

**Data sources for outcome indicators
on Article 7:**

Children with disabilities



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7.21 Under-five mortality rate (SDG indicator 3.2.1) disaggregated by sex and disability.

Level 3: Indicator for which acquiring data is more complex or requires the development of data collection mechanisms which are currently not in place

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

According to the metadata:

“Nationally-representative estimates of child mortality can be derived from a number of different sources, including civil registration and sample surveys. Demographic surveillance sites and hospital data are excluded as they are rarely representative. The preferred source of data is a civil registration system that records births and deaths on a continuous basis. If registration is complete and the system functions efficiently, the resulting estimates will be accurate and timely. However, many countries do not have well-functioning vital registration systems. In such cases, household surveys, such as the UNICEF-supported Multiple Indicator Cluster Surveys (MICS), the USAID-supported Demographic and Health Surveys (DHS) and periodic population censuses have become the primary sources of data on under-five mortality. These surveys ask women about the survival of their children, and it is these reports that provide the basis of child mortality estimates for a majority of low- and middle- income countries. These data, however, are often subject to sampling or/and non-sampling errors, which might be substantial.”

The difficulty with this indicator is identifying disability in children after death. Accurately identifying disability in children requires a fairly long set of questions, as can be seen in the [2018 study](#) by Mitchell Loeb et al.

Data on under-five mortality by cause of death, from the United Nations Interagency Group for Child Mortality Estimation, can be found at childmortality.org, of which the largest share arises from complications at birth or congenital conditions.

[UNICEF](#) estimates deaths of children under 5 years by sex. Estimates are also generated by the United Nations Interagency Group for Child Mortality Estimation, that has a list of data sources used for this estimate. For many countries, it is also [Multiple Indicator Cluster Surveys \(MICS\)](#), but there is no question about disability for deceased children. The same is true for the [Demographic and Health Surveys \(DHS\)](#).

7.22 Prevalence of undernourishment of children (SDG indicator 2.1.1) disaggregated by sex, age, and disability

Level 2: Indicator 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 metadata:

“The ideal source of data to estimate the Prevalence of Undernourishment (PoU) would be a carefully designed and skillfully conducted individual dietary intake survey, in which actual daily food consumption, together with heights and weights for each surveyed individual, are repeatedly measured on a sample that is representative of the target population. Due to their cost, however, such surveys are rare:

In principle, a well-designed household survey that collects information on food acquisitions might be sufficient to inform a reliable estimate of the Prevalence of Undernourishment in a population, at a reasonable cost and with the necessary periodicity to inform the SDG monitoring process, provided that:

- a) All sources of food consumption for all members of the households are properly accounted for, including, in particular, food that is consumed away from home;*
- b) Sufficient information is available to convert the data on food consumption or on food expenditures into their contribution to dietary energy intake;*
- c) The proper methods to compute the PoU are used, to control for excess variability in the estimated levels of habitual food consumption across households, allowing for the presence on normal variability in the distribution of food consumption across individuals, induced by the differences in energy requirements of the members of the population.*

Examples of surveys that could be considered for this purpose include surveys conducted to compute economic statistics and conduct poverty assessments, such as Household Income and Expenditure Surveys, Household Budget Surveys and Living Standard Measurement Surveys. (...)

To inform its estimate of PoU at national, regional and global level, in addition to all household surveys for which it is possible to obtain micro data on food consumption, FAO [Food and Agriculture Organization of the United Nations] relies on:

- a) UN Population Division’s World Population Prospects (link) which provide updated estimates of the structures of the national population by sex and age every two years for most countries in the world;*

- b) *FAO Food Balance Sheets (link), which provides updated estimates of the national availability of food every year for most countries in the world.*

Micro data from household surveys that collect food consumption data are sourced by FAO directly through the National Statistical Agencies' websites, or through specific bilateral agreements.

Collection process:

Official information on food commodity production, trade and utilization used by FAO to compile Food Balance Sheets is provided mainly by Statistical Units of the Ministry of Agriculture. FAO sends out a data collection questionnaire every year to an identified focal point.

Microdata of household surveys are generally owned and provided by National Statistical Agencies. When available, data is sourced by FAO directly through the NSA's website. In several cases, when microdata is not available in the public domain, bilateral agreements have been signed, usually in the contexts of technical assistance and capacity development programs.”

To obtain this information for children with disabilities, the UNICEF/WG Child Functioning Module that is incorporated in MICS would have to be used.

7.23 Prevalence of malnutrition among children under 5 years of age, by type (wasting and overweight) (SDG indicator 2.2.2), disaggregated by sex, age, and disability.

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

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

According to the metadata:

“For the majority of countries, nationally representative household surveys constitute the data source. For a limited number of countries data from surveillance systems is used if sufficient population coverage is documented (about 80%). For both data sources, the child's height and weight measurements have to be collected following recommended standard measuring techniques (WHO 2008).

