

# Washington Group/UNICEF survey modules on Child Functioning and Inclusive Education



# The important of measuring child disability in the context of the CRPD and CRC

## ➤ *UN Convention on the Rights of Persons with Disabilities (2006)*

*Article 31:* The parties undertake to collect appropriate information, including statistical and research data, to enable them to formulate and implement policies to give effect to the present Convention

## ➤ *Resolution on Rights of the Child - UN 66th General Assembly (2011)*

Called upon the all States to fully implement “Realizing the Millennium Development Goals for persons with disabilities towards 2015 and beyond” (A/Res/65/186), and to ensure that children with disabilities are rendered visible in the collection and analysis of data”.

# Data requirements for monitoring the SDGs

- Built on the principle of *leaving no one behind*, implicitly promoting the inclusion of persons with disabilities
- The 2030 Agenda for Sustainable Development includes eight targets and 12 indicators explicitly referencing persons with disabilities and their needs
- Need a straightforward and simple way to identify persons with disabilities
- Need indicator/outcome data (education, employment, income, health care access) from data collections that also include the above disability identifier

# UNICEF/WG module on child functioning: objectives

- Primary purpose: to identify children with ***functional difficulties***
- Rationale: In an ***unaccommodating environment***, children with functional difficulties are at risk of experiencing ***limited social participation***
- Module can be included in any data collection effort – promote ***harmonization of disability statistics***

# Construction of the module

- Avoids a medical approach
- Uses the ICF biopsychosocial model
- Uses, when appropriate, questions already tested and adopted by the WG
- Considers age specificity (2-4/5-17)
- Response options reflect disability continuum

# Selected domains

1. Seeing
2. Hearing
3. Mobility
4. Self-care
5. Communication
6. Learning
7. Emotions
8. Behaviour
9. Attention
10. Coping with change
11. Relationships
12. Playing

# Development of the module

- In-depth **review** of different instruments used to collect data on disability – more than 800 surveys from 175 countries (2009-2011)
- Technical **consultations** with NSOs, DPOs, academics, representative of governments (2011-2015)
- **Testing and validation**, with involvement of different stakeholders (2012-2016)

# Cognitive Testing

- Cognitive testing (2012-2016)
  - September 2012, India
  - January 2013, Belize
  - April 2013, Oman
  - July 2013, Montenegro
  - 2012/2013/2014/2015/2016, USA
  - March 2016, India
  - April 2016, Jamaica

# Field Testing

- Field testing (2013-2016)
  - Independent field testing on earlier version of the module or subset of questions completed in Haiti (Brown University, 2013), Cameroon & India (London School of Hygiene and Tropical Hygiene, 2013), and Italy (NSO, 2013)
  - Field testing of complete version of the module in Samoa (NSO, 2014) and El Salvador (NSO, 2015) with technical assistance from UNICEF/WG
  - Module also used in surveys in Zambia (National Disability Survey, NSO, 2014) and Mexico (MICS, 2016)
  - Dedicated methodological work in Serbia (NSO, 2016)

# Field testing of the child development and capabilities module (CF) in Serbia

- The field testing conducted in Serbia is the first case of applying the module in its entirety under the methodologically controlled conditions.
- Main goals
  1. To collect data on disability for children in Vojvodina and
  2. To test the instruments on the field by getting the feedback from interviewers on how households react to the questions
- Project lasted for around one year
- 40 interviewers in three weeks, around 3,000 children (1,500 per each questionnaire –old questionnaire from 2005 and the newly developed by the WG)
- The final results are both qualitative and quantitative.

# Methodological challenges

## Advantages

- New set of questions is more sensitive to different levels of difficulty, giving more precise and reliable data
- Children disability is measurable for the first time in statistics
- Module easily applicable for Surveys or Census

## Disadvantages

- Respondents lost their concentration as the interviewing went along on account of perceiving the questionnaire as repetitive and monotonous (especially when there are several children in the given household who meet the age criterion)
- Low prevalence requires large sample

# Next steps for Serbia

- Potential use of the module for collection of administrative data
- Entry point - Registry of children with disabilities and developmental difficulties within the health system
- Module questions to be used as a screening tool for the entry into the Registry
- Sensitization of other sectors (social protection, education) to use elements of the module within administrative procedures (school support, access to disability benefits)

# UNICEF/WG module on inclusive education



# Purpose of the module

- Focuses on environmental influences on participation in school
- Relies on parental perceptions/assessments
- Captures information on children with disabilities and non-disabled children
- To be used across a variety of school contexts
- Focuses on formal education

# Components

- Attitudes (all respondents)
- School environment (mother or primary caregiver of a child who is currently attending school)
- Reasons for not attending school (mother or primary caregiver of a child who is currently not attending school)

# Development of the module

- Cognitive testing completed in US (2 rounds), in India and Jamaica
- United States: 35 total interviews with parents of children between 4-18 years of age, with and without disabilities
- India: 40 interviews in Hindi, with parents of children from 6-14 years of age (10 children without disabilities, 30 children with disabilities, with 21 out-of-school children)
- Jamaica: interviews with 40 parents of children with disabilities from 5-17 years of age

## Next steps

- Based on results of cognitive testing the module is currently undergoing revisions
- Further cognitive and field testing (2017)
- Technical consultation to review findings (Fall 2017)
- Module to be finalized in late 2017/early 2018



**Thank you**

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