

Right to Education Index 2016: Financing the right to education

May 2017

RIGHT TO
EDUCATION
INDEX



RESULTS
the power to end poverty

ACKNOWLEDGEMENTS

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EXECUTIVE SUMMARY

The Right to Education Index (RTEI) is a global accountability initiative that aims to ensure that all people, no matter where they live, enjoy the right to a quality education. RTEI is a global index built out of the international right to education framework to monitor and accelerate progress towards fulfilling the right to education for all people, everywhere. Using a rights-based approach, RTEI supports national advocates to coordinate and drive educational reform. The RTEI 2016 report summarizes the findings from 15 country partner organizations, including a thematic focus on education financing.

RTEI 2016 findings

In 2016, RTEI found that Australia, Canada, and the UK had the most robust framework for the right to education across the five themes represented in RTEI: Governance, Availability, Accessibility, Acceptability, and Adaptability. Each theme is made up of subthemes specifically referenced in the international right to education framework. Australia's, Canada's, and the UK's scores were highest on Availability, reflecting the schools' infrastructure and resources, including, including textbooks, sanitation, classrooms, and pupil-per-trained teacher ratios. On the Index's other end, Chile, the DRC, and Zimbabwe struggled to satisfy indicators monitored in RTEI 2016. These countries had low Acceptability or Adaptability scores, signifying weaker education systems and difficulty addressing progressively realized rights, such as the rights of children with disabilities. For all RTEI 2016 participating countries, the lowest scoring theme was Adaptability, focused on education for children with disabilities, out-of-school children, and out-of-school educational opportunities. Outside of Adaptability indicators, the Classrooms subtheme had the lowest average score of all Availability subthemes across all countries because of the lack of infrastructure data available in RTEI 2016 and high pupil-per-classroom ratios in several countries.

National findings make up RTEI and are included in the following report through summaries developed by national partners. RTEI scores help highlight partner organizations' findings described in the country pages of this report and support national level advocacy and policies to satisfy the right to education.

Focus on financing

In 2016, the International Commission on Financing Global Education Opportunity released its flagship report *The Learning Generation: Investing in Education for a Changing World*. Given increased attention to education financing, the RTEI 2016 report includes a focus on the Financing subtheme, which was the lowest scoring Governance subtheme across all countries represented in RTEI 2016. "Financing the Right to Education" focuses on national indicators monitored in RTEI and finds that governments can increase education financing in line with international recommendations, improve access to budget information and transparency, and increase education aid, where applicable.

Civil society organizations can help shape education policy, and nation-states are bound to respect international law and treaties which they have ratified. Civil society organizations can use RTEI financing results to further in-country advocacy to promote equitable and effective national education financing.

Roadmap

The following report includes the background to RTEI, Questionnaire elements, and Index calculations. It also describes the 2016 results thematically, including the financing focus and two cross-cutting thematic analyses. The report then contains country analyses developed with national partners who collected and analyzed RTEI 2016 data.

WHAT IS RTEI?

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

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

HOW DOES RTEI WORK?

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

RTEI Questionnaire

The primary tool of RTEI is the RTEI Questionnaire,¹ a comprehensive survey of close-ended questions with explicit bases in one or several international human rights instruments, namely United Nations' legally binding international conventions. Civil society partners, researchers, and government officials answer each question and provide supporting documentation.

The RTEI Questionnaire consists of 79 questions with 365 unique data points that monitor aspects of the right to education. The Questionnaire includes progressively realized rights and minimum core obligations that aim to:

- Ensure the right to education on a ***non-discriminatory basis***.
- Provide free and compulsory, ***quality primary education***.
- Ensure that education ***conforms to the objectives*** set out in the international right to education framework.
- Adopt and implement a ***national education strategy***.
- Ensure ***free choice of education*** without interference, subject to conformity with ***minimum educational standards*** (UN Economic and Social Council, 1999).

The RTEI Questionnaire is structured into themes of Governance and the 4 As (Availability, Accessibility, Acceptability, and Adaptability)² along with respective subthemes:

- **Governance:** The legal structure of education in a state. This includes state ratification of international declarations or treaties, education financing, and education standards and regulations. Subthemes include: International Framework, National Law, Plan of Action, Monitoring and Reporting, Financing, and Data Availability.
- **Availability:** The specific quantity of educational institutions available and the condition of such institutions. Subthemes include: Classrooms, Sanitation, Teachers, and Textbooks.
- **Accessibility:** Whether available institutions are accessible to all students regardless of their socio-economic, familial, or demographic status. Subthemes include: Free Education, Discrimination, and Participation.
- **Acceptability:** The quality of available education. This moves beyond learning outcomes to also capture the educational environment's cultural relevance, security, and the aims and content of education. Subthemes include: Aims of Education, Learning Environment, and Learning Outcomes.

¹ The RTEI 2016 Questionnaire is available at <https://www.rtei.org/documents/16/RTEIquestionnaire.pdf>

² The "4 As" is a framework developed by the first UN Special Rapporteur on the Right to Education, Tomaševski (2001), to conceptualize and assess governmental human rights obligations in education.



GPE/Federico Scoppa

- **Adaptability:** The ability of education to be flexible in meeting the needs of a diverse range of students. Subthemes include: Children with Disabilities, Children of Minorities, Out-of-school Children, and Out-of-school Education.

The RTEI Questionnaire also allow for further analysis of additional cross-cutting themes:

- **Girls' education:** The laws that specifically target girls and outcomes of girls' participation to evaluate education equality across sexes.
- **Children with Disabilities:** Disaggregation of questions to evaluate education equality for children with disabilities.
- **Regional Disparities:** The difference in the education system and learning outcomes based on urban-rural divides.
- **Indigenous and Minority Populations:** Educational equality concerns amongst potentially marginalized groups (specifically ethnic, racial, or religious).
- **Private Education:** Laws that shape the use and availability of private education.
- **Teachers:** The nationwide professional state and requisite training of teachers.
- **Income Inequality:** Differences in educational access and outcomes by socio-economic status.
- **Content of Education:** Investment in learning materials and topics included in national curriculum.
- **Monitoring and Accountability:** The laws that provide oversight for the education system of a country.
- **National Normative Framework:** The laws that guide the national education system.
- **Opportunity and Indirect Costs:** Costs that price children out of education and the loss of potential gains from education for out-of-school children.
- **Alignment of Education Aims:** How well the aims of education, outlined in the international right to education framework, are included in the national legal structure, national curriculum, and teacher training.
- **Sustainable Development Goal (SDG) 4:** The progress being made towards various targets under SDG 4.

Cross-cutting theme scores are derived by using reconfigurations of indicators found in the Questionnaire. Their calculations are available on cross-cutting theme pages and the RTEI data file on [rtei.org](https://www.rtei.org/).³

3 <https://www.rtei.org/documents/data/latest/>

Process

RTEI partners with civil society organizations and national education coalitions, who are the primary respondents to the RTEI Questionnaire. Partners are identified through a competitive call for applications and selected based on their history of engaging their governments to strengthen education systems, research experience, and capacity to drive public discourse on education. Civil society organizations from Chile, Nigeria, the Philippines, Tanzania, and Zimbabwe were selected as the 2015 RTEI pilot partners. These partners, plus an additional 10 partners completed the RTEI 2016 Questionnaire.

2016 partners included:

- **Australia:** RESULTS International Australia
- **Canada:** RESULTS Canada
- **Chile:** Foro por el Derecho a la Educación (Foro)
- **Democratic Republic of Congo:** Coalition Nationale de l'éducation Pour Tous (CONEPT/RDC)
- **Ethiopia:** Basic Education Network Ethiopia (BEN-E)
- **Honduras:** Foro Dakar
- **Indonesia:** Network for Education Watch (NEW)
- **Nigeria:** Civil Society Action Coalition on Education for All (CSACEFA)
- **Palestine:** Teacher Creativity Center (TCC)
- **Philippines:** Civil Society Network for Education Reforms (E-Net)
- **South Korea:** RESULTS Korea
- **Tanzania:** HakiElimu
- **United Kingdom:** RESULTS UK
- **United States:** Global Campaign for Education-US (GCE-US)
- **Zimbabwe:** Education Coalition of Zimbabwe (ECOZI)

Partners are trained and supported for two months to complete the RTEI Questionnaire. Partners submit each response with supporting documentation, comments, and clarifications, as necessary. Upon submission, Questionnaires are assessed by RESULTS staff to ensure readiness for peer review and to obtain clarifications where needed. Completed Questionnaires are then peer reviewed by in-country independent experts and national research organizations. Two anonymous reviewers per country are given one month to review. National government officials identified by partner organizations and RESULTS staff are provided the same 30-day window to review and comment. Disparities in responses are reconciled by RESULTS staff in coordination with national partner organization staff.

Calculations

RTEI compares national level indicators using the most recent data,⁴ preferring government sources, followed by international governmental sources like UIS, and then non-governmental sources. Fully reviewed and reconciled Questionnaires are used to calculate RTEI scores. Scores range from 0 (right to education absent) to 100 (right to education respected, protected, and fulfilled).

The Index score is an average of each theme (Governance, Availability, Accessibility, Acceptability, and Adaptability). Each theme score is an average of its related subtheme scores. Subtheme scores are the average of individual question scores in their respective areas.

Progressively realized right indicators are weighted to account for national resource availability, using a log of the Gross Domestic Product (GDP) per capita purchasing power parity (PPP) model.⁵

Data Availability is treated as a subtheme of Governance and is calculated as an average of all missing data by question, multiplied by the ratio of questions from national and international governmental sources.

⁴ Because most recent data were preferred, some partners submitted data from different years for various questions, depending on national data collection.

⁵ For progressively realized indicators, coded responses were multiplied by the national logGDP per capita PPP, then divided by the 2016 logGDP per capita PPP global mean. Researchers then subtracted the data from one for the adjusted score using the following formula: $1 - (1 - x) / (\text{national logGDP per capita} / \mu \text{ world logGDP per capita})$, where x = question response.

INTERPRETING RTEI RESULTS

RTEI scores can be used to identify deficits in the right to education in countries and across countries. Each country page in this report challenges revealed by RTEI that governments can remedy to improve progress towards the right to education.

To enhance national-level application and interpretation, RTEI civil society partners use RTEI results to develop country briefs. Country briefs contextualize RTEI findings, provide deeper analysis, and offer remedies to unsatisfactory areas. The country pages of this report are adaptations of these country briefs.

As with any index, RTEI has limitations in its interpretation and application:

RTEI is...

- A general measure of the right to education in a country.
- Based on an important, but non-exhaustive, list of indicators explicitly derived from the international right to education framework.
- A first step toward further analysis and advocacy.

RTEI is not...

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

A WORK IN PROGRESS

Originating from the RTEI inception meeting held in Lagos, Nigeria in September 2013, the RTEI Questionnaire was developed through consultations conducted during 2014 and 2015. In 2015, RESULTS Educational Fund and five civil society partners piloted the RTEI Questionnaire.⁶ Upon the Pilot's completion, partners met in February 2016 to more thoroughly discuss lessons learned and areas of improvement. Broad aspects for refinement from 2015 to 2016 identified in the partners' meeting included:

- Ensuring structural, process, and outcome indicators in each subtheme.
- Revisiting scoring methodology based on the combination of Core and Companion Questionnaire responses.
- Refining various indicators.
- Including a weight for progressively realized rights based on national resources measured through a Gross Domestic Product (GDP) per capita Purchasing Power Parity (PPP) proxy.

In 2017, RTEI partners met in Jakarta, Indonesia and continued to review and refine indicators, benchmarks, and plan future advocacy activities using RTEI findings. RTEI will continue to be a work in progress with new improvements and refinements developed through future rounds of application and advocacy.

⁶ The RTEI 2015 Pilot Report is available here https://www.rtei.org/documents/15/RTEI_Pilot_Report.pdf

FINANCING THE RIGHT TO EDUCATION

In 2015, world leaders came together to finalize a series of commitments to end poverty and achieve global prosperity. The Sustainable Development Goals (SDGs), adopted by the United Nations in September 2015, have far-reaching implications on global development and the realization of human rights. Officially known as *Transforming Our World: The 2030 Agenda for Sustainable Development* (UN, 2015a), the Agenda, “grounded in the Universal Declaration of Human Rights” (p. 8) and “international human rights treaties,” establishes 17 SDGs that “seek to realize the human rights of all” (p. 3). SDG 4 on education aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (UN, 2015a, p. 2).

Underpinning the Agenda is the recognition that financing will support essential service provision to meet the SDGs’ ambitions. Specifically, the Agenda points to the full implementation of the *Addis Ababa Action Agenda of the Third International Conference on Financing for Development* as critical to the SDGs’ realization and targets (UN, 2015b). The Addis Ababa Action Agenda represents an historic agreement on a series of bold measures to reform global finance practices and generate the resources required to tackle the world’s economic, social, and environmental challenges, including education.

The World Education Forum 2015 saw the adoption of *Education 2030: Incheon Declaration and Framework for Action* (UNESCO, 2016). The agreement represents a comprehensive commitment to SDG 4 focusing on education and further outlines the means for its implementation, coordination, financing, and monitoring.

In 2016, the International Commission on Financing Global Education Opportunity, a collection of global leaders convened to remedy the education financing crisis, released their flagship report. The report, *The Learning Generation: Investing in Education for a Changing World*, calls on governments around the world to meet domestic financing and international aid targets to support education.

Predating these more recent financing goals set by the global community, the international right to education framework stipulates in the Convention on the Rights of the Child (UN General Assembly, 1989, Article 4) and the International Covenant on Economic, Social, and Cultural Rights (UN General Assembly, 1966, Article 2) that states must use “the maximum extent of their

available resources” to achieve the progressive realization of economic, social, and cultural rights. The international community has agreed-upon standards regarding education financing to satisfy the right to education, beginning with the provision of free, quality, and compulsory primary education.

Financing in RTEI 2016

Adequate and equitable financing is essential to the implementation of SDG 4 and the full realization of the right to education. Thus, RTEI offers the following thematic spotlight on financing the right to education. A subtheme under Governance, Financing is explored in the RTEI Questionnaire through the following key indicators:

- Government expenditure on education as the percentage of GDP allocated to education
- Percentage of the national education budget coming from foreign aid sources [for recipient countries]
- Percentage of GDP allocated to foreign aid in relation to education [for donor countries]
- Percentage of the total national education budget allocated to primary, secondary, vocational and technical, and tertiary education
- Percentage of the total national education budget allocated to teacher salaries, teaching and learning materials (including teacher training), and capital development (infrastructure)
- Percentage of the approved budget executed

Education financing indicators in RTEI reveal where national actors may make changes to more adequately finance the education sector and movement towards SDG 4.

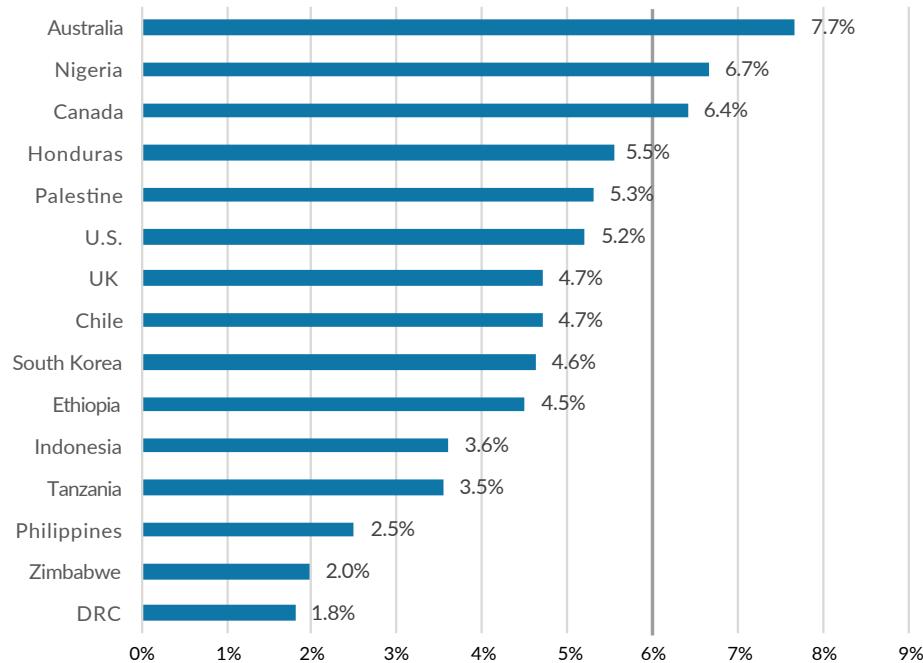
Domestic resources

The international community has laid out a series of standards in relation to education financing. The Education 2030 Framework for Action commits governments to allocating, among other benchmarks, at least 4 to 6 percent of GDP to education. Of the 15 countries taking part in RTEI in 2016, three are meeting or exceeding the 6 percent benchmark while another seven are found to be allocating between 4 and 6 percent. The DRC, Indonesia, the Philippines, Tanzania, and Zimbabwe, however, are falling short of even



the low end (4 percent) of this benchmark. Given the DRC, Tanzania, and Zimbabwe have the smallest GDPs of all the participating countries (except Ethiopia and Palestine), these countries are spending significantly less than is necessary on education, when considering large, young national populations and low national income. When domestic resources are stretched thin, states may also turn to international sources, discussed in more depth below.

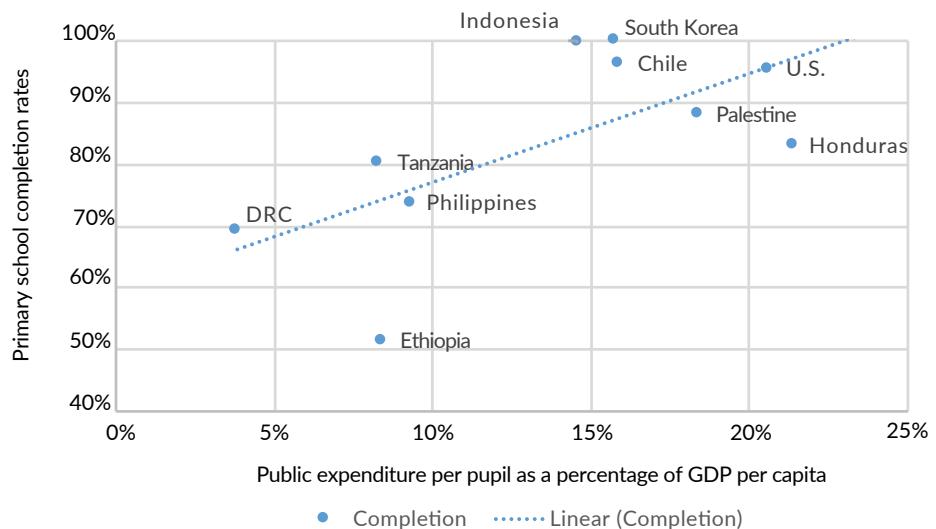
Government expenditure on education as reported as the percentage of GDP allocated to education



The allocation of GDP to education can also be understood on a per-pupil basis, with the standard that 20 percent of public expenditure allocated to education (UN, 2015b).

RTEI revealed an association between primary school completion rates and higher public spending on education, in line with international findings that many countries with low public resource allocation to education are “far from achieving universal primary education” (Global Partnership for Education [GPE], 2014, p. 46).

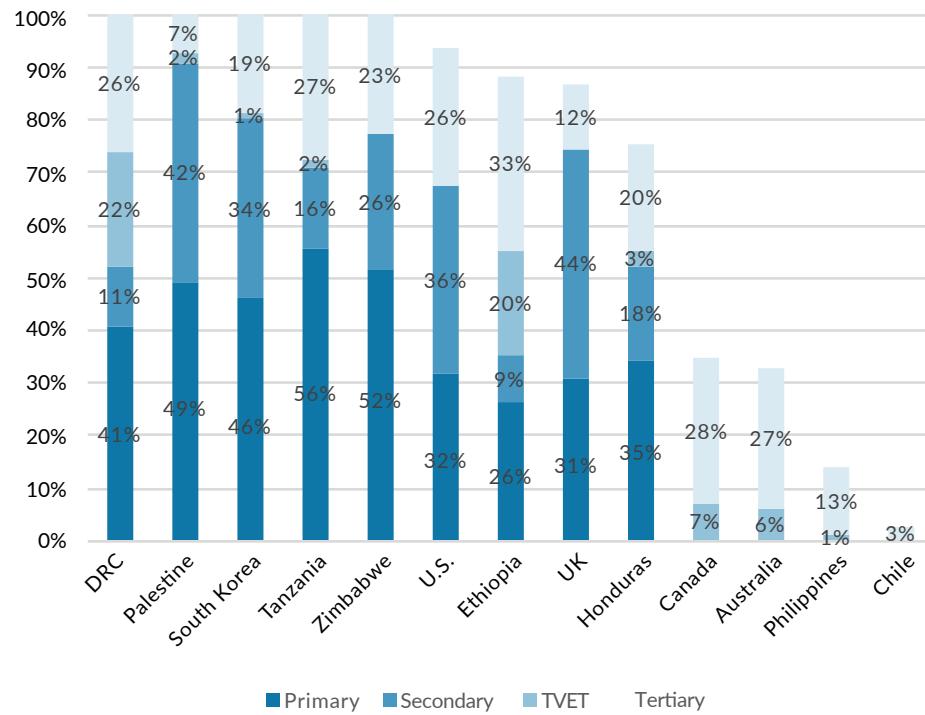
Education completion rates by public expenditure on education



Budget allocations

The Education 2030 Framework for Action also commits governments to allocating and spending at least 15-20 percent of total budgets on education. Governments may allocate high percentages of their budgets to one level of education, such as tertiary education, at the expense of others, such as primary education. Education finance specialists recommend that at least 50 percent of an education budget should be allocated to primary education (GCE, 2014, p. 1) and 30 percent to secondary education (Lewin, 2008). Technical and vocational education and training (TVET) and tertiary education have no international standard or recommendations. RTEI uses an artificial ceiling with the highest available figures, 8 percent (Africa-America Institute [AAI], 2015; Pompa, 2013) spending on TVET and 5 percent spending on tertiary education levels (OECD, 2016a). Most countries spend significantly more than 5 percent of their education budgets on tertiary education, to the potential detriment of primary and secondary education allocations. Over expenditure on tertiary education could decrease the likelihood of fully satisfying the right to education because higher income families may benefit disproportionately from tertiary education than lower income families, perpetuating economic inequality (Fozzard, Holmes, Klugman, and Withers, 2001).

