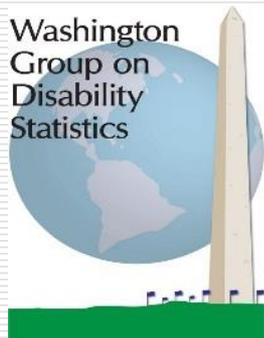


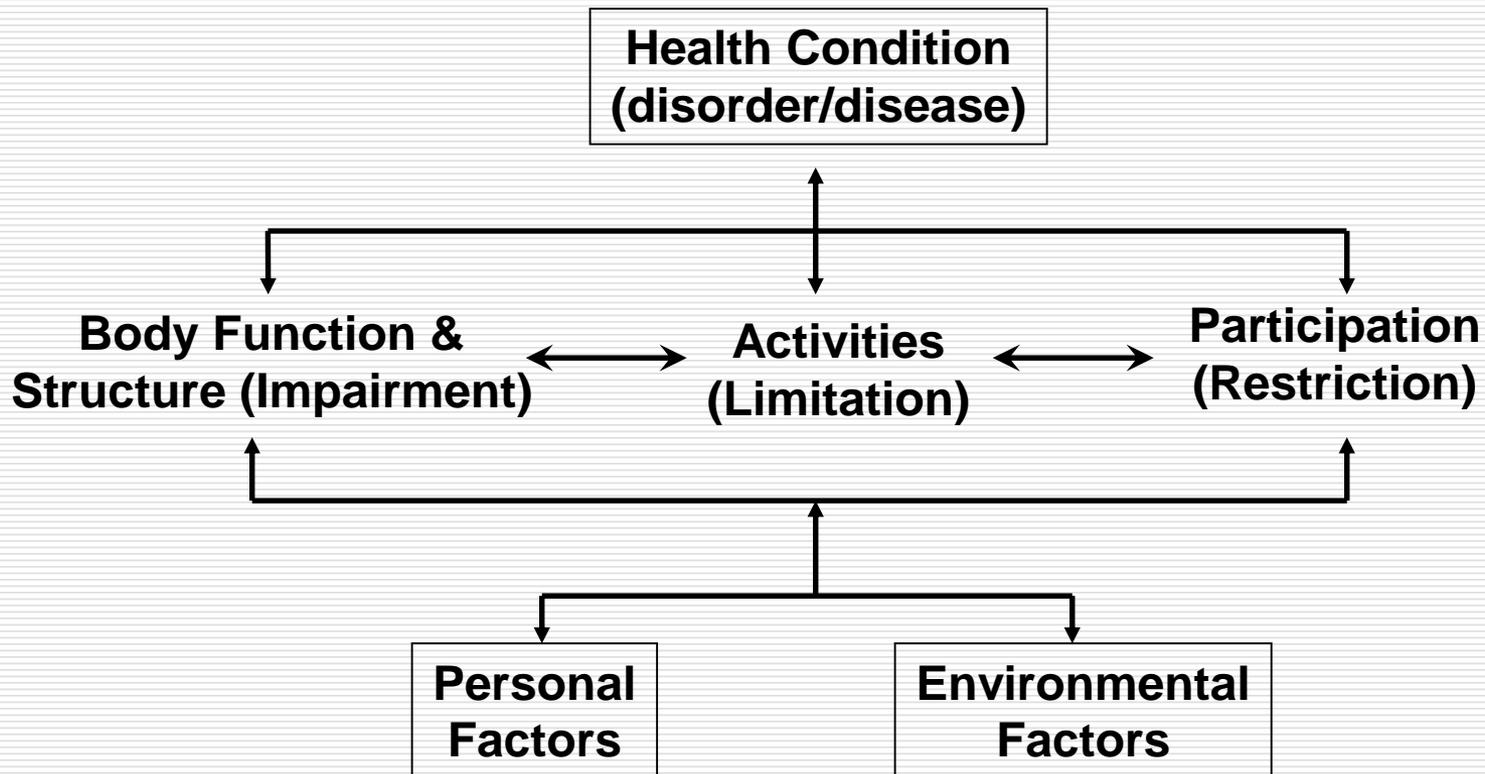
WG Child Functioning Workgroup



