



Fostering Inclusion of Children with Disabilities in Education

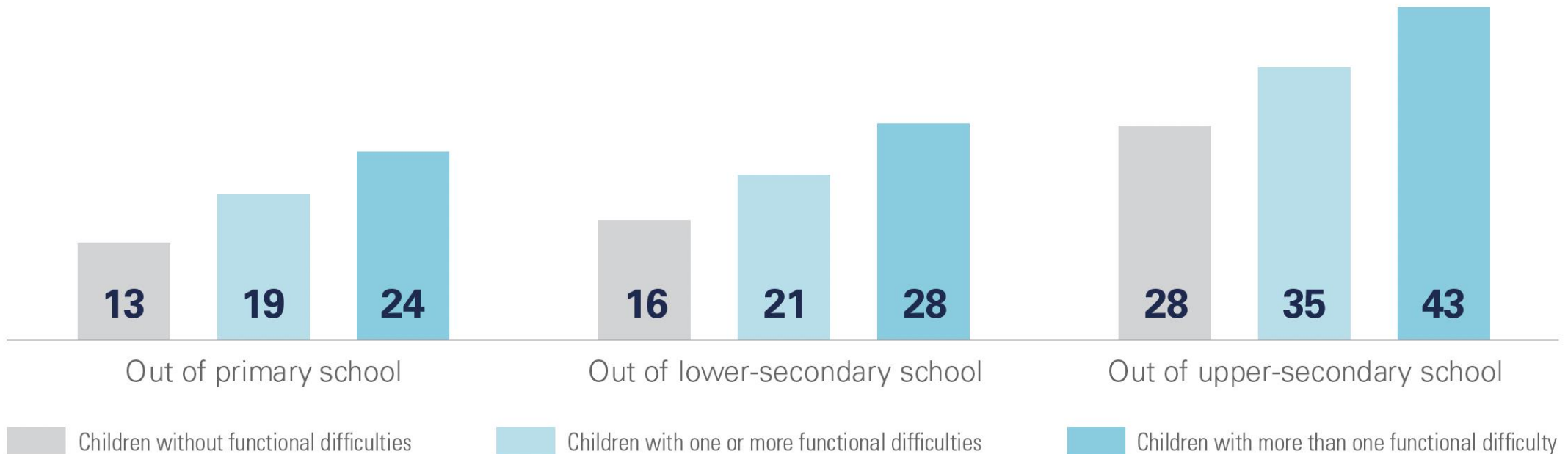
Introducing the Child Functioning Module – Teacher Version and the Inclusive Education Module

Claudia Cappa, Data & Analytics Section, UNICEF NYHQ

What the data tell us

Regardless of education level, children with disabilities are more likely to be out of school than children without disabilities

Percentage of primary-, lower-secondary- and upper-secondary-school-aged children who are not attending school





CHILD FUNCTIONING MODULE - TEACHER VERSION (CFM-TV)