Percentage of total national education budget allocated to each level of education



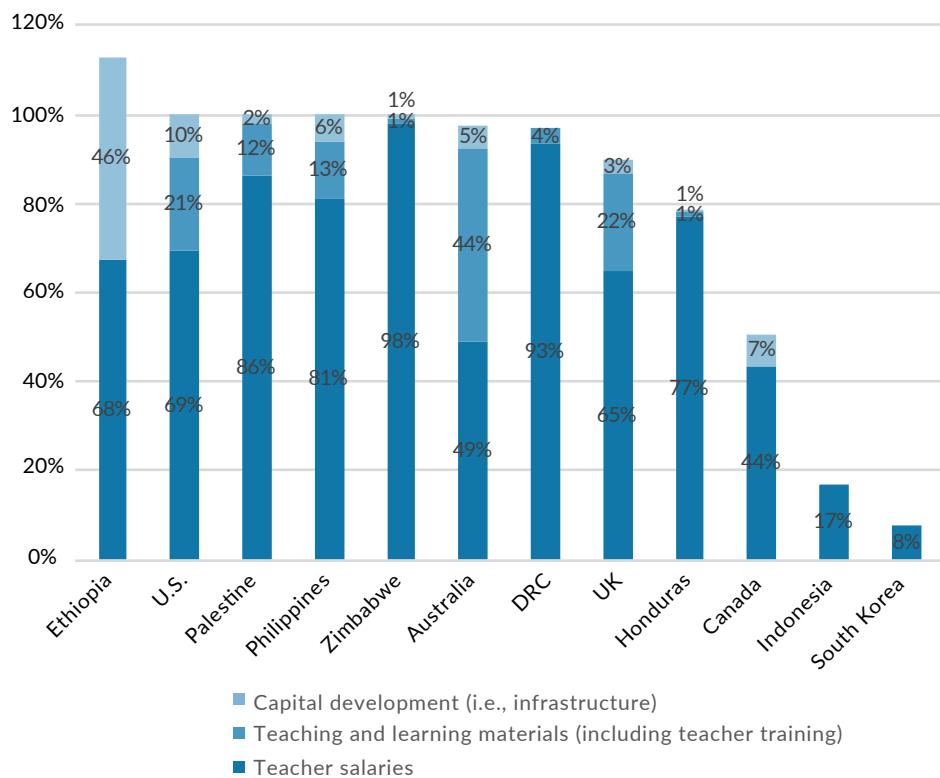
Countries with the highest government expenditure—Australia and Canada—lacked data about primary education budget allocation. Overall, there is a trend in RTEI 2016 countries that countries with higher overall allocations had slightly lower primary education allocations and were more commonly high income countries like South Korea, the UK, and the U.S.

RTEI also monitors the percentage of national education budgets allocated to teacher salaries, teaching and learning materials (including teacher training), and capital development (including infrastructure). Teacher salaries typically represent the largest portion of education budgets, but international recommendations suggest that they not exceed 75 percent (GCE, 2010; Education Policy and Data Center [EPDC] and UNESCO, 2009, p. 19). Under the former Fast Track Initiative (now GPE), both teaching and learning

materials (including teacher training) and capital development (including infrastructure) are advised to be no higher than 33 percent of national education budgets (UIS, 2016).

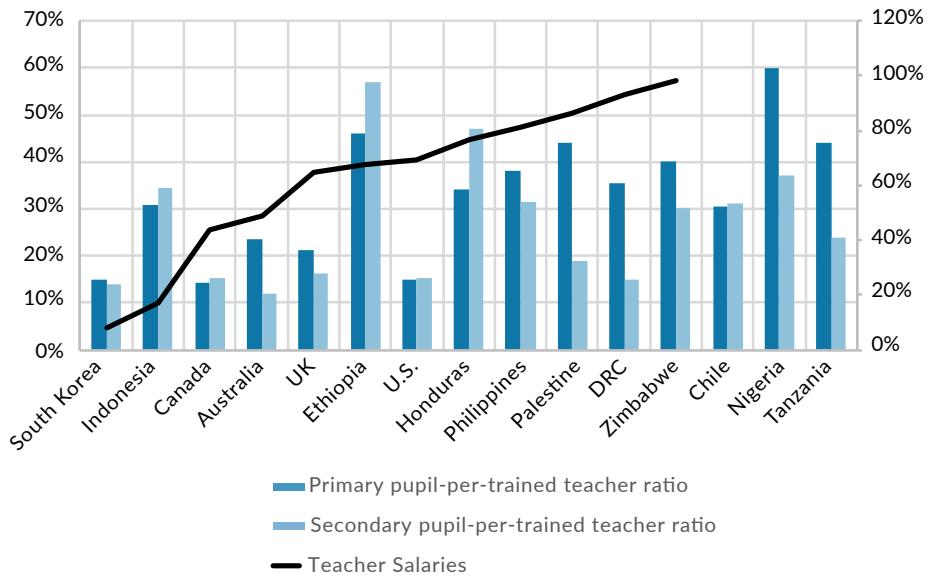
Teacher salaries represent the largest portion of education budgets across countries in RTEI 2016, averaging over 60 percent of national budget allocations. Several countries do not have budget data on teaching and learning materials or capital development.

Other budget allocations, as percent of total national education budget



Countries in RTEI 2016 that had higher budget allocations to teacher salaries also had higher primary and secondary pupil-per-trained teacher ratios. These countries may be directing more funds towards salaries in attempts to decrease pupil-per-trained teacher ratios. Civil society and policymakers may need to further inspect where teacher salary funds are being directed to more effectively decrease pupil-per-trained teacher ratios.

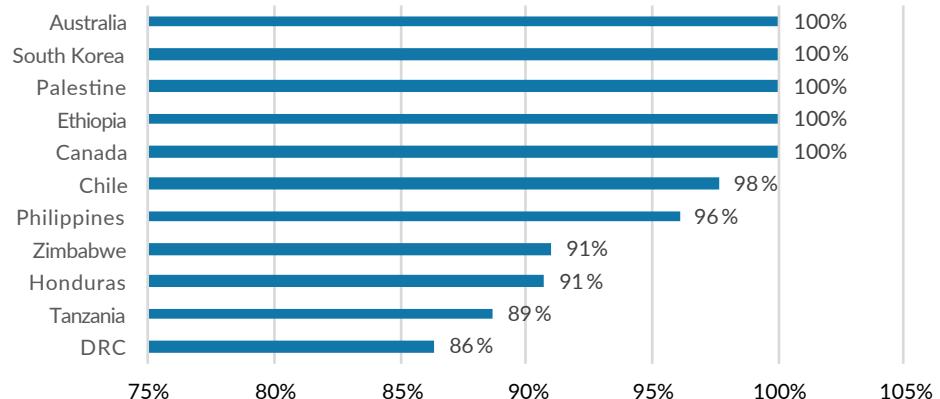
Teacher salaries and pupil-per-trained teacher ratios



Budget execution

In many countries, budget allocations often differ from the funds executed by the end of the fiscal year. Although adequate education budgets may be set in policy, governments may struggle to execute funds for various reasons, including weak public financial management, corruption, or unexpected crises. Most countries taking part in RTEI 2016 were found to be executing over 85 percent of the nationally approved education budget. Data about budget execution in education was unavailable in Chile, the UK, and the U.S.

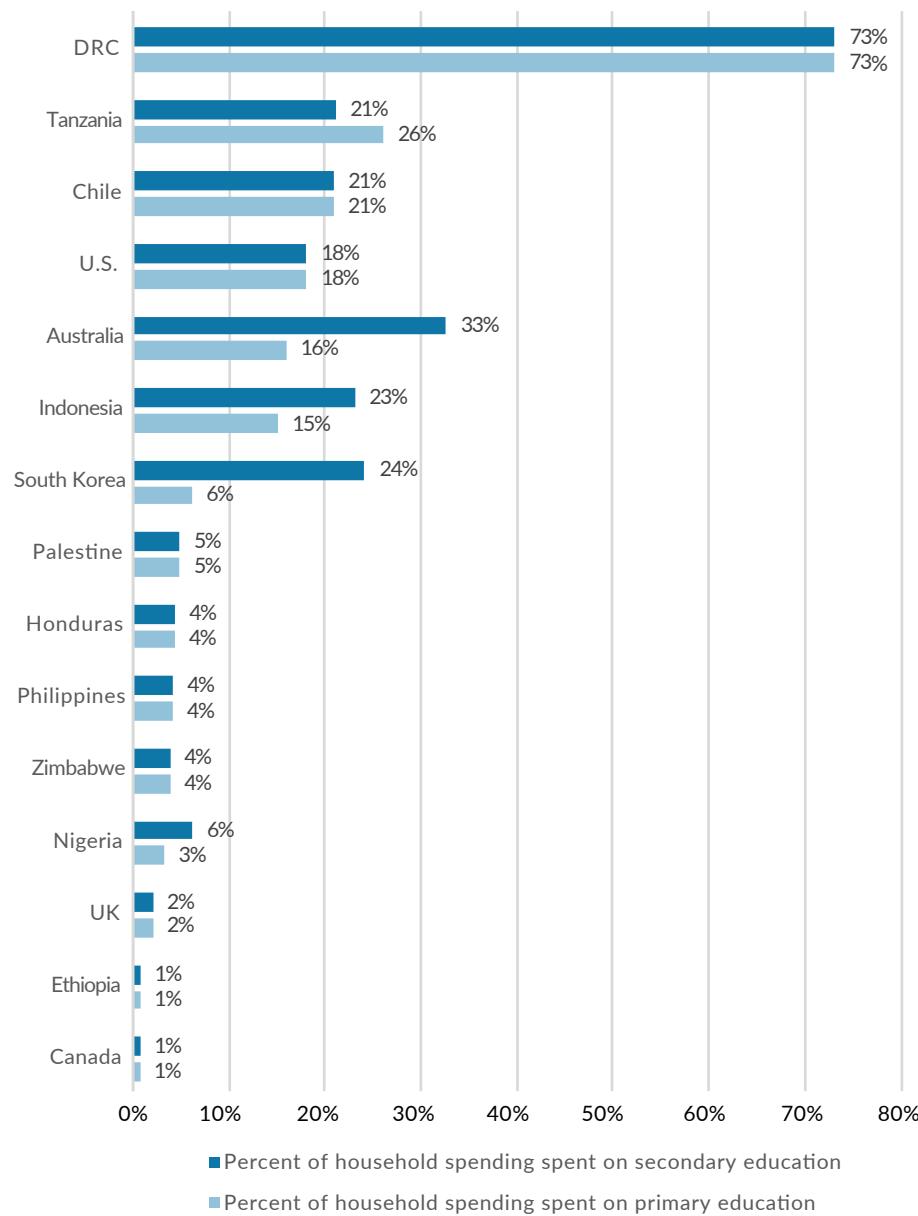
Percentage of the approved budget for education actually executed



Household spending on education

RTEI also seeks to identify out-of-pocket household expenses for education, including enrollment fees, textbooks, meals, uniforms, and other associated costs. Household spending often fills the gap in education financing when governments are unable or unwilling to do so. This is best exemplified in the DRC, which has the highest household spending on education of any country participating in RTEI 2016 and the lowest rates of government expenditure on education as a percent of GDP. Chile and Tanzania both struggle to meet international benchmarks on public expenditure per pupil as a percentage of GDP and expenditure on education as a percentage of GDP. Low public expenditure and higher household spending are prevalent in Chile and Tanzania, presenting gaps in equitable educational financing. Canada, the DRC, Ethiopia, Palestine, the Philippines, the U.S., and Zimbabwe lacked data disaggregated between primary and secondary education, using the same percentage of household spending for both education levels.

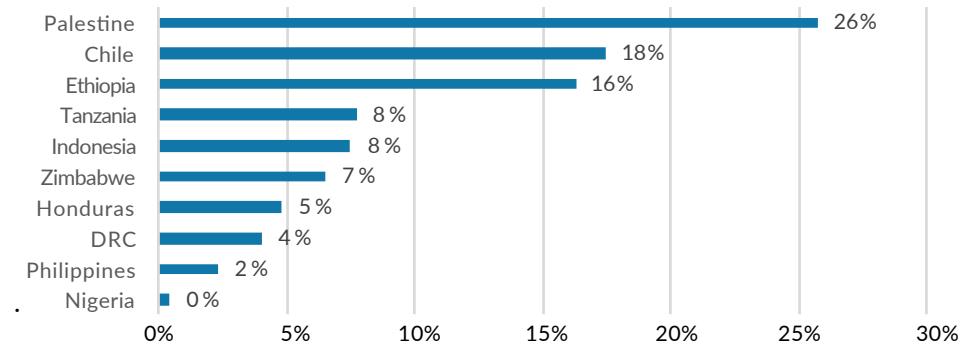
Household spending on education



Foreign resources

The obligation on governments to use maximum available resources to realize economic, social, and cultural rights, including the right to education, extends to international assistance and co-operation. RTEI monitors the extent to which national education budgets are comprised of foreign aid. Palestine had the highest percentage of their national budget coming from foreign aid given domestic taxation limitations. Nigeria is on the lower end, with less than 1 percent of their national education budgets reportedly sourced from foreign aid. However, RTEI 2016 reported that 40 percent of education expenses in Nigeria were financed by households (but only 6 percent of household spending went to education), indicating potential obstacles and difficulty in maintaining equitable educational financing and free primary education nationwide.

Percentage of national education budget comes from foreign aid sources (bilateral and multilateral)



Aid to education

International support to education is crucial to help fulfill the right to education. RTEI 2016 monitored the percent of GDP allocated to education foreign aid, with 0.7 percent of GNI⁷ set as the benchmark for all donor states (UN, 2006). Of that 0.7 percent, 20 percent should go to education (GCE, 2015), paralleling the expectation that governments allocate 20 percent of

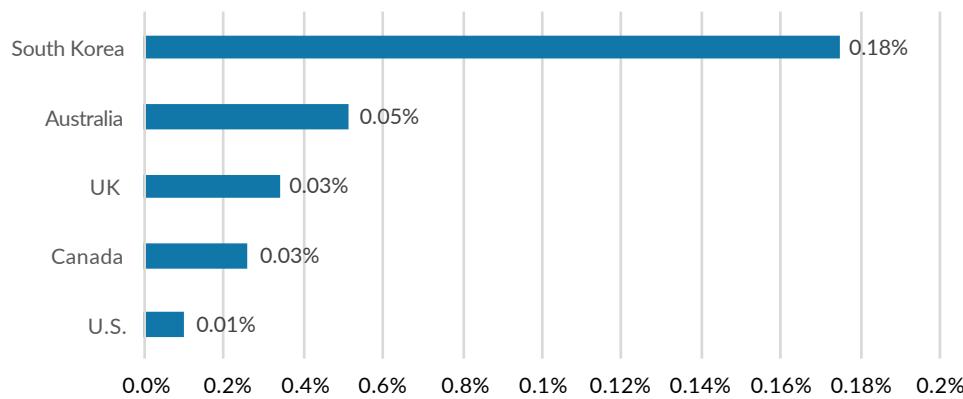
⁷ GDP serves as a proxy for GNI in RTEI 2016. GNI data will be collected in future rounds of RTEI.



national budgets to education. This creates a combined benchmark of 0.14 percent of the GDP allocated to education foreign aid. RTEI 2016 revealed that education foreign aid makes up less than 0.14 percent of GDP in all donor countries except South Korea.

Although RTEI monitors education aid as a proportion of GDP, Official Development Assistance (ODA) also indicates the level of aid that donor countries commit to education. The UK has the largest share of their ODA allocated to education, but Australia exceeds it in the percentage of GDP allocated specifically to education foreign aid.

Percentage of GDP allocated to foreign aid in relation to education



	Percent of GDP allocated to education foreign aid	Percent of ODA allocated to education (OECD, 2016b)
South Korea	0.18%	26%
Australia	0.05%	22%
UK	0.03%	35%
Canada	0.03%	25%
U.S.	0.01%	30%

CONCLUSION

Adequate resources, effectively allocated and executed, are essential to the right to education's full realization. RTEI 2016 reveals several education financing indicators that require urgent action to further progress towards the right to education, particularly at the SDG era's onset. RTEI 2016 data enables advocates and policymakers to move from a focus on more education aid to more targeted financing to support the right to education nationally.

Increase national education financing

RTEI 2016 shows that Australia, Canada, Chile, Ethiopia, Honduras, Indonesia, Nigeria, Palestine, South Korea, Tanzania, the UK, and the U.S. governments are successfully allocating 4 to 6 percent of their GDP to education.

Of countries where data was available, the DRC, Ethiopia, Honduras, Indonesia, Palestine, South Korea, the UK, the U.S., and Zimbabwe spent less than 50 percent of their national education budget on primary education expenses. Australia, Chile, the DRC, Indonesia, Tanzania, and the U.S. all reported over 10 percent of household spending on primary education.⁸

For governments to move closer to fulfilling the right to education, policies and practices must strive to meet international standards on financing the right to education. By doing so, governments can build stronger national budget frameworks that more successfully promote the right to education for all citizens.

Increase budget information transparency and availability

RTEI 2016 reveals significant gaps in data availability in national budgets. The most frequently unanswered question in RTEI 2016 financing indicators was the percentage of national education budgets allocated to teaching and learning materials (including teacher training).⁹ Other common data gaps were evident on education budget allocations towards secondary education, TVET, and capital development (infrastructure). These gaps indicate that

⁸ Australia and Chile were missing data on primary education budget allocations, but Tanzania reported over 50 percent national budget allocation to primary education.

⁹ Canada, Chile, Ethiopia, Indonesia, Nigeria, South Korea, and Tanzania governments did not collect this data.

governments should consider prioritizing data collection in under-reported areas. Specifically, Chilean and Nigerian governments could provide further education financing data, with less than 50 percent of RTEI indicators available. Without clear data, effective education planning, implementation, and oversight is not possible. Transparent education budgets improve planning and sector development, garner national and local buy-in, and establish clarity on education sector goals, accelerating progress towards the right to education.

Country	Missing data
Australia	Primary and secondary budget allocations
Canada	Primary and secondary budget allocations, teaching and learning materials budget allocations
Chile	Primary, secondary budget, TVET, teacher salary, teaching and learning materials, and capital development budget allocations, percent of budget executed
Ethiopia	Teaching and learning materials budget allocations
Honduras	Secondary budget allocations
Indonesia	Secondary, TVET, and tertiary education, teaching and learning materials, and capital development budget allocations
Nigeria	Public expenditure as a percentage of GDP, primary, secondary, TVET, tertiary education, teacher salary, teaching and learning materials and capital development budget allocations
South Korea	Teaching and learning materials and capital development budget allocations
Tanzania	Teacher salary, teaching and learning materials, and capital development budget allocations
UK	TVET budget allocations, percent of budget executed
U.S.	TVET budget allocations, percent of budget executed
Zimbabwe	Public expenditure as a percentage of GDP

