

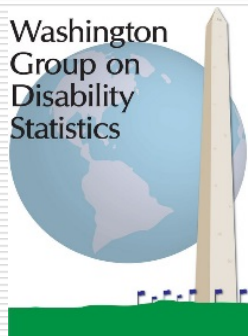
# Measuring the Environment and Participation

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## Inclusive Education and Employment

Julie D. Weeks

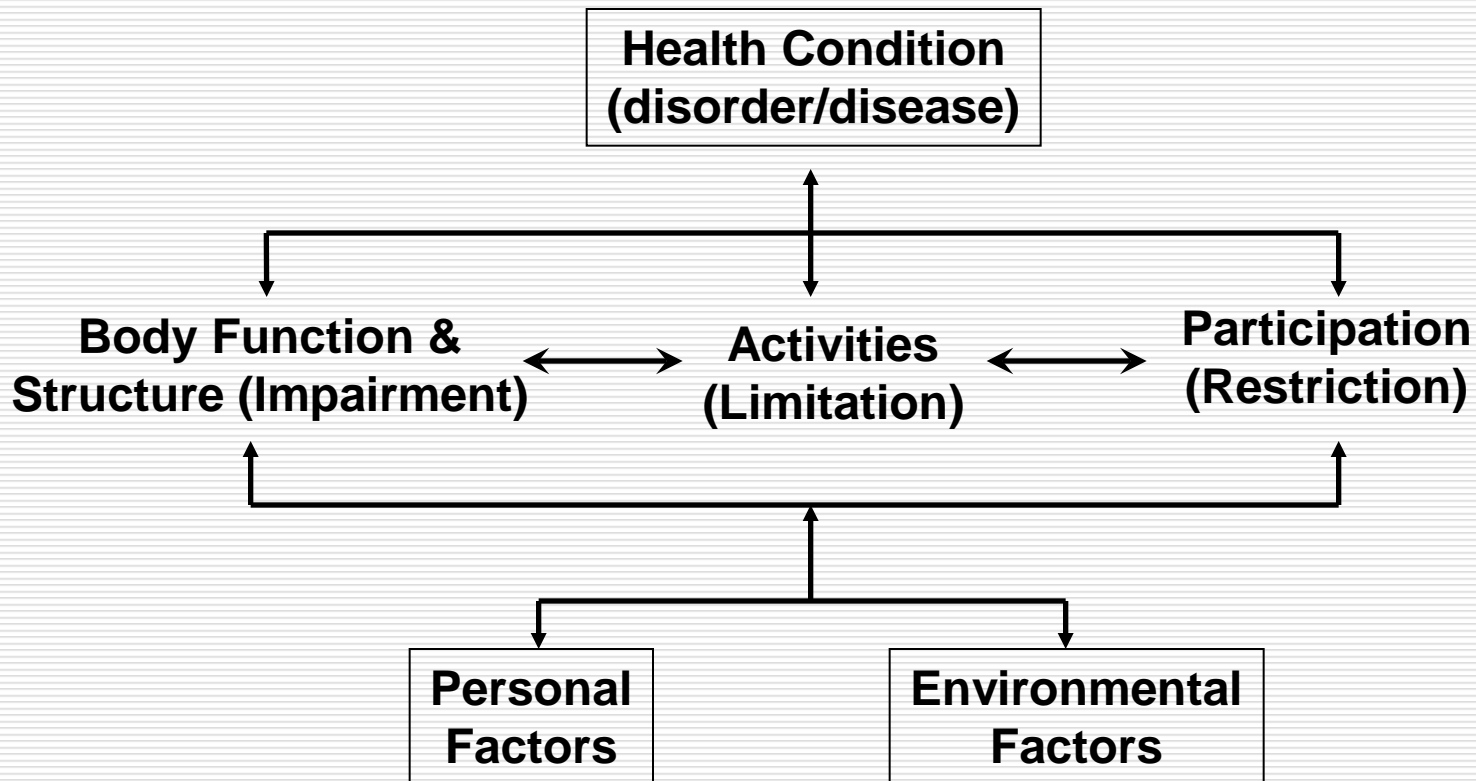
Washington Group on Disability Statistics



Washington Group on Disability Statistics  
Non-Regional Implementation Workshop  
Rome, Italy  
8-10 August 2017

