# Data sources for outcome indicators on Article 24:

# Education

United Nations Human Rights Office of the High Commissioner



ADVANCE VERSION

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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 [UNICEF Evaluation Reports](https://www.unicef.org/evaldatabase/files/Formative_Evaluation_of_the_Out-of-School_Children_Initiative_OOSCI.pdf) and a global report can be found at [Global Education Magazine](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](https://www.gso.gov.vn/wp-content/uploads/2019/04/Baocao-nguoikhuyet-tat.pdf), an example of which is presented in Table 2, and the [Thailand Disability Survey](http://www.nso.go.th/sites/2014en/Survey/social/SocialSecurity/Disabilitysurvey/2017/Full_Report.pdf), 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 [planipolis.iiep.unesco.org](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](https://nces.ed.gov/programs/digest/d18/tables/dt18_219.90.asp). 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](https://unstats.un.org/sdgs/metadata?Text=&Goal=&Target=4.1" \o "https://unstats.un.org/sdgs/metadata?Text=&Goal=&Target=3.1)

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](http://mics.unicef.org/tools?round=mics6#analysis) 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 | | | | | |

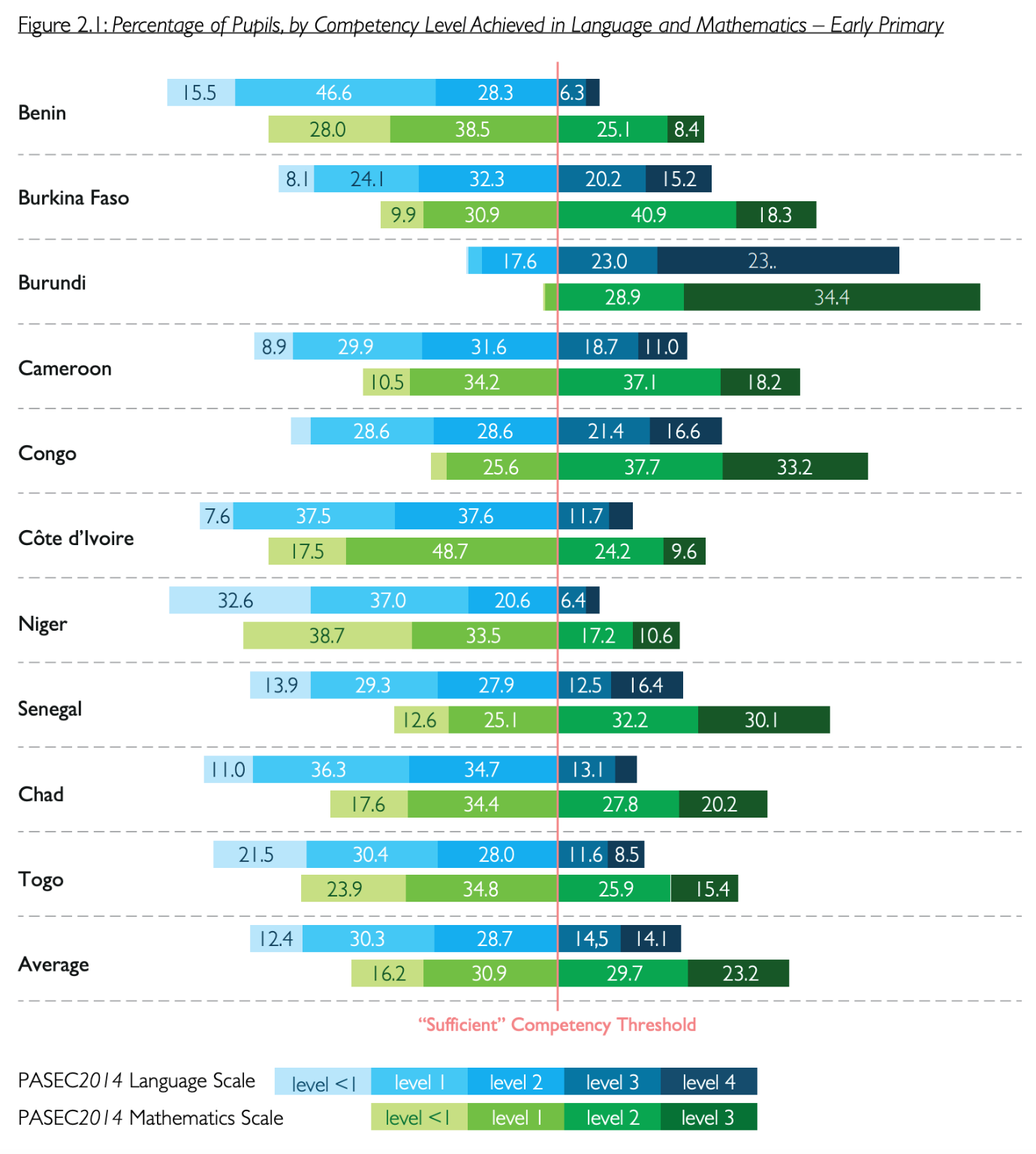
**Table 6:** Percentage of children aged 7-14 years who demonstrate foundational numeracy skills by successfully completing three foundational numeracy tasks, by sex (reformatted), Gambia

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 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 |
| ***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 |
| ***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](https://www.pasec.confemen.org/wp-content/uploads/2015/12/Rapport_Pasec2014_GB_webv2.pdf), 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. 36

## 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](https://unstats.un.org/sdgs/metadata?Text=&Goal=&Target=4.6)

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](https://www.oecd.org/skills/piaac/), 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](https://www.worldbank.org/content/dam/Worldbank/Feature%20Story/Education/STEP%20Snapshot%202014_Revised_June%2020%202014%20(final).pdf), 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](https://dhsprogram.com/publications/publication-FR329-DHS-Final-Reports.cfm) 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](https://mics-surveys-prod.s3.amazonaws.com/MICS6/West%20and%20Central%20Africa/Ghana/2017-2018/Survey%20findings/Ghana%202017-18%20MICS%20Survey%20Findings%20Report_English.pdf).

**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](https://washdata.org/sites/default/files/documents/reports/2018-07/Afghanistan%20ALCS%202016-17%20Analysis%20report.pdf), 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](https://unstats.un.org/sdgs/metadata?Text=&Goal=&Target=4.4)

According to the metadata:

"*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](https://ec.europa.eu/eurostat/web/digital-economy-and-society/data/database) 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. 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](https://www.itu.int/en/ITU-D/Statistics/Pages/publications/wtid.aspx). 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 | | |