



United Nations
Educational, Scientific and
Cultural Organization

The Review of Legal Protection Indicators in Early Childhood

Commissioned by UNESCO within the framework
of the Holistic Early Childhood Development Index



Review of legal protection indicators in early childhood

Adem Arkadas-Thibert, International Children's Center

Finalized in 30 September 2011

Published in March 2012

Contents

List of abbreviations and acronyms	2
1. Background and Introduction	3
2. Framing the concepts	6
3. Methodology	14
4. Findings and discussion	15
5. Conclusion	45
Selected bibliography	52
Web resources.....	62
Annexes.....	63
Annex 1: Annotated table of indicators reviewed	64
Annex 2: International human rights normative framework guaranteeing legal protection for children under 8	70
Annex 3: GC7 Indicator Key Questions	72
Annex 4. Legal protection cross-reference with human rights law and GC7 indicators	75

Abbreviations and acronyms

CEDAW	United Nations Convention on the Elimination of All Forms of Discrimination against Women
CG-ECCD	Consultative Group on Early Childhood Care and Development
CRC	United Nations Convention on the Rights of the Child
CRPD	United Nations Convention on the Rights of Persons with Disabilities
DFA	Dakar Framework for Action
ECCDE	Early Childhood Care, Development and Education
ECCE	Early Childhood Care and Education
ECD	Early Child Development
EFA	Education for All
EU	European Union
HECDI	Holistic Early Childhood Development Index
HELP	Human Early Learning Partnership, University of British Columbia
ICC	International Children's Center
ICERD	International Covenant on Elimination of Racial Discrimination
ICESCR	International Covenant on Economic Social and Cultural Rights
ILO	International Labour Organization
OECD	Organisation for Economic Co-operation and Development
OHCHR	United Nations Office of the High Commissioner for Human Rights
UN	United Nations
UNCRC	United Nations Committee on the Rights of the Child
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WHO	World Health Organization

1. Background and Introduction

Early child development and human rights theories have come a long way from conceptualizing young children as being “in a state of immaturity characterized by irrationality, incompetence, weakness, naivety, and innocence” (Lansdown, 2005) to understanding the child as an autonomous human being (not one becoming human) valued for and of her/his agency and as bearer of normative human rights with evolving capacities to exercise their rights and responsibilities. However, the change in acknowledgement of “the extent to which children have agency to influence their own lives and development, and can make an active contribution to their social environments” (Lansdown, 2005) is slow and requires a paradigm change in both fields. The United Nations Convention on the Rights of the Child (CRC), as a universally accepted international law, provides a unique and universal legal framework which acknowledges children as subjects of legal rights. The CRC defines the legal criteria for the development of the young child together with legal obligations of individuals, parents, communities and governments to introduce the necessary measures to ensure the realization of those legal rights.

In almost all countries, ratification of the CRC has been followed up with policies, legislation, services, resources and administrative reform consistent with the legal rights it embodies. However, although significant steps have been taken, the full realization of those rights is far from being a reality. In order to facilitate better realization of young child’s legal rights, there needs to be a consistent monitoring system with clear markers to indicate progress and achievement of legal obligations. Both early child development professionals and human rights practitioners acknowledge this need.

Therefore, there has been growing awareness in recent years that the development of indicators is central to developing the capacity for monitoring human rights that provide legal protection for children of all ages and adults alike, as well as evaluating the performance of countries in implementing these rights. A surge of activities around indicators by the United Nations and its specialized agencies, NGOs and academic circles testifies to this awareness.

Legal documents such as the CRC are not the only documents of commitment to which countries are signed up. For instance, Education for All (EFA) is a global political commitment agreed at the World Education Forum in Dakar in 2000 by 164 governments. Subsequently, through the Dakar Framework of Action (DFA) participating governments made a political commitment to six jointly identified goals for achieving available, accessible, acceptable, adaptable, and quality basic education for all children, youth and adults. These political commitments in the form of EFA goals serve as ultimate benchmarks to be met by 2015 as well: 100% population educated by 2015. This ambitious goal of education for “all” and its sub-goals that governments pledged to uphold too have to be monitored through a set of clear questions to indicate if there is any movement towards desired change (indicators) and tiered enumerated goals (benchmarks) to be reached so that progress can be visibly tracked to show if political commitments and pledges are honoured by governments.

The DFA identified systematic and effective monitoring of progress towards the EFA goals as one of the 12 key strategies for achieving EFA goals. This key strategy applies to all EFA goals including EFA goal 1 (hereinafter EFA-G1) on early childhood care and education. This key strategy was reiterated in the World Conference on Early Childhood Care and Education (WCECCE) in the Moscow and its subsequent Moscow Framework of Action in the form of a decision to “establish a working group to explore the development of an instrument capable of tracking progress towards EFA goal 1, with particular attention to quality and the holistic aspects of ECCE” (UNESCO, 2010a:5).

EFA-G1 is “[e]xpanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children” (UNESCO, 2000).

From the introduction of EFA in 2000, UNESCO and its partners developed tools such as aggregate indices and indicators that serve as indirect/proxy variables measuring EFA-G1 commitment by governments. They are mostly meant to measure outcomes of government policies towards meeting EFA-G1. However few, if any, of those indicator-based aggregate tools directly associate these outcomes with concrete legal protection measures as guaranteed in international human rights treaties.

Recently, a number of mutually independent initiatives started developing rights-based measurement tools which are not directly associated with EFA-G1 but have components directly addressing the EFA-G1 measurement gap through rights-based indicators.

We can therefore safely say that there are number of existing indicators that would serve as a strong basket of indicators to be utilized in developing a composite index on early childhood. Having seen this, UNESCO, EFA convening agencies and EFA partners are seeking to understand gaps and methodologies to develop a holistic early childhood development index (HECDI) through a number of induction desk reviews and gap analysis of existing indices and indicators in early childhood development.

This desk review will gauge existing efforts and show gaps in the field of legal protection of children under eight years of age.

In this desk review the following issues will be addressed:

- Concepts
 - What are the key theories, concepts and ideas?
 - What are the key studies that have been done in the area?
 - Where does the review fit in with these studies and the theories?
 - Has the literature looked at been analysed and critiqued?
- Methodology
 - Explaining and justifying basic review strategy
 - Explaining the time period to be covered by the review
 - Explaining any ancillary search procedures
 - Explaining any constraints on the search process and review limitations
 - Selection criteria:
 - explaining the inclusion criteria for reviewed materials;
 - explaining the exclusion criteria;
 - how selection is undertaken.
- Findings and discussion
 - Synthesis of the existing literature/materials review
 - All materials reviewed to be provided in annex (Annex 1)
 - Framework of benchmarks and indicators setting standards and measuring legal protection of children 0-8 years old for inclusion to the HECDI
 - Gaps identified
 - Selection of benchmarks and indicators recommended for inclusion in the HECDI
 - Discussion of data-related issues
 - Criteria for prioritizing specific indicators based on existing consensus around child rights sensitive indicators like:

- structural, process and outcome indicators,
 - legal protection obligations of conduct and result indicators,
 - violation approach versus assets-based approach
- Conclusion
 - Wrapping up the discussion
 - Providing recommendations

Following this introduction of the outline of the desk review report, it is important to note that this is an introductory desk review about legal protection indicators in the context of EFA-G1 and the use of child rights indicators as legal protection indicators. It is designed to provide groups of experts in the field with some preliminary perspectives and a basket of legal protection indicators in EFA-G1 policy and practice. It explores some of the challenges confronted in legal protection indicators on EFA-G1 and offers a number of legal protection indicators and benchmarks for inclusion in a possible holistic early childhood development index.

2. Framing the concepts

Because EFA documents do not define legal protection and indicators and benchmarks, it is imperative to explore definitions and scopes of these concepts in order to develop a working framework regarding what to include and what to omit from the desk review and gap analysis of EFA indicators to measure legal protection of children under eight years old.

In this process, international human rights normative framework (see annex 3 for a list of documents constituting it) will be used as a basis for a conceptual framework that will provide a sound analysis for this vast subject. The framework includes such concepts as the rights of the child, rule of law, accountability, governance, adequate and effective legal protection, and the issue of attribution of indicators to legal protection commitment, efforts, and results.

2.1. Right to education of young children

The right to education as a legal right has been universally recognized since the 1920s as referred to by the International Labour Organization (ILO) and since 1948 in accordance with the Universal Declaration of Human Rights (UDHR) and has since been enshrined in various international conventions, national constitutions and national development plans.

As defined by General Comment No. 13 of the United Nations Committee on Economic, Social and Cultural Rights (the body in charge of monitoring implementation of the International Covenant on Economic, Social and Cultural Rights – ICESCR – in the States which are parties to it), “education is both a human right in itself and an indispensable means of realizing other human rights. If people have access to education they can develop the skills, capacity and confidence to secure other rights. Education gives people the ability to access information detailing the range of rights that they hold, and government’s obligations. It supports people to develop the communication skills to demand these rights, the confidence to speak in a variety of forums, and the ability to negotiate with a wide range of government officials and power holders”.

The right to education as a legal right applies to adults as well as children of all ages including young children under eight years old. Although children’s right to education is enshrined in the CRC, the ICESCR and other legal and political documents, the emphasis is on primary education and health care separately. It can therefore safely be said that young children’s right to education and care is not explicitly spelled out in any international legal document. The only document to highlight early childhood care and education is EFA and its subsequent documents which may be seen as political commitment documents. However, this fact does not diminish existing legal obligations of governments towards young children regarding the right to education.

The legal obligations of governments concerning the right to education of young children consist of two sets of duties:

(1) Duties found in Article 2.1 of the ICESCR and Article 4 of the CRC

Because some requirements of the realization of the right to education and care of young children involve long-term systemic and resource commitments on the part of governments, these articles are important for understanding the obligations of governments to realize fully the legal rights guaranteeing legal protection under international and national laws in relation to the

right to education (adapted from ICESCR General Comments 3 and 13 and CRC General Comments 1, 5 and 7):

(a) "undertakes to take steps by all appropriate means"

In addition to legislative measures, administrative, judicial, economic, social and educational steps must also be taken. States parties are also obliged to develop policies and set priorities consistent with international human rights law. They are also required to evaluate the progress of such measures and to provide effective legal or other remedies for violations.

(b) "to the maximum of its available resources"

The obligation of States is to demonstrate that the measures being taken are sufficient to realize the right to education for every young child in the shortest possible time using the maximum available resources.

(c) "to achieve progressively"

The obligation of progressive realization exists independently of any increase in resources. It requires effective use of resources available for the benefit of all young children without discrimination and prioritizing groups of young children who suffer cumulated effects of discrimination. "The realization of the right to education is a continuing process. Progress can be depicted through two broadening concentric circles, the first showing a gradual extension of the right to education, and the second an incremental inclusion of those previously excluded." (, 2003)

Because it is a continuing process, it has to be measured over time against legal benchmarks. Governments have to show that they take steps which have to be deliberate, concrete and targeted as clearly as possible towards meeting the legal obligations (ICESCR General Comment 3, paras. 1 and 2).

Progressive realization means that what is expected of a government will vary over time. However there are minimum core obligations of governments to ensure the satisfaction of minimum essential levels of each of the care and education rights of young children (adapted from ICESCR General Comment 3, para. 10). Minimum core obligations are not subject to progressive realization and legally they are of immediate effect meaning they have to be upheld by governments immediately to guarantee the minimum essential levels. ICESCR GC 13 and CRC GC 1 and 7 as quasi-legal documents give us hints of what constitutes minimum essential levels.

With a view to monitoring progress in the realization of care and education rights of young children, a government needs a device for measuring this variable dimension of the right to education and care of young children. Both ICESCR and CRC Committees have repeatedly asked governments to apply combined national right to education indicators and benchmarks. For example, the ICESCR Committee suggested a system: a State selects appropriate right to education indicators that will help it monitor different dimensions of the right to education. Each indicator will require disaggregation on the prohibited grounds of discrimination. Then the State sets appropriate national targets/benchmarks in relation to each disaggregated indicator. It may use these national indicators and benchmarks to monitor its progress over time, enabling it to recognize when policy adjustments are required. Of course, no matter how sophisticated they may be, right to education indicators and benchmarks will never give a complete picture of the

enjoyment of the right to education of young children in a specific jurisdiction. At best, they provide useful background indications regarding the right to education in a particular national context. (Hunt, 2003 and 2006)

(2) Fundamental obligations to recognize, respect, protect and fulfil the right to education and other rights (adapted from Maastricht Guidelines on Violations of Economic, Social and Cultural Rights, 1997)

The obligation to respect the right to education implies that States must avoid measures that hinder or prevent the enjoyment of the right to education and care of young children.

The obligation to protect the right to education implies that States parties must take measures that prevent third parties from interfering with the enjoyment of the right to education and care of young children.

The obligation to fulfil (facilitate) the right to education implies that States must take positive measures that enable and assist individuals and communities to enjoy the right to education and care of young children.

The obligation to fulfil (provide) the right to education implies that States parties are obliged to provide the right to education and care to young children when a young child or group of young children are unable, for reasons beyond their control, to realize the right themselves by the means at their disposal.

2.1.1. Legal protection

Legal protection is a legal concept that has different meanings in different situations. It can be interpreted very widely or very narrowly. In the context of this desk review and gap analysis on indicators to measure legal protection of children under eight, one needs to define legal protection neatly in order to frame the review and analysis along with identifying inclusion and exclusion of resources to be reviewed and analysed.

Although international and national human rights laws are the main legal guarantees of legal protection, there is little reference to a definition of the concept. Two examples that might help frame the concept are as follows:

The 1959 United Nations Declaration on the Rights of the Child states that “the child, by reason of his physical and mental immaturity needs special safeguards and care, including appropriate legal protection, before as well as after birth” (UN, 1959),

The United Nations Convention on the Rights of Persons with Disabilities, Article 5, requires States Parties to “prohibit all discrimination on the basis of disability and guarantee to persons with disabilities equal and effective legal protection against discrimination on all grounds” (UN, 2007).

Both documents mention legal protection with governance aspects of it: appropriate and effective legal protection. Both documents highlight basic human rights law principles by adding appropriateness and effectiveness of this legal protection: legal obligation, moral responsibility, accountability of duty-bearers to rights holders, participation of persons who have a legal right to be protected, empowerment of these people if they are left behind, equity, and non-

discrimination. It means that legal protection guarantees provided by international laws goes beyond aspirational text and States ratifying them have to implement them through execution and enforcement of these norms in the manner in which domestic laws are governed.

The terms effectiveness and appropriateness have been in use in international law since the 1950s. They mainly denote actual observance of laws (factual situation) as opposed to validity of laws (what is in law/on paper) (Taki, 2008). It also has connotations in relation to economic and social rights such as the right to education, some components of which are subject to progressive realization in accordance with International Covenant on Economic, Social and Cultural Rights (ICESCR), Article 2,¹ and Article 4 of the United Nations Convention on the Rights of the Child (CRC). Although such international law as the ICESCR and the CRC acknowledges the constraints due to the limits of available resources, they also impose various legal obligations which are of immediate effect. For example, Committee on Economic, Social and Cultural Rights (CESCR) explains State Parties' obligations in its General Comment 3 (the nature of States Parties' obligations) regarding the progressive realization that steps towards realizing a right must be taken within a reasonably short time after the Covenant's entry into force for the States concerned: "Such steps should be deliberate, concrete and targeted as clearly as possible towards meeting the obligations recognized in the Covenant" (ICESCR General Comment 3 paras. 1 and 2). It goes on to explain that a minimum core obligation "to ensure the satisfaction of, at the very least, minimum essential levels of each of the rights is incumbent upon every State Party" (General Comment 3, para. 10).

2.1.2. Justiciability of the right to education as a legal protective measure

Legal protection is directly related to legal accountability of organizations and individuals and the justiciable nature of legal rights, including the right to education. Legal protection means that one can claim her/his rights through legal means of any kind, be it in courts or in any other means of legally recognized settlement. For example, if a violation of the right to education is found, a court or quasi-judicial/administrative body must be able to find a remedy to redress the violation, even in the form of a recommendation, and the finding should set a form of precedent or at least embody an authoritative interpretation of the legal right. (Viljoen, 2007)

Justiciability of a right can be observed in international and national tribunals including individual complaints mechanisms of the main human rights treaties, international human rights courts such as the European Court of Human Rights, national constitutional inclusion, national legislation, and case law through national and local judicial decisions, including court and quasi-judicial/administrative bodies. It is safe to say that the right to education, including for young children, are legally guaranteed and justiciable at international and national levels the world over.

Two examples may better illustrate the justiciability of right to education:

The Constitutional Court of India recently concluded that "fundamental rights guaranteed under Part iii of the Constitution of India including the right to freedom of speech and expression and other rights under Art. 19 cannot be appreciated and fully enjoyed unless a citizen is educated and is conscious of his individualistic dignity ... The "right to education", therefore, is concomitant to the

¹ Article 2 of the Covenant imposes a duty on each State Party "to take steps ... to the maximum of its available resources, with a view to achieving progressively the full realization of the rights recognized in the present Covenant by all appropriate means, including particularly the adoption of legislative measures".

fundamental rights enshrined under Part III of the Constitution. Therefore, the State is under a constitutional mandate to provide educational institutions at all levels for the benefit of the citizens. The educational institutions must function to the best advantage of the citizens. Opportunity to acquire education cannot be confined to the richer section of the society.” (Mohini Jain v State of Karnataka, paras. 13 and 14)

The European Social Charter and the Revised European Social Charter provide a collective complaints mechanism for people in ratifying States. In a recent case against France “(Autism-Europe v France), the European Committee of Social Rights found France in violation of the social charter on the basis that the “proportion of children with autism being educated in either general or specialist schools is much lower than in the case of other children” and that there is “chronic shortage of care and support facilities for autistic adults” (para. 54 of the finding). In arriving at this conclusion, the Committee took into account not only the complexities and expenses involved, but also “the impact that their choices will have for groups with heightened vulnerabilities as well as for other persons affected including, especially, their families on whom falls the heaviest burden in the event of institutional shortcomings” (para. 53). Resource constraints do not free the State from its obligation to achieve the objectives of the Charter within a reasonable time, with measurable progress and to an extent consistent with the maximum use of available resources.”

2.1.3. From Justiciability and Accountability to Enforcement: Minimum Core Obligations of States

Since it has been established that young children have legal rights, every child or children as a constituency must be able to make claims and demand accountability when rights are not respected. Children’s rights imply the establishment of legal frameworks and enforcement mechanisms. However, not all rights that have been made justiciable are enforced.

Therefore, effectiveness of legal protection measures for children under 8 in the context of EFA-G1 includes following at the least addressing the **minimum core obligations** with regards to right to education under ICESCR article 13, its general comment 13 and CRC articles 6, 28 and 29, general comments 1, 5, and 7:

- a holistic domestic laws covering the core contents of the right to education in compliance with international human rights legal norms (adapted from ICESCR General Comment 13 and CRC General Comments 1 and 7);
 - the right of access to public early childhood care and educational institutions and programmes on a non-discriminatory basis
 - education conforms to the objectives set out in Article 13(1) of ICESCR and Article 29 of the CRC²
 - education is to meet young children’s basic learning needs and is cultural and locally adequate
 - adopt and implement a national early childhood care and education strategy
- complaint mechanisms;
- system of monitoring and periodic review of compliance;
- reporting system for breaches of compliance;
- an accessible, affordable, timely, and effective system of remedy and redress mechanism;

² Education is to be “directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms ... that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace”.

- recovery, rehabilitation, reintegration of children whose legal protection could not be maintained properly.

