

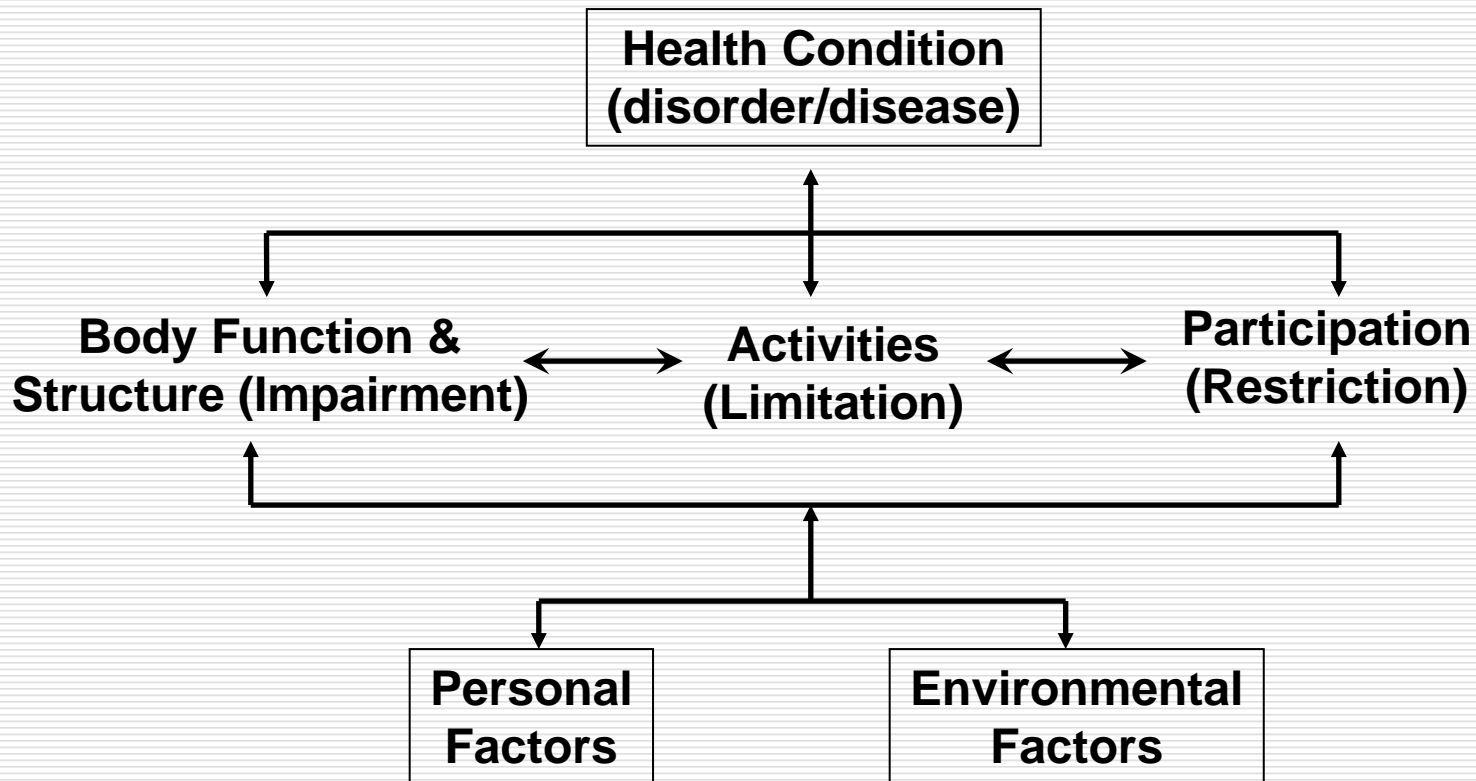
WG Child Functioning Workgroup



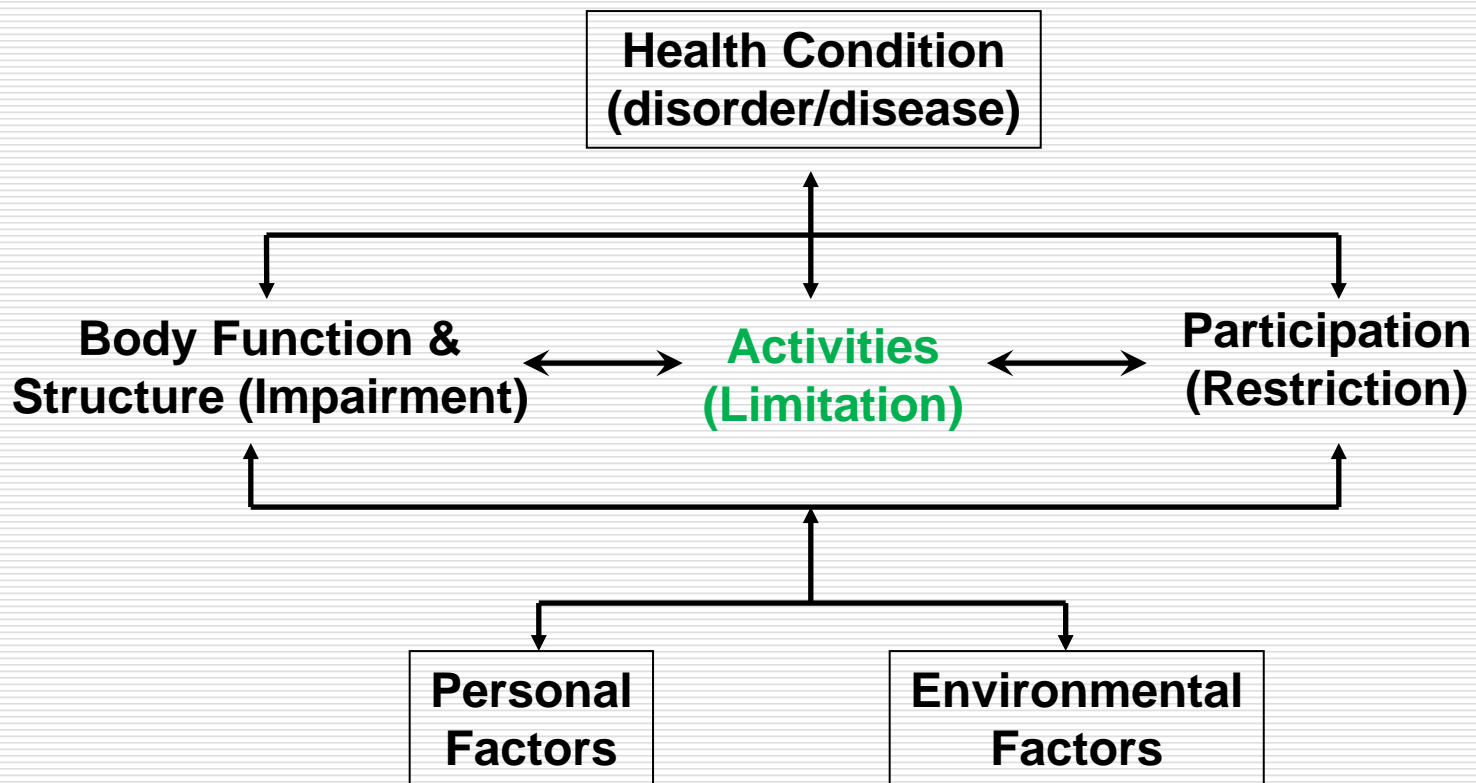
Mitchell Loeb

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Washington Group on Disability Statistics

