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| **Article 24 - Illustrative indicators on education** | | | | |
| **Full development of human potential, sense of dignity and self-worth enabling persons with disabilities to participate effectively in a free society** | | | | |
| **Attributes/**  **Indicators** | **Inclusive education system** | **Quality and free primary and secondary education** | **Access to tertiary, vocational training and lifelong learning** | **Inclusive teaching** |
| **Structure** | 24.1 Legislation enacted that ensures inclusive education for all students, including those with disabilities in public and private settings across all levels of education.[[1]](#endnote-1)  24.2 No provision in legislation which excludes persons with disabilities from any forms or levels of education or field of study or from studying or exercising the profession of teaching on the basis of disability. | 24.3 National strategy/plan[[2]](#endnote-2) with clear timeframes and coverage transitioning to an inclusive education system, led by the Ministry of Education.  24.4 Programs established for early identification of children with disabilities and their support needs for their effective participation in mainstream schools. | 24.5 National strategy/plan[[3]](#endnote-3) with clear timeframes and coverage on vocational and technical education and lifelong learning which explicitly refers to and is inclusive of persons with disabilities. | 24.6 Mandatory pre- and in- service training on inclusive education for all school teachers and school personnel.[[4]](#endnote-4)  24.7 Mandatory courses and training on inclusive education and teaching children with disabilities as an integral part of core teacher training curricula in universities. |
| 24.8 National curriculum incorporates inclusive education standards that reflect the diversity of learning needs of all learners and allows for modifications and adaptations to curricula and tailored to each learner.  24.9 National accessibility standards established and applicable for all educational environments and materials,[[5]](#endnote-5) including for extra-curricular activities.  24.10 Legislation enacted that prohibits violence, bullying and harassment in educational environments including on the basis of disability | | | |
| **Process** | 24.11 Percentage of children age 3-5 years who are attending an early childhood education programme (UNICEF MICS indicator) disaggregated by age, sex and disability.  24.12 Percentage of schools with adapted infrastructure and materials for students with disabilities (UNESCO).  24.13 Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single- sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions) (SDG indicator 4.a.1).  24.14 Percentage of schools that provide life skills-based HIV and sexuality education including students with disabilities (UNESCO indicator).  24.15 Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse (UNESCO indicator).[[6]](#endnote-6)  24.16 Education expenditure per student by level of education and source of funding (UNESCO indicator) by age, sex, disability.  24.17 Number of mainstream schools compared to number of special schools. | 24.18 Proportion of students with disabilities, disaggregated[[7]](#endnote-7), benefitting from individual education plans and other services.[[8]](#endnote-8)  24.19 Proportion of deaf students receiving instruction in sign language.  24.20 Proportion of certified sign language interpreters employed in mainstream educational facilities.  24.21 Proportion of students with visual impairments that have educational materials in formats that are readily accessible | 24.22 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex (SDG indicator 4.3.1), and disability.  24.23 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill (SDG indicator 4.4.1), disaggregated by age, sex and disability. | 24.24 Proportion of teachers and school personnel trained on inclusive education and the provision of reasonable accommodation.  24.25 Proportion of teachers with disabilities disaggregated by age, sex, disability and type of educational institution where employed[[9]](#endnote-9).  24.26 Percentage of primary and secondary school teachers who have received training in inclusive education as part of their pre-service training.  24.27 Percentage of primary and secondary school teachers receiving in-service training on inclusive education per year. |
| 24.28 Number and proportion of primary, secondary and tertiary schools with adequate and accessible drinking-water supply and sanitation facilities.[[10]](#endnote-10)  24.29 Awareness raising campaigns and activities to promote inclusive education and inform students, education staff, families and the general public of their rights and responsibilities relating to inclusive education.  24.30 Budget allocated for ensuring the right of persons with disabilities to inclusive education in regular settings, as compared to budget allocated to segregated/separated education settings, either in regular or special schools.  24.31Consultation processes undertaken to ensure active involvement of persons with disabilities, notably children with disabilities, **including** through their representative organizations, in the design, implementation and monitoring of laws, regulations, policies and programs, related to education initiatives and reform. [[11]](#endnote-11)  24.32 Number of received complaints on the right to education alleging discrimination on the basis of disability and/or involving children and adults with disabilities, investigated and adjudicated in favour of the complainant, disaggregated by kind of mechanism, and the proportion of these complied with by the government and duty bearer (e.g. private school). | | | |
| **Outcomes** | 24.33 Rates of persons with disabilities relating to enrolment, attendance, promotion rate by grade, completion, drop out and out of school, in regular primary, secondary, tertiary educational institutions, vocational training, lifelong learning courses, as compared to others, disaggregated by sex, age, disability and grade and level of education.  24.34 Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and  (ii) mathematics, by sex (SDG indicator 4.1.1) and disability.  24.35 Percentage of population in a given age group achieving at least a fixed level of proficiency in functional literacy and numeracy skills, by sex (SDG indicator 4.6.1) and disability. | | | |

