

Building Disability Inclusive Education through Data

Webinar

Date 7 May 2021

Time 10 am (GMT+7)



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Date: Friday, 7 May 2021

Time: 10.00 am – 11.30 hrs (Bangkok time)

Background

Children with disabilities are disproportionately excluded from education in many countries. However, since the [2030 Agenda for Sustainable Development](#) and the [Convention on the rights of persons with Disabilities, which have both](#) emphasised the importance of disability-inclusive education, countries are increasingly committed to leaving no child behind and ensuring that all children with disabilities are equally included in schools and in the learning process. At the [Global Disability Summit 2018](#), several national governments, donor agencies and civil society organisations made a set of 170 to improve the disability inclusive development, including data disaggregation. In 2019, at the [International Forum on inclusion and equity in education](#) in Cali, Colombia, the need for robust and disaggregated data was emphasized to ensure effective monitoring and accountability was further emphasized.¹

Globally current methods of education data collection often leave behind children from marginalized groups, particularly those with disabilities. While it is important for all stakeholders, reliable, sustainable, disaggregated data on children with disabilities and inclusive learning environments is particularly important and yet often missing. Governments need this data to understand the barriers to education for children with disabilities and to plan, design and implement policies and interventions to remove these barriers. This data is important to track global progress towards Sustainable Development Goal targets (SDGs), particularly SDG 4.² However, unfortunately, the data required to develop, execute, and monitor inclusive policies is often either missing or of poor quality.

Data collection for children with disabilities remains a challenge for countries in the Asia Pacific region. Comprehensive identification and screening systems that are aligned with the International Classification of Functioning (ICF) Model³ are mostly missing in the region. In some countries, there is no official data on persons with disabilities. Most countries do not have standardized definitions of disability and ministries do not work collaboratively to develop a solid identification and data collection process. Out-

¹ <https://unesdoc.unesco.org/ark:/48223/pf0000370910>

² Grimes, Peter, Marieke Stevens, and Kalpana Kumar. 2015. 'An Examination of the Evolution of Policies and Strategies to Improve Access to Education for Children with Disabilities, with a Focus on Inclusive Education Approaches, the Success and Challenges of Such Approaches and Implications for the Future Policy Direction.' <https://unesdoc.unesco.org/ark:/48223/pf0000232454>.

³ ICF describes a person's level of functioning as a dynamic interaction between their health conditions, environmental factors, and personal factors

dated medical approaches lead to unreliable data on disability and lack of targeted planning of interventions and disability services. This serves as a barrier for effective and responsive policy development. Moreover, disaggregation of basic education statistics is not yet fully developed and most EMIS systems do not include data on children with disabilities and their participation and achievement in school which adds to the gravity of the situation. ⁴

However, countries are increasingly looking to expand and improve their data collection tools to better include children with disabilities.

Household surveys are an important tool for collecting information on the educational participation and learning of children with disabilities. The [Washington Group on Disability Statistics](#), a group established under the UN Statistical Commission, has developed a [short set of questions](#) and, with UNICEF, a longer [Child Functioning Module](#) (CFM). When integrated into household surveys, these questions can provide internationally comparable data on disability among children. The module has been used in the latest round of [UNICEF's Multiple Indicator Cluster Survey \(MICS6\)](#).

Administrative data collection mechanisms is another channel. The creation of disability-inclusive Education Management Information Systems (EMIS) at country level that collect reliable school level data about pupil enrolment, progress and retention is a critical step in filling the data gap. Several partners have designed EMIS templates for identifying children with disabilities that are aligned with the CFM. For example, this approach has been incorporated into the UNESCO-led [OpenEMIS initiative](#) and is currently being used in a number of countries. ⁵

Objectives of this webinar

1. To raise understanding among partners on the importance of disability data collection and its challenges.
2. To introduce key tools, such as the UNICEF's Multiple Indicator Cluster Survey (MICS) and Washington Group Short Set and Child Functioning Module, and explain how they can be potentially used to overcome data gaps.
3. To share good examples from the region on application of disability data practices and the results
4. To create momentum and collaboration potential across various stakeholders to align technical and financial resources at the country and global levels to improve data availability on education and disability.

It is hoped that this information will contribute to national thinking, planning and innovation on disability-inclusive data collection and provide a basis for further discussions around the issue of disability data.

Target Audience

The target audience for the webinar includes regional, national and international level education stakeholders (including both policymakers and implementers) interested in reliable disability data collection to inform strategic inclusive education policies for all learners.

⁴ UNICEF EAPRO. (2020). Education for every ability: A review and roadmap of disability-inclusive education in East Asia and Pacific Region. <https://www.unicef.org/eap/reports/education-every-ability>

⁵ <https://learningportal.iiep.unesco.org/en/blog/collecting-data-for-inclusive-education>

Working Language

English will be the working language of the webinar. Live captioning and sign language will be made available during the webinar.

Dates and Format

Date: 7 May 2021

Time: 10.00 – 11.30 hrs. (Bangkok time)

Format: Zoom

Registration

Registration is free and required in advance. Once you register, a unique join URL will be sent to your email.

Registration link: https://leonardcheshire.zoom.us/webinar/register/WN_FsKQBDm-T_6l665NIslE3w

For more Information

Asia-Pacific Disability Inclusive Education Working Group Secretariat

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Proposed Agenda

Friday, 7 May 2021	
Moderator: Inclusive Disability Education in Asia-Pacific Working Group (IDEA-P)	
10:00 – 10:10	Welcome and Introduction from the Asia-Pacific Disability Inclusive Education Working Group (10 minutes) - Erin Tanner, UNICEF EAPRO
10.10 – 10.20	Daniel Mont, Co-President and Co-Founder at Center for Inclusive Policy - Introduction of the topic and a brief overview of the importance of disability data, the challenges and how the Washington Group (WG) tools overcome some of these issues
10:20 – 10:50	Panel Moderator: P.T. Lim, ASEAN DISABILITY FORUM Panel Speakers: <ul style="list-style-type: none">• Roshan Bajracharya, UNESCO-UIS Bangkok “The Use of UIS Data and Education Management Information Systems (EMIS) for Constructing Indicators to Monitor Inclusive Education”• John Paul Cruz, IFES and AGENDA Importance of making data inclusive for children with disabilities in education• Beth Sprunt and Jovesa Korovulavula (co-presenters) Country focus case study: Fiji Education Management Information System (FEMIS) tool
10:50 – 11:20	Q&A and Discussion (30 minutes)
11:20 – 11:30	Key Messages and Closing (10 minutes) - Barkha Henry, Leonard Cheshire