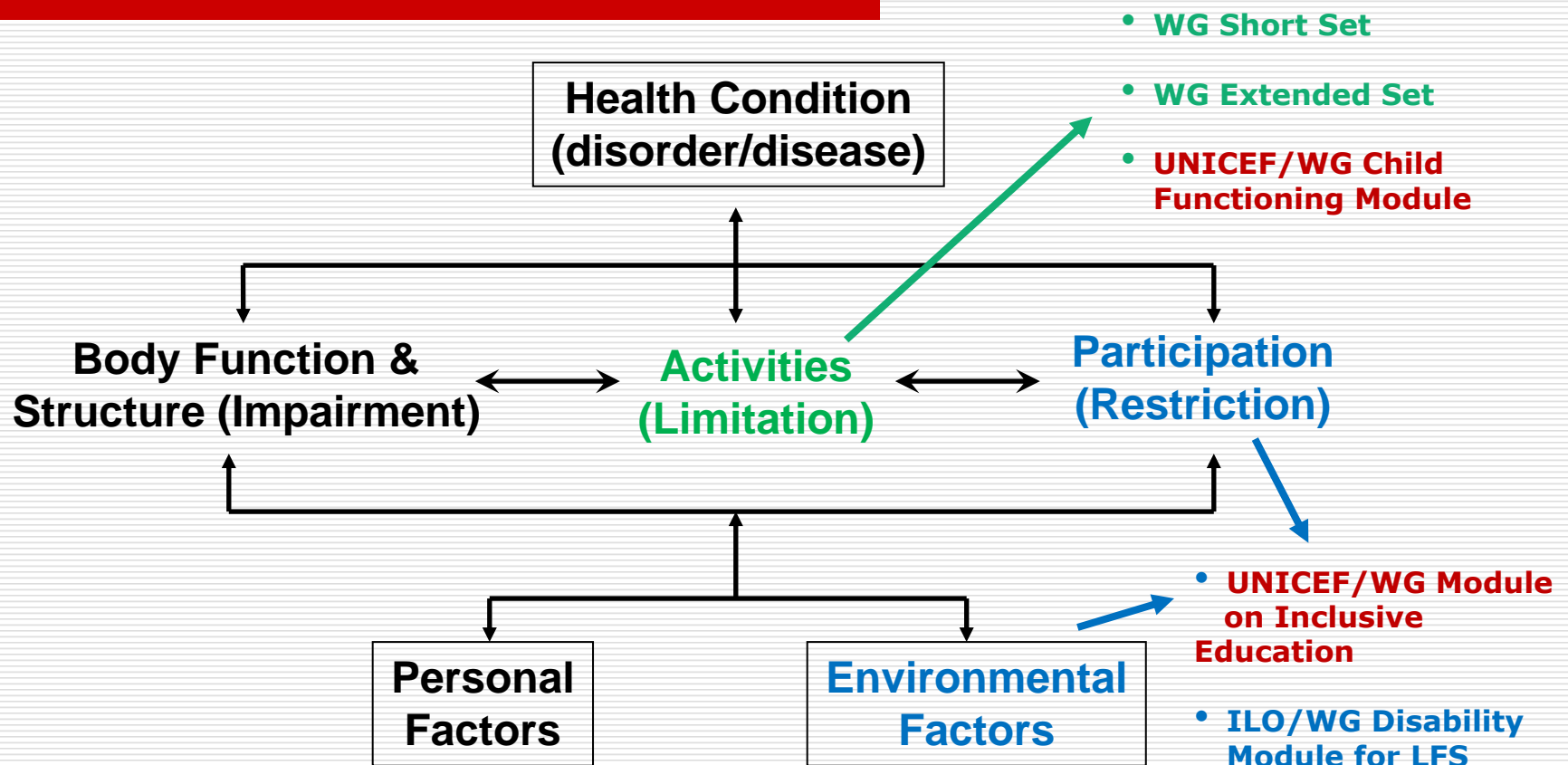
The ICF Model - 2001



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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 (under review)
- Resource Document based on FAQs arising from a Workshop on the Measurement of Disability targeted to DPOs (under review)

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

Rolled out and in different stages in 68 countries/
regions*:

- East Asia and the Pacific - 10
- Eastern and Southern Africa - 5
- Europe and Central Asia - 17
- Latin America and Caribbean - 12
- Middle East and North Africa - 7
- South Asia – 7 (including 5 regions in Pakistan)
- West and Central Africa – 10