Collection process:

UNICEF, WHO and the World Bank group jointly review new data sources to update the country level estimates. Each agency uses their existing mechanisms for obtaining data.

For WHO, see published database methodology (de Onis et al. 2004). For UNICEF, the cadre of dedicated data and monitoring specialists working at national, regional and international levels in 190 countries routinely provide technical support for the collection and analysis of data. For the past 20 years UNICEF has undertaken an annual process to update its global databases, called Country Reporting on Indicators for Goals (CRING). This exercise is done in close collaboration with UNICEF country offices with the purpose of ensuring that UNICEF global databases contain updated and internationally comparable data. UNICEF country offices are invited to submit, through an online system, nationally representative data for over 100 key indicators on the well-being of women and children, including stunting. The country office staff work with local counterparts to ensure the most relevant data are shared. Updates sent by the country offices are then reviewed by sector specialists at UNICEF headquarters to check for consistency and overall data quality of the submitted estimates and re-analysis where possible. This review is based on a set of objective criteria to ensure that only the most reliable information is included in the databases. Once reviewed, feedback is made available on whether or not specific data points are accepted, and if not, the reasons why. UNICEF uses these data obtained through CRING to feed into the joint dataset. The World Bank Group provides estimates available through the Living Standard Measurement Surveys (LSMS) which usually requires re-analysis of datasets given that the LSMS reports often do not tabulate the stunting data.”

The MICS includes a battery of questions about malnutrition and the UNICEF/WG Child Functioning Module. For example, consider the data from the [2017/2108 Ghana MICS survey](#) presented in table 1.

Table 1: Percentage of children under age 5 by nutritional status according to three anthropometric indices: weight for age, height for age and weight for height, Ghana

Background Characteristic	Weight for age		Height for age		Weight for height				No. of children under age 5
	Underweight, per cent below		Stunted, per cent below		Wasted, per cent below		Overweight, per cent above		
	-2 SD	-3 SD	-2 SD	-3 SD	-2 SD	-3 SD	+2 SD	+3 SD	
Total	12.6	2.4	17.5	4.8	6.8	1.1	1.4	0.3	8,775
Sex									
Male	14.1	3.2	19.5	5.7	7.8	1.3	1.5	0.2	4,308
Female	11.0	1.6	15.6	3.9	5.9	1.0	1.3	0.3	4,467
Age (in months)									
0-5	11.8	3.4	7.5	2.7	13.4	4.4	3.4	1.1	802
6-11	14.7	4.0	9.6	2.6	14.9	2.7	1.7	0.4	866
12-17	14.0	3.7	14.8	3.3	10.5	2.8	0.7	0.0	819
18-23	18.7	2.6	22.4	6.6	9.9	0.8	0.3	0.0	860

Background Characteristic	Weight for age		Height for age		Weight for height				No. of children under age 5
	Underweight, per cent below		Stunted, per cent below		Wasted, per cent below		Overweight, per cent above		
	-2 SD	-3 SD	-2 SD	-3 SD	-2 SD	-3 SD	+2 SD	+3 SD	
24-5	12.2	2.7	23.1	5.6	4.7	0.3	1.7	0.3	1,729
36-47	12.0	1.4	21.3	6.9	3.1	0.1	1.2	0.2	1,914
48-59	9.0	1.1	15.4	3.3	2.8	0.2	1.0	0.0	1,785

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

The UNICEF/WG Child Functioning Module identifies children with functional difficulties, beginning at age 2. Thus, the Ghana survey report could have included data on nutrition disaggregated by the child's functional difficulties (age 2-4 years), as presented in table 2.

Table 2: Nutrition disaggregated by the child's functional difficulties (age 2-4 years)

Background Characteristics	Weighted %	Number of under 5 children	
		Weighted	Unweighted
<i>Child's functional difficulties (age 2-4 years)</i>			
Has functional difficulty	10.8	593	551
Has no functional difficulty	89.2	4,903	4,862

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

7.24 Proportion and number of children aged 5-17 years engaged in child labour, by sex and age (SDG indicator 8.7.1) and disability.

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](#)

According to the metadata:

“Household surveys such as National Labour Force Surveys, National Multipurpose Household Surveys, UNICEF-supported Multiple Indicator Cluster Surveys (MICS), Demographic and Health Surveys (DHS), ILO-supported Statistical Information and Monitoring Programme on Child Labour (SIMPOC), and World bank Living Standard

Measurement surveys (LSMS) are among the most important instruments for generating information on child labour in developing countries. Estimates of child labour generated by these survey instruments are increasingly relied on by countries to monitor progress towards national and global child labour elimination targets. Many countries also produce national labour estimates and reports that often include data on child labour and/or employment among children.”

