Data sources guidance for outcome indicators on article 24:

Education

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24.27: Proportion of persons with disabilities out of school, enrolled, attending, promoted by grade, completing school and dropping out in mainstream primary, secondary and tertiary educational institutions, vocational training and lifelong learning courses, as compared to others, disaggregated by sex, age, disability, minority or indigenous background, grade and level of education

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

This indicator combines several elements of sub-indicators: one for children who are out of school and a series for children who are in school. They are addressed 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 guide by the United Nations Children's Fund (UNICEF) on conducting studies on out-of-school children can be found on the UNICEF website, and a global report can be found on the website of Global Education Magazine.

The Multiple Indicator Cluster Survey contains 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 the beginning of the school year, ethnicity and mother's functional difficulties. While the standard reporting tables in the survey do not disaggregate by a child's functional difficulties, this could be done with the data collected through the survey. Table 1 below presents part of the primary school table from the Multiple Indicator Cluster Survey of the Gambia, which shows what could be 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, the Gambia, 2018

	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	–	19.7	85.4	0.3	14.0	83.0	0.2	16.7
11	78.4	0.4	21.2	83.6	–	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
Sarahule	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: Gambia Bureau of Statistics, *The Gambia Multiple Indicator Cluster Survey 2018: Survey Findings Report* (Banjul, 2019), p. 296.

Data on this topic are also collected through other surveys, such as the Viet Nam National Survey on People with Disabilities, an example from which is presented in table 2, and the Thailand Disability Survey, an example from which is presented in table 3.

Table 2: Net and gross enrolment ratio by education level, Viet Nam, 2016

	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 2016: Final Report* (Hanoi, 2018), p. 79.

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

Type of school currently attending	***Total (percentage)***			***With disabilities (percentage)***			***Without disabilities (percentage)***		
	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 (UNICEF), *The 2017 Disability Survey* (2020), p. 88.

Information on children in school

Data on children in school – 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 Washington Group/UNICEF Module on Child Functioning, is Fiji. Its guide can be found through the Portal of Education Plans and Policies of the United Nations Educational, Scientific and Cultural Organization (UNESCO).

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 state government, which then reports to the federal Government. An example of these data can be found in table 4.

Table 4: Number and percentage distribution of students aged 14–21 years served under the Individuals with Disabilities Education Act, part B, who exited school, by exit reason, sex, race/ethnicity, age and type of disability, United States of America, 2016/17 and 2017/18

	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%	..	..
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
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
Age (years)								
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

	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
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 Center for Education Statistics, Digest of Education Statistics database, table 219.90. Available at https://nces.ed.gov/programs/digest/d18/tables/dt18_219.90.asp.

Note: Terms provided by source.

With regard to tertiary education, general household surveys can also be a good source of data. Labour force surveys often include questions about vocational training; if the Washington Group/International Labour Organization labour force survey disability module or other disability questions were included in a labour force survey, this indicator could also be disaggregated. However, given the rates of lifelong learning programmes, the international community will more likely have to rely on administrative data to populate that part of the indicator.

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 (Sustainable Development Goal indicator 4.1.1), disability and minority or indigenous background (see also indicator 7.25 on the Convention on the Rights of Persons with Disabilities)

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 Sustainable Development Goal 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, the Progress in International Reading Literacy Study, the Programme for the Analysis of Education Systems and the Laboratorio Latinoamericano de Evaluación de la Calidad de la

Educación, and in household-based surveys, such as sixth round of the Multiple Indicator Cluster Survey and surveys of the Peoples Action for Learning Network.

The latest (sixth) round of the Multiple Indicator Cluster Survey contains a questionnaire for children aged 5–17 years, which was 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, as well as basic math questions. Because the survey also contains the Washington Group/ UNICEF Module on Child Functioning, an analyst could create a cross-tabulation of disability and learning skills. In fact, in the survey tabulation plan, it is recommended that countries present the percentage of respondents 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 such data, from the Gambia, can be found in tables 5 and 6.

