



Right to Education Index

Background to Indicator Selection

April 2015

About this paper:

This paper describes the process by which indicators—and thereby questions—were selected and developed for inclusion in the Right to Education Index (RTEI).

This paper includes:

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

Introduction

This report outlines the identification and selection process used in choosing indicators for inclusion in the Right to Education Index (RTEI). RTEI is a global index on national-level progress towards the realization of the right to education. Containing indicators that are explicitly linked to the right to education framework, RTEI will provide clear leverage for civil society organizations to hold countries accountable for the conventions they have signed onto. To identify the comprehensive international right to education framework RTEI indicators were drawn from the following:

- Binding international covenants such as the Convention on the Rights of the Child (CRC) and the International Covenant on Economic, Social, and Cultural Rights (ICESCR).
- Regional treaties such as the European Convention on Human Rights and the African Charter on Rights and Welfare of the Child.
- Non-binding but internationally accepted declarations such as the Universal Declaration of Human Rights.

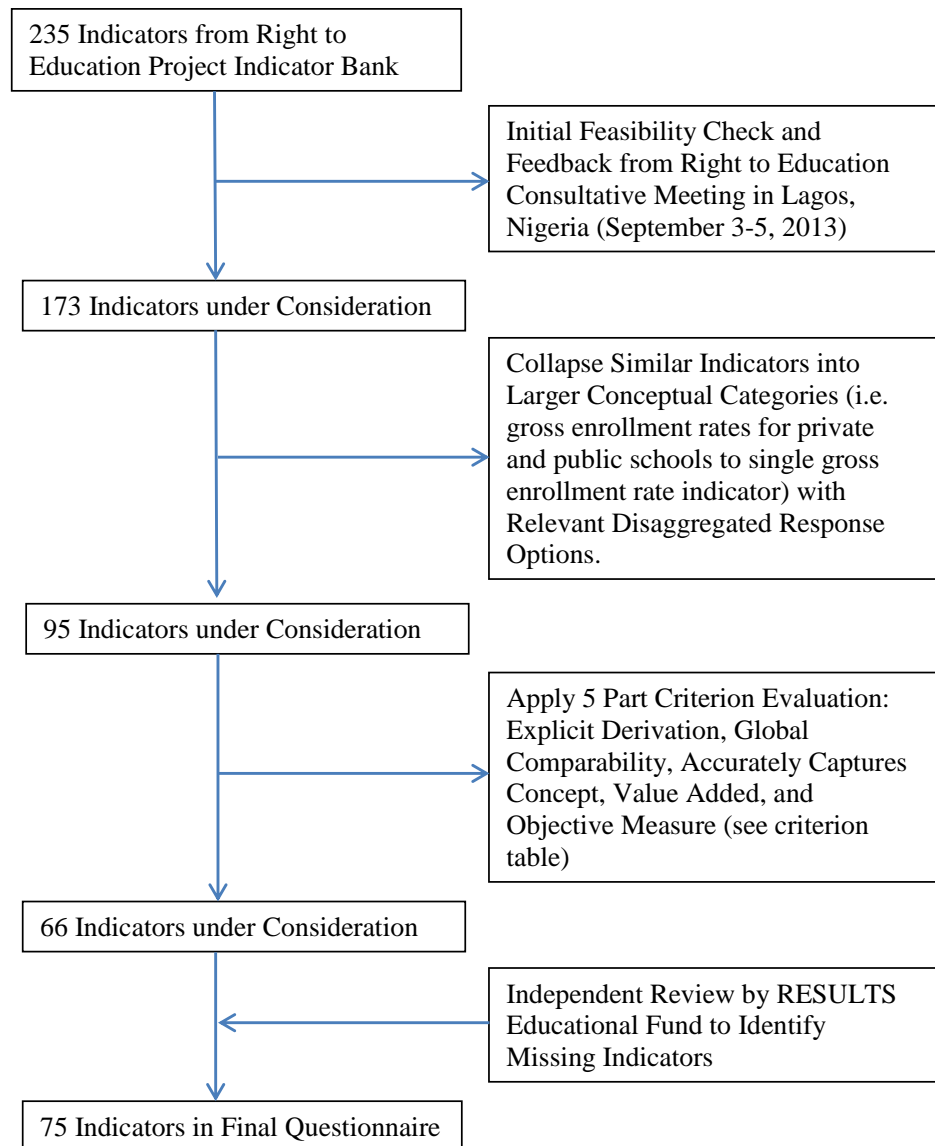
This note will inform discussion around indicator selection and inclusion in the hopes of strengthening RTEI through the identification of omitted indicators and streamlining of presently suggested indicators. The rich discussion and feedback collection through consultation will strengthen RTEI as a tool that can unite Northern and Southern education advocates and increase public and political support to realize the right to education.

