

Article 24:

Illustrative indicators on education

ADVANCE VERSION

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The *Human Rights Indicators on the Convention on the Rights of Persons with Disabilities (CRPD)* are a component of the [SDG-CRPD Resource Package](#) developed by the Office of the United Nations High Commissioner for Human Rights (OHCHR). This is an advance version of the SDG-CRPD Resource Package. A final version will be issued upon completion of OHCHR review processes.

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Full development of human potential, sense of dignity and self-worth enabling persons with disabilities to participate effectively in a free society

Attributes/ Indicators	Inclusive education system	Quality and free primary and secondary education	Access to tertiary, vocational training and lifelong learning	Inclusive teaching
Structure	<p>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.ⁱ</p> <p>24.2 No provision in legislation excludes any person on the basis of disability from any form or level of education, field of study, or from obtaining certification on an equal basis with others.</p>	<p>24.3 National strategy/plan led by the Ministry of Education to transition to an inclusive education system.ⁱⁱ</p> <p>24.4 Programmes established for the early identification of children with disabilities and their support needs for their effective participation in mainstream schools.</p>	<p>24.5 National strategy/plan on vocational and technical education and lifelong learning, involving both informal and non-formal learning, which explicitly refers to and is inclusive of persons with disabilities.</p>	<p>24.6 Mandatory pre- and in-service training for inclusive education for all teachers and personnel at all levels of education.ⁱⁱⁱ</p>
	<p>24.7 National curriculum incorporates inclusive education standards that reflect the diversity of learning needs of all learners and allows for modifications and adaptations to curricula tailored to each learner.</p> <p>24.8 National accessibility standards established and applied to all educational environments and materials,^{iv} including for extra-curricular activities.</p> <p>24.9 Legislation enacted that prohibits violence, corporal punishment, bullying and harassment in educational environments including on the basis of disability.</p>			

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Attributes/ Indicators	Inclusive education system	Quality and free primary and secondary education	Access to tertiary, vocational training and lifelong learning	Inclusive teaching
Process	<p>24.10 Percentage of children aged 3-5 years who are attending an early childhood education programme (UNICEF MICS indicator) disaggregated by sex, age and disability.</p> <p>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 WASH indicator definitions) (SDG indicator 4.a.1).^v</p> <p>24.12 Percentage of schools that provide life skills-based HIV and sexuality education inclusive of students with disabilities (UNESCO indicator).</p> <p>24.13 Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse (UNESCO indicator) by sex, age, disability, type of educational institution (public/private, primary/secondary/tertiary/vocational).</p> <p>24.14 Education expenditure per student by level of education and source of funding (UNESCO indicator) by sex, age, disability.</p> <p>24.15 Number of mainstream schools compared to number of special schools.</p>	<p>24.16 Proportion of students with disabilities benefitting from individual education plans, support measures and other accommodations,^{vi} disaggregated by sex, age, disability and geographical location.</p> <p>24.17 Proportion of deaf students receiving education in sign language.</p> <p>24.18 Proportion of certified sign language interpreters employed in mainstream educational facilities.</p> <p>24.19 Proportion of students with visual impairments benefitting from educational materials in formats that are readily accessible.</p>	<p>24.20 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex (SDG indicator 4.3.1) and disability.</p>	<p>24.21 Proportion of teachers and school staff at all levels trained for inclusive education and the provision of reasonable accommodation.</p> <p>24.22 Proportion of teachers with disabilities disaggregated by sex, age, disability, minority or indigenous background, and type of educational institution where employed.^{vii}</p>
	<p>24.23 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.</p> <p>24.24 Budget allocated to ensure the right of persons with disabilities to inclusive education in mainstream settings, as compared to budget allocated to segregated/separated education settings, whether in mainstream or special schools.</p> <p>24.25 Consultation processes undertaken to ensure the active involvement of persons with disabilities, notably children with disabilities, including through their representative organizations, in the design, implementation and monitoring of laws, regulations, policies and programmes, related to education initiatives and reform.^{viii}</p> <p>24.26 Proportion of received complaints 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 kind of mechanism.</p>			

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Attributes/ Indicators	Inclusive education system	Quality and free primary and secondary education	Access to tertiary, vocational training and lifelong learning	Inclusive teaching
Outcome	<p>24.27 Rates of persons with disabilities relating to children with disabilities out of school, rate of enrolment, attendance, promotion by grade, completion,^{ix} 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.</p> <p>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)</p> <p>24.29 Proportion 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.</p> <p>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.</p>			

- * See CRPD Committee's [general comment no 4](#) on the right to inclusive education.
- i All levels of education include early childhood, primary, secondary, tertiary, vocational, 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;
 - designating the responsibility for all children, including children with disabilities, under the Ministry of Education; and
 - the right of all learners to be taught in their mother tongue, including sign language, indigenous/minority languages.
- ii Such a plan should include clear targets, benchmarks, coverage and timeframe, 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.
- iii Training should be provided to administration staff and teachers of all kinds (e.g. physical education, sexuality education, etc.) and at all levels; primary, secondary, tertiary, technical and vocational education (tVET) and training teachers. Pre-service education training refers to courses to become a teacher, e.g. in universities, and should include mandatory courses on inclusive education in their curricula. In-service training refers to education or training a teacher receives after they have obtained their teaching degree and are exercising the profession. This can include professional development trainings, refresher courses and other education training opportunities. These mandatory courses should address:
- inclusive education pedagogy (for teachers mainly);
 - the human rights based approach to disability under the CRPD;
 - accessibility of the classroom and school environment;
 - provision of reasonable accommodation;
 - the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support students with disabilities.
- iv including buildings, classrooms, library, gym, playground, canteen, sanitation facilities, transport, equipment and forms of communication.
- v This includes handwashing facilities and menstrual hygiene facilities. See www.unicef.org/wash/files/4_WSSCC_JMP_Fact_Sheets_4_UK_LoRes.pdf
- vi This includes:
- adapted and/or modified curricula/assessments;
 - assistive devices;
 - augmentative and alternative modes, means and formats of communication;
 - live support.
- vii public/private, primary/secondary/tertiary/vocational.
- viii 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 CRPD and [General Comment no. 7](#) of the CRPD Committee, including consultation meetings, technical briefings, online consultation surveys, 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 provision of appropriate and accessible information;
 - not withhold information, condition or prevent organizations of persons with disabilities from freely expressing their opinions;
 - include both registered and unregistered organizations;
 - ensure early and continuous involvement;
 - cover related expenses of participants.
- ix Completion should also encompass cases in which persons with disabilities fulfil a level of education under an Individual Education Plan which include specific goals tailored to the student. Certification of completion of the level must be provided and permit pursuing further studies on an equal basis with others.