

Measuring the environment and participation

Inclusive education and Employment

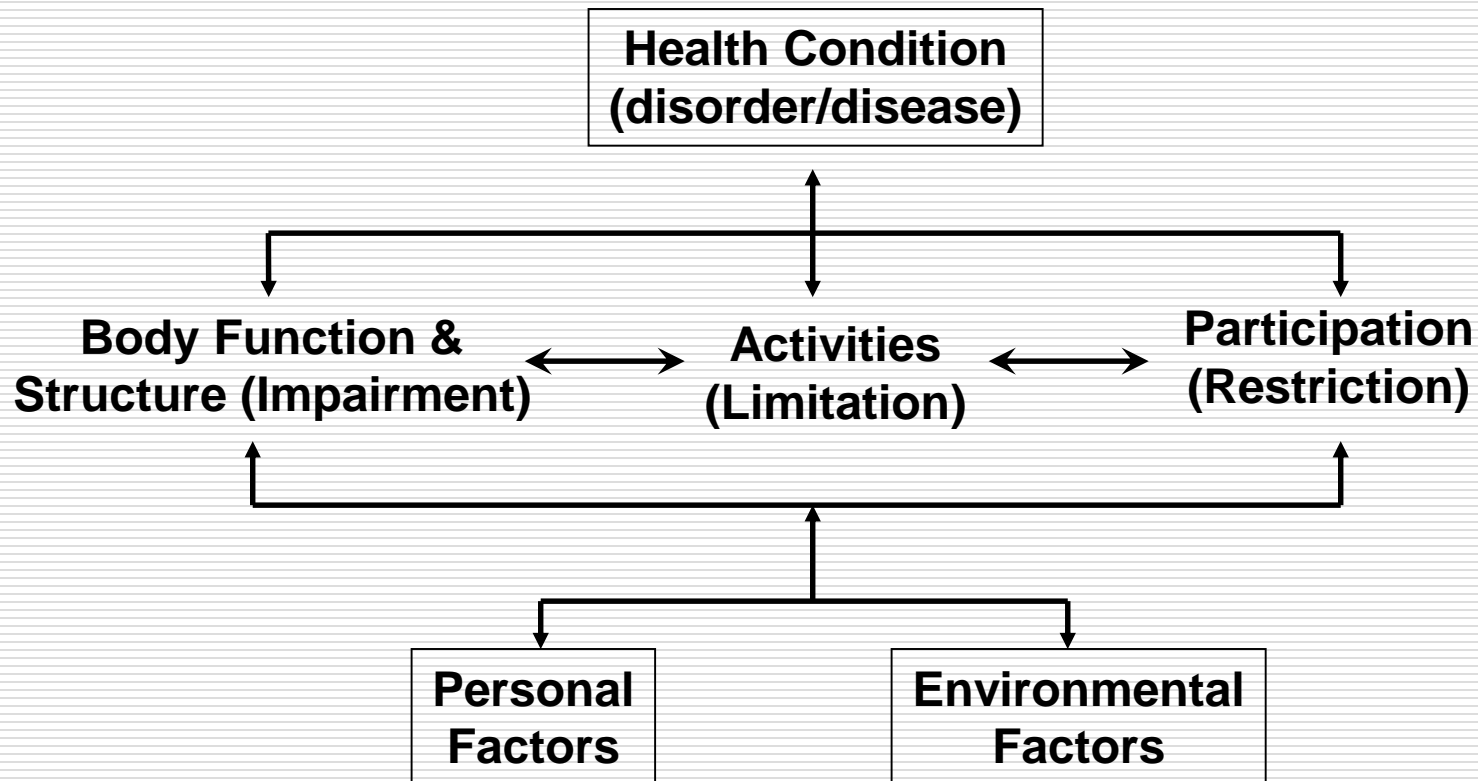


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WG/UNICEF Module on Inclusive Education

UNICEF and the WG have begun a process similar to that described for the other survey modules to identify facilitators and barriers to school participation for children with and without disability.

