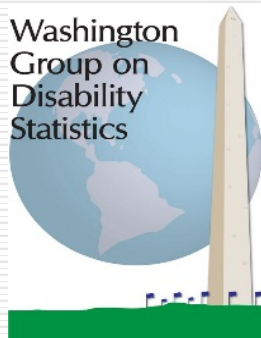


WG Child Functioning Workgroup



Mitchell Loeb

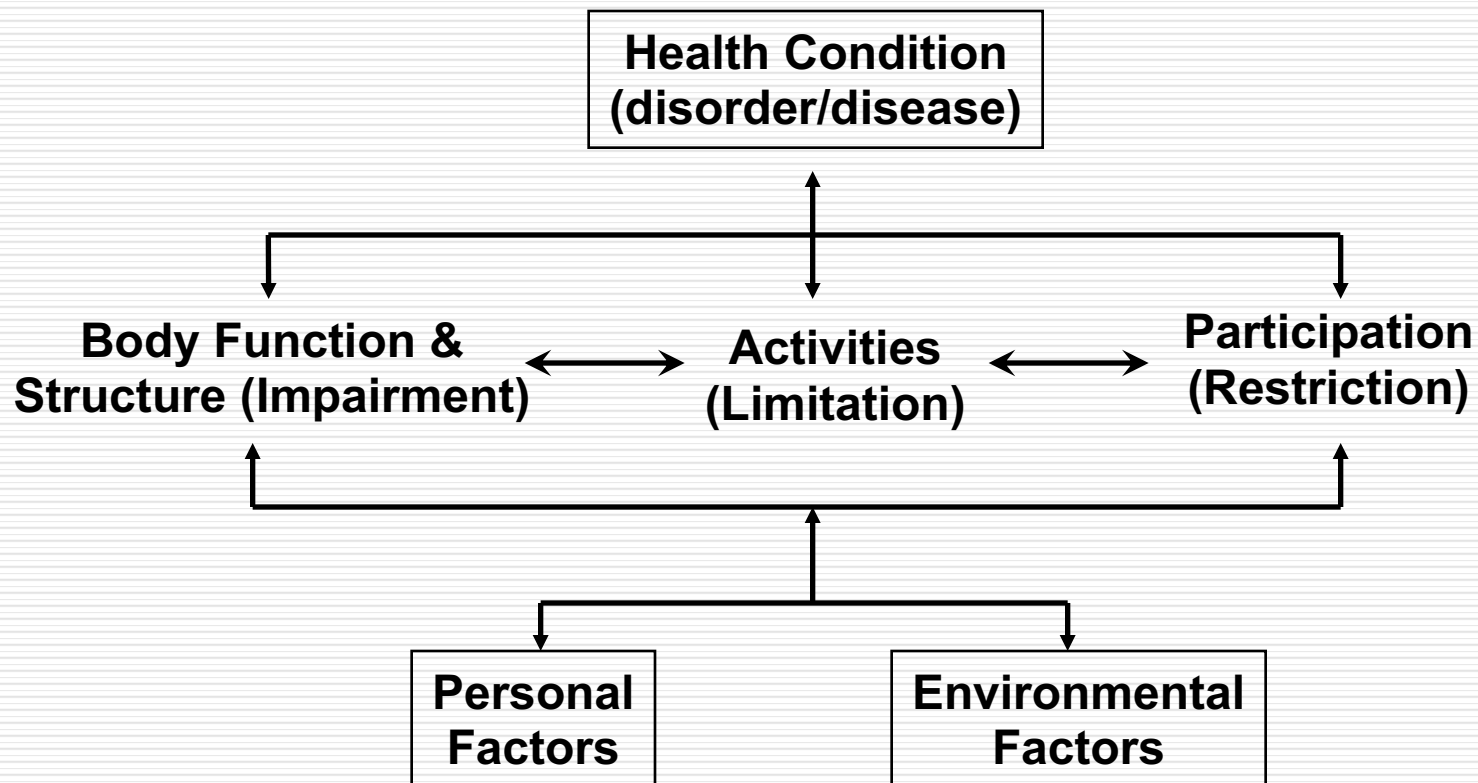
University College London, for the
Washington Group on Disability Statistics