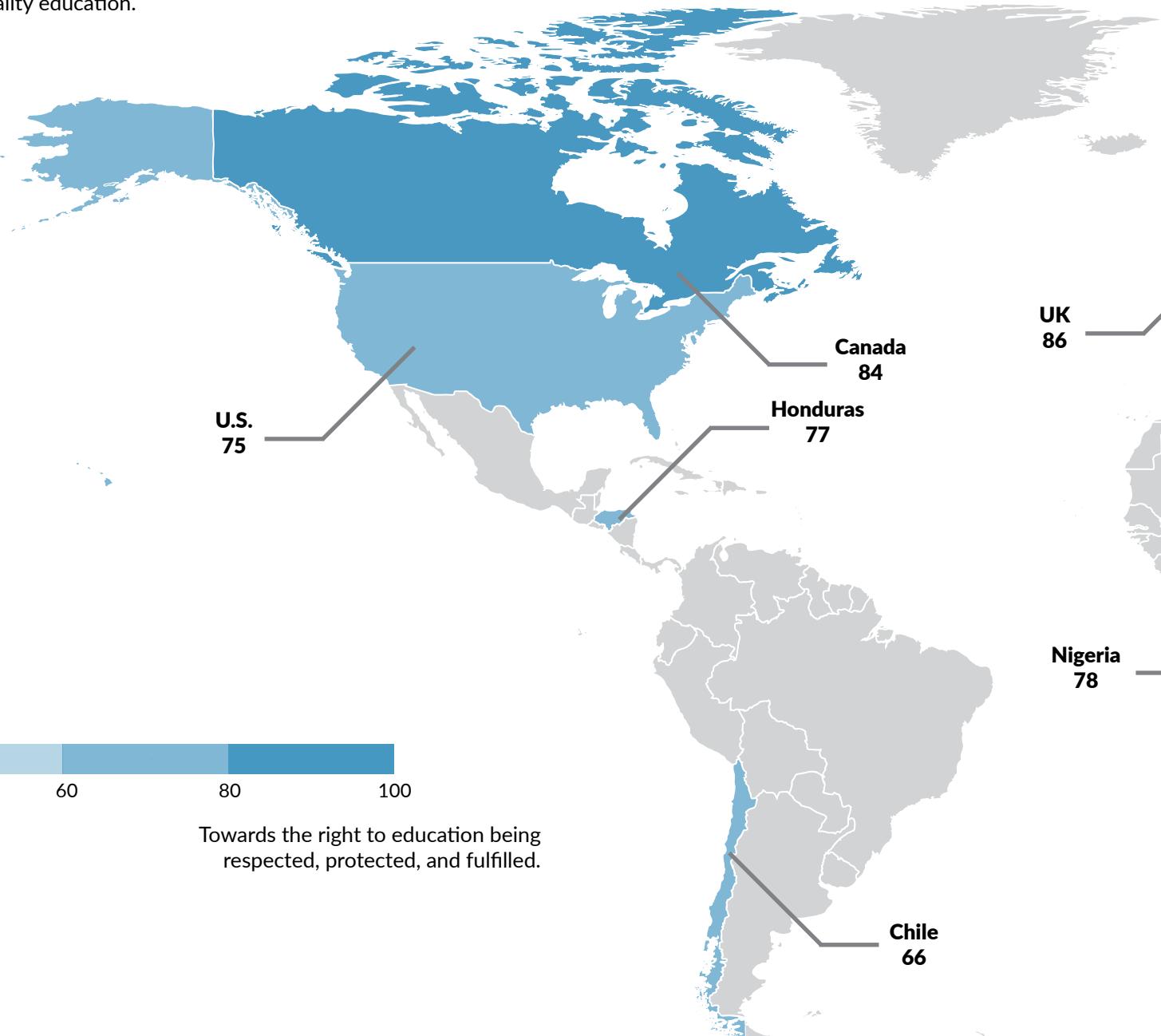
Increase education aid

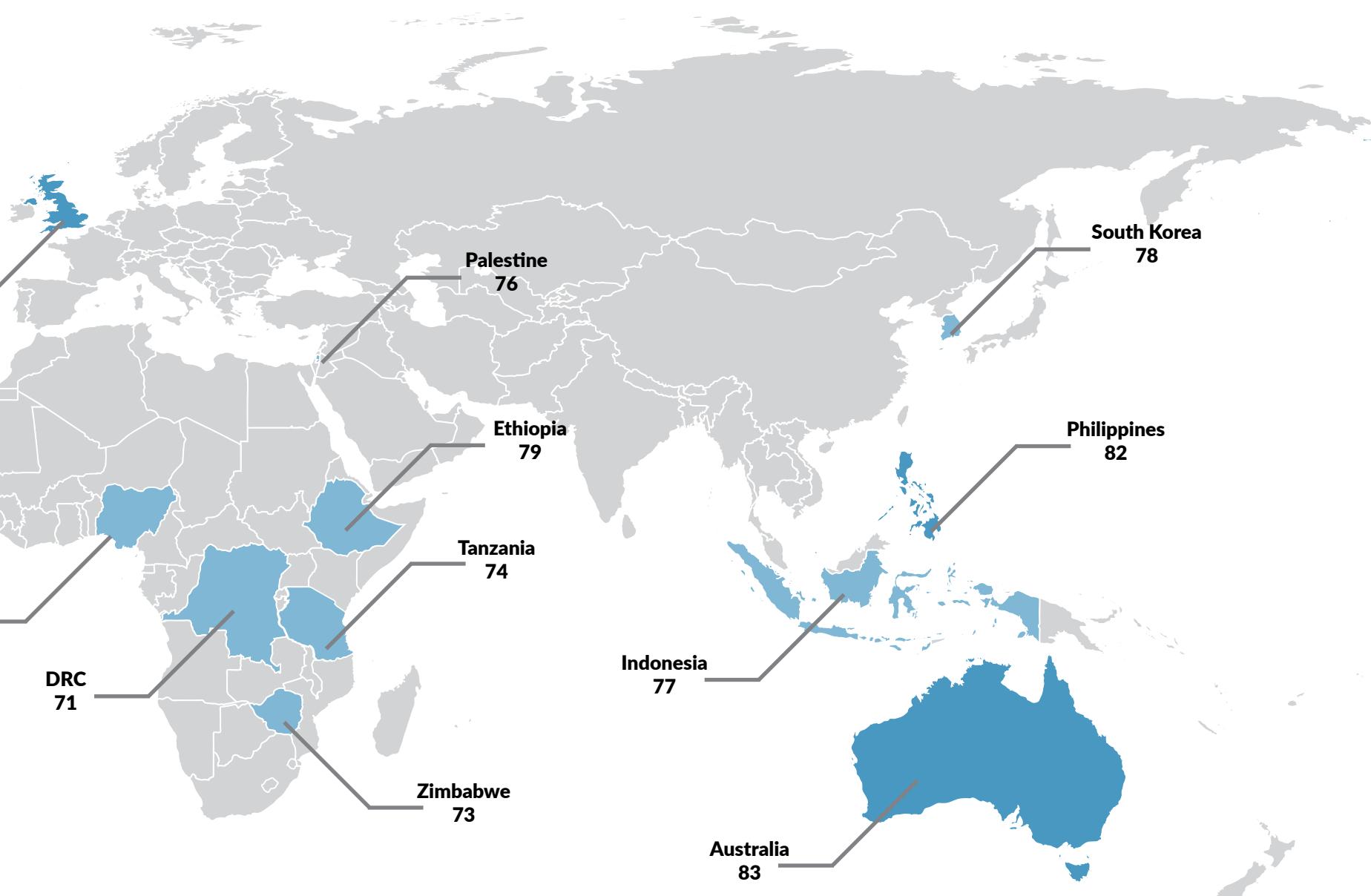
Donor countries reviewed by RTEI 2016 were mostly found to be allocating less than 0.14 percent of GDP to education foreign aid, except for South Korea. As a former recipient of development assistance, South Korea can serve as a model for other governments to appropriately allocate 0.14 percent of their GDP to education foreign aid. To “promote and encourage international cooperation in matters relating to education” (UN General Assembly, 1989, Article 28), donor countries can strengthen and expand funding focused specifically on the education sector. On the heels of major global commitments to education and development financing, including the SDGs, the Education 2030 Framework for Action, and the Addis Ababa Action Agenda, donor governments must radically increase their support to global education now if these goals are to be met. One significant opportunity to demonstrate this leadership is the forthcoming GPE pledging conference, the world’s premier multilateral partnership seeking to support education development across 89 countries. Not only does GPE’s current strategic plan enshrine the right to education as its first principle and fully align with SDG 4, but it supports developing country governments to meet several of the education financing standards monitored by RTEI, including the 20 percent allocation of national budgets to education (GPE, 2016). The Education Finance Commission has called for US\$2 billion to be channeled through GPE annually by 2020. GPE’s upcoming pledging conference offers the opportunity for donor governments to renew their dedication to education financing and make significant commitments to fulfilling the right to education.



RTEI 2016 RESULTS

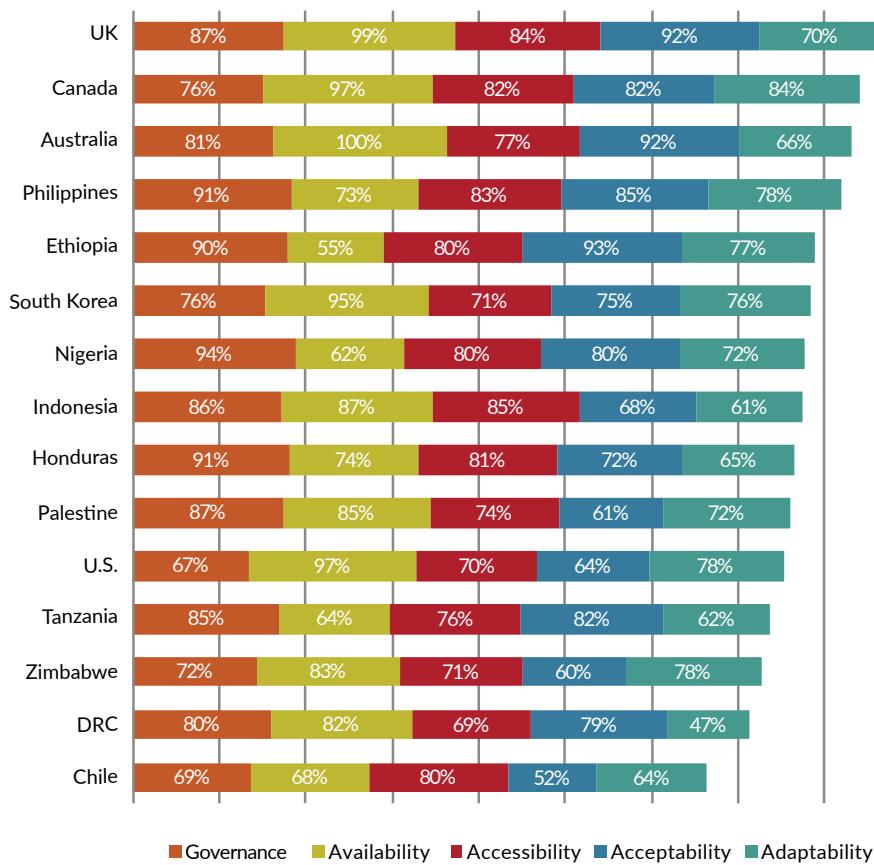
RTEI is a global accountability initiative that aims to ensure that all people, no matter where they live, enjoy their right to a quality education.





	 Index	 Governance	 Availability	 Accessibility	 Acceptability	 Adaptability
Australia	83	81	100	77	92	66
Canada	84	76	97	82	82	84
Chile	66	69	68	80	52	64
DRC	71	80	82	69	79	47
Ethiopia	79	90	55	80	93	77
Honduras	77	91	74	81	72	65
Indonesia	77	86	87	85	68	61
Nigeria	78	94	62	80	80	72
Palestine	76	87	85	74	61	72
Philippines	82	91	73	83	85	78
South Korea	78	76	95	71	75	76
Tanzania	74	85	64	76	82	62
UK	86	87	99	84	92	70
U.S.	75	67	97	70	64	78
Zimbabwe	73	72	83	71	60	78

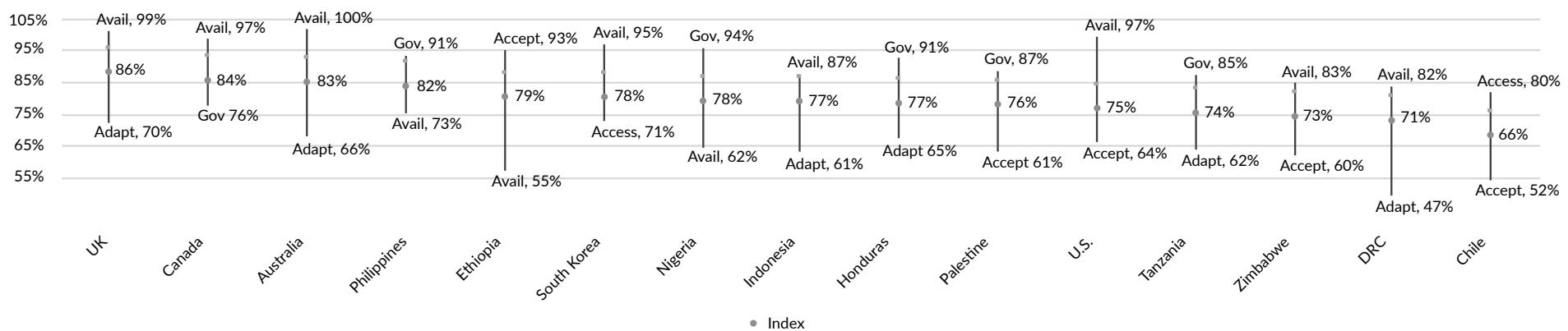
Index score composition by theme



The UK performed strongest in RTEI 2016, with an Index score of 86. Chile ranked lowest with a score of 66. Differences in country results were mostly driven by Availability, Acceptability, and Adaptability. Governance and Accessibility appear to be relative areas of strength across all countries. This broadly suggests weaknesses in schooling infrastructure, inadequacies in educational resources, such as teachers, textbooks, and classrooms, and struggles to adapt education to meet all learners' needs. These differences are explored more deeply throughout the report.

The greatest difference between strongest and weakest themes is found in Ethiopia (38 percent difference), Australia (34 percent difference), and the DRC (34 percent difference). Large gaps between the strongest and weakest theme help identify target areas for improvement.

High and low theme scores





GOVERNANCE

Governance is a strong theme in nine of the fifteen RTEI 2016 participating countries, with Australia, Ethiopia, Honduras, Indonesia, Nigeria, Palestine, the Philippines, Tanzania, and the UK each scoring above 80.

The International Framework subtheme includes all United Nations' treaties, International Labour Organization (ILO) Conventions, Geneva Conventions, and applicable regional conventions. The U.S. scores particularly low in the International Framework subtheme due to a dearth of international treaty ratifications. For instance, the U.S. is the only country in the world that has not ratified the Convention on the Rights of the Child (UN General Assembly, 1989).

The National Law subtheme includes education protections for: primary, secondary, vocational, tertiary, and private education; community-based schools, especially for children of minorities; and religious education. The U.S. scores low on the National Law subtheme due to the lack of a federal guarantee of the right to education and diverse protections at the state level. RTEI 2016 reviewed each state or province in decentralized systems like Australia, Canada, the UK, and the U.S. to collect information related to nationwide legal frameworks.

The lack of national laws protecting the right of minorities to establish their own schools, amongst other indicators, affects Chile's score. Chile and the U.S. both have low National Law scores, suggesting that laws protecting the right to education and the liberties of minorities and parents to establish schools need to be strengthened.

The Plan of Action subtheme includes indicators monitoring national plans to achieve free and compulsory education. The national education plans in Chile and Zimbabwe do not aim to achieve free and compulsory primary education, implying gaps in national strategies related to the right to education. This contrasts with other countries that have plans with targeted implementation dates for achieving free education.

Governance	International Framework	National Law	Plan of Action	Monitoring and Reporting	Financing	Data Availability
Australia	81	59	71	100	94	75
Canada	76	61	71	100	75	72
Chile	69	100	43	0	100	86
DRC	80	100	100	67	75	71
Ethiopia	90	90	86	100	100	81
Honduras	91	97	86	100	100	71
Indonesia	86	100	100	100	100	46
Nigeria	94	100	100	100	100	100
Palestine	87	88	71	100	100	77
Philippines	91	100	100	100	100	62
South Korea	76	75	71	67	100	74
Tanzania	85	86	71	100	100	73
UK	87	80	100	100	100	68
U.S.	67	18	43	100	100	69
Zimbabwe	72	86	86	33	81	75

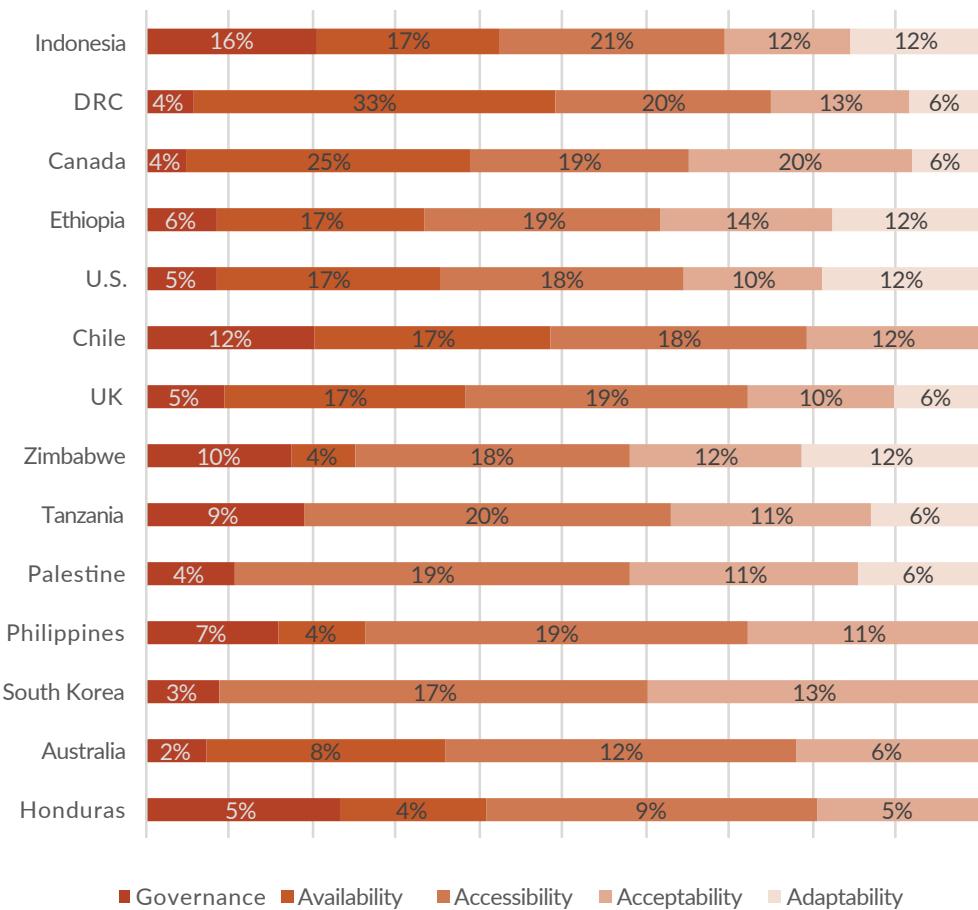
The Monitoring and Reporting subtheme captures the presence of minimum educational standards, a government body assigned to monitor such standards, and regular collection of disaggregated data. All countries scored high in Monitoring and Reporting, suggesting that most countries have robust monitoring systems in place although data availability was often lacking.

As discussed in detail above, Financing was a particularly weak area of Governance for all participating countries. This was partly due to data availability but also the failure to meet international standards pertaining to allocations and expenditure to support the right to education's fulfillment.

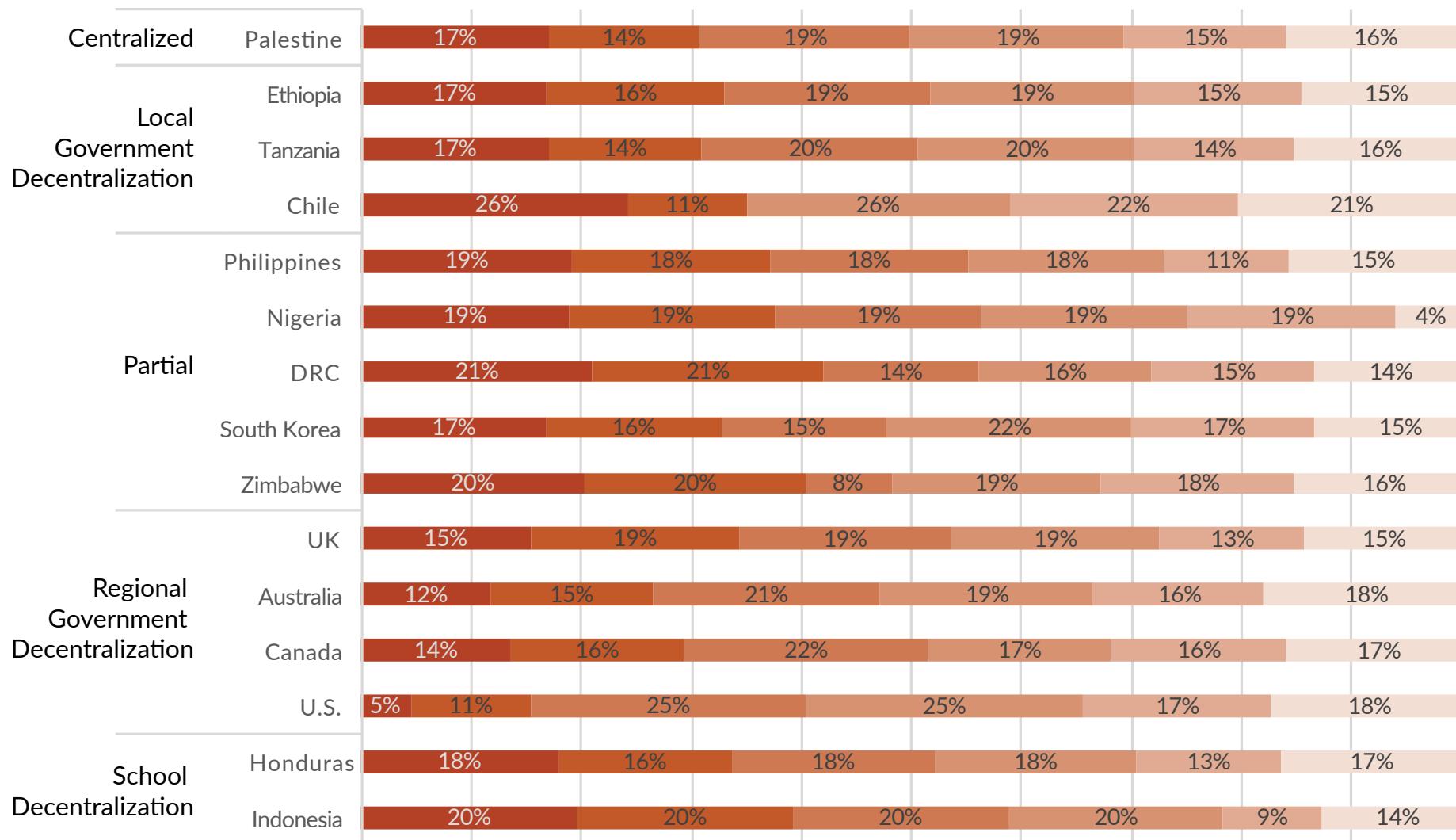
The DRC, South Korea, and the U.S. all had low frequencies of data coming from government sources, showing gaps in data collection related to right to education indicators. Data Availability scores showed that data in Adaptability and Governance were most readily available, although Availability and

Accessibility were often lacking. There were diverse reasons for disparity between Data Availability scores by country. For instance, Nigeria lacked data on Availability indicators (reported a 54 percent response rate), followed by DRC (67 percent), Canada (75 percent), and the U.S. (75 percent). These four countries, diverse in resource availability, lacked national systems tracking pupil-per-classroom ratios, pupil-per-toilet ratios, and pupil-per-trained teacher ratios. Without this information, governments cannot adequately monitor and ensure equitable access to education infrastructure nationwide.

Missing data by theme



Proportional Governance subtheme comparisons, by decentralized governance type



■ International Framework ■ National Law ■ Plan of Action ■ Monitoring and Reporting ■ Financing ■ Data Availability





AVAILABILITY

Availability presented a stark divide between countries in the Global South and Global North, with the five countries in the Global North scoring high across this theme. Availability monitors infrastructure and teaching capacity, including comparing national minimum standards from policy and legislation and actual practices. Countries with more financial resources and older, more established education systems are more likely to have low pupil-per-teacher ratios, more adequate sanitation, and greater access to textbooks. However, Canada, the DRC, Nigeria, and the UK do not have national standards about the number of textbooks and toilets that should be provided, indicating that resource availability is not the only obstacle to setting and meeting educational standards.