The ICF Model - 2001



WG/UNICEF Module on Inclusive Education

- 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
- A survey module that can be used in conjunction with the Module on Child Functioning

Justification

- ✓ The UN Convention on the Rights of the Child (art. 28 & 29) and the UN Convention on the Rights of Persons with Disabilities (art. 24) express the aim of guaranteeing quality education for all children and the importance of removing barriers and providing the support needed to develop each child's potential.

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,
 - more likely to drop out before completing a full course of education.
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- ✓ 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.

Steps in developing the Module:

- To build a conceptual framework: Expert meeting held in June 2013
- To search and review existing survey tools – with a focus on environmental factors and participation of children with disabilities in school. The review found:
 - 32 measures administered in 20 different countries
 - 668 questions related to environmental factors
- To prepare and finalize a draft module: meetings with key stakeholders held in December 2014
- Cognitive and field testing in 2015-2016

Framework for question development

Four domains related to the environment were identified within the context of school participation:

- Attitudes: societal and cultural norms; perceptions and attitudes of parents, other students and school staff
- School Environment: physical and academic accessibility
- Affordability: fees, costs, and competition for resources associated with attendance
- Out of school: reasons why a child may be out of school

The Module on Inclusive Education...

- focuses on *formal* education
- focuses on environmental influences on school participation, considering children with and without disabilities and children in and out of school
- can be used across a variety of school contexts;
- is intended to be used in conjunction with the Module on Child Functioning and disability
- relies on parental perceptions/assessments
- takes approximately 10-20 minutes

Next steps:

- Cognitive testing: 2015 USA; 2016 Mumbai, India and Jamaica
- Further cognitive testing 2016
- Field testing (upon completion of cognitive testing)
- Module finalized by the end of 2017

Overview of Disability in LFS

Approaches to disability in LFS from around the world

- Self-identification as having a “disability”
 - Participation Level
 - People who are facing work limitations because of barriers in the environment
 - Equalization of Opportunities Model
 - People with activity limitations at risk of having a disability
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Results from examination of surveys

- Most ask about “disability”
 - Most have yes/no responses
 - Some ask about impact on ability to work
 - Very few have desired approach
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Other Questions

- Needs for Assistance and Accommodation
 - Disability as a reason for not working
 - Cause
 - Attitudes
 - None with date of onset
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DRAFT LFS Disability Module

Outline

- Purpose of Disability Labor Force Module
 - Structure of Module and Place in LFS
 - General Issues to keep in mind when reviewing module
 - Review of Module
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Purpose of Disability Labor Force Module

- Disaggregation of standard labor force indicators by disability
 - Identification of labor market barriers for people with disabilities
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Structure of Module in LFS

- Standard demographic data
 - Disability identification questions
 - Standard employment indicators
 - If person with a disability:
 - special set of questions on why they are not working
 - special set of questions on attitudes
 - People without disabilities get asked regular set of questions on why they are not working and different questions on attitudes
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Disability Identification

Recommend WG Short Set or Extended Set?

- Brevity and Lower Cost versus Better Identification and Classification of Type of Disability

If use ES, should we include anxiety, pain and fatigue

- Identify more psychosocial disabilities but harder to analyze
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Who gets asked follow-up disability questions?

For domains other than anxiety, pain, and fatigue:

- Lot of difficulty in at least one area?
 - WG disability prevalence definition
- Some difficulty in at least one area? In at least two areas?
 - To pick up people with mild impairments that might still be associated work disability

For anxiety, pain and fatigue? Unclear.

Barriers and Facilitators to Employment

For those “inactive and with at least a lot of difficulty”:

1. Training to qualify for available jobs
2. Transportation from my home to available jobs
3. Transportation services to accommodate people who have disabilities
4. Help in locating available jobs
5. Greater belief that someone will hire me
6. Assistive devices or technology to help people with disabilities get to work and do their job

- Family members supportive with decision to work

For those “employed and with at least a lot of difficulty”:

- Work place/schedule/work task accommodations

For all respondents:

- Employer, co-worker attitudes
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Date of Onset

Important because people with later onset may already have education, training and work experience that impacts their ability to work.

Should date of onset be after each functional domain, or a general question?

For example, for people identified as having a disability: *You said you have some difficulties with certain activities. When did these begin?*

Social Protection

- Should there be additional questions on social protection?
 - On disability programs, general social protection, or both?
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