

Answer **all** questions in this section. Answer in the space provided.

Document A (adapted from the original report)

This 2018 report by UNESCO (United Nations Education Scientific and Cultural Organization) presents key findings on education and disability. The Sustainable Development Goal (SDG) 4 calls for “inclusive and quality education for all”.

Persons with a disability are among the population groups most likely to suffer from exclusion from education but data that permits an analysis of the links between disability and education remains scarce. This report examines educational differences linked to disability based on data from 49 countries and territories for five education indicators:

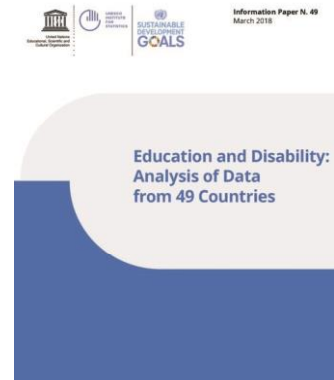
- The proportion of **15-29 year-olds** who ever attended school
- The out-of-school rate (primary school age, lower secondary school age)
- The completion rate (primary education, lower secondary education)
- The mean years of schooling of the population 25 years and older
- The adult literacy rate (population 15 years and older)

The small sample size of many of the surveys that were analysed, and the relatively small proportion of persons with disabilities in each country’s population affects the survey’s accuracy. Moreover, because of the scarcity of national data, it is currently not possible to generate statistics on the status of persons with disabilities with regard to education that are regionally or globally representative.

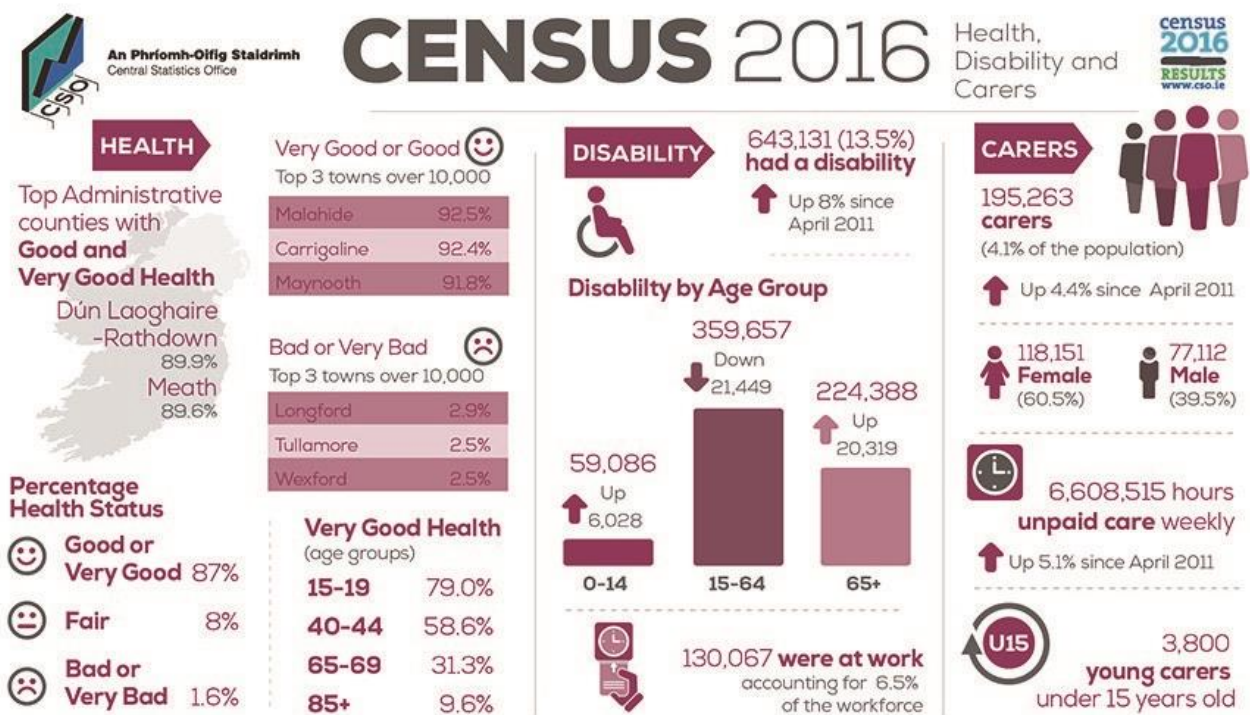
The results of the analysis confirm that persons with disabilities are almost always at more of a disadvantage than persons without disabilities. On average, the former are less likely to ever attend school, they are more likely to be out of school, they are less likely to complete primary or secondary education, they have fewer years of schooling, and they are less likely to possess basic literacy skills. 15-29 year-olds with disabilities are less likely to have attended school than those without disabilities in almost all of the 37 countries for which data were available. On average, 87% of persons without disabilities attended school, compared to 77% of persons with disabilities. The biggest gaps between persons with disabilities who attended school and persons without disabilities who attended school were observed in Vietnam (2009), Egypt (2006) and Indonesia (2010). In these countries 44%, 43% and 53%, respectively of people with disabilities did not attend school. In comparison, in the same countries, 97%, 89% and 98% of people without disabilities did attend school.