Availability is one of the weakest areas of the right to education in Chile, Ethiopia, Nigeria, the Philippines, and Tanzania, largely due to overcrowded classrooms reflected in low Classroom scores. The Classroom subtheme identifies minimum standards regarding pupils per classroom¹⁰ and compares them with actual numbers in classrooms. For example, on average the Philippines has over 75 students in a primary school classroom, well over the national 45 to 1 minimum standard of pupils per classroom. The pupils per classroom ratio in primary schools is just over 20 students in Australia, the UK, and the U.S., below all three countries' minimum national standards.

The Sanitation subtheme monitors minimum standards and actual practice regarding pupil-per-toilet ratios, the percentage of schools with toilets, and the percentage of schools with potable water. The majority of countries performed well in Sanitation, with a couple of exceptions. Honduras reported low percentages of schools with toilets and potable water (both 68 percent). The DRC and Nigeria had no comprehensive data regarding sanitation environments in their schools measured in RTEI 2016. Sanitation is particularly important to satisfy the right to education by ensuring a healthy school environment (Committee on the Rights of the Child, General Comment 4).

¹⁰ Pupil-per-classroom, pupil-per-toilet, pupil-per-trained teachers, and pupil-per-textbook ratios were benchmarked using national standards when available. International standards were applied to countries lacking national level standards.

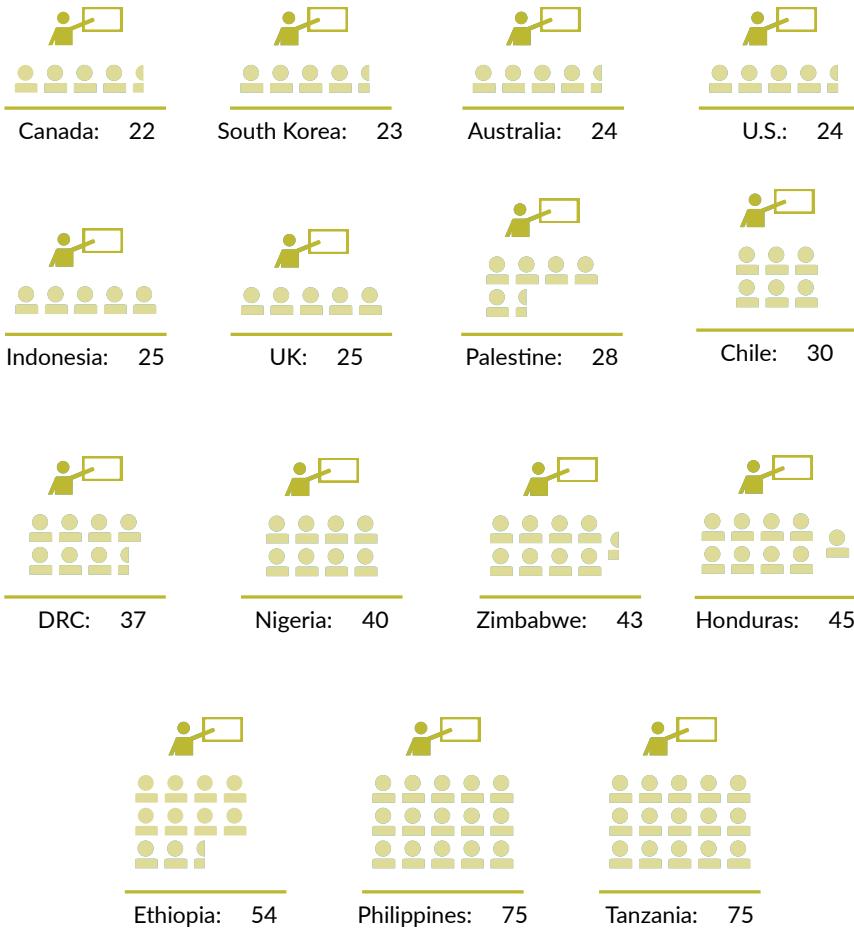
Availability		Classrooms	Sanitation	Teachers	Textbooks
Australia	100	100	100	100	100
Canada	97	92	100	100	No data
Chile	68	72	96	83	21
DRC	82	82	No data	82	No data
Ethiopia	55	47	75	67	31
Honduras	74	56	66	74	100
Indonesia	87	83	100	66	100
Nigeria	62	70	No data	55	No data
Palestine	85	90	88	63	100
Philippines	73	31	77	86	100
South Korea	95	81	98	100	100
Tanzania	64	58	74	77	45
UK	99	100	100	98	No data
U.S.	97	97	94	99	100
Zimbabwe	83	56	94	81	100

The Teachers subtheme looks at the percentage of teachers appropriately trained,¹¹ pupil-per-trained-teacher ratios, and teacher salaries. RTEI reveals that less than half of teachers in Indonesia and Palestine are trained to national standards. Nigeria had low scores for all teaching indicators, including low percentages of teachers trained and high pupil-per-trained teacher ratios. Teachers trained per a national teacher training curriculum that includes respect for human rights, diverse cultures, and the natural environment and children's individual development, amongst other indicators under the Acceptability theme discussed below, are necessary to satisfy the right to education for all students and avoid regional, economic, or other forms of discrimination.

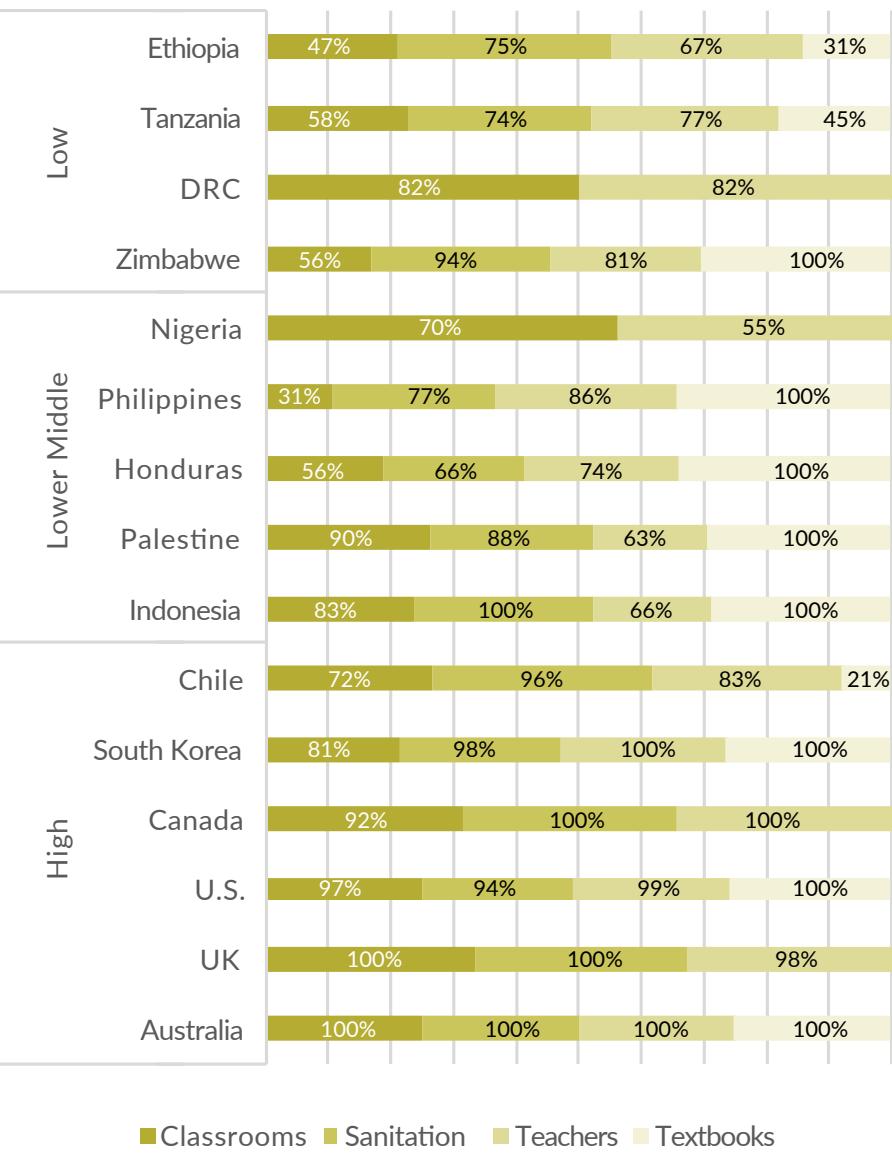
¹¹ "Appropriately trained" includes teachers that have successfully completed the prescribed standard training as outlined by the government.

The Textbooks subtheme measures the availability of textbooks against minimum standards. Chile, Ethiopia, and Tanzania are struggling with low pupil-per-textbook ratios, with roughly four pupils sharing one textbook in each country. Canada, the DRC, Nigeria, and the UK do not produce data regarding pupil-per-textbook ratios, making further evaluation of textbook availability uncertain.

Primary school pupil-per-trained teacher ratios



Availability subtheme scores by World Bank income category





ACCESSIBILITY

Accessibility monitors national laws regarding free education, educational discrimination, the cost of education, and enrollment and completion rates at the primary and secondary levels.

Free Education reviews national laws that protect education from fees and examines household spending on primary, secondary, vocational, and tertiary education. It also includes the provision of basic education for adults who did not complete primary education. Canada (0.6 percent), Ethiopia (0.7 percent), and the UK (2 percent) report the lowest levels of household spending on primary and secondary education. Chile (21 percent), the DRC (73 percent), and Tanzania (26 percent) had the highest reported household spending on primary education, signifying large socio-economic obstacles to free and compulsory primary education.

Discrimination assesses whether laws prohibit discrimination based on various socio-demographic categories and protect access to education for disenfranchised groups like pregnant girls, migrants, and refugees. Discriminatory practices against pregnant girls and young mothers can be found in the DRC, Indonesia, Nigeria, and Tanzania. In Palestine and Zimbabwe, researchers found no evidence that the state expelled pregnant girls, but there was no legislation reportedly protecting girls from discrimination in this way. In all six countries, girls who become pregnant can be expelled from school and young mothers not allowed to re-enter, in contradiction to explicit guidance on non-discrimination related to pregnancy from the Committee on the Rights of the Child (General Comment 15). In Tanzania, the practice of expelling a girl for pregnancy is “nearly universally practiced” while it is “regularly practiced” in Chile, the DRC, Nigeria, and South Korea, despite laws in Chile and South Korea preventing such expulsions.

The Participation subtheme captures gross enrollment, net enrollment, and completion rates. Overall, gross and net primary school enrollment rates are high in all countries in RTEI 2016.¹²

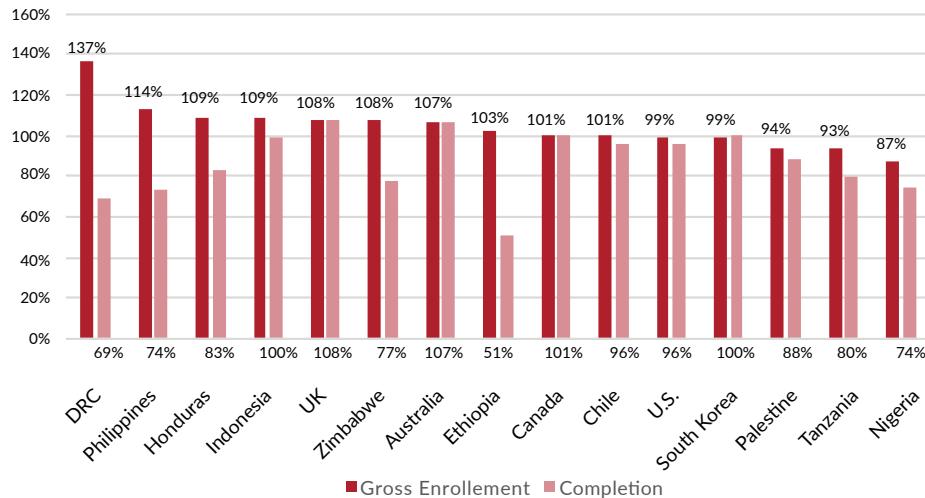
¹² Researchers disaggregated Participation data in this subtheme to include indicators measuring outcomes by gender, regional disparity, income, and regarding people with disabilities. Disaggregated data was inconsistently available but is analyzed in relevant cross-cutting themes.

Accessibility	Free Education	Discrimination	Participation
Australia 77	74	79	77
Canada 82	83	79	83
Chile 80	68	96	76
DRC 69	46	91	70
Ethiopia 80	83	100	56
Honduras 81	78	100	64
Indonesia 85	73	88	94
Nigeria 80	82	91	67
Palestine 74	65	89	68
Philippines 83	82	98	69
South Korea 71	78	54	81
Tanzania 76	76	89	63
UK 84	83	79	89
U.S. 70	72	46	92
Zimbabwe 71	61	84	68

Primary school completion rates range from 51 percent in Ethiopia to 100 percent in Indonesia. Similarly, secondary education completion rates range from 28 percent in Tanzania to 99 percent in Indonesia. Between primary and secondary education, there are over 20 percent drops in gross enrollment in the DRC, Ethiopia, Honduras, Nigeria, Palestine, Tanzania, and Zimbabwe. Net enrollment rates drop more than 20 percent from primary to secondary school in Ethiopia, Honduras, Nigeria, Palestine, the Philippines, Tanzania, and Zimbabwe. The DRC, Honduras, Palestine, and Tanzania also have greater than 20 percent decreases in completion rates between primary and secondary school. The decrease in enrollment and completion rates between primary and secondary school across several countries in the Global South reveals significant difficulties in ensuring the right to education beyond primary school. Dropout between primary and secondary education,

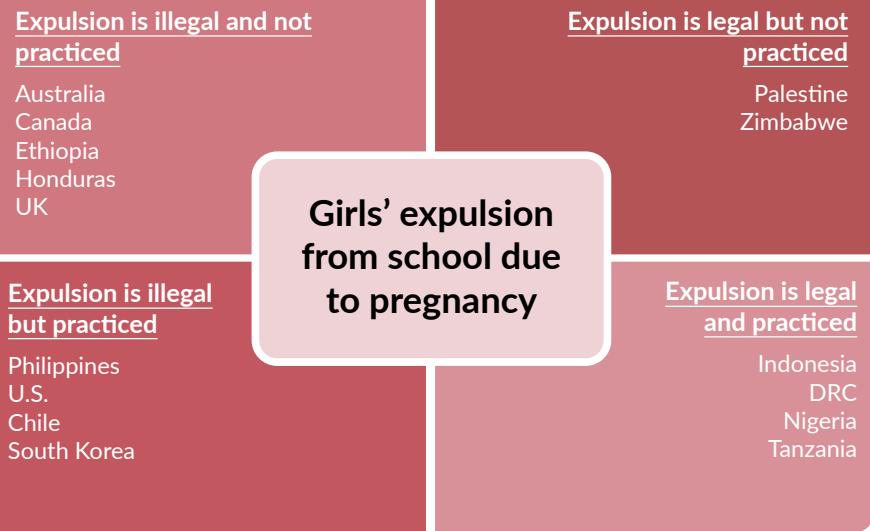
particularly amongst girls, is prevalent in under-resourced education systems and limits governments' abilities to satisfy the right to education for all.

Primary school gross enrollment and completion rates



Gross enrollment data is less commonly available for technical and vocational education (TVET) in most countries. Australia, Canada, Honduras, Indonesia, the Philippines, and South Korea are the only countries to report TVET completion rates, which range from 21 percent in South Korea to 97 percent in Indonesia. Not only must TVET be available (UN General Assembly, 1966, Article 13), but data about TVET must be collected to verify that governments are progressively realizing the right to education.

Tertiary education gross enrollment rates vary substantially across countries, with the highest gross enrollment reported in South Korea at 95 percent and the lowest in Zimbabwe at 6 percent. Tertiary completion rates range from 11 percent in Honduras to 99 percent reported in Indonesia. Functional and accessible higher education is enshrined in the International Covenant on Economic, Social and Cultural Rights (ICESCR) (UN General Assembly, 1966, Article 13) and promotes personal, local, national, and regional development.





ACCEPTABILITY

Acceptability varies widely across RTEI 2016. The theme includes indicators about the Aims of Education, the Learning Environment's quality and safety, and Learning Outcomes per national assessments.

The Aims of Education subtheme inquires about the goals of education as laid out by the Convention on the Rights of the Child. This subtheme reviews national law, policy, curriculum, and teacher training content to check that the aims of education include the full development of: the child's personality, talents, and mental and physical abilities; respect for human rights and fundamental freedoms; 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; the child's responsibilities in a free society, including understanding, peace, tolerance, equality, and friendship among all persons and groups; and respect for the natural environment. Aims of education are also monitored by textbook alignment with national curriculum guidelines; the inclusion of children in school decision-making; and a national curriculum that includes health and well-being, human rights, and the arts.

Education systems of countries participating in RTEI 2016 demonstrate a high level of alignment with these aims. Results showed that the content of teacher training in Chile and South Korea excluded the aims of education outlined by the international right to education framework. National law in Zimbabwe similarly lacked policies regarding the aims of education.

Quality and safe learning environments are necessary for the full satisfaction of the right to education. The Learning Environment subtheme monitors national legal protections, violence in schools, and the use of corporal punishment. The practice and legality of corporal punishment strongly influences the Learning Environment subtheme scores. In the U.S. and Zimbabwe, corporal punishment is legal, in contradiction to the Convention on the Rights of the Child, which the U.S. has not ratified. Only Australia, Canada, and the UK are reportedly free from corporal punishment in practice, with all other countries, regardless of legal status, reporting that corporal punishment occurs either regularly or rarely, at best. Corporal punishment

Acceptability	Aims of Education	Learning Environment	Learning Outcomes
Australia 92	95	83	98
Canada 82	95	92	59
Chile 52	68	67	20
DRC 79	95	50	93
Ethiopia 93	100	83	96
Honduras 72	100	75	43
Indonesia 68	95	50	60
Nigeria 80	95	58	86
Palestine 61	95	58	31
Philippines 85	95	75	85
South Korea 75	47	83	94
Tanzania 82	95	67	85
UK 92	95	92	90
U.S. 64	91	58	43
Zimbabwe 60	68	25	86

deters students from staying in school and creates unsafe learning environments in which violence is normalized, negatively affecting the right to education's satisfaction.

Average protections from violence in schools¹³

Canada, 89%	UK, 89%	Australia, 78%
Ethiopia, 77%	Philippines, 66%	Chile, 55%
South Korea, 77%	Tanzania, 55%	Palestine, 44% U.S., 44%
Honduras, 66%	Nigeria, 44%	DRC, 33% Indonesia, 33%

The Learning Outcomes subtheme uses national assessments and exams to evaluate the achievement of the eight curriculum foci described above.¹⁴ In addition to pass rates and parity scores on national assessments, Learning Outcomes also assesses youth and adult literacy rates. Data about learning outcomes on national assessments is limited, with less than 70 percent of countries reporting outcome data on overall assessments, reading, and math assessments.

Youth and adult literacy rates are more readily available and often draw on international data sources. Youth and adult literacy rates are over 70 percent in all countries except Nigeria, where only 48 percent of the youth and 47 percent of adults are reportedly literate. Chile and the DRC also report adult literacy rates less than 80 percent. Youth and adult literacy rates can serve as a proxy to evaluate learning outcomes from formal education and the long-term impact of dropout rates. For instance, the gap between primary and secondary education completion in the DRC correlate with the country's low adult literacy rates and should be explored by civil society advocates and policymakers.

¹³ This table consists of average coded responses to the following questions:
 4.2.1: Has the national government adopted specific measure to protect children from violence and abuse in school?
 4.2.2 In practice, are children in schools free from violence and abuse?
 4.2.3: Do national laws prohibit corporal punishment?
 4.2.4: Does corporal punishment occur in practice?

¹⁴ In the absence of a universal metric of student learning outcomes and given its focus on national standards, RTEI uses national assessments and examinations as the foundation for the Learning Outcomes subtheme. The composition of Learning Outcomes best enables it to track changes in learning outcomes in a country over time as requirements for passing national assessments can vary across countries. It is anticipated that the metrics of this subtheme will change as global learning metrics continue to develop.



ADAPTABILITY

Overall low Adaptability scores suggest that countries are struggling to adapt education to meet the needs of their diverse student populations. The theme includes indicators that monitor the satisfaction of the right to education for Children with Disabilities, Children of Minorities, and Out-of-school Children. It also includes indicators related to Out-of-school Education.

The Children with Disabilities subtheme focuses on national law and practical accommodations. Analyses of teacher training reveal that few countries have specialized national teacher training related to children with disabilities, creating a knowledge gap for teachers working in inclusive schools or with students with disabilities. All participating countries in RTEI 2016 have national laws recognizing the right to education for children with disabilities, but only Australia, Canada, and the U.S. report that reasonable accommodations for children with disabilities are made in all mainstream schools.

The Children of Minorities subtheme assesses mobile education for nomadic populations and mother tongue language of instruction. Results vary greatly between countries in RTEI 2016. Nomadic populations in Canada, Chile, the DRC, Tanzania, and the UK lack mobile schools completely, and Ethiopia, Indonesia, and Nigeria reportedly have few mobile schools available for these populations. Nomadic populations may fall through the gap in these countries' education systems, in contradiction to the UN Committee on the Rights of the Child (2005). Mother tongue language of instruction, identified as a key component to educational success for children of minorities, is legally required in Canada, Chile, Ethiopia, Honduras, Indonesia, Nigeria, Palestine, the Philippines, and Zimbabwe. However, in practice, countries often fail to meet their legal obligations, such as in Chile where 40 percent of students in primary school are taught in a language other than their mother tongue.