As the world moves towards a post-2015 development agenda, nearly 60 million children remain out of school and nearly a quarter of a billion are not completing primary education with the necessary skills to be a functionally literate member of society. The stalled progress towards universal primary education has been hampered by a segmented education sector with advocates focusing primarily on national policy issues. A right to education framework can unite education advocates while providing them with some of the strongest justification for their working in ensuring government accountability. RTEI hopes to follow the tradition of other index-based initiatives, such as the International Budget Partnership's Open Budget Index and the Global Integrity Index, in creating political pressure and opening public dialogue around an essential issue in national development.

Indicator Selection

The indicator selection process for inclusion in the RTEI questionnaire is outlined in the decision tree below. The Right to Education Project indicator bank provided the starting point for the selection process. Since 2009 the Right to Education Project has developed over 200 indicators for the right to education through a series of consultative workshops and an online forum. The Right to Education Project recently used select indicators from their bank in their report "Applying Right to Education Indicators to the post-2015 Education Agenda" to infuse the post-2015 agenda with a human rights framework. Following past human rights literature, indicators were subdivided into sections that capture the concept of governance and the 4 As – availability, accessibility, acceptability, and adaptability.

Decision Tree for RTEI Indicator Selection



In June of 2013 RESULTS Educational Fund convened a global consultative meeting in Lagos, Nigeria to more thoroughly establish the perceived need of the RTEI and ensure it will indeed benefit civil society's efforts. During the consultative meeting breakout sessions were conducted on each of the five sections of indicators – governance, availability, accessibility, acceptability, and adaptability – to examine feasibility of the overall project and discuss initial identification of right to education indicators. Following feedback from the Lagos consultative meeting the number of indicators under consideration for the RTEI was reduced from the original 235 to 173.

After the Lagos consultative meeting additional feedback from an informal group of interested advisors – including academics and national and international civil society leaders – identified concerns in the potential length and framing around the RTEI. In incorporating their feedback RESULTS Educational Fund went through a process of collapsing similar indicators into larger conceptual categories. For

example, separate indicators on net enrollment rate for private secondary schools and public secondary schools were collapsed into a single indicator “what is the net enrollment rate” with public and private and various levels of education included as relevant disaggregated response options. This process moved from a large list of largely repetitive indicators to a smaller list of indicators followed by a table or matrix to outline response options. The collapsing of indicators into larger conceptual categories significantly reduced the number of indicators under consideration from 173 to 95.

The final two steps in indicator selection included the application of a five inclusion criteria and an independent review of international right to education framework to identify omitted indicators that meet the inclusion criteria and would fill potential gaps in the RTEI. The five inclusion criteria included: (1) Explicit derivation from the international right to education framework, (2) global comparability, (3) capacity to accurately capture the concept, (4) value added to index, and (5) objective measurement. The application of inclusion criteria reduced the number of indicators under consideration from 95 to 66. From this reduced number of indicators RESULTS Educational Fund conducted an independent review of the international right to education framework to identify potential indicators that were not included in the original Right to Education Project indicator bank but were consistently present in the framework and meet the five inclusion criteria. Additionally, the indicator selection criterion was applied to the indicators initially omitted following the first feasibility check and Lagos consultation. This search yielded nine additional indicators ranging from relative teacher pay to instruction in mother tongue. The addition of these nine indicators yielded a final number of 75 indicators under consideration.

