

Realizing the rights of girls with disabilities through inclusive statistics

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for every child

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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

27 February 2020



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

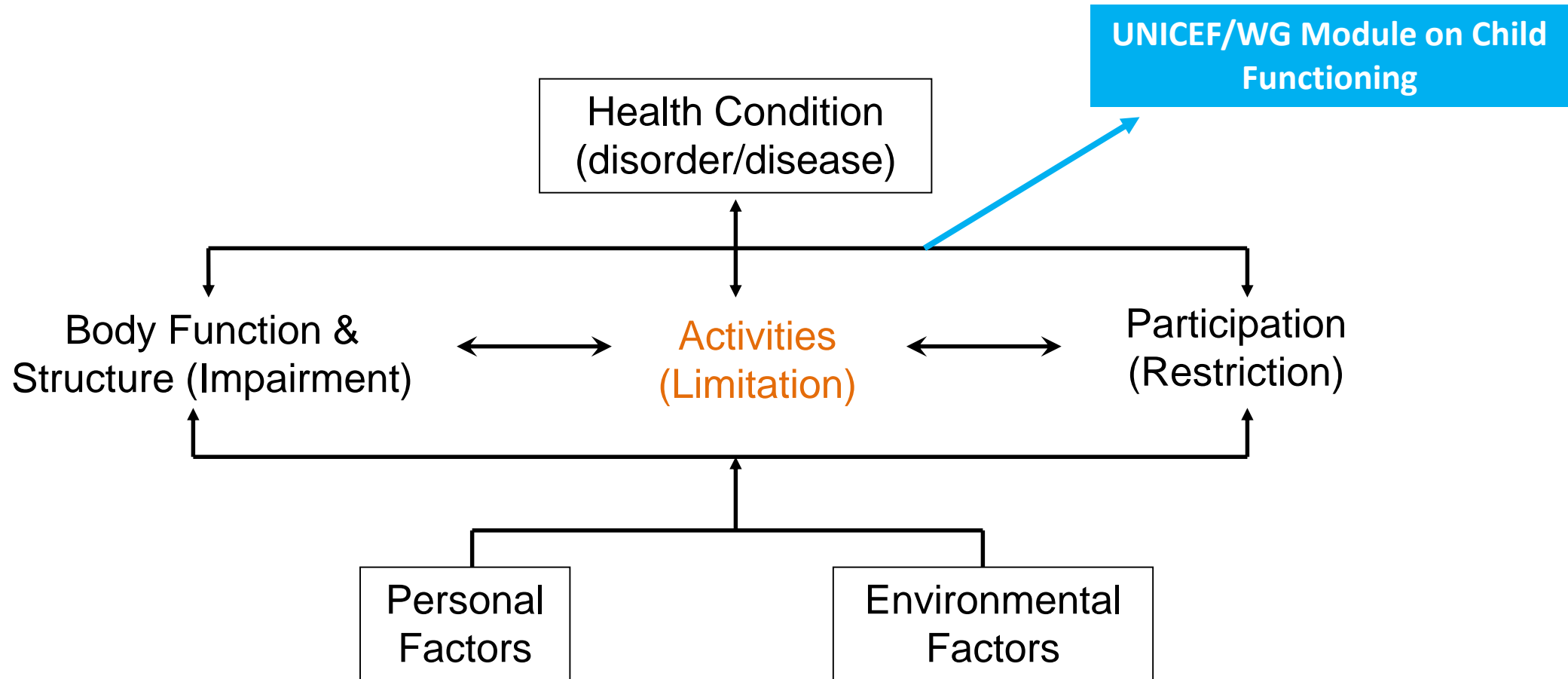
- Children **less visible** in the data collection agenda
- General household surveys and censuses found to **inadequately** identify children with disabilities
- Children might be **overlooked** on surveys that do not ask specifically about them
- Children of low socioeconomic status and girls in general 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



