

Building Disability Inclusive Education through Data

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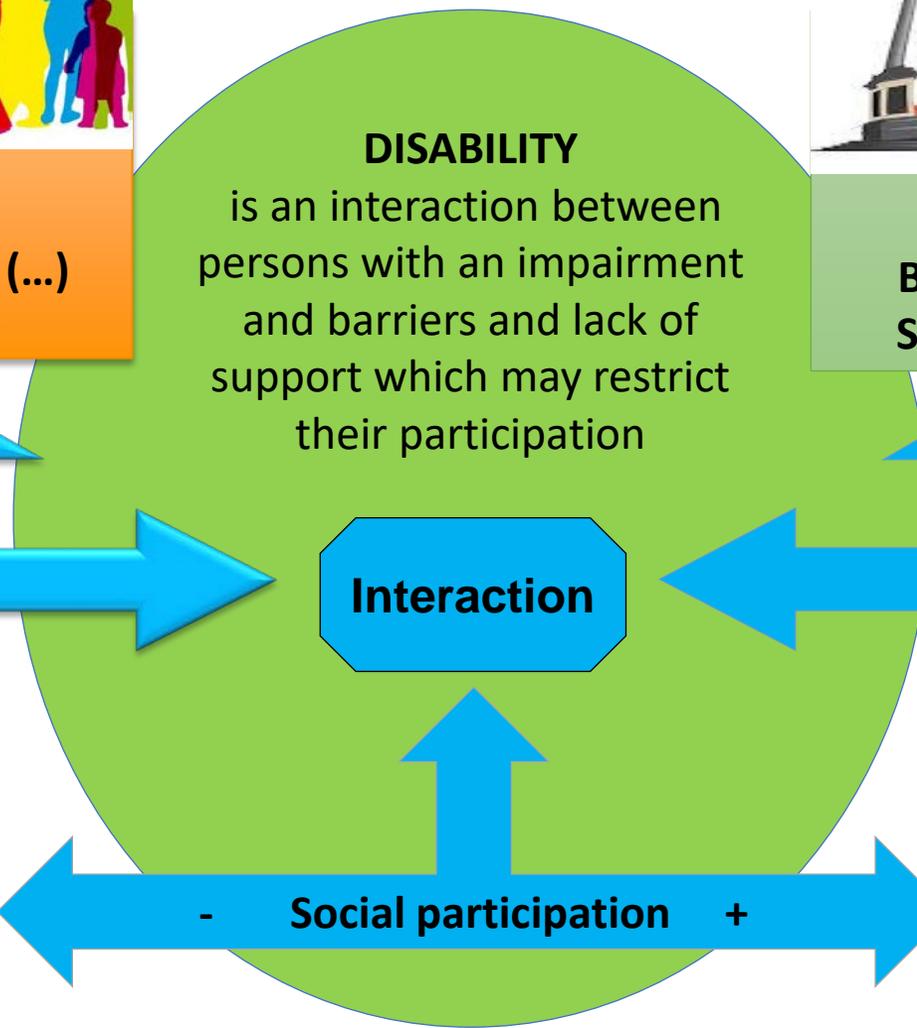
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PERSONS
 Gender, age, ethnicity (...)
 And impairment(s)



ENVIRONMENT
 Barriers? (to be removed)
 Support? (to be provided)



Exclusion



Inclusion

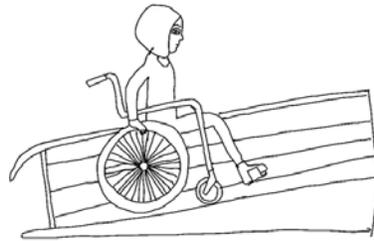
- Social participation +

What types of data do we need?

Data on children with disabilities in and out of school



Accessibility and inclusivity of schools



Barriers to receiving an education



Data on Children with Disabilities in School

- How many?
- What type of disabilities?
- Does this vary by age, gender, or region?
- What kinds of support do they need?
- What kinds of supports are available?
- How do their outcomes differ from children without disabilities?

Data on the Environment

- **Physical environment** – ramps, toilets, etc.
- **Information and communication** – sign language, etc.
- **Materials** – Braille books, modified furniture, etc.
- **Human resources** – teacher training, specialists, etc.

How can the Washington Group
Questions help?

- The Washington Group Short Set of 6 questions is inadequate. It significantly under-identifies children with developmental or psychosocial disabilities.
- The **UNICEF/WG Child Functioning Module** identifies many more children who have difficulties that can get in the way of learning

Washington Group in an EMIS

- They have been successfully adapted into EMIS's, for example Fiji. But even then, testing and training is important to match to the local context.
- The WG is testing a shorter version of the CFM, designed specifically for teachers. Initial results in Senegal are promising.

What the WG questions do and don't do in an EMIS

1

DO identify students who are at risk of not learning because of difficulties in functioning, and refer them to further assessments and services

2

DO allow us to disaggregate outcome indicators to see how disabled children are doing in school

3

DO allow us to correlate outcomes with environmental variables and interventions to identify major barriers

1

DO NOT – if included in an EMIS – tell us about children who are out of school

2

DO NOT identify children's individual support needs

3

DO NOT provide us information on environmental barriers

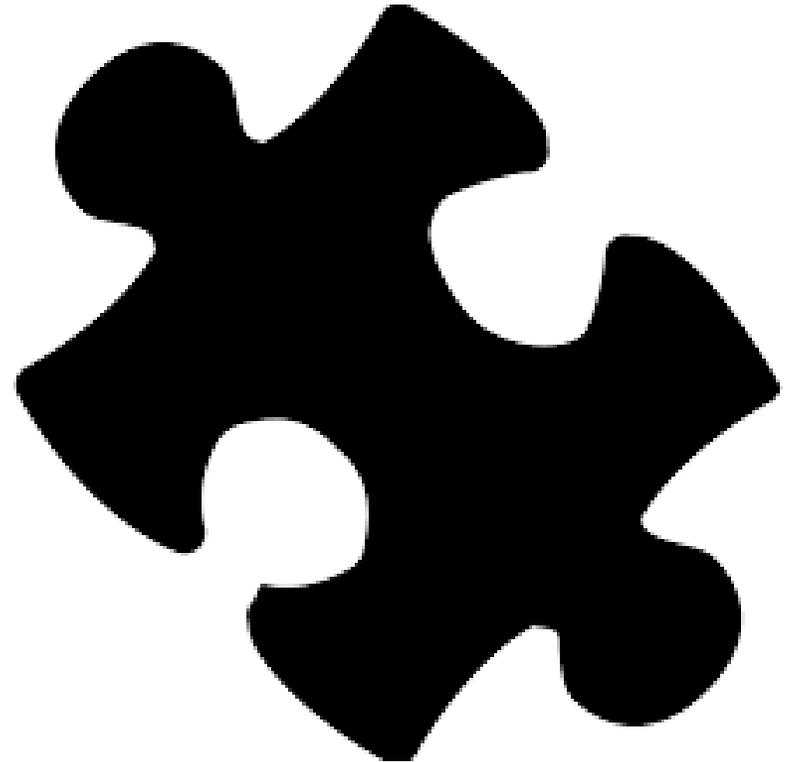
4

DO NOT provide us information on available resources and supports

Building Disability Inclusive Education Through Data

The UNICEF/WG CFM is an important component to generating the data needed to develop, implement, and monitor inclusive education

But it is only a piece of the puzzle.



Thank You