The Out-of-School Education subtheme includes indicators about migrant, refugee, internally displaced peoples, and imprisoned people's education. Like Children of Minorities, the Out-of-School Education subtheme varies extensively between countries. The DRC is the only country reporting a

Adaptability		Children with Disabilities	Sanitation	Out-of-School Education	Out-of-School Children
Australia	66	67	45	67	84
Canada	84	100	68	100	69
Chile	64	45	75	50	85
DRC	47	67	9	25	89
Ethiopia	77	67	67	83	90
Honduras	65	66	98	17	80
Indonesia	61	67	67	44	67
Nigeria	72	67	75	50	96
Palestine	72	67	100	50	73
Philippines	78	56	100	66	88
South Korea	76	55	66	83	100
Tanzania	62	67	28	75	78
UK	70	83	40	55	100
U.S.	78	100	57	89	65
Zimbabwe	78	67	100	50	96

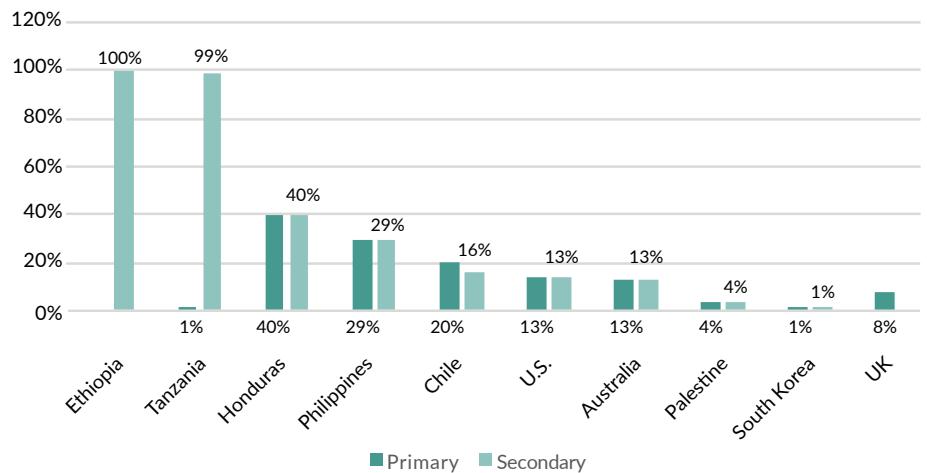
complete lack of government-provided primary education in refugee camps and is one of two countries, including Palestine, that lack education in prisons. Canada is the only country that fully protects out-of-school education as monitored by RTEI.

The Out-of-School Children subtheme identifies potential obstacles to children accessing and completing education, exploring topics such as early marriage, child labor and employment under age 15, and military recruitment under age sixteen. Only 8 of the 15 countries represented in RTEI 2016 prohibit early marriage by law. These include Australia, the DRC, Ethiopia, Nigeria, the Philippines, South Korea, the UK, and Zimbabwe. RTEI reveals that in practice, over 30 percent of women are married under age 18 in the DRC, Palestine, Tanzania, and Zimbabwe. Early marriage is a leading

cause of female dropout rates, especially when transitioning from primary to secondary schools.

All countries in RTEI 2016 have some measures to combat child labor and almost all have legal minimum employment ages over 15, except Australia, Canada, and the U.S. In the DRC, Ethiopia, Nigeria, and Tanzania over 20 percent of children under age 15 are in the workforce. Children who are in the workforce, whether formally or informally, may not be able to attend school, or attend irregularly.

Percentage of children not taught in their mother tongue



**Are reasonable accommodation
measures available for children with
disabilities in mainstream schools?**

Yes, in Australia, Canada, and the U.S.

Yes, they are generally available in Chile, the DRC, Ethiopia, Honduras, Indonesia, Nigeria, Palestine, Tanzania, and Zimbabwe.

Yes, but they are rare or uncommon in the Philippines, South Korea, and the UK.

Is education available in prison?

Yes, in Australia, Chile, Canada, Tanzania, and the U.S.

Yes, it is generally available in Ethiopia, South Korea, the UK, and Zimbabwe.

Yes, but it is rare or uncommon in Honduras, Indonesia, Nigeria, and the Philippines.

No, in the DRC.

Is primary education available in retention center/camps for migrant, refugee, and internally displaced children?

Yes, it is universally available in Canada, Palestine, and Tanzania.

Yes, it is generally available in Australia, Ethiopia, Nigeria, the Philippines and the U.S.

Yes, but it is rare or uncommon in Zimbabwe.

No, in the DRC.

CROSS-CUTTING THEME: SDG 4

RTEI's Sustainable Development Goal 4 (SDG 4) cross-cutting theme assists in monitoring the SDG on quality education. The SDG 4 cross-cutting theme uniquely assesses, among other things, learning outcomes, enrollment rates, discriminatory practices, education beyond K-12 (pre-primary, primary, and secondary), sustainability, safe learning environments, and teacher qualifications. This cross-cutting theme helps to ensure that governments meet SDG 4 targets while being mindful of their responsibility to the full satisfaction of the right to education. RTEI does not monitor all aspects of SDG 4 but supports a complementary rights-based analysis to SDG implementation efforts.

The SDG 4 cross-cutting theme contains indicators pertaining to the following targets to be achieved by 2030:

- 4.1 Free and equitable: The free and equitable target aims to “ensure that all girls and boys complete free, equitable, and quality primary and secondary education.”
- 4.3 Beyond K-12: Beyond K-12, which RTEI 2016 analyzes with SDG 4.6 Adult literacy and lifelong learning indicators aims to “ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university” and “that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy”
- 4.5 Inequality and inaccessibility: The inequality and inaccessibility target aims to “eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, Indigenous peoples and children in vulnerable situations.”
- 4.7 Sustainability: The sustainability target aims to “ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

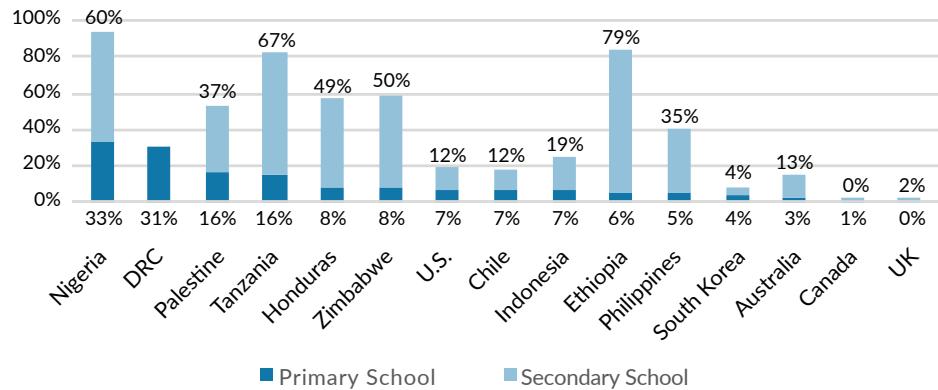
- 4.a Safe learning environment: The safe learning environment target aims to “build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.”
- 4.c Qualified teachers: The qualified teacher target aims to “substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states” (adapted from UN, 2017).

RTEI 2016 illustrates where countries can focus their efforts to satisfy SDG 4.

Free and equitable

All countries have national laws providing free and compulsory education, although Zimbabwe laws provide for either free or compulsory education, but not both. In addition, the U.S. and Zimbabwe have low learning outcome scores on national assessments, which could be one avenue that advocates and policymakers explore in those countries to more satisfactorily ensure the right to education. RTEI monitors the Free and Equitable target of SDG4 with 58 unique indicators derived largely from the Accessibility and Acceptability themes.

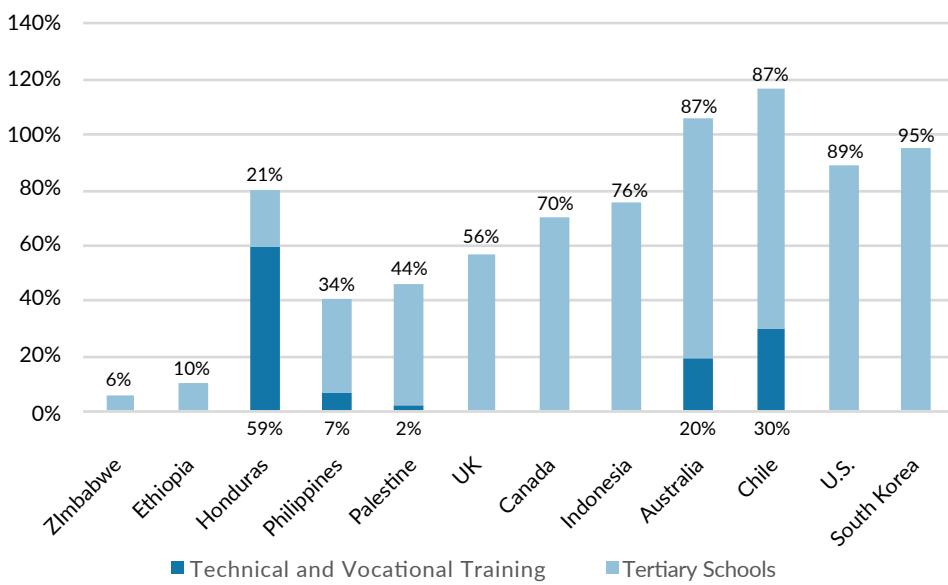
Out-of-school rates



Beyond K-12

Tertiary and TVET enrollments are not available in all RTEI 2016 countries but, where existing, signify great diversity in the availability and accessibility of education beyond K-12. South Korea, which has a well-developed lifelong learning policy, has the highest score on Beyond K-12 indicators, while Ethiopia and Zimbabwe scored less than 20 percent with little data available. Ethiopia scores high on this cross-cutting theme but is missing all literacy rates, although it guarantees publicly provided adult education for those who did not complete primary education. Nigeria's score is more telling, with full data of less than 50 percent literacy rates for youth and adults. The UK has over 99 percent youth and adult literacy rates and guarantees access to basic adult education.

Vocational and tertiary education gross enrollment rates

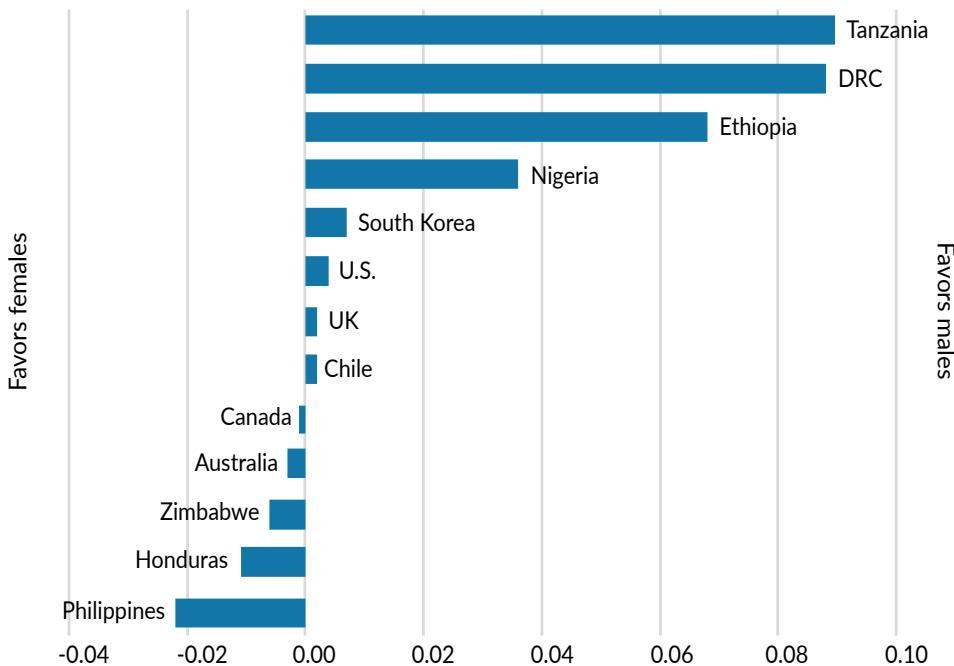


Inequality and inaccessibility

RTEI indicators that monitor SDG 4.5 include net primary and secondary school enrollments and parities, mother tongue instruction, and public expenditure per pupil. The chart below shows countries which have primary school enrollment rates that favor female students (Australia, Canada,

Honduras, the Philippines, and Zimbabwe) and those that have higher male student enrollments (Chile, the DRC, Ethiopia, South Korea, Tanzania, the UK, and the U.S.). The highest inequalities favor male students and are found in the DRC, Ethiopia, Nigeria, and Tanzania.

Net primary school enrollment gender parity



Sustainability

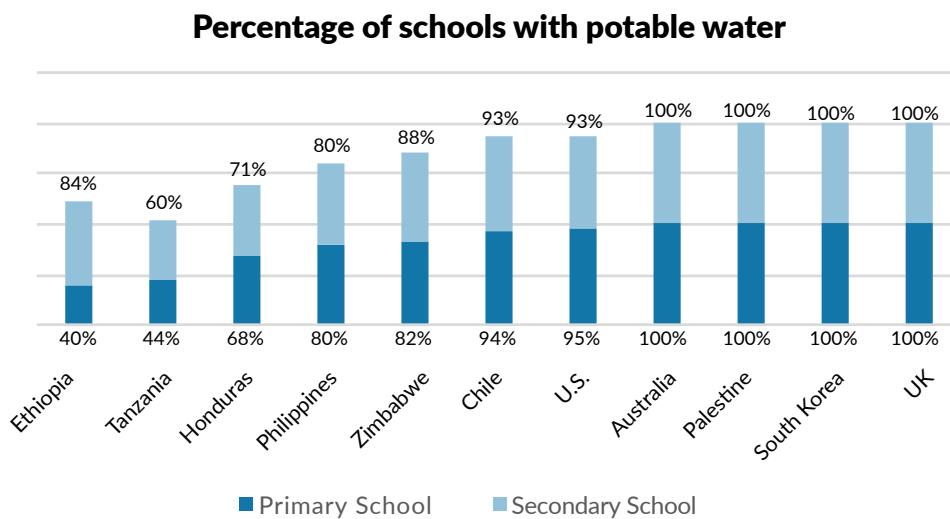
Sustainability indicators in RTEI focus on whether national assessments or curriculum include the following aims of education:

- The development of respect for human rights and fundamental freedoms.
- The development of respect for the child's parents, cultural identity, language, and values, as well as respect for the values of the child's country and other civilizations.
- The development of the child's responsibilities in a free society, including understanding, peace, tolerance, equality, and friendship among all persons and groups.
- The development of respect for the natural environment.

Australia, Ethiopia, Nigeria, the Philippines, Tanzania, and the UK all reported satisfactory inclusion of these aspects in curriculum and assessments. Chile, Honduras, and Palestine do not have national assessments that include the aims of education monitored in RTEI. The U.S. does not have a national assessment with these aims, although decentralized systems may include them.

Safe learning environments

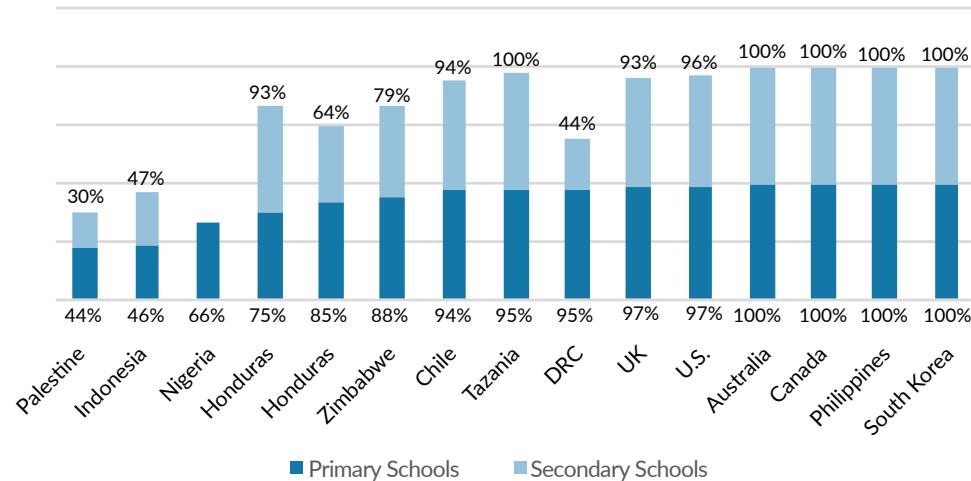
Safe learning environments are crucial to the satisfaction of the right to education and as indicators towards the SDG 4.a target. Although Canada lacks data regarding the percentage of primary and secondary schools with potable water, RTEI 2016 reports reasonable accommodations for people with disabilities in mainstream schools and the absence of corporal punishment nationwide. Conversely, Chile reports high percentages of schools with potable water but very few accommodations for people with disabilities and a high frequency of corporal punishment.



Qualified teachers

Qualified teachers are also key to the right to education's satisfaction and SDG 4's fulfillment. The Philippines reports 100 percent of adequately trained teachers in primary and secondary schools (along with Australia, Canada, and South Korea) and equivalent teacher salaries relative to the national mean salary. Nigeria, on the other hand, has large class sizes, unavailable data about teacher pay, and only 66 percent of teachers adequately trained in primary schools.

Percentage of teachers appropriately trained



CROSS-CUTTING THEME: DIRECT AND INDIRECT COSTS

Direct and Indirect Costs captures the household and potential costs that may keep children from attending school. This includes the household costs of education and alternatives to education, such as early marriage, child labor, or child recruitment by armed forces or armed groups. All RTEI 2016 countries score below 85 on this cross-cutting theme, indicating high costs of education and the lack of safeguards protecting children.

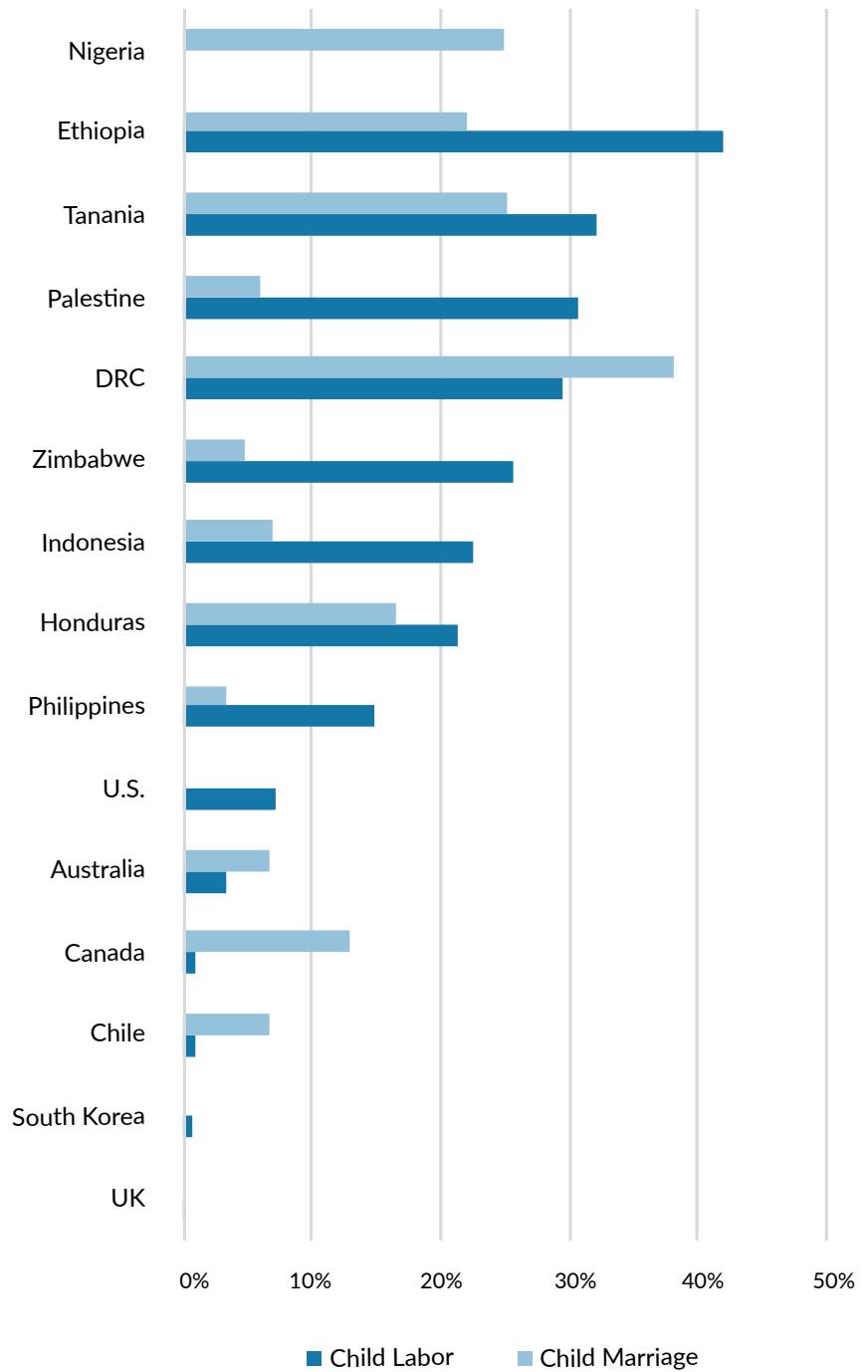
South Korea has the highest score on overall direct and indirect costs, signifying low household spending and low risks of child marriage, labor, and soldiering. The DRC on the other hand demonstrates high levels of household spending on education and high instances of child marriage and labor.

RTEI reveals that households in the DRC spend more of their resources on education than those in the other RTEI 2016 countries. Less than 5 percent of household spending in Canada, Ethiopia, Honduras, Nigeria, Palestine, the Philippines, South Korea, the UK, and Zimbabwe goes to primary education, whereas households in the DRC are reporting spending 73 percent of total household spending on education.

Early marriage is a leading reason young women drop out of school or do not transition to secondary education. In Palestine and Tanzania, over 30 percent of women are married before age 18. On the other hand, in Canada, Chile, South Korea, and the UK less than 1 percent of girls are married before age 18.

Child labor under age 15 is legal in Australia, Canada, and the U.S., although all three countries have strict regulations on the hours and types of labor in which children can participate. The remaining 12 countries participating in RTEI 2016 have laws against child labor below age 15. Nigeria has the highest incidence of child labor, with nearly 40 percent of children under age 15 in the labor force. In the U.S. and South Korea, 25 percent of children under 15 are in the labor force.