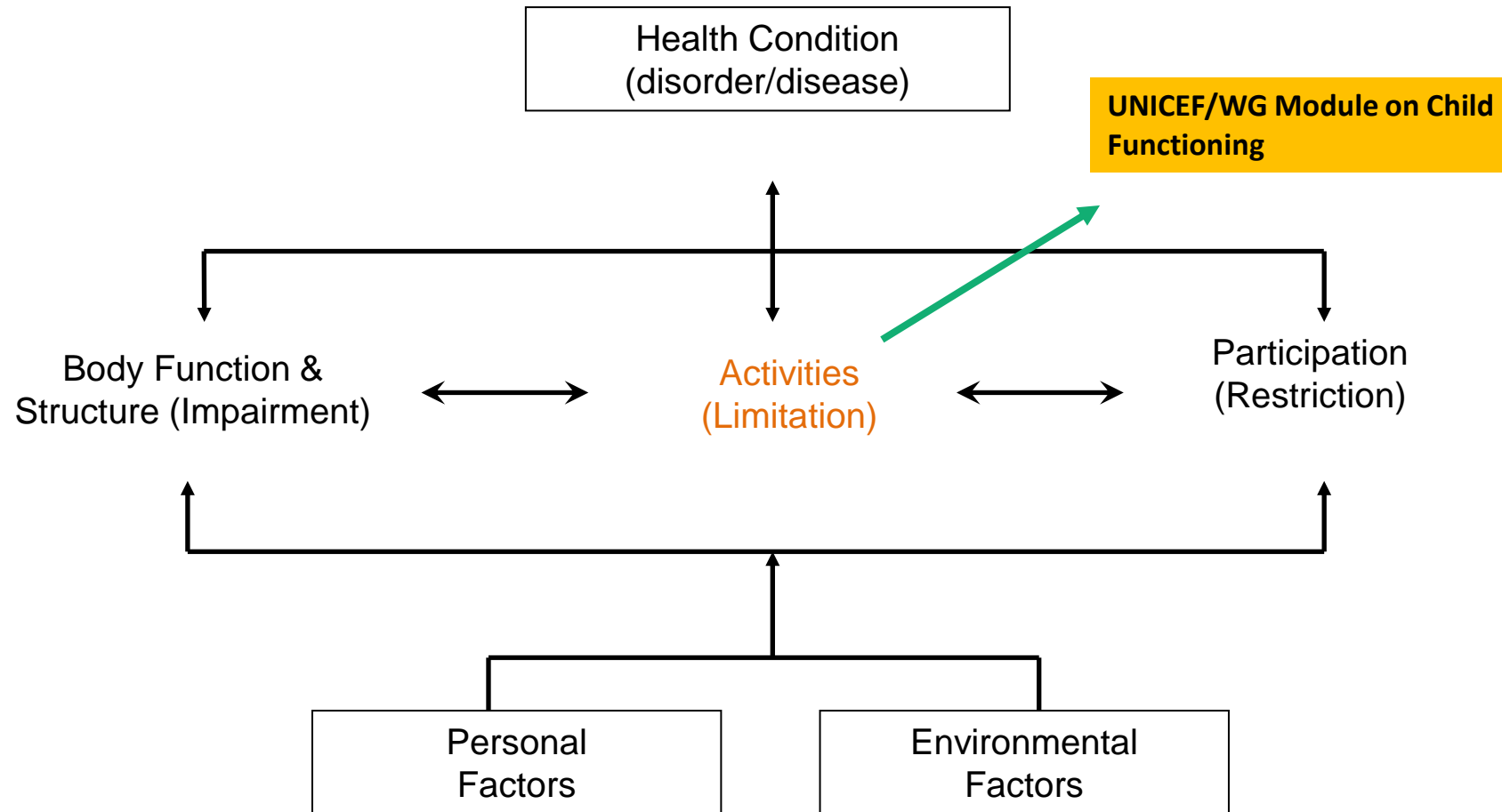


Objectives of the Child Functioning Module (CFM)

- Identify children with functional difficulties through household surveys, with mothers or primary caregivers as respondents
- Questions about functional difficulties across several domains of functioning
- Disability conceptualized on a continuum



The International Classification of Functioning
















Child Functioning Module - Teacher Version: Rationale

- Developed to identify students with functional difficulties, with teachers as respondents
- Questions about functional difficulties across several domains of functioning (similar to the CFM)
- Developed to take advantage of school-based data collections, either as part of Education Management Information Systems or surveys



Child Functioning Module - Teacher Version: Domains

ACCEPTING CHANGE Difficulty accepting change in their routine 	AFFECT/EMOTION		FINE MOTOR Difficulty picking up small objects 
	ANXIETY Seeming very anxious, nervous or worried on a daily basis 	DEPRESSION Seeming very sad or depressed on a daily basis 	
COMMUNICATION Difficulty being understood by 	CONCENTRATING Difficulty concentrating on an activity they enjoy doing 	CONTROLLING BEHAVIOUR Difficulty with controlling their behaviour 	
HEARING Difficulty hearing sounds like peoples' voices or music 	LEARNING Difficulty learning things 	MAKING FRIENDS Difficulty making friends 	
REMEMBERING Difficulty remembering things 	SEEING Difficulty seeing or cannot see at all 	WALKING Difficulty walking on level ground 	

