



THE MEASUREMENT
OF

CHILD DISABILITY

and implications for the Philippines

UNICEF / Washington Group
MODULE ON CHILD FUNCTIONING

The case for children

- Children have been 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

The case for children

- Challenges in measuring child disability
- Child development
 - Trajectory of child development
 - Domains of child development
 - Role of parents
- How child development influences measurement of child disability

Specific measurement challenges for children



- Types of disability in children is different from adult disability
 - In adults the major problems are associated with mobility and sensory functioning, and personal care - especially in advancing years
 - In children the main disabilities are related to intellectual functioning, affect and behaviour
- Therefore, questions used for adults are not always appropriate for children
 - Questions addressed to adults are inappropriