SDG Equity Webinar, Sept 2016

Data on children with Disabilities

Ian Attfield, DFID

To achieve inclusive quality education, we need:

- Accessibility to schools, including in emergency contexts
- Investment in teacher training
- Learning materials available in accessible formats
- Assistive technology
- Data on children with disabilities

Credits to Daniel Mont, some slides adapted from his WG/UCL presentation to DFID, Nov. 2015
Purposes of Data Collection

- **Motivation** – getting people to believe actions must be taken
- **Policy Development** – deciding what actions are needed inclusion and /special needs/adaptation
- **Monitoring**
  - Taking stock of what is being done and how well it is being implemented
- **Evaluation**
  - Determining the impact of the actions taken
Sept 2016, New UK Prime Minister reaffirmed commitment to LNOB agenda.

DFID made a new commitment (2013) to advocate for the use of the UN’s Washington Group questions on disability in DFID supported surveys and censuses. We ask all partners to use the Washington Group Short Set of Questions on Disability

We are focussing on engaging and influencing bilateral and multilateral partners to do the same (hosted an international conference on disability and data in October 2014).

We recognise that the Washington Group questions are not the only tool for inclusive data, and there are occasions when more information is required and other tools are needed.

We will develop guidance on disability data disaggregation at the programme level with the UN’s Washington Group. This will be for use by DFID, also by bilateral / multilateral and NGO partners.
Recent Efforts in Disability Data Collection by Washington Group

• Short Set
  – *International standard for disaggregation*
  – Who has a disability

• Extended Set
  – Addresses some of the gaps of the short set – primarily psychosocial

• UNICEF/WG Children’s Set
• UNICEF/WG School Environment and EMIS
• ILO/WG Labor Module
• Plans for work on mental health and environment
Where do we draw the line?

- The distribution of human functioning is not binary
- As the environment becomes more inclusive, the line where people face participation restrictions will shift to the right
- Where we draw the line can differ based on our purpose for identifying people
Challenges

• Selecting the type of data and the data source that is appropriate for the purpose
• Conventional school census/EMIS data collection are usually unable to collate useable information.
• Getting quality data on how disability is measured
• Using the appropriate “definition” of disability for the desired purpose