Child marriage and child labor rates





AUSTRALIA: 83

 Governance	81	 Availability	100	 Accessibility	77	 Acceptability	92	 Adaptability	66
International Framework	59	Classrooms	100	Free Education	74	Aims of Education	95	Children with Disabilities	67
National Law	71	Sanitation	100	Discrimination	79	Learning Environment	83	Children of Minorities	45
Plan of Action	100	Teachers	100	Participation	77	Learning Outcomes	98	Out-of-School Education	67
Monitoring and Reporting	94	Textbooks	100					Out-of-School Children	84
Financing	75								
Data Availability	89								

Australia scored 83 in RTEI 2016. It scored high in **Availability**, but **Adaptability** indicators present national challenges, with indications of considerable deficits concerning education indicators about **Children of Minorities**. The **International Framework** is also a RTEI subtheme needing attention. Cross-cutting themes further revealed that **Beyond K-12** education was an additional focus area to explore in Australia. More attention also needs to be paid to **Discriminatory Environment for Indigenous and Minority Populations**.

Cross-cutting Themes		
Children with Disabilities	Overall state of education for children with disabilities	76
Girls' Education	Overall state of girls' education	95
Indigenous and Minority Populations	Discriminatory environment	46
Monitoring and Accountability	Alignment of education aims Content of education Strength of monitoring and accountability	100 88 79
National Normative Framework		80
Direct and Indirect Costs	Legal restrictions Practice environment	75 74
Private Education	Status of private education	80
Regional Disparities		94
SDG 4	4.1 Free and equitable 4.3 Beyond K-12 Overall	67 53 82
Teachers	Effect of teaching Content of teacher training Overall teaching framework	100 100 87

Indigenous and minority populations

RTEI findings indicate that Indigenous and minority populations face a discriminatory environment in education in Australia. Indigenous affairs in Australia have a deep colonial legacy. In 2008, the federal government apologized for the past practice of forced removal of Indigenous children from their families that occurred between 1788 and the 1960s. Discrimination in the education sector is the product of social, historical, and political forces. Improving educational outcomes for Indigenous children involves reshaping education both within and outside of schools to increase inclusion of Indigenous culture in curriculums for both Indigenous and non-Indigenous students and adapting delivery methods to be culturally sensitive. RTEI identifies that Australia lacks national laws providing mother-tongue instruction, despite government support for the UN Declaration on the Rights of Indigenous Peoples which affirms this right. Many of Australia's more than 250 Indigenous languages are at risk of being lost. The 2014 National Curriculum for the provision of Indigenous language programs in schools aims to include Indigenous languages, but limited resources and teacher knowledge are large obstacles.

Beyond K-12

No national laws protect the right to TVET or tertiary education. Australia's TVET gross enrollment rate is 20 percent. It is higher for males than females (22 percent to 17 percent) and higher in rural than urban areas (25 percent to 16 percent). Australia's gross enrollment rate for tertiary schools is 87 percent. Females have significantly higher tertiary enrollment than males (102 percent to 72 percent), and urban schools have greater enrollment rates than rural (35 percent to 7 percent). TVET is higher for males because Australia's building and mining industries are high-paying, male dominated fields, discouraging males' tertiary enrollment and females' TVET participation. There is a progressive correlation between increasing income quintiles and gross enrollment rates, with 67 percent of the highest income quintile being enrolled compared to 27 percent of the lowest. The average tuition fees for public universities in Australia are AUD\$24,081 compared to an average annual income of AUD\$51,896 (Australian Bureau of Statistics, 2015). Although schemes exist regarding tuition fee cost deferral (Australian Government, 2016), financial costs inhibit many students from tertiary education.

Unavailable/inaccessible information

States and Territories operating under decentralized education systems had discrepancies in data collection and availability. This often led to data that implied the lack of a national strategy, when in fact there are multiple state strategies which cover all pupils within the nation. Recent nationwide assessments were a prime source of data for outcomes (National Assessment Program, 2016), but greater breadth of studies across the nation in other areas are needed. This will become particularly vital as the nation moves towards nationalized curriculums and testing.

Recommendations to the Australian Government

- Include Indigenous cultural aspects in curricula for both Indigenous and non-Indigenous students by teaching local Indigenous language, art, history, and cultural practices; adapting teaching methods to local student needs, particularly in remote communities; and changing delivery methods to be culturally sensitive and departing from Western norms, such as using circular seating patterns, increasing flexibility with activities and scheduling, conducting outdoor education, and including practical hands-on delivery.
- Clearly define and develop transparent and communicative government jurisdictions that manage education levels to ensure more collaboration to create national pathways to education beyond K-12.
- Ensure tertiary education is accessible to all students across socio-economic backgrounds. Financial support should go beyond tuition payment to include living expenses, housing, and employment opportunities. Incentivize vocational training, particularly through social welfare programs.
- Ensure greater state government accountability, transparency, and consistency in data collection.

Adapted from the RESULTS Australia country brief, available online.



CANADA: 84

 Governance	76	 Availability	97	 Accessibility	82	 Acceptability	82	 Adaptability	84
International Framework	61	Classrooms	92	Free Education	83	Aims of Education	95	Children with Disabilities	100
National Law	71	Sanitation	100	Discrimination	79	Learning Environment	92	Children of Minorities	68
Plan of Action	100	Teachers	100	Participation	83	Learning Outcomes	59	Out-of-School Education	100
Monitoring and Reporting	75	Textbooks	No Data					Out-of-School Children	69
Financing	72								
Data Availability	75								

Canada scored 84 in RTEI 2016. It scored high in the area of **Availability**, but **Governance** indicators appear challenging, with indications of considerable deficits concerning the **International Framework**. **Learning Outcomes** are also an area needing particular attention. Cross-cutting themes further revealed education **Direct and Indirect Costs in Practice** and the **Content of Education** as additional areas to further analyze the right to education in Canada.

Cross-cutting Themes		
Children with Disabilities	Overall state of education for children with disabilities	88
Girls' Education	Overall state of girls' education	87
Indigenous and Minority Populations	Discriminatory environment	84
Monitoring and Accountability	Alignment of education aims Content of education Strength of monitoring and accountability	100 53 84
National Normative Framework		81
Direct and Indirect Costs	Legal restrictions Practice environment	50 75
Private Education	Status of private education	80
Regional Disparities		No data
SDG 4	4.1 Free and equitable 4.3 Beyond K-12 Overall	62 70 79
Teachers	Effect of teaching Content of teacher training Overall teaching framework	100 100 94

Disparities in education for Indigenous people

Although there was a lack of data comparing the rate of Canadians completing various levels of education, the research conducted to complete RTEI highlighted a significant challenge in Canada: disparities in the education of Indigenous peoples. From the most recent national census in 2011, Indigenous peoples, including First Nations, Metis, and Inuit peoples, consist of 4.3 percent of Canada's overall population. However, high school graduation rates are substantially lower amongst Indigenous peoples in Canada, and disparities in academic achievement suggest that reforms are needed. Ninety percent of non-Indigenous students graduate high school, whereas the graduation rate for Indigenous students attending high school off reserves is only 70 percent and even lower for those on reserves, with a 40 percent graduation rate.

Inequality in infrastructure and sanitation

Data availability on schools' building codes and sanitation is limited in Canada. Canada's score for sanitation in RTEI is 100 based on the available data; however, many Indigenous communities lack access to potable water and adequate schools, with standardized data unavailable.¹⁵ The Assembly of First Nations (2012) reported that 47 percent of First Nations communities needed a new school, and 32 percent of schools had poor quality drinking water. In 2016, there were 93 drinking water advisories in First Nations communities across most of Canada (Assembly of First Nations, 2016). A media investigation found that 400 of 618 First Nations communities in Canada had some type of water safety problem between 2004 and 2014 (Levasseur and Marcoux, 2015). There is no data available to know the proportion of schools without potable water; however, First Nations communities are disproportionately at risk of water contamination. There are no identifiable reports about a lack of potable water in schools outside of Indigenous communities.

Minimum education standards and monitoring education

Each province and territory has minimum education standards for all public schools in their respective legislation. In 10 of 13 provinces and territories, standards apply to private schools. In the provinces of Ontario and Saskatchewan, private schools are inspected, but provincial policy does not specifically say what the inspection includes, i.e., if it is only the physical

building or the educational program that is assessed. In New Brunswick, there are no policies to monitor private schools. Without standardization and monitoring, the government cannot ensure what learning outcomes, level, or quality of education are achieved or certified by these schools.

Unavailable/inaccessible information

Canada scored highly with a 75 on the availability of data, largely due to the extensive education legislation in each province and territory. However, disaggregated statistics, such as primary school completion rates based on location, disability, and income quintile, were often either lacking or outdated, with many being from 5 to 10 years ago. The last published national census was in 2011, and although there was another census conducted in 2016, the results were unavailable in RTEI 2016. The challenge of regularly producing specific and recent data was also a result of the decentralized education system that relied on various regional bodies to collect different information by province and territory.

Recommendations to the Canadian government

- Support national alignment with the UNESCO Convention against Discrimination in Education and ILO Indigenous and Tribal Peoples Convention.
- Ensure that education outcomes are comparable for Indigenous and non-Indigenous students. All schools must have adequate, qualified teachers and support staff such as social workers and mental health workers. Adequate resources such as books and technical assistive devices must be available that reflect the students' and communities' languages and cultures.
- Monitor all schools and programs, including private schools, against standards. Schools need to meet provincial or regional building and sanitation codes, particularly those on reserves.

Adapted from RESULTS Canada country brief, available online.



¹⁵ Data availability, or the lack thereof, is accounted for in the Data Availability subtheme rather than, in this case, the Sanitation subtheme.

CHILE: 66

 Governance 69	 Availability 68	 Accessibility 80	 Acceptability 52	 Adaptability 64
International Framework 100	Classrooms 72	Free Education 68	Aims of Education 68	Children with Disabilities 45
National Law 43	Sanitation 96	Discrimination 96	Learning Environment 67	Children of Minorities 75
Plan of Action 0	Teachers 83	Participation 76	Learning Outcomes 20	Out-of-School Education 50
Monitoring and Reporting 100	Textbooks 21			Out-of-School Children 85
Financing	86			
Data Availability	82			

Chile scored 66 in RTEI 2016. It scored high in **Accessibility**, but **Acceptability** and **Adaptability** highlight difficulties in ensuring the right to education, specifically concerning a national **Plan of Action** and **Learning Outcomes**. **Textbooks** are also an area needing attention. Cross-cutting themes further revealed **Content of Teacher Training** and the **Overall Teaching Framework** as additional areas troubling the satisfaction of the right to education in Chile.

Cross-cutting Themes		
Children with Disabilities	Overall state of education for children with disabilities	67
Girls' Education	Overall state of girls' education	75
Indigenous and Minority Populations	Discriminatory environment	82
Monitoring and Accountability	Alignment of education aims Content of education Strength of monitoring and accountability	67 60 79
National Normative Framework		81
Direct and Indirect Costs	Legal restrictions Practice environment	75 68
Private Education	Status of private education	80
Regional Disparities		No data
SDG 4	4.1 Free and equitable 4.3 Beyond K-12 Overall	51 58 71
Teachers	Effect of teaching Content of teacher training Overall teaching framework	83 0 24

Constitutional right to education

The right to education is not guaranteed constitutionally in Chile. During the 1973–1990 government and subsequent reforms carried out during governments from 1990–2015, the state's role in education decreased (Marcel, 2004). This change allowed areas of the state-run education system to be administered by the private sector through market regulation. The Constitution guarantees the freedom of education, which has supremacy over the right to education. This "legal anomaly" (Sader, 2006) makes it impossible for citizens to demand in courts education as a fundamental human right.

Plan of action

The absence of an education plan with citizens' participation that defines the central aims of the educational system limits the Chilean educational system's relevance and future development. Since 1973, Chile does not have a National Education Plan. In its absence, governments have implemented reforms and initiatives related to their variable objectives and principles since the 1990s. The lack of a participatory-designed plan specifying medium- and long-term goals represents a major problem to ensure the right to education.

Education privatization

The right to education is protected in the private sector, which has "the right to open, organize and maintain educational establishments" (Chile, 1972, Article 19). This, along with low national education financing, has contributed to the growth of education provision under private administration, enrolling almost 70 percent of students in primary and secondary school.

Education privatization also affects compulsory education through other means, such as teacher training. Teacher training programs are provided in a highly privatized higher education system (85 percent of enrollment is in private institutions) and lacks national regulations to organize initial and continuing training of teachers. In 2013, Chile had more than 900 different initial teacher education programs and an enormous supply of continuing education initiatives, which were carried out by a wide variety of providers, including universities, consultancies, and private advisory agencies.

Finally, education privatization generates segregation, mainly by students' income levels. Per the OECD (2004), Chile has the greatest socio-economic educational segregation in Latin America.

Education financing

The Chilean education system relies heavily on financing via vouchers, which contradicts the right to education and decreases accessibility, particularly for vulnerable groups. Vouchers promote school competition for student enrollment and retention. This financing mechanism does not contribute to ensuring the right to education because it operates on the mistaken assumption that making schools compete for resources (or enrollment) would raise the quality of education nationwide.

Recommendations to the Chilean Government

- Generate a national and democratic discussion about the aims of education and the goals and objectives that the Chilean education system should have. This discussion must result in the participatory creation of a National Plan of Education that promotes a consensus of education as a social right guaranteed by the State.
- Create transparency and a public dialogue regarding education privatization, including the complex relationships between educational services.
- Design and implement a new financing mechanism for public education, which secures baseline resources for schools and ends competition mechanisms.

Adapted from Foro por el Derecho a la Educación country brief, available online.



DEMOCRATIC REPUBLIC OF CONGO: 71

 Governance	80	 Availability	82	 Accessibility	69	 Acceptability	79	 Adaptability	47
International Framework	100	Classrooms	82	Free Education	46	Aims of Education	95	Children with Disabilities	67
National Law	100	Sanitation	No Data	Discrimination	91	Learning Environment	50	Children of Minorities	9
Plan of Action	67	Teachers	82	Participation	70	Learning Outcomes	93	Out-of-School Education	25
Monitoring and Reporting	75	Textbooks	No Data					Out-of-School Children	89
Financing	71								
Data Availability	65								

The Democratic Republic of Congo (DRC) scored 71 in RTEI 2016. It scored high in **Availability**, but **Accessibility** and **Adaptability** scores indicated that there were national deficits concerning education of **Children of Minorities** and **Out-of-School Education**. **Textbooks** and **Sanitation** do not have data available, limiting these indicators. Cross-cutting themes further revealed that the **Girls' Education** and **SDG 4** monitoring indicators were additional areas to explore for the fulfillment of the right to education in the DRC.

Cross-cutting Themes		
Children with Disabilities	Overall state of education for children with disabilities	83
Girls' Education	Overall state of girls' education	58
Indigenous and Minority Populations	Discriminatory environment	71
Monitoring and Accountability	Alignment of education aims Content of education Strength of monitoring and accountability	100 90 64
National Normative Framework		88
Direct and Indirect Costs	Legal restrictions Practice environment	100 64
Private Education	Status of private education	100
Regional Disparities		No data
SDG 4	4.1 Free and equitable 4.3 Beyond K-12 Overall	62 No data 59
Teachers	Effect of teaching Content of teacher training Overall teaching framework	77 100 87

Free and compulsory education

Since 2006 the DRC Constitution has explicitly included compulsory and free primary education (DRC, 2005, Article 43[5]). This commitment is reinforced in Article 12 of the National Education Framework which refers to basic education for all. However, the political decision to implement free primary education remains partial and suggests signs of decline. Public funding for education itself remains low. The government intended to eliminate tuition fees during the 2010-2011 school year beginning with the lower grades and progressing up. Unfortunately, as of the 2016-2017 school year, parents continue to pay the school fees for their children in primary school.

Participation and quality

Children lose an average of 3.2 years of schooling due to late entry and repetition. Similarly, the rate of dropout remains high. Although almost 94 percent of children enter the first year of primary education, only 67 percent reach sixth grade, regardless of age. The primary school survival rate is one key indicator to evaluate the system's effectiveness. The upward trend in schooling enrollments contrasts with the continuing decline in the quality of instruction at all levels of education. There is a high proportion of children who do not master the fundamentals of reading and mathematics after completing fourth grade (RESEN-RDC, 2014).

Discrimination

Girls face several barriers that limit their access to and retention in school, including: financial barriers associated with place of residence, educational attainment of parents, ethnic minority status, child labor, age of entry into school, distance to school, family and socio-cultural norms restricting girls access to education, and early marriage and pregnancy. National laws do not prohibit girls from going to school when pregnant, but in practice, girls are routinely expelled from school because of a pregnancy.

For children with disabilities, mainstream schools rarely have accessible or specific accommodations, despite legal provisions for the protection of the right to education for children with disabilities. Disparities in the Congolese education system occur between rural and urban children as well, where few rural children can attend school beyond secondary education. Inequalities between provinces are also important. The northern and eastern provinces show great delays in primary enrollment compared to the central provinces.

Public education funding

The share of the state budget allocated to education is increased from 7 percent to 14 percent between 2010 and 2015. However, budget allocations are far below the average of countries in sub-Saharan Africa and international standards. Disparities in funding are also prevalent. Only 9 percent of public education resources are allocated to serve the 41 percent of the population lacking access to school or the opportunity to progress beyond primary school. Meanwhile, more than half (51 percent) of public expenditure on education is allocated to tertiary education, serving only 10 percent of the population. Non-enrollment and dropout rates relate to household financial constraints.

Unavailable/inaccessible information

There are serious problems in the collection of data in the national Education Management Information System (EMIS). One or two whole years may lack data collection and public availability in statistical yearbooks. For example, the net primary school enrollment rate is unavailable in national statistical yearbooks but can be found through other international and civil society mechanisms.

Recommendations to the Congolese Government

- Uphold the constitution to ensure that primary education is free and compulsory.
- Actively involve civil society in the development, implementation, and monitoring of education from the school to the national level through the provinces.
- Adequately and regularly compensate teachers.

Adapted from Coalition Nationale de l'éducation Pour Tous (Conept RDC) country brief, available online.



ETHIOPIA: 79

 Governance	90	 Availability	55	 Accessibility	80	 Acceptability	93	 Adaptability	77
International Framework	90	Classrooms	47	Free Education	83	Aims of Education	100	Children with Disabilities	67
National Law	86	Sanitation	75	Discrimination	100	Learning Environment	83	Children of Minorities	67
Plan of Action	100	Teachers	67	Participation	56	Learning Outcomes	96	Out-of-School Education	83
Monitoring and Reporting	100	Textbooks	31					Out-of-School Children	90
Financing	81								
Data Availability	82								

Ethiopia scored 79 in RTEI 2016. It scored high in **Acceptability** and **Governance**, but **Availability** data highlighted potential challenges to the satisfaction of the right to education, with indications of considerable deficits concerning **Classrooms** and **Textbooks**. Education for **Children with Disabilities** and **Children of Minorities** also require further analysis for the right to education's satisfaction in Ethiopia. Cross-cutting themes further revealed that education **Beyond K-12** and **Free and Equitable** access to education are additional areas troubling the right to education in Ethiopia.

Cross-cutting Themes		
Children with Disabilities	Overall state of education for children with disabilities	83
Girls' Education	Overall state of girls' education	80
Indigenous and Minority Populations	Discriminatory environment	83
Monitoring and Accountability	Alignment of education aims Content of education Strength of monitoring and accountability	100 100 77
National Normative Framework		97
Direct and Indirect Costs	Legal restrictions Practice environment	100 77
Private Education	Status of private education	80
Regional Disparities		No data
SDG 4	4.1 Free and equitable	53
	4.3 Beyond K-12	10
	Overall	67
Teachers	Effect of teaching	67
	Content of teacher training	100
	Overall teaching framework	94

Girls' education

In Ethiopia, the past decade has seen drastic progress toward Universal Primary Education (UPE). In 2014 and 2015, Ethiopia witnessed significant growth in gross enrollment rates (GER) across all regions. The national GER for primary school (Grade 1 to 8) was 145 percent for boys, 131 percent for girls, and 138 percent across both sexes in 2014/15. The national net enrollment rate for primary grades was 98 percent for boys, 91 percent for girls, and 94 percent across both sexes in 2014/15. This indicates gender disparity in primary education enrollment. Moreover, dropout rates are higher for girls because of distance from schools and economic and cultural barriers. Although data on early marriage rates is unavailable, it is a commonly known obstacle to girls' advancement in education. Achievement and completion rates are lower for girls, particularly in higher primary grades. Learning outcomes and completion rates have increased gender disparity in lower and upper secondary schools.

Early childhood care and education

Although not monitored in RTEI, early childhood care and education (ECCE) is an essential building block towards the right to education. The ECCE enrollment rate in 2008 and 2009 was only 4 percent nationally. Progress in recent years has moved the GER of children aged four to six to 35 percent in 2014 and 2015. This is in part due to greater private sector engagement in urban areas and massive government efforts to expand access to early grade classes in primary schools. However, this expansion has led to many teachers placed in ECCE without proper training on child psychology and pedagogy, textbooks and teaching and learning materials, or adequate budgets to support these.

Education quality

The government has been implementing the General Education Quality Improvement Program (GEQIP) with the objective of improving quality of curriculum, textbooks, assessments, examinations, teacher development, and School Improvement Plans (SIP), including school grants. Management and capacity building, including EMIS and general learning and teaching quality require additional improvements.

Although the government is exerting efforts to increase enrollment, repetition rates persist at about 7 percent in primary schools, and dropout rates remain at 19 percent for Grade 1 and 10 percent for all primary education grades. The

Early Grade Reading Assessment (EGRA) indicated that students in Grade 2 and 3 were not developing basic skills required to learn effectively. Thirty-four percent of students in Grade 2 were unable to read a simple word at grade level. Forty-eight percent were unable to answer a single comprehension question. Only 5 percent could read 60 words per minute, defined as reading fluency in EGRA. Gaps in quality education occur when schools lack resources and teachers have not been adequately trained.

Unavailable/inaccessible information

Data related to textbook availability, potable water in schools, and toilets in schools was unavailable. This infrastructure data is vital for education advocates and policymakers to know what improvements need to be made and what direction to address their work.

Recommendations to the Ethiopian Government

- Collect data to address the issues identified here and compile for public use.
- Fund and coordinate teacher training at all grade levels.
- Decrease educational disparities between boys and girls by creating positive policies to support female students in upper primary and secondary schools.

