



United Nations
Educational, Scientific and
Cultural Organization



UNESCO
INSTITUTE
FOR
STATISTICS

Building Disability Inclusive Education through Data

7 May 2021

Strengthening Disability data for Inclusive Education- Issues and Challenges

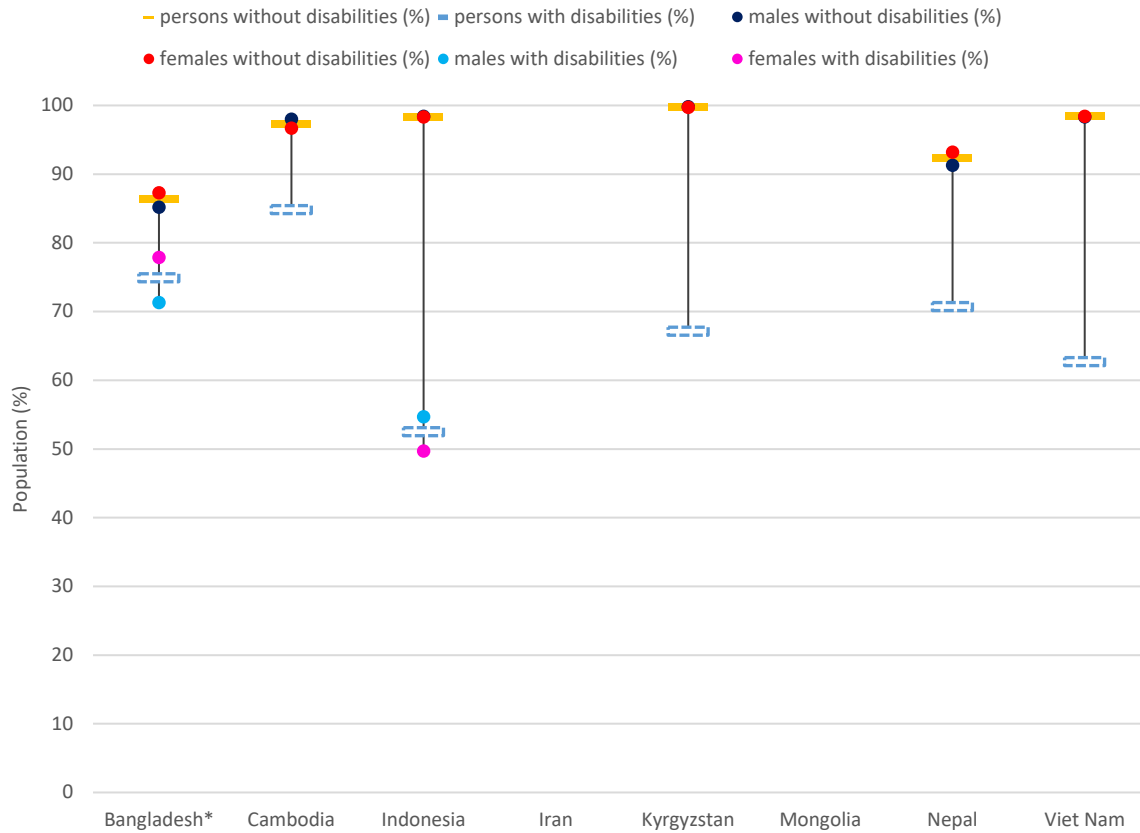
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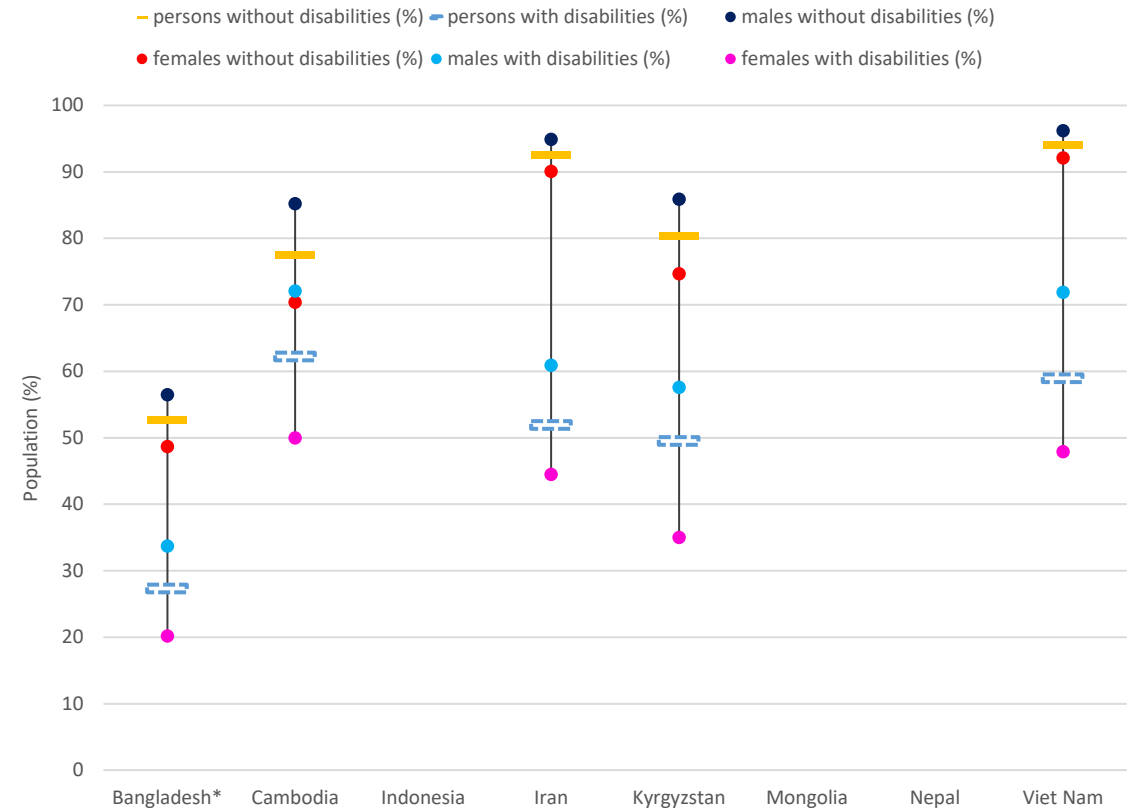
- 1. Situation of persons with disability's access and participation in education**
- 2. Data on education access and participation of persons with disabilities**
 - Household survey
 - Administrative Data
- 3. Challenges in generating data on education access and participation of persons with disabilities**
- 4. Strengthening data for persons with disabilities**