Therefore, for the purposes of this desk review, **legal protection of children under eight means creation of means such as laws and regulations, execution and enforcement of those legal norms by which children are protected from acts, exploitation or abuse, in the main by adults or institutions that threaten their dignity, their survival and their development.**

Legal protection of children under eight within the context of EFA-G1 will require:

- implementation of international law and political commitments such as DFA by making these a part of national norms and regulations,
- execution of these national regulations, and
- enforcement of these national regulations.

2.2. Indicators and benchmarks

A quick search on definition of “indicators and benchmarks” in the field of human rights and development provides us with an overwhelming amount of information on varying forms of indicators and benchmarks as used in management, economy, social issues, environmental issues, health, education, governance, quality of life, early childhood development and the like.

All these indicators and benchmarks have one thing in common: they refer to specific information. Indicators can therefore safely be said to play an important role in matters where regular specific information is required to enable proper decision-making at different levels of governance of concerns including international, national and local.

UNESCO’s Methods and Analysis Division, Department of Social Sciences, defines indicators in terms of their functions as “(i) the descriptive function of the indicators - the description of social states and of trends in social change; (ii) their interconnections - which suggests a systems’ approach; (iii) the analytical tools they can be to the social planner - for the ‘monitoring’ of social change” (Fanchette, 1974).

The Organisation for Economic Co-operation and Development (OECD) defines indicators as “a quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement, to reflect changes connected to an intervention, or to help assess the performance of a development actor” (OECD, 2002), while defining benchmark as “reference point or standard against which performance or achievements can be assessed” (OECD, 2002).

The United Nations Development Programme (UNDP) Human Development Report 2000 “Human Rights and Human Development” devotes a chapter to, and makes a compelling case for, the careful use of human rights indicators: “Statistical indicators are a powerful tool in the struggle for human rights. They make it possible for people and organizations — from grass-roots activists and civil society to governments and the United Nations — to identify important actors and hold them accountable for their actions.” Indicators, it continues, can be used as tools for:

- Making better policies and monitoring progress;
- Identifying unintended impacts of laws, policies and practices;

- Identifying which actors are having an impact on the realization of rights;
- Revealing whether the obligations of these actors are being met;
- Giving early warning of potential violations, prompting preventive action;
- Enhancing social consensus on difficult trade-offs to be made in the face of resource constraints;
- Exposing issues that had been neglected or silenced.

Crucially, human rights indicators can help States, and others, recognize when national and international policy adjustments are required.

2.3. Legal protection indicators are child rights indicators

Recognizing that while child development outcomes indicators and children's legal protection and rights indicators have some common features, they also have significant differences. There are at least three fundamental differences in their approach:

Conceptual: child development outcome indicators assess the status in five child development domains. Legal protection/child rights indicators evaluate whether young children are living with dignity and freedom, and the extent to which duty-bearers, especially governments, have fulfilled their obligations to establish and uphold just social arrangements to enable their healthy development through respecting, protecting and fulfilling young children's rights.

Focus of attention: While both types of indicators focus on child outcomes and inputs so as to draw attention to unacceptable disparities and suffering, child rights indicators also need to cover the policies and practice of legal and administrative entities and the conduct of public officials. In short, legal protection/child rights indicators focus on obligations of conduct referring to the minimum conditions a government has to fulfil to be in compliance with its obligations under international law. This emphasis has the advantage of highlighting policy priorities and implementation, both of which are under the control of States Parties, rather than outputs or results, which reflect a confluence of factors, including the availability of resources.

Data/information to be collected: a child rights assessment requires a wider range of data than a child development analysis and has greater need for the data to be disaggregated by a variety of variables, such as gender, ethnicity, race, religion, nationality and social origin. Legal protection/child rights indicators focus on established and justiciable legal norms, most importantly discrimination, and hence on the status of the most disadvantaged and vulnerable young children and the communities they live in. National averages, even breakdowns in regional or urban-rural data, often camouflage wide disparities in the extent to which specific groups in the population are reliably enjoying their human rights.

Child rights indicators are distinct from rights-based child development and child well-being indicators. While the latter reveal the 'state' of children's lives, child rights indicators consider the interaction between children, the State and society on matters concerning children, taking into account the need to strengthen capacities of both right holders (children) to claim their rights and duty-bearers (States and their governing structures) to fulfil their obligations.

Child rights indicators are inseparably connected to the application of human rights law. They extend an evidence-based dimension to the normative content of human rights legal obligations, which in turn guarantee legal protection for young children. They are fundamentally involved in measuring child rights realization, both qualitatively and quantitatively, and assessing validity of data from a child rights perspective.

Child rights indicators relate to accountability borne with human rights of children and the enforcement of human rights obligations of duty-bearers (State apparatus/governance structures) towards rights holders (the child and children as a group). Child rights indicators are an essential part of monitoring the realization of child rights and about substantiating the legal protection commitments of States under human rights treaties. They are therefore essential to upholding child rights law obligations and giving definition to the standards at the heart of legal protection afforded by child rights law (McInerney-Lankford and Sano, 2010). As a result, legal protection indicators are child rights indicators.

There are two main functions of child rights indicators: assessment and diagnostic. Assessment function relates to their use in assessing accountability, effectiveness, and impact of legal protection guaranteed under the law. Diagnostic function relates to measuring the current state of implementation and enjoyment of legal protection under child rights law in a given context, including international, regional, national and local (OHCHR, 2006, 2008, and 2011). In the child rights field, it is mainly to assess actions of duty-bearers' compliance with human rights obligations and to examine their human rights accountability.

Since the focus of the desk review and gap analysis is on legal protection of children under eight, legal and political commitments under the international human rights normative framework will provide guiding documents. As explained in the legal protection section above, effective legal protection of children under eight and progressive realization of their rights to education, development, life, survival, nutrition, shelter, water, health, security and so forth have to utilize indicators and benchmarks to guarantee full realization of all rights for all young children through effective monitoring at different levels. For this purpose in this desk review, indicators are therefore defined as specific information (adapted from OHCHR, 2006):

- on the state of a legal and political commitment towards legal protection of children under eight,
- on an activity or activities to execute that commitment, and
- on an outcome that can be related to EFA-G1 and its underlying international human rights norms and standards;
- that address and reflect the EFA-G1 related concerns and principles; and
- that are used to assess and monitor promotion, protection, and fulfilment of EFA-G1.

3. Methodology

The following methods were used during the review in order to identify useful sources of indicators relevant to legal protection of young people in relation to EFA-G1:

- A general search for published or unpublished literature (books, manuals, frameworks, reports, scholarly articles) from following sources
 - EFA convening agencies (UNESCO, UNICEF, UNDP, UNFPA, World Bank);
 - HECDI partner agencies (Bernard van Leer Foundation, Save the Children, Aga Khan Foundation, OECD, WHO);
 - Other United Nations agencies (WFP, FAO, ILO);
 - Development agencies (USAID, CIDA, SIDA, DANIDA, NORAD, DFID, AFD, GIZ, AUSAid);
 - International NGOs (Plan International, WorldVision, ActionAid);
 - Child Indicators Research, the official Journal of the International Society for Child Indicators;
 - EBSCOhost and Web of Science online scholarly search (search syntax used: child indicator, indicator, benchmark, human rights indicator, EFA indicators, early childhood indicators, legal indicators, protection indicators, measuring child rights);
 - Email and Skype calls with a few key informants.
- A total of 1,180 online and print publications were reached and skimmed from April 2011 to 15 August 2011.
- Out of this number, 240 fit at least one of three criteria for further review. Criteria are that publication has (1) indicators and/benchmarks in it; (2) conceptually relevant information regarding legal protection/child/human rights indicators and measurement; (3) relevance to early childhood care and education.
- Out of 240 sources, 137 were reviewed and utilized for this desk review report and included in the selected bibliography section.
- Out of 240 sources, 49 were reviewed in depth. An annotated literature review table is given in Annex 2. Names of the indicator/index/publication, organizations involved, geographical and legal protection coverage, EFA and legal protection relevance, and review notes are included in the table.
- Out of 49 sources, 10 were selected as priority sources to provide a balanced basket of indicators and a very limited number of benchmarks to be considered for inclusion as legal protection indicators in the HECDI to monitor EFA-G1. For each source, brief information and relevant indicator lists were provided.
- The key criterion for inclusion of sources in this desk review has been that the set of indicators developed is considered innovative and advances the legal protection monitoring and measurement debate for EFA-G1.
- The second criterion is inclusion of indicators with potential to help policymakers to assess programmes and policies at various levels (e.g. individual, family/household, community, state/province, national, and international).
- The third is that the portfolio of indicators should be balanced across different dimensions, including geographical, government, intergovernmental, non-governmental, and local.
- The fourth is that selected indicators should be as transparent in methodology and conceptually and as accessible as possible to technical working group members.

4. Findings and discussion

For the last 50 years, indicators have emerged as a promising tool for tracking progress in key areas of development. In recent years, this trend finally reached human rights community that are concerned with human rights indicators, which is a way to gauge how governments are faring in action to uphold their legal protection obligations. Literally hundreds of sets of indicators and fewer composite indices on the development field have been developed throughout the world at the international, national, state/province, and community/local/municipal levels. However, human rights indicators covering all aspects of civil, political, economic and social and cultural rights have been slow to develop. (Malhotra and Fasel, 2005; McInerney-Lankford and Sano, 2010)

The same applies to indicators concerning early childhood development. There are hundreds of indicator sources on early childhood development at the international, national, state/province, and community/local/municipal levels. Some examples are:

- Child Trends, in the United States, has created an indicators data-bank³
- KidsCount project of the Annie E. Casey Foundation in the United States.⁴
- Recently, more attention is focusing on school-readiness and possible indicators to measure and monitor it (in the United States, a major effort is the Getting Ready initiative⁵ (Ben-Arieh, 2006)
- The multi-national project on Measuring and Monitoring Children's Well- Being developed a database of indicators including their age appropriateness and data availability⁶ (Ben-Arieh, 2006)
- In Canada and Australia the state of early child development is monitored annually by means of the Early Development Instrument, EDI (Offord Centre for Childhood Studies at McMaster University, 2011). This annual monitoring not only builds an invaluable database to follow how children thrive but also, equally importantly, it increases awareness of the importance of the early years among parents, professionals in childcare and education, as well as politicians and policymakers. Through this monitoring system the communities in which children experience difficulty in thriving is identified and the score of EDI provides support for the community in attracting funding to create capacities and to support future planning and service development in order to help children thrive (Human Early Learning Partnership, 2011).
- International organizations such as the United Nations, UNICEF, WHO, OECD, World Bank and UNESCO have produced a number of indicators complementing each other in measuring the state of young children's social and economic well-being from the 1980s on. (Ben-Arieh, 2006, 2007)
- UNESCO Education Sector, Division of Policy Development in Education, Policy Advice Development and ICT, Right to Education Programme, have been working on right to education indicators from the 2000s on.
 - UNESCO-CESCR Joint Expert Group on Monitoring of the Right to Education has been working since 2001

³ <http://www.childtrendsdatabank.org>

⁴ <http://www.aecf.org/kidscount>

⁵ See <http://www.gettingready.org/matriarch/> for details.

⁶ see <http://multinational-indicators.chapinhall.org>

- The division published “The Right to Education: Monitoring Standard-setting Instruments of UNESCO” as a baseline for any EFA monitoring initiative
- There are 48 UN-agreed indicators developed to measure progress towards these goals, including the following of relevance to UNESCO-related rights:⁷
 - net enrolment ratio in primary schools;
 - proportion of pupils starting grade 1 who reach grade 5;
 - literacy rate of 15–24 years old;
 - ratio of girls to boys in primary, secondary and tertiary education;
 - ratio of literacy of women to men, 15–24 years old;
 - proportion of population with access to affordable essential drugs on a sustainable basis;
 - telephone lines and mobile telephone subscribers per 100 population;
 - personal computers in use per 100 population.

After the World Declaration on Education for All in Jomtien, UNICEF and UNESCO have undertaken a number of initiatives to produce some EFA indicators (CG-ECCD indicators document), including two sets for EFA-G1 which is used in Global Monitoring Reports for EFA (UNESCO, 2002):

- CARE
 - survival
 - infant mortality rate
 - under-5 mortality
 - well-being
 - infants with low birth weight
 - suffering from:
 - underweight moderate to severe,
 - wasting moderate to severe,
 - stunting moderate to severe
 - breastfeeding
 - exclusively breastfed
 - breastfed with complementary food
 - still breastfeeding
 - immunized against:
 - tuberculosis, diphtheria, pertussis, tetanus
 - polio, measles, hepatitis B
 - provision for under-3s
 - official programmes targeting under-3s
 - youngest age group targeted
 - women's employment and maternity leave
 - female labour force participation rate
 - duration of paid maternity leave

⁷ See <http://www.developmentgoals.org/goals.htm> for details.

- EDUCATION

- enrolment in pre-primary
- enrolment in private institutions as % of total enrolment
- gross enrolment ratio in pre-primary
- net enrolment ratio in pre-primary
- gross enrolment ratio in pre-primary and other ECCE programmes
- pre-primary school life expectancy/expected number of years of pre-primary schooling
- new entrants to the first grade of primary education with ECCE experience
- percentage of new entrants to primary education with ECCE experience (total, male, female)

Apparently, these two composite indicator sets do not do justice to measuring progress in the field of legal protection of young children's rights to ECCE. These indicators do not measure how prohibition of discrimination is upheld by governments, and which children are left behind. Young children deserve a better system of measurement robust enough to hold governments accountable towards their young constituents, for they are not old enough to fend for themselves in this respect.

Most of the early childhood care and education indicators have almost no legal protection component sufficient to cover all aspects of child development domains in the form of indicators.

At present, the data collected on young children's care and education are customarily limited to enrolment, attendance and formal attainment along with general child development data around nutrition and health. There are few indicators developed to monitor the broader dimensions of young children's rights to care and education. Even fewer recognized young children's right to be heard and involved in contributing to the indicator development and the whole monitoring process itself. For example, young children can be involved in helping define the indicators, as respondents in the collection of data and as researchers. (Lansdown, 2007)

A convincing body of evidence from the field of neurobiology and social science affirms that the structural development of the central nervous system and architectural completion of the human brain is very much a function of the stimulating environment and how mind-provoking the environments of early years of human life are. These findings provide a solid ground for child participation since involving children in decision-making processes and seeking their input is not only fulfilling their right, as articulated in Articles 5 and 12 of CRC, but also helps their evolving capacities.

There are three streams that use the international human rights normative framework to address legal protection measures for EFA-G1:

- i. the first one that uses the 4A scheme (acceptability, adaptability, availability, and accessibility) of the former Special Rapporteur on the right to education to the United Nations, ;
- ii. the second one that uses the structure-process-outcome scheme of the former Special Rapporteur on the right to health, Paul Hunt;
- iii. and the third one that uses a combination of legal and quasi-legal documents within the international human rights normative framework, especially CRC.

The following synthesis of reviewed literature includes 10 initiatives around early childhood indicators that used these three streams/frameworks.

4.1. Synthesis of the existing literature/materials' review

Ten initiatives are selected as most relevant to indicator frameworks around legal protection of young children under eight. These are selected as they are: conceptually relevant information regarding legal protection/child/human rights indicators and measurement; relevant to early childhood care and education; and most innovative ones that open up the debate around legal protection indicators and advance the state of understanding in legal protection in early years.

4.1.1CRC General Comment 7 Indicators

Upon adoption of revised General Comment 7 (GC7) Implementing Child Rights in Early Childhood in 2006 by the United Nations Committee on the Rights of the Child (UNCRC), a group of organizations including UNCRC itself, UNICEF, WHO, Bernard van Leer Foundation and Human Early Learning Partnership (HELP) at the University of British Columbia set out to turn this quasi-legal document into a holistic child rights measurement tool for better monitoring and reporting of the implementation of child rights in early childhood, including understanding where and when child rights violations take place, and suggest ways of addressing such violations. The group expanded to include a number of other organizations including the International Children's Center (ICC), the Consultative Group on Early Childhood Care and Education (CG-ECCD), and the Aga Khan Foundation.

A breakdown of the specifics of GC7 with respect to the UNCRC Reporting Guidelines, UNICEF MICS indicators, WHO early years indicators, and OHCHR's three-tiered structure-process-outcome scheme was used to develop 15 sets of indicators. The framework proposed later helped the group to produce an implementation manual for the framework and indicators to be fully functional in the field. The indicators and the manual are in the process of being validated through field tests. The first field test took place in Tanzania and the second is being finalized in Chile.

The indicators framework is as follows:

- General Measures of Implementation
 - Indicator Set 1: Dissemination of GC7
 - Indicator Set 2: A Positive Agenda
 - Indicator Set 3: Human Rights Training
 - 4: Data Collection Systems
- Civil Rights and Freedoms
 - 5: Birth Registration
- Family Environment and Alternative Care
 - 6: Participation in Household Decision-Making
 - 7: Violence against Young Children
- Basic Health and Welfare
 - 8: Basic Material Needs
 - 9a: Breastfeeding and Complementary Feeding

- 9b: Access to and Use of Health Services
- Indicator Set 10: Age-Appropriate Health Education
- Education, Leisure and Cultural Activities
 - Indicator Set 11: Provision of Early Childhood Education and Care Services
 - Indicator Set 12: Educational Provision for Vulnerable Young Children
 - Indicator Set 13: Knowledge of Rights and Capacity to Support Their Realization
 - Indicator Set 14: Play, Leisure and Rest Opportunities for Young Children
- Special Protection Measures
 - 15: Inclusive Policy and Provisions for Vulnerable Groups

Although all indicators are relevant to both EFA-G1 and legal protection, the whole document runs to more than 200 pages and cannot be summarized without loss of relevant information. However, key indicator questions in Annex 3 and following indicator table for Indicator Set 11: Provision of Early Childhood Education and Care Services provide a taste of how indicators are formulated:

Indicator Set 11 - Early Education Services - CRC Articles 6, 28 and 29; General Comment 1, Aims of Education

Structure	<ul style="list-style-type: none"> • Is there a policy for the provision of universal, free of charge, early childcare and education (ECCE) programmes and services? • What policies are in place to ensure that early education provisions are suitably child-centred, child-friendly, rights-based and aligned with GC7 principles and aims of education? • What policy is in place to assure professional standards and quality in various forms of preschool provisions supporting learning in all forms of childcare and/or child education settings (for example, homes, crèche or day-care centres, kindergarten, play groups, and so on)? • Do policy commitments include data collection on levels of attendance, geographical coverage, access to, quality of, and financial supports to preschool services for all young children, and in particular young girls and all other vulnerable groups? • What specific policy exists to encourage and support parents as the primary educators of young children and as a base for a young child's curiosity, exploration and experimentation? • Does the commitment to recruitment in early childhood education require high standards of professional training, appropriate salaries and a gender mix in professional groups working with young children?
Process	<ul style="list-style-type: none"> • What efforts have been made to develop the following aspects of various settings and services for early education? <ul style="list-style-type: none"> ○ levels of attendance and equitable access to programmes and services? ○ reporting of fees and affordability? ○ mode or settings for delivery? ○ quality of and resourcing for programmes and services? ○ home support and resources targeting stay-at-home parents? ○ adequate structural criteria? • What efforts have been made to monitor and evaluate the impact of early education programmes on children's development using available indicators, such as: <ul style="list-style-type: none"> ○ registration and dropout rates (particularly pre-primary and primary)? ○ retention rates? ○ performance data? • What processes are in place to evaluate and improve human resources, especially through salary benchmarking (comparisons) to similar professional groups, and to address issues of staff recruitment and retention (in order to ensure continuity of care), qualifications and gender mix? • Is there in-service training to inform and update childcare professionals on the quality of their interaction with children?
Outcome	<ul style="list-style-type: none"> • What improvements have been made in implementing evidence-based principles for quality services? • Have there been increasing rates of access to, registration in and attendance in quality services? • Have there been reduced dropout rates from the vulnerable groups of children?

