



DISABILITY DATA & NGO_s

What do we do?

Example of in school data collection



Aude Brus, Research Specialist, Humanity & Inclusion
2021/11/08; Washington Group on Disability Statistics Annual Meeting

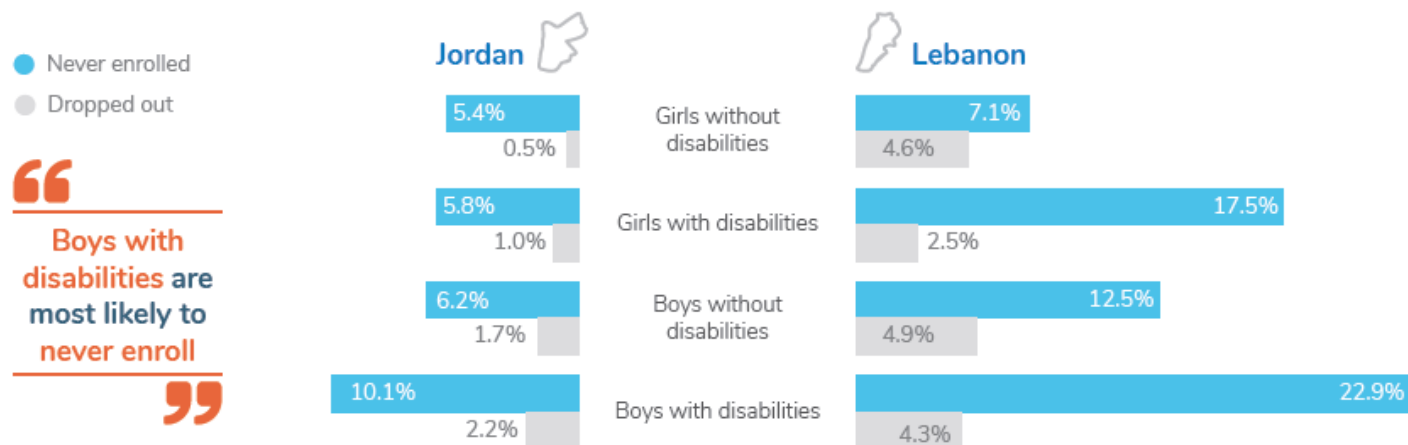
Why collecting disability data?

1- To get a clear and reliable picture of the situation of persons with disabilities – Several uses possible:

- To guide programmatic decision
- To feed advocacy actions (at national, regional or international level)
- To monitor interventions, e.g. creating a baseline

Disability and gender

Rates of boys and girls who dropped out or never enrolled



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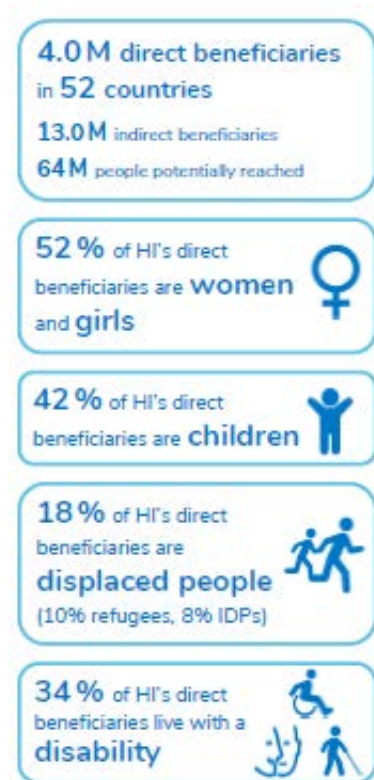
Boys with disabilities are most likely to never enroll

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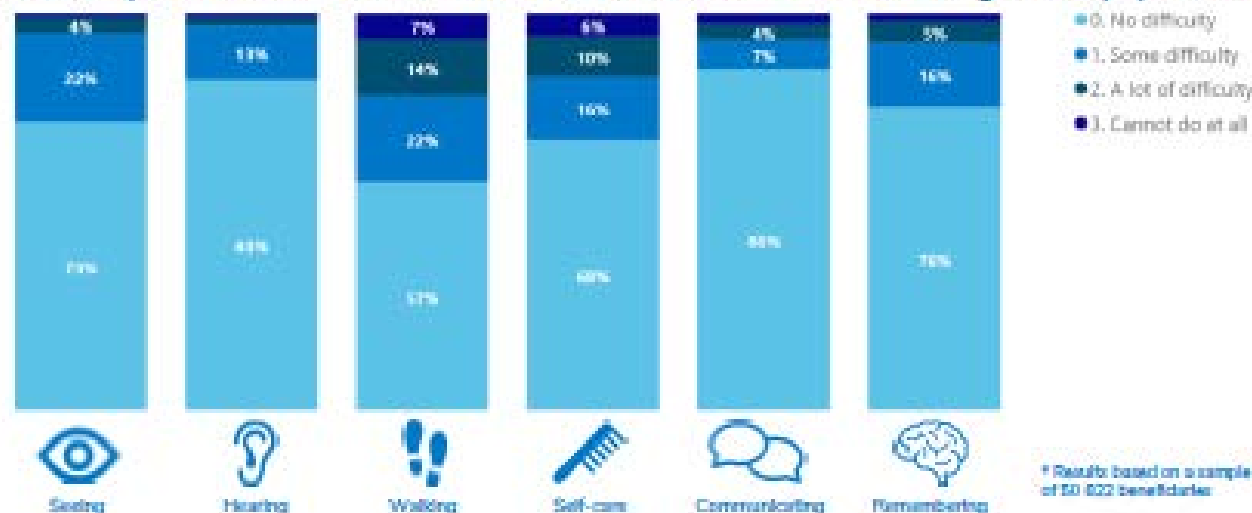
Example of application : Jordan and Lebanon barrier analysis (CFM) (with the support of Immap and the Australian Aid)

