



The UNICEF/WG module on inclusive education – measuring barriers and facilitators to education by children with and without disabilities

Mitchell Loeb
National Center for Health Statistics (NCHS)
Hyattsville, Maryland, USA
mloeb@cdc.gov

UNICEF and the Washington Group on Disability Statistics (WG) are working on the development of a survey module on inclusive education that would measure aspects of the school environment and participation. The module will focus on barriers/facilitators to education by all children, both with/without disabilities, in order to provide information that can inform policy, to provide a statistical summary of environmental influences on participation in school, and to identify areas with key bottlenecks. It is intended that this parsimonious set of questions can be added to another survey, will take approximately 10 minutes to complete.

Together with the UNICEF/WG module on child functioning and disability, the two modules will provide a comprehensive measurement of disability - assessing functional limitations, as well as their interaction with the environment. The module will cover four areas: attitudes (parents' perceptions; their perceptions of others' attitudes, including school staff; societal and cultural norms; and the attitudes of other children), and the school environment. The latter includes: getting to school (transportation, including characteristics of all aspects of the transportation system and the need for assistance; and environmental and social safety), accessibility within the school (physical accessibility, including entryway, corridors, bathrooms, lunch room, classroom, common areas etc.; information accessibility; communication accessibility; programmatic accessibility/adaptability; and teacher and school attitudes towards disability), and affordability (fees; costs for resources associated with attendance; the availability of types of assistance; and non-educational benefits such as meals). A separate set of questions will address children who are currently out of school and reason for non-attendance. Once finalized, the draft module will undergo cognitive testing and field testing. It is expected to be ready for actual data collection and use by countries in 2015.

Keywords: child disability, inclusive education, environment, participation