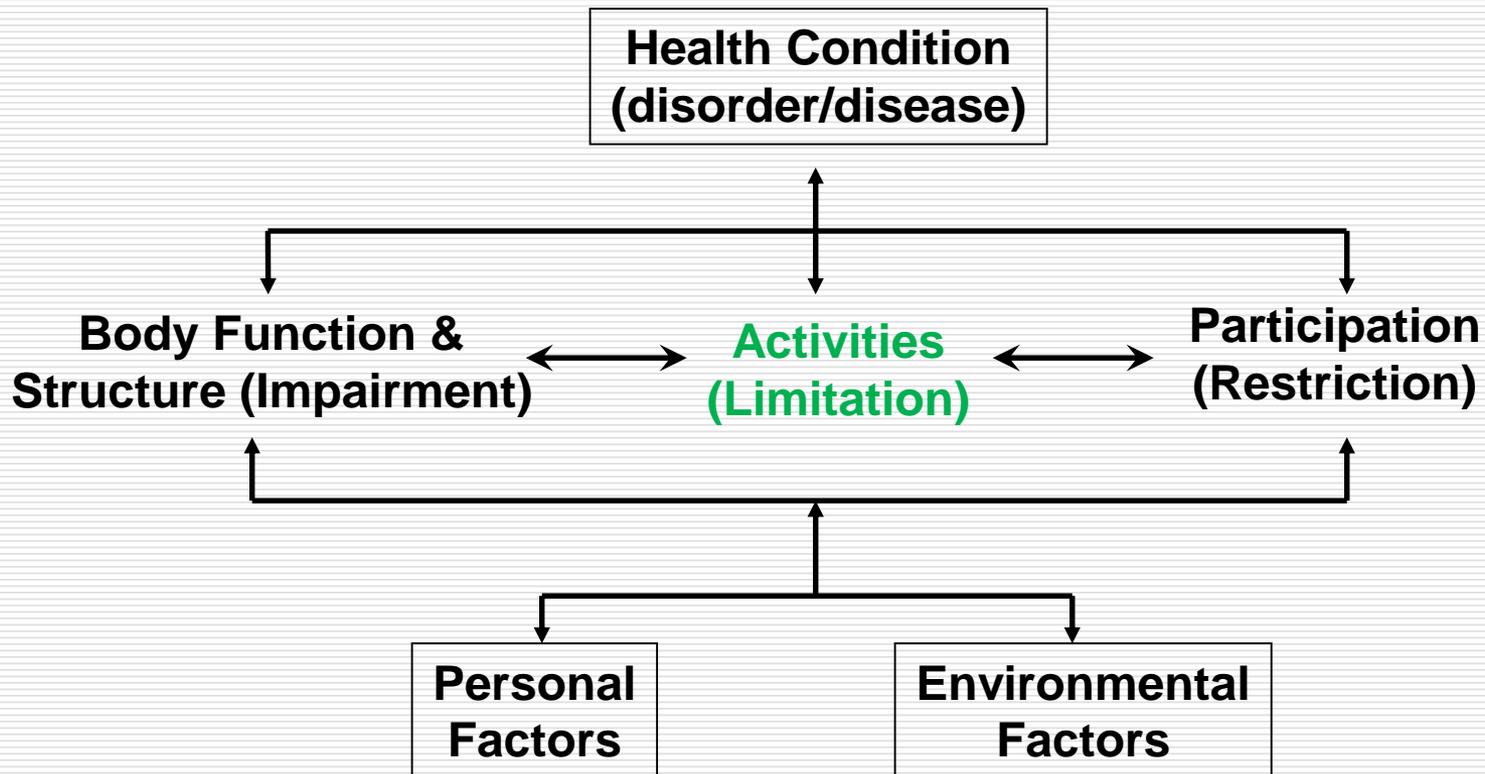
Mitchell Loeb

National Center for Health Statistics, USA and
Washington Group on Disability Statistics