The MICS conducted in Mongolia collected data on children’s engagement in economic activities and household chores. Data were used to calculate the percentage of children engaged in child labour by identifying: the children performing economic activities and/or household chores at or above, and below, the age-specific thresholds; children reportedly working under hazardous conditions. The report disaggregated the data by nine characteristics: sex, region, area, school attendance, mother’s education, child’s functional difficulty, mother’s functional difficulty, ethnicity and wealth quintile. Some of these results are presented in table 3.

Table 3: Percentage of children age 5-17 years by involvement in economic activities or household chores during the last week, percentage working under hazardous conditions during the last week, and percentage engage in child labour during the last week, Mongolia, 2018

	Children involved in economic activities for a total number of hours during last week		Children involved in household chores for a total number of hours during last week		Children working under hazardous condition	Total Child Labour	Number of Children age 5-17 years
	Below the age-specific threshold	At or above the age-specific threshold	Below the age-specific threshold	At or above the age-specific threshold			
Total	8.7	7.9	75.5	6.6	7.8	16.7	12,273
Sex							
Male	10.8	9.1	74.1	7.1	10.0	20.1	6,320
Female	6.3	6.5	77.0	6.1	5.4	13.2	5,953
Child’s Functional difficulty (age 2 – 4 years)							
Has functional difficulty	11.3	8.5	62.9	11.7	8.8	21.8	725
No functional difficulty	8.6	7.8	76.3	6.3	7.8	16.5	11,436

Source: NSO, *Social Indicator Sample Survey-2018, Survey Findings Report* (Ulaanbaatar, Mongolia, National Statistical Office of Mongolia, 2019), pp. 229-230

7.25 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 24.28)

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](#)

According to the metadata:

“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 4 and 5.

Table 4: 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		
<i>Male</i>					
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

	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		
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 5: 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		
Male						
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
Female						
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

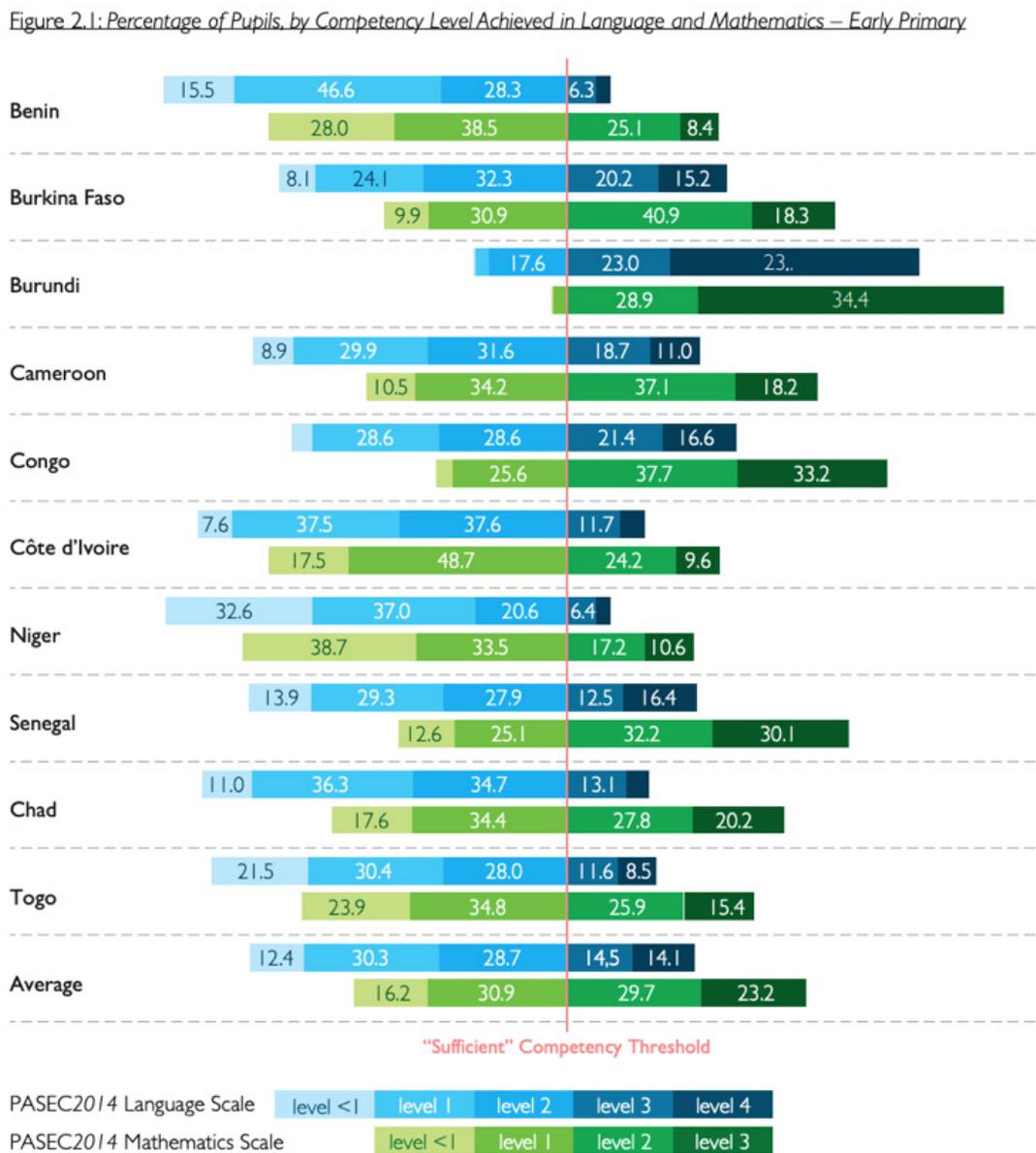
	Percentage of children who successfully completed tasks of:				Percentage of children who demonstrate foundational numeracy skills	Number of children age 7-14 years
	Number reading	Number discrimination	Addition	Pattern recognition and completion		
Total (male and female)						
Has functional difficulty	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



