WG/UNICEF Module on Inclusive Education

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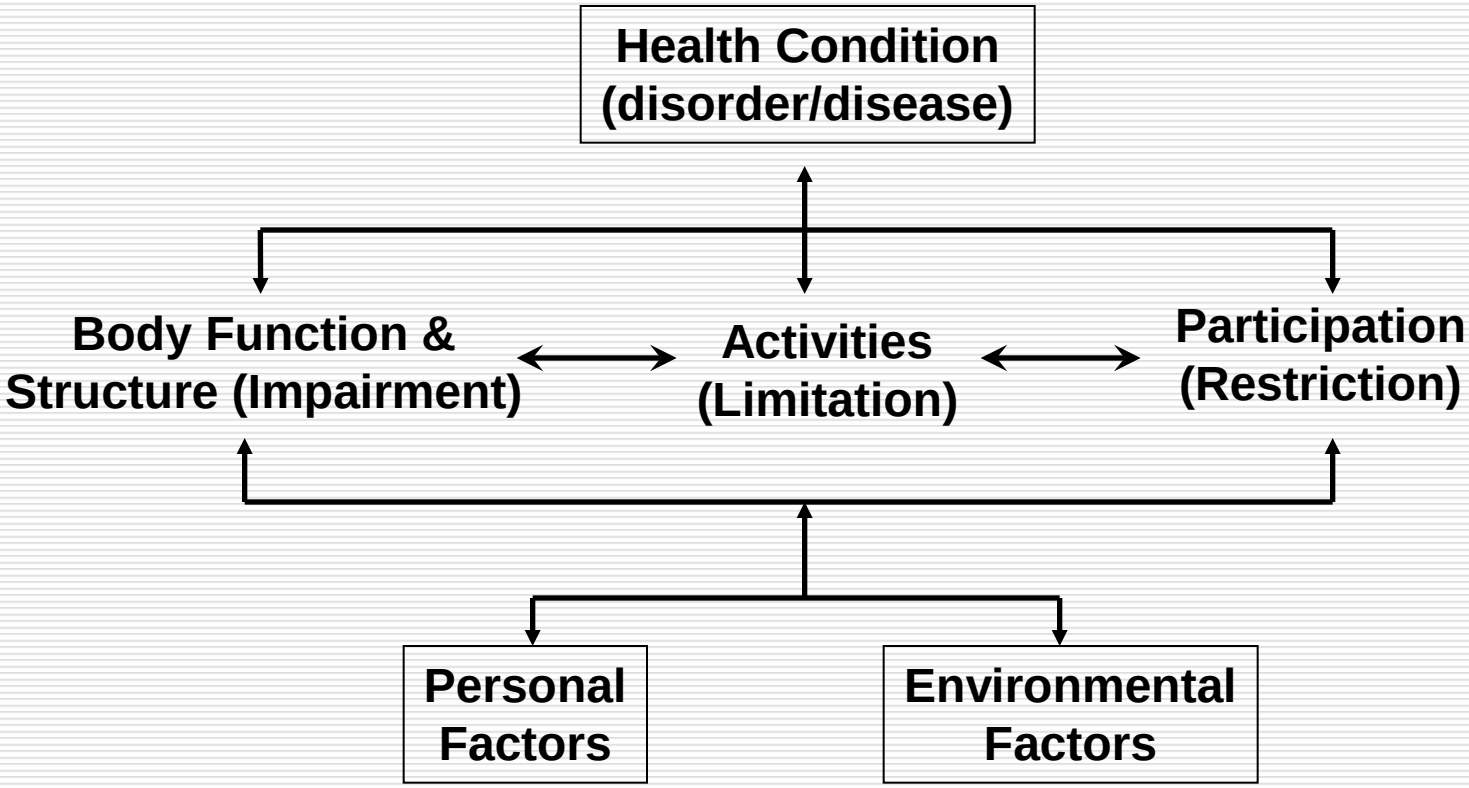
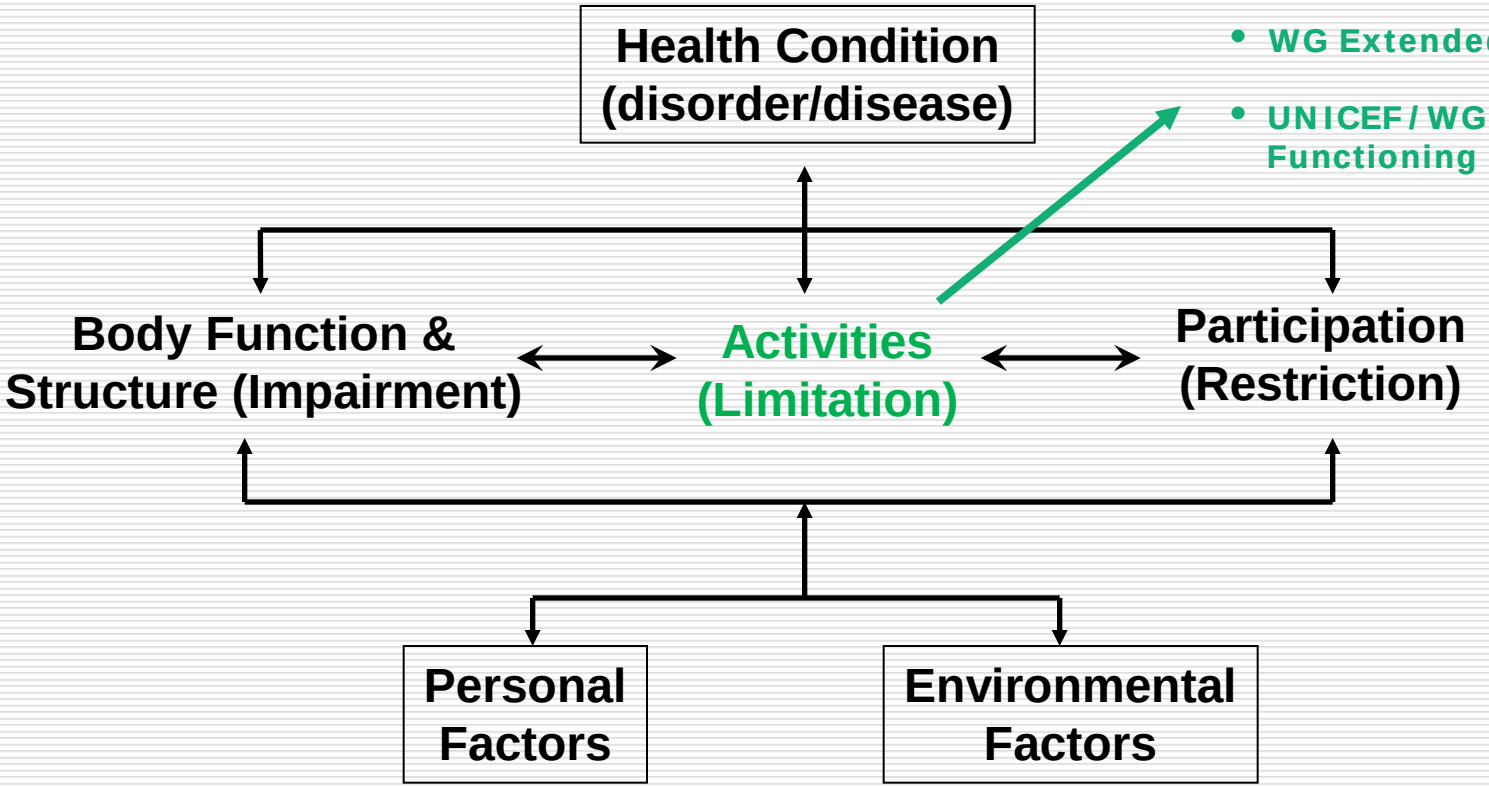
The ICF Model - 2001