Key Agreements from WG-19

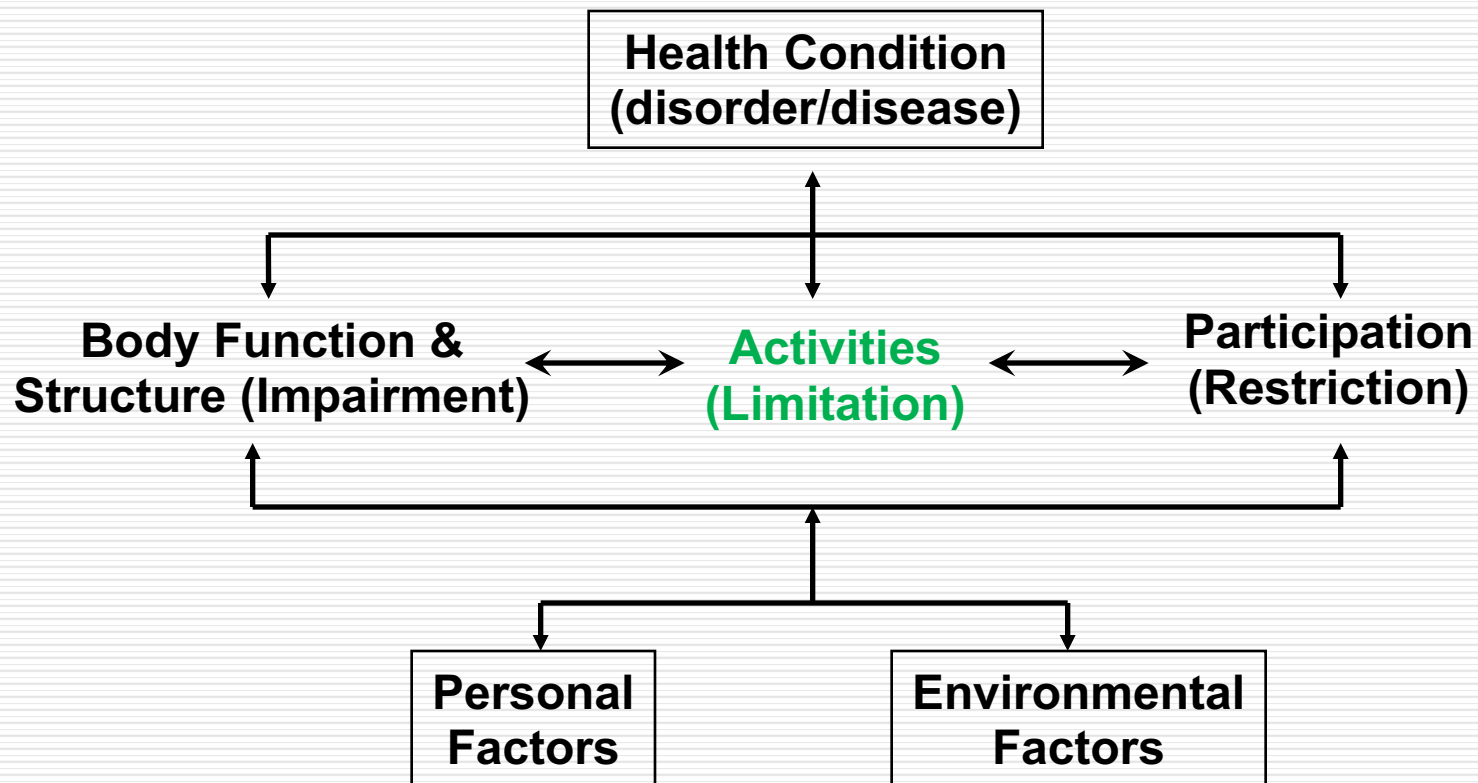
Child Functioning Workgroup

- Continue cognitive testing of the out-of-school portion of the Module on Inclusive Education
- Continue work on the CFM-TV for inclusion into EMIS