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

7.26 Number and proportion of children with disabilities in alternative care compared to all children in alternative care (in a family setting / in small group homes or other residential care facilities), disaggregated by age, sex, disability and kind of setting. (idem 23.26)

Level 2: Indicator can be produced with existing data but has not been reported on

According to Petrowski, Cappa and Gross, "[Estimating the number of children in formal alternative care: Challenges and results](#)", the main sources of data for this indicator comes from relevant government ministries.

In 2009, [Eurochild](#) collected information on the number of children in alternative care, including those in residential and family-based care. A total of 30 European countries participated in the survey, with data mainly provided by administrative records from relevant government ministries and national statistical offices.

The [Transformative Monitoring for Enhanced Equity](#) has created a database with over 400 indicators relevant to the social and economic well-being of children, young people and women in 28 countries of central and eastern Europe and of the European Union, including the number of children in institutions or family care. Each year, country-specific data collection templates are shared with the national statistical organisations, filled in and submitted, by the countries, by the end of September, with the data from the previous year. The template asks countries to report on children in different types of care situations, by gender, age, cause of care necessity and disability status. Countries generally report on some, but not all variables, as can be seen in the example in Table 6, from the Czech Republic.

Table 6: Child Protection in the Czech Republic

Title and name of the variable	2013	2014
<i>Children without parental care</i>		
Total number of children left without parental care (during the year)	5,992	5,935
Number of children with disabilities left without parental care (during the year)	3,523	3,281
Total number of children without parental care, placed into care during the current year	6,683	6,063
<i>Children in residential care</i>		
Total number of children in residential care (at the end of the year)	22,602	22,810
Total number of children with disabilities in residential care (at the end of the year)	11,898	11,569

Title and name of the variable	2013	2014
<i>Public residential care</i>		
Total number of children in public residential care (at the end of the year)	20,857	21,067
Total number of children with disabilities in public residential care (at the end of the year)	11,898	11,569
Total number of children with disabilities in non-public residential care (at the end of the year)		
<i>Family-type care</i>		
<i>Foster care</i>		
Number of children with disabilities in foster care (at the end of the year)	243	323
<i>Guardian care</i>		
Total number of children in guardian care (at the end of the year)	2,908	3,005
Number of children with disabilities in guardian care (at the end of the year)		
Total number of adopted children with disabilities (during the year)		
Number of children with disabilities adopted internationally (during the year)		
Number of children with disabilities available for adoption (at the end of the year)		

Source: TransmonEE, *Czech Republic Country Data, 1989-2015* (January 7, 2016)

7.27 Proportion of children with disabilities participating in forums, including through their own organizations, at school, local, regional and national governance levels, disaggregated by sex, age, and disability.

Level 2: Indicator can be produced with existing data but has not been reported on

Such data could be obtained from national disability surveys that ask about participation in civic events, such as the [Viet Nam National Disability Survey](#), which reports on the percentage of persons participating in social and professional organizations (47 per cent for persons without disabilities and 44 per cent for persons with disabilities) and participating in community clubs (both at 2 per cent) by disability status.

It is possible to get data on some extra-curricular activities from surveys. For example, the [United States of America's National Survey of Children's Health \(NSCH\)](#) asks about participation in sports, clubs, and other after school activities.

7.28 Number of organizations led by children and young persons with disabilities in the State, disaggregated by kind of disability represented and geographical area or district.

Level 3: Indicator for which acquiring data is more complex or requires the development of data collection mechanisms which are currently not in place

A potential source for this data is the government's disability focal points who, at times, keep records of organizations of persons with disabilities, at least the ones with which they come into contact.