Indicator Set 11 - Early Education Services - CRC Articles 6, 28 and 29; General Comment 1, Aims of Education	
	<ul style="list-style-type: none"> • Is there increased transparency in the reporting of early education fees in relation to affordability, access, grant-aided, and so on? • Is there evidence of improving trends in children’s development as measured by cognitive, physical health and socio-emotional outcomes, through indicator systems such as Multiple Indicator Cluster Surveys (MICS), Demographic Health Surveys (DHS), the Early Development Instrument (EDI), and so on? • Have there been reduced dropout rates in primary grades, particularly disaggregated by gender? • Has there been an increase in the number of institutions training professionals for early childcare and education?
Sources of Information	<ul style="list-style-type: none"> • Desk review or survey of public, private and civil society educational service provision • Department of education (or similar) statistics on enrolment, attendance and retention after entry year • DHS, MICS, EDI or other systems; household survey questions related to affordability, quality and impact on child development • Distribution of ages at which children start school • Studies and reviews of policy development and service delivery that adhere to human rights-based evidentiary AAAQ principles (Available, Accessible, Acceptable, and of good Quality)
Duty-bearers	<ul style="list-style-type: none"> • National and local government departments responsible for educational provision • Civil society and private-sector providers of education services for young children • Professional teaching associations and other relevant professional bodies • Parents and other caregivers and professional and/or lay bodies representing or supporting and/or informing these stakeholders
General Comment 7 (paragraphs)	General Comment 7 (paragraphs)
23: standards, training, salaries, staffing 28: variety of settings 29: support parents as first educators 30: holistic broad-based education 31: community based 32: private sector 33: child rights content 34: rest, leisure, play	6b: programmes 6c: resources 6d: statistical data 34a: education, training, guidance 34b: aims and quality of education 34c: rest, leisure, culture (play also) 35: excluded groups 36: organizational cooperation

4.1.2. Monitoring Child Well-being: A South African Rights-Based Approach

Although a country-specific work on indicators, it is one of the best examples of how legal protection guaranteed in CRC and in a national constitution can be translated into operational indicators. This work provides not only an example of putting readily available data into action but also introduces new data and its tools for collecting those new data. It provides a policy goal (benchmark) with corresponding indicators, legal protection under international law, existing data source, and frequency of data collection, which are all included in this very cumbersome 688-page document.

The indicators section provides information on which human rights treaties to refer to and whether it is appropriate for international reporting, including CRC, ICESCR, CRPD, MDGs, etc.

The tool and the indicators have been in use in South Africa, with the production of an annual report named South African Child Gauge since 2005.⁸ The report is widely used and highly commended, showing as it does legal protection gaps in South Africa driving policy and practice change in the country.

Core indicators around early childhood are included in the following table.

Policy goal	Indicator	Definition
Reduce the number of children living in poverty	Child poverty	Proportion of children <5 and <9 years: <ul style="list-style-type: none"> • Living in a household that has a household equivalent income below per annum (year value); • Living in a household without a refrigerator; • Living in a household with neither a TV nor a radio.
Improve access to prevention of mother-to-child transmission (PMTCT) programmes	Antiretroviral therapy (ART) cover in eligible new-borns	Number of new-borns receiving nevirapine (or other ART) per 100 babies born to HIV-positive pregnant mothers
Increase children's access to ART	Highly active antiretroviral therapy (HAART) cover in eligible children aged 0–9 years.	Number of children (aged <5 and 5–9 years) receiving HAART per 100 children eligible for HAART
Identify the extent to which young children are living with HIV-positive mothers	Prevalence of HIV and AIDS in women with children <5 and <9 years in the same household	1. Proportion of sampled pregnant women attending antenatal clinics who test positive for HIV. 2. Proportion of HIV-positive women with children <5 and <9 years of age
Estimate the numbers of children living with vulnerable caregivers. Ensure the child's rights to appropriate care, survival, protection and optimal development.	Caregiver health status	Proportion of children <5 and <9 years who live with an aged or disabled caregiver, including the chronically sick and those with a psychiatric condition that significantly interferes with daily functioning (has or is eligible for a grant)
Reduce the number of infants dying in the first year of life	Infant mortality rate (IMR)	Number of deaths between birth and exactly 1 year of age per 1 000 live births in same calendar period. Disaggregate by male and female.

⁸ See all reports at <http://www.childwatch.uio.no/research/children-rights/south-african-child-gauge.html>

Policy goal	Indicator	Definition
Reduce the number of children dying in the first 5 years of life	Under-5 Mortality Rate (U5MR)	The U5MR is the probability of children dying between birth and their 5th birthday, expressed per 1 000 children born alive
Attain 90% immunization coverage in the first year of life for all vaccines. 5-year-old children are covered for immunization boosters	Immunization rate	Fully immunized children are defined at first visit where all required vaccinations are completed. The primary course of immunization includes BCG, OPV 1, 2 & 3, DTP-Hib. The denominator is the expected doses (based on mid-year estimates of number of children <12 months and number of required doses for each vaccine) in the same period. Immunization rate is expressed as children aged 0–12 months inclusive having completed primary courses of immunization per 100 expected doses (in children <1 year) in the same period. The proportion of children 0–12 months inclusive who are fully immunized divided by the population <1 year old in each province
Monitor the prevalence of childhood disability in children <5 years. Plan for disability services to young children	Age-specific prevalence rate of children with one or more activity limitations	Proportion of children <5 years with a health condition and related impairments, together with activity limitations in one or more domains of functioning
Identify children with moderate to severe disabilities for early intervention	Children <2 years with moderate and severe disabilities	Proportion of children attending health facilities who test positive using provincial DoH developmental screening tools
Reduce the prevalence of wasting among children <5 years	Wasting rate	Proportion of children <5 years with weight for age <2 standard deviations below the median weight for age reference value in a defined population of <5s per 100 children under the age of 5 years in that population in the same period (disaggregate by male and female)
Reduce the prevalence of stunting among children <5 years	Stunting rate	Proportion of children <5 years with more than 2 standard deviations below the median weight for height reference value in a defined population of <5s in a given period
Ensure survival and development of young children. Reduce household food insufficiency and child hunger	Child hunger; household food insecurity (insecure and at risk)	Proportions of children <5 and <9 years in food insecure households and at-risk households; proportion households with children <5 and <9 years, in which children were reported to have experienced hunger in the last 30 days
Improve adult literacy levels. Improve intellectual capital available to children in the home.	Caregiver or female household member literacy	Proportion of children <5 and <9 living in households in which the caregiver is literate/females over 14 years are literate. Alternatively, use the PIMD data for adult education
Ensure the right to a name, nationality, and access to social security for young children	Birth registrations in children 0–5 and 0–9 years	Proportion of births not registered relative to estimated population for 0–5 and 0–9 years

Policy goal	Indicator	Definition
Improve access to the Child Support Grant (CSG) and other relevant grants for young children. Ensure the children's right to social security	Social grant uptake by eligible children and caregivers	Proportion of eligible children <5 and <9 years in receipt of the appropriate grant
Access to ECD services of different kinds in accordance with different family needs	Gross and net enrolment in ECD centres; gross and net enrolment in Grade R classes	GER and NER for children in registered ECD facilities and Grade R classes. GER and NER for children in Grade R classes
Access to ECD services of different kinds in accordance with different family needs	Attendance ratio of children enrolled in registered ECD facilities and Grade R	Number of days' attendance as a proportion of possible days of attendance at ECD facilities and Grade R
Improve the quality of ECD services	ECD and Grade R educators with Level 4 or above (or equivalent)	Proportion of educators with Level 4 and above
Improve local level commitment to holistic ECD servicing	Provision for ECD in Integrated Development Plans (IDP) at local level	IDPs with ECD activities and budgets
Existence of quality public programmes in support of ECD	Public policies in support of ECD are monitored against departmental plans, programmes, budgets and delivery.	Number of departmental programmes for young children being planned, resourced and implemented in the stated time period per department.
Improve intersectoral collaboration for efficient and holistic ECD services	Intersectoral ECD administrative information units are established in all provinces	Number of provincial departments with intersectoral ECD administrative information units by year
Improved quality of services, meeting of regulations under ECD service guidelines	Services meeting the registration requirements of the DoE for Grade R classes. Facilities meeting registration requirements of the DoSD for group care of more than 6 children up to 5 years	Proportion of facilities and Grade R classes that meet the standards
Improve and monitor budgetary allocations to ECD services in accordance with policy. Improvement of funding to enable poor children to access quality services	Annual provincial budget allocations to ECD services Registered ECD facility child subsidy cover. Facilities in receipt of State subsidy covering 75% of operational costs	Currency amount allocated for ECD services per year compared with previous annual allocations. Proportion of children <5 years in registered ECD facilities in receipt of subsidies relative to the estimated eligible population of qualifying children Proportion of subsidized facilities with 50% or more of operating costs covered by subsidy

Policy goal	Indicator	Definition
Strengthen caregivers' capacity to support child development, and improve the quality of childcare. Promote access to ECD services of different kinds in accordance with different family needs	Caregiver support programme participation	Proportion of parents/caregivers who have participated
Access to ECD services of different kinds in accordance with different family needs	Primary caregiver participation in parenting programmes	Number of children of parents who have participated in such programmes (estimation of how many children per parent if this information is not available) for the province and each district
Encourage ECD services to monitor service quality	Self-monitoring of ECD service providers	Proportion of programmes with regular monitoring and evaluation activities
Identify children at risk for targeted intervention. Identify orphans and children made vulnerable by HIV and AIDS (OVC) and mobilize support	Children made vulnerable by HIV/AIDS	Percentage of children <18 who are vulnerable according to the definition.
Increase the accessibility of services to young children	Access to preventive health services (including developmental screening, immunization, growth monitoring) and curative health services)	Accessibility audits of communities and local authorities service provision for each service
Ensure the right to protection and optimal development	Household crowding	Average person: habitable room ratio for children <5 years and <9 years. The proportion of children <9 co- sleeping with sexualized older children and adults should be determined – this will be possible where a single habitable room is available for the household
Improve access to early intervention programmes for children with additional support needs	Referral and accessibility of health services or Education for Learners with Special Educational Needs (ELSEN) teams (Grade R) for children with additional support needs	The proportion of children identified with additional support needs who are referred to and access the relevant health or education support service

Policy goal	Indicator	Definition
Provide for children's basic needs. Promote children's rights to health and social and economic security through provision of the necessary supports and services	Household food production Children <5 and <9 years subject to living environment deprivation. Children in households without access to potable water. Children in households without access to adequate sanitation. Children without access to electricity. Children without access to adequate housing	Proportion of children in poor households that produce their own food (HOME Inventory may be used for this purpose) No access to potable water: the proportion of children <5 and <9 years living in households without piped water inside their dwelling or yard or within 200 metres of the dwelling. No access to adequate sanitation: the proportion of children <5 and <9 years living in households without sanitation (pit latrine with ventilation or flush toilet). No access to electricity: the proportion of children <5 and <9 years living in electrified dwellings. No access to adequate housing: proportion of children <5 and <9 years living in a household that is a shack (excluding traditional dwellings)
Monitor quality of early learning environments. Strengthen caregiver capacity to provide a positive relationship and developmental environment that promotes psychosocial development	Stimulation of early learning at home, including language development and numeracy The following indicators also cover the quality of the child's early learning and emotional environment: 1. Caregiver affection for the child. 2. Availability of play equipment. 3. Exposure to different experiences with the family	Proportion of caregivers who did each of the above in the period All to be developed for specific studies of caregivers attending ECD facilities. The HOME Inventory has relevant items
Strengthen the capacity of families to protect and care for children	Comfort	Proportion of children who have a blanket, shoes and two sets of clothes

Policy goal	Indicator	Definition
Monitor children's right to safety	Children's vulnerability to violent crime (<9 years). Neighbourhood vulnerability of children	The proportion of children <12 years in each province and in each SAPS zone and precinct who are victims of all violent crime (treated per crime category and as a total score based on the sum across all crime categories) per year.
	Traffic-related and unintentional injuries in early childhood	Child injury morbidity and mortality rates
	Exposure to domestic violence	The proportion of parents with children (<5 and <9 years) at home, who admitted to perpetrating or being victims of partner violence in the past year (the number of children <5 and <9 years in the household should be used to indicate the probable numbers of children in each province likely to be exposed to domestic violence)
	Children exposed to physical punishment at home. Caregivers who approve of physical punishment. Caregivers who use physical punishment	The proportion of adults with children (<5 and <9 years) who: (i) support the use of physical punishment at home, and (ii) use physical punishment
Encourage disclosure of HIV status in women with children so as to increase access to services for vulnerable children	Acceptance of caregiver HIV status	For use with HIV-positive women during pregnancy and after the birth of their child

4.1.3 Right to Education Project's Right to Education Indicators

The Right to Education Project emphasizes the conceptual difference between traditional development indicators evaluating education as a basic human need, to be checked against development goals, and the right to education indicators aiming to measure the extent to which States fulfil their legal human rights obligations.

The Right to Education Project's indicators are based directly on the norms and standards of international, regional and national law. They also build on the collective learning of the education community and the experience of practitioners. This double-sided approach builds a needed bridge between development and law.

The Right to Education Project's indicators use the categories of the 4A scheme (Availability, Accessibility, Acceptability and Adaptability), while making Governance a fifth category, to ensure the State's direct compliance with international and national legislation. In addition, the indicators are accessible through three cross-cutting horizontal principles: non-discrimination, participation and accountability.

Indicators presented under five main categories and 37 different headings:

Governance Framework	Availability Indicators	Accessibility Indicators	Acceptability Indicators	Adaptability Indicators
Normative framework	Early childhood care and education	Physical obstacles	Skills	Child labour
Educational policy	Primary education	Economic obstacles	Tolerance	Child soldiers
Plan of action	Secondary education + TVE ⁹	Administrative obstacles	Qualification of teachers	Minorities
Monitoring	Tertiary education + TVE	Gender obstacles	Gender	Persons with disabilities
Recourses	Fundamental Education	Socio-cultural obstacles	Discipline	Prisoner
Budget	Adult basic and literacy education	Out-of-school Children	Religion	Armed Conflict
International assistance and cooperation	Educational and vocational information and guidance		Language	
	Private Schools			
	Closing schools			
	School infrastructure			
	Working conditions of teachers			

Early childhood care and education indicators are presented under the availability pillar of the right to education as follows:

- Gross Enrolment Ratio (GER)
- Under-five mortality rate
- % Underweight children under five years of age
- % Children under five years of age suffering from moderate or severe stunting
- % Children immunized against preventable diseases;
- % Children with access to drugs intended to prevent mother-to-child HIV transmission
- Are measures taken to enhance parents' understanding of their role in their children's early education?
- Do programmes for the development of the child seek to enhance cooperation between parents and professionals?

The indicators are tested with migrant and refugee children in Johannesburg, South Africa,¹⁰ and by ActionAid International in Nepal.¹¹ ActionAid international also transformed the

⁹ Training and vocational education.

indicators into a school assessment tool through developing “Promoting Rights in Schools - a Charter of 10 Rights and a Resource Pack for Monitoring and Advocacy”.¹²

4.1.4. UNESCO measuring right to education (Friboulet et al.)

This book presents a methodology for observation and analysis that is informed by an array of indicators using the 4A scheme on the right to education as described in the book as four capacities of the education system: acceptability, adaptability, availability and accessibility. Indicators have been developed in a partnership between the Interdisciplinary Institute for Ethics and Human Rights (IIEHR) at the University of Fribourg in Switzerland and the Association for the Promotion of Non-Formal Education in Burkina Faso (APENF). The book presents the first results of indicators, which are the outcome of field surveys conducted in Burkina Faso.

	Values (capacity)	Indicators
Acceptability	Appropriation of the right	<ul style="list-style-type: none"> a) Is the right to basic education enshrined in the constitution? b) Is the right to basic education integrated into the legal bases of different components of education system? c) Do appeals mechanisms exist with respect to the implementation of the right? d) Are the right and its different elements take into account in a plan of action for education?
	Participation in the definition and implementation of policies	<ul style="list-style-type: none"> a) Share of government-funded public expenditure on basic education with respect to GDP b) Share of public expenditure on basic education financed by foreign public funds with respect to GDP c) Share of public expenditure on basic education financed by foreign private funds with respect to GDP d) Existence or absence of functional structures for cooperation and coordination between actors e) Does the follow-up and implementation of the national plan of action involve the participation of all actors? f) Existence or absence of functional structures for public policies in the field of basic education g) Percentage of schools with an active parents' association
	Practice of freedoms in cultural and social diversity	<ul style="list-style-type: none"> a) Percentage of schools where national languages are integrated into the teaching programme b) Percentage of schooling occurring in recognized private schools c) Percentage of literacy centres that include income-generating activities for learners d) Percentage of schools with a first aid kit e) Existence or absence of a functional framework for interpreting the degree of satisfaction of learners, teachers, and parents
ap ta bil	Commitment by the agents	<ul style="list-style-type: none"> a) Number of school-age children (7-12) per teacher b) Average number of actual teaching hours per year

¹⁰ For more information see at <http://www.right-to-education.org/sites/r2e.gn.apc.org/files/Albert%20Street%20School.pdf>

¹¹ See more information about the field test at <http://www.youtube.com/watch?v=cS8uACwPwew>

¹² For more information, see http://www.right-to-education.org/sites/r2e.gn.apc.org/files/S333%20PRS_final_1.pdf

	Values (capacity)	Indicators	
		c) Percentage of funds affected by national plan of action that are actually spent	
	Diversity of the system	a) Percentage of learners enrolled in innovative forms of education b) Percentage of pupils schooled in multi-level classrooms c) Number of learners enrolled in evening classes d) Share of children aged between 10 and 12 who have never been to school	
	Awareness of results	a) Abandonment rate and dropout rate b) Test of mathematics and language/grammar and degree of basic knowledge c) Literacy of the population aged 10+ not currently or never having been schooled d) Evolution of GER with respect to GIR e) Examination pass rate (primary school certificate or literacy certificate) f) Primary school completion rate by gender	
	Circulation of adequate information	a) Number of radio stations including basic education in their programming b) Percentage of literacy centres that organize reading or writing clubs	
Availability	Human resource	a) Percentage of malnourished children by age cohort b) Net enrolment ratio for disabled or for non-disabled learners c) Percentage of teachers with public-owned housing in good condition d) Percentage of trained teachers in primary education e) Annual participation of teachers in the training group: in educational conferences; in other forms of training f) Number of schools and literacy centres with respect to educational personnel or supervisors g) Number of classes where no teachers were available for at least two consecutive months during the year	
	Non-human resource	a) Disbursement degree of promised funds b) Equipment level of schools and literacy centres with regard to water, canteens and toilets c) Percentage of classrooms and literacy centres with necessary equipment (boards, tables, desks, chairs, cupboards, cabinets, trunks) d) Percentage of students and learners with textbooks for reading and maths e) Percentage of centres with access to a library or documentation centre f) Percentage of literacy centres with child-minding facilities	
Accessibility	Non-discrimination	Social and cultural	a) Percentage of women teachers and trainers b) Female to male primary enrolment ratio c) Female to male dropout and abandonment rate
		Geographical	a) Number of 2 nd -year basic literacy training centres with respect to the number of 1 st -year basic literacy training centres b) Annual growth of enrolment rate in 1 st and 2 nd year literacy training c) Percentage of school-age population located further than 2.5 km from school d) Ratio of gross enrolment rate in the capital city with respect to the rest of the province

	Values (capacity)	Indicators
	Economic	a) Net rate of schooling according to the family situation of the child b) Share of annual average cost of schooling in total annual household expenditure c) Share of annual average cost of literacy in total annual household expenditure

4.1.5. UNICEF & UNESCO's A Human Rights-Based Approach To Education For All

Although the publication itself is not designed to develop indicators, its checklist for action provides comprehensive child rights and legal protection indicators.