Indicator Inclusion Criteria

The five criteria on which indicators were evaluated is outlined in the table below. Indicators received a green, yellow, or red score on each criterion. Red scores in any criteria resulted in the exclusion of the indicator for consideration. Criteria were not considered to have equal weight as the primary inclusion criteria was the explicit derivation from the international right to education framework. Ensuring included indicators tightly follow the right to education framework solidifies RTEI as a tool in which civil society can use to hold governments accountability for the promised they have agreed to. The suggested indicators provide a comprehensive but not exhaustive list of potential indicators. The five inclusion criteria set out the parameters discussion involving other potential indicators while balancing our goals of robustness and comprehensiveness with parsimony and ease of interpretation.

	Explicit Derivation	Global Comparability	Accurately Captures Concept	Value Added	Objective Measure
Green	Indicator is explicitly derived from a single right to education clause or a combination of two or more right to education clauses.	Indicator has the same meaning and significance in all settings.	Indicator is a valid measure that precisely captures the concept under investigation.	Indicator directly adds to the understanding of the right to education.	Indicator is measured objectively and can be verified through external review.
Yellow	Indicator is derived from right to education language and accepted international standards.	Any cross-national differences in meaning and significance of the indicator do not detract from the concept under investigation.	Indicator is a valid measure that provides a reasonable, well established proxy of the concept under investigation.	Indicator replicates other indicators adding little new understanding of the right to education	Indicator is measured objectively but specificity in data collection may make external review difficult.
Red	Indicator is human rights based but not specific to the right to education or indicator is not human rights or right to education based but may be useful in evaluating right to education realization.	Indicator is dependent on local context to derive meaning and cannot be appropriately used for cross-national comparisons.	Indicator is not a valid measure and/or is not a sufficient proxy of the concept under investigation.	Indicator is not directly related to the right to education.	Indicator is not measured objectively making external review impossible.

Based on the above criteria indicators were organized into one of three categories:

1. **Suggested – RTEP:** Suggested indicators for RTEI that were part of the Right to Education Project indicator bank.
2. **Suggested – REF:** Suggested indicators for RTEI that were identified after an independent review of the international human rights framework by RESULTS Educational Fund.
3. **Not Included:** Indicators that were part of the Right to Education Project indicator bank but were not included in RTEI as they do not meet the criteria outlined above.

Key Issues and Challenges

The development of RTEI and selection of included indicators has included multiple challenges. Challenges most relevant to indicator selection include distinguishing between right to education versus education indicators and concerns with data availability.

Right to Education versus Education Indicators

In the development of RTEI it is important to distinguish indicators that measure the right to education from those that measure the development of education within a country, the health or quality of an education system, or those that might support student learning but do not directly measure the right to education. Central to this distinction is the first criteria on explicit derivation. In the development of a right to education index, compared to other potential indices on children rights or educational development, at least two factors important in influencing educational outcomes but not specific to the right to education have been excluded.

- *Pre-primary* education is not included in RTEI as it is not a right specifically outlined in the international right to education framework. General comment 7 from the Committee on the Rights of the Child clearly indicates that early childhood education is the responsibility of the parent. State parties should provide guidance “to enhance parents’ understanding of their role in their children’s early education, encourage child-rearing practices which are child-centred, encourage respect for the child’s dignity and provide opportunities for developing understanding, self-esteem and self-confidence” (CRC General Comment 7.29(a)), but are not responsible for the provision of pre-primary education. The lack of pre-primary education in the international right to education framework is a weakness of the framework which clearly runs contrary to larger global trends emphasizing the importance of pre-primary education and advocating for its inclusion in national education systems. Our hope is that this increased awareness and advocacy reshapes the international right to education framework. At this time, however, its omission from the framework keeps it from being included in RTEI.
- *School readiness* indicators are not included in RTEI as they are not specifically outlined in the international right to education framework. It is understood that the health and well-being of children as they enter school age is important for their participation and may shape their educational outcome. However, the inclusion of school readiness indicators that identify childhood mortality and malnutrition rates would transform RTEI into a general childhood rights index. To maintain focus on the right to education and provide civil society with specific, actionable educationally focused objectives in holding countries accountability, school readiness variables were not included in RTEI.