1. Access and Participation of children/persons with disabilities in education

Ever attended school (15-29 years old)

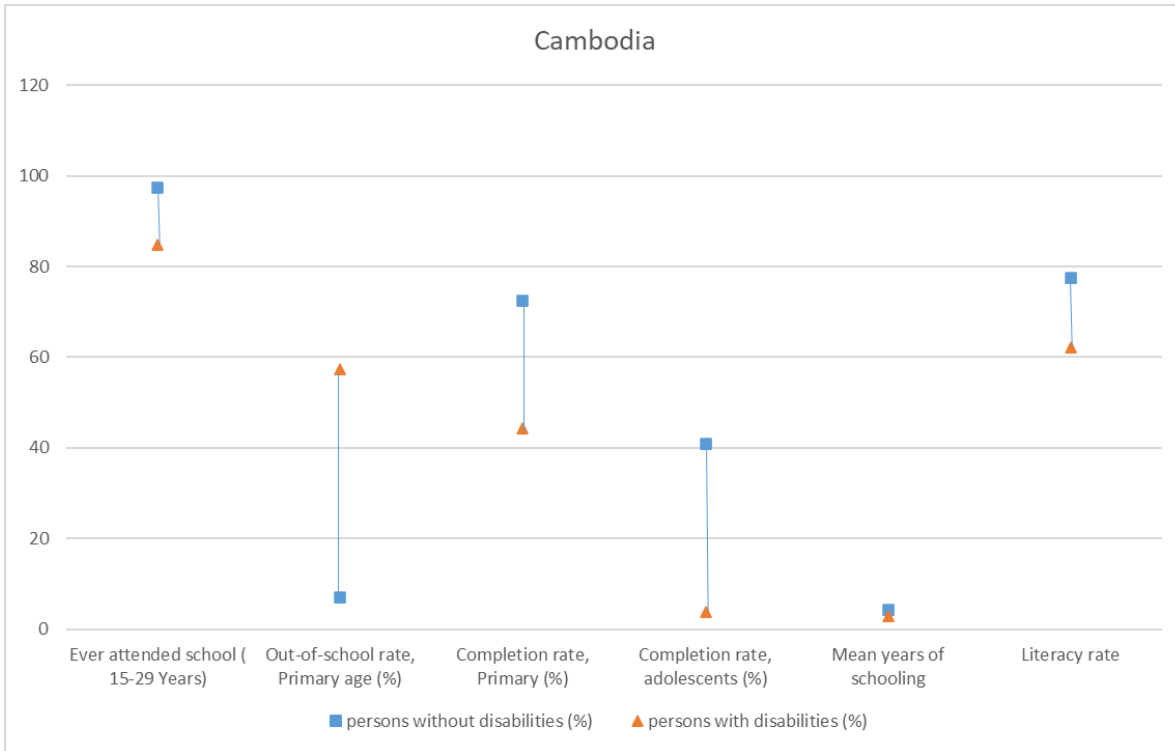


Literacy rate (Adults)



- Children/person with disabilities have limited access and participation in education in all the countries where data is available
- Female with disabilities have even worse situation

1. Access and Participation....



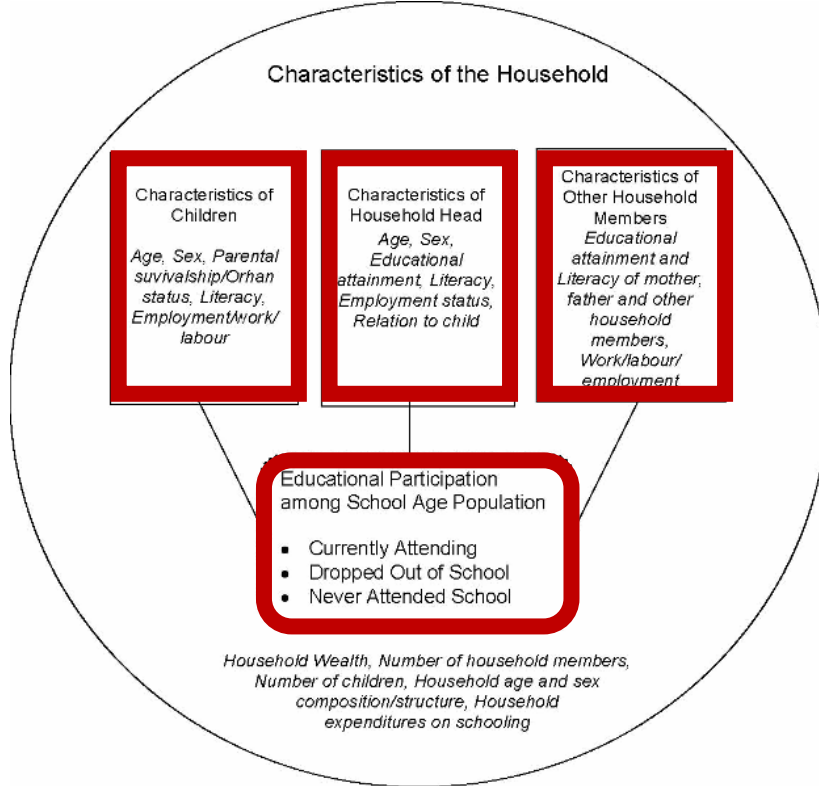
Cambodia

		Ever attend	Not attend	Odd
2008	Person without disability	85	15	3.59
	Person with disability	61.2	38.8	
2014	Person without disability	97.3	2.7	6.46
	Person with disability	84.8	15.2	