A checklist for action: State obligations in ensuring the right to education:

Overarching Measures

- Ratification of all relevant human rights conventions (including the Convention on the Rights of the Child, the Convention against Discrimination in Education, the Convention on the Elimination of All Forms of Discrimination against Women, the International Covenant on Economic, Social and Cultural Rights, and the International Convention on the Rights of Persons with Disabilities).
- Consideration of relevant recommendations from treaty bodies.
- Establishment of multisectoral approaches to coordinate and implement the right to education across all stages of the life cycle.
- Review of all relevant legislation to ensure consistency with the right of universal access to education – for example, minimum age of marriage, non-discrimination, child labour, compulsory years of education, birth registration, protection from all forms of violence, exclusion of children with disabilities.
- Devolution of responsibility for education, accompanied by capacity-building, access to budgets and systems for ensuring local accountability and involvement.
- Commitment to transparency, accountability, access to justice and stakeholder participation in the provision of education.

Access to Education

Adopting a life-cycle approach

- Budgetary allocation for the provision of early childhood education.
- Measures to promote the introduction of early childhood education and appropriate transitioning strategies with parent and family involvement.
- Measures to develop the accessibility of secondary education to every child, for example, by offering financial assistance to those in need.
- Full commitment to universal access to free secondary education.
- Consistency of legal ages for completion of compulsory education and admission to full-time employment.
- Legislation to raise the minimum age of employment where this falls below 15 years.

Providing available and accessible schools

- Legislation specifying the minimum number of years of free and compulsory education.
- Legislation defining the entitlement to education in terms of numbers of hours and weeks of teaching, qualifications of teachers, etc.
- Budgetary analysis and allocation to ensure sufficiency of provision in accordance with the school-aged population – commitment of 20 per cent of government revenues to education.

- Measures to ensure accessibility of schools for all children, including the physical environment, provision of appropriate facilities and resources for children with disabilities, water and sanitation facilities, etc.
- Measures to promote school attendance and reduce school dropout, including consideration of location of schools, and respect for children's differing capacities and their culture, language and religion.
- Measures to ensure equality of access to education for children in situations of emergency, including extreme poverty, HIV and AIDS, and armed conflict.
- Review of all aspects of education supplies, including textbooks, notebooks, etc., their manufacture and supply, logistics and distribution, as well as taxation and import tariffs if not produced in the country.
- Establishment of robust, reliable educational information systems to provide disaggregated data for planning, budgeting and assessment of performance against standards.
- Disaggregation of data on enrolment, attendance, completion and attainment according to socio-economic status, gender, disability, ethnicity, geographic location, etc.

Removing the economic barriers to education

- Inclusion of specific measures such as stipends and cash transfers in national plans of action and poverty reduction strategy papers.
- Abolition of fees for primary education.
- Collaboration with the non-formal education sector to promote and facilitate access to education including other learning spaces and opportunities, and effective transitions into formal education.

Promoting inclusion and ending discrimination

- Introduction of legislation to prohibit all forms of discrimination in relation to access to education.
- Measures to overcome all forms of direct and indirect discrimination impeding access to education, including sensitization of families and communities to the universal right to education.
- Introduction of policies to address girls' right to education.
- Introduction of inclusive education, including flexible approaches to timetabling to accommodate working children and agricultural harvests, and support and facilities to accommodate the differing learning needs of children with disabilities.
- Introduction of legislation and policies to ensure universal access to birth registration.
- Consultation with local communities to identify the barriers faced and strategies for overcoming them.

Quality Education

Providing a broad, relevant and inclusive curriculum

- Broad-based curriculum that equips children with numeracy and literacy, as well as a wider range of subjects including science, humanities, sport, the arts and opportunities for play consistent with the right to optimum development.
- The inclusion of human rights education within an environment that reflects human rights principles and practices.
- Review of curriculum to eliminate gender, racial and other bias.
- Bilingual or multilingual education provided to children not familiar with the language of instruction in schools.

Developing rights-based learning and assessment

- Introduction of child-friendly schools that are rooted in a culture of respect for human rights and have regard to participatory and inclusive teaching methods that take account of the evolving capacities of the child.
- Measures to promote the active participation of parents and members of the local community at all levels of the school.
- Provision of the appropriate level of resources to schools – books, equipment, furniture and improved teacher-student ratios.
- Assessment procedures consistent with respect for the dignity of the child and designed to promote self-esteem and optimum development.

Ensuring adequate training, support and respect for teachers

- Introduction of initial and in-service training for teachers consistent with working in child-friendly schools.
- Introduction of measures to protect the rights of teachers – levels of pay, management support, etc.
- Introducing child-friendly, safe and healthy learning environments
- Introduction of minimum health and safety standards in education – including health and safety management and the teaching of health and safety in the curriculum.
- Number and frequency of inspections of schools to ensure conformity with minimum standards.
- Every school familiar with requirements on health and safety in respect of buildings, play areas, first aid, child protection systems.
- Provision of packages of health care delivered through community-based school programmes, including nutrition, screening, health checks, malaria prevention and attention to children affected by HIV/AIDS.

Respect for Rights in Education

Respecting identity

- Bilingual or multilingual education provided to children not familiar with the language of instruction in schools.
- Consultations with local communities on measures to ensure respect for religion, culture and language.

Ensuring children's participation

- Systems for student participation at all levels throughout schools.
- Involvement of children in development of school policies on issues relating to, for example, non-discrimination, disciplinary codes.
- Evidence of institutionalized consultation between children, community and minority groups, and ministries of education and other bodies responsible for realizing the right to education.

Protecting integrity

- Provision of legislation, training and practice to end physical and humiliating punishment of children.
- Review of schools' disciplinary rules and practices.
- Introduction of mechanisms for challenging rights violations.
- Support and training for teachers in ending physical punishment and introducing strategies for non-violent conflict resolution.

4.1.6. Indicators for the protection, respect and promotion of the rights of the child in the European Union

In 2006 the European Commission issued a Communication “Towards a Strategy on the Rights of the Child”, which represents a coherent, considered approach to the development, application, monitoring and review of EU law and policy affecting children. In that document the Commission argues that the impact of all relevant EU action, including in the legislative domain, should be monitored on the basis of a set of appropriate indicators.

The indicators framework developed by the EU adopts the CRC and EU laws as a normative framework and claims to be child rights and not child well-being indicators.

The indicators have been formulated on the basis of the CRC, and particularly in the light of the four general principles; the structural-process-outcome scheme of the United Nations Office of the High Commissioner for Human Rights (OHCHR) is used.

There are four core areas relevant to EFA-G1:

- Family environment and alternative care
- Protection from exploitation and violence
- Adequate standard of living
- Education, citizenship and cultural activities

Core areas	Indicator group			
Family environment and alternative care	Family justice	Rights and welfare of children separated from their family owing to migration	Family reunification	
Protection from exploitation and violence	Child trafficking - Identification of victims - Victim protection - Prosecution of perpetrators - Prevention	Sexual and economic exploitation - Identification of victims - Victim protection - Prosecution of perpetrators - Prevention	Violence against children - Identification of victims - Victim protection - Prosecution of perpetrators - Prevention	
Adequate standard of living	Child income poverty	Impact of government response	Aspects beyond income poverty as well as children’s subjective perceptions	
Education, citizenship and cultural activities	Accessibility of education	Adaptability of education	Personal development	Citizenship and participation

Accessibility

- Existence of legal right for separated/immigrant children to access education at all levels on the same footing as nationals
- Children cared for outside the family system (ISCED level 0), as a percentage of all children in the same age group⁶⁰
- Children attending mainstream schools (ISCED levels 1, 2) as a percentage of all children in the same age group⁶¹
- 15- to 19-year-olds participating in upper secondary education (ISCED level 3) or training as a percentage of the population in the same age group⁶²

Adaptability

- Provision of specialist support in schools for non-native children that is sensitive to age, gender, culture and linguistic acquisition (e.g. financial support, travel assistance, supplementary language classes).
- Children with disabilities receiving additional resources, as a percentage of all children at the same educational level, disaggregated
- Children with emotional, behavioural or learning difficulties receiving additional resources, as a percentage of all children at the same educational level, disaggregated
- Children with disadvantages (due to low socio-economic status, migrant background, etc.) receiving additional resources, as a percentage of all children at the same educational level

Participation

- Child or youth having been engaged in the following activities at school (permitting disaggregation):
 - been a member of a school or student council
 - acted as a class representative
 - taken an active role in a pupil or student meeting
 - acted as a peer mediator
 - collaborated in the school newspaper
 - acted as a peer mentor or counsellor
- Child or youth having been engaged in the following social or political activities (permitting disaggregation):
 - participated in a child or youth forum
 - participated in a child or youth association / organization
 - acted as a representative in a child or youth council
 - participated in a community (local or regional) project
 - participated in a collective supporting action (e.g. collecting signatures)
 - participated in a protest action
 - participated in voluntary work

4.1.7. The Save the Children Child Development Index: Holding governments to account for children's well-being

The Child Development Index developed by Save the Children is analogous to the UNDP's Human Development Index (HDI). It highlights commitments to CRC and MDGs and translates commitments into a composite index. It uses three indicators:

- **Health**: the under-five mortality rate (the probability of dying between birth and five years of age, expressed as a percentage on a scale of 0 to 340 deaths per 1 000 live births),
- **Nutrition**: the percentage of under fives who are moderately or severely underweight,
- **Education**: the percentage of primary school-age children who are not enrolled in school.

The index attracts a lot of media attention with its ranking of governments with a slogan "holding governments to account for children's well-being".

4.1.8. African Child Policy Forum Child-friendliness Index

The concept of child-friendliness builds on three central pillars of child rights and well-being: protection, provision and participation. This approach emanates from the CRC.

Child-friendliness means governments' show of commitment to the CRC and the African Charter on the Rights and Welfare of the Child (ACRWC), and summarizes governments' obligations to respect, protect and fulfil children's rights. Accordingly, three dimensions of child-friendliness have been identified:

- the legal and policy framework governments put in place to protect children against abuse and exploitation;
- governments' budgetary commitment to providing for children's basic needs;
- and the efforts governments put into ensuring children's participation in decisions that affect their well-being.

Although it focuses on Africa, since 2008, the Child Friendliness Index creates awareness, acts as a good example in utilizing indicators to mobilize the efforts of governments, international organizations and NGOs in the continent and around the world.

Dimensions and indicators used in the index are as follows:

Dimension/component		Indicator
Child protection	Legal and policy framework	Ratification/accession of: <ul style="list-style-type: none"> • CRC • ACRWC • Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and pornography • Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict • ILO Convention on Minimum Age for Admission to Employment (ILO Convention No. 138) • ILO Convention on the Worst Forms of Child Labour (ILO Convention No. 182) • International Convention on the Rights of Persons with Disabilities • The Hague Convention on Intercountry Adoption
	National laws, policies and mechanisms	Existence of domestic laws on: <ul style="list-style-type: none"> • child trafficking • sexual exploitation of children and pornography • Prohibition of corporal punishment • Harmful traditional practices • Policy for free education • non-discriminatory law on Orphan and Vulnerable Children (OVC) • Minimum age for admission to employment • Minimum age for criminal responsibility • Minimum age for marriage (both for male and for female) • Minimum age for recruitment into military service

Dimension/component		Indicator
	Juvenile justice system	<ul style="list-style-type: none"> • existence of juvenile justice system/child-friendly courts • existence of child protection unit
	National Plans of Action (NPA) and coordinating bodies for the implementation of children's rights	<ul style="list-style-type: none"> • existence of a national plan of action for survival, protection and development of children • existence of national plan of action for Orphan and Vulnerable Children (OVC) • existence of a government body that coordinates and monitors the national strategy for children • Proportion of children (5-14 years) in child labour
	Child rights protection bodies	<ul style="list-style-type: none"> • existence of a national Human Rights commission • existence of a national Ombudsperson on children
Provision	Budgetary commitment	<ul style="list-style-type: none"> • Government expenditure on health as a percentage of total government expenditure • Total public expenditure on education as a percentage of GDP • Percentage of the budget for routine Expanded Programme on Immunization (EPI) financed by government • Military expenditure as percentage of GDP • Percentage change in governments' expenditure on health from 2000
	Child-related outcomes Access to health services Nutritional status Mortality	<ul style="list-style-type: none"> • Percentage of children aged 12-23 months immunized against measles • Percentage of pregnant women attending antenatal care • Percentage of deliveries attended by skilled health workers • Percentage of HIV-positive pregnant women attending in the Prevention of Mother-to-child Transmission of HIV (PMTCT) programme • Proportion of children with an Acute Respiratory Tract Infection (ARTI) or suspected pneumonia who were taken to a health facility • number of physicians per 100 000 population • Percentage of children underweight • Infant mortality rate
	Access to education	<ul style="list-style-type: none"> • Net enrolment rate for primary education by gender • Net enrolment rate for secondary education by gender • Gross enrolment ratio for primary education by gender • Gross enrolment ratio for secondary

Dimension/component		Indicator
		education by gender <ul style="list-style-type: none"> • Gender difference in enrolment (for both primary and secondary education) • Pupil-teacher ratio (primary schools) • Ratio of school attendance rate of orphans to non-orphans
	Access to other services	<ul style="list-style-type: none"> • Percentage of population using an improved drinking water source • Percentage of population using adequate sanitation facilities • Proportion of children whose birth was registered before the age of 5 years
	Economic status	Population below the national poverty line
Child participation	Child participation	<ul style="list-style-type: none"> • Participation of children in consultations held to draft Poverty Reduction Strategy Papers (PRSP) or other national plans.

4.1.9. UNICEF, Save the Children, Plan International, WorldVision International **A Framework and a Toolkit for Monitoring and Evaluating Children's Participation**

In recent years, among the child rights NGOs, governments and donors, there has been an increasing emphasis on the need to develop better indicators against which to monitor and measure process and outcomes in child participation work. Numerous models have been explored, and discussion has taken place across many different agencies and in different regions of the world, to identify indicators which are meaningful and which rely on data capable of being collected and analysed with relative ease. This framework builds on that discussion and thinking. It represents an evolutionary process.

The framework and the toolkit are being piloted in 10 different countries around the world in 2011 and 2012.

The following indicators relevant to EFA-G1 are developed:

1. Measuring legal entitlements to participate

- Child-friendly court procedures are introduced for child victims and witnesses. For instance:
 - courts are obliged to consider children's views when deciding matters affecting them.
 - mechanisms for recording and using children's statements are introduced in child-protective proceedings.
 - legal information and education is provided for children.
- Representation for children is provided through legal aid mechanisms.
- Respect is given to children's evolving capacities. For instance:
 - minimum ages of consent to treatment have been introduced.
 - children are entitled to confidential medical counselling.
 - children have freedom of thought, conscience and religion, in accordance with their evolving capacities.

- Confidential mechanisms (such as child helplines) are in place for children to complain and to seek redress in cases of abuse, without fear of reprisals.
- Children are entitled to be heard at all stages of child protection procedures.
- Children are entitled to be heard in civil judicial proceedings affecting them, including divorce, separation, and adoption.
- Children in public care are entitled to be involved in decision-making processes affecting their lives.
- All schools are required to establish democratic school councils.
- Family law includes provisions on parental obligations including the obligation to involve children in decisions affecting them.

2. Measuring the right of access to information

- Education is compulsory and free.
- Information is available from a wide range of sources.
- Children have access to independent information from various sources: radio, television, libraries, books, press, Internet, helplines.
- Information is readily available in child-friendly and accessible formats that are appropriate for children of different ages and disabilities.
- Human rights education is included in the school curriculum.
- Human rights education is provided in outreach programmes for children out of school.
- Children know about their rights and how to realize them.

3. Measuring awareness-raising on children's participation rights

- Child rights training, including a focus on participation, is introduced at pre- and in-service levels for all professionals working with and for children, including teachers, doctors, nurses, lawyers, judges, police, psychologists, social workers, prison staff, and staff working in institutions.
- Programmes of parent education on child rights and participation are developed and made widely available.
- Policymakers are sensitive to and aware of children's right to participation.

4. Measuring opportunities to influence agendas

- Children are consulted on local and national government legislation, policies, services and resource allocations.
- Children provide feedback on the quality, accessibility and appropriateness of public services for children.
- Children are represented in local and national governance bodies.
- Children have the right to establish their own organizations.
- Democratic child-led organizations are supported at national and local level.
- Children have meaningful opportunities to control their own organizations.
- Children have the opportunity to use broadcast and online media to communicate their own views.

5. Measuring respect for children's participation in their daily lives

- Children, from babyhood upwards, are listened to, and, in accordance with their evolving capacities, their views taken into account within families when decisions affecting them are being made.
- Schools provide a child-friendly, participatory learning environment.
- Children are involved in decision-making concerning their own health care, consistent with their evolving capacities.
- Children can access confidential health-care services, including reproductive health care.
- Children participate in local community action or decision-making.
- Child-friendly cities and communities are introduced.

4.1.10. The national set of child well-being indicators Ireland

The Irish national child well-being indicators initiative used the Delphi technique to develop sets of indicators. This technique is a research approach used to gain consensus through a series of rounds of questionnaire surveys, usually two or three, where information and results are fed back to panel members between each round. Since 2005, the indicators have been used in Ireland to produce annual child well-being reports. Legal protection and child rights are used as conceptual frameworks in developing the indicators.

The unique aspect of the Irish example is that children helped create indicators (Gabhainn and Sixsmith, 2005). Children's participation as a legal right is respected in this work in developing the indicators.

The sets of indicators developed for the Irish national set of child well-being indicators are:

- demographic characteristics;
- economic status;
- education;
- family, school and community context;
- health and safety; and
- social, emotional and behavioural development.

Education sector indicators are listed below:

EDUCATION

- Academic achievement
- Achievement
- Child well-being within education
- Children completing school
- Children enter school ready to learn
- Children ready for school and vice versa
- Children succeeding in school
- Children successful in school
- Children's academic experiences
- Early childhood experience
- Education and achievement

- Education and childcare
- Education and development
- Education and personal development
- Education and skills
- Education outcome
- Education
- Educational development
- Educational expectations
- Educational well-being
- Readiness and early school performance
- School-age enrichment activities

4.2. Discussion of data-related issues

Availability of data

Robust monitoring based on human rights principles requires a systematic data collection system. Owing to the existing paradigm of statistics systems, new statistics systems are required to capture and monitor the broader dimensions of a rights-based approach to early childhood care and education. Many States have limited resources for data management, and indicators need to be amenable to both collection and analysis.

Some of the indicators introduced in this report are either at the field test stage or already in use, or have never been used and remain on paper.

There are concerns about using available child development data in a human rights context. Data sources need to be more aware of human rights requirements of data collection, what data to collect and how to collect. Systematic data collection is needed on practices of discrimination and the response of governments.

Legal protection/child rights indicators may use available data, but they should also mobilize governments to review and employ new data which may better show how well governments meet their legal obligations towards young children. It should show that young children are protected legally from violations of their rights. It should assess human rights accountability towards young children and the presence of child rights principles in practice and context.

The key weakness in using available early childhood care and education indicators for measurement of legal protection of human rights of young children is the serious question of their validity and attribution. For example, using net enrolment rates, gender breakdown and investment in ECCE only demonstrates the state of ECCE in a particular country, and not whether the right to freedom from discrimination in ECCE is being upheld.

