WG Child Functioning Workgroup

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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*

% Education

Proportion (%)

90	
60	
30	
0	

Without disability   With disability
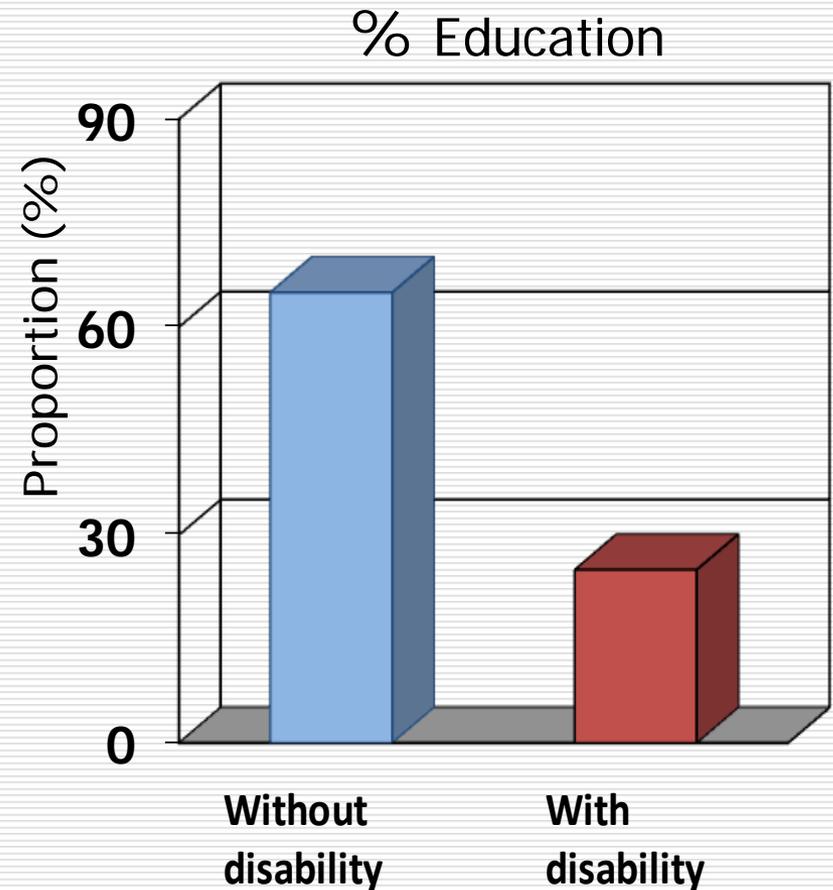
Rationale (1)

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

- 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
- In order to attend school:
  - child would need assistive devices/extra help/ services
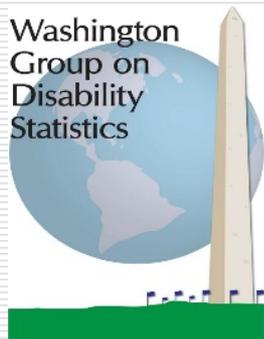
Development of the module: Testing

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 2019/2020 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

- 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.

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!

Discussion