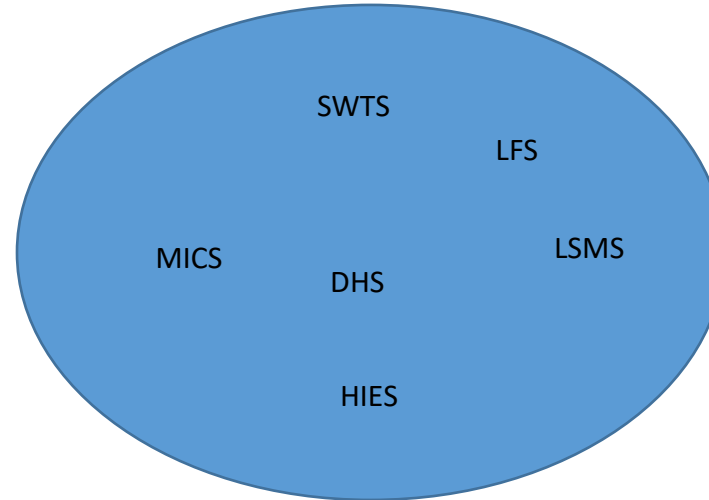
- In Cambodia, the disparity between population with and without disability is quite big in all the areas of education- Access, Participation and outcomes
- In Cambodia, the likelihood of person without disability attending school compare to person with disability has been doubled between 2008 and 2014

2. Data on education access and participation of persons with disabilities through household surveys and Administrative routine data sources

a framework



Commonly available household surveys in the region



- Questions in disabilities are not included or not rightly included;
- The questions on disabilities are different from survey to surveys
- Survey design- Not all the surveys are designed for capturing disabilities;

- More and more surveys are using Washington Group Classification to collect data on disabilities
- **Having question in the survey doesn't guarantee that we will be able to calculate education indicators for persons with disabilities**

Countries do not have data/information to monitor all the aspects of education access and participation of persons with disabilities

Country or territory	Ever attended school (15-24 years)		Out of school (Primary age)		Out of school (L secondary age)		Completion rate (Primary)		Completion rate (Lower Sec)		Mean years of schooling		Adult literacy	
	Total	Gender	Total	Gender	Total	Gender	Total	Gender	Total	Gender	Total	Gender	Total	Gender
Bangladesh*														
Cambodia														
Indonesia														
Iran IR														
Kyrgyzstan														
Maldives														
Mongolia														
Nepal														
Viet Nam														