Age issue

Most child developmental outcome indicators start monitoring the child from conception, which lacks legal backing and may create legal and political opposition due to issues around sexual and

reproductive rights of women. The CRC is silent about when childhood starts because many countries are opposed to the definition of children as starting upon conception.¹³

Disaggregation of data

Non-discrimination, together with equality before the law and equal protection of the law without any discrimination, constitute a basic and general principle relating to the protection of human rights of young children. Therefore, child rights indicators measuring legal protection of young children have to be disaggregated on the basis of prohibited grounds of discrimination.¹⁴ If indicators are not disaggregated, the difficulties experienced by the disadvantaged or marginalized groups of children cannot be seen and therefore addressed properly.

One of the challenges of measuring legal protection of young children through indicators is the issue of reaching disaggregated data, which are not easy to collect in many countries, not only owing to lack of data collection capacity but also because collecting disaggregated data is seen as going against national equality laws.¹⁵

4.3. Gaps identified

- One of the problems with respect to legal protection of rights of young children is that their ECC(D)E rights are not formally and explicitly guaranteed in any international human rights treaty. UNESCO may fill this gap through facilitating one UNESCO convention. Another possibility may be an optional protocol to the CRC on ECCDE.
- Most of the available comparative data from existing sources cover mainly school-age children and adolescents, not early years.¹⁶
- Since existing data are unable effectively to measure legal protection of young children, there is a need to reconsider data systems and data to be collected.
- Children need to be involved in identification of indicators and data collection.
- Education statistics present children as numbers, with school places matching the intake, or the ratio between teachers and pupils conforming to the established standards. With existing data systems and understanding of early childcare and education, it is easy to miss necessary information to understand whether young children are legally protected or not, whether there is quality education in conformity with the human rights legal standards, whether or not some groups of young children are discriminated against, and whether proactive measures are taken to avoid rights violations towards young children.

4.4. Cross-cutting issues

Education statistics inevitably show that not all children enjoy the right to education. Some issues are therefore cross-cutting in creating exclusion. The best way to address this is to employ legally prohibited grounds of discrimination that highlight the pattern of exclusion and require particular attention.

¹³ OHCHR and Save the Children (2007), *Legislative History of the Convention on the Rights of the Child*, pp. 1-6.

¹⁴ UNCRC identified more than 50 grounds of discrimination, see UNCRC-GC7 paras. 11-12; also Hodgkin & Newell, 2007:24-25.

¹⁵ France and Turkey can be two examples of such countries.

¹⁶ Such as the WHO Health Behaviour of School Children Survey, the OECD PISA, PIRLS and TIMSS surveys, the OECD health data, the Luxembourg Income Study, OECD Society at a Glance, the IEA Civic Education study.

Non-discrimination and equality are fundamental components of international human rights law and essential to the exercise and enjoyment of civil, political, economic, social and cultural rights of young children. Discrimination undermines the fulfilment of human rights of young children.

The first step towards eliminating discrimination is to make it visible. Statistical averages camouflage gender, racial, ethnic, linguistic or religious fault lines, which are crucial from the human rights perspective.

In its General Comment No. 7 on implementing child rights in early childhood, the Committee on the Rights of the Child provides examples of the forms that discrimination can take:

- “Discrimination against girl children is a serious violation of rights, affecting their survival and all areas of their young lives as well as restricting their capacity to contribute positively to society. They may be victims of selective abortion, genital mutilation, neglect and infanticide, including through inadequate feeding in infancy. They may be expected to undertake excessive family responsibilities and deprived of opportunities to participate in early childhood and primary education;
- Discrimination against children with disabilities reduces survival prospects and quality of life. These children are entitled to the care, nutrition, nurturance and encouragement offered other children. They may also require additional, special assistance in order to ensure their integration and the realization of their rights;
- Discrimination against children infected with or affected by HIV/AIDS deprives them of the help and support they most require. Discrimination may be found within public policies, in the provision of and access to services, as well as in everyday practices that violate these children’s rights...;
- Discrimination related to ethnic origin, class/caste, personal circumstances and lifestyle, or political and religious beliefs (of children or their parents) excludes children from full participation in society. It affects parents’ capacities to fulfil their responsibilities towards their children. It affects children’s opportunities and self-esteem, as well as encouraging resentment and conflict among children and adults;
- Young children who suffer multiple discrimination (e.g. related to ethnic origin, social and cultural status, gender and/or disabilities) are especially at risk.
- Young children may also suffer the consequences of discrimination against their parents, for example if children have been born out of wedlock or in other circumstances that deviate from traditional values, or if their parents are refugees or asylum-seekers.

“States Parties have a responsibility to monitor and combat discrimination in whatever forms it takes and wherever it occurs – within families, communities, schools or other institutions...”¹⁷

¹⁷ Committee on the Rights of the Child, General Comment No. 7, “Implementing child rights in early childhood”, 2005, CRC/C/GC/7/Rev. 1, paras. 11 and 12

Grounds for discrimination against children

The following grounds for discrimination and groups affected by discrimination have been identified by the Committee in its examination of Initial and Periodic Reports (they are listed in no particular order of significance):

- gender
- disability
- race, xenophobia and racism ethnic origin
- sexual orientation
- particular castes, tribes “untouchability”
- language
- children not registered at birth
- children born a twin
- children born on an unlucky day
- children born in the breech position
- children born in abnormal conditions a “one-child” or “three-child” policy
- orphans
- place of residence
- distinctions between different provinces/territories/states, etc. rural (including rural exodus)
- urban
- children living in slums
- children in remote areas and remote islands
- displaced children
- homeless children
- abandoned children
- children placed in alternative care
- ethnic minority children placed in alternative care institutionalized children
- children living and/or working in the streets
- children involved in a juvenile justice system
- in particular, children whose liberty is restricted
- children affected by armed conflict, working children
- children subjected to violence, child beggars
- children affected by HIV/AIDS, children of parents with HIV/AIDS, young single mothers
- minorities, including
- Roma children / gypsies / travellers/nomadic children
- children of indigenous communities non-nationals, including
- immigrant children
- illegal immigrants
- children of migrant workers, children of seasonal workers, refugees/asylum-seekers
- including unaccompanied refugees
- children affected by natural disasters
- children living in poverty/extreme poverty
- unequal distribution of national wealth
- social status/social disadvantage/social disparities
- children affected by economic problems/changes
- economic status of parents causing racial segregation at school
- parental property
- parents’ religion
- religion-based personal status laws
- non-marital children (children born out of wedlock)
- children of single-parent families
- children of incestuous unions
- children of marriages between people of different ethnic/religious groups or nationalities

5. Conclusion

No existing framework currently includes all important concepts and linkages of legal protection of young children in the context of EFA-G1 and it is unlikely that one ever will totally. As the desk review reveals, the development of a framework for indicators involves choices related to the domains of interest, the purpose for which the indicator is designed, and the population to be covered, among others. Choices or trade-offs must be made and a balance struck between conceptual sophistication and transparency and between complex linkages that potentially confuse the user and impair simplicity.

Indicators are aggregations of data and they have two aims: to provide a useful summary of findings; and to strengthen and validate results through the combination of different and independent data sources. There are also attendant risks: loss of precision, amplification of measurement error, and increased possibility of misinterpretation.

The most important findings from this desk review are a basket of indicators, which may be used to develop a holistic early childhood index that may help monitor progress of nations towards EFA-G1. While it is believed that the majority of indicators identified and reviewed in this document are useful measures of legal protection of young children, there are challenges of promoting and establishing human rights-based data management systems internationally and nationally in order that young children may enjoy their rights to the full and develop to the full.

5.1. Future Challenges

Defining concepts and ambiguities in interpretation reaches to the heart of any international monitoring initiative and effort for the most powerless and silent. Even basic concepts can be interpreted quite differently from place to place. The challenge here is to define indicators around legal protection of young children in a way that is not so vague that it does not measure the concept, but not so narrowly defined that it is not globally relevant.

Developing precise indicators. In some cases, our chosen indicators may not accurately measure the underlying principle or may miss potentially important facets. Our basket of legal protection indicators for early childhood needs to measure progress and reveal root causes and sources of inequality so that concerns can be pertinently addressed.

Balancing flexibility and comparability is another challenge one needs to consider. When managing the diversity of contexts around the lives of young children and their development, one needs to allow considerable flexibility in the wording and selection of indicators, data sources and collection methods. However, differences in the choice of measures across different localities can be problematic.

Limitations of available data in terms of legal protection indicators to measure progress towards a holistic early childhood development may be a challenge in itself. Although one may be surprised by the extent to which the indicators could be implemented in so-called “data-poor” environments, certain types of information were generally unavailable across the localities. The widespread lack in all sites of administrative data that can be disaggregated shows a clear need to include indicators that do not rely on this information, and it also highlights the need for better record keeping.

Taking the results to the next level may be another challenge one has to consider. As discussed, this review provides summaries of findings from the reviewed literature that offer some preliminary indication of a number of potential legal protection indicators. However, this review stops far short of an assessment with respect to baskets of indicators. Further iterations of the legal protection indicators should also test them to ascertain whether they are useful for tracking progress over time.

5.2. Recommended indicators: turning core minimum obligations into indicators

Following are core indicators around legal protection of young children under eight:

- The right of access to public early childhood care and educational institutions and programmes on a non-discriminatory basis
- Aims of early years care and education conform with Article 13(1) of the ICESCR and Article 29 of the CRC
 - The development of human personality and individual talent, a sense of dignity and self-worth, and mental and physical ability.
 - To instil respect for human rights and fundamental freedoms, as well as for cultural identity, language and values.
 - To enable people to participate effectively in a free society.
 - The promotion of understanding, tolerance and friendship among all groups, and to maintain peace.
 - To promote gender equality and respect for the environment.
- education is to meet young children's basic learning needs and is cultural and locally adequate;
- adopt and implement a national early childhood care and education strategy;
- complaint mechanisms;
- system of monitoring and periodic review of compliance;
- reporting system for breaches of compliance;
- an accessible, affordable, timely and effective system of remedy and redress mechanism;
- recovery, rehabilitation and reintegration of children whose legal protection could not be maintained properly.

Sample indicator set on legal protection of young children for EFA-G1

Area of data collection: Legal Protection of Young Children (0-8 years)

Frequency of data collection: Annual

Who is under obligation to collect data: Ministries of, Statistics Office,

Goal: Understand whether measures of implementation, execution and enforcement of legal mechanisms are in place

Objectives: Understand whether following conditions are met

- ensure that all legislation is fully compatible with relevant international human rights law;
- a detailed, comprehensive national strategy or agenda for young children's right to education is developed;
- permanent mechanisms in government to ensure effective coordination, monitoring and evaluation of implementation is developed;
- training and capacity-building for all those involved in the implementation process are developed;
- guarantee a systematic process of assessing new laws, policies or programmes for their impact on young children's right to education such as child impact assessments;
- ensure that young children's education is visible in budgets;
- ensure that adequate budget analysis for children is carried out;
- guarantee sufficient data collection on the state of young children's education;
- a mechanism or process to ensure that all State and non-State (e.g. private, NGO/civil society) service providers respect right to education of young children is created;
- ensure that there is awareness of young children's rights among adults and all children;
- ensure that cooperation and coordination with civil society - with professional associations, non-governmental organizations, children, and so on, are promoted;
- ensure that international cooperation in implementation is promoted;
- ensure that independent offices to promote children's rights, children's ombudspersons or commissioners for children are developed.

Relevant international law:

- United Nations Convention on the Rights of the Child (CRC), General Comments of the Committee on the Rights of the Child, especially on aims of education, early childhood, general measures of implementation;
- International Covenant on Economic, Social and Cultural Rights (ICESCR), General Comments of the Committee on ICESCR, especially the right to the highest attainable standard of health, right to education, right to adequate food, plans of action for primary education, the right to social security, non-discrimination;
- United Nations Convention on Elimination of All Forms of Discrimination against Women (CEDAW), General Recommendations of the Committee on CEDAW, especially on education and public information programmes, statistical data, the core Obligations of States Parties under Article 2 of the Convention on the Elimination of All Forms of Discrimination against Women;
- United Nations Convention on the Rights of Persons with Disabilities (CRPD);
- Dakar Framework for Action;
- UNESCO Convention against Discrimination in Education;
- International Labour Organization (ILO) C138 Minimum Age Convention and 182 Worst Forms of Child Labour Convention.

Indicators: what are the legal protection needs to make the EECE objectives a reality → what are the corresponding obligations?

NB: all indicators must be disaggregated, e.g. gender, age, disability, ethnicity, social status, rural/urban, and so on

Structural Indicators

Implementation of legal protection: implementation of international law and political commitments by making these as a part of national norms and regulations

- Country ratified main human rights treaties (see list of treaties in Annex 3) without reservation and compliance with other key international development instruments like EFA and MDGs
- Consideration of relevant recommendations from treaty bodies
- Is there a prohibition of discrimination clause in the constitution? Is there a law dealing with discrimination, including age discrimination? Is there an independent statutory body (i.e. equality commission or similar) addressing complaints with respect to discriminatory practices?
- Legislation to raise the minimum age of employment where this falls below 15 years
- Sexual and reproductive rights are recognized in law and relevant policies are mainstreamed in existing rights and health policies
- Country transposed international human rights law into domestic law, review of all relevant legislation to ensure consistency with rights of education for children under 8 – for example, non-discrimination, child labour, compulsory years of education, birth registration, protection from all forms of violence, exclusion of children with disabilities
- ECCE is guaranteed in countries' constitution as an entitlement
- There is an ECCE national plan of action (NPA) with budget allocated for resources
- ECCE policy and strategic planning with clear budget targets such as 10% education budget, 5% health budget
- Child rights coordinating body with specific subgroup on young children (existence of national Human Rights Commission; existence of national Ombudsperson on children)
- Complaint and redress mechanism for children with a specialized unit addressing legal rights of young children and their families
- There is a ban on all forms of violence against children in all settings including the home
- A child protection system including laws and an integrated policy are in place protecting young children from abuse and neglect, child labour, child trafficking and other forms of exploitation
- The right to be heard in all matters is recognized in law and integrated into existing policies
- Children in public care are entitled to be involved in decision-making affecting their lives
- The right to a separate legal representation in family and child court procedures is recognized in law and integrated into professional legal education
- Family law includes provisions on parental obligations including the obligation to involve

<p>Indicators: what are the legal protection needs to make the EECE objectives a reality → what are the corresponding obligations? NB: all indicators must be disaggregated, e.g. gender, age, disability, ethnicity, social status, rural/urban, and so on</p>	
	<p>children in decisions affecting them</p> <ul style="list-style-type: none"> • Child-friendly court procedures are introduced for child victims and witnesses, e.g.: <ul style="list-style-type: none"> ○ courts are obliged to consider children’s views when deciding matters affecting them. ○ mechanisms for recording and using children’s statements are introduced in child protective proceedings. ○ legal information and education is provided for children. • Measures to ensure equality of access to education for children in situations of emergency, including extreme poverty, HIV and AIDS, and armed conflict • Establishment of robust, reliable educational information systems to provide disaggregated data for planning, budgeting and assessment of performance against standards • Respect is given to children’s evolving capacities, e.g.: <ul style="list-style-type: none"> ○ minimum ages of consent to treatment have been introduced. ○ children are entitled to confidential medical counselling. ○ children have freedom of thought, conscience and religion, in accordance with their evolving capacities.
<p>Process Indicators</p> <p><i>Execution of legal protection: execution of these national regulations in courts and through administrative decisions</i></p>	<ul style="list-style-type: none"> • Laws and policies are translated into age and ability appropriate materials for different groups of young children (different age groups, with pictures, cartoons, etc., for children with disabilities, blind, etc.) and disseminated through different means including all forms of media • Existence or absence of functional structures for cooperation and coordination between actors • There are information and education campaigns on ECCE as a legal right/entitlement • Number of administrative decisions to address any ECCE issues in a year • Number of court cases and their decisions on discrimination towards young children and/or their families • Effectiveness in addressing discrimination and vulnerability through administrative and court decisions • Responsiveness to approaches detailing violations of rights from children and families • HRE and legal protection education to professionals and young children within an environment that reflects human rights principles and practices • Child rights impact assessments with specific attention to young children

<p>Indicators: what are the legal protection needs to make the EECE objectives a reality → what are the corresponding obligations? NB: all indicators must be disaggregated, e.g. gender, age, disability, ethnicity, social status, rural/urban, and so on</p>	
	<ul style="list-style-type: none"> • Adequate disaggregated data collection on young children • Increase in budget allocation to children under eight • Inclusion of specific measures such as stipends and cash transfers in national plans of action and poverty reduction strategy papers • Broad-based curriculum that equips children with numeracy and literacy, as well as a wider range of subjects including science, humanities, sport, the arts and opportunities for play consistent with the right to optimum development • Review of curriculum to eliminate gender, racial and other bias • Provision of packages of health care delivered through community-based school programmes, including nutrition, screening, health checks, malaria prevention and attention to children affected by HIV/AIDS • Existence of child protection unit • Children are entitled to be heard at all stages of child protection procedures • Information is available from a wide range of sources; children have access to independent information from various sources: radio, television, libraries, books, press, Internet, helplines • Human rights education is provided in outreach programmes for children together with out-of-school/care facilities
<p>Outcome Indicators</p> <p><i>Enforcement of legal protection: enforcement of these national regulations by law enforcement, follow-up of protective legal and administrative decisions, through projects, etc.</i></p>	<ul style="list-style-type: none"> • Children know their legal rights, entitlement and responsibility • Children have a sense that every child is entitled to go to school • Number and effectiveness of initiatives to reverse effects of discrimination and marginalization • Number of children under eight provided with legal materials • Number of children under eight who are victims of violence • Number of court cases issuing legal protective measures for children under eight (at home, in kindergarten, in institutions, etc.) concerning nutrition, access to quality health, housing and the right to play • Percentage of schools where national languages are integrated into the teaching programme • Existence or absence of a functional framework for interpreting the degree of satisfaction of learners, teachers and parents • Percentage of funds affected by a national plan of action that are actually spent • Number and frequency of inspections of schools to ensure conformity with minimum standards

<p>Indicators: what are the legal protection needs to make the EECE objectives a reality → what are the corresponding obligations? <i>NB: all indicators must be disaggregated, e.g. gender, age, disability, ethnicity, social status, rural/urban, and so on</i></p>	
	<ul style="list-style-type: none"> • Every school familiar with requirements on health and safety in respect of buildings, play areas, first aid and child protection systems • Proportion of children (3-8 years) in child labour • Young children are consulted on local and national government legislation, policies, services and resource allocations

Selected Bibliography

Adema, W., Carmen Huerta, M., Panzera, A., Thevenon, O., & Pearson, M. (2009). The OECD Family Database: Developing a Cross-National Tool for Assessing Family Policies and Outcomes. *Child Indicators Research*, 2(4), 437-460.

Addink, G. (2010). *Sourcebook human rights & good governance*. Utrecht: SIM.

Africa Development Indicators 2011. (2011). World Bank.

Andersen, Erik André and Hans-Otto Sano, 2006. *Human Rights Indicators at Programme and Project Level. Guidelines for Defining Indicators, Monitoring and Evaluation*. (Copenhagen, Danish Institute for Human Rights).

Annual report of the Special Rapporteur on the right to education (indicators), K
submitted pursuant to Commission on Human Rights resolution 2001/29. E/CN.4/2002/60.

submitted pursuant to Commission on Human Rights resolution 2002/23. E/CN.4/2003/9.

Annual report submitted by the Special Rapporteur on the right to education (indicators), Mr.
oz Villalobos. E/CN.4/2005/50.

Beco, G. de, Hyll-Larsen, P., & Balsera, M. R. (2009). *The Right to Education: Human Rights Indicators and the Right to Education of Roma Children in Slovakia*. UNESCO.