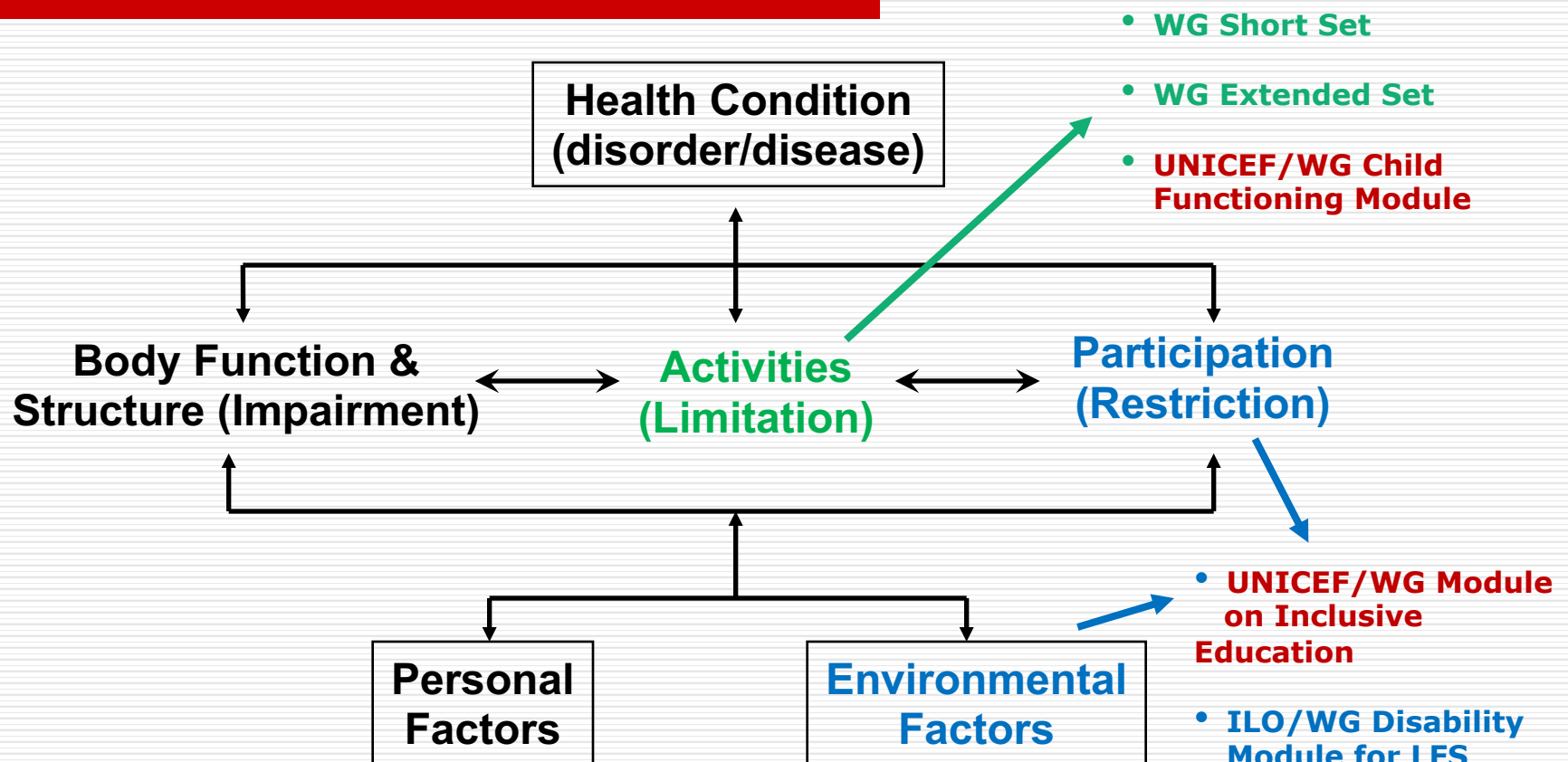
The ICF Model - 2001



The ICF Model - 2001



The ICF Model - 2001



WG/UNICEF Child Functioning Module (CFM)

Adopted 2011

Child Functioning Module Updates...