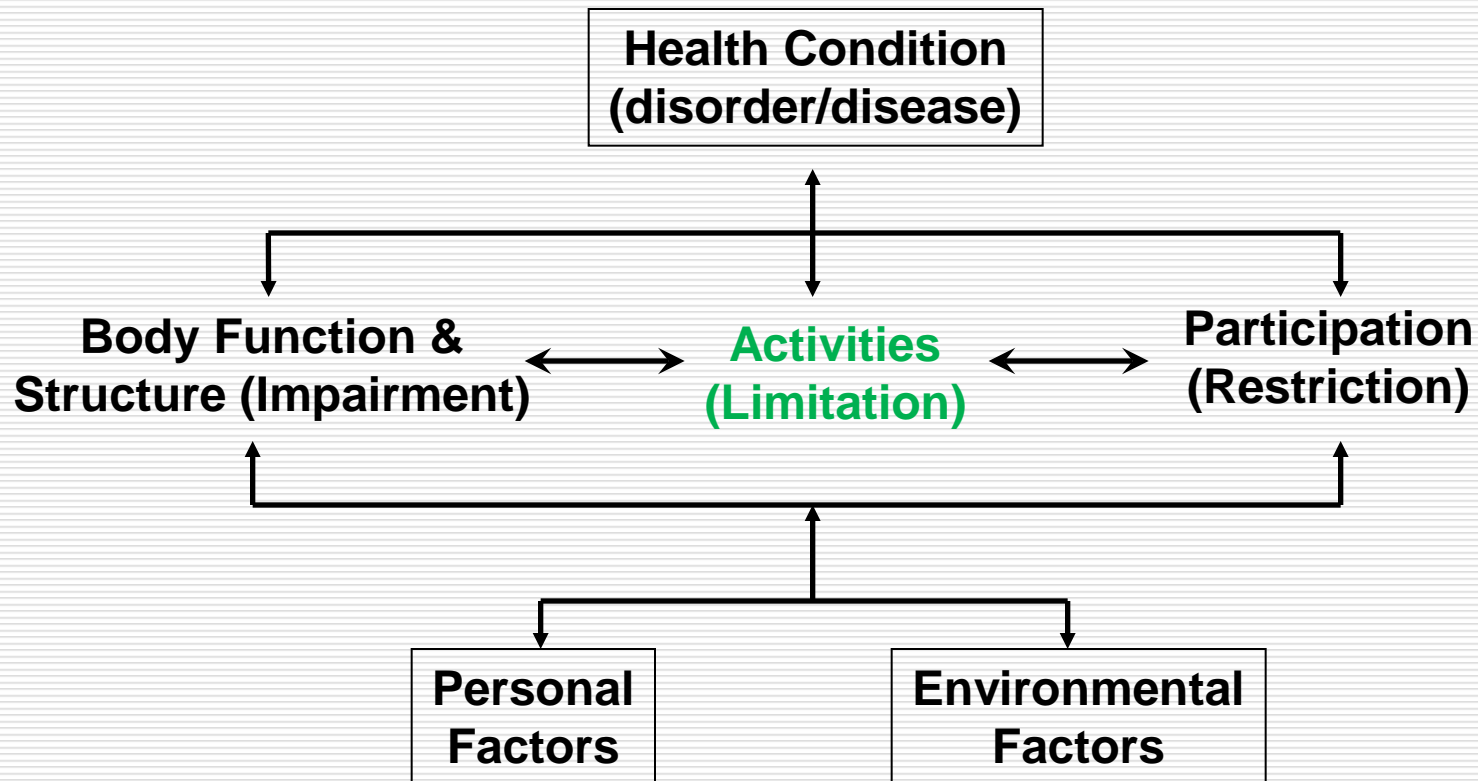
# The ICF Model - 2001

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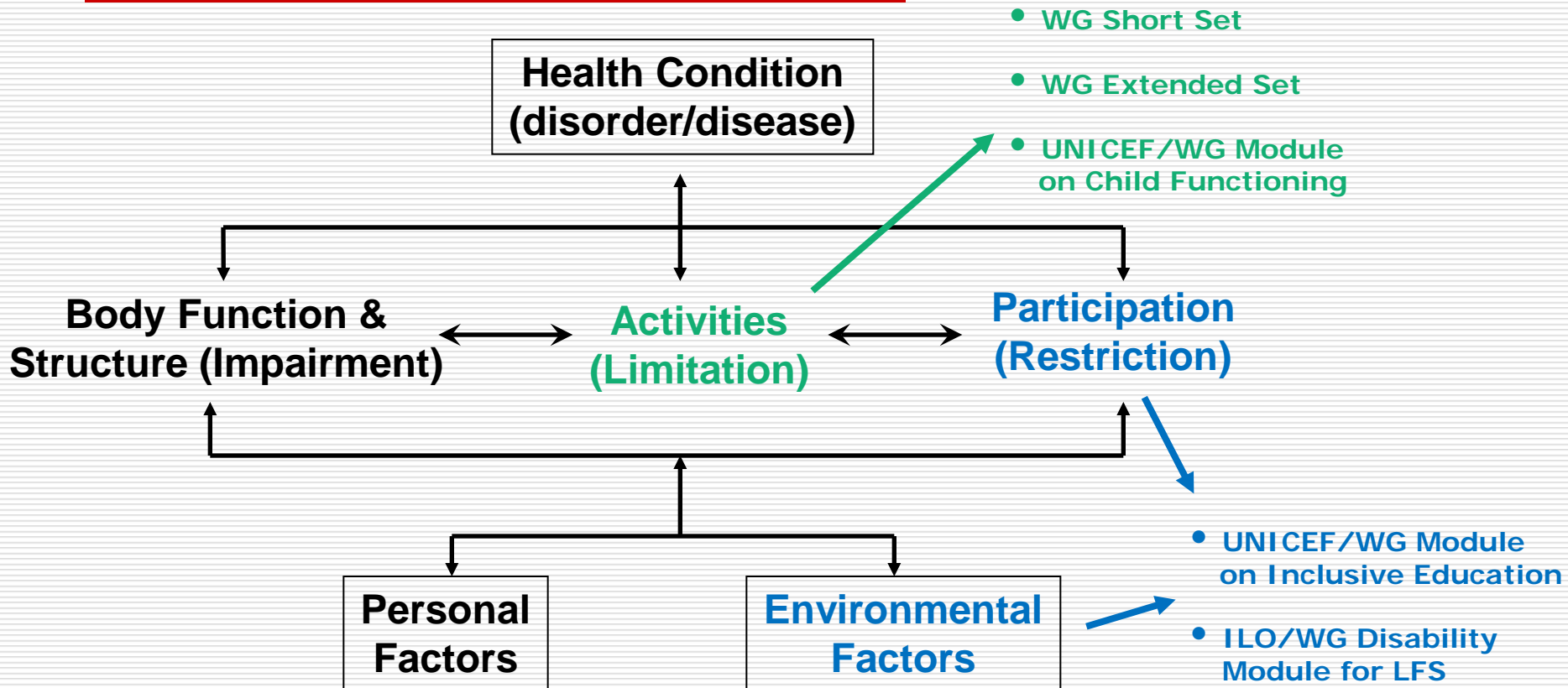
# The ICF Model - 2001

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# The ICF Model (2001)

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# Overview of WG/UNICEF Module on Inclusive Education

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# WG/UNICEF Module on Inclusive Education

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Since 2012 UNICEF and WG have been working on the development of a set of questions that will focus on *environmental factors* and *participation in school* for all children.

Goal: To develop a survey module that...

- can be used in conjunction with the Module on Child Functioning,
  - identifies both facilitators and barriers to school participation for children with and without disability, and
  - provides information for policy.
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# Justification

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- ✓ The **UN Convention on the Rights of the Child** (art. 28 & 29) and the **UN Convention on the Rights of Persons with Disabilities** (art. 24) express the aim of guaranteeing quality education for all children and the importance of removing barriers and providing the support needed to develop each child's potential.
- ✓ 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.