Bakker, S., Plagman, H., & Nederveen, M. (2010). *Health Rights of Women Assessment Instrument*. Utrecht: Aim for human rights.

Ben-Arieh, A. (2006). *Measuring and monitoring the well-being of young children around the world*. Background paper prepared for the Education for All Global Monitoring Report 2007 Strong foundations: early childhood care and education; UNESCO.

Ben-Arieh, A. (2007). *The Child Indicators Movement: Past, Present, and Future*. *Child Indicators Research*, 1(1), 3-16.

Ben-Arieh, A., & Goerge, R. M. (Eds.). (2006). *Indicators of children's well-being understanding their role, usage, and policy influence*. Dordrecht: Springer.

Ben-Arieh, A., Hevener Kaufman, N., Bowers Andrews, A. (2001) *Measuring and Monitoring Children's Well-Being*. Dordrecht: Kluwer Academic Publishers.

Ben-Arieh, A. (1998). The need for monitoring and measuring young children's well-being. In D. K. Behera (Ed.), *Children and childhood in our contemporary societies: A special volume of the Journal of Social Sciences* (pp. 25-49).

Bergeron, G., & Rosso, J. M. D. (2001). *Food for Education Indicator Guide*. USAID & Academy for Educational Development.

Better Care Network, & UNICEF. (2009). *Manual for the Measurement of Indicators for Children in Formal Care*.

Bradshaw, J., Hoelscher, P. and Richardson, D. (2006a) 'Comparing Child Well-Being in OECD Countries: Concepts and Methods' Innocenti Working Paper IWP-2006-03. Florence: UNICEF Innocenti Research Centre.

Bradshaw, J., Hoelscher, P. and Richardson, D. (2006b) 'An Index of Child Well-being in the European Union.' *Social Indicators Research* (2007) 80 (1): 133-177

Bradshaw, J., & Richardson, D. (2009). An Index of Child Well-Being in Europe. *Child Indicators Research*, 2(3), 319-351.

Brooks, A.-M., & Hanafin, S. (2005). *Measuring Child Well-Being: An Inventory of Key Indicators, Domains and Indicator Selection Criteria to Support the Development of a National Set of Child Well-Being Indicators*. The National Children's Office, Ireland. Retrieved from <http://www.dcy.gov.ie/documents/Research/MeasuringChildWellBeingAnInventoryfKeyIndicators.pdf>

Bulatao, R. (1995). *Key indicators for family planning projects*. Washington D.C.: World Bank.

Carboni, I., & Morrow, N. (2011). *Finding the Right Balance Between Standardisation and Flexibility: A Compendium of Indicators for Measuring Child Well-Being*. *Child Indicators Research*.

Catts, R., & Lau, J. (2008). *Towards Information Literacy Indicators*. UNESCO Institute for Statistics.

Chapman Audrey R (2007). "Development of Indicators for Economic, Social and Cultural Rights: the Rights to Education, Participation in Cultural Life and Access to the Benefits of Science" in *Human rights in education, science and culture*: legal developments and challenges, Donders, Y., & Volodin, V. (Eds.). Aldershot: Ashgate.

Commission of the European Union. (2005). *Generating Impact Indicators: European Initiative for Human Rights and Democracy*. Channel Research. Retrieved from http://ec.europa.eu/europeaid/what/human-rights/documents/impact_indicators_channel_en.pdf

Council of Europe. (2005). *Social cohesion indicators*. Strasbourg: COE.

Coomans, Fons, Fred Grünfeld, and Menno T. Kamminga (Eds.), 2009. *Methods of Human Rights Research*. Maastricht Centre for Human Rights (Antwerpen, Intersentia).

Biersteker, L and Kvalsvig, J. (2007) "Early childhood development and the home-care environment in the pre-school years" in *Monitoring child well-being: a South African rights-based approach*. Dawes, A., Bray, R., & Merwe, A. van der (Eds.). Cape Town, South Africa; HSRC Publishers.

DFID, 2009. *A Practical Guide to Assessing and Monitoring Human Rights in Country Programmes*. How to Note. (London, DFID).

Early Childhood Care Education: Basic Indicators on Young Children. (1995). UNESCO.

Early Childhood Indicators. (n.d.). The Consultative Group on Early Childhood Care and Development. Retrieved from www.ecdgroup.com/pdfs/cn25indicators.pdf

Education counts: benchmarking progress in 19 WEI countries: world education indicators, 2006. (2006). Montreal: UNESCO Institute for Statistics.

Eibe Riedel et al. (2010, July 6). Indicators – Benchmarks – Scoping – Assessment: Background Paper. Friedrich Ebert Foundation. Retrieved from www.fes-globalization.org/geneva/documents/HumanRights/6July10_BackgroundPaper_IBSA.pdf

Emilie M. Hafner-Burton and James Ron. "Seeing Double: Human Rights Impact through Qualitative and Quantitative Eyes." *World Politics* 61.2 (2009): 360-401.

Ennew, J. (1997, December). Monitoring Children's Rights: Indicators for Children's Rights Project. Childwatch International. Retrieved from <http://www.child-abuse.com/childhouse/childwatch/cwi/projects/indicators/monitoring/monitoring.html>

European Commission, DG Development, Development Policy and Sectoral Issues, 2003. Tools for Monitoring Progress in the Education Sector. (Brussels, EME-O).

EU-AFR. (2009). Developing indicators for the protection, respect and promotion of the rights of the child in the European Union. European Union Agency for Fundamental Rights. Retrieved from http://fra.europa.eu/fraWebsite/attachments/RightsofChild_summary-report_en.pdf

Fanchette, S. (1974). Social Indicators: Problems of Methodology and Selection. In *Social indicators: problems of definition and of selection (Reports and Papers in the Social Sciences)* (pp. 7-10). Paris: UNESCO, Methods and Analysis Division, Department of Social Sciences.

Friboulet, J.-J., Niaméogo, A., Liechti, V., Dalbera, C., & Meyer-Bisch, P. (Eds.). (2006). *Measuring the Right to Education*. Economics and Ethics. Hamburg: UNESCO Institute for Lifelong Learning and Schulthess.

Fukuda-Parr, Sakiko, 2001. Indicators of Human Development and Human Rights Statistical in *Journal of the United Nations Economic Commission for Europe*, Vol. 18, 2, 3.

Fukuda-Parr, Saikiko, 2006. Millennium Development Goal 8: Indicators for International Human Rights Obligations. *Human Rights Quarterly*, Vol. 28, 4.

Dakar Framework for Action, *Education for All: Meeting our Collective Commitments*. (2000). UNESCO.

Dijkstra, T. K. (2009). Child Well-Being in Rich Countries: UNICEF's Ranking Revisited, and New Symmetric Aggregating Operators Exemplified. *Child Indicators Research*, 2(3), 303-317.

Gabhainn, S. N., & Sixsmith, J. (2005). *Children's Understandings of Well-Being*. The National Children's Office, Ireland. Retrieved from <http://www.dcy.gov.ie/documents/research/ChildrenUnderstandingofWellBeing.pdf>

Green, Maria, 1999. *What We Talk about When We Talk about Indicators: Current Approaches to Human Rights Measurement*. (UNDP International Anti-Poverty Law Center, New York).

Gruskin, S. (2009). Using indicators to determine the contribution of human rights to public health efforts. *Bulletin of the World Health Organization*, 87(9), 714-719.

- Gauri, Varun and Daniel M. Brinks (Eds.), 2008. *Social and Economic Rights in Developing Countries. Politics, Law and Impact.* (Cambridge, Cambridge University Press).
- Hanafin, S., & Brooks, A.-M. (2009). From Rhetoric to Reality: Challenges in Using Data to Report on a National Set of Child Well-being Indicators. *Child Indicators Research*, 2(1), 33-55.
- Haydon, D., & Boyce, S. (2007). *Child Rights Indicators Guidance and Framework.* Save the Children.
- Hodgkin, R., & Newell, P. (2007). *Implementation handbook for the Convention on the Rights of the Child (Fully rev. 3rd ed.).* New York: UNICEF.
- Hopkins, B. (2005). *The Cambridge Encyclopedia of Child Development.* Cambridge UK; New York: Cambridge University Press.
- Human Early Learning Partnership, University of British Columbia, Canada, retrieved on 27 September 2011. Retrieved from: <http://earlylearning.ubc.ca/edi/>
- Hines, A. (n.d.). What Human Rights Indicators Should Measure. Retrieved from http://www.hks.harvard.edu/cchrp/pdf/Hines_Paper.pdf
- Hanafin, S., & Brooks, A.-M. (2005). *The Delphi Technique: A Methodology to Support the Development of a National Set of Child Well-Being Indicators.* The National Children's Office, Ireland. Retrieved from <http://www.dcy.gov.ie/documents/research/TheDelphiTechnique.pdf>
- Hannum, Hurst, 1996. The Status of the Universal Declaration of Human Rights in National and International Law, *Georgia Journal of International and Comparative Law*, Vol. 25.
- Hunt, P., & MacNaughton, G. (2006). *Impact Assessments, Poverty and Human Rights: A Case Study Using the Right to the Highest Attainable Standard of Health.* UNESCO.
- Human Rights Education Associates. (2007). *Guide for Applying Indicators within United Nations Human Rights-Based Programming.* UNDP.
- Inter-Committee Meeting of the Human Rights Treaty Bodies, 2006. *Report on Indicators for Monitoring Compliance with International Human Rights Instruments.* HRI/MC/2006/7. (Geneva, United Nations)
- Kapoor, I. (2006). *Indicators for Programming in Human Rights and Democratic Development: A Preliminary Study.* Canadian International Development Agency.
- Karki, R., Kohrt, B. A., & Jordans, M. J. (2009). Child Led Indicators: pilot testing a child participation tool for psychosocial support programmes for former child soldiers in Nepal. *Intervention*, 7, 92-109.
- Kaufmann, Daniel, Kraay, Aart, and Mastruzzi, Massimo. (2007) *Worldwide Governance Indicators Project: Answering the Critics.* World Bank Policy Research Working Paper No. 4149.
- Knack, Stephen. (2006) *Measuring Corruption in Eastern Europe and Central Asia: A Critique of the Cross-Country Indicators.* World Bank Policy Research Working Paper No. 3968.

Ibrahim, G., Kamal, A., Samir, M., Shaban, A. Swelam, M. Abd El Mawla, H. (2006) Child Development Index in Egypt: Methodology and Application. The Information and Decision Support Center publications. Unpublished. Cairo.

Iltus, S. (2006). Significance of home environments as proxy indicators for early childhood care and education. UNESCO.

Indicators Technical Working Group. (2010). Indicator Standards: Operational Guidelines for Selecting Indicators for the HIV Response. UNAIDS Monitoring and Evaluation Reference Group [MERG].

Retrieved from

<http://www.globalhivmeinfo.org/AgencySites/Pages/MERG%20UNAIDS%20ME%20Reference%20Group.aspx>

Joint United Nations Programme on HIV/AIDS; World Health Organization. (2004). National AIDS programmes: a guide to indicators for monitoring and evaluating national HIV/AIDS prevention programmes for young people. Geneva: World Health Organization.

Landman, Todd and Julia Häusermann, 2003. Map-Making and Analysis of the Main International Initiatives on Developing Indicators of Democracy and Good Governance. (University of Essex, Human Rights Centre).

Land, K.C. (2005) 'The Foundation for Child Development Index of Child Well-Being (CWI), 1975-2003 with Projections for 2004. 2005 Report'. Durham: Duke University.

Landman, Todd, 2004. Measuring Human Rights: Principle, Practice, and Policy. Human Rights Quarterly, Vol. 26, 4.

Lansdown, G. (2011). A Framework for Monitoring and Evaluating Children's Participation. UNICEF & Save the Children. Retrieved from http://www.crin.org/docs/M&E_frameworkJuly11.doc

Lansdown, G. (2007). A human rights-based approach to education for all: a framework for the realization of children's right to education and rights within education. New York, NY; Paris, France: UNICEF & UNESCO.

Malhotra, Rajeev and Nicholas Fasel, 2005. Quantitative Human Rights Indicators. A Survey of Major Initiatives. Draft Paper presented at an Expert Meeting on Human Rights Indicators in Åbo/Turku, Finland. (Geneva).

Malhotra, Rajeev and Nicholas Fasel, 2005. Quantitative Human Rights Indicators. A Survey of Major Initiatives. OHCHR. (Geneva).

Malhotra, Rajeev and Nicholas Fasel, 2006. Quantitative Indicators for Monitoring the Implementation of Human Rights. A Conceptual and Methodological Framework. Background Paper March 24, 2006. (Geneva).

Manual for the Measurement of Indicators of Violence against Children. (2006). UNICEF.

Manual for the measurement of juvenile justice indicators. (2006). UNODC & UNICEF.

McInerney-Lankford, S. and Sano, H. (2010). Human rights indicators in development introduction. Washington DC: World Bank.

Mekonen, Y. (2009). Measuring Government Performance in Realising Child Rights and Child Well-being: The Approach and Indicators. *Child Indicators Research*, 3(2), 205-241.

Merry, Sally Engle. (2009). Measuring the World: Indicators, Human Rights, and Global Governance. Presented at the Wenner Gren/School of Advanced Research conference on "Corporate Lives: New Perspectives on the Social Life of the Corporate Form", New York: New York University Law School. Retrieved from www.nyu.edu/ipk/files/docs/events/merry-measuring.doc

Monitoring And Indicators In The Education Sector Technical Note. (2006). Ministry of Foreign Affairs of Denmark, DANIDA Technical Advisory Service.

Niessen, Jan, Thomas Huddleston, and Laura Citron in cooperation with Andrew Geddes and Dirk Jacobs, 2007. Migrant Integration Policy Index. Migrant Policy Group. (British Council and EU INTI Programs). (Brussels).

Notten, Geranda and Keetie Roelen (2011), "Monitoring child well-being in the European Union: measuring cumulative deprivation" Innocenti Working Paper No. 2011-03. Florence, UNICEF Innocenti Research Centre.

Offord Centre for Child Studies, University of McMaster, Canada. Retrieved on 27 September 2011. Retrieved from: <http://www.offordcentre.com/readiness/>

O'Kane, C. (2011). Toolkit for Creating a Step Change in Monitoring and Evaluating Children's Participation: Supporting the implementation of the Framework for Monitoring and Evaluating Children's Participation. UNICEF & Save the Children. Retrieved from http://www.crin.org/docs/Monitoring_child_participation.docx

OECD. (2002). Benchmark. In *Glossary of Key Terms in Evaluation and Results Based Management* (p. 18). Paris: Organisation for Economic Co-operation and Development.

OECD. (2002). Indicator. In *Glossary of Key Terms in Evaluation and Results Based Management* (p. 25). Paris: Organisation for Economic Co-operation and Development.

OHCHR. (2006). Report on Indicators for Monitoring Compliance with International Human Rights Instruments. Geneva: United Nations Office of the High Commissioner for Human Rights.

OHCHR. (2008). Report on Indicators for Promoting and Monitoring the Implementation of Human Rights. Geneva: United Nations Office of the High Commissioner for Human Rights.

OECD, 2008. Better Aid. 2008 Survey on Monitoring the Paris Declaration. Making Aid More Effective by 2010. (Paris and Copenhagen, 2009).

OHCHR, UNITAR, UN Staff College. (1997). Manual on Human Rights Reporting under Six Major International Human Rights Instruments. Geneva: United Nations.

OHCHR, 2007. Indicators for Monitoring Compliance with International Human Rights Instruments. Third Expert Consultation, Geneva, 19–20 December 2006.

OHCHR. (2010). Monitoring the Convention on the Rights of Persons with Disabilities: Guidance for human rights monitors. United Nations. Retrieved from http://www.ohchr.org/Documents/Publications/Disabilities_training_17EN.pdf

OHCHR, 2011. ECOSOC report implementing and monitoring human rights with specific reference to economic, social and cultural rights.

Parsons, J; Thornton, M., Bang, H. E. (April), Estep, B., Williams, K., & Weiner, N. (2008). Developing Indicators to Measure the Rule of Law: A Global Approach, A Report to the World Justice Project. Altus Global Alliance. Retrieved from http://www.altus.org/pdf/dimrol_en.pdf

Pavlovic, Z., & Leban, T. R. (2009). Children's Rights International Study Project (CRISP)—A Shift from the Focus on Children's Rights to a Quality of Life Assessment Instrument. *Child Indicators Research*, 2(3), 265-291.

Picazo, O. (2010). Towards a Holistic Child Development Index (HCDI): Rationale, Prospects and Challenges for Child Protection. COMMISSION 5: Monitoring and Evaluation of ECCE at National and International Levels. Presented at the World Conference on Early Childhood Care and Education, Moscow, Russian Federation: UNESCO. Retrieved from <http://www.unesco.org/education/WCECCE/presentations/Picazo.pdf>

Promoting Rights in Schools: providing quality public education. (2011). ActionAid & Right to Education Project.

Preliminary Report of the Special Rapporteur on the right of everyone to enjoyment of the highest attainable standard of physical and mental health, Paul Hunt, E/CN.4/2003/58 (13 February 2003).

Radstaake, Marike, and Daan Bronkhorst, 2002. Matching Practice with Principles. Human Rights Impact Assessment: EU Opportunities. (Utrecht, HOM).

Report of the Special Rapporteur on the right of everyone to the enjoyment of the highest attainable standard of physical and mental health, Paul Hunt, E/CN.4/2006/48 (3 March 2006).

Report of the workshop on "The identification of indicators and impact measuring tools for human rights." The Arab Institute for Human Rights in cooperation with the Arab Organization for Human Rights and the Coptic Evangelical Organization for Social Services and with the support of the United Nations High Commissioner for Human Rights, in Cairo. (2004). Arab Institute for Human Rights.

Report of the United Nations High Commissioner for Human Rights, 26 April 2011. Use of indicators in realizing economic, social and cultural rights. E/2011/90.

Sauvageot, C. (1997). Indicators for educational planning: a practical guide. Paris: IIEP-UNESCO.

Seventh Inter-Committee Meeting of the Treaty-Bodies, 23–25 June 2008. Report on Indicators for Promoting and Monitoring the Implementation of Human Rights. HRI.MC. 6 June 2008. 3.

Save the Children, 2007, Getting It Right for Children. A Practitioner's Guide for Child Rights Programming. (London, Save The Children).

Schulz, W., Julian Fraillon, John Ainley, Bruno Losito, & David Kerr. (2008). International Civic and Citizenship Education Study: Assessment Framework. International Association for the Evaluation of Educational Achievement. Retrieved from <http://www.iea.nl/>

Sharpe, A. (2004, February). Literature Review of Frameworks for Macro-indicators. Centre for the Study of Living Standards. Retrieved from <http://ideas.repec.org/cgi-bin/ref.cgi?handle=RePEc:sls:resrep:0403&output=3>

Sital Kalantry, Jocelyn E. Getgen, & Steven Arrigg Koh. (2010). Enhancing Enforcement of Economic, Social, and Cultural Rights Using Indicators: A Focus on the Right to Education in the ICESCR. *Human Rights Quarterly*, 32(2), 253-310.

Status of Jamaica's Young Children Early Childhood Development Indicators: Selection and Analysis of Indicators for National Development Priorities. (2007). Early Childhood Commission, Jamaica.

Stukel, D. M., & Feroz-Zada, Y. (2010). *Measuring Educational Participation: Analysis of Data Quality and Methodology Based on Ten Studies*. Montreal, Canada: UNESCO Institute for Statistics.

Svevo-Cianci, K. A., Hart, S. N., & Rubinson, C. (2010). Protecting children from violence and maltreatment: a qualitative comparative analysis assessing the implementation of U.N. CRC Article 19. *Child Abuse & Neglect*, 34(1), 45-56.