Adapted from Basic Education Network - Ethiopia country brief, available online.



HONDURAS: 77

 Governance	91	 Availability	74	 Accessibility	81	 Acceptability	72	 Adaptability	65
International Framework	97	Classrooms	56	Free Education	78	Aims of Education	100	Children with Disabilities	66
National Law	86	Sanitation	66	Discrimination	100	Learning Environment	75	Children of Minorities	98
Plan of Action	100	Teachers	74	Participation	64	Learning Outcomes	43	Out-of-School Education	17
Monitoring and Reporting	100	Textbooks	100					Out-of-School Children	80
Financing	71								
Data Availability	90								

Honduras scored 77 in RTEI 2016. It scored high in **Governance**, but **Adaptability** data highlighted challenges to the satisfaction of the right to education, with indications of considerable deficits concerning **Out-of-School Education**. The **Learning Outcomes** subtheme is also a focus area for the fulfillment of the right to education in Honduras' RTEI score. Cross-cutting themes further revealed that education **Beyond K-12** and access to **Regional Disparities** are additional areas to explore to satisfy the right to education in Honduras.

Cross-cutting Themes		
Children with Disabilities	Overall state of education for children with disabilities	79
Girls' Education	Overall state of girls' education	75
Indigenous and Minority Populations	Discriminatory environment	99
Monitoring and Accountability	Alignment of education aims Content of education Strength of monitoring and accountability	100 63 88
National Normative Framework		94
Direct and Indirect Costs	Legal restrictions Practice environment	75 71
Private Education	Status of private education	100
Regional Disparities		62
SDG 4	4.1 Free and equitable 4.3 Beyond K-12 Overall	64 40 73
Teachers	Effect of teaching Content of teacher training Overall teaching framework	67 100 84

Out-of-school education

The education system currently does not reach the truly economically disadvantaged, minorities, and people with disabilities, amongst others. Honduras has a compulsory basic education that goes from Grades 1 to 9. Although Honduras reaches high levels of enrollment between first and sixth grade, many children and young people cannot access the classroom, and dropout rates increase dramatically after seventh grade. Education for those with disabilities and children in prison is only available through small, localized, pilot initiatives and projects that do not satisfy national commitments to guarantee the right to education for all. National efforts that focus on minority ethnic groups educational attainment have had better results and have incorporated diverse mother tongues into parts of the curricula.

Supply of qualified teachers

The supply of qualified teachers must be in accordance with the requirements of enrollment at each educational level to guarantee a quality education. National requirements currently only include 100 hours of teacher training and professional practice but should be expanded to 500 hours with consistent and timely evaluations of teaching performance to increase teachers' expertise and competencies and the number of qualified teachers. The large number of teachers who are already staff of the Ministry of Education should benefit from ongoing training to improve their profile and to respond to current educational needs.

Evaluation

The Ministry of Education conducts a standardized assessment for Spanish and Mathematics. RTEI results about learning outcomes signify that Honduras could expand the subjects evaluated and improve learning outcomes in Math and Spanish. Evaluation itself does not improve educational performance but is a necessary condition for defining and adopting measures aimed at improving the quality of education. So far, assessments have not provided a comprehensive picture of educational quality, but they have helped to identify strengths and weaknesses and provided teachers valuable information.

Safe learning environments

In Honduras, an important aspect reflected in the RTEI results is the need to improve safety conditions in educational settings. Very few official statistics exist regarding the insecurity and violence to which some schools

are exposed. Delinquency and discrimination are also reported infrequently, problematizing statistics. School authorities have the challenge to encourage the population to report irregularities, document and disseminate what is happening, and act appropriately to protect the student population.

Unavailable/inaccessible information

In government offices, there is extensive information that is not available to the public. During RTEI 2016 data collection, multiple sources reported different information. There is a need to articulate and unify information, both nationally and locally. In addition, the state lacked information about persons with disabilities, tertiary education, and qualified teachers even in government offices.

Recommendations to the Honduran Government

- Increase enrollment, especially after sixth grade.
- Include people with disabilities and others who are currently outside the education system.
- Create responsive learning outcomes assessments to improve education quality and to provide feedback to teachers, rather than becoming an instrument of exclusion.
- Systematize teachers' evaluations and increase the supply of qualified teachers to achieve an appropriate ratio of students to qualified teachers.
- Develop mechanisms that encourage students to report violence or insecurity and to support schools in maintaining safe learning environments.

Adapted from Foro Dakar - Honduras country brief, available online.



INDONESIA: 77

 Governance	86	 Availability	87	 Accessibility	85	 Acceptability	68	 Adaptability	61
International Framework	100	Classrooms	83	Free Education	73	Aims of Education	95	Children with Disabilities	67
National Law	100	Sanitation	100	Discrimination	88	Learning Environment	50	Children of Minorities	67
Plan of Action	100	Teachers	66	Participation	94	Learning Outcomes	60	Out-of-School Education	44
Monitoring and Reporting	100	Textbooks	100					Out-of-School Children	67
Financing	46								
Data Availability	69								

Indonesia scored 77 in RTEI 2016. It scored high in **Availability** but **Adaptability** indicators presented possible avenues to direct national and civil society efforts to fulfill the right to education, with indications of considerable deficits concerning **Out-of-School Education**. Education **Financing** and **Learning Environment** indicators are also particular areas to address. Cross-cutting themes further revealed that education **Legal Restrictions in Direct and Indirect Costs** and access to the **Effect of teaching** were additional foci for satisfying the right to education in Indonesia.

Cross-cutting Themes		
Children with Disabilities	Overall state of education for children with disabilities	83
Girls' Education	Overall state of girls' education	72
Indigenous and Minority Populations	Discriminatory environment	76
Monitoring and Accountability	Alignment of education aims Content of education Strength of monitoring and accountability	100 87 89
National Normative Framework		90
Direct and Indirect Costs	Legal restrictions Practice environment	50 59
Private Education	Status of private education	100
Regional Disparities		No Data
SDG 4	4.1 Free and equitable 4.3 Beyond K-12 Overall	59 76 57
Teachers	Effect of teaching Content of teacher training Overall teaching framework	58 100 79

Discrimination and learning environments

Gender-based discrimination was evident in learning outcomes scores and against pregnant women in schools. Pregnant students often face social, school, family, and community pressures to drop out. In addition, the National Law Number 1 (1974) regarding marriage states that women can marry at age 16. Thus, there are many early marriages that lead to dropout and discrimination.

The learning environment is also a frequent site of violence, with about 84 percent of violence against children incidents happening at school including bullying, corporal punishment, and sexual harassment. These conditions also lead to dropout, especially for girls.

Teaching quality

The pupil-per-trained teacher ratio is 31 to 1 in primary schools and 34 to 1 in secondary schools. The proportion of teachers who completed training and obtained certification was 31 percent at the primary level and 34 percent at the secondary level. Although the government directed the education budget primarily to teachers' salaries, the budget was unable to support or identify improvements in education quality. Trained teachers and teacher quality require further data, but it is evident that the distribution of teachers is not equitable between rural and urban areas throughout Indonesia.

Out-of-School Education

Although not a signatory of the Convention of Refugees in 1951, Indonesia is a transit country for refugees who are seeking asylum. In 2014, Indonesia had 10,116 refugees from Myanmar, Iraq, Iran, and Afghanistan. Education for refugees does not follow the national curriculum and is not consistently available.

Similarly, education is unavailable for children in correctional institutions. However, article 14 of the National Law Number 12 (1995) insists on children's rights to education in prison. The number of children in prison is 2,361, and only 929 children (39 percent) have participated in any formal and informal education while incarcerated. This data indicates that there are many children in prisons who do not have their right to education fulfilled, particularly those confined in adult prisons.

Recommendations to the Indonesian Government

- Improve the effectiveness of the education sector implementation and monitoring and evaluation.
- Decrease discrimination of females in education, especially pregnant students. There should be clear rules about the manner of treatment for students who are pregnant and having children, such as providing guidance and counseling to children who are pregnant to reduce the occurrence of dropouts.
- Create a sense of security and child-friendly schools. Decrease the amount of physical violence children encounter in schools, sanctioning teachers and other parties who use corporal punishment or other violent behaviors in the learning environment.
- Build teachers' capacity by providing appropriate training to improve the quality of education in schools. Training should be done with a clear roadmap that is measurable and sustainable.
- Build infrastructure to ensure minority groups' access to quality education. Children in refugee camps, in prisons, and with disabilities need special attention from the government both in terms of educational access and quality. The government must provide all children quality education with an integrative curriculum.

Adapted from Network Education Watch - Indonesia country brief, available online.



NIGERIA: 78

 Governance	94	 Availability	62	 Accessibility	80	 Acceptability	80	 Adaptability	72
International Framework	100	Classrooms	70	Free Education	82	Aims of Education	95	Children with Disabilities	67
National Law	100	Sanitation	No Data	Discrimination	91	Learning Environment	58	Children of Minorities	75
Plan of Action	100	Teachers	55	Participation	67	Learning Outcomes	86	Out-of-School Education	50
Monitoring and Reporting	100	Textbooks	No Data					Out-of-School Children	96
Financing	100								
Data Availability	64								

Nigeria scored 78 in RTEI 2016. It scored high in **Governance**, but **Availability** indicators highlighted challenges to the satisfaction of the right to education, with indications of deficits concerning **Teachers**. **Out-of-School Education** and **Learning Environment** indicators are also particular foci of the right to education in Nigeria. Cross-cutting themes further revealed that **free and equitable** education and **Regional Disparities** are additional areas to explore in the right to education in Nigeria.

Nigeria also participated in the 2015 RTEI pilot, scoring 75, with similar scores in **Governance** and **Availability**.

Cross-cutting Themes		
Children with Disabilities	Overall state of education for children with disabilities	83
Girls' Education	Overall state of girls' education	62
Indigenous and Minority Populations	Discriminatory environment	92
Monitoring and Accountability	Alignment of education aims Content of education Strength of monitoring and accountability	100 93 87
National Normative Framework		94
Direct and Indirect Costs	Legal restrictions Practice environment	100 81
Private Education	Status of private education	100
Regional Disparities		27
SDG 4	4.1 Free and equitable 4.3 Beyond K-12 Overall	53 73
Teachers	Effect of teaching Content of teacher training Overall teaching framework	55 100 94

Child unfriendly schools and classrooms

The public school system at all levels is characterized by dilapidated buildings, poor sanitation facilities, inadequate furniture, textbooks, and writing utensils for pupils and teachers, and poor school environments. To make up for high pupil-per-classroom ratios and poor infrastructure, some classes are held under trees outside. Parents with financial resources prefer to send their children to private schools, but the lack of quality public education causes education gaps for children whose parents cannot afford private education.

Despite the intervention of government and international development partners in supporting education for Boko Haram-affected children in northeast Nigeria, millions of children still lack access to education. Since Boko Haram's abduction of the Chibok girls in Borno state, there have been several reported cases of violence and attacks in schools in the northeast and other parts of the country. Incessant violence and attacks on children in schools ranging from kidnapping, rape, abduction, and bombing have forced many children to drop out of school and schools to shut down. Insecurity or violence in schools greatly affects girls, leading to increases in dropout rates and decreases in learning outcomes. Overall, the threat of violence causes interruptions in the school year, the destruction of school property, trauma, and loss of life. Education is a human right, and ensuring that children stay safe in schools is the state's obligation.

Financing

Over the years, poor budgetary allocations at all levels have challenged the development of the education sector in Nigeria. At the federal and state level, budget allocations to the education sector continue to decline and fail to meet the 20 percent international standard. In 2016, the government allocated only 8 percent of the national budget to education. In the 2017, the national budget allocation to education has declined further. Out of a budget of N7.298 trillion, education receives N448 billion out of which N398 billion is allocated to recurrent costs. In 2016, 33 Nigerian states had allocated N653.53 billion (11 percent) of their combined total budget estimates to education. For monitoring purposes, it is difficult to determine the location of projects and programs in the budget items. Another challenge is that recurrent expenditure, which is made up of salaries and administrative costs, takes up most of the budget allocation.

Recommendations to the Nigerian Government

- Work towards achieving SDG 4 by ensuring access to quality education for all children through conducive teaching and learning environments in schools at national and state levels.
- Make education a key priority in national and state development agendas.
- Increase commitment to the public education system to improve the state of public schools and ensure free education for all, including the poorest and most vulnerable.
- Collect data regarding private school education delivery at all levels.
- Increase budgetary allocation to the education sector, and disaggregate budget lines for monitoring and assessment.
- Increase citizen participation in education planning and decision making.
- Increase engagement between CSOs, policymakers, and other education actors at all levels.

Adapted from Civil Society Action Coalition on Education for All (CSACEFA) country brief, available online.



PALESTINE: 76

 Governance 87	 Availability 85	 Accessibility 74	 Acceptability 61	 Adaptability 72
International Framework 88	Classrooms 90	Free Education 65	Aims of Education 95	Children with Disabilities 67
National Law 71	Sanitation 88	Discrimination 89	Learning Environment 58	Children of Minorities 100
Plan of Action 100	Teachers 63	Participation 68	Learning Outcomes 31	Out-of-School Education 50
Monitoring and Reporting 100	Textbooks 100			Out-of-School Children 73
Financing	77			
Data Availability	83			

Palestine scored 76 in RTEI 2016. It scored high in **Governance**, but **Acceptability** data highlighted challenges to the satisfaction of the right to education, with indications of considerable deficits concerning **Learning Outcomes**. **Out-of-School Education** and **Teacher** indicators also presented obstacles to the right to education's fulfillment. Cross-cutting themes further revealed that education **Beyond K-12** and **Free and Equitable** education are additional foci of the right to education in Palestine.

Cross-cutting Themes		
Children with Disabilities	Overall state of education for children with disabilities	69
Girls' Education	Overall state of girls' education	61
Indigenous and Minority Populations	Discriminatory environment	93
Monitoring and Accountability	Alignment of education aims Content of education Strength of monitoring and accountability	100 59 87
National Normative Framework		86
Direct and Indirect Costs	Legal restrictions Practice environment	67 77
Private Education	Status of private education	100
Regional Disparities		No data
SDG 4	4.1 Free and equitable 4.3 Beyond K-12 Overall	53 23 65
Teachers	Effect of teaching Content of teacher training Overall teaching framework	58 100 80

Conflict and insecurity

Conflict and insecurity has long been an obstacle to the right to education's realization in Palestine. Frequent military operations in the Gaza Strip and discriminatory policies in the West Bank have prevented investments in education. Consequently, schools are not available in adequate numbers and are difficult for many students to access.

Children are unprotected and at risk of violence while on their way to and from school and inside their classrooms. The learning environment for children is difficult, with negative consequences for the quality of education received.

Financing

The limited budget available for educational programs in comparison to Palestinian's needs and demands has negatively influenced development and reform. With increases in student enrollment rates, the budget per student is decreasing and limits provision of quality education for all. This mainly impedes efforts made to meet the needs of vulnerable groups such as girls and children with disability. Ensuring enrollment of children with disabilities, for example, needs financial policies that allow for more spending on educational resource rooms and centers, qualified assistant teachers, and adequate infrastructure to allow for inclusion. Ensuring that girls have equal access to education requires policy implementation that allows for awareness among teachers, parents, and girls, in addition to ensuring infrastructure needs are met, such as adequate classrooms and sanitation. Moreover, teacher training is limited, and there is a need to hire more than 6,000 teachers to meet national and international standards (GCE and EI, 2012). Most existing schools also suffer from inadequate sanitation, including sinks and toilets, significantly below international standards. Most schools experience overcrowded classrooms, increasing the burden on teachers. Double shifts, rote teaching, the lack of necessary equipment, children's exposure to trauma, and school closures are among the challenges that need new and innovative practices to improve education quality.

Girls' education

Despite increased access to education, Palestinian women still struggle to reap the benefits of education due to other forms of marginalization. Per the Palestinian Central Bureau of Statistics (PCBS) (2012), in 2011, 90 percent of girls aged from 15 to 17 were enrolled in school, compared to 82 percent of boys. The higher presence of girls in education is also reflected at the university level. During the academic year 2006/2007, out of 158,132

students, 86,098 were female and 72,034 were male. However, women face obstacles to using their education, such as PCBS statistics in the first quarter of 2015 that show that the gender gap in labor force participation in Palestine is still among the highest in the world. Men's participation rates exceed women's by over 52 percent. Another indicator of the negligible impact that the Palestinian education system has on the lives of women is the frequency of gender-based violence in families. The limited impact of education on the lives of Palestinian women is compounded by girls' education not being viewed as a human right, an investment, or a form of social security.

Recommendations to the Palestinian Government

- Develop national assessments that attempt to evaluate pupils progress towards: The full development of the child's personality, talents, and mental and physical abilities; The development of respect for human rights and fundamental freedoms; The development of the child's responsibilities in a free society, including understanding, peace, tolerance, equality, and friendship among all persons and groups; The development of respect for the natural environment.
- Improve the educational infrastructure by constructing and restoring schools, providing the educational system with the required physical assets, and accommodating children with disabilities in public schools.
- Improve the quality of education through innovative pedagogy and enhance teacher training.
- Enhance community partnership and collective responsibility for education quality through participatory education planning and monitoring.

Adapted from the Teacher Creativity Center country brief, available online.



PHILIPPINES: 82

 Governance	91	 Availability	73	 Accessibility	83	 Acceptability	85	 Adaptability	78
International Framework	100	Classrooms	31	Free Education	82	Aims of Education	95	Children with Disabilities	56
National Law	100	Sanitation	77	Discrimination	98	Learning Environment	75	Children of Minorities	100
Plan of Action	100	Teachers	86	Participation	69	Learning Outcomes	85	Out-of-School Education	66
Monitoring and Reporting	100	Textbooks	100					Out-of-School Children	88
Financing	62								
Data Availability	85								

The Philippines scored 82 in the RTEI 2016. It scored high in **Governance**, but **Availability** and **Adaptability** indicators present concerns to the satisfaction of the right to education, with indications of deficits concerning **Classrooms**. **Out-of-School Education** and education for **Children with Disabilities** indicators also highlight challenges in the right to education's satisfaction. Cross-cutting themes further revealed that education **Beyond K-12** and **Free and equitable education** are foci in the right to education in the Philippines.

The Philippines also participated in the 2015 RTEI pilot, scoring 81, with similar scores in **Governance** and **Acceptability**.

Cross-cutting Themes		
Children with Disabilities	Overall state of education for children with disabilities	74
Girls' Education	Overall state of girls' education	85
Indigenous and Minority Populations	Discriminatory environment	97
Monitoring and Accountability	Alignment of education aims Content of education Strength of monitoring and accountability	100 90 79
National Normative Framework		97
Direct and Indirect Costs	Legal restrictions Practice environment	100 69
Private Education	Status of private education	100
Regional Disparities		No data
SDG 4	4.1 Free and equitable 4.3 Beyond K-12 Overall	57 21 73
Teachers	Effect of teaching Content of teacher training Overall teaching framework	83 100 86

Out-of-school education

The Philippine Statistics Authority (PSA) report in 2013 revealed that 3.25 million children aged 5 to 17 years were not attending school. The primary reason was employment, with the high frequency of child labor further attributed to high poverty rates. PSA data showed that between 2009 and 2013, the number of working children aged 5 to 17 was above two million. The Philippines ranked the highest in the number of out-of-school children in 2012 among eight Asian countries, even higher than Indonesia with a population double that of the Philippines.

Financing

For the past 20 years, the education sector budget as a percentage of GDP was below 3 percent, far below the 6 percent international benchmark. Compared with other Association of Southeast Asian Nations (ASEAN) members, the Philippine government spends the least per student, with only 9 percent average per pupil spending as a percent of GDP per capita. The state's failure to use its maximum available resources to adequately finance and address the high cost of education infringes upon the right to free, compulsory education. Decades of underfunding have resulted in shortages and the lack of necessary resources such as classrooms, school buildings, teachers, textbooks, and learning materials.

Although the law stipulates that basic education is free, there are indirect costs that make it unaffordable and often inaccessible, especially to lower income families. Indirect or hidden costs of education are costs such as uniforms, school supplies, transportation fares, project materials, and meals. The PSA's 2012 Family Income and Expenditure Survey results showed that for poor families, the bulk of household expenses went to food and necessities, with only very little money left for education. In monetary terms, they spent an average of P7,400 (US\$168) per month, of which only P148 (US\$3) went to education. The costs of education account for the huge number of dropouts and low enrollment rates from poor families. The hidden costs in primary and secondary education and the unregulated increases in tuition and other fees in tertiary education are forcing more and more Filipino children and youth out of education.

Unavailable/inaccessible information

Most of the national data on education, like gross enrollment rates, net enrollment rates, completion rates, and dropout rates for both primary and

secondary education, are not up to date. Also, data on teachers, classrooms, water and sanitation facilities, and textbooks are not accurate and up to date. Data comprehensiveness is a major concern. Finally, there is a gap in data disaggregated by socio-economic status, urban and rural setting, ethnicity, and income quintiles.

Data availability is important for policy development, and program planning, monitoring, assessment, and evaluation. Programmatic information and understanding the situations in schools is a powerful tool to inform education policy.

Recommendations to the Philippine Government

- Ensure the full implementation of the normative framework for education such as K-12 laws, the Kindergarten Act, and other policies that contribute to children's participation, learning, and retention in school.
- Strengthen the alternative learning system by improving beneficiary targeting, expanding the program, and increasing funding to provide parallel learning opportunities for out-of-school children, youth, and adults.
- Substantially increase the education budget consistent with the international benchmark of 6 percent of GDP, and address education gaps that infringe on the right to education, especially for poor and disadvantaged children, youth, and adults.
- Regularly collect and make publicly available the administrative data in relation to the implementation of the Executive Order on Freedom of Information. Also, ensure data disaggregation by gender, disability, economic and social situation, urban and rural setting, ethnicity, and income quintile levels.

Adapted from E-Net Philippines' country brief, available online.