Data Availability

In any index creation data availability is a concern. The unique data collection design of RTEI, with civil society organizations in-country collecting information that is then verified by independent researchers with space provided for government feedback – helped mitigate some of this concern. Additionally two criteria of indicator inclusion, global comparability and objective measure, helped identify potentially troublesome indicators that are context specific or not suitable for external review. Overall missing data due to lack of available data in the country will be coded as zero (or no for binary indicators). For example, countries that do not have enrollment data that is disaggregated for students with a disability will

receive a zero for this enrollment indicator. Coding in this manner reinforces the necessity of this level of data disaggregation in complying with the right to education and encourages governments to collect regular information on their education system.

Next Steps

Using feedback from this consultation on indicator identification and selection RESULTS Educational Fund will update the indicators and structure of the RTEI Questionnaire. Embedded in the questionnaire is guidance that more thoroughly explains each question, its human rights justification, sample answers, and the types of acceptable supporting documents that may be provided as a means of verification for each question. Additionally, RESULTS Education Fund is in the process of completing two other RTEI tools:

- *RTEI Analytic Handbook*: The RTEI Analytic Handbook provides users with the means for interpreting overall Index 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, etc. For each theme, the Analytic Handbook will provide possible interpretations of the responses and potential leverage points to address if results are low.
- *RTEI Background and Methodology*: The RTEI Background and Methodology provides users with transparent information on the development of RTEI, the rationale, its justifications, the selection and weighting of indicators, calculation of overall index and sub-scores, and logistics of implementation.

Following the creation and consultation of the above RTEI tools, RESULTS Educational Fund will provide grants to five in-country civil society partners to collect data for a five-country pilot. The pilot is tentatively set for the summer of 2015. The initial data collection, verification by independent reviewers, and comment time for governments will yield a final data set that will be used to calculate the pilot RTEI and create an initial report by the end of 2015. The pilot study is designed to inform and strengthen the RTEI with the hope of eventually scaling up the RTEI as a global index with data collected biannually.

Review of Suggested Indicators

This section introduces the 75 suggested indicators for inclusion in the RTEI and those that did not make it through the indicator inclusion criteria (see page 4) process. Indicators are broken down by proposed theme (Governance, Availability, Accessibility, Acceptability, and Adaptability) and, for those suggested, include the question number corresponding to their position in the questionnaire. The decision column indicates the decision at this point in development and includes three categories:

- **Suggested – RTEP:** Suggested indicators for RTEI that were part of the Right to Education Project indicator bank.
- **Suggested – REF:** Suggested indicators for RTEI that were identified after an independent review of the international human rights framework by RESULTS Educational Fund.
- **Not Included:** Indicators that were part of the Right to Education Project indicator bank but were not included in RTEI as they do not meet the criteria outlined above.

Theme 1: Governance

Subtheme 1: International Framework	Decision	<i>Explicit Derivation</i>	<i>Global Comparability</i>	<i>Accurately Captures Concept</i>	<i>Value Added</i>	<i>Objective Measure</i>
1.1.1: Is the State party to the following United Nations treaties?	Suggested – RTEP		Green	Green	Green	Green
1.1.2: Is the State party to the following UNESCO treaty?	Suggested – RTEP		Green	Green	Green	Green
1.1.3: Is the State party to the following ILO conventions?	Suggested – RTEP		Green	Green	Green	Green
1.1.4: Is the State party to the following Geneva conventions?	Suggested – RTEP		Green	Green	Green	Green
1.1.5: Is the State party to the following regional conventions?	Suggested – RTEP		Green	Green	Green	Green

Subtheme 2: Domestic Law	Decision	<i>Explicit Derivation</i>	<i>Global Comparability</i>	<i>Accurately Captures Concept</i>	<i>Value Added</i>	<i>Objective Measure</i>
1.2.1: Do domestic laws protect the right to education?	Suggested – RTEP	Green	Green	Green	Green	Green
1.2.2: Do domestic laws protect the liberty of individuals to establish private schools?	Suggested – RTEP	Green	Green	Green	Green	Green
1.2.3: Do domestic laws protect the right of minorities to establish their own schools?	Suggested – RTEP	Green	Green	Green	Green	Green
1.2.4: Do domestic laws expressly recognize the liberty of parents to choose the religious and moral education of their children in conformity with their own convictions?	Suggested – RTEP	Green	Green	Green	Green	Green