Taki, H. (2008). Effectiveness. *The Encyclopaedia of Public International Law*. (R. Wolfrum, Ed.) Oxford University Press.

The Right to Education Project. (2010). *Beyond statistics: Measuring education as a human right*.

The Right to Education Project. (2009). *Concept Paper: Right to Education Indicators based on the 4 A framework*.

UN (1959). *United Nations Declaration on the Rights of the Child*. United Nations.

UN (2007). *United Nations Convention on the Rights of Persons with Disabilities*. United Nations.

UNCRC (2003). General Comment No. 5: General measures of implementation of the Convention on the Rights of the Child (arts. 4, 42 and 44, para.6). UN Committee on the Rights of the Child. Retrieved from <http://tb.ohchr.org/default.aspx?Symbol=CRC/GC/2003/5>

UNCRC (2006). General Comment No. 7: Implementing child rights in early childhood. UN Committee on the Rights of the Child. Retrieved from <http://www2.ohchr.org/english/bodies/crc/docs/AdvanceVersions/GeneralComment7Rev1.pdf>

UNCRC. (2006). "Implementing child rights in early childhood": a guide to general comment 7. The Hague: Bernard van Leer Foundation.

UNESCO. (2000). *The Education for All (EFA)*. Retrieved on 2 May 2011 from the United Nations Educational, Scientific and Cultural Organization: <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/>

UNESCO (2010a). Moscow Framework for Action and Cooperation: Harnessing the Wealth of Nations. UNESCO. Retrieved from <http://unesdoc.unesco.org/images/0018/001898/189882e.pdf>

UNESCO. (2010b). Concept Paper: The World Conference on Early Childhood Care and Education (ECCE) - Building the Wealth of Nations. UNESCO. Retrieved from <http://unesdoc.unesco.org/images/0018/001873/187376e.pdf>

UNESCO Institute for Statistics. (2005). Children out of school: measuring exclusion from primary education. Montreal, Canada: UNESCO Institute for Statistics.

UNESCO. (2002). Education for All: is the world on track?. Paris: UNESCO.

UNESCO. (2006). Strong foundations: early childhood care and education. Paris: UNESCO.

UNESCO. (1994). The Salamanca Statement and Framework for Action on Special Needs Education. World Conference on Special Needs Education: Access and Quality. UNESCO.

UNESCO. (1974). Social indicators: problems of definition and of selection. Paris: UNESCO Press.

UNESCO (2008). The Right to Education: Monitoring standard-setting instruments of UNESCO. Paris: UNESCO Press.

UNESCO (2002), UNESCO's Procedure for Dealing with Alleged Violations of Human Rights (Paris: UNESCO, office of international standards and legal affairs), available at http://portal.unesco.org/en/file_download.php/cf69cf5cdd6f47d99f6906491d7701a7Booklet+CR.pdf.

UNICEF (2007). Draft List of Indicators for Monitoring and Evaluation of the Convention on the Rights of the Child. Unpublished. New York.

UNDP, 2005. Governance Indicators. A User's Guide. 2nd edition. (Oslo, UNDP).

UNDP, 2006. Indicators for Human Rights Based Approaches to Development. A User's Guide.

United Nations rule of law indicators implementation guide and project tools. (2011). New York: United Nations.

USAID Center for Democracy and Governance. Handbook of Democracy and Governance Program Indicators (Washington, DC: U.S. Agency for International Development, 1998).

Vaghri, Z., Arkadas, A., Kruse, S., & Hertzman, C. (2011). CRC General Comment 7 Indicators Framework: A Tool for Monitoring the Implementation of Child Rights in Early Childhood. *Journal of Human Rights*, 10(2), 178-188.

Van Bueren, G. (1998). The international law on the rights of the child. The Hague: Nijhoff.

Venkatesh, Mohini. (2009). Indicators for Education Sector HIV Response Programmes: A review of existing resources. UNAIDS. Retrieved from <http://unesdoc.unesco.org/images/0018/001850/185003e.pdf>

Vera Institute of Justice. (2003) *Measuring Progress toward Safety and Justice: A Global Guide to the Design of Performance Indicators across the Justice Sector*. New York: Vera Institute of Justice

Viljoen Frans (2007). "The Justiciability of Socio-economic and Cultural Rights: Experience and Problems" in *Human rights in education, science and culture*: legal developments and challenges, Donders, Y., & Volodin, V. (Eds.). Aldershot: Ashgate.

Vierdag, E. W. (2009). The Legal Nature of the Rights Granted by the International Covenant on Economic, Social and Cultural Rights. *Netherlands Yearbook of International Law*, 9, 69.

World development indicators 2011. (2011). Washington DC: World Bank.

WHO. (2011). *Indicator compendium*. World Health Organization.

Zhang, Y., Postlethwaite, T. N., & Grisay, A. (Eds.). (2008). *A view inside primary schools*: a world education indicators (WEI) cross-national study. Montreal: UNESCO Institute for Statistics.

Web resources

(visited August 2011)

CRISE <http://www.crise.ox.ac.uk/pubs/workingpaper7.pdf>.

Child Protection Monitoring and Evaluation Reference Group. Retrieved 22 August 2011 from <http://www.cpmerg.org/>

CRC General Comment 7 Indicators Framework: A Manual for Monitoring the Implementation of Child Rights in Early Childhood <http://www.childrightsimpact.info/ecrim/>

Human Rights Compliance Assessment of the Danish Institute for Human Rights <http://www.humanrightsbusiness.org/>.

IFC Human Rights Impact Assessment: www.guidetohria.org. Visited July 2011

www.metagora.org. Metagora. Inventory of Initiatives Aimed at Measuring Human Rights and Democratic Governance. [Online database]. OECD, Paris21, http://www.metagora.org/html/aboutus/about_inventory.html.

OECD Glossary. www.oecd.org/dac/evaluation.

http://www.oecd.org/department/0,3355,en_2649_15577209_1_1_1_1_1,00.html.

<http://www.ohchr.org/english/issues/indicators/documents.htm>

<http://www.portal-stat.admin.ch/iaos2000/01iaos.htm>

<http://www.unglobalcompact.org/AboutTheGC/index.html>

http://www.undp.org/mdg/tracking_targetlist.shtml

<http://info.worldbank.org/governance/wgi2007/>

http://www.abanet.org/rol/publications/cedaw_assessment_tool.shtml

Deprivation and Marginalization in Education data set, <http://www.unesco.org/fileadmin/MULTIMEDIA/HQ/ED/GMR/html/dme-3.html>

World Bank Worldwide Governance Indicators Project Index for Regulatory Quality. Source: <http://info.worldbank.org/governance/wgi/index.asp>.

FAO food price index

<http://www.fao.org/worldfoodsituation/wfs-home/foodpricesindex/en/>

USAID. Indicators, Highly Vulnerable Children: A Global Profile (PL109-95). Retrieved August 22, 2011, from <http://www.hvcassistance.org/indicators.cfm>

<http://www.childinfo.org/>

<http://www.devinform.org/>

Annexes

Annex 1: Annotated table of indicators reviewed

§ y: yes; n: no; p: possible

Indicators/Indices	Organization	Coverage	Age group / group of children	Relevance §	
				EFA G 1	Legal
Child Rights Indicators Guidance and Framework	Save the Children	National / Legal protection considered	All children	p	y
Monitoring Child Well-being A South African Rights-Based Approach	Child, Youth, Family & Social Development, Human Sciences Resource Council, South Africa	National / Legal protection considered	All children	p	y
Framework and Manual on Indicators for GC7 Implementing Child Rights in Early Childhood	GC7 Indicators Group	Global / legal protection considered	Children under 8	y	y
Menu of Outcome Indicators	Save the Children	Programme level / national / some legal protection considered	All children	p	y
Child Protection Indicators for Viet Nam Proposed Framework and Indicators	UNICEF (office in Viet Nam)	National / legal protection considered	All children	p	p
Indicators for Measuring Child Well-being Outcomes Global Level Guidance: A Compendium of Indicators to Measure World Vision's Plausible Contribution to the Well-being of Boys and Girls, World Vision	WorldVision International	Programme level / National / some legal protection considered	All children	y	p
Child Status Index (CSI)	MEASURE Evaluation, USAID	National / programme level / little legal protection considered	Children affected by HIV/AIDS and orphans and other vulnerable children	p	n

Indicators/Indices	Organization	Coverage	Age group / group of children	Relevance §	
				EFA G 1	Legal
Regional Matrix Child Protection Indicators	UNICEF West and Central Africa Regional Office	Programme / Regional / national / legal protection considered	All children	y	p
Orphaned and Vulnerable Children Policy and Planning Effort Index Assessment Tool in Zimbabwe	UNICEF	National / some legal protection considered	All age groups / Children without family care	p	n
Manual for the Measurement of Juvenile Justice indicators	UNODC & UNICEF	Global	Children over age of criminal responsibility / Justice for children	p	P
Violence Against Women and Girls: A Compendium of Monitoring and Evaluation Indicators	MEASURE Evaluation, USAID	Global	All age groups / girl child	p	y
Manual for the Measurement of Indicators for Children in Formal Care	Better Care Network and UNICEF	Global	All age groups / children without family care	p	y
Guide to Monitoring and Evaluation of National Response for Children Orphaned and Made Vulnerable by HIV/AIDS	UNICEF	Global / national	All age groups / Children orphaned and made vulnerable by HIV/AIDS	p	p
Evaluation of Psychosocial Programming in Emergencies	UNICEF	Emergencies	All age groups	p	p
Best Practices for Programming to Prevent Trafficking in Human Beings in Europe and Eurasia	USAID	Europe	All age groups / child trafficking	p	p

Indicators/Indices	Organization	Coverage	Age group / group of children	Relevance §	
				EFA G 1	Legal
Child led indicators: pilot testing a child participation tool for psychosocial support programmes for former child soldiers in Nepal	Transcultural Psychosocial Organization (TPO) Nepal	Local / national	All children effected by armed conflict	y	n
Are We Making A Difference Manual: Participatory Evaluation Tools for Monitoring and Measuring the Impact of psychosocial support programmes for children aged 6 to 18	The Regional Psychosocial Support Initiative (REPSSI)	Programme / regional / East and South Africa	Children aged 6 to 18	p	n
Qualitative Comparative Analysis (QCA) Assessing the Implementation of UN CRC Article 19	IICRD and ISPCAN	Global	All	p	y
Progress in the National Response to Orphans and other Vulnerable Children in sub-Saharan Africa: The OVC Policy and Planning Effort index	USAID, UNICEF, Futures Group	Programme / Sub-Saharan Africa	All children / orphans and other vulnerable children	y	p
Child Rights Based Monitoring and Evaluation Tools and Mechanisms	Save the Children	Programme / national with possible global implications	All children	y	y
Regional Review of Child Protection Information and Monitoring Systems in West and Central Africa	UNICEF West and Central Africa Region	Regional / national	All children	y	y

Indicators/Indices	Organization	Coverage	Age group / group of children	Relevance §	
				EFA G 1	Legal
Baseline Synthesis for Monitoring and Evaluation of Child Protection Issues UNICEF Bolivia	UNICEF Bolivia	National	All children	y	p
The Child Development Index: Holding governments to account for children's well-being	Save the Children	Global	All children	y	y
Indicators for Social Inclusion in Europe	European Union	Regional	All age groups	p	p
Operational indicators of trafficking in human being	ILO & European Union	Regional / global	All age groups	n	y
Human Development Index (HDI)	UNDP	Global	All age groups	n	p
Education at a Glance: OECD Indicators	OECD	Global	All age groups	y	p
The German System of Social Indicators	The Centre for Survey Research and Methodology (ZUMA) in Mannheim, Germany	National	All age groups	p	p
Oregon Benchmarks	Oregon Progress Board	Local	All age groups	p	n
Fordham Index of Social Health	Institute for Innovation in Social Policy of Fordham University	National	All age groups	p	p
Index of Social Progress	Richard J. Estes (1997) from the University of Pennsylvania	National		p	n
Measuring the Right to Education	UNESCO Institute for Lifelong Learning and Schulthess	Global	All age groups	y	y
Right to Education Indicators	Right to Education Project	Global	All groups	y	y

Indicators/Indices	Organization	Coverage	Age group / group of children	Relevance §	
				EFA G 1	Legal
Right to Education Indicators for Local NGOs	Education reform initiative, Sabanci University, Turkey (AAT)	Local	Primary school children	y	y
Indicators for the protection, respect and promotion of the rights of the child in the European Union	European Union	Regional	All children	y	y
Monitoring Children's Rights: Indicators for Children's Rights Project	Childwatch International	Global	All children	y	y
The OECD Family Database	OECD	Global	All age groups	p	n
Africa Development Indicators	World Bank	Regional	All age groups	p	p
Human Rights Indicators and the Right to Education of Roma Children in Slovakia	UNESCO	National	Roma children	y	y
Child-friendliness Index	African Child Policy Forum	Regional		y	y
A Framework and a Toolkit for Monitoring and Evaluating Children's Participation	UNICEF, Save the Children, Plan International, WorldVision International	Global	All children	y	y
Monitoring and Indicators In The Education Sector	DANIDA	Global	All children	y	p
The national set of child well-being indicators Ireland	Irish Office of the Minister for Children	National	All children	p	y
Impact Assessments, Poverty and Human Rights: A Case Study Using The Right to the Highest Attainable Standard of Health	UNESCO and WHO	Global	All age groups	p	y

Indicators/Indices	Organization	Coverage	Age group / group of children	Relevance §	
				EFA G 1	Legal
Health Rights of Women Assessment Instrument	Aim for Human Rights	Global	All age groups / girl child	n	y
A human rights-based approach to education for all: a framework for the realization of children's right to education and rights within education.	UNICEF & UNESCO	Global	All children	y	y
Promoting Rights in Schools: providing quality public education	ActionAid & Right to Education Project	Global / local	All children	y	y
Early Childhood Care Education; Basic Indicators On Young Children	UNESCO				
Education for All Development Index	UNESCO	Global	All age groups	p	p
Deprivation and Marginalization in Education (DME)	UNESCO	Global	All children	p	p

Annex 2: International human rights normative framework guaranteeing legal protection for children under 8

Non-binding

1. Universal Declaration of Human Rights (UDHR)
2. UNESCO Recommendation against Discrimination in Education
3. UNESCO Revised Recommendation concerning Technical and Vocational Education
4. UNESCO Recommendation concerning the Status of Teachers
5. UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel
6. UNESCO Recommendation on the Development of Adult Education
7. UNESCO Recommendation on Education for International Understanding and Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms
8. American Declaration of the Rights and Duties of Man
9. Reports of the United Nations Special Rapporteur on the right to education

Binding

1. International Covenant on Economic, Social and Cultural Rights - ICESCR (and its Optional Protocol)
 - a. General Comment on the nature of States Parties' obligations (Art. 2 (1))
 - b. General Comment on Right to Education (Art. 13)
 - c. Plans of action for primary education (Art. 14)
 - d. The right to the highest attainable standard of health (Art. 12)
 - e. General Comment on Non-Discrimination in Economic, Social and Cultural Rights (Art. 2, para. 2)
 - f. Case law from concluding observations to the State reports
2. International Covenant on Elimination of Racial Discrimination - ICERD (and recognized the competence of CERD to receive complaints under Article 14 of ICERD)
3. Convention on Elimination of All Forms of Discrimination against Women - CEDAW (and its Optional Protocol)
 - a. General recommendation on statistical data
 - b. General recommendation on education and public information programmes
 - c. General recommendation on The Core Obligations of States Parties under Article 2 of the Convention on the Elimination of All Forms of Discrimination against Women
 - d. Case law from concluding observations to the State reports
4. Convention on the Rights of the Child - CRC (and its Optional Protocols)
 - a. General Comment on the aims of education
 - b. General Comment on general measures of implementation for the Convention on the Rights of the Child
 - c. General Comment on implementing child rights in early childhood
 - d. General Comment on the rights of children with disabilities
 - e. General Comment on the right of the child to be heard
 - f. General Comment on the right of the child to freedom from all forms of violence
 - g. Case law from concluding observations to the state reports
5. Convention on the Rights of People with Disabilities - CRPD (and its Optional Protocol)
6. UNESCO Convention against Discrimination in Education
7. Convention relating to the Status of Refugees
8. Geneva Convention Relative to the Treatment of Prisoners of War
9. Geneva Convention relative to the Protection of Civilian Persons in Time of War
10. International Labour Organization - ILO Minimum Age Convention

11. ILO Worst Forms of Child Labour Convention
12. UNESCO Convention on Technical and Vocational Education
13. ILO Indigenous and Tribal Peoples Convention
14. Protocol 1 to the European Convention on Human Rights
 - a. Case law from European Court of Human Rights
15. (Revised) European Social Charter (including Article 17)
 - a. Case law from concluding observations to the state reports
16. Framework Convention for the Protection of National Minorities
17. European Charter for Regional or Minority Languages
18. European Convention on the Legal Status of Migrant Workers
19. Organization for Security and Co-operation in Europe - OSCE Helsinki Final Act
20. European Union - EU Charter of Fundamental Rights
21. Charter of the Organization of American States
22. American Convention on Human Rights
23. Protocol of San Salvador to the American Convention on Human Rights
24. African Charter on Human and Peoples' Rights
25. Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa
26. African Charter on the Rights and Welfare of the Child

Annex 3: GC7 Indicator Key Questions

General Measures of Implementation

Indicator Set 1: Dissemination of GC7

Key Question: With respect to obligations under Article 42 of the CRC - What measures have been taken by the States party to disseminate and promote a rights-based understanding with respect to young children and to assess the impact on knowledge and practice of such 'dissemination' processes?

Indicator Set 2: Constructing and Implementing the Positive Agenda

Key Question: With respect to obligations under Article 4 of the CRC – What resources have been allocated to develop, implement, assess and report on the impact of a Positive Agenda on the realization of child rights for all young children and particularly those from vulnerable or otherwise excluded groups?

Indicator Set 3: Human Rights Training

Key Question: With respect to Articles 4 and 42 of the CRC – What resources have been allocated to the development, delivery, and impact assessment of specifically targeted good-quality human rights training through professional organizations, educational institutions, parenting information, or other organizations and media?

Indicator Set 4: Data collection systems

Key question: With respect to Articles 4 and 44 of the CRC – What resources and measures are in place to ensure the development, and implementation of suitable data collection systems which can provide disaggregated analyses on the impact of services on the development of all young children across social groups? What resources and measures are in place to promote and support good quality multidisciplinary research on issues affecting the development of these young children?

Civil Rights and Freedoms

Indicator Set 5: Birth Registration

Key Question: With respect to Articles 2, 3, 7 and 8 of the CRC – What measures are in place, or progress has been made towards, the implementation and/or analysis of the success of, a free-of-charge, non-discriminatory, and accessible birth registration system intended to encourage the maximum levels of child registration as soon as possible after birth?

Family Environment and Alternative Care

Indicator Set 6: Participation in Household Decision-Making

Key Question: With respect to Articles 5, 12 and 18.2 of the CRC – What measures are in place to provide parents and caregivers with information which supports child participation in household decision-making, promotes respect for evolving capacities as an enabling principle, and assesses the impact of such programmes?

Indicator Set 7: Violence against Young Children

Key Question: With respect to Articles 18.1, 18.2, 19, 28.2 and 39 – What measures are in place to support parents/caregivers in preventing violence or abuse towards young children, to hold perpetrators accountable, to facilitate the recovery of affected young children, and to ensure adequate recording of prevalence and impact on prevalence of any measures?

