

**Data sources for outcome indicators  
on Article 24:**

# **Education**



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## **24.27 Rates of persons with disabilities relating to children with disabilities out of school, rate of enrolment, attendance, promotion by grade, completion, and drop out in mainstream primary, secondary, tertiary educational institutions, vocational training, lifelong learning courses, as compared to others, disaggregated by sex, age, disability, minority or indigenous background, grade and level of education.**

*Level 2: Indicator that could be produced with straightforward additions or modifications to existing data collection efforts*

This indicator combines several pieces of sub-indicators : one for out of school children and a series concerning children who are in school. They are dealt with separately below.

Information on children who are out of school

Survey data can provide information on the rate of children who are out of school. A UNICEF guide on conducting Out of School Children Studies can be found at [https://www.unicef.org/evaldatabase/files/Formative\\_Evaluation\\_of\\_the\\_Out-of-School\\_Children\\_Initiative\\_OOSCI.pdf](https://www.unicef.org/evaldatabase/files/Formative_Evaluation_of_the_Out-of-School_Children_Initiative_OOSCI.pdf) and a global report at <http://www.globaleducationmagazine.com/global-report-out-of-school-children/>.

The MICS has a series of tables - one for primary school, one for lower secondary school and one for upper secondary school - that disaggregate by a number of characteristics, including age at beginning of school year, ethnicity and mother's functional difficulties. While the standard MICS reporting tables do not disaggregate by a child's functional difficulties, that could be done with the data collected by the survey. Table 1 presents a partial example of the primary school table from the Gambia MICS that shows what could be potentially disaggregated by disability.

**Table 1:** Percentage of children of primary school age attending primary or secondary school (adjusted net attendance ratio), percentage attending early childhood education and percentage out of school

	Male			Female			Total		
	Net attendance ratio (adjusted)	Attending early childhood education	Out of school	Net attendance ratio (adjusted)	Attending early childhood education	Out of school	Net attendance ratio (adjusted)	Attending early childhood education	Out of school
Total	75.7	3.7	20.5	80.4	3.1	16.4	78.1	3.4	18.4
Age at beginning of school year (years)									
7	62.7	12.8	24.5	67.2	14.0	18.6	65.1	13.4	21.4
8	78.9	4.2	16.4	81.1	1.6	17.2	80.0	3.0	16.8
9	76.8	2.7	20.6	85.3	0.7	14.0	81.1	1.7	17.2
10	80.3	0.0	19.7	85.4	0.3	14.0	83.0	0.2	16.7
11	78.4	0.4	21.2	83.6	0.0	16.4	81.2	0.2	18.6
12	78.8	0.1	21.0	81.6	0.2	18.2	80.2	0.1	19.6
Mother's functional difficulty									
Has functional difficulty	75.9	1.0	22.9	67.5	1.6	30.0	71.5	1.3	26.6
Has no functional difficulty	79.0	3.7	17.1	80.5	3.4	16.0	79.8	3.6	16.5
No information	65.3	3.7	31.0	81.2	2.1	16.6	72.9	2.9	24.1
Ethnicity of household head									
Mandinka	81.7	3.9	14.3	88.3	1.6	10.0	85.0	2.8	12.1
Wollof	56.4	3.0	39.9	62.7	2.6	34.5	59.9	2.8	36.9
Fula	71.4	4.6	24.0	78.8	3.7	17.4	75.3	4.2	20.5
Jola	87.0	3.3	9.6	89.5	5.9	4.6	88.3	4.7	7.0
Sarabule	68.6	2.4	29.0	69.9	4.5	25.5	69.2	3.4	27.3
Other ethnic groups	84.9	3.0	12.1	85.5	3.3	10.8	85.2	3.1	11.5
Non-Gambian	79.7	3.6	16.7	81.2	2.2	16.6	80.5	2.9	16.6

Source: The Gambia Bureau of Statistics, *The Gambia Multiple Indicator Cluster Survey 2018, Survey Findings Report* (Banjul, The Gambia, 2019), p.296

Other surveys also collect data on this. For example, the [Viet Nam National Disability Survey](#), an example of which is presented in Table 2, and the [Thailand Disability Survey](#), an example of which is presented in Table 3.

