?	Divide percent by 100 Then subtract answer from 1	
C 5.4.1b: What percent of women were married by the age of 18?	Divide percent by 100 Then subtract answer from 1	
C 5.4.4: What percent of children under the age of 15 worked in the labor force?	Divide percent by 100 Then subtract answer from 1	
C 5.4.5b: Are children under the age of 15 recruited by the military in practice?	If no, response = 1 If rare, response = 0.67 If regularly, response = 0.33 If very common, response = 0	
Add all responses above		a.
Divide sum above (from box a.) by 6		b.
Multiply box b. by 100 to calculate the *Opportunity and Indirect Costs in Practice* score		c.

Interpretation

- *Opportunity and Indirect Costs in Practice* can be tracked over time to compare within country changes as well as used to compare across countries.
- Scores above 90% suggest that opportunity and indirect costs are relatively absent in practice.

- This measure is best used in tandem with the Legal Restrictions in Opportunity and Indirect Costs measure (the first measure in this transversal theme).
  - A sample illustration graphing the two measures can be found in the last measure of this transversal theme, Comparing the Legal Environment and the Practical Reality.

## C. Comparing the Legal Environment and the Practical Reality

Goal
- Provide an illustration to directly compare the legal and practical environment.

Scale
- Use the percentages calculated for the other measures of this transversal theme, Legal Restrictions in Opportunity and Indirect Costs and Opportunity and Indirect Costs in Practice, to create a simple bar graph.

Sample Bar Graph
- The following graph was created with data from a hypothetical country.
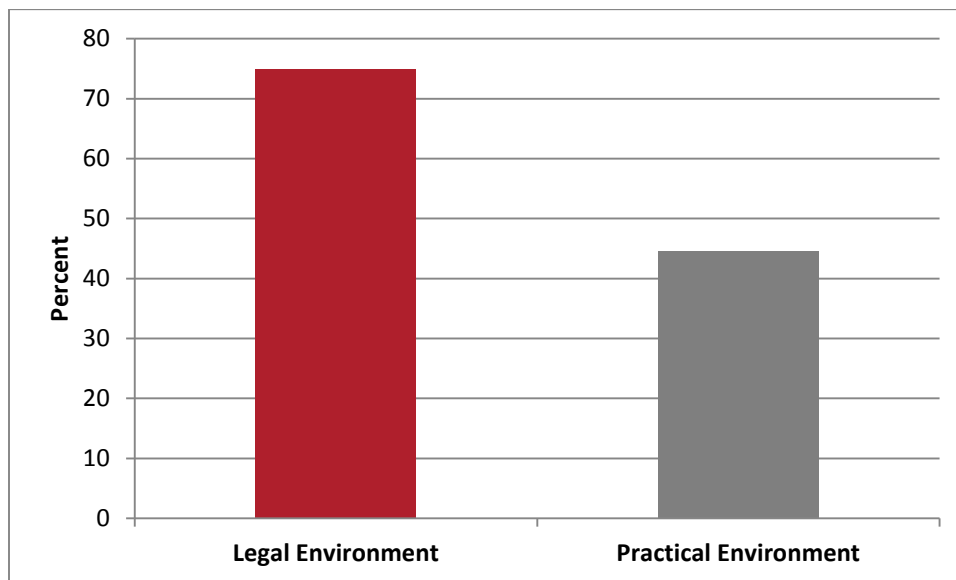
Interpretation
- The legal environment and practical reality of opportunity and indirect costs should be related.
- If the "legal restrictions in opportunity and indirect costs" measure is high but the "opportunity and indirect costs in practice" measure is low, the country needs to strengthen its capacity for monitoring to improve adherence to the law.
- If both are low then countries need to improve their legal environment while simultaneously strengthening monitoring to reinforce that children have the right to an education.

Transversal Theme: *Alignment of Education Aims*

- Alignment of education aims captures how well the aims of education, outlined in the international right to education framework, are included in the legal structure of a country and incorporated into the national curriculum and teacher training.