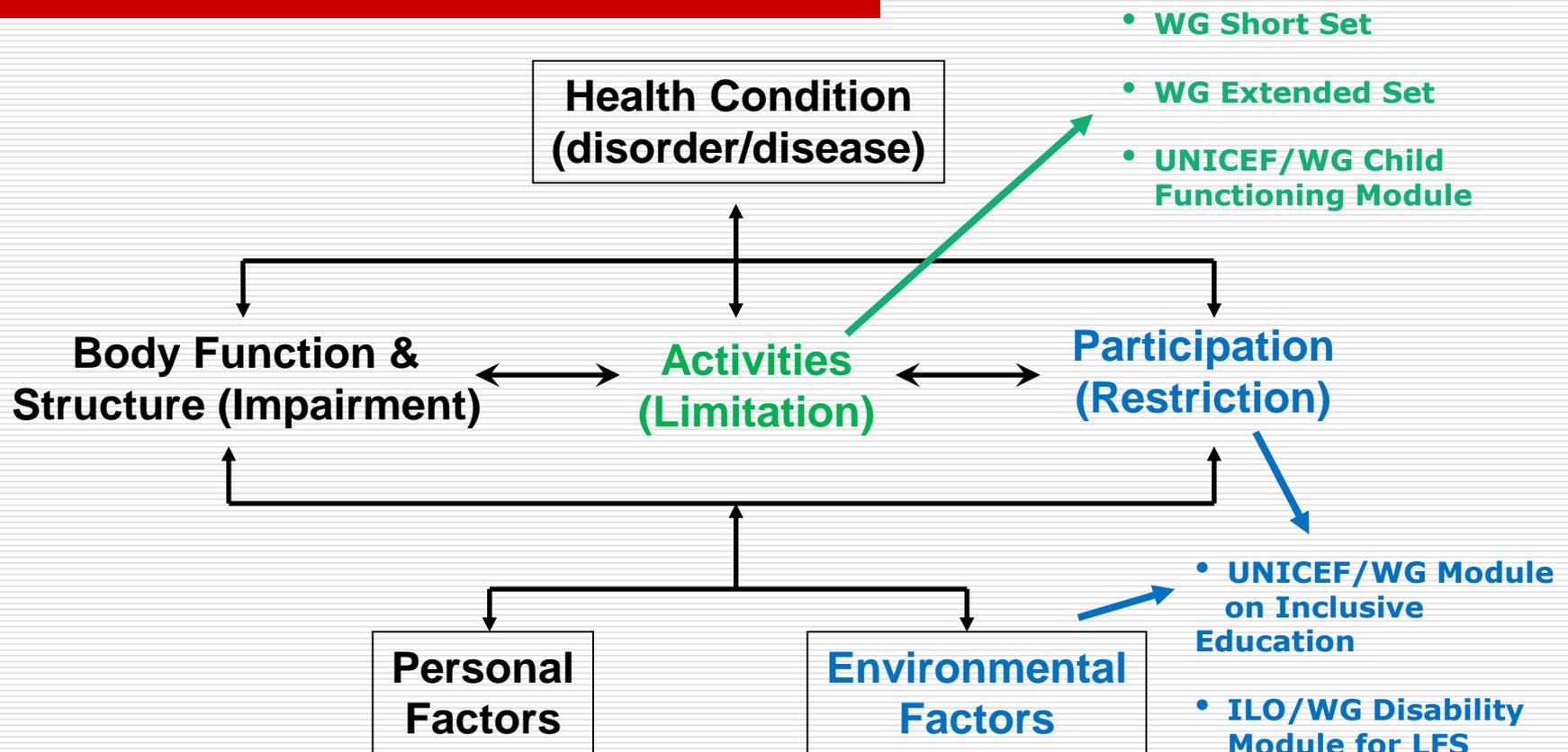
The ICF Model - 2001



The ICF Model - 2001



The ICF Model - 2001



WG/UNICEF Child Functioning Module (CFM)

