

A young girl with a focused expression is writing on a bright blue wall. She is wearing a red dress with a subtle pattern and a black headscarf with a green and white floral border. The wall has some faint white Arabic calligraphy on it. The background is a soft, out-of-focus blue.

STRENGTHENING THE AVAILABILITY OF CHILD DISABILITY DATA IN SCHOOL CONTEXTS

Filipa de Castro
Claudia Cappa

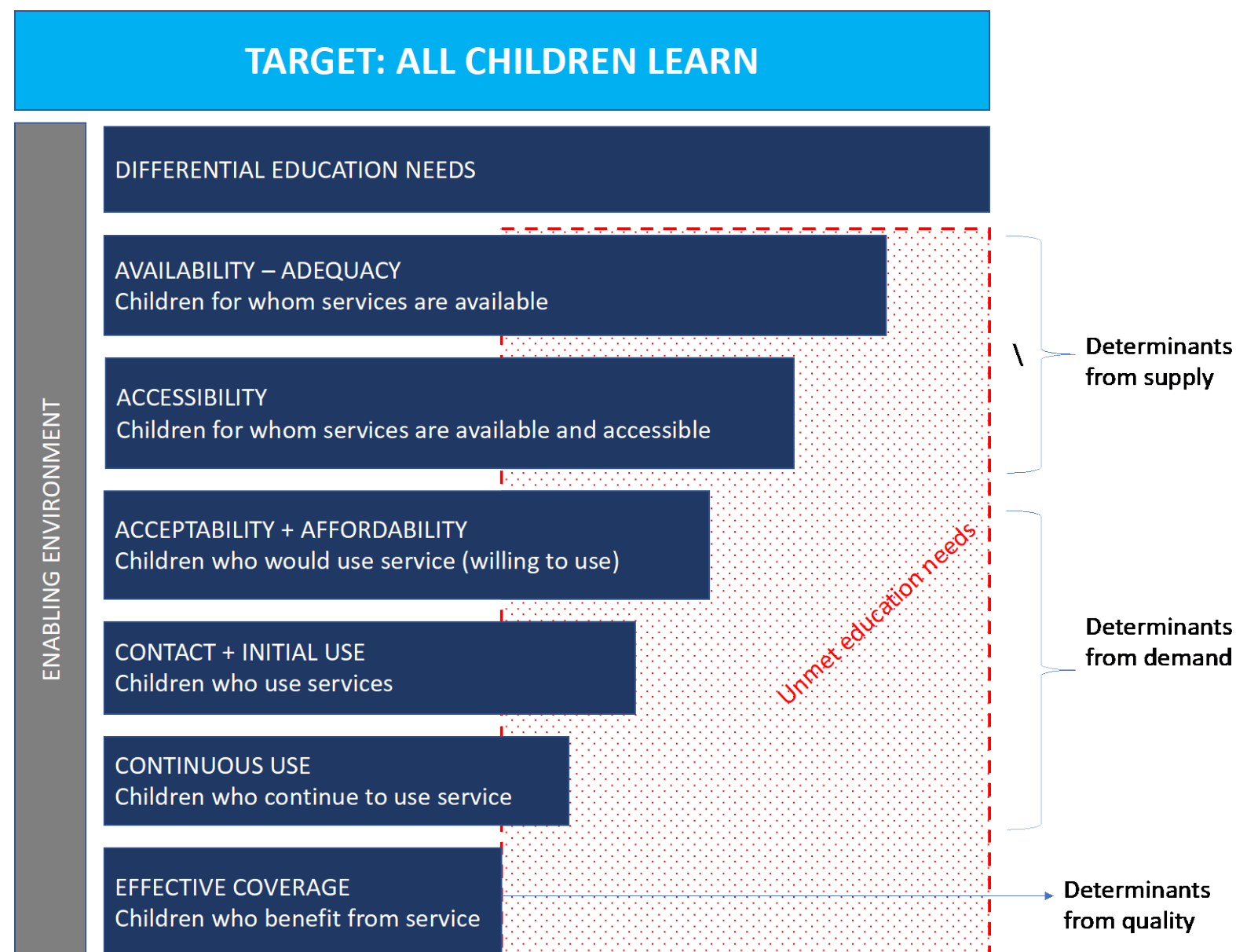
Division of Data, Analytics, Planning and Monitoring, UNICEF

Problem statement

Children with disabilities are at higher risk of exclusion from the educational system, in part due to implementation gaps between disability-inclusive policies and service delivery in schools and communities.