Source: World Health Organization, 2001

The ICF Model - 2001

- WG Short Set
- WG Extended Set
- UNICEF / WG Child Functioning Module



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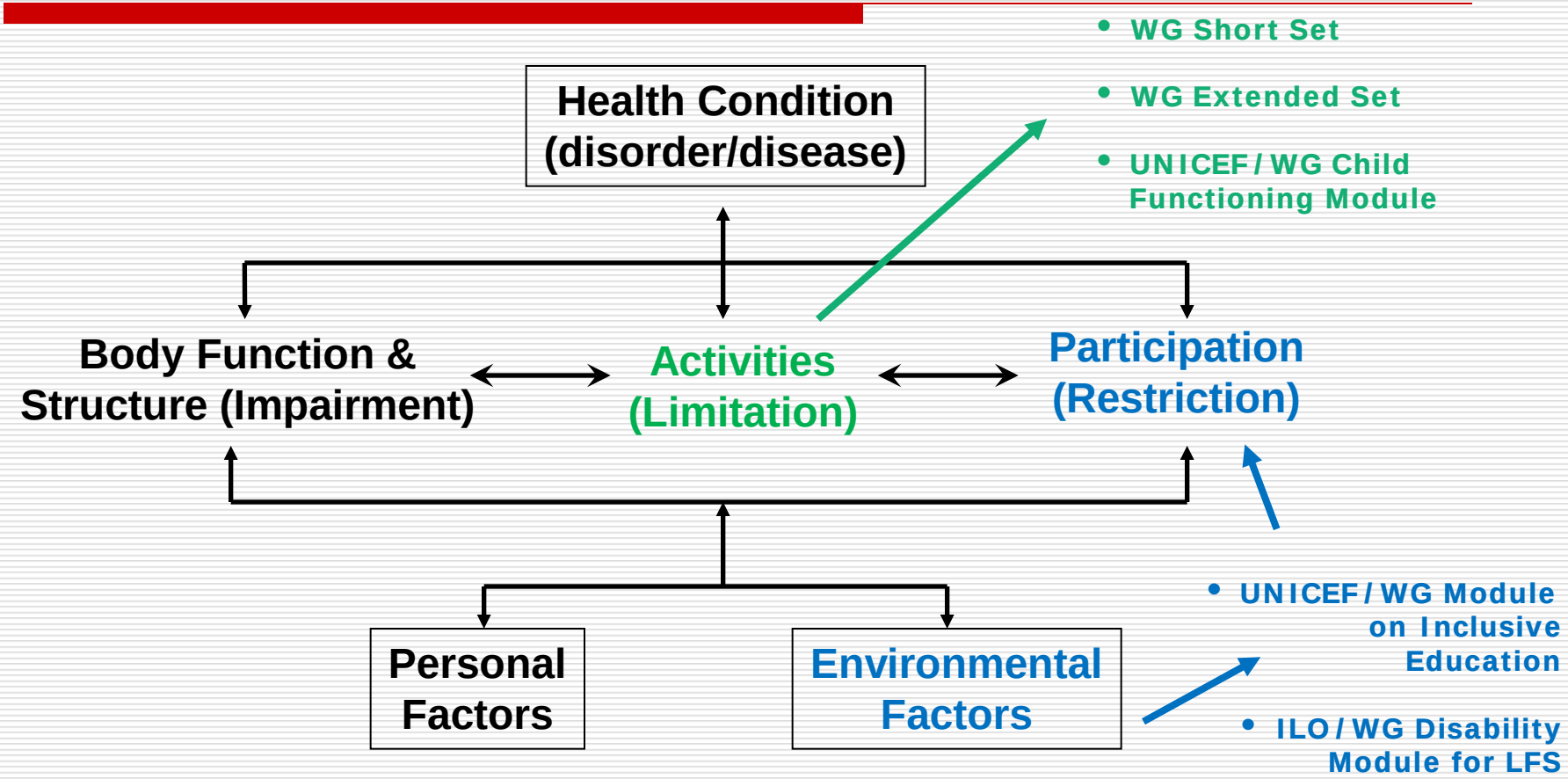

Source: World Health Organization, 2001

WG/UNICEF Module on Inclusive Education

Inclusive education prescribes that all children, including children with disabilities,

- not only have access to schooling within their own communities,
- but they are also provided with appropriate learning opportunities to achieve their full potential, as pupils are seen as individuals who learn in different ways.

The priority is given to the creation of appropriate educational environments that are responsive to diversity.
Therefore the aim of inclusive education is to move from just focusing on 'access', to understanding ways to increase active participation and engagement in learning.