Table 5: Percentage of children aged 7–14 years who demonstrated foundational reading skills by having successfully completed three foundational reading tasks, by sex, the Gambia

	Percentage who correctly read 90 per cent 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: Based on Gambia Bureau of Statistics, *The Gambia Multiple Indicator Cluster Survey 2018: Survey Findings Report* (Banjul, 2019), p. 321.

Table 6: Percentage of children aged 7–14 years who demonstrated foundational numeracy skills by having successfully completed three foundational numeracy tasks, by sex, the Gambia

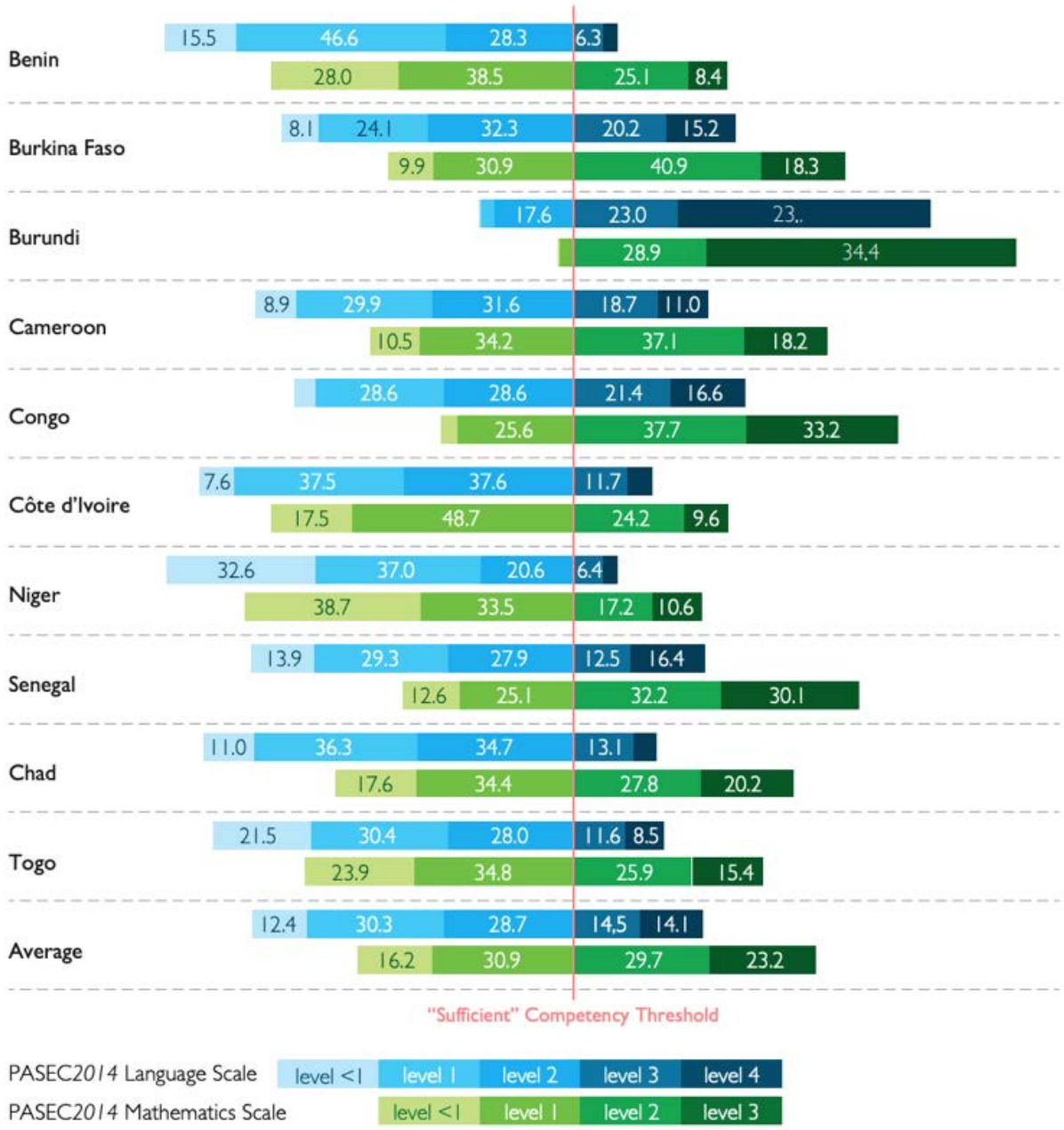
	Percentage of children who successfully completed tasks of:				Percentage of children who demonstrate foundational numeracy skills	Number of children age 7–14 years
	Number reading	Number discrimination	Addition	Pattern recognition and completion		
Male						
Has functional difficulty	29.7	37.8	35.5	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: Based on Gambia Bureau of Statistics, *The Gambia Multiple Indicator Cluster Survey 2018: Survey Findings Report* (Banjul, 2019), p. 325.