**Table 2: Net and gross enrolment ratio by education level, Viet Nam**

	Primary		Secondary		Upper	
	Net enrolment	Gross enrolment	Net enrolment	Gross enrolment	Net enrolment	Gross enrolment
Whole country	95,59	100,45	88,01	93,78	68,01	75,17
Disability	81,69	88,41	67,43	74,68	33,56	39,35
No disability	96,05	100,85	88,59	94,32	68,65	75,83

Source: General Statistics Office, *Viet Nam National Survey on People with Disabilities* (Ha Noi, Viet Nam, Statistical Publishing House, 2016), p. 79

**Table 3: Percentage of population aged 5-17 years by disability, school type currently attending, and sex, 2017, Thailand**

School type currently attending	Total			With disabilities			Without disabilities		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Total	100	100	100	100	100	100	100	100	100
Currently out of school	4.3	5.4	3.2	37.8	38.0	37.4	3.9	5.0	2.8
Regular school	94.8	93.5	96.1	48.8	43.1	57.6	95.3	94.2	96.5
Regular school with parallel classrooms	0.5	0.5	0.5	1.8	2.5	0.7	0.5	0.5	0.5
School for specific disabilities (only 1 type)	0.1	0.2		9.7	14.8	1.7			
School for disabilities (2 types or more)				0.6	0.5	0.8			
Special education centre				0.9	0.6	1.4			
Non-formal education	0.2	0.3	0.1	0.4	0.5	0.2	0.2	0.3	0.1
Others						0.1			*

Source: National Statistical Office and United Nations Children's Fund, *The 2017 Disability Survey* (Laksi, Bangkok, Statistical Forecasting Division, 2020), p. 88

### Information on children in schools

Data on children in schools – including promotion and drop-out rates - can be obtained from administrative records, namely Education Management Information Systems. A good example of a country that includes information on disability status in its Education Management Information System, in line with the UNICEF and WG Child Functioning Module, is Fiji. Their guide can be found at <https://planipolis.iiep.unesco.org/en/2017/fiji-education-management-information-system-femis-disability-disaggregation-package-guidelines>.

The United States of America uses its administrative data to report on this indicator as part of the Individuals with Disabilities Education Act. Schools report to the states, which then report to the federal government. An example of these data can be found in table 4.

**Table 4:** Number and percentage distribution of 14- through 21-year-old students served under Individuals with Disabilities Education Act, Part B, who exited school, by exit reason, sex, race/ethnicity, age, and type of disability: 2016-17 and 2017-18, USA

Year, sex, race/ ethnicity, age, and type of disability	Exited School							
	Total	Graduated with regular diploma	Received alternative certificate	Reached maximum age	Dropped out	Died	Transferred to regular education	Moved, known to be continuing
2016-17								
Total number	413,353	293,096	42,857	5,219	70,636	1,545	64,962	157,645
Percentage distribution of total	100	70.9	10.4	1.3	17.1	0.4	n/a	n/a
Number by sex								
Male	268,210	187,865	27,314	3,433	48,518	1,080	42,570	103,784
Female	145,140	105,229	15,543	1,786	22,117	465	22,392	53,860
Number by race/ethnicity								
White	203,362	151,159	19,663	2,357	29,433	750	36,414	72,481
Black	86,180	54,857	11,714	984	18,258	367	9,584	40,169
Hispanic	96,796	68,017	9,114	1,448	17,907	310	12,932	34,662
Asian	7,365	5,634	885	252	559	35	1,629	1,724
Pacific Islander	1,736	1,205	110	37	372	12	353	513
American Indian/Alaska Native	6,511	4,449	271	35	1,726	30	1,817	2,381
Two or more races	11,403	7,775	1,100	106	2,381	41	2,233	5,715
Number by age								
14	3,468	18	2	†	3,236	211	16,805	36,133
15	5,989	64	40	†	5,647	238	15,302	36,814
16	18,179	4,876	455	†	12,536	312	15,179	36,156
17	172,682	141,114	11,815	1	19,428	324	11,406	27,703
18	149,070	115,314	15,630	1	17,919	206	4,601	14,061
19	34,341	20,738	5,735	10	7,730	128	1,006	4,414
20	16,986	7,563	5,037	1,242	3,062	82	457	1,686
21	12,638	3,409	4,143	3,964	1,078	44	206	678

Source: National Centre for Education Statistics, “Table 219.90. Number and percentage distribution of 14- through 21-year-old students served under Individuals with Disabilities Education Act (IDEA), Part B, who exited school, by exit reason, sex, race/ethnicity, age, and type of disability: 2016-17 and 2017-18”, Digest of Education Statistics.