Subtheme 3: Plans of Action	Decision	Explicit Derivation	Global Comparability	Accurately Captures Concept	Value Added	Objective Measure
1.3.1a: Is there a national education plan that aims to achieve free and compulsory primary education?	Suggested – RTEP	Green	Green	Green	Green	Green
1.3.1b: Is there targeted implementation dates for each stage of the progressive implementation of the plan?	Suggested – RTEP	Green	Green	Green	Green	Green
1.3.2: Does the national education plan include measures to encourage regular attendance at schools and reduce drop-out rates?	Suggested – RTEP	Green	Green	Green	Green	Green

Subtheme 4: Standards	Decision	Explicit Derivation	Global Comparability	Accurately Captures Concept	Value Added	Objective Measure
1.4.1: Are there minimum educational standards applicable to all schools, including private schools?	Suggested – RTEP	Green	Green	Green	Green	Green
1.4.2: Is there a State body responsible for monitoring the education system?	Suggested – RTEP	Green	Green	Green	Green	Green
1.4.3a: How often is data on education regularly collected and made publicly available?	Suggested – RTEP	Yellow	Green	Green	Green	Yellow
1.4.3b: Is data disaggregated on the following basis?	Suggested – RTEP	Green	Green	Green	Green	Green
Is there a private school accreditation system?	Not Included^a	Yellow	Green	Green	Yellow	Green
Is there a monitoring body controlling whether minimum educational standards are met?	Not Included^b	Yellow	Green	Green	Yellow	Green
Is there a school inspection system?	Not Included^c	Red	Green	Green	Yellow	Green
How often are schools inspected?	Not Included^c	Red	Yellow	Green	Yellow	Yellow
Does the State have effective complaint mechanism(s) to file complaints on violations of the right to education?	Not Included^d	Yellow	Yellow	Yellow	Yellow	Yellow

^a: No value added – substantial overlap with monitoring system.

^b: No value added – repeat of “Is there a State body responsible for monitoring the education system?”

^c: Not explicitly part of international right to education framework.

^d: Wording not explicit – should read “judicial protection” or “effective legal remedy”. Generalized language – “should also consider”

Subtheme 4: Financing	Decision	Explicit Derivation	Global Comparability	Accurately Captures	Value Added	Objective Measure
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				<i>Concept</i>		
1.5.1: What is the current public expenditure per pupil as a percentage of GDP per capita?	Suggested – RTEP	Green	Green	Green	Green	Green
1.5.2: What is the percentage of GDP allocated to education?	Suggested – RTEP	Green	Green	Green	Green	Green
1.5.3: What is the percentage of the budget allocated to education by foreign funding sources (bilateral and multilateral)?	Suggested – RTEP	Green	Green	Green	Green	Green
1.5.4: What is the percentage of GDP allocated to foreign aid in relation to education? [donor countries]	Suggested – RTEP	Yellow	Green	Green	Green	Green
1.5.5: What is the percentage of the total education budget allocated to each level of education?	Suggested – RTEP	Green	Green	Yellow	Yellow	Green
1.5.6: What is the percentage of the education budget allocated to the following components?	Suggested – RTEP	Green	Green	Green	Green	Green
1.5.7: What is the percentage of the approved budget for education in the last fiscal year that was actually executed?	Suggested – RTEP	Yellow	Green	Green	Green	Green
What is the percentage of GDP allocated to public expenditure?	Not Included^a	Red	Green	Green	Red	Green
Does the State take steps to seek international assistance and cooperation for the realization of the right to education?	Not Included^b	Green	Green	Green	Yellow	Yellow

^a: Not explicitly part of international right to education framework.

^b: No value added – redundant with “What is the percentage of expenditure allocated to education by foreign funding sources?”