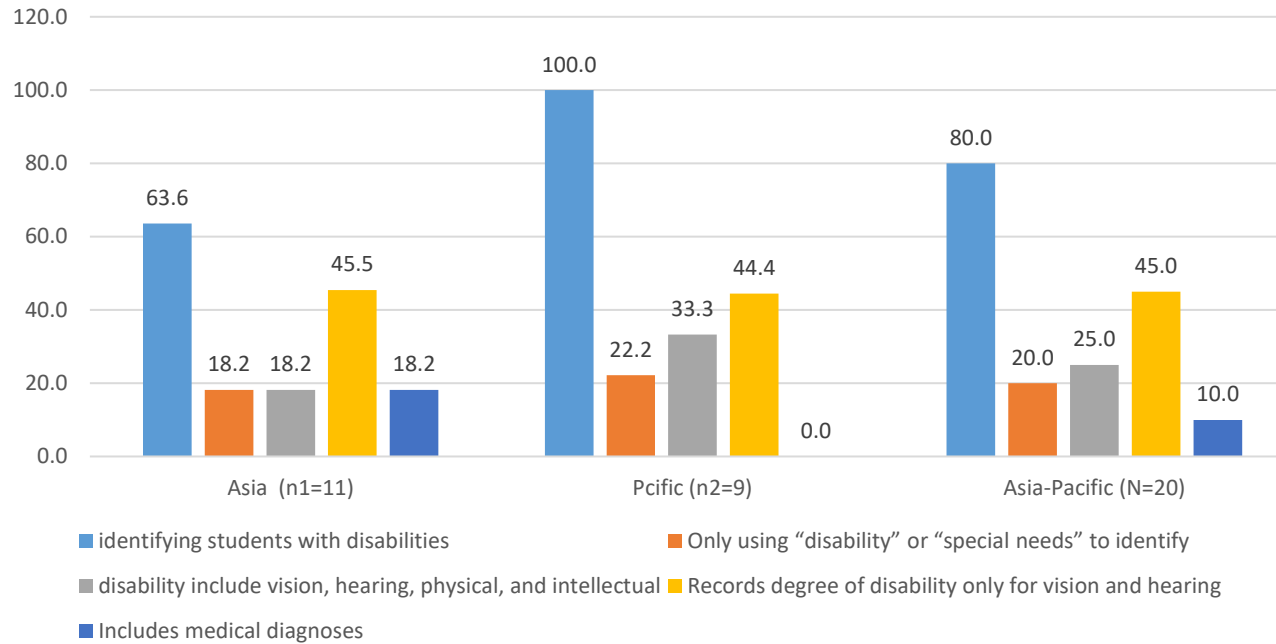
Data Available
 Data not available

Source: UIS, 2021

Note: information used are from various surveys

2.2. Disability data through Administrative Source

Countries identifying students with disabilities in their EMISs (%)



Source: The Use of UIS Data and Education Management Information Systems to Monitor Inclusive Education

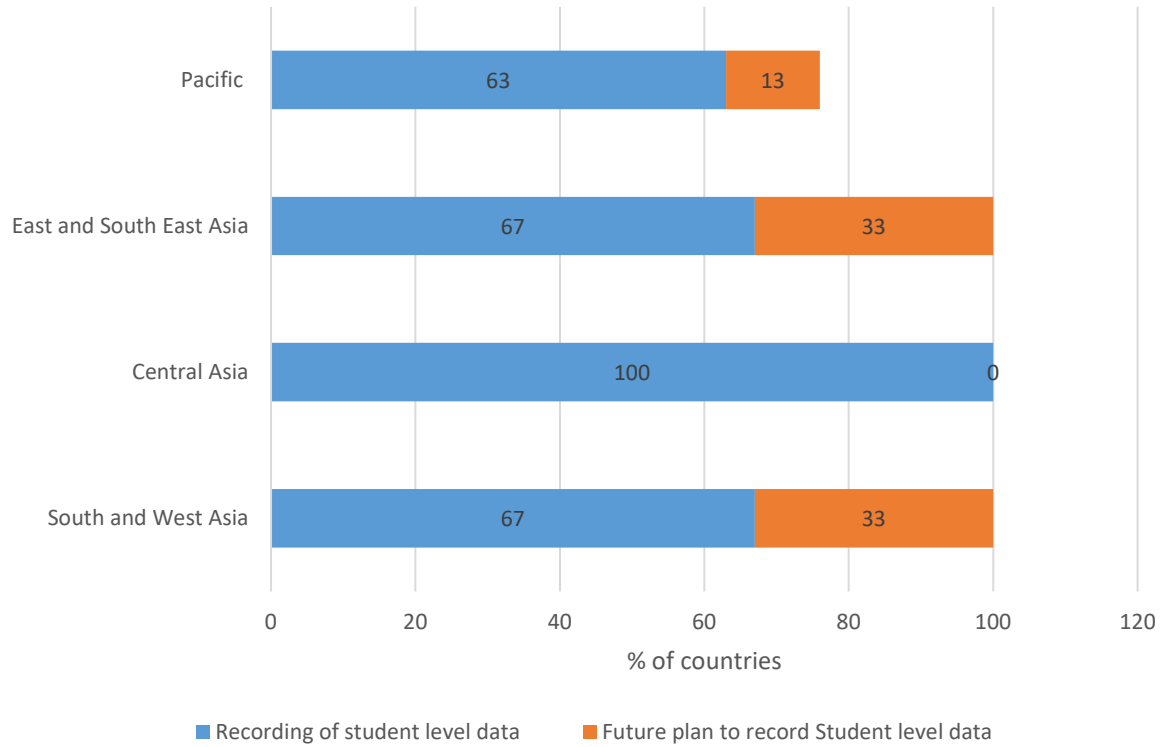
National Example 9. Recording students with disabilities – Afghanistan

Province ()		District ()			Village ()				School Name ()				School Code ()							
Class	Number of sections (Shoba)			Number of registered students in attendance sheet		Number of registered students in first shift		Number of registered students in second shift		Number of registered students in third shift		Number of registered students in fourth shift		Incoming Transferred students		Outgoing Transferred students		Number of students with disabilities		
	Male	Female	Both	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
1																				
2																				
3																				
4																				
5																				
6																				
7																				
8																				
9																				
10																				
11																				
12																				

Source: SMIS form – The Gambia and Afghanistan.