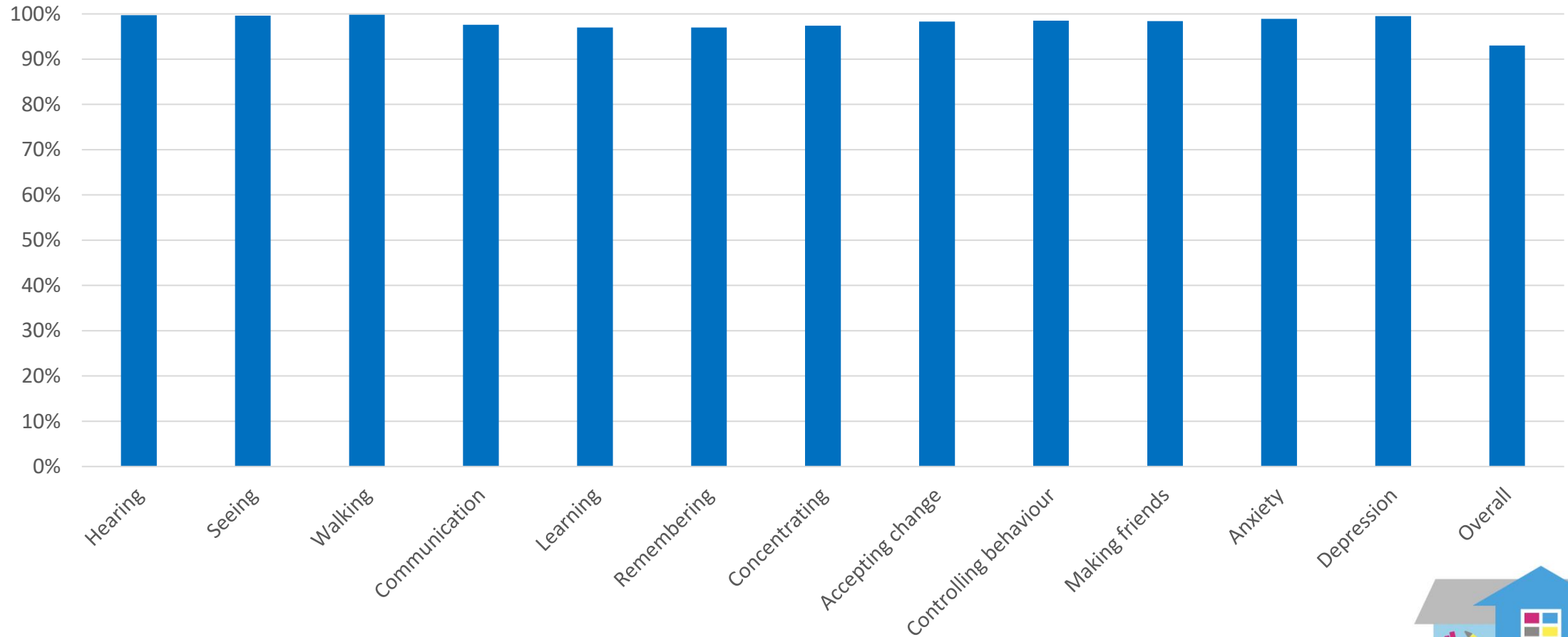


Child Functioning Module - Teacher Version: Uses

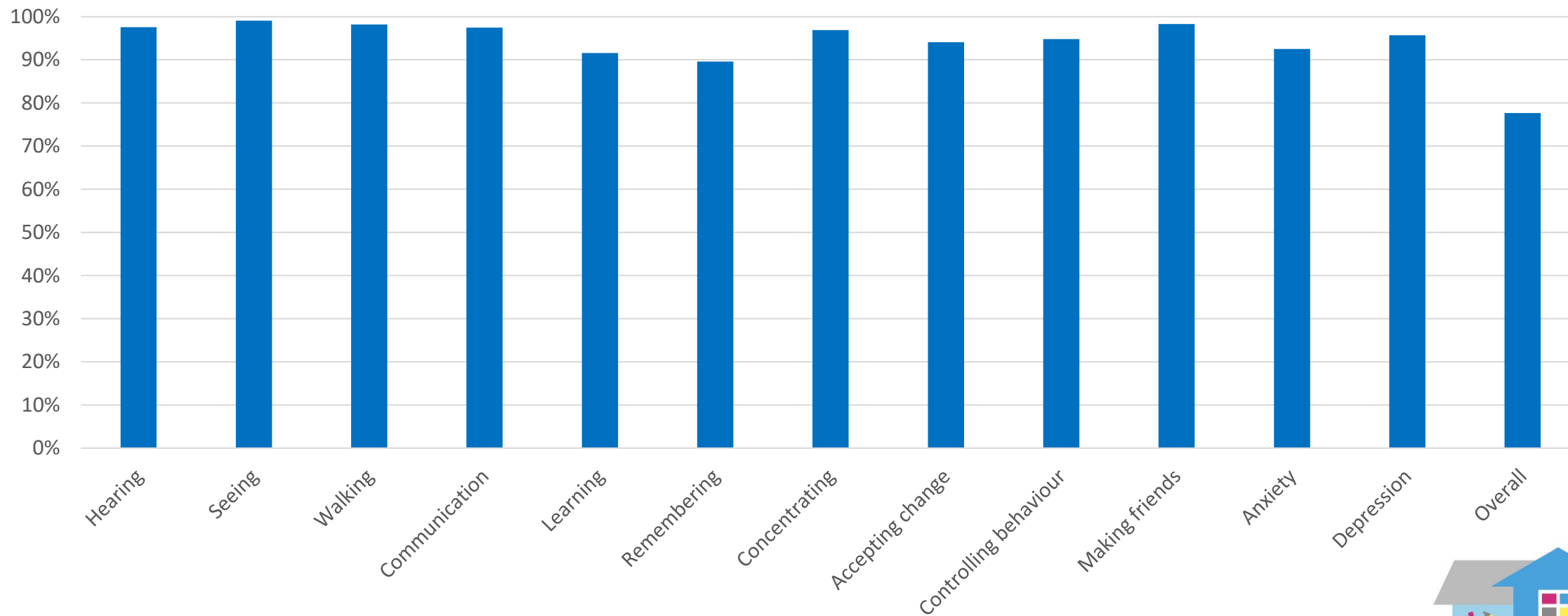
- Population-level estimates of the prevalence of students with disabilities
- Disaggregation of educational outcomes by disability status
- Screening (with caveats/limitations) to identify children who would benefit from interventions



Results from the testing of the CFM-HV: Agreement between teachers and caregivers (Kosovo, UNSCR1244)



Results from the testing of the CFM-HV: Agreement between teachers and caregivers (Malawi)



Child Functioning Module - Teacher Version: Partners

- Education cannot Wait
- Humanity & Inclusion
- Save the Children
- School to School International
- Sightsavers
- USAID
- World Education
- World Vision
- DFAT, Australian Government





INCLUSIVE EDUCATION MODULE (IEM)