Theme 2: Availability

Subtheme 1: Infrastructure	Decision	Explicit Derivation	Global Comparability	Accurately Captures Concept	Value Added	Objective Measure
2.1.1: What is the pupil-classroom ratio?	Suggested – RTEP	Green	Yellow	Green	Green	Green
2.1.2: What is the percentage of schools with toilets?	Suggested – RTEP	Yellow	Yellow	Green	Green	Green
2.1.3: What is the percentage of schools with potable water?	Suggested – RTEP	Yellow	Green	Green	Green	Green
2.1.4: What is the percentage of teachers that are appropriately trained?	Suggested – RTEP	Green	Yellow	Green	Green	Yellow
2.1.5: What is the pupil-trained teacher ratio?	Suggested – RTEP	Green	Green	Green	Green	Green
2.1.6: What is the mean teacher salary relative to the national mean salary?	Suggested – REF	Green	Green	Green	Green	Green
What is the percentage of the population for whom the school house distance is more than 5km?	Not Included^a	Red	Yellow	Yellow	Green	Green
What is the pupil-teacher ratio?	Not Included^b	Yellow	Green	Green	Yellow	Green

^a: Not explicitly part of international right to education framework.

^b: No value added – focus on pupil-trained teacher ratio.

Subtheme 2: Learning Materials	Decision	Explicit Derivation	Global Comparability	Accurately Captures Concept	Value Added	Objective Measure
2.2.1: What is the textbook-pupil ratio?	Suggested – RTEP	Yellow	Green	Yellow	Green	Green
What is the percentage of schools that have access to a library?	Not Included^a	Yellow	Yellow	Yellow	Yellow	Green

^a: Does not apply to all – generalized language “while some also require”

Theme 3: Accessibility

Subtheme 1: Free Education	Decision	Explicit Derivation	Global Comparability	Accurately Captures Concept	Value Added	Objective Measure
3.1.1: Do domestic laws provide for free and compulsory primary education?	Suggested – RTEP	Green	Green	Green	Green	Green
3.1.2: Are tuition fees charged for public primary schools?	Suggested – RTEP	Green	Yellow	Yellow	Green	Yellow
Has the country moved towards progressively free secondary education, including technical and vocational education?	Not Included^a	Green	Yellow	Red	Green	Yellow
3.1.3: Are tuition fees charged for public secondary schools?	Suggested – RTEP	Green	Yellow	Yellow	Green	Yellow
Has the country moved towards progressively free tertiary education on the basis of capacity?	Not Included^a	Green	Yellow	Red	Green	Yellow
3.1.4: Are tuition fees charged for university/higher education?	Suggested – RTEP	Green	Yellow	Yellow	Green	Yellow
3.1.5: Is basic education provided for adults who have not completed primary education?	Suggested – REF	Green	Green	Green	Green	Green

^a: Time bound indicators that cannot be captured with cross-sectional data.

Subtheme 2: Discrimination	Decision	Explicit Derivation	Global Comparability	Accurately Captures Concept	Value Added	Objective Measure
3.2.1: Do domestic laws forbid discrimination in education on the following grounds?	Suggested – RTEP	Green	Green	Green	Green	Green

Subtheme 3: Enrollment	Decision	Explicit Derivation	Global Comparability	Accurately Captures Concept	Value Added	Objective Measure
3.3.1: What is the gross enrollment rate?	Suggested – RTEP	Green	Green	Green	Green	Green
3.3.2: What is the net enrollment rate?	Suggested – RTEP	Green	Green	Green	Green	Green
3.3.3: What is the private school share of enrollment?	Suggested – REF^a	Green	Green	Green	Green	Green

^a: Included to provide disaggregated information on enrollment.

Subtheme 4: Completion	Decision	Explicit Derivation	Global Comparability	Accurately Captures Concept	Value Added	Objective Measure
3.4.1: What is the completion rate?	Suggested – RTEP	Green	Yellow	Yellow	Green	Yellow

Subtheme: School Readiness	Decision	Explicit Derivation	Global Comparability	Accurately Captures Concept	Value Added	Objective Measure
What is the under-five mortality rate?	Not Included^a	Red	Green	Yellow	Red	Green
What is the percent of children under five years of age that suffer from acute malnutrition (wasting/weight for height)?	Not Included^a	Red	Green	Yellow	Red	Green
What is the percent of children under five years of age that suffer from chronic malnutrition (stunting/weight for height)?	Not Included^a	Red	Green	Yellow	Red	Green
What is the percent of children that have received three doses of diphtheria, pertussis, and tetanus vaccine (DPT3)?	Not Included^a	Red	Green	Yellow	Red	Green
What is the percent of children that have received the measles containing vaccine (MCV)?	Not Included^a	Red	Green	Yellow	Red	Green
What is the percent of children with access to drugs intended to prevent mother-to-child HIV transmission?	Not Included^a	Red	Green	Yellow	Red	Green

^a: Not explicitly part of international right to education framework.