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 (interest in reviewing the document?)
- DPO Workshop on the Measurement of Disability: Resource Document based on FAQs

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 rolling out 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

Survey design (31 countries)

2020: Azerbaijan, Kazakhstan, Argentina

2019: Bangladesh, Belarus, Bosnia and Herzegovina (+Roma Settlements), Chad, Dominican Republic, El Salvador, Equatorial Guinea, Eswatini (formerly Swaziland), Fiji, Guyana, Honduras, Kosovo under UNSC res. 1244 (+Roma settlements), Lebanon, Malawi, Nepal, Sao Tome and Principe, Serbia, (+Roma Settlements), State of Palestine, Sudan, Thailand, Trinidad and Tobago, Turkmenistan, Uzbekistan

2018-19: Central African Republic, Guinea-Bissau, The Former Yugoslav Republic of Macedonia (+Roma Settlements), Zimbabwe

UNICEF MICS 6

2017-18:

- **Data processing/analysis** (10 countries): DR Congo, Costa Rica, Gambia, Ghana, Iraq, Lesotho, Pakistan (Punjab), Suriname, Togo, Tunisia
- **Survey design** (7 countries): Algeria, Cuba, Kiribati, Pakistan (Balochistan & Sindh), Suriname, Turks and Caicos Islands
- **Data collection** (5 countries): Georgia, Kyrgyzstan, Madagascar, Mongolia, Montenegro (+Roma Settlements)
- **Completed** (3 countries): DR Korea, Lao People's Democratic Republic, Sierra Leone

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.

Rationale (1)

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.

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.
- ✓ 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.

Development of the module:

The module contains:

- Three main domains related to potential environmental barriers to education: **attitudes**, **accessibility**, and **affordability**.
- A separate section addresses the **out-of-school** population and why a child might not be going to school.

Domain: Attitudes

- Parent's or caregiver's perceptions of inclusive education:
 - whether boys and girls / children with and without disabilities / children of different ethnic backgrounds should go to the same school.

Domain: Accessibility / School Environment

- Physical environment
 - Entryways, corridors, bathrooms, transportation to/from school
- Information accessibility
 - Classroom material for children who have vision and hearing difficulties
- Communication accessibility
- Programme accessibility and adaptability
 - Teachers making changes to accommodate children with special needs

Example of questions:

Accessibility / 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?
- Is the school responsive if you have concerns about (*name*)'s education?
- Does (*name*) feel accepted by his/her classmates?
- Do you expect (*name*) to complete this current school year?

Domain: Affordability

- Fees, costs associated with school attendance
 - Tuition / Tutoring
 - Transportation
 - Living expenses
- Availability of types of assistance
 - Financial
 - Assistive devices
- Non-educational benefits
 - Meals
 - Uniforms

Out of school children

- Reasons why a child may go to school:
 - work, health condition, no school nearby, too old/young, has enough education, doesn't want to go
- If the child went to school before, but doesn't go now – why?
 - not safe, can't use the toilet, unable to access the school or classroom
- In order to attend school:
 - child would need assistive devices/extra help/services

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 2019 to test out of school questions.

Applications of the CFM

WG-SS/CFM Questions in Education Programming: Blog

- Girls Education Challenge (GEC) is a flagship DFID programme aiming to help up to a million of the world's poorest girls across 18 countries to improve their lives through education.
- The GEC is focused on finding more effective ways of getting girls into school, to receive a quality education and to transition appropriately.
- All GEC projects are required to use the WG questions to collect disability disaggregated data; the WG-SS and the CFM have been integrated into household and school surveys.

4 key lessons learned:

- All education programmes should accommodate disability from the start.
- Targeted projects increase the inclusion of persons with disabilities.
- Specific impairments are more prevalent in mainstream schools and some settings than others.
- Using the Washington Group questions increases awareness and engagement with disability.

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

- Children with “some difficulty” or higher may need referrals (if they haven’t already).
- 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.

Discussion