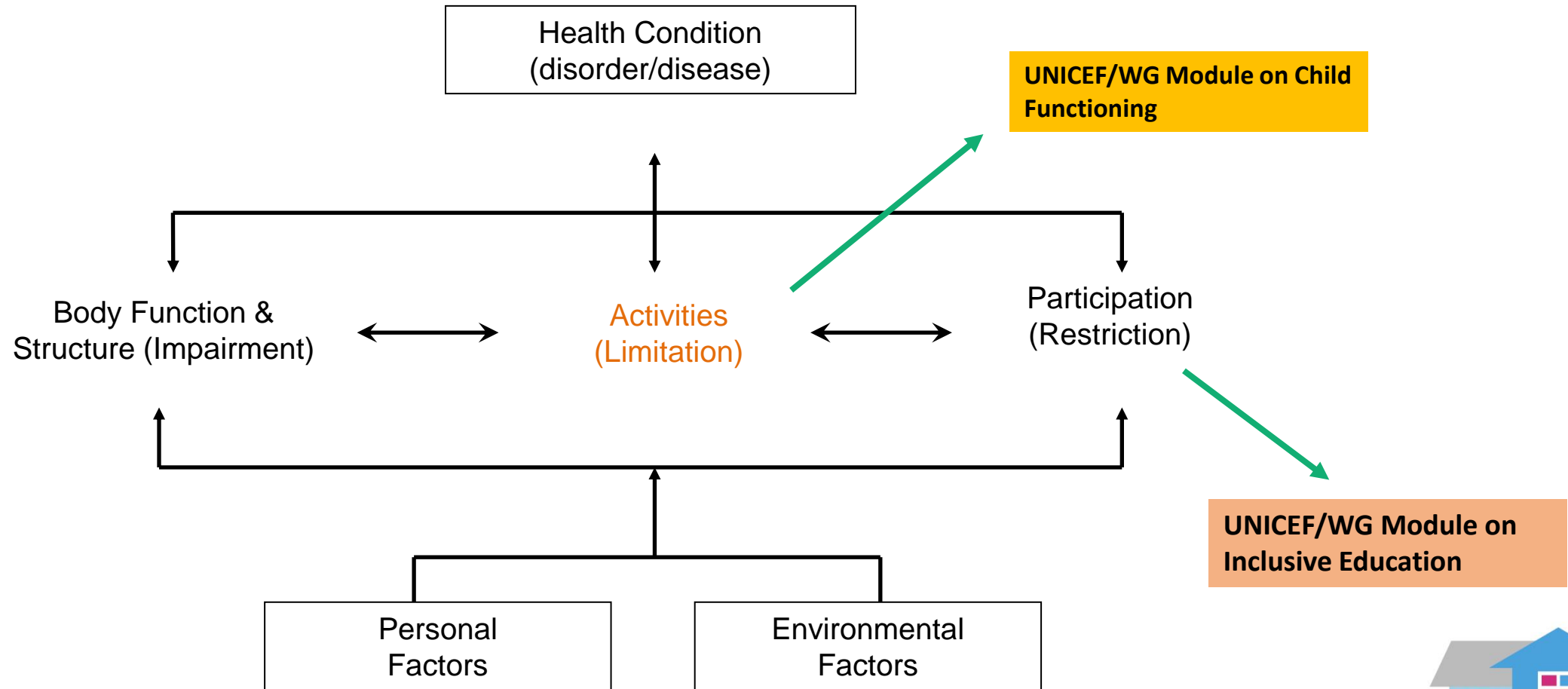


Inclusive Education Module: Basic principles

- Addressed to mothers or primary caregivers of school-aged children (aged 5/6 to 17 years)
- Can be added to multi-topic surveys or dedicated surveys on education
- Help understand the barriers children with disabilities may experience, when used in surveys that also include the CFM



The International Classification of Functioning



Inclusive Education Module: Set of questions

- Child's background
- School type
- School environment
- Reasons for not attending school
- School attendance determinants



MODULE ON SCHOOL PARTICIPATION AND SCHOOL TYPE
(all children)

CHILDREN NOT ATTENDING SCHOOL
Not connected to the education system and not homeschooled

CHILDREN ATTENDING SCHOOL
(Connected to the education system)