Theme 4: Acceptability

Subtheme 1: Aims of Education	Decision	<i>Explicit Derivation</i>	<i>Global Comparability</i>	<i>Accurately Captures Concept</i>	<i>Value Added</i>	<i>Objective Measure</i>
4.1.1: Do domestic laws or policies direct education towards the following aims?	Suggested – RTEP	Green	Green	Green	Green	Green
4.1.2: Does the national curriculum direct education towards the full development of the following aims?	Suggested – RTEP	Green	Green	Green	Green	Green
4.1.3: Does the required training for teachers include improving the skills necessary for teaching towards the full development of the following aims?	Suggested – RTEP	Green	Yellow	Green	Green	Green
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?	Suggested – RTEP	Green	Green	Green	Green	Yellow
Do textbooks include stereotypes that perpetuate the discrimination of women?	Suggested – REF	Green	Yellow	Green	Green	Yellow
4.1.5: Does national curriculum include the following topics?	Suggested – REF	Green	Green	Green	Green	Green

Subtheme 2: Participating in the Aims of Education	Decision	<i>Explicit Derivation</i>	<i>Global Comparability</i>	<i>Accurately Captures Concept</i>	<i>Value Added</i>	<i>Objective Measure</i>
4.2.1: Do domestic laws include children in the decision making process of school curricula, school policies, and codes of behavior?	Suggested – REF	Green	Green	Green	Green	Green

Subtheme 3: Learning Environment	Decision	<i>Explicit Derivation</i>	<i>Global Comparability</i>	<i>Accurately Captures Concept</i>	<i>Value Added</i>	<i>Objective Measure</i>
4.3.1a: Do domestic laws prohibit corporal punishment?	Suggested – RTEP	Green	Green	Green	Green	Green
4.3.1b: Does corporal punishment occur in practice?	Suggested – RTEP	Green	Yellow	Green	Green	Yellow
4.3.2: Has the government adopted specific measures to protect children from violence and abuse in school?	Suggested – RTEP	Green	Yellow	Green	Green	Yellow
What is the repetition rate?	Not Included^a	Red	Green	Yellow	Red	Green

^a: Not explicitly part of international right to education framework.

		<i>Explicit</i>	<i>Global</i>	<i>Accurately</i>	<i>Value</i>	<i>Objective</i>
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Subtheme 4: Learning Outcomes	Decision	Derivation	Comparability	Captures Concept	Added	Measure
4.4.1: What is the means student achievement score?	Suggested – RTEP	Green	Green	Yellow	Green	Green
4.4.2: What is the literacy rate?	Suggested – RTEP	Green	Green	Yellow	Green	Green
What is the youth (age 15-24) employment rate?	Not Included^a	Red	Yellow	Red	Red	Green

^a: Not explicitly part of international right to education framework.

Theme 5: Adaptability

Subtheme 1: Children with Disabilities	Decision	Explicit Derivation	Global Comparability	Accurately Captures Concept	Value Added	Objective Measure
5.1.1: Do domestic laws recognize the right of children with disabilities to education?	Suggested – RTEP	Green	Green	Green	Green	Green
5.1.2: Are reasonable accommodation measures available for children with disabilities in mainstream schools?	Suggested – RTEP	Green	Yellow	Green	Green	Yellow
5.1.3: What is the percentage of teachers trained to teach children with disabilities?	Suggested – RTEP	Green	Yellow	Yellow	Green	Yellow

Subtheme 2: Child Marriage	Decision	Explicit Derivation	Global Comparability	Accurately Captures Concept	Value Added	Objective Measure
5.2.1a: Do domestic laws prohibit early marriage (before the age of 18)?	Suggested – RTEP	Green	Green	Green	Green	Green
5.2.1b: Does early marriage (before the age of 18) occur in practice?	Suggested – RTEP	Green	Green	Green	Green	Yellow