When it comes to tertiary education, general household surveys can also be a good source of data. As for vocational training, labour force surveys often include questions about it, so if the WG and ILO disability module, or other disability questions, are included in the Labour Force Survey, this indicator could also be disaggregated. However, given the rate of lifelong learning programs, that part of the indicator will more likely have to rely on administrative data.

## **24.28 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) disability and minority or indigenous background. (Idem 7.25)**

*Level 1: Indicator for which data are already being produced and reported on in at least some countries*

[Link to the metadata related to this SDG indicator](#)

Information for this indicator can be found: in school and population-based learning assessments, such as the Trends in International Mathematics and Science Study (TIMSS), the Progress in International Reading Literacy Study (PIRLS), the Programme for the Analysis of Education Systems (PASEC) and the Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación (LLECE); and in household-based surveys, such as the MICS6 and Peoples Action for Learning Network.

The latest round of the MICS (6) has a questionnaire for children ages 5-17 (not available in earlier surveys). It includes a section on foundational learning skills, where the child is asked to read a passage and answer questions, and basic math questions. Since the MICS also has the UNICEF/WG Child Functioning Module, an analyst could create a cross-tabulation of disability and learning skills. In fact, the [MICS6 tabulation plan](#) recommends that countries present the percentage of respondent who demonstrated foundational reading skills and the percentage who demonstrated foundational math skills by the child's functional difficulties (Has functional difficulty/Has no functional difficulty). An example of this data, from Gambia, can be found in tables 5 and 6.

**Table 5: Percentage of children aged 7-14 years who demonstrate foundational reading skills by successfully completing three foundational reading tasks, by sex (reformatted), Gambia**

	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions		Percentage who demonstrated foundational reading skills	Number of children age 7-14 years
		Three literal	Two inferential		
Male					
Has functional difficulty	13.6	14.9	17.9	10.8	729
Has no functional difficulty	16.5	13.9	13.9	11.2	5,015
Female					
Has functional difficulty	9.2	5.2	7.9	2.3	617
Has no functional difficulty	20.3	18	17.3	14.5	6,452
Total (male and female)					
Has functional difficulty	11.6	10.5	13.3	6.9	1,346
Has no functional difficulty	18.6	16.2	15.8	13.1	11,467

Source: The Gambia Bureau of Statistics, *The Gambia Multiple Indicator Cluster Survey 2018, Survey Findings Report* (Banjul, The Gambia, The Gambia Bureau of Statistics, 2019), p. 321



**Table 6:** Percentage of children aged 7-14 years who demonstrate foundational numeracy skills by successfully completing three foundational numeracy tasks, by sex (reformatted), Gambia

	Percentage of children who successfully completed tasks of:				Percentage of children who demonstrate foundational numeracy skills	Number of children age 7-14 years
	Number reading	Number discrimination	Addition	Pattern recognition and completion		
<b>Male</b>						
Has functional difficulty	29.7	37.8	35.5	17.1	7.0	682
Has no functional difficulty	36.6	40.4	28.7	10.1	6.8	4,796
<b>Female</b>						
Has functional difficulty	20.9	30.4	25.6	10.6	8.0	597
Has no functional difficulty	37.9	41.1	33.7	12.8	10.4	5,986
<b>Total (male and female)</b>						
Has functional difficulty	25.6	34.3	30.9	14.0	7.5	1,278
Has no functional difficulty	37.3	40.8	31.5	11.6	8.8	10,782

