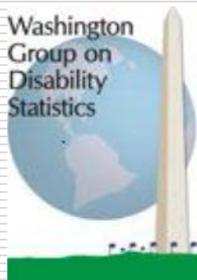


# The UNICEF/WG Module on Inclusive Education

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## UPDATE ON THE DEVELOPMENT OF THE MODULE ON INCLUSIVE EDUCATION

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15th WG meeting,  
Copenhagen 27-29 October 2015

# The UNICEF/WG Module on Inclusive Education

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- Since 2012 UNICEF and WG have been working on an *extended set* of questions on child disability that *focus on environmental factors and participation in school*:
    - to provide an overview of environmental influences on participation in school
    - to identify areas with key bottlenecks
- 
- to provide information that can inform policy

# Background (1)

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Children with disabilities are:

- less likely to ever go to school
  - less likely to learn essential skills if they do go to school  
and
  - more likely to drop out before completing a full course of education.
- ✓ Disability is often a more significant factor in relation to exclusion from education than gender or geographical location, and living in poverty.
- ✓ To children with disabilities, exclusion from education sets out a disadvantage for the rest of their lives, putting them at a higher risk of negative social and economic consequences such as isolation, neglect, abuse, poverty and preventing them from full participation in society.

## Background (2)

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- The **Convention on the Rights of the Child** (art. 28 & 29) and the **Convention on the Rights of Persons with Disabilities** (art. 24).
- The **Sustainable Development Goals**: Goal 4: Ensure inclusive and equitable quality education and promotion of lifelong learning opportunities for all.
- **Poor availability of data on children with disabilities in school and out of school** affects the policy-makers' capacity to define strategies and to take appropriate actions in order to promote their full participation in school.

# Steps in developing the Module:

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- To build a **conceptual framework**: Expert meeting in June 2013
- To **search and review existing survey tools** – with a focus on environmental factors and participation of children with disabilities in school
- To prepare a **draft module** and its revision
- To **validate** the Module: cognitive and field testing in 2015-2016
- To **finalize** the Module by 2016

# ICF: disability and environmental factors

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- Disability is the interaction between a person with an impairment and an unaccommodating environment.
- ICF: Five categories of environmental factors that may influence participation:
  - (1) *Products and technology*
  - (2) *Natural environment and human-made changes to environment*
  - (3) *Support and relationships*
  - (4) *Attitudes*
  - (5) *Services, systems and policies.*
- Environmental factors may act as barriers or facilitators to participation of individuals.

# The Conceptual Framework (a)

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- Consultation with experts led to a **conceptual framework** that guided the development of the questions.
- It identifies four main domains of barriers to school participation to be addressed in the Module:
  - Attitudes
  - Getting to school
  - Accessibility
  - Affordability

# The Conceptual Framework (b)

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## 1. Attitudes

- parents perceptions
- their perceptions of - other's attitudes
- societal and cultural norms
- other children's attitudes
- school staff perceptions

## 2. Getting to School

- transportation (characteristics of all aspects of the system and the need for assistance)
- environmental and social safety
- weather/seasonality

# The Conceptual Framework (c)

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## 3. Accessibility within the School

- physical accessibility (entryway, corridors, bathrooms, lunch room, classroom, common areas etc.)
- information accessibility
- communication accessibility
- programmatic accessibility/adaptability
- teacher and school attitudes towards disability

## 4. Affordability

- fees, costs, and competition for resources associated with attendance
- availability of types of assistance (financial, assistive devices, rehabilitation)
- non-educational benefits (e.g., meals)

# Out of school children

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- Furthermore, it was deemed important to develop a separate section of the questionnaire aimed at getting information on **reasons why a child may be out of school.**

# Search and Review of survey tools:

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- Database search (PsycInfo, Google Scholar):
  - search terms: *environment, support, facilitator, barrier, attitudes, assessment, measurement, survey, self-report, participation, disability/ies.*
- References lists from retrieved publications were reviewed to identify additional studies involving the development or use of environmental measures
- UNICEF Database
- Demographic and Health Survey (DHS)

# Results of the review:

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- ❑ **32** measures in 20 different countries
- ❑ **668** questions related to environmental factors
- ❑ primarily used in smaller-scale research studies, and answered by a proxy respondent:
  - typically the parent or primary caregiver
- ❑ many of the surveys used outdated definitions of disability, focusing on disability as a primary cause of lack of participation.