Key Recommendations:

- A full inventory of currently available data should be undertaken to establish national baselines for Sustainable Development Goal (SDG) 4 monitoring with regard to disability.
- Data collection on disability must be increased to fill gaps in current data coverage.
- National statistical capacity for disability measurement must be strengthened, in particular in developing countries.
- Coordination of activities by national and international agencies in the area of disability statistics should be improved.
- Funding by international donors and foundations for collection and analysis of data on disability must be increased.



Document B (adapted from CSO website)



Education data for People with Disabilities

Census 2016 showed that people with a disability ceased their full-time education at an earlier age than the total population with 5.4% of disabled people aged 15 to 50 (inclusive) having left full-time education before reaching the age of 15. In addition, almost 47% of disabled persons had finished their education between the ages of 15 and 18.

The level of educational achievement amongst people with a disability was much lower than that of the general population. Amongst people with a disability aged 15 to 50 (inclusive), 13.7% had completed no higher than primary level education, compared with 4.2% of the general population. Likewise, only 37% of people with a disability aged 15 to 50 (inclusive), had completed third level education, compared with 53.4% of the general population.

Employment data for People with Disabilities

The labour force is made up of people aged 15 and over who are employed, looking for a first job, or unemployed. The percentage of people aged 15 and over who participate in the labour force (as opposed to being a student, homemaker or retiree) is known as the labour force participation rate. In 2016, there were 176,445 persons with a disability in the labour force, giving a labour force participation rate of 30.2% compared with 61.4% for the population overall.

Of those with a disability aged 15 and over in April 2016 (584,045 people), just 22.3% (130,067) were at work, compared with 53.4% of the overall population in that age group. Overall in April 2016, 6.5% of those at work had a disability.

The unemployment rate amongst persons with a disability was 26.3%, more than double the 12.9% rate for the population as a whole.

Question 2

(50 marks)

(a) According to Document A, what is the purpose of the UNESCO report?

(b) According to **Document A**, in which **three** countries were the largest gaps between persons with and without disabilities observed?

(i) _____ (ii) _____ (iii) _____

(c) According to the infographic in **Document B**, what were the top **two** administrative counties with good and very good health?

(d) According to **Document B**, what was the difference between the third level education rates of people with a disability and the general population aged between 15 to 50 years?

(e) Having read **Document B**, would you agree that disability has far-reaching impacts on other groups in society? Justify your answer with relevant data from the document.

(f) **Document A** states that "...persons with disabilities are almost always at more of a disadvantage than persons without disabilities". Based on your reading of Document B, can the same be said for Ireland?

Question 3

(40 marks)

(a) According to **Document A**, what are **two** of the limitations on the accuracy of the survey?

(i) _____

(ii) _____

(b) Based on the 'Key Recommendations' in **Document A**, identify **two** reasons why improved data gathering is important for the success of future reports?

Reason 1 _____

Reason 2 _____

(c) According to the infographic in **Document B**, how have the levels of disability changed since April 2011? Is this trend consistent across the three age groups described? Explain your answer.

(d) Based on your reading of **both** documents, which is a more useful way to communicate large amounts of statistical data: written accounts or visual representations (graphs and/or infographics)? Justify your answer with specific examples from both texts.

(e) What is the value of comparing Irish data on disability with those of other countries around the world? What impact might this have on our engagement with the Sustainable Development Goals (SDG) 4 mentioned in **Document A**? Explain your answer.