Never attended school

Not currently in school

Going to a school

Schooled in the home

Missed more than half of school days

Missed less than half of school days

Attending but not expected to complete school year

MODULE ON REASONS FOR NOT ATTENDING SCHOOL
(out-of-school children, children schooled in the home)

MODULE ON SCHOOL ENVIRONMENT
(children going to a school)

MODULE ON SCHOOL ATTENDANCE DETERMINANTS
(children going to a school who have missed more than half of the school days or are not expected to complete the current school year, out-of-school children and children schooled in the home)



Inclusive Education Module: Content

Child's background

- Ever attended school
- Highest level/grade attended
- Highest level/grade completed
- Currently attending

School type

- Homeschooling
- Type of school (boarding school, regular/special)
- Type of classroom (regular/special)
- School days missed
- Expectations about completing school year



Inclusive Education Module: Content

School environment

- Help to get to school
- Support from school staff
- Learning materials
- Conditions of classrooms (light, temperature, availability of desks/tables, noise level)
- Accessibility of wash facilities and recreational areas at school
- Safety and acceptance
- Responsiveness of school to concerns
- Whether school meets student's learning needs
- Ability of teachers to meet student's learning needs



Inclusive Education Module: Content

Reasons for not attending school

- Denied enrollment
- Conditions at the school
- Lack of adequate transportation
- Safety concerns
- Accessibility issues
- Lack of assistive devices
- Lack of support services
- Teachers' inability to meet student's learning needs
- Unfair treatment by teachers



Inclusive Education Module: Content

School attendance determinants

- Financial constraints
- Need to work
- Need to care for family members
- Marriage/Having children
- Serious health condition
- Too young or too old
- Completed enough schooling
- Not interested in schooling
- Low expectations about future earnings



Where to find the CFM, CFM-TV and IEM

Module on Child Functioning

A new way to measure child functioning

To address the paucity of data on the situation of children with disabilities globally, UNICEF and the Washington Group on Disability Statistics developed the Child Functioning Module for use in censuses and surveys. This module is intended to provide a population-level estimate of the number and proportion of children with functional difficulties. It conforms to the biopsychosocial model of disability, focusing on the presence and extent of functional difficulties rather than on body structure or conditions.

The Child Functioning Module is comprised of two questionnaires, one with 16 questions for children aged 2 to 4 years and another with 24 questions for children aged 5 to 17 years. The questions are to be administered by the mother or primary caregiver of the child in question. They are designed to identify difficulties according to a range of severity. To better reflect the degree of functional difficulty, each area is assessed against a rating scale.

The Child Functioning Module was developed in consultation with organizations of persons with disabilities, among other stakeholder groups. These organizations were instrumental in the design of the module, including through their engagement during the validation in the field. The module underwent extensive review by other experts and was tested in several countries to determine the quality of questions and how well they are understood by people in diverse cultures.

In March 2017, a [joint statement signed by multiple UN agencies and Member States](#), organizations of persons with disabilities and other stakeholders recommended the module as the appropriate tool for SDG data disaggregation for children. The development of the Child Functioning Module and its roll-out as part of the [2020 Census Compact \(2020-2025\)](#) has led to the release, for the first time, of internationally comparable data on children with disabilities. In addition, many countries have also included the module as part of their nationally representative surveys. Estimates from around 50 countries have been released as of November 2021, and [data from 20 more surveys](#) are expected to become available over the next couple of years.

Resources

- Guidance note on integrating the module on child functioning in demographic and health surveys
- A Key To Inclusion: New tool to measure child functioning and disability
- Module on Child Functioning: Guidance note for translation and customization
- Module on Child Functioning: Concept note
- Timeline and development of the Module on Child Functioning
- Module on Child Functioning: Questionnaires
- Module on Child Functioning: Manual for interviewers
- Module on Child Functioning: Tabulation plans, narrative and guidelines
- Series of articles on the development and testing of the Module on Child Functioning
- Measuring Child Functioning: The UNICEF-Washington Group Module
- Field Testing a Draft Version of the UNICEF-Washington Group Module on Child Functioning and Disability

<https://data.unicef.org/topic/child-disability/data-collection-tools/module-on-child-functioning/>

Module on Child Functioning – Teacher Version

Good-quality data are key to eliminating discrimination based on disability and to accelerating global progress towards inclusive policies and programmes, including in education.