- CFM translations: English, French, Spanish, Vietnamese, Russian, Chinese, Arabic, Portuguese (standard and Brazilian), Khmer
- CFM Manual for Interviewers (available in English, French & Spanish)
- Guidelines on the Measurement of Child Disability (under review)
- Resource Document based on FAQs arising from a Workshop on the Measurement of Disability targeted to DPOs (final editing)

Videos on Disability Measurement*

- 1. Disability statistics/Understanding data needs:** the importance of disability statistics in the context of the CRPD and the SDGs
- 2. Current status of disability data:** data availability and measurement challenges
- 3. How to measure disability:** data sources and how these affect measurement
- 4. The UNICEF/WG Module on Child Functioning:** the use of the instrument and its use as an advocacy tool
- 5. The WG Short Set Module:** the use of the instrument and its potential use as an advocacy tool
- 6. Disability statistics/Translating knowledge into action:** how to analyze and interpret disability statistics to identify disparities and promote action

UNICEF MICS 6

Includes:

CFM: 2-4 years of age

CFM: 5-17 years of age

WG-SS: adult sample women

WG-SS: adult sample men

UNICEF MICS 6

As of September 2020, rolled out and in different stages in 71 countries / regions*:

- East Asia and the Pacific - 11
- Eastern and Southern Africa - 5
- Europe and Central Asia - 17
- Latin America and Caribbean - 13
- Middle East and North Africa - 7
- South Asia – 7 (including 5 regions in Pakistan)
- West and Central Africa – 11

* [See: https://mics.unicef.org/surveys](https://mics.unicef.org/surveys)

UNICEF MICS 6: Stages

- **Survey design** 20 countries
- **Data processing/analysis** 25 countries
- **Completed** 26 countries (data sets are currently available in 24 countries)

WG/UNICEF Inclusive Education Module (IEM)

WG/UNICEF IEM: Background

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.

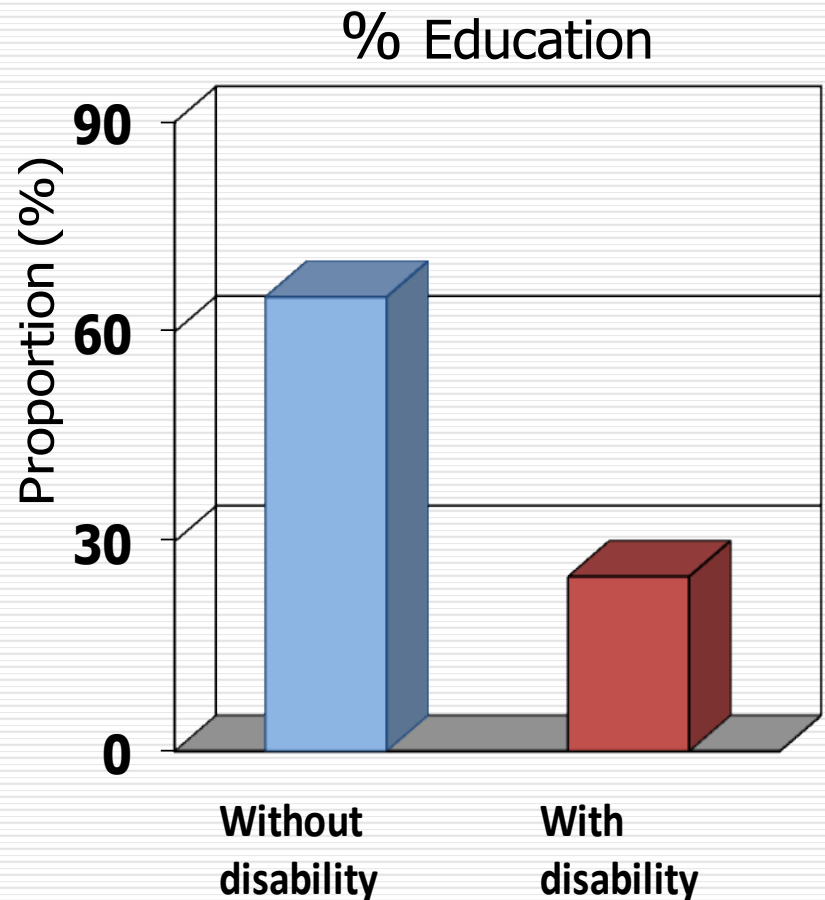
Goal: To develop a survey module that...

- can be used in conjunction with the Child Functioning Module,
- can be used across a variety of school contexts, focusing on formal education
- identifies both facilitators and barriers to school participation for children with and without disability, and
- provides information for policy.

Focus on Equalization of Opportunities

Disability used as a dissagregation variable.