PASEC2014 – Education System Performance in Francophone Sub-Saharan Africa: Competencies and Learning Factors in Primary Education contains 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.

The figure below 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.

Percentage of pupils by competency level achieved in language and mathematics: early primary



Source: Source: Programme d'analyse des systèmes éducatifs de la CONFEMEN (PASEC), *PASEC2014 – Education System Performance in Francophone Sub-Saharan Africa: Competencies and Learning Factors in Primary Education* (Dakar, 2019), p. 36.

Note: CONFEMEN – Conférence des Ministres de l'Éducation des États et Gouvernements de la Francophonie.

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 (Sustainable Development Goal indicator 4.6.1), disability and minority or indigenous background

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

Link to the metadata related to this Sustainable Development Group indicator

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

Data sources mentioned in the metadata include the Programme for the International Assessment of Adult Competencies, whose survey measures adults' proficiency in key information-processing skills, namely, literacy, numeracy and problem-solving. The survey is conducted in over 40 countries and respondents are asked 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 large enough to have disability estimates (especially because the definition of disability in this survey is so narrow).

Three other sources mentioned in the metadata do not contain any data on disability, namely, the STEP Skills Measurement programme of the World Bank, the Literacy Assessment and Monitoring Programme of the UNESCO Institute for Statistics, and the Action Research: Measuring Literacy Programme Participants' Learning Outcomes, initiated by the UNESCO Institute for Lifelong Learning.

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

In both the Demographic and Health Survey and the Multiple Indicator Cluster Survey, 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 that is shown to them. For example, in the Demographic and Health Survey in Timor-Leste, respondents are asked the Washington Group short set of questions on functioning and are then asked 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 Multiple Indicator Cluster Survey in Ghana.

Table 7 presents a similar example extracted from the MICS from Ghana.

Table 7: Percentage distribution of men and women aged 15–49 years by literacy and total percentage literate by functional difficulties, Ghana, 2017

	Total percentage literate	
	Men (percentage)	*Women (percentage)*
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, *Ghana Multiple Indicator Cluster Survey 2017/18: Survey Findings Report* (Accra, 2018), pp. 42–43.

Note: 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 skills, by type of skill (Sustainable Development Goal indicator 4.4.1), disaggregated by sex, age and disability

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

Link to the metadata related to this Sustainable Development Goal indicator

According to the metadata:

> Data sources are school or household surveys that collect data on the use of selected information and communications technology (ICT) skills. Data were provided by the respective organizations responsible for each survey, namely, Eurostat and the International Telecommunication Union (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. Data can

be broken down by a list of respondent characteristics, but disability is not currently included as one of them.

ITU operates the World Telecommunication/ICT Indicators Database. Users are required 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 Multiple Indicator Cluster Survey measures computer skills by the percentage of men and women (separately) who have 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 email with an 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 programme in any programming language; performed at least one of the nine computer-related activities listed. Table 8 presents the first column from each of the two tables from the 2018 Multiple Indicator Cluster Survey report of Lesotho.

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

	Percentage of persons who in the last three months have performed at least one of the nine computer-related activities listed	
	Men (percentage)	***Women (percentage)***
Total	14.5	12.0
Age (years)		
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, 2019), pp. 48–49.