The **CFM-Teacher Version (CFM-TV)**, released by UNICEF and the Washington Group on Disability Statistics in 2016, has been used in several countries to generate estimates on the number and proportion of children with functional difficulties. The questions are designed to be administered as part of household surveys to mothers or primary caregivers and ask about the difficulties their children may have in certain functional domains. Difficulties are assessed according to a range of severity (that is, no difficulty, some difficulty, a lot of difficulty, cannot do at all).

Following the release of the CFM for household surveys, UNICEF and the Washington Group developed a **Teacher Version of the Child Functioning Module (CFM-TV)** that can be used in national Education Management Information Systems as well as other data collection efforts, such as school-based surveys, with teachers as respondents. With the necessary caveats, the CFM-TV can also be used for programme monitoring and evaluation. The CFM-TV was developed to take advantage of school-based data collections. Both collections, either as part of Education Management Information Systems or surveys, have the benefit of reduced costs compared with other data collection platforms, such as household surveys, since data collection occurs where children are known to be present.

The CFM-TV consists of 20 questions for school-aged children (5 to 17 years). The questionnaire is designed to identify difficulties in a number of functional domains – seeing, hearing, mobility, fine motor, communication/comprehension, learning, remembering, attention and concentrating, coping with change, controlling behaviour, relationships, and affect (worry and depression).

Resources

- Module on Child Functioning – Teacher Version: Questionnaires
- Module on Child Functioning – Teacher Version: Question by Question Specifications
- Module on Child Functioning – Teacher Version: Guidance Note

<https://data.unicef.org/resources/module-on-child-functioning-teacher-version/>

Module on Inclusive Education

Inclusive education is a key strategy to ensure that all children benefit from quality education to develop their skills and realize their full potential. Inclusive education involves the process of strengthening conditions in and capacities of education systems so they can cater to all children, regardless of sex, ethnicity, language, socio-economic status, nationality, area of residence and disability status, among other characteristics. Inclusiveness in education involves all aspects of the education system that can facilitate equity in having meaningful and successful participation in these systems.

UNICEF and the Washington Group on Disability Statistics (WG) have developed the **Inclusive Education Module (IEM)**, a set of questions to understand the environmental factors affecting school participation. While the IEM was specifically designed to explore the educational experience of children with disabilities, its questions are applicable to all children, regardless of their disability status. This means that to use will help national decision-makers understand the educational experience of all children.

While not disability-specific, the questions were developed in line with the biopsychosocial model of disability which emphasizes the need to gather information on both individual characteristics as well as environmental barriers to participation for children with long-term impairments. Multiple rounds of testing of different formulations of the questions showed that the best way to identify barriers to education faced by children with disabilities was to ask about characteristics of all aspects of the school environment for children with and without disabilities.

To address inclusion related to disability the IEM set of questions is designed to be used in conjunction with the [Global Education Monitoring Report \(GEMR\)](#). The CFM released by UNICEF and the Washington Group on Disability Statistics in 2016, provides population level estimates of the number of children with functional difficulties. The IEM can be added to any survey that includes the CFM or both can be added to surveys that address education. When used together, the CFM and IEM will enable disaggregation of education characteristics and outcomes by disability status and identify both facilitators and barriers to school participation in order to inform policy to support full inclusion in education for children with disabilities.

Resources

- Module on Inclusive Education – Questionnaires
- Module on Inclusive Education – Interviewer Guidelines

<https://data.unicef.org/resources/module-on-inclusive-education/>





THANKS
شكراً

Washington
Group on
Disability
Statistics



unicef 
for every child