Realizing the rights of girls with disabilities through inclusive statistics

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Counted and Visible
Global Conference on the measurement of gender equality and intersecting inequalities

Session 4A
Missing Figures: Who is being left behind?
Women with Disabilities

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Review of prevalence studies

• More than 1000 surveys/censuses collected data on persons with disabilities
• 200 countries with data
• Three countries (India, Portugal, USA) included questions on disabilities in censuses conducted during the 19th century
• Increase in data collection in the last 60 years

Differences in
• definition of disability
• purpose of measurement
• operational measures
• domains of functioning examined
• data collection method
• reporting sources
• response categories/severity qualifier
• thresholds/cut-off
• different age-group band
The case for children

• Children less visible in the data collection agenda

• General household surveys and censuses found to inadequately identify children with disabilities

• Children might be overlooked on surveys that do not ask specifically about them

• Children of low socioeconomic status and girls in general might be particularly under enumerated
Child Functioning Module

• Primary purpose: identify children with functional difficulties
  – To provide cross-nationally comparable data
  – To be used as part of national population surveys or in addition to specific surveys (e.g., health, education, etc.)
  – Uses the ICF biopsychosocial model
The International Classification of Functioning (ICF) Model

Health Condition (disorder/disease)

Body Function & Structure (Impairment)

Activities (Limitation)

Participation (Restriction)

Personal Factors

Environmental Factors

UNICEF/WG Module on Child Functioning
Domains of functioning

UNICEF/Washington Group Module on Child Functioning
Children aged 2 to 4 years

SEEING
Difficulty seeing

HEARING
Difficulty hearing sounds like peoples’ voices or music

MOBILITY
Difficulty walking

FINE MOTOR
Difficulty picking up small objects

COMMUNICATION/COMPREHENSION
Difficulty understanding or being understood

CONTROLLING BEHAVIOUR
Kicking, biting or hitting other children or adults

LEARNING
Difficulty learning things

PLAYING
Difficulty playing

UNICEF/Washington Group Module on Child Functioning
Children aged 5 to 17 years

SEEING
Difficulty seeing

HEARING
Difficulty hearing sounds like peoples’ voices or music

MOBILITY
Difficulty walking on level ground

SELF-CARE
Difficulty with feeding or dressing

COMMUNICATION/COMPREHENSION
Difficulty being understood by people

LEARNING
Difficulty learning things

REMEMBERING
Difficulty remembering things

ATTENTION AND CONCENTRATING
Difficulty concentrating on an activity they enjoy doing

RELATIONSHIPS
Difficulty making friends

COPIING WITH CHANGE
Difficulty accepting change in their routine

AFFECT
ANXIETY
Seeming very anxious, nervous or worried on a daily basis

DEPRESSION
Seeming very sad or depressed on a daily basis
Data on persons with disabilities in the Multiple Cluster Indicator Survey (MICS)

- MICS survey is a global program, providing valuable data especially in low-income and/or emergency countries
- Close to 60 countries participated in the current round (MICS6)
- Both child and adult functioning data are collected using age-specific questionnaires:
  - 2-4 years old (Child Functioning Module)
  - 5-17 years old (Child Functioning Module)
  - 18 years or older (WG-Short Set)
- Results and data from 17 countries are already available at mics.unicef.org

22 years, 109 countries, 300+ reports
• The most common FD are related to anxiety and controlling behavior
• Hearing and seeing FD are rarer

Data Source: 2018 Suriname MICS survey
Availability of data on girls with disabilities

• EVERY GIRL WITH A DISABILITY SURVIVES AND THRIVES
  – Sexual and reproductive health
  – Menstrual hygiene management
  – Immunization
  – Reported disease episodes
  – Care-seeking for diarrhea, ARI symptoms or fever
  – Nutritional status
  – Early childhood development context and status

• EVERY GIRL WITH A DISABILITY LEARNS
  – School participation
  – School progression
  – Learning outcomes
  – Parental involvement with learning
  – Skills development

• EVERY GIRL WITH A DISABILITY IS PROTECTED FROM VIOLENCE AND EXPLOITATION
  – Birth registration
  – Violent discipline
  – Safety
  – Early marriage
  – Child labor
  – Victimization and reporting of violence

EVERY GIRL WITH A DISABILITY LIVES IN A SAFE AND CLEAN ENVIRONMENT
  – Use of safely managed, basic and improved drinking water sources
  – Sanitation and hygiene
  – Energy use

EVERY GIRL WITH A DISABILITY HAS AN EQUITABLE CHANCE IN LIFE
  – Multidimensional poverty
  – Access to health insurance and social transfers
  – Discrimination
  – Satisfaction with life, happiness and perception better life
Where to find the CFM (and related documentation) plus updates on data work

data.unicef.org/disability
THANK YOU