WG/UNICEF Module on Inclusive Education

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

Goal: To design a survey module that can…

- be used in conjunction with the Child Functioning Module
- 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*
- provides information for policy.

Justification

- ✓ 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 fulfill each child's potential.

- ✓ The Sustainable Development Goals: Goal 4:

Ensure inclusive and equitable quality education and promotion of lifelong learning opportunities for all.

Rationale (1)

Children with disabilities are *less likely*:

- to ever go to school,
- 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.

Rationale (2)

- ✓ 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.

- ✓ 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.

Development of the module: Review

A review was conducted on existing survey tools:

- With focus on environmental factors and participation of children with disabilities in school

Review found:

- 32 measures administered in 20 different countries with a total of 668 questions (from 1986 to 2010)
- Surveys were found to focus on impairments as the primary cause of lack of participation in school

Development of the module: Consultations

Two meetings with experts (survey design, education, disability) and key stakeholders to identify data needs and develop conceptual framework (June 2013 and December 2014)

- Three main domains related to environment and disability were identified:

  attitudes, accessibility, and affordability

- A separate section was included to address why a child might be *out of school*

Several technical consultations between WG and UNICEF to develop the draft set of questions.

Domain: Attitudes

- Societal and cultural norms
- Perceptions and attitudes of parents
- Parent's or caregiver's perceptions of the value of education
- Parent's or caregiver's perceptions of inclusive education
- Attitudes of school personnel
- Attitudes of others children

Domain: Accessibility

- *Physical environment*
  - Entryways, corridors, bathrooms, transportation to/from school…
- *Information accessibility*
  - Classroom materials for children in different format
- *Communication accessibility*
- *Programme accessibility and adaptability*
  - Teachers making changes to accommodate children with special needs

Domain: Affordability

- *Fees, costs and competition for resources*
- *Availability of types of assistance*
  - ✓ Financial
  - ✓ Assistive devices
  - ✓ Rehabilitation
- *Non-educational benefits*
  - ✓ Meals

Out of school children

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

Module Components: Respondents

- **Attitudes**: all respondents

- **School environment** (*Accessibility/Affordability*):

mother/primary caregiver of a child who is currently attending school

- **Out of school**:

mother/primary caregiver of a child who is *currently not attending school*

Example of questions: **Attitudes**

Do you think it would be ok to keep a child from going to school…

- If a child doesn't want to go?
- How about if a child has a disability?
- What about if a child is unable to learn?
- What about if a child needs to work or help at home?

Example of questions:
School environment

- When at school, can (*name*) use books or other learning material that (he/she) needs?
- Does (*name*) use areas at the school where children play and socialize, such as a playground or sports field? If No, why?
- Does (*name*) feel accepted by (his/her) classmates?
- Is the school responsive if you have concerns about (*name*)'s education?

Example of questions:
Out of school (a)

- Is there enough money to pay the costs of (*name*)'s schooling?
- Is it safe for (*name*) to travel to/from school?
- Is school too far away?
- Does (*name*) need special services or assistance such as a speech therapist, support worker, or sign language interpretation to attend school?
- Are they available for (*name*) to use at school?

Example of questions:
Out of school (b)

- Does the school have a program that meets (*name*)'s learning needs?
- Was (*name*) refused entry into the school?
- Can (*name*) use the toilet at school?
- Does (*name*) have a health condition that prevents (him/her) from going to school?
- Is (*name*) married or about to get married?
- Is (*name*) interested in going to school?

Development of the module: Testing

Cognitive testing completed in:

2015:

- United States: 35 interviews (2 rounds)

2016:

- India: 40 interviews
- Jamaica: 40 interviews

2017:

- Cambodia: 69 interviews
- Kazakhstan: 60 interviews

Next steps

- Questionnaire revised based on latest results from Kazakhstan
- Technical consultation to review findings
- Further cognitive and field testing
- Finalize the module
- Implementation guidelines documents

Summary: Key Aspects of the Module

- Focuses on *formal* education
- Focuses on environmental influences on school participation, considering *children*:
  - *with* and *without* disabilities
  - *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
- Relies on parental perceptions/assessments
- Takes approximately 10-20 minutes

Discussion