Data collected will fulfill the monitoring requirements established by the *UN Convention* on the Rights of Persons with Disabilities and the *Sustainable Development Goals*



Development of the module:

The module contains three main domains related to potential environmental barriers to education:

- Parental **attitudes** to inclusive education;
- **Accessibility** including physical environment, information accessibility, communication accessibility, and program accessibility & adaptability;
- and **affordability** including tuition fees, costs associated with school attendance, the availability of types of assistance, and non-educational benefits.

A separate section addresses the **out-of-school** population and why a child might not be going to school.

Development of the module: Testing

Cognitive testing completed in:

- United States: 35 interviews
- India: 40 interviews
- Jamaica: 40 interviews
- Cambodia: 69 interviews
- Kazakhstan: 60 interviews

Further cognitive testing planned for 2020/21 to test out of school questions.

Applications of the Child Functioning Module in Schools

Early Research Applications: CFM & EMIS

Research undertaken to inform the approach to disability disaggregation within Fiji's Education Management Information System (FEMIS)

B. Sprunt et al. *Disability and Rehabilitation*:
2017 Sep 20:1-11.

-
- Investigated validity and reliability of the UNICEF/WG Child Functioning Module, comparing teacher and parent results to clinical assessments
 - Investigated interplay of CFM results with learning support needs data

Some Research Conclusions and Potential for Applications

- The 'diagnostic accuracy' of the Module [seeing, hearing and walking questions] appears acceptable with either parents or teachers as proxy respondents.
- For education systems, use of the cut-off "some difficulty" with accompanying clinical assessment may be important to capture children who require services and learning supports and avoid potentially misleading categorization.

Some Research Conclusions and Potential for Applications

- Student Learning Profile form: includes the *CFM* plus Learning Support Needs, assistive devices, clinical data where available.
- Follows a child throughout their education and allows for the monitoring of both functioning and learning outcomes.

Developing a Teacher Version of the Child Functioning Module

The current complete version of the CFM for school-aged children (5-17 years) contains 18 or 20 questions (depending on skip patterns) over 12 domains of functioning.

1. Seeing (3 questions)	7. Remembering
2. Hearing (3q)	8. Concentrating (Focusing Attention)
3. Mobility (7q)	9. Psychosocial (Anxiety & Depression) (2q)
4. Self-care	10. Behavior
5. Communication (2q)	11. Coping with change
6. Learning	12. Relationships

Initial testing of CFM-TV

- HI (Humanity & Inclusion) approached the WG in 2019 requesting a version of the CFM that might be suitable for teachers to complete in a school setting.
- CFM-TV was developed and cognitively tested among secondary school teachers in Dakar Senegal.
- Existing CFM was revised. No new questions implemented.
- Results encouraging – but more research is needed. *(Report available upon request)*

Developing a Teacher Version of the Child Functioning Module

The CFM-TV for school-aged children (5-17 years) contains 15 questions (taking into account skip patterns) over 11 domains of functioning.

1. Seeing (3 questions)	6. Remembering
2. Hearing (3q)	7. Concentrating (Focusing Attention)
3. Mobility (3q)	8. Psychosocial (Anxiety & Depression) (2q)
Self-care	9. Behavior
4. Communication (1q)	10. Coping with change
5. Learning	11. Relationships

And it fits on a single page!

Where are we now...?

- In light of an intensifying international focus on inclusive education, there has been considerable interest in further developing and implementing a school-based teacher version of the CFM.
- Also interest in linking this tool within Education Management Information Systems (EMIS).
- Dedicated research proposal headed by UNICEF and the World Bank...



DISABILITY QUESTIONS IN EMIS

WG-20 VIRTUAL

General Aims

- Test whether, and under which conditions, the CFM can be used to generate reliable disability data in the context of EMIS.
- Identify promising approaches for school-based disability assessment tools and protocols.
- Generate relevant information on the implementation side and identify the core components of a standardized, comprehensive approach to disability measurement in EMIS.

Research questions

- Can teachers provide reliable information on disability using the CFM and the IEM in the context of EMIS?
- Can mothers/caregivers provide reliable information on disability using a self-report version of the CFM?
- Which factors improve the reliability of teachers' report on students' disability?
- What proportion of children have functioning difficulties and what are their experiences in the school environment?

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.



THANK YOU