SOUTH KOREA: 78

 Governance	76	 Availability	95	 Accessibility	71	 Acceptability	75	 Adaptability	76
International Framework	76	Classrooms	81	Free Education	78	Aims of Education	47	Children with Disabilities	55
National Law	71	Sanitation	98	Discrimination	54	Learning Environment	83	Children of Minorities	66
Plan of Action	67	Teachers	100	Participation	81	Learning Outcomes	94	Out-of-School Education	83
Monitoring and Reporting	100	Textbooks	100					Out-of-School Children	100
Financing	74								
Data Availability	69								

South Korea scored 78 in RTEI 2016. It scored high in **Availability**, but **Accessibility** data highlighted obstacles to the satisfaction of the right to education, with indications of considerable deficits concerning the **Aims of Education**. **Discrimination** and education for **Children with Disabilities** indicators are also highlighted issues toward the satisfaction of the right to education. Cross-cutting themes further revealed that the **Content of Teacher Training** and the **Alignment of Education Aims** are additional foci in the right to education in South Korea.

Cross-cutting Themes		
Children with Disabilities	Overall state of education for children with disabilities	66
Girls' Education	Overall state of girls' education	83
Indigenous and Minority Populations	Discriminatory environment	58
Monitoring and Accountability	Alignment of education aims Content of education Strength of monitoring and accountability	40 87 86
National Normative Framework		74
Direct and Indirect Costs	Legal restrictions Practice environment	100 76
Private Education	Status of private education	100
Regional Disparities		
SDG 4	4.1 Free and equitable 4.3 Beyond K-12 Overall	60 No Data 81
Teachers	Effect of teaching Content of teacher training Overall teaching framework	117 0 30

Discrimination

In practice, pregnant girls or young mothers are expelled from school. Although South Korean laws prohibit discrimination in education, pregnant girls are often not able to continue attending schools due to social pressures. Communities and other parents consider pregnant girls to be a bad influence on the student body and pressure schools and families to remove pregnant girls from school. These girls either access education from private schools, at home, or drop out altogether.

Children with disabilities

Although there are laws recognizing the right to education for children with disabilities, accommodation measures are not available in mainstream schools. Children with physical disabilities are often enrolled in facilities with accommodations that are far from home. In the mainstream education system, most schools are not built with children with physical disabilities in mind, lacking ramps or bathrooms for wheel chairs. Children with cognitive, psychological, or learning disabilities, however, can participate in some mainstream classrooms that include special education teachers. Teachers have only received training particular to special needs children since 2013, and teachers trained earlier lacked this specialization.

Children of minorities

Migrant workers' children and North Korean refugees attend the same public school system where the language used is Korean. Although they are not discriminated against in educational access, they are disadvantaged in the classroom due to language barriers. North Korean refugees struggle with language barriers, given the high proportion of English words commonly used in South Korean society.

There are no domestic laws to provide for language of instruction to be in the child's mother tongue. The only language of instruction is Korean, despite parts of the population who are from Southeast Asia, such as Vietnam, Cambodia, and Thailand. These children do not learn in their mother tongue in Korean mainstream schools. Instead, local governments provide schools to assist families to learn Korean in after-school programs in public schools.

Overall teaching framework

Teacher training in South Korea does not include some national curricula standards. The national curricula makes some mention of health and well-being, human rights, and the arts but does it does not include development of; respect for the natural environment, respect for human rights and fundamental freedoms, or children's responsibilities in a free society, including understanding peace, tolerance, equality, and friendship among all persons and groups. Students are not consulted in school curricula, school policies, or codes of behavior decision making. There are now new initiatives where students can select their classes for one semester and participate in school-based democratic processes through students' committees, but these have only recently begun to form.

Recommendations to the South Korean Government

- Develop support for pregnant girls to stay in school, including working with communities to accept pregnant girls in public schools.
- Provide training on inclusivity and children with disabilities for teachers trained before 2013. Support compulsory continuing education for all teachers.
- Provide instruction in mother tongue languages for immigrants.
- Include students and communities in decision making pertaining to school curricula, policies, and codes of behavior at local and national levels.

Adapted from RESULTS Korea country brief, available online.

TANZANIA: 74

 Governance	85	 Availability	64	 Accessibility	76	 Acceptability	82	 Adaptability	62
International Framework	86	Classrooms	58	Free Education	76	Aims of Education	95	Children with Disabilities	67
National Law	71	Sanitation	74	Discrimination	89	Learning Environment	67	Children of Minorities	28
Plan of Action	100	Teachers	77	Participation	63	Learning Outcomes	85	Out-of-School Education	75
Monitoring and Reporting	100	Textbooks	45					Out-of-School Children	78
Financing	73								
Data Availability	80								

Tanzania scored 74 in RTEI 2016. It scored high in **Governance**, but **Adaptability** data highlighted challenges to the satisfaction of the right to education, with indications of considerable deficits concerning **Children of Minorities**. **Textbook** and **Classroom** indicators also present challenges to the right to education's satisfaction in Tanzania. Cross-cutting themes further revealed that indicators related to education **Beyond K-12** and the **Overall State of Girls' Education** are additional foci in the right to education in Tanzania.

Tanzania also participated in the 2015 RTEI pilot, scoring 64, with similar scores in **Governance** and **Adaptability**.

Cross-cutting Themes		
Children with Disabilities	Overall state of education for children with disabilities	83
Girls' Education	Overall state of girls' education	48
Indigenous and Minority Populations	Discriminatory environment	79
Monitoring and Accountability	Alignment of education aims Content of education Strength of monitoring and accountability	100 93 86
National Normative Framework		86
Direct and Indirect Costs	Legal restrictions Practice environment	75 70
Private Education	Status of private education	100
Regional Disparities		No data
SDG 4	4.1 Free and equitable 4.3 Beyond K-12 Overall	53 42 68
Teachers	Effect of teaching Content of teacher training Overall teaching framework	84 100 93

Children of minorities

Despite national laws that protect the right of minorities to establish their own schools, such as private and religious schools, children in nomadic societies do not enjoy their right to basic education in Tanzania. Because of their mobility, pastoralist and nomadic children are unable to attend school during the usual daytime hours of a conventional school year. The Tanzania education system does not accommodate children of minorities such as Maasai, Hadzabe, and Akiye people in the northern Tanzania.

Tanzania abolished primary school fees in 2002 and secondary school fees in 2016. However, other challenges still hinder children, especially nomadic children, from accessing basic education. If minority children continue to miss out on their right to basic education, then strategies and national plans for achieving SDG 4, especially about access and equity, will be compromised.

Classroom and textbooks

RTEI 2016 shows that the pupil-per-classroom ratio in primary level is 75 to 1 in 2014, which is much higher than the national standard of 40 to 1. The pupil-per-textbook ratio of 3 to 1 and 2 to 1 for primary and secondary schools, respectively, are also above the minimum standard of 1 to 1. The shortage of learning materials and the poor learning environment in schools affects the quality of learning and teaching and hence the declining quality of education in Tanzania (Uwezo, 2016). Primary education alone has a shortage of 95,945 classrooms which needs an investment of TSh 1.2 trillion.

Girls' education

RTEI 2016 indicated that girls' education is a major challenge in the Tanzanian education system. The poor state of girls' education and discriminatory environment affect girls in school through low transition rates from lower secondary to upper secondary school. RTEI shows that discriminatory school environments for girls are aggravated by the lack of national laws that prohibit early marriage below age 18 and the expulsion of girls from school due to pregnancy or having a baby. For example, the transition rate to upper secondary education for girls is only 5 percent, with only 5 girls out of 100 progressing to upper secondary, leaving the majority with no chance for higher education. Gender imbalances remain a key challenge, and dropout rates due to pregnancies and early marriage must decrease to fully satisfy the right to education.

Recommendations to the Tanzanian Government

- Establish mobile schools, and allocate adequate budgets for nomadic and pastoralist education support.
- Allocate further resources equitably to school infrastructure and learning materials, and develop short term strategies to allocate a quarter of the estimated cost over the next three to four years for classroom construction.
- Introduce a school reentry program that will allow girls to go back to school after pregnancy and delivery. Lessons from neighboring countries such as Malawi and Uganda can be useful best practices about what works to adapt and implement a re-entry program in Tanzania. However, this should be accompanied by preventing unwanted and early pregnancies by addressing the causes of such pregnancies, some of which include cultural practices, insecurity in schools, the distance traveled to and from school, poverty, and a lack of knowledge about reproductive health by teenagers.

Adapted from HakiElimu's country brief, available online .



UNITED KINGDOM: 86

 Governance 87	 Availability 99	 Accessibility 84	 Acceptability 92	 Adaptability 70
International Framework 80	Classrooms 100	Free Education 83	Aims of Education 95	Children with Disabilities 83
National Law 100	Sanitation 100	Discrimination 79	Learning Environment 92	Children of Minorities 40
Plan of Action 100	Teachers 98	Participation 89	Learning Outcomes 90	Out-of-School Education 55
Monitoring and Reporting 100	Textbooks No Data			Out-of-School Children 100
Financing	68			
Data Availability	76			

The United Kingdom (UK) scored 86 in RTEI 2016. It scored high in **Availability**, but **Adaptability** data highlighted challenges to the satisfaction of the right to education, with indications of considerable deficits concerning education for **Children of Minorities**. **Out-of-School Education** and **Textbook** indicators also suggested further analysis and data is needed related to the right to education in the UK. Cross-cutting themes further revealed that data about **Regional Disparities** and education **Beyond K-12** are additional foci to satisfying the right to education in the UK.

Cross-cutting Themes		
Children with Disabilities	Overall state of education for children with disabilities	75
Girls' Education	Overall state of girls' education	96
Indigenous and Minority Populations	Discriminatory environment	66
Monitoring and Accountability	Alignment of education aims Content of education Strength of monitoring and accountability	100 91 64
National Normative Framework		89
Direct and Indirect Costs	Legal restrictions Practice environment	100 74
Private Education	Status of private education	100
Regional Disparities		No data
SDG 4	4.1 Free and equitable 4.3 Beyond K-12 Overall	60 56 81
Teachers	Effect of teaching Content of teacher training Overall teaching framework	97 100 93

Children of minorities

Per the Committee on the Rights of the Child, General Comment 11, Paragraph 61, "States parties should ... establish mobile schools for indigenous peoples who practice nomadic traditions." In practice in the UK, students from Roma, Gypsy, or Traveler backgrounds are not provided with mobile schools. On average, children from these three minority groups are amongst the lowest achieving students and are more likely to be identified as having special educational needs (Wilkin, et al, 2010).

RTEI also revealed that there is no legislation in the UK ensuring that children can receive education in their mother tongue. Over 100 languages are spoken in the UK, and one in five of those who reside in Britain do not speak English as their mother tongue (Office for National Statistics, 2011). Thus, at the primary level, over 20 percent of students do not receive education in their mother tongue. For the secondary level, the figure is slightly lower at 15 percent.

Beyond K-12

There is no data available to track enrollment rates for technical and vocational training in the UK. Of those aged 25-64, 37 percent participate in upper secondary, technical and vocational, or post-secondary non-tertiary education, compared to the OECD average of 43 percent. A series of government reforms from the late 1980s onwards left England with undeveloped vocational and technical provision rather than increasing secondary and tertiary level alternatives to academic upper secondary courses and university degrees. The UK now lags behind many of its European counterparts on technical skills training at the upper secondary level (Wolf, 2016).

International development

RTEI 2016 shows that the UK allocated 0.03 percent of GNI to foreign aid in relation to education. Within the UK's Department for International Development, education ranks as the third highest priority by financial allocation, using project budgets by sector for the financial year 2016/17 (UKAID, 2016a). In the 2016 Bilateral Development Review, the UK government recognized the importance of education, its positive impacts on employability, and in helping young people to "live healthier and more productive lives" (UKAID, 2016b, p. 35).

Unavailable/inaccessible information

Data disaggregated by income, location, and disability was typically not available. UK government data was sometimes disaggregated in other ways, however. For example, the UK uses students who receive free school meals as one way of disaggregating by income. Although the provision of free school meals is determined by income, the lack of data disaggregated by income quintile made it impossible to complete some sections of RTEI. Because the UK is made up of constituent nations (England, Scotland, Wales, and Northern Ireland) with varying degrees of devolution, data availability varied.

Recommendations to the UK Government

- Establish guidelines for reporting education data which offer a template for UK data collection and publishing whilst respecting the differences required by constituent nations to ensure that policymakers can fully understand their constituent makeup.
- Cement the UK's leadership in international development and ensure that it can reach the most marginalized globally with transformative education programs by increasing the percentage of its education budget that it gives in ODA. An immediate priority for the UK should be to ensure a successful GPE replenishment, with an ambitious UK pledge, and working to ensure that GPE's programs reflect and embody the right to education.
- Commission research to inform policy on educational attainment among students from Roma, Gypsy, and Traveler communities.
- Update the 2007 guidance paper, Supporting children learning English as an additional language: Guidance for practitioners in the Early Years Foundation Stage, to ensure that preschool and primary school staff can deliver quality education to students for whom English is not their mother tongue.
- Play an active role in structuring and assuring access to academic qualifications outside of traditional secondary and upper secondary academic qualifications, in line with other OECD countries.

Adapted from RESULTS UK's country brief,
available online.



UNITED STATES: 75

 Governance	67	 Availability	97	 Accessibility	70	 Acceptability	64	 Adaptability	78
International Framework	18	Classrooms	97	Free Education	72	Aims of Education	91	Children with Disabilities	100
National Law	43	Sanitation	94	Discrimination	46	Learning Environment	58	Children of Minorities	57
Plan of Action	100	Teachers	99	Participation	92	Learning Outcomes	43	Out-of-School Education	89
Monitoring and Reporting	100	Textbooks	100					Out-of-School Children	65
Financing	69								
Data Availability	70								

The United States (U.S.) scored 75 in RTEI 2016. It scored high in **Availability**, but **Acceptability** data highlighted challenges to the satisfaction of the right to education, with indications of considerable deficits concerning **Learning Outcomes** and **Learning Environments**. **International Framework** and **National Law** indicators also suggested further analysis of legislation is needed related to the right to education in the U.S. Cross-cutting themes further revealed that data about the **Content of Teacher Training** and **Legal Restrictions** related to **Direct and Indirect Costs** are additional foci in the right to education in the U.S.

Cross-cutting Themes		
Children with Disabilities	Overall state of education for children with disabilities	52
Girls' Education	Overall state of girls' education	73
Indigenous and Minority Populations	Discriminatory environment	64
Monitoring and Accountability	Alignment of education aims Content of education Strength of monitoring and accountability	100 46 63
National Normative Framework		58
Direct and Indirect Costs	Legal restrictions Practice environment	33 70
Private Education	Status of private education	100
Regional Disparities		No Data
SDG 4	4.1 Free and equitable 4.3 Beyond K-12 Overall	49 89 78
Teachers	Effect of teaching Content of teacher training Overall teaching framework	98 No data 87

International framework

The U.S. received the lowest score, by a considerable margin, on International Framework indicators compared to the other 14 countries reviewed by RTEI 2016. This subtheme assessed whether the state was party to several United Nations treaties, UNESCO treaties, ILO conventions, the Geneva conventions, and regional treaties relating to the protection of human rights, those of children, women, and people with disabilities. Several conventions and treaties included in the survey have not been ratified by the U.S. government. For example, the U.S. is the only country that has not ratified the United Nations Convention on the Rights of the Child (UN General Assembly, 1989) despite being instrumental in the convention's drafting (inspired by U.S. laws) more than two decades ago.

Learning outcomes

The Elementary and Secondary Education Act (ESEA) puts the onus on individual states to set their own proficiency standards and design their own assessments to measure student achievement. The closest that the U.S. has to a national assessment is the National Assessment of Educational Progress (NAEP). The data drawn from the NAEP shows surprisingly low passing scores on a range of topics. Although there are myriad factors that could be causing low passing rates on the NAEP, one main reason may be that the NAEP assessment is administered uniformly to all participating students across the nation, while the standards for each subject are set at the state level and vary widely across the U.S.

Unavailable/inaccessible information

Nationwide data on education is not widely available, with most data typically being from the state level. In addition, when responding to questions examining different rates of data regarding different populations like people with disabilities, diverse wealth quintiles, and geographic location are also largely unavailable. Data is often disaggregated by gender but not other characteristics, such as income level.

Recommendations to the U.S. Government

- Support relevant treaties and conventions, including the United Nations Convention on the Rights of the Child, the United Nations Convention on the Rights of Persons with Disabilities, the United Nations Convention on the Elimination of All Forms of Discrimination against Women, the UNESCO Convention against Discrimination in Education, and the International Labor Organization Minimum Age Convention.
- Further develop outcome assessments and curriculum in U.S. schools to incorporate an understanding of human rights; respect for parents, cultural identity, language and values, and the child's country; individual responsibility (including tolerance and equality); and respect for the natural environment.
- Implement teacher assessment guidance about learning outcomes, objectives, and evaluations.
- Utilize the National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment to support the development of state curriculum.
- Align national assessments with state level assessments. Broaden the NAEP to include an amalgamation of teacher assessment data, collected at the state level, evaluating pupil progress towards the aims of education outlined in the Convention on the Rights of the Child (UN General Assembly, 1989).

Adapted from GCE-US's country brief, available online.



ZIMBABWE: 73

 Governance 72	 Availability 83	 Accessibility 71	 Acceptability 60	 Adaptability 78
International Framework 86	Classrooms 56	Free Education 61	Aims of Education 68	Children with Disabilities 67
National Law 86	Sanitation 94	Discrimination 84	Learning Environment 25	Children of Minorities 100
Plan of Action 33	Teachers 81	Participation 68	Learning Outcomes 86	Out-of-School Education 50
Monitoring and Reporting 81	Textbooks 100			Out-of-School Children 96
Financing	75			
Data Availability	69			

Zimbabwe scored 73 in RTEI 2016. It scored high in **Availability**, but **Acceptability** indicators present obstacles to the satisfaction of the right to education, with indications of deficits concerning **Learning Environments**. **Plan of Action** and **Out-of-School Education** indicators also suggested further analysis is needed related to the right to education in Zimbabwe. Cross-cutting themes further revealed education **Beyond K-12** and the **Content of Education** to be additional foci in the right to education in Zimbabwe.

Zimbabwe also participated in the 2015 RTEI pilot, scoring 70.

Cross-cutting Themes		
Children with Disabilities	Overall state of education for children with disabilities	83
Girls' Education	Overall state of girls' education	72
Indigenous and Minority Populations	Discriminatory environment	76
Monitoring and Accountability	Alignment of education aims Content of education Strength of monitoring and accountability	67 58 76
National Normative Framework		71
Direct and Indirect Costs	Legal restrictions Practice environment	88 71
Private Education	Status of private education	100
Regional Disparities		No data
SDG 4	4.1 Free and equitable 4.3 Beyond K-12 Overall	46 6 62
Teachers	Effect of teaching Content of teacher training Overall teaching framework	76 100 90

Plan of action

The 2016-2020 Zimbabwe Education Sector Strategic Plan does not aim to provide free and compulsory education. Fees and levies are one of the major funding sources for school and district operations. Although Zimbabwe is a signatory to the UN Convention on the Rights of the Child, UNESCO Convention against Discrimination on Education, and African Charter on the Rights and Welfare of Children, the Education Act requires school fees and examination fees at Grade 7.

Out-of-school education

Although the UNESCO (1960) Convention against Discrimination in Education urges all member states to "eliminate and prevent discrimination in education by giving foreign nationals that reside within their territory the same access to education as their own nationals" (Article 3[e]), the right to education is not being universally applied for migrants and those in detention centers. Zimbabwe prisoners are denied the opportunity to study in conventional institutions and conventional institutions do not have special education facilities for outreach to prisons (Chigunwe, 2012).

At least 4,500 Grade 7 pupils were impregnated in 2016 and subsequently dropped out of school (Herald, 2016). The 2015 National Out-of-School Children Report highlighted that early marriage is one of the major causes that drive children out of school. The Ministry of Primary and Secondary Education has launched a Non-Formal Education Policy for learners who never attended school or dropped out. However, the policy does not have clear implementation guidelines nor funding to support teachers who will teach these learners outside of normal teaching hours, making this alternative rarely available.

Classrooms

Per RTEI 2016 findings, the pupil-per-classroom ratio for primary schools was 43 to 1 and 46 to 1 for secondary schools in 2013. To cope with the number of students, 41 percent of primary schools and 36 percent of secondary schools in urban areas are running double sessions, a practice which limits classroom time for learners. In other cases, classes are conducted under a tree or a shed where learners are exposed to harsh weather conditions. Per the 2015 Education Sector Analysis Report, Zimbabwe needs 2,056 new schools, with the remote areas particularly affected by the shortage of schools.

Learning environment

Corporal punishment is permitted in schools by the Education Regulations of 1979 and is further regulated by Policy 35 (P35). P35 gives school authorities the power to administer corporal punishment as a disciplinary method to boys only. In research by Midlands State University (Matope and Mugodzwa, 2011), 36 out of 45 students reported having been subjected to corporal punishment, and 9 out of 30 teachers reported using corporal punishment regularly.

Unavailable/inaccessible information

Data was unavailable for the following indicators: primary and secondary school gross enrollment disaggregated by rural and urban schools, students with disability, and wealth quintile levels; net enrollment disaggregated by rural and urban, disability, and wealth quintile levels; completion rate for primary and secondary schools disaggregated by rural and urban, disability, and wealth quintile levels; and the percentage of teachers trained to teach children with disability.

Recommendations to the Zimbabwean Government

- Guarantee state-funded basic and primary education to offset the need to charge school fees.
- Allow civil society to participate during the development and monitor the implementation of Education Sector Plans.
- Align the curriculum in prisons with that of mainstream schools.
- Address barriers to girls' education such as early marriage, and take steps to retain girls in schools, including by ensuring that pregnant teenagers and adolescent mothers are supported in continuing their education in mainstream schools.
- Increase capital expenditure to enhance infrastructure and particularly to address the school and classroom shortage.
- Explicitly prohibit corporal punishment in all settings as a correctional or disciplinary measure.
- Make annual EMIS data regularly available and in electronic formats.

Adapted from Education Coalition of Zimbabwe's (ECOZI's) country brief, available online .



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ADDITIONAL INFORMATION

Full information on RTEI, including 2016 data, 2015 pilot data and resources, the RTEI Questionnaire, partner information, and country briefs are available on our website at <http://www.rtei.org>.

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