Subtheme 3: Pregnancy	Decision	Explicit Derivation	Global Comparability	Accurately Captures Concept	Value Added	Objective Measure
5.3.1a: Is the expulsion of girls from school because of pregnancy or for having a baby explicitly forbidden in legislation?	Suggested – RTEP	Green	Green	Green	Green	Green
5.3.1b: In practice, are girls expelled from school because of pregnancy or for having a baby?	Suggested – RTEP	Green	Green	Green	Green	Yellow

Subtheme 4: Child Labor	Decision	Explicit Derivation	Global Comparability	Accurately Captures Concept	Value Added	Objective Measure
5.4.1: Is the legal minimum age of employment 15 or above?	Suggested – RTEP	Green	Green	Green	Green	Green
5.4.2: Has the government adopted specific measures to combat child labor?	Suggested – RTEP	Green	Yellow	Green	Green	Yellow
5.4.3: Does child labor occur in practice?	Suggested – RTEP	Green	Green	Green	Green	Yellow
Is there a monitoring body responsible for inspecting child labor?	Not Included^a	Green	Green	Yellow	Yellow	Green

^a: No value added – repeat of “Has the government adopted specific measures to combat child labor?”

Subtheme 5: Child Soldiers	Decision	Explicit Derivation	Global Comparability	Accurately Captures Concept	Value Added	Objective Measure
5.5.1a: Is the legal minimum age of military recruitment 15 or above?	Suggested – RTEP	Green	Green	Green	Green	Green
5.5.1b: Are children under the age of 15 recruited by the military in practice?	Suggested – RTEP	Green	Green	Green	Green	Yellow
5.5.2: Are there special programs available to reintegrate demobilized child soldiers in the education system?	Suggested – RTEP	Yellow	Yellow	Yellow	Green	Yellow
5.5.3: Is children's education ensured by the occupying power?	Suggested – RTEP	Green	Green	Green	Green	Green
5.5.4: Are children's prisoners-of war given the means to pursue their educational activities?	Suggested – RTEP	Green	Yellow	Green	Green	Yellow

Subtheme 6: Migrants, Refugees, and Internally Displaced Children	Decision	Explicit Derivation	Global Comparability	Accurately Captures Concept	Value Added	Objective Measure
5.6.1: Do migrant, refugee, or internally displaced children have to present documents stating their legal status to enroll in school?	Suggested – REF^a	Green	Yellow	Yellow	Yellow	Yellow
5.6.2: Is primary education available in retention centers/camps for migrant, refugee, and internally displaced children?	Suggested – RTEP	Green	Green	Green	Green	Yellow

^a: Included after criteria check was applied to variables initially omitted from first feasibility check and Lagos consultation. See internal document for more.

Subtheme 7: Persons in Detention	Decision	Explicit Derivation	Global Comparability	Accurately Captures Concept	Value Added	Objective Measure
5.7.1: Is education available in prison?	Suggested – RTEP	Green	Green	Green	Green	Green
5.7.2: Do imprisoned children receive education integrated with the general education system (i.e. same curricula)?	Suggested – RTEP	Green	Green	Green	Green	Yellow
What is the percent of prisons with libraries?	Not Included^a	Red	Green	Yellow	Red	Green

^a: Not explicitly part of international right to education framework.

Subtheme 8: Children of Nomads	Decision	Explicit Derivation	Global Comparability	Accurately Captures Concept	Value Added	Objective Measure
5.8.1: Are there mobile schools for children of nomads?	Suggested – RTEP	Green	Green	Green	Green	Yellow

Subtheme 9: Indigenous Speakers	Decision	<i>Explicit Derivation</i>	<i>Global Comparability</i>	<i>Accurately Captures Concept</i>	<i>Value Added</i>	<i>Objective Measure</i>
5.9.1: Do domestic laws provide for language of instruction to be in the child's mother tongue?	Suggested – REF	Yellow	Green	Green	Green	Green
5.9.2: What percentage of students are not taught in their mother tongue?	Suggested – REF	Yellow	Green	Green	Green	Green