

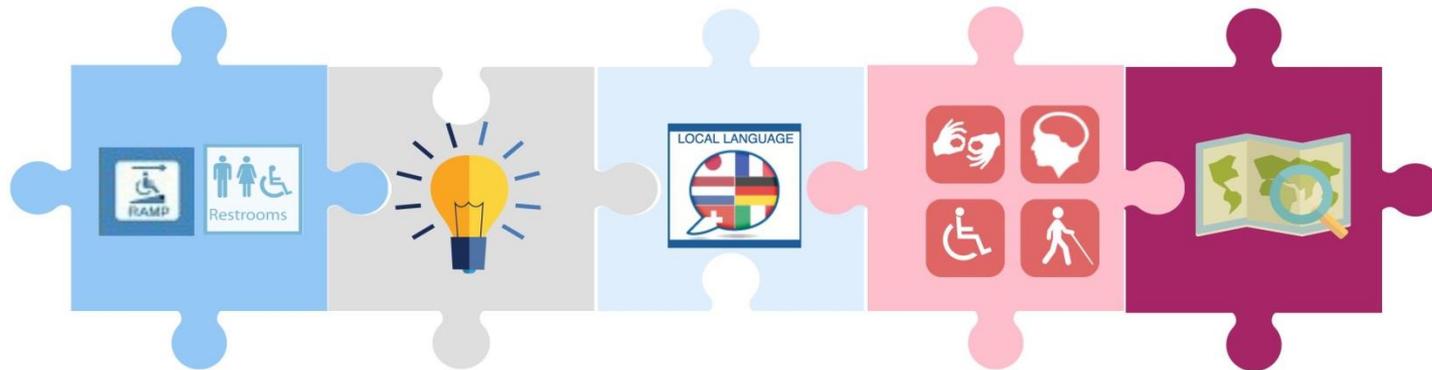
SDG Equity Webinar, Sept 2016

Data on children with Disabilities

Ian Attfield, DFID

#3

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

#thisability

unicef
unite for children

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Department
for International
Development

IDC
International Disability and
Development Consortium

Norad

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



DFID (UK) Disability Framework

Leaving No One Behind 2014

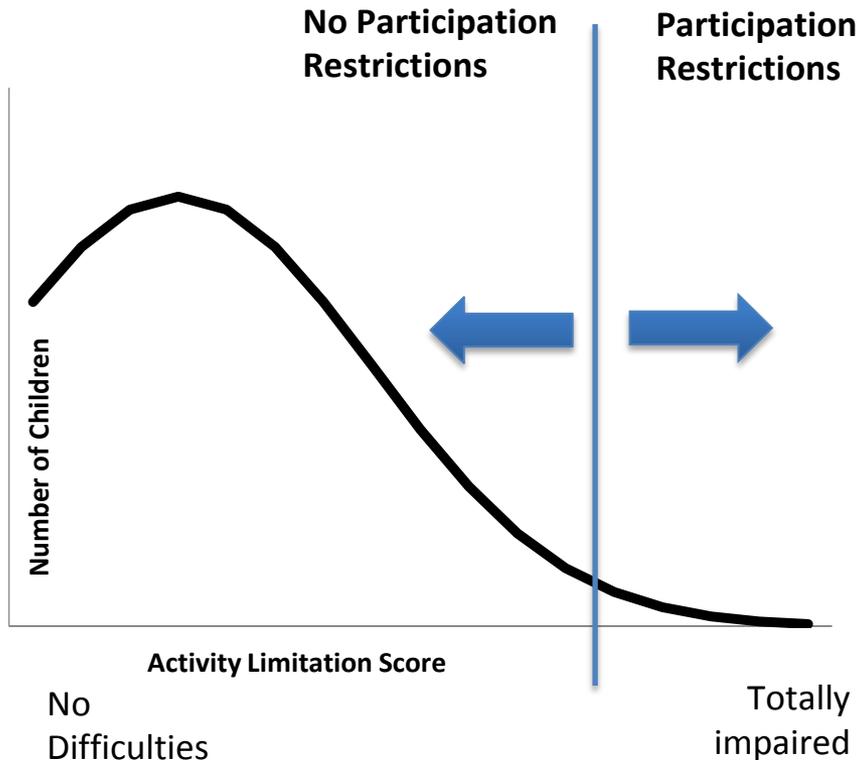
- Sept 2016, New UK Prime Minister reaffirmed commitment to LNOB agenda.
- DFID made a new commitment (2013) to advocate for the use of the UN's Washington Group questions on disability in DFID supported surveys and censuses. We ask all partners to use the [Washington Group](#) Short Set of Questions 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