Addressing this gap requires comprehensive and good quality data on:

- The number of children with disabilities in an out of school
- The experience of children in the education system
- The educational structures and resources that are required to deliver a school environment that is adequate for all children and inclusive of children with disabilities



Data sources

Data is needed to understand both demand and supply determinants of inclusive education

Surveys need to incorporate questions to identify children with disabilities and their education status - be conducted at regular intervals; surveys can also provide information on school environment and barriers to education from the perspective of parents

Education Management Information Systems (EMIS) can be capitalized as an important source of data required to inform policy development and evaluation. To meet this objective, **EMIS need to be adapted** so that they can collect data in a standardized, consistent, reliable and timely manner.

Past activities and available evidence

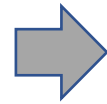
- Testing on the application of the Child Functioning Module (CFM) in EMIS in Tanzania (2015), Fiji (2015) and Senegal (2019)
- Important conclusions to be addressed in the current testing protocol:
 - Some domains easier to measure than other.
 - The ability for teachers to answer the CFM and related accuracy is related to the teachers' individual knowledge of students.
 - Knowledge deeply related with teacher's characteristics and time spent with children, timing of CFM report during the school year.
 - Training should aim to fully standardize teachers in their understanding of functional difficulties and in their accurate report using the CFM

A close-up photograph of a person's hand with a prosthetic orange finger pointing at Braille on a document. The background is dark and out of focus, showing a pen and a textured surface. The text is overlaid on a semi-transparent dark rectangle.

TESTING THE USE OF THE CFM QUESTIONS IN EMIS

Project aims

Aggregated school-level data



Test whether, and under which conditions, the CFM can be used to generate reliable disability data in the context of EMIS.

Individual student-level data



Identify promising approaches for school-based disability assessment tools and protocols.

Implementation guidance



Generate relevant information on the implementation side and identify the core components of a standardized, comprehensive approach to disability measurement in EMIS.

EXPECTED OUTCOME

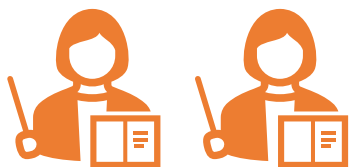
Strengthen countries' capacities in terms of the delivery of inclusive data, relevant for the monitoring of children in regards of Article 24 of the CRPD