Why collecting disability data?

2- To meet **accountability requirements** & provide inclusion sensitive reporting by disaggregating information on beneficiaries by gender, age and disability



Level of difficulty in basic activities for HI's direct beneficiaries*, based on the Washington Group Questions



HI direct beneficiaries 2020 (Short Set)

How collecting disability data?

> Clear need for reliable, comparable and timely data

> Methodological issues:

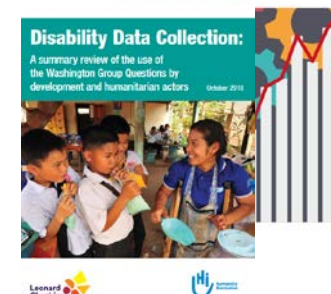
- Questions : which tool use? with who? And how?
- Answer: W G tools/ SS, CFM, CFM-TV...

> But: as a NGOs, we use these tools in contexts different from the setting in which they were developed (population surveys)

E.g. humanitarian settings

That's why we develop strong learning strategies to explore and analyze the scope of use scope - either based on continuous learning or based on research

HIEP project – Use of the Short Set Questionnaire in humanitarian settings



Focus on data collection in schools

- > **What are the specificities of such data collection?**
 - Data about children
 - Respondents: not the parents but teachers (e.g. displaced population..)
 - Timing of data collection
 - ...

- > **Available WG tools:**
 - CFM-TV
 - CMF

Example using the CFM-TV Applied Research in Senegal



Goal

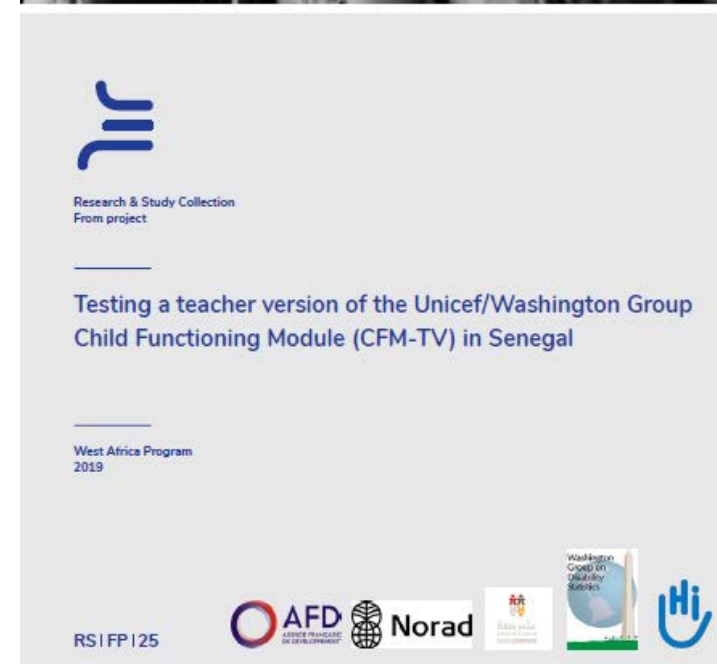
- Contribute to the development and testing of the Child Functioning Module-Teacher Version (CFM-TV)

Specific objectives

- Assess the reliability of the CFM-TV (interrater and intrarater reliability)
- Assess the feasibility/practicability of the CFM-TV in real school/classroom situations