* See: <https://mics.unicef.org/surveys>

UNICEF MICS 6

- **Survey design** (27 countries): Azerbaijan, Kazakhstan, Benin, Bosnia and Herzegovina (+ Roma Settlements), Fiji, Uzbekistan, Lebanon, Yemen, Argentina, El Salvador, Eswatini, Honduras, Jamaica, Kosovo under UNSC res. 1244 (+ Roma settlements), Malawi, Nauru, Pakistan (Azad Jammu and Kashmir), Saint Lucia, Samoa, State of Palestine, Sudan, Tonga, Trinidad and Tobago, Turks and Caicos Islands, Tuvalu
- **Data collection** (12 countries): Chad, Cuba, Dominican Republic, Guyana, Nepal, Pakistan (Balochistan), Pakistan (Khyber Pakhtunkhwa), Sao Tome and Principe, Serbia (+Roma Settlements), Thailand, Central African Republic

UNICEF MICS 6

- **Data processing/analysis** (17 countries): Bangladesh, Belarus, Turkmenistan, Zimbabwe, Algeria, Guinea-Bissau, Kiribati, Republic of North Macedonia (+Roma Settlements), Pakistan (Sindh), Costa Rica, Georgia, Lesotho, Mongolia, Democratic Republic of the Congo, Ghana, Togo
- **Completed** (12 countries): Gambia, Iraq, Kyrgyzstan, Madagascar, Montenegro (+Roma Settlements), Suriname, Tunisia, Pakistan (Punjab), Democratic People's Republic of 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.

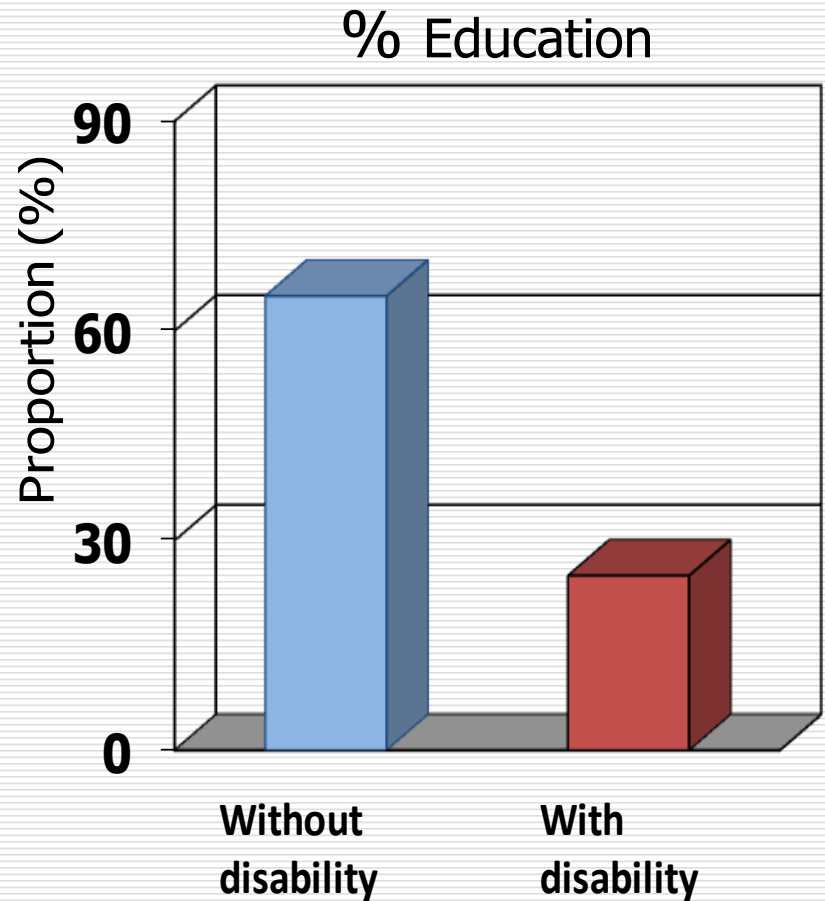
Goal: To develop a survey module that...

- 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.

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: **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

- Physical environment
 - Entryways, corridors, classrooms, and bathrooms; also transportation to/from school
- Information accessibility
 - Classroom teaching material available to children who may have a variety of difficulties
- Communication accessibility
- Programme accessibility and adaptability
 - Teacher/School accommodate children with special needs

Example of questions: Accessibility

- 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
- What a child might need in order to attend school:
 - 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 2019/2020 to test out of school questions.

Discussion

Applications of the Child Functioning Module



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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

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!