# Draft module and revision

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- Questions from the selected measures have been mapped in the four domains of barriers.
- A first draft set of questions was developed using survey questions from the desk review and gaps were filled by additional questions covering the four domains.
- June 2014: the first draft was reviewed by internal UNICEF specialists in education and statistics.
- September 2014: the second draft was discussed at a small technical meeting with UNICEF and WG.
- December 2014: technical consultation with external experts to finalize the module.
- A first cognitive test was carried out in USA in 2015.
- The validation process will continue in 2016 → the final version.

# The Module on Inclusive Education...

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- focuses on *formal* education
- focuses on environmental influences on school participation, considering:
  - children in school
  - out-of-school children
- captures the interaction between environment and participation
- captures information on children with and without disabilities
- can be used across a variety of school contexts
- is intended to be used in conjunction with the Module on Child Functioning and Disability
- relies on parental perceptions/assessments

# Sample questions: *Attitudes*

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*Now I would like to ask you some questions about schooling for children with disability.*

Do you think children with *behavioural* disabilities should attend a regular school, special school for children with disabilities or not attend school at all?

# Sample questions: *Attitudes*

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We would like to understand why you answered as you did. Do you agree with the following statements?

- Special schools are better prepared to meet their needs
- These children feel most comfortable in special schools
- These children are most safe in special schools
- It is better for children without disabilities to be separated from children with disabilities.

We would like to understand why you answered as you did. Do you agree with the following statements?

- These children do not need to be educated
- These children are not able to learn
- Schools cannot meet the needs of these children
- These children would not be safe at school
- It would be bad for children without disabilities if children with disabilities went to school

# Sample questions: School environment/ *Getting to school*

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- Can (name) get to school by him/herself?
- How does (*name*) usually get to school?
- How long does it usually take (*name*) to get to school?
- Is (name) safe travelling to/from school?

# Sample questions: School environment- *Affordability*

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- In the (20xx) school year, did your household pay for the following items?
  - School tuition fees
  - Transportation to/from school
  - Meals at school
  - Boarding fees
  - Private tutoring
  - School materials and supplies
  - Assistive devices/technology
  - Special services and assistance
  - Other fees (exam fees, admission fees)
- Did you receive any assistance in cash or in kind for any of these expenses?
- Where did you receive the assistance from?

# Sample questions: School environment- *Accessibility*

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*I am now interested in knowing about the school that (name) is attending.*

- Do (name)'s teachers care about (hi/her) success in school?
- Does (name) have books that (he/she) is able to use?
- Does (name) receive special services or assistance in school?
- Is the school responsive if you have concerns about (name's) education?
- Does (name) move around the school easily?
- Does (name) feel accepted by (his/her) classmates?

# Sample questions: *Out of school*

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*We are interested in understanding the main reasons why (name) does not attend school.*

Does *(name)* not attend school because:

- there is not enough money to pay the costs of *(his/her)* schooling
- needs to work, earn money or help out at home
- it is unsafe for *(name)* to travel to/from school
- It is unsafe for *(name)* to be in school
- school is too far away
- no one is available to travel with *(name)* to/from school
- transport services are inadequate

# Sample questions: *Out of school*

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- (Name) does not receive special services or assistance (...) that he/she needs to attend school
- (Name) does not have assistive device/technology (.....) that he/she needed to attend school
- Teachers mistreat (name) at school
- (Name) was refused entry into school
- (Name) cannot move around the school or classroom
- (Name) cannot use the toilet
- School does not have a program that meets (name's) learning needs
- School does not help (name) in finding a good job

## Next steps:

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- Cognitive tests: additional in 2016
- Field tests in 2016
- Finalization of module in 2016