Basic Health and Welfare

Indicator Set 8: Basic Material Needs

Key Question: With respect to Articles 26 and 27 of the CRC – What measures are in place to assess the basic material needs and to provide for and assess the efficacy of such provisions to both the general population of young children and those in excluded or vulnerable categories?

Indicator Set 9: Child Survival and Health:

Indicator Set 9a: Breastfeeding and Complementary Feeding

Key Question: With respect to Articles 2, 6, 24.2c, 24.2d and 24.2e of the CRC – What measures are in place to support both the understanding and capacity of parents, particularly mothers, to promote the beneficial practice of breastfeeding and the appropriate use, and advertising, of complementary feeding?

Indicator Set 9b: Access to and Use of Health Services

Key Question: With respect to Articles 2, 6 and 24, 24.2, 26 and 27 of the CRC – What steps have been taken to ensure equitable access to health services of equal and sufficient quality that ensure both the young child's right to life and health and to support parents and caregivers in their primary responsibilities?

Indicator Set 10: Age-appropriate Health Education

Key Question: With respect to Articles 17, 24, 24.2e and 24.2f of the CRC – What programmes are in place to ensure that young children have access to age-appropriate health education and to assess the preventative impact of such programmes on health-related behaviours and specific health outcomes?

Education, Leisure and Cultural Activities

Indicator Set 11: Early Education Service Provision

Key Question: With respect to Articles 28 and 29 of the CRC – What services are available to further the educational rights of young children and what measures are in place to ensure quality standards in materials and service delivery?

Indicator Set 12: Educational Service Provision for Vulnerable or Excluded Young Children

Key Question: With respect to Articles 2, 28 and 29 of the CRC – What measures or initiatives, specifically targeted at vulnerable or excluded populations are in place to ensure equality of access to quality educational services in early childhood and what impact have they had?

Indicator Set 13: Knowledge of Rights and Capacity to Support their Realization

Key Question: With respect to Articles 18, 26, 27 and 29 of the CRC – What measures, initiatives and resources are in place to ensure the provision of human rights education for young children in formal and non-formal settings, particularly to support the capacity of parents/caregivers in their role as first educators, and to assess the impact of such initiatives?

Indicator Set 14: Play, Leisure and Rest Opportunities for Young Children

Key Question: With respect to Articles 2, 12 and 31 of the CRC – What measures are in place to provide for the young child’s right to play through access to adequate and appropriate play opportunities and spaces, to participate in the design of such spaces, and to challenge discrimination against excluded populations?

Special Protection Measures

Indicator Set 15: Inclusive Policy and Provisions for Vulnerable Groups

Key Question: With respect to Article 2 of the CRC – What measures are in place to investigate and challenge the root causes of discrimination against young children and to ensure that young children from vulnerable populations are given equality of access to services of equal quality?

Annex 4. Legal protection cross-reference with UN human rights law and GC7 indicators

<p>Indicator 2 - Constructing and Implementing the Positive Agenda - CRC Article 4 Implementation of rights; CRC General Comment 5: General measures of implementation for the Convention on the Rights of the Child</p> <p>Cross reference to other UN human rights instruments</p> <ul style="list-style-type: none"> • ICCPR Article 2(2,3) • ICESCR Article 2(1) and (3); 4; 6; 11(2) • CERD Article 2; 6 • CEDAW Article 2; 4 • CAT Article 2; 4; 5 • CWM Article 4; 12(4); 17(6); 29; 30 • CRPD Article 7 • Special Rapporteur on adequate housing as a component of the right to an adequate standard of living • Special Rapporteur on the sale of children, child prostitution and child pornography • Special Rapporteur on the right to education • Independent Expert on the question of human rights and extreme poverty • Special Rapporteur on the right to food • Special Rapporteur on the right of everyone to the enjoyment of the highest attainable standard of physical and mental health
<p>Indicator 3 - Human Rights Training for Duty-bearers - CRC Articles 4 and 42 Implementation and dissemination of rights; CRC General Comment 5: General measures of implementation for the Convention on the Rights of the Child</p> <p>Cross reference to other UN human rights instruments</p> <ul style="list-style-type: none"> • ICCPR Article 2(2,3) • ICESCR Article 2(1) and (3); 4; 6; 11(2) • CERD Article 2; 6 • CEDAW Article 2; 4 • CAT Article 2; 4; 5 • CWM Article 12(4) • CRPD Article 24 • Special Rapporteur on adequate housing as a component of the right to an adequate standard of living • Special Rapporteur on the sale of children, child prostitution and child pornography • Special Rapporteur on the right to education • Independent Expert on the question of human rights and extreme poverty • Special Rapporteur on the right to food • Special Rapporteur on the right of everyone to the enjoyment of the highest attainable standard of physical and mental health • Special Rapporteur on trafficking in persons, especially in women and children • Special Rapporteur on violence against women, its causes and consequences • Special Representative of the Secretary-General on violence against children
<p>Indicator 4 - Data Collection Systems - CRC Articles 4 and 44 Implementation and dissemination of rights, CRC General Comment 5: General measures of implementation for the Convention on the Rights of the Child</p> <p>Cross reference to other UN human rights instruments</p> <ul style="list-style-type: none"> • ICCPR Article 2(2,3) • ICESCR Article 2(1) and (3); 4; 6; 11(2) <ul style="list-style-type: none"> ◦ General Comment 2 • CERD Article 2; 6 • CEDAW Article 2; 4 • CAT Article 2; 4; 5 • CWM General Comment 1 • CRPD Article 31 • Special Rapporteur on adequate housing as a component of the right to an adequate standard of living • Special Rapporteur on the sale of children, child prostitution and child pornography • Special Rapporteur on the right to education • Independent Expert on the question of human rights and extreme poverty • Special Rapporteur on the right to food • Special Rapporteur on the right of everyone to the enjoyment of the highest attainable standard of physical and mental health • Special Rapporteur on trafficking in persons, especially in women and children • Special Rapporteur on violence against women, its causes and consequences • Special Representative of the Secretary-General on violence against children
<p>Indicator 5 - Birth Registration - CRC Articles 2, 3, 7 and 8</p> <p>Cross reference to other UN human rights instruments</p> <ul style="list-style-type: none"> • ICCPR Article 2(1); 24(1) • ICESCR Article 2(2); 10(3) • CERD Article 1; 2(2) ; 5 • CEDAW Article 1; 2; 11(1e)

- CWM Article 29
- CRPD Article 18(2)
- Special Rapporteur on adequate housing as a component of the right to an adequate standard of living
- Special Rapporteur on the sale of children, child prostitution and child pornography
- Special Rapporteur on the right to education
- Independent Expert on the question of human rights and extreme poverty
- Special Rapporteur on the right to food
- Special Rapporteur on the promotion and protection of the right to freedom of opinion and expression
- Special Rapporteur on freedom of religion or belief
- Special Rapporteur on the right of everyone to the enjoyment of the highest attainable standard of physical and mental health
- Special Rapporteur on the situation of human rights and fundamental freedoms of indigenous people
- Representative of the Secretary-General on the human rights of internally displaced persons
- Special Rapporteur on trafficking in persons, especially in women and children
- Special Rapporteur on violence against women, its causes and consequences
- Special Representative of the Secretary-General on violence against children

Indicator 6 - Participation in Household Decision Making - CRC Articles 2, 5, 12 and 18.2

Cross reference to other UN human rights instruments

- ICCPR Article 2(1); 24(1)
- ICESCR Article 2(2); 10(3)
 - General Comments 3 and 9
- CERD Article 1; 2(2) ; 5
- CEDAW Article 1; 2; 11(1e)
- CWM General Comment 1
- CRPD Article 1; 3(c); 19; 26(1); 30(d)
- Special Rapporteur on the right to education
- Special Rapporteur on the promotion and protection of the right to freedom of opinion and expression
- Special Rapporteur on freedom of religion or belief
- Special Rapporteur on the situation of human rights and fundamental freedoms of indigenous people
- Representative of the Secretary-General on the human rights of internally displaced persons
- Special Rapporteur on trafficking in persons, especially in women and children
- Special Rapporteur on violence against women, its causes and consequences
- Special Representative of the Secretary-General on violence against children

Indicator 7 - Violence against Young Children - CRC Articles 18.1, 18.2, 19, 28.2 and 29; CRC General Comment 8: The right of the child to protection from corporal punishment and other cruel or degrading forms of punishment

Cross reference to other UN human rights instruments

- CRC Optional Protocol on Sale, Prostitution and Pornography Article 8(1f); 9(2)
- CRC Optional Protocol on Armed Conflict Article 3(1), 3(5)
- ICCPR Article 4(1); 23(1,4); 24(1)
 - General Comments 3, 17, 18
- ICESCR Article 10(1,3); 12(1), (2b) and (c); 2(3); 6; 11(2) 13; 14
 - General Comments 5, 11, 13, 17, 18
- CEDAW Article 5(b); 11(2c); 14(2b), (2h); 16(1d); 10(a-f); 14 (2h)
 - General Comments 3, 15, 18
- CERD Article 5 (e) (iv) (v); 7
- CAT Article 10
- CWM Article 13(3)(d); 16(2); 68(1)(c)
- CRPD Article 16
- Special Rapporteur on the sale of children, child prostitution and child pornography
- Special Rapporteur on the right to education
- Special Rapporteur on the promotion and protection of the right to freedom of opinion and expression
- Special Rapporteur on freedom of religion or belief
- Special Rapporteur on the right of everyone to the enjoyment of the highest attainable standard of physical and mental health
- Special Rapporteur on the situation of human rights and fundamental freedoms of indigenous people
- Representative of the Secretary-General on the human rights of internally displaced persons
- Special Rapporteur on trafficking in persons, especially in women and children
- Special Rapporteur on violence against women, its causes and consequences
- Special Representative of the Secretary-General on violence against children

Indicator 8 - Basic Material Needs - CRC Articles 2, 6, 3, 4, 5, 26 and 27

Cross reference to other UN human rights instruments

- ICESCR Article 9
- CERD Article 5(eiv)
- CEDAW Article 11 (1e); 13(a); 14(2c)
- ICESCR Article 7(a)(ii) 10(1); 11(1)
 - General Comments 4, 5, 12, 14, 15
- CERD Article 5(eiii, iv)
- CEDAW Article 3(a,b); 11(2c); 14(2h)
- ICCPR Article 2(1); 24(1)
- ICESCR Article 2(2); 10(3)

- CERD Article 1; 2(2) ; 5
- CEDAW Article 1; 2; 11(1e)
- CWM Article 38; 42(1); 64(2); 65(2); General Comment 1
- CRPD Article 4(f); 19(c); 25 (d); 26(a); 28(2)(a)
- Special Rapporteur on adequate housing as a component of the right to an adequate standard of living
- Special Rapporteur on the right to education
- Independent Expert on the question of human rights and extreme poverty
- Special Rapporteur on the right to food
- Special Rapporteur on the right of everyone to the enjoyment of the highest attainable standard of physical and mental health

Indicator 9a – Breastfeeding and Complementary Feeding - CRC Articles 2, 6, 24.2c, 24.2d and 24.2e

Cross reference to other UN human rights instruments

- CRC Optional Protocol on Sale, Prostitution and Pornography
- ICCPR Article 2(1); 4(1); 6(1), (5); 9; 24(3),24(1); 7(a)(ii) 10(1); 11(1)
- ICESCR Article 2(2), 2(3); 10(3); 12; 2(3); 6; 10(2); 11(2); 12(1), (2a), (2b), (2c) and (d)
 - General Comments 4, 5, 12, 14, 15
- CERD Article 1(2) and (3); 2(2) ; 5(diii) (eiv)
- CEDAW Article 1; 2; 9; 11(1e); 2(f); 4(2); 5(a); 10(h); 11(f) and (2); 12(1); 14(2b) (2h); 16(1e) 13(a); 14(2c) 3(a,b); 11(2c); 14(2h)
- CWM General Comment 1
- CRPD Article 25(f); 28(1)
- Independent Expert on the question of human rights and extreme poverty
- Special Rapporteur on the right to food
- Special Rapporteur on the right of everyone to the enjoyment of the highest attainable standard of physical and mental health

Indicator 9b – Access to and Use of Health Services – CRC Article 2, 6, 24, 24.2, 26 and 27; CRC General Comment 9: The rights of children with disabilities

Cross reference to other UN human rights instruments

- CRC Optional Protocol on Sale, Prostitution and Pornography
- ICCPR Article 2(1); 4(1); 6(1), (5); 9; 24(3),24(1); 7(a)(ii) 10(1); 11(1)
- ICESCR Article 2(2), 2(3); 10(3); 12; 2(3); 6; 10(2); 11(2); 12(1), (2a), (2b), (2c) and (d)
 - General Comments 4, 5, 12, 14, 15
- CERD Article 1(2) and (3); 2(2) ; 5(diii) (eiv)
- CEDAW Article 1; 2; 9; 11(1e); 2(f); 4(2); 5(a); 10(h); 11(f) and (2); 12(1); 14(2b) (2h); 16(1e) 13(a); 14(2c) 3(a,b); 11(2c); 14(2h)
- CWM Article 8(1); 12(3); 25(1)(a); 28; 43(1)(e); 45(1)(c); 70
- CRPD Article 9; 25
- Special Rapporteur on adequate housing as a component of the right to an adequate standard of living
- Special Rapporteur on the sale of children, child prostitution and child pornography
- Special Rapporteur on the right to education
- Independent Expert on the question of human rights and extreme poverty
- Special Rapporteur on the right to food
- Special Rapporteur on the right of everyone to the enjoyment of the highest attainable standard of physical and mental health
- Special Rapporteur on trafficking in persons, especially in women and children
- Special Rapporteur on violence against women, its causes and consequences
- Special Representative of the Secretary-General on violence against children

Indicator 10 - Age Appropriate Health Education - CRC Articles 17, 24.2, 24.2e and 24.2f; General Comment 1 Aims of Education; General Comment 9 The rights of children with disabilities

Cross reference to other UN human rights instruments

- CRC Optional Protocol on Sale, Prostitution and Pornography Article 9(2)
- CRC Optional Protocol on Armed Conflict Article 3(1), 3(5)
- ICCPR Article 1; 2; 4(1); 6(5); 14(3a) and (f); 19(2), 19(3); 25; 26; 27
- ICESCR Article 2(3); 6; 10(2); 11(2); 12(1), (2a), (2b), (2c) and (d) 1(2); 2; 10(3); 11; 12(1), (2b) and (c); 15(1a), (4)
 - General Comments 5, 11, 13, 17, 18
- CERD Article 5(e) (iv); 7
- CEDAW Article 2(f); 4(2); 5(a); 10(h); 11(f) and (2); 12(1); 14(2b) (2h); 16(1e)
- CAT Article 9
- CWM Article 12(4); 30; 43(1)(a); 45(1)(a), 45(4); General Comment 1
- CRPD Article 24; 25
- Special Rapporteur on the right to education
- Special Rapporteur on the right of everyone to the enjoyment of the highest attainable standard of physical and mental health
- Special Rapporteur on violence against women, its causes and consequences
- Special Representative of the Secretary-General on violence against children

Indicator 11 - Early Education Services - CRC Articles 6, 28 and 29; General Comment 1 Aims of Education

Cross reference to other UN human rights instruments

- CRC Optional Protocol on Armed Conflict Article 3(1), 3(5)
- CRC Optional Protocol on Sale, Prostitution and Pornography Article 9(2)
- ICESCR Article 2(3); 6; 11(2) 13; 14
 - General Comments 5, 11, 13, 17, 18
- CERD Article 5 (e) (v); 7
- CEDAW Article 10(a-f); 14 (2h)
- CAT Article 10

- CWM Article 12(4); 30; 43(1)(a); 45(1)(a), 45(4); General Comment 1
- CRPD Article 24
- Special Rapporteur on the right to education
- Special Rapporteur on the promotion and protection of the right to freedom of opinion and expression
- Special Rapporteur on freedom of religion or belief

Indicator 12 - Educational Provision for Vulnerable and Excluded Young Children - CRC Articles 2, 28 and 29; General Comment 1 Aims of Education; General Comment 6 Treatment of unaccompanied and separated children outside their country of origin; General Comment 9 The rights of children with disabilities; General Comment 10 Children's rights in Juvenile Justice

Cross reference to other UN human rights instruments

- CRC Optional Protocol on Armed Conflict Article 3(1), 3(5)
- CRC Optional Protocol on Sale, Prostitution and Pornography Article 9(2)
- ICCPR Article 2(1); 24(1)
 - General Comment 3, 17, 18
- ICESCR Article 2(2); 2(3); 6; 10(3); 11(2) 13; 14
 - General Comments 5, 11, 13, 17, 18
- CERD Article 1; 2(2) ; 5, 5 (e)(v); 7
- CEDAW Article 1; 2; 10(a-f); 11(1e); 14 (2h)
 - General Comment 3, 15, 18
- CAT Article 10
- CWM Article 7; 43; 45
- CRPD Article 5; 24
- Special Rapporteur on adequate housing as a component of the right to an adequate standard of living
- Special Rapporteur on the right to education
- Independent Expert on the question of human rights and extreme poverty
- Special Rapporteur on the promotion and protection of the right to freedom of opinion and expression
- Special Rapporteur on freedom of religion or belief
- Special Rapporteur on the situation of human rights and fundamental freedoms of indigenous people
- Representative of the Secretary-General on the human rights of internally displaced persons
- Special Rapporteur on trafficking in persons, especially in women and children
- Special Rapporteur on violence against women, its causes and consequences
- Special Representative of the Secretary-General on violence against children

Indicator 13 - Knowledge of Rights and Capacity to Support their Realization - CRC Articles 18, 26, 27 and 29; General Comment 1 Aims of Education

Cross reference to other UN human rights instruments

- CRC Optional Protocol on Sale, Prostitution and Pornography Article 8(1f); 9(2)
- CRC Optional Protocol on Armed Conflict Article 3(1), 3(5)
- ICCPR Article 9; 24(1)
- ICESCR Article 10(1,3); 7(a)(ii) 10(1); 11(1); 13(1)
 - General Comment 13
- CEDAW Article 3(a,b); 5(b); 11(2c); 16(1d) 11 (1e); 13(a); 14(2c)(2h); 10(b),10 (c)
- CERD Article 5; 7
- CAT Article 10(1)
- CWM General Comment 1
- CRPD Article 24
- Special Rapporteur on the right to education

Indicator 14 - Play, Leisure and Rest Opportunities for Young Children - CRC Articles 2, 12 and 31

Cross reference to other UN human rights instruments

- CRC Optional Protocol on Sale, Prostitution and Pornography
- ICCPR Article 2(1); 19; 24(1); 27
 - General Comment 3, 17, 18
- ICESCR Article 2(2); 7(d); 10(3); 15(1a), 15(3)
 - General Comment 5, 16
- CERD Article 1; 2(2) ; 5
 - General Comment 7, 11, 15, 30
- CEDAW Article 1; 2; 11(1e); 13 (c); 14(2f)
- CWM Article 25(1)(a)
- CRPD Article 30(d)
- Special Rapporteur on freedom of religion or belief
- Special Rapporteur on the situation of human rights and fundamental freedoms of indigenous people

Indicator 15 - Inclusive Policy and Provisions for Vulnerable Groups - CRC Article 2

Cross reference to other UN human rights instruments

- ICCPR Article 2(1); 24(1)
 - General Comment 3, 17, 18
- ICESCR Article 2(2); 10(3)
 - General Comment 5, 16
- CERD Article 1; 2(2) ; 5
 - General Comment 7, 11, 15, 30
- CEDAW Article 1; 2; 11(1e)

- CWM 43; 45; General Comment 1
- CRPD Article 5
- Special Rapporteur on freedom of religion or belief
- Special Rapporteur on the situation of human rights and fundamental freedoms of indigenous people