Study design considerations

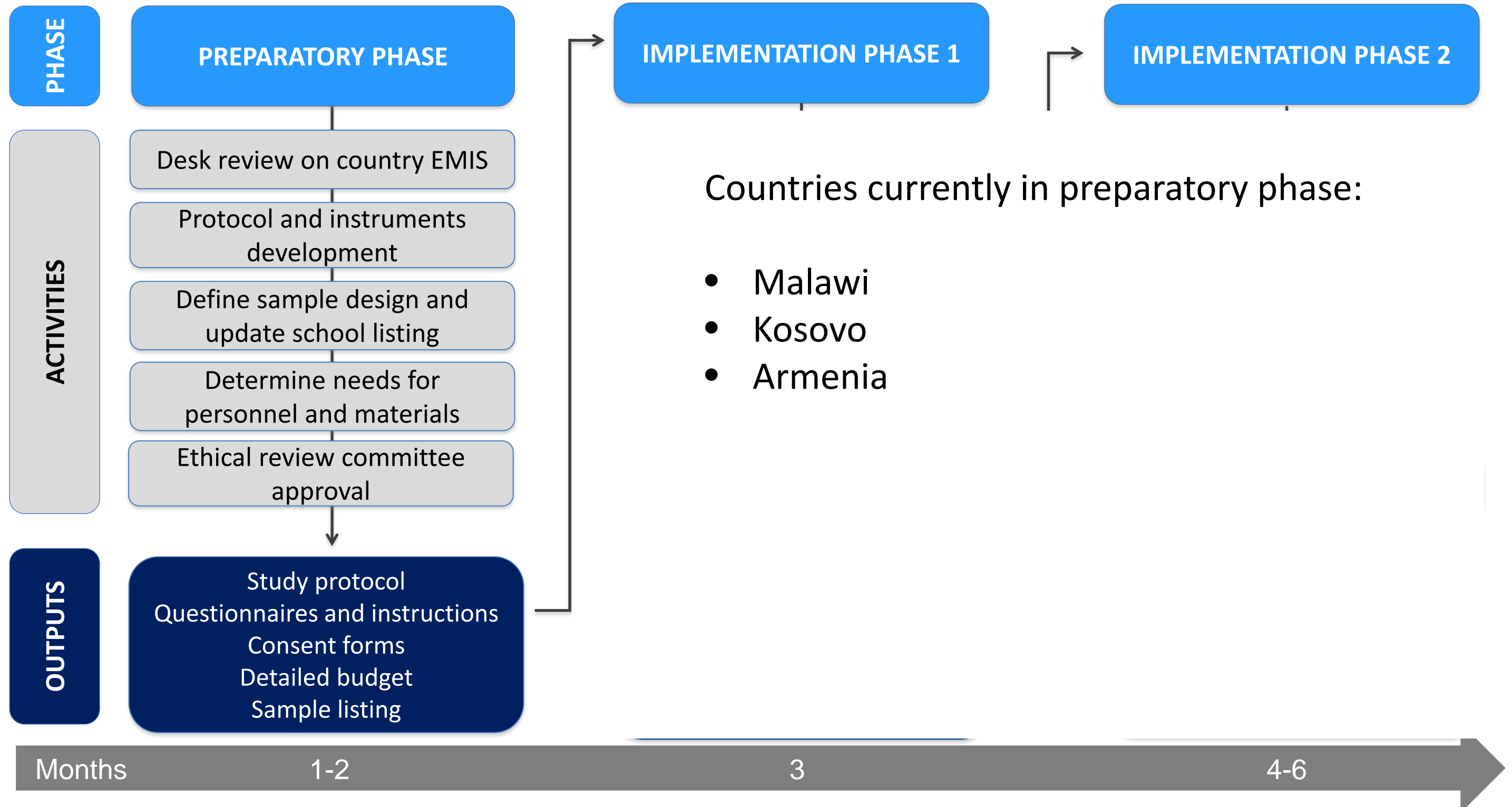
- The school-based versions of CFM and IEM should, ideally, be tested through a protocol that generates **representative data** of the national educational system with some level of stratification, such as urban and rural settings. The sample design strategy also needs to provide:
 - Sufficient sample size required to ensure precision:
 - In terms of the prevalence of the indicators of interest
 - In terms of the analyses looking at inter-rater reliabilities
 - Adequate sample design addressing the variability and heterogeneity within and between schools
 - Adequate stratification
 - Ensuring sufficient sample sizes within strata – maybe requiring oversampling of specific sub-groups

Data to be collected

School level	Classroom level	Teacher level	Student level
Size Basic information on student, teacher, staff numbers, etc. Open times School spaces, infrastructure WASH, internet	Size Student/teacher ratio Learning spaces Class layout Equipment	Demographics Teacher profile, experience, etc. Class hours Knowledge, attitudes and practices related to disability and functional difficulties	Demographics Child Functioning Module Inclusive Education Module
Informant: School headmaster/ other school-level informant	Informant: Teacher	Informant: Teacher	Informant: Teacher Child's mother



Implementation plan





THANK YOU