

# Measuring child disability: Updates on the work of UNICEF and the WG



Claudia Cappa ([ccappa@unicef.org](mailto:ccappa@unicef.org))  
Data and Analytics Section, UNICEF, NY

45<sup>th</sup> UN Statistical Commission

6 March 2014



Component 1:  
Survey instruments

Component 2:  
Guidelines and manuals  
for data collection

Component 3:  
Workshops on the  
measurement of disability

# Module on environmental factors and school participation



# Rationale

- The WG and UNICEF have started working on an **extended set** of questions on child disability that will focus on environmental factors and participation
  - to provide information that can inform policy
  - to provide a statistical summary of environmental influences on participation in school
  - to identify areas with key bottlenecks

# Basic principles

- This set of questions will:
  - Be a module that can be added to another survey
  - To be used in conjunction with the module on child functioning and disability
  - Focus on **formal** education and environmental factors that influence participation
  - Be designed to capture the **interaction** between the participant and the environment

# Conceptual Framework

---

## 1. Attitudes

- parents' perceptions
  - their perceptions of others' attitudes, including school staff
  - societal and cultural norms
  - other parents and children's attitudes
- 

## 2. Getting to school

- transportation (characteristics of all aspects of the system and the need for assistance)
  - environmental and social safety
  - weather/seasonality
- 

## 3. Accessibility within the school

- physical accessibility (entryway, corridors, bathroom, lunch room, classroom, common areas, etc.)
  - information accessibility
  - communication accessibility
  - programmatic accessibility/adaptability
  - teacher and school attitudes towards disability
- 

## 4. Affordability

- fees, costs, and competition for resources associated with attendance
  - the availability of types of assistance (financial, assistive devices, rehabilitation)
  - non-educational benefits (e.g., meals)
-

## Completed tasks and next steps

- Initial consultation held in June 2013 with 30 participants, including representatives from the Washington Group and experts on education statistics and inclusive education
- Review of existing questions finalized (32 measures and 668 questions related to environmental factors reviewed)
- Preparation of a draft module ongoing
- Meetings with key stakeholders to finalize a module for testing (Summer 2014)
- Cognitive and field testing will follow
- Module to be finalized by end of 2014

# Manual for implementation

- UNICEF and WG working with a consultant to develop and draft a manual of necessary documentation for implementation.
- Includes tabulation plans, templates for reporting, instructions for interviewers and training material, etc.

# Component 2: Guidelines and manuals for data collection



# Manual to support implementation of the UNICEF/WG survey modules

- **Type of document:** Implementation manual
- **Purpose:** The manual will support the implementation of the UNICEF/WG survey module on child functioning and disability, as well as the implementation of the new survey module on environment and school participation.
- **Content:** The manual will include all the necessary background documentation that will accompany the modules, including a description of their technical properties, tabulation plans, templates for reporting, instructions for interviewers, and training material.
- UNICEF and the Washington Group on Disability Statistics are developing the manual.
- **Audience(s):** Academics, Representatives of Civil Society and Statistical Offices who plan to use the UNICEF/WG modules to gather data. In particular, the manual could be used by statistical offices in order to understand how to appropriately incorporate the question set into their national surveys and censuses and how to analyse the results.

# Guidelines for the production of statistics on children with disabilities

- **Type of document:** Reference document/handbook
- **Purpose:** The purpose of this document is to provide guidance and recommendations for those interested in collecting data about disability in children and youth 2-17 years of age.
- **Content:** The manual will discuss conceptual and theoretical issues related to measuring development and disability, and review methods previously used to assess disability in children. Considerations for designing, planning, and implementing a child disability data collection program will be presented.
- Drafted by UNICEF with inputs from the WG, several international experts, national statistical offices and representatives of Civil Society.
- **Audience(s):** Those commissioning or implementing data collection on children with disabilities, including National Statistical Offices, Academics, representatives of Civil Society and policy makers.

# Table of contents

**Chapter 1:** Overview

**Chapter 2:** The importance of monitoring child development and disability

**Chapter 3:** Concepts and definitions

**Chapter 4:** Assessing factors of the environment and participation in child disability

**Chapter 5:** Key domains of child development and disability

**Chapter 6:** Review of methods and tools used to date to measure disability in children

**Chapter 7:** Key considerations in planning, designing, and implementing the collection of data on disability in children

**Chapter 8:** Data analysis and dissemination

**Chapter 9:** Translating knowledge into action

**Chapter 10:** Conclusions

## Next steps

- Review between April and June 2014
- Manual finalized by September 2014 for a release in December 2014
- Translation and dissemination

# Workshops on the measurement of child disability



# Content and objectives

**Purpose:** To build/strengthen local capacity for data collection.

**Content:** Concepts, models and measures of disability, survey design, data processing, data analysis, data dissemination and data use.

**Audience(s):** National Statistics Offices, other Government staff, local researchers, DPOs, etc.

**When:** The workshops are expected to take place in 2015.

**Where:** All 7 UNICEF regions (Latin America and the Caribbean, West and Central Africa, East and Southern Africa, Middle East and North Africa, CEE/CIS, East Asia and the Pacific, and South Asia).



**THANK YOU!**