**ANNEX**

1. All levels of education include primary, secondary, tertiary, vocational, adult education and lifelong learning. The following elements should be included in the legislation:

   * a clear definition of inclusive education consistent with the Convention on the Rights of Persons with Disabilities;
   * the prohibition of discrimination on the basis of impairment;
   * a “non-rejection” clause;
   * the obligation to provide reasonable accommodation and support;
   * establishes the responsibility for all children under the Ministry of Education; and
   * right of all learners to be taught in their language, including sign language.

   [↑](#endnote-ref-1)
2. the national strategy/plan can be mainstream or disability-specific and must be designed with meaningful consultation with organizations of persons with disabilities and contain:

   * clear lines of responsibility, targets and timetable for implementation;
   * mechanisms for cross-ministerial cooperation;
   * allocated budget;
   * monitoring and enforceability mechanism; and
   * criteria requiring physical and informational accessibility.

   [↑](#endnote-ref-2)
3. refer to endnote ii. [↑](#endnote-ref-3)
4. Training should be provided to all school administration staff and primary and secondary teachers, tertiary teachers, technical and vocational education (tVET) and training teachers. Pre-service education training refers to education and training a person receives before they become a teacher. In-service training is any education or training a teacher receives after they have completed their teaching degree and are teaching. This can include professional development trainings, refresher courses and other education training opportunities. These trainings should address:

   classroom accessibility;

   the rights of persons with disabilities in educational settings based off of the CRPD;

   inclusive education pedagogy (for teachers mainly)

   provision of reasonable accommodation in the classroom;

   the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities. [↑](#endnote-ref-4)
5. including buildings, classrooms, playground, sanitation, transport, communications. [↑](#endnote-ref-5)
6. by age, sex, disability, type of educational institution (public/private, primary/secondary/tertiary/vocational). [↑](#endnote-ref-6)
7. by age, gender, type of impairment, geographical location. [↑](#endnote-ref-7)
8. this includes:

   * adapted and/or modified curricula/assessments;
   * assistive devices;
   * augmentative and alternative modes, means and formats of communication;
   * live support.

   [↑](#endnote-ref-8)
9. public/private, primary/secondary/tertiary/vocational. [↑](#endnote-ref-9)
10. This includes handwashing facilities and menstrual hygiene facilities, see [www.unicef.org/wash/files/4\_WSSCC\_JMP\_Fact\_Sheets\_4\_UK\_LoRes.pdf](http://www.unicef.org/wash/files/4_WSSCC_JMP_Fact_Sheets_4_UK_LoRes.pdf) [↑](#endnote-ref-10)
11. This indicator requires verifying concrete activities undertaken by public authorities to involve persons with disabilities in decision-making processes related to issues that directly or indirectly affect them in line with article 4.3 of the CRPD, including consultation meetings, technical briefings, online consultation surveys, calls for comments on draft legislation and policies, among other methods and mechanisms of participation. In this regard, States must

    ensure that consultation processes are transparent

    ensure provision of appropriate and accessible information

    not withhold information, condition or prevent organizations of persons with disabilities from freely expressing their opinions.

    include both registered and unregistered organizations.

    ensure early and continuous involvement.

    cover related expenses of participants (e.g. transport and other expenses to attend meetings and technical briefings). [↑](#endnote-ref-11)