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	
COPING WITH CHANGE Difficulty accepting change in their routine		AFFECT		ANXIETY Seeming very anxious, nervous or worried on a daily basis	
CONTROLLING BEHAVIOUR Difficulty with controlling their behaviour		DEPRESSION Seeming very sad or depressed on a daily basis			

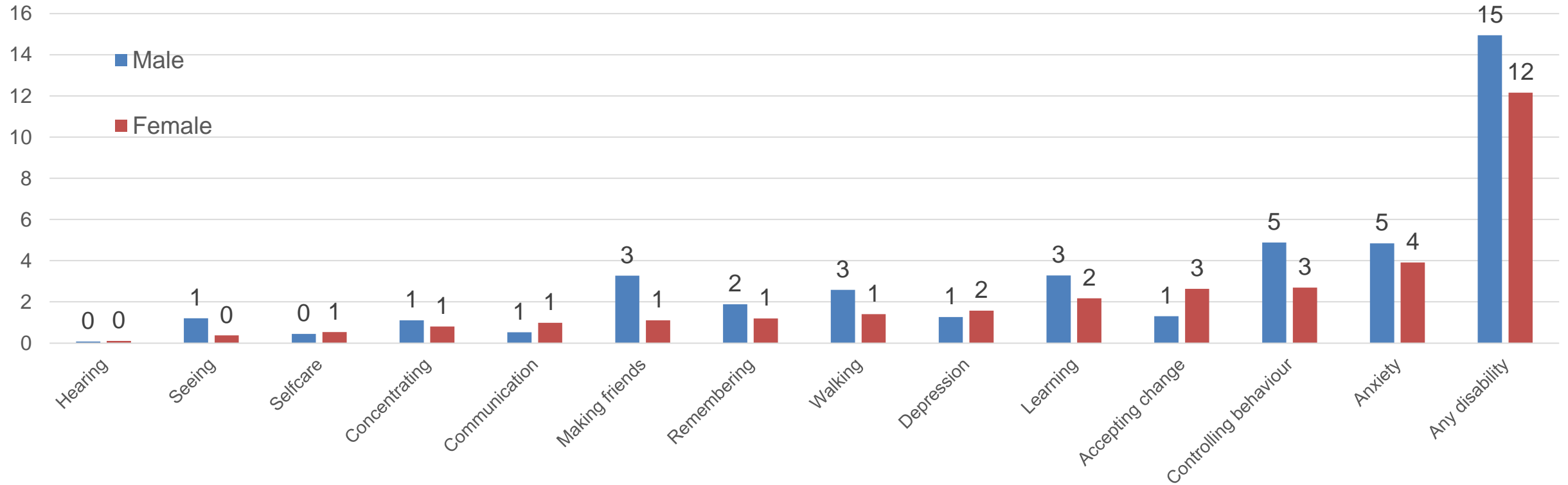
Data on persons with disabilities in the Multiple Cluster Indicator Survey (MICS)

- 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



Prevalence of functional difficulties by type (Suriname, age 5-17)



- The most common FD are related to anxiety and controlling behavior
- Hearing and seeing FD are rarer

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

Resources

 <p>Multimedia</p> <p>A Key To Inclusion: New tool to measure child functioning and disability</p>	 <p>Brochures</p> <p>Module on Child Functioning: Concept note</p>	 <p>Brochures</p> <p>Timeline and development of the Module on Child Functioning</p>
 <p>Module on Child Functioning: Questionnaires</p>	 <p>Guidance</p> <p>Module on Child Functioning: Manual for interviewers</p>	 <p>Guidance</p> <p>Module on Child Functioning: Tabulation plans, narrative and syntaxes</p>
 <p>Journal articles</p> <p>Series of articles on the development and testing of the Module on Child Functioning</p>	 <p>Journal articles</p> <p>Measuring Child Functioning: The UNICEF/Washington Group Module</p>	 <p>Journal articles</p> <p>Field Testing a Draft Version of the UNICEF/Washington Group Module on Child Functioning and Disability</p>

data.unicef.org/disability

THANK YOU



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