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# Rationale (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, geographical location, or living in poverty.
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## Rationale (2)

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- ✓ Exclusion from education places children with disabilities at a disadvantage for the rest of their lives, putting them at higher risk of negative social and economic outcomes, and preventing their full participation in society.
  - ✓ Limitations in data availability on children with disabilities in school and out-of-school hamper the capacity of policy-makers to design strategies and to taken appropriate actions to promote their full participation in school.
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# Steps in Developing the Module

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- Build a conceptual framework: Expert meeting held in June 2013.
  - Search for, and review, existing survey tools – with a focus on environmental factors and participation of children with disabilities in school. The review found:
    - 32 measures administered in 20 different countries
    - 668 questions related to environmental factors
  - Prepare and finalize a draft module: meetings with key stakeholders held in December 2014
  - Cognitive and field testing in 2015-2016
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# Conceptual Framework for Question Development

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Four domains related to the environment were identified within the context of school participation:

- Attitudes: societal and cultural norms; perceptions and attitudes of parents, other students and school staff
  - School Environment: physical and academic accessibility
  - Affordability: fees, costs, and competition for resources associated with attendance
  - Out of school: reasons why a child may be out of school
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# 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
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# 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
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# 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)
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# 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.**
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# Key Aspects of the Module

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- Focuses on *formal* education
  - Focuses on environmental influences on school participation, considering children with and without disabilities and children in and out of school
  - 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
  - Takes approximately 10-20 minutes
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# Next Steps

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- ✓ Cognitive testing:
    - 2015-2016: USA, Mumbai, India and Jamaica
    - 2017: Cambodia
  - Further cognitive testing: Kazakhstan
  - Field testing (upon completion of cognitive testing)
  - Module finalized by the end of 2018
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# Overview of Disability in Labor Force Surveys

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# Approaches to disability in LFS from around the world

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- Self-identification as having a “disability”
  - Participation Level
    - People who are facing work limitations because of barriers in the environment
  - Equalization of Opportunities Model
    - People with activity limitations at risk of having a disability
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# Results from examination of surveys

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- Most ask about “disability”
  - Most have yes/no responses
  - Some ask about impact on ability to work
  - Very few have desired approach
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# Other Questions

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- Needs for Assistance and Accommodation
  - Disability as a reason for not working
  - Cause
  - Attitudes
  - None with date of onset
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# DRAFT LFS Disability Module

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# Outline

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- Purpose of Disability Labor Force Module
  - Structure of Module and Place in LFS
  - General Issues to keep in mind when reviewing module
  - Review of Module
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# Purpose of Disability Labor Force Module

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- Disaggregation of standard labor force indicators by disability
  - Identification of labor market barriers for people with disabilities
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# Structure of Module in LFS

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- Standard demographic data
  - Disability identification questions
  - Standard employment indicators
  - If person with a disability:
    - special set of questions on why they are not working
    - special set of questions on attitudes
  - People without disabilities get asked regular set of questions on why they are not working and different questions on attitudes
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# Disability Identification

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Recommend WG Short Set or Extended Set?

- Brevity and Lower Cost versus Better Identification and Classification of Type of Disability

If use ES, should we include anxiety, pain and fatigue

- Identify more psychosocial disabilities but harder to analyze
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# Who gets asked follow-up disability questions?

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For domains other than anxiety, pain, and fatigue:

- Lot of difficulty in at least one area?
  - WG disability prevalence definition
- Some difficulty in at least one area? In at least two areas?
  - To pick up people with mild impairments that might still be associated work disability

For anxiety, pain and fatigue? Unclear.

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# Barriers and Facilitators to Employment

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For those “inactive and with at least a lot of difficulty”:

1. Training to qualify for available jobs
  2. Transportation from my home to available jobs
  3. Transportation services to accommodate people who have disabilities
  4. Help in locating available jobs
  5. Greater belief that someone will hire me
  6. Assistive devices or technology to help people with disabilities get to work and do their job
  7. Family members supportive with decision to work
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# Barriers and Facilitators to Employment, continued

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For those “employed and with at least a lot of difficulty”:

- Work place/schedule/work task accommodations

For all respondents:

- Employer, co-worker attitudes
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# Date of Onset

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Important because people with later onset may already have education, training and work experience that impacts their ability to work.

Should date of onset be after each functional domain, or a general question?

For example, for people identified as having a disability: *You said you have some difficulties with certain activities. When did these begin?*

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# Social Protection

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- Should there be additional questions on social protection?
  - On disability programs, general social protection, or both?
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# Discussion

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