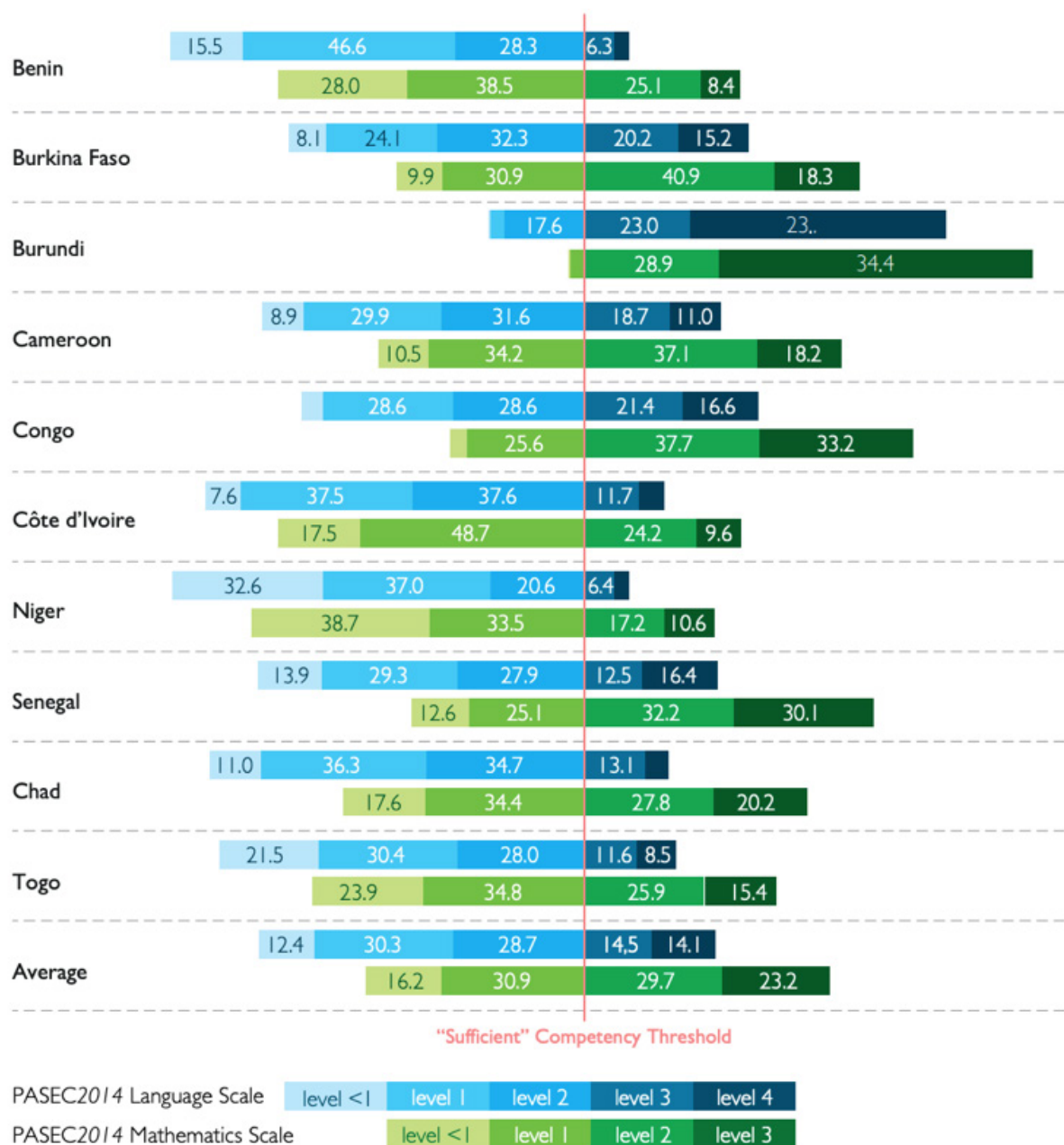
Source: The Gambia Bureau of Statistics, *The Gambia Multiple Indicator Cluster Survey 2018, Survey Findings Report* (Banjul, The Gambia, The Gambia Bureau of Statistics, 2019), p. 325

The [PASEC2014 Education System Performance in Francophone Sub-Saharan Africa: Competencies and Learning Factors in Primary Education](#), has information on hearing and visual disabilities. It reports on the prevalence of hearing and visual disabilities based on self-reports by the children taking the assessment, but the assessment results are not crossed with the disability results.

Figure I shows the percentage of pupils at each competency level, per country and per subject. These percentages are distributed on both sides of the “sufficient” threshold. It is thus easy to determine the cumulated percentage of pupils whose level sits above or below the threshold. The graph also indicates the percentage of pupils who reach each level of the competency scales: the bars in shades of blue represent the percentage of pupils who reach a certain level in language, and those in shades of green represent the percentage of pupils who reach a certain level in mathematics.

**Figure I: Percentage of Pupils by Competency Level Achieved in Language and Mathematics- Early Primary**

*Figure 2.1: Percentage of Pupils, by Competency Level Achieved in Language and Mathematics – Early Primary*



Source: PASEC, PASEC2014 Education System Performance in Francophone Sub-Saharan Africa: Competencies and Learning Factors in Primary Education (Dakar, Senegal, Programme d'Analyse des Systèmes Educatifs de la CONFEMEN, 2019), p. 26

## **24.29 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), disability and minority or indigenous background.**

*Level 2: Indicator that could be produced with straightforward additions or modifications to existing data collection efforts*

[Link to the metadata related to this SDG indicator](#)

According to the SDG metadata, data are collected from the respective organizations responsible for each assessment.