Included Indicators

<table>
<tr><td>Transversal Theme: Alignment of Education Aims</td></tr>
<tr><td>Structural Indicators</td></tr>
<tr><td>

Q 4.1.1a: Do national laws or policies direct education towards the full development of the child's personality, talents, and mental and physical abilities?
Q 4.1.1b: Do national laws or policies direct education towards the full development of respect for human rights and fundamental freedoms?
Q 4.1.1c: Do national laws or policies direct education towards the full 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?
Q 4.1.1d: Do national laws or policies direct education towards the full development of the child's responsibilities in a free society, including understanding, peace, tolerance, equality, and friendship among all persons and groups?
Q 4.1.1e: Do national laws or policies direct education towards the full development of respect for the natural environment?

</td></tr>
<tr><td>Process Indicators</td></tr>
<tr><td>

Q 4.1.2a: Does the national curriculum direct education towards the full development of the child's personality, talents, and mental and physical abilities?
Q 4.1.2b: Does the national curriculum direct education towards the full development of respect for human rights and fundamental freedoms?
Q 4.1.2c: Does the national curriculum direct education towards the full 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?
Q 4.1.2d: Does the national curriculum direct education towards the full development of the child's responsibilities in a free society, including understanding, peace, tolerance, equality, and friendship among all persons and groups?
Q 4.1.2e: Does the national curriculum direct education towards the full development of respect for the natural environment?
Q 4.1.3a: Does the required training for teachers include improving the skills necessary for teaching towards the full development of the child's personality, talents, and mental and physical abilities?
Q 4.1.3b: Does the required training for teachers include improving the skills necessary for teaching towards the full development of respect for human rights and fundamental freedoms?
Q 4.1.3c: Does the required training for teachers include improving the skills necessary for teaching towards the full development of respect for the child's parents, cultural identity,

</td></tr>
</table>

language, and values, as well as respect for the values of the child's country and other civilizations?

Q 4.1.3d: Does the required training for teachers include improving the skills necessary for teaching towards the full development of the child's responsibilities in a free society, including understanding, peace, tolerance, equality, and friendship among all persons and groups?

Q 4.1.3e: Does the required training for teachers include improving the skills necessary for teaching towards the full development of respect for the natural environment?

Outcome Indicators

Suggested Measures

- Worksheets provided below can be used to interpret the following suggested measure of alignment of education aims.

