Article 24: Illustrative indicators on education

Article 24: Illustrative indicators on education[a]				
Full development of human potential, sense of dignity and self-worth enabling persons with disabilities to participate effectively in a free society				
Attribute/ type of indicator	**Inclusive education system**	**Quality and free primary and secondary education**	**Access to tertiary education, vocational training and lifelong learning**	**Inclusive teaching**
Structure	24.1: Legislation enacted that ensures inclusive education for all students, including students with disabilities, in public and private settings across all levels of education[b] 24.2: No provision in legislation that excludes any person on the basis of disability from any form or level of education or field of study or from obtaining certification on an equal basis with others	24.3: National strategy/plan led by the ministry of education to transition to an inclusive education system[c] 24.4: Legislation/policies/programmes established for the early identification of children with disabilities and their support needs for their effective participation in mainstream schools	24.5: National strategy/plan on vocational and technical education and lifelong learning, involving both informal and non-formal learning, that explicitly refers to and is inclusive of persons with disabilities	24.6: Legislation/policy enacted requiring mandatory pre-service and in-service training on inclusive education for all teachers and personnel at all levels of education[d]
	24.7: National curriculum that incorporates inclusive education standards that reflect the diversity of learning needs of all learners and that allows for modifications and adaptations to curricula tailored to each learner 24.8: National accessibility standards established and applied to all educational environments and materials,[e] including for extracurricular activities 24.9: Legislation enacted that prohibits violence, corporal punishment, bullying and harassment in educational environments, including on the basis of disability			
Process	24.10: Percentage of children aged 3–5 years who are attending an early childhood education programme (Multiple Indicator Cluster Survey indicator), disaggregated by sex, age and disability 24.11: 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 Water, Sanitation and Hygiene for All indicator definitions) (Sustainable Development Goal indicator 4.a.1)[f]	24.16: Proportion of students with disabilities benefiting from individual education plans, support measures and other accommodations,[g] disaggregated by sex, age, disability and geographical location 24.17: Proportion of deaf students receiving education in sign language 24.18: Proportion of certified sign language interpreters employed in mainstream educational facilities	24.20: Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex (Sustainable Development Goal indicator 4.3.1) and disability	24.21: Proportion of teachers and school staff at all levels trained on inclusive education and the provision of reasonable accommodation 24.22: Proportion of teachers with disabilities, disaggregated by sex, age, disability, minority or indigenous background, and type of educational institution where employed[h]

	24.12: Percentage of schools that provide life skills-based HIV and sexuality education inclusive of students with disabilities (United Nations Educational, Scientific and Cultural Organization (UNESCO) indicator) 24.13: Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse (United Nations Educational, Scientific and Cultural Organization (UNESCO) indicator), by sex, age, disability and type of educational institution (public/private, primary/secondary/tertiary/vocational) 24.14: Education expenditure per student by level of education and source of funding (United Nations Educational, Scientific and Cultural Organization (UNESCO) indicator), by sex, age and disability 24.15: Number of mainstream schools compared to number of special schools	24.19: Proportion of students with visual impairments benefiting from educational materials in formats that are readily accessible		
	24.23: Number of awareness-raising campaigns and activities to promote inclusive education and inform students, education staff, families and the general public of the duty to provide, and the right to, inclusive education and related benefits for society; and proportion of population who gained access to those campaigns and activities, disaggregated by age, sex, disability and geographical location 24.24: Budget allocated to and spent on ensuring the right of persons with disabilities to inclusive education in mainstream settings, as compared to the budget allocated to and spent on segregated/separated education settings, whether in mainstream or special schools 24.25: Number of consultation processes undertaken on the design, implementation and monitoring of laws, regulations, policies and programmes related to education initiatives and reform, and proportion of persons with disabilities who participated in those processes, disaggregated by age, sex, disability and geographical location[i] 24.26: Proportion of complaints received on the right to education alleging discrimination on the basis of disability and/or involving children and adults with disabilities that have been investigated and adjudicated; proportion of those found in favour of the complainant; and proportion of the latter that have been complied with by the Government and/or duty bearer (e.g. private school); each disaggregated by type of mechanism			
Outcome	24.27: Proportion of persons with disabilities out of school, enrolled, attending, promoted by grade, completing school[j] and dropping out in mainstream primary, secondary and 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			

	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) 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 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

[a] See Committee on the Rights of Persons with Disabilities, general comment No. 4 (2016) on the right to inclusive education.

[b] All levels of education include early childhood, primary, secondary, tertiary, vocational and 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 actual or perceived impairment
- A non-rejection clause
- The obligation to provide reasonable accommodation and support
- Designation of responsibility for all children, including children with disabilities, under the ministry of education
- The right of all learners to be taught in their mother tongue, including sign language and indigenous and minority languages

[c] Such a plan should include clear targets, benchmarks, coverage and time frames, with measures to engage teachers, students, parents of both children with disabilities and others, and the wider community as part of awareness-raising efforts for the promotion of inclusive education.

[d] Training should be provided to administration staff and teachers of all kinds, such as physical education and sexuality education, and at all levels, including primary, secondary, tertiary, technical and vocational education and training (tVET) teachers. Pre-service education training refers to courses to become a teacher, for example, in universities, and should include mandatory courses on inclusive education in their curricula. In-service training refers to education or training that a teacher receives after they have obtained their teaching degree and are exercising the profession. This can include professional development training, refresher courses and other education training opportunities. These mandatory courses should address:

- Inclusive education pedagogy (mainly for teachers)
- The human rights-based approach to disability under the Convention on the Rights of Persons with Disabilities
- Accessibility of the classroom and school environment
- Provision of reasonable accommodation
- The use of appropriate augmentative and alternative modes, means and formats of communication, and educational techniques and materials to support students with disabilities

[e] Including buildings, classrooms, libraries, gyms, playgrounds, canteens, sanitation facilities, transport, equipment and forms of communication.

[f] This includes handwashing facilities and menstrual hygiene facilities. See United Nations Children's Fund (UNICEF), "Fact sheet: menstrual health and hygiene management still out of reach for many", 24 May 2022.

[g] This includes:

- Adapted and/or modified curricula/assessments
- Assistive devices
- Augmentative and alternative modes, means and formats of communication
- Live support

[h] Including public and private, and primary, secondary, tertiary and vocational institutions.

[i] 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 Convention on the Rights of Persons with Disabilities and general comment No. 7 (2018) of the Committee on the Rights of Persons with Disabilities, including consultation meetings, technical briefings, online consultation surveys, and 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 and accessible
- Ensure the provision of appropriate and accessible information
- Not withhold information or condition or prevent representatives of persons with disabilities from freely expressing their opinions
- Include both registered and unregistered organizations
- Ensure early and continuous involvement of persons with disabilities
- Cover related expenses of participants