- Data are mostly aggregated by grades –not by individual students
- Not necessarily follow the International standard classification (e.g. WG);
- Not covering all aspects of access, participation and outcomes of students with disabilities.
- Though there are greater proportion of countries (included in the analysis) are identifying students with disabilities in their EMIS, generating data/indicators could be very limited due to the reliability and non-consistency

% of countries which have individual student record system



Source: UIS, 2019. Data Innovation for Producing SDG 4 Indicators: A Global Analytical Report



MINISTRY OF EDUCATION
Directorate of Policy and Planning
Department of EMIS

STUDENT ENROLMENT FORM (School Year:)

Please update/complete all required information on this school form.

School Number: School Name:

PART 1: STUDENT IDENTIFICATION

Student Name:

Sex: Male Female Date of Birth: / / (DD/MM/YYYY)

Father Name:

Mother Name:

Student Address > * Please do not enter school address here

District:

Sub-District:

Suko:

Village: Phone No:

PART 2: STUDENT'S DISABILITY CONDITION (Pls ask these Questions to the child's parents)

(Please write down an appropriate code)	
Does your child having difficulty seeing?	<input type="text"/>
Does your child have difficulty hearing?	<input type="text"/>
Does your child have difficulty walking or climbing steps?	<input type="text"/>
Does your child have difficulty remembering or concentrating?	<input type="text"/>
Does your child have difficulty wathing themselves or putting on their clothers?	<input type="text"/>
Does your child have difficulty with language, for example understandinf what you say or being understand?	<input type="text"/>

- 0: No. No difficulty
- 1. Yes . Some Difficulty
- 2. Yes. Lot of Difficulty
- 3. Yes. Cannot do at all

- In Asia and Pacific, many countries record student's data by individual level, however, EMIS were not designed to manage data at individual level
- Recently, more and more countries have moved from aggregate data collection to individual data management information system

3. Challenges in generating data on education access and participation of persons with disabilities

Analysis of 75 National Education Plans

- Issues of inequalities are not adequately addressed in National Education Plans
- Mostly sex disaggregation has been commonly foreseen (reducing gaps between male and female)
- Some cases, Location is addressed (e.g. urban and rural disparity in primary education will be reduced to less than 20%)
- Wealth and disabilities are least addressed