    A. Alignment of Education Aims
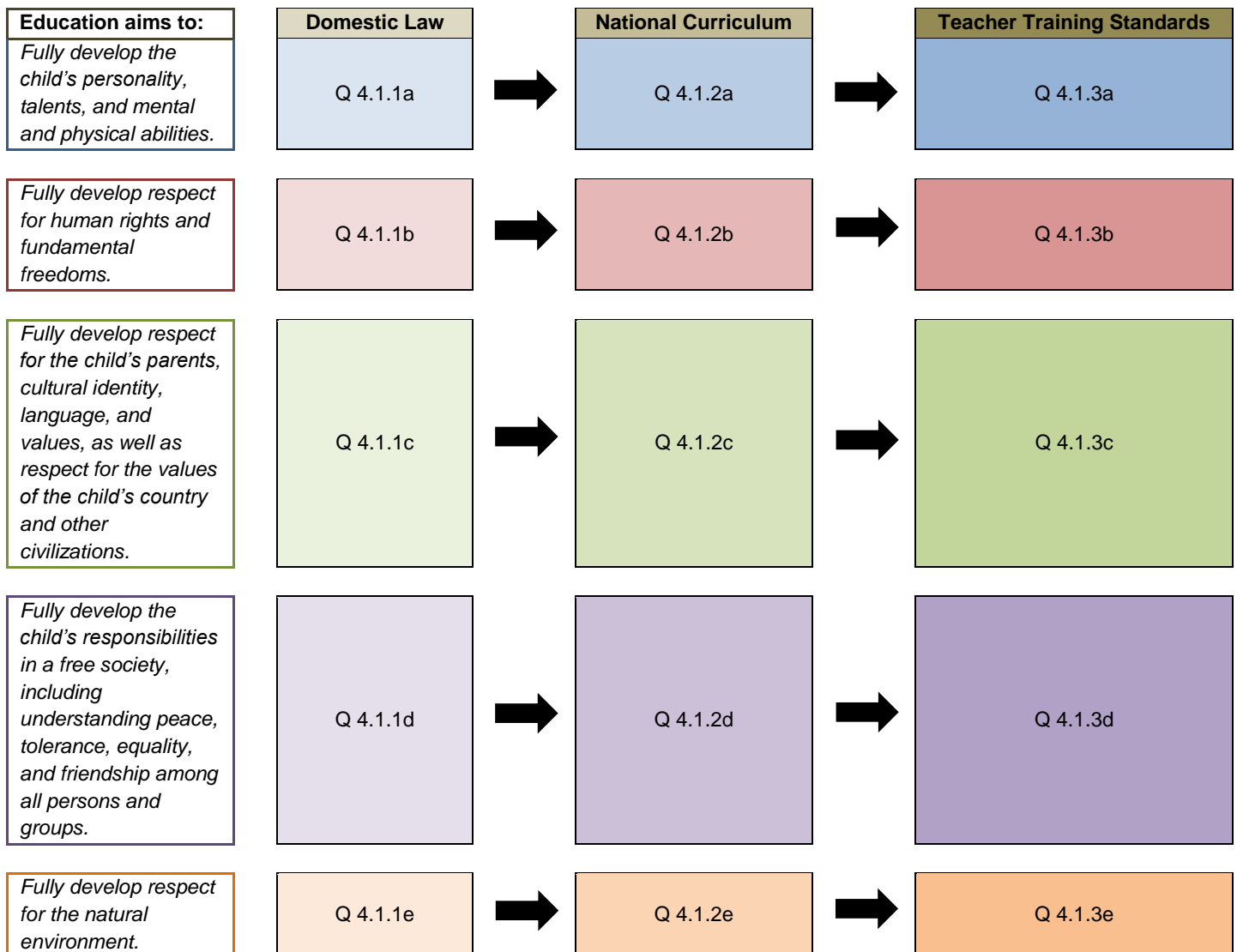
A. Alignment of Education Aims

Goal

- Provide a picture of how well national law is being incorporated into education policy and ultimately teacher training.

Scale

- Record un-coded (i.e. yes or no) responses in the flow chart below by replacing the question number (i.e. Q 4.1.1a) with the yes or no response.

Sample Flow Chart

Education aims to:	Domestic Law	National Curriculum	Teacher Training Standards
Fully develop the child's personality, talents, and mental and physical abilities.	Q 4.1.1a →	Q 4.1.2a →	Q 4.1.3a
Fully develop respect for human rights and fundamental freedoms.	Q 4.1.1b →	Q 4.1.2b →	Q 4.1.3b
Fully develop 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.	Q 4.1.1c →	Q 4.1.2c →	Q 4.1.3c
Fully develop the child's responsibilities in a free society, including understanding peace, tolerance, equality, and friendship among all persons and groups.	Q 4.1.1d →	Q 4.1.2d →	Q 4.1.3d
Fully develop respect for the natural environment.	Q 4.1.1e →	Q 4.1.2e →	Q 4.1.3e

Interpretation

- By recording country specific answers to questions in the specified boxes, users can map the alignment process, identifying gaps or incongruities.

- Gaps in the alignment process, indicated by having different responses across a single row, may indicate underlying challenges in converting domestic law to education policy.
- Incongruities in the alignment of education aims, indicated by having different responses down a single column, may indicate that a country is preferring or omitting one aim of education over another.