Data sources mentioned in the SDG metadata include the [Programme for the International Assessment of Adult Competencies](#), whose survey measures adults' proficiency in key information-processing skills - literacy, numeracy and problem-solving. The survey is conducted in over 40 countries and asks background questions prior to the assessment. It identifies disability if the response to the question "In the last 4 weeks, for which of the following reasons did you not look for work?" is "I have a long-term illness or disability." An online data table maker is available. However, many of the countries do not have sample sizes big enough to have disability estimates (especially since the definition of disability in this survey is so narrow).

Three other sources mentioned by the SDG metadata, namely [The World Bank's STEP Skills Measurement Program](#), the UNESCO Institute for Statistics' Literacy Assessment and Monitoring Programme, and the Action Research: Measuring Literacy Programme Participants' Learning Outcomes, initiated by the UNESCO Institute for Lifelong Learning, do not have any data on disability.

Many household surveys include literacy measures but do not include numeracy measures.

In both the DHS and MICS, respondents who have attended educational institutions higher than secondary school are assumed to be literate. All other respondents are considered literate if they can read all, or part of, a typed sentence which is shown to them. As an example, the [DHS in Timor-Leste](#) asks the WG Disability Questions and then asks the respondent to read a sentence to determine literacy. The report does not, however, include the cross-tabulation.

Table 7 presents a similar example extracted from the [MICS from Ghana](#).

**Table 7: Percentage distribution of men/women age 15-49 years by literacy and total percentage literate by functional difficulties, Ghana, 2017**

	Total percentage literate	
	Men	Women
Total	79.4	65.0
Age		
15-24	85.8	82.0
25-34	79.5	63.9
35-49	70.4	48.4
Functional difficulties (age 18-49 years)		
Functional difficulty	65.8	47.8
No functional difficulty	79.8	63.6

Source: Ghana Statistical Service, *Multiple Indicator Cluster Survey (MICS2017/18), Survey Findings Report*, (Accra, Ghana, 2018), pp. 42-43

Notes: Respondents who have attended secondary school or higher are considered literate and are not tested.

Other household surveys, such as the [Afghanistan Living Conditions Survey 2016 – 17](#), provide information on adult and youth literacy rates based on self-reporting.

## **24.30 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill (SDG indicator 4.4.1) disaggregated by sex, age and disability.**

**Level 2: Indicator that could be produced with straightforward additions or modifications to existing data collection efforts**

[Link to the metadata related to this SDG indicator](#)

School or household surveys which collect data on the use of selected ICT skills. Data were provided by the respective organizations responsible for each survey (Eurostat and ITU).

The metadata mentions two sources of data—Eurostat and ITU. Eurostat reports data on the number of people who have carried out a number of computer-related activities and the number who have basic or above basic overall digital skills, available at <https://ec.europa.eu/eurostat/web/digital-economy-and-society/data/database>. Data can be broken down by a list of respondent characteristics, but disability is not currently included as one of them.

The ITU has a [World Telecommunication/ICT Indicators Database](#). Users need to pay a fee to access the data. Based on the list of tables shown on the website, the database includes tables of ICT skills by age but not by disability status.

The MICS measures computer skills by the percentage of men and women (separately) who performed at least one of nine computer skills. These skills include: copied or moved a file or folder; used a copy and paste tool to duplicate or move information within a document; sent an e-mail with attached file such as a document, picture or video; used a basic arithmetic formula in a spreadsheet; connected and installed a new device such as a modem, camera or printer; found, downloaded, installed and configured software; created an electronic presentation with presentation software, including text, images, sound, video or charts; transferred a file between a computer and other device; wrote a computer program in any programming language; performed at least one of the nine listed computer-related activities. Table 8 presents the first column from each of the two tables, from the Lesotho 2018 MICS report.

**Table 8:** Percentage of men and women age 15-49 years who, in the last 3 months, have carried out computer-related activities, Lesotho, 2018

	Percentage of who in the last 3 months performed at least one of the nine listed computer-related activities	
	Men	Women
Total	14.5	12.0
Age		
15-24	13.8	14.6
25-29	23.0	12.8
30-34	12.5	12.8
35-39	15.7	10.3
40-44	9.7	7.1
45-49	9.0	5.5
Functional difficulties (age 18-49 years)		
Functional difficulty	13.3	10.2
No functional difficulty	15.5	12.3

Source: Bureau of Statistics, *Lesotho Multiple Indicator Cluster Survey 2018, Survey Findings Report* (Maseru, Lesotho, 2019), pp. 48-49