Countries are not very much obliged to generate data on disabilities

Data always follows policies/plans

Table 4.1 Indicators included in national education plans

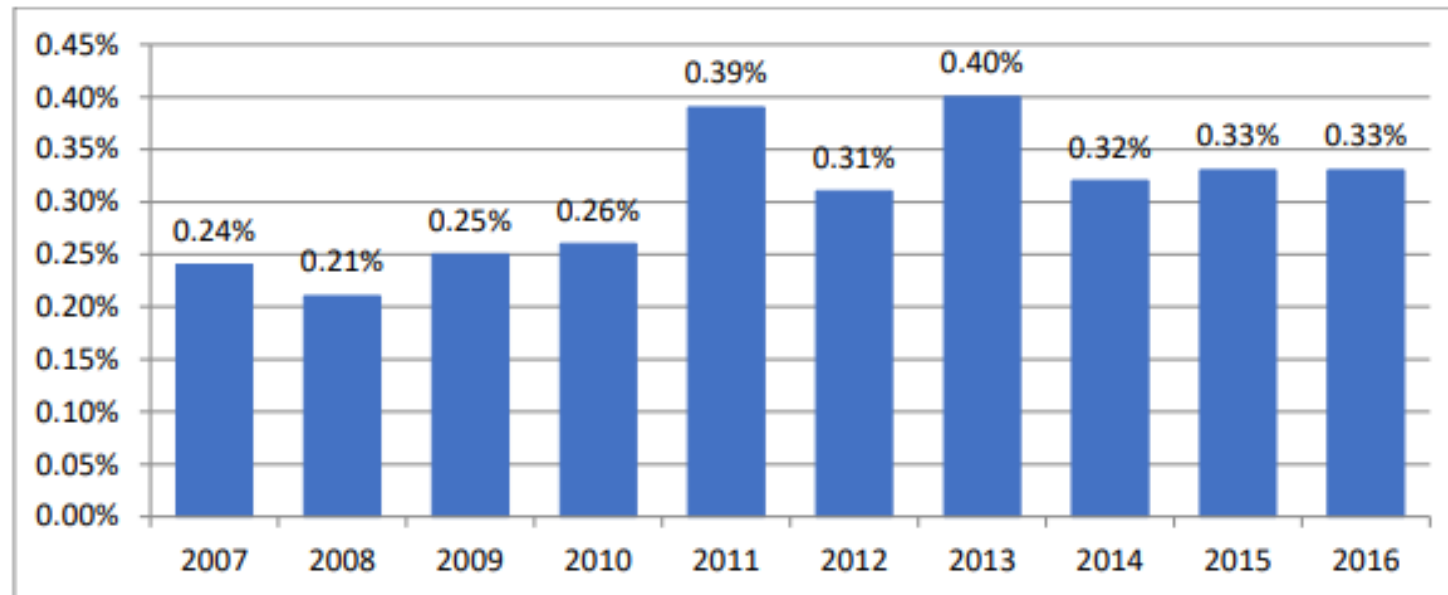
	Among global and thematic indicators for SDG 4?	Equity?	Dimension			
			Sex	Location	Wealth	Disability
Learning						
Percentage of students proficient in reading for an education level						
Percentage of students proficient in mathematics for an education level						
Percentage of students achieving minimum grade/score in national examinations	Yes	Yes	-	0	0	0
Percentage of students passing national examinations at the end of each education level		Yes	-	0	0	0
Percentage of students achieving minimum proficiency level (reading and mathematics) at end of the grade/education level	Yes	Yes	-	0	0	0
Learning achievement rates in examinations improved to "x %" by year "y"		Yes	-	0	0	0
Average percentage of correct answers in national examinations (reading and mathematics)						
Access: Participation						
Number of new entrants per education level		Yes	+	-	0	-
Gross enrolment ratio	Yes	Yes	+	-	0	-
Net enrolment rate		Yes	+	-	0	-
Gender parity index	Yes	Yes	-	0	0	0
Access: Completion						
Retention rate per grade or education level						
Drop out rate by grade/education level		Yes	-	0	0	0
Survival rate by education level						
Completion rate by education level	Yes	Yes	++	0	0	0
Transition rate to next education level		Yes	-	-	0	0
Free Education						
Education provision per education level guaranteed for all by year "x"						
Abolish fees for education level "x" by year "y"						
Number of years of compulsory schooling	Yes, under the category "participation"					

Notes: ++ High frequency indicators: indicators most commonly found in the different education levels when compared to other indicators for the same category (i.e. learning, access, free education) in the reviewed national education plans.
 + Frequent indicators: indicators commonly found in the different education levels when compared to other indicators for the same category (i.e. learning, access, free education) in the reviewed national education plans.
 - Low frequency indicators: indicators least commonly found in the different education levels when compared to other indicators for the same category (i.e. learning, access, free education) in the reviewed national education plans.
 0 Indicators: indicators not found or almost not found in the different education levels when compared to other indicators for the same category (i.e. learning, access, free education) in the reviewed national education plans.

Source: Authors' analysis of 75 national education plans.