Research team: HI research unit/ HI MEAL program/W G

Focus: In secondary schools; development context



Example using the CFM-TV Applied Research in Senegal

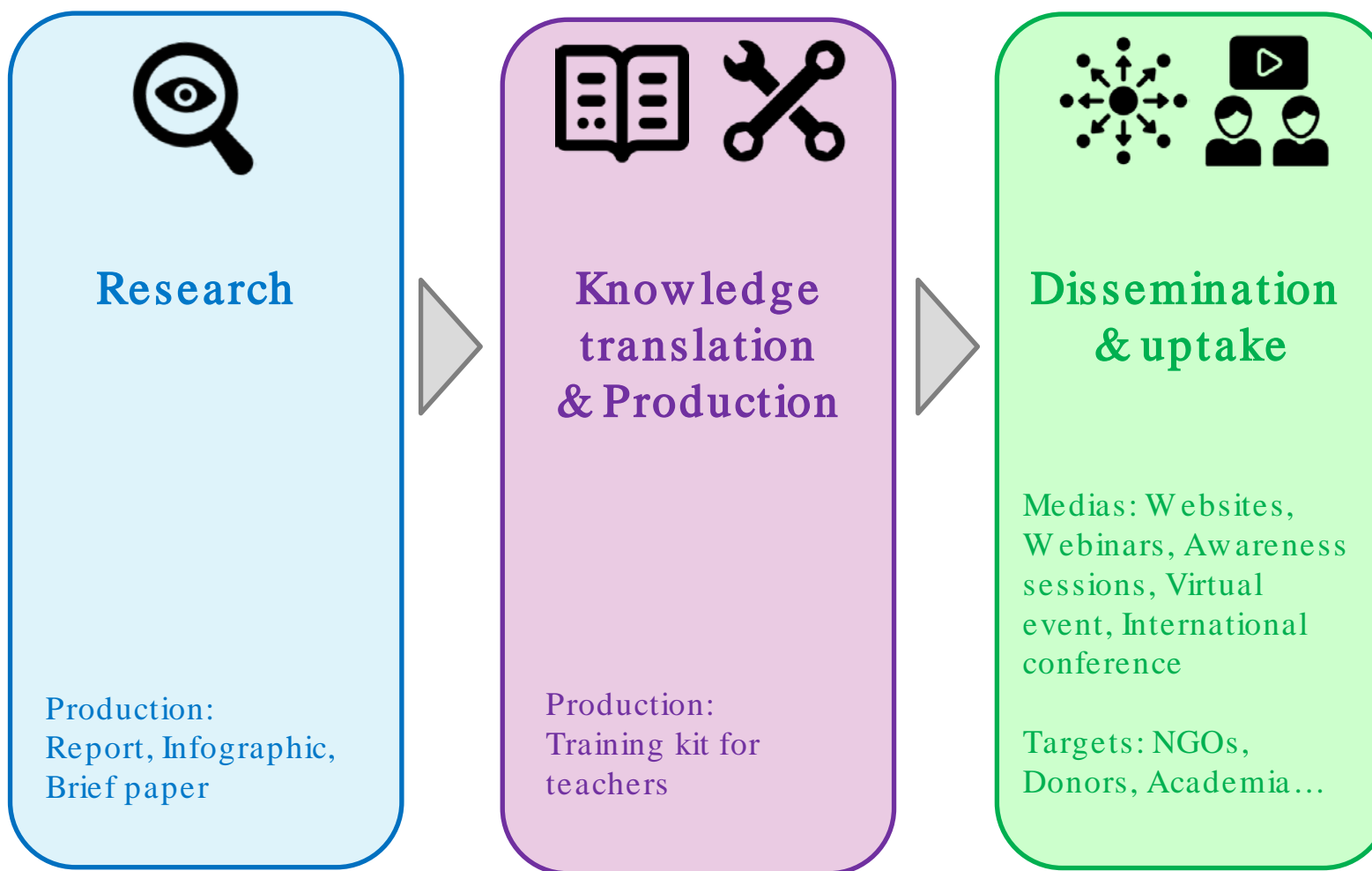
Main findings

- The disability prevalence [for 443 students] was 5.7%
- Basic functional domains (seeing, hearing walking and speaking) : simplest to address. More complex activities (learning, remembering, concentrating accepting change to routine, behavior, anxiety and depression) : considered “more difficult”
- Difficulties and reluctance observed but positive experience and positive impact reported by teachers themselves
- Training is essential on disability understanding, data collection & report procedures, methodology and the role of the teacher to ensure the data quality
- Be familiar with student is a key success factor
- More research required to further test the CFM/TV at a larger scale

Example using the CFM-TV

DiDa Schools project - Disability Data in schools in Emergencies and protracted crises (Uganda; settlements)

Under development



15 months



Example using the CFM

Inclusive Education Operation project in Nepal

Continuous learning contributions



> The CFM has been used by teachers in primary schools in Nepal as part of operational projects (in addition to being used by parents/ caregivers)

> Continuous learning:

1. Teachers found that questions on anxiety and depression were particularly challenging to answer

2. Teachers overall enjoyed the process and found that it was helpful for them in terms of their understanding of the students in their class (understanding difficulties students may face)

3. Training is critical especially in understanding the concept of comparisons to other children (e.g. not to the best in the class but to the average)

4. Accurate translations and back translations are critical

Conclusion

- > Disability related data collection is alive/ dynamic: there is always a need to develop and test sets of questions to identify people with disabilities effectively
- > The diversity of targets and entry points for data collection should be seen as an opening for more opportunities to collect high quality data on people with disabilities
- > CFM- TV appeared to be an effective tool that can be used by teachers to identify children at risk of disability but need for exploring how it works in various settings (e.g. humanitarian settings amongst refugees)

Thanks for listening!