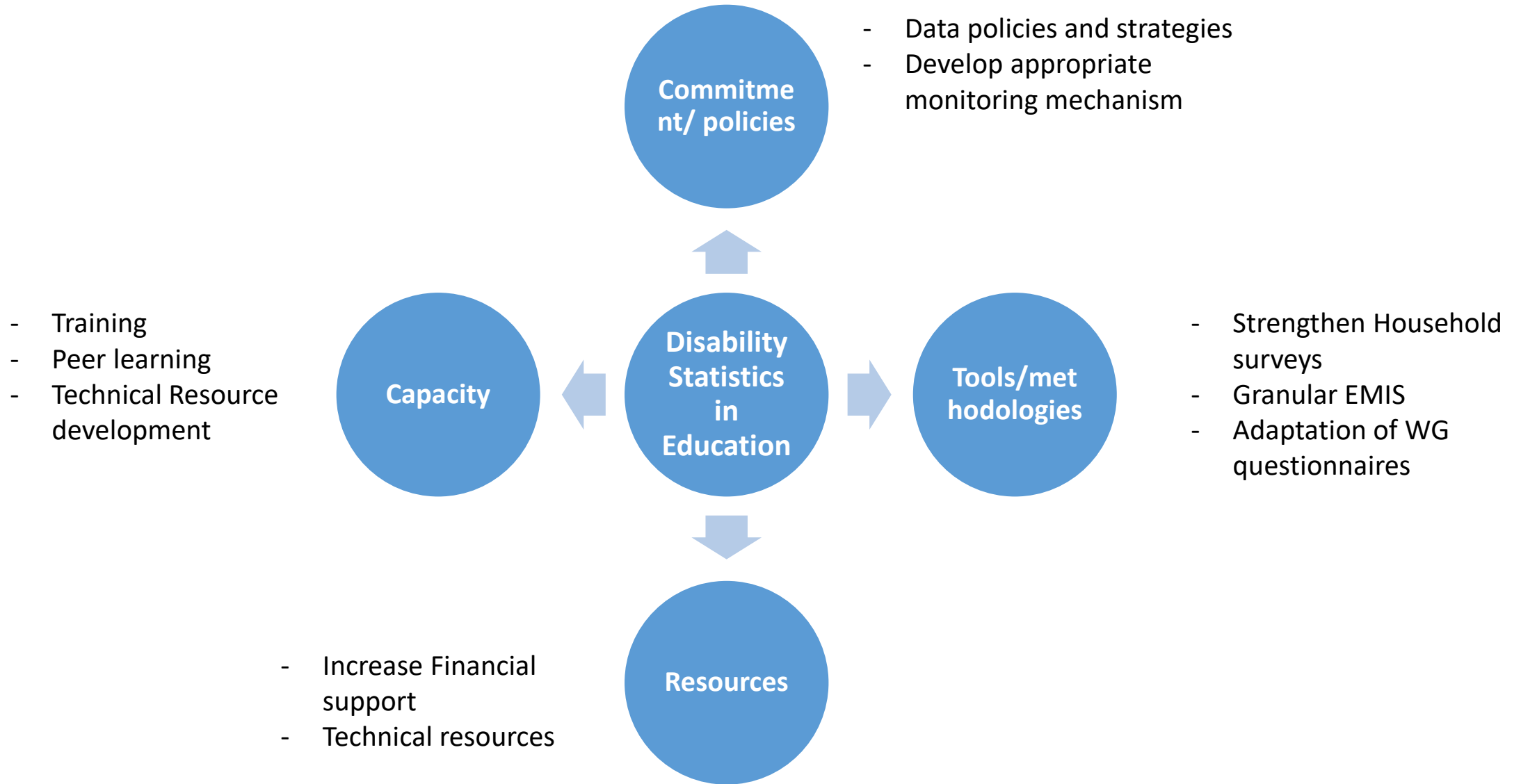
- Most of the Statistical systems in the countries are underfunded or heavily relied on external funding
In Lao PDR, only 35% of the NSDS has been planned under public financing; In Tajikistan it is only 25% and in Maldives it is 76%.
- The share of ODA to statistical development is very small
- In many countries, the share of M&E in Education spending is less than 1 % of total public education spending
- With limited resources, data on disabilities might not get priority

Figure 1: Commitments for statistics, share of total ODA



Source: PARIS21 (2018b).

4. Strengthening data on children with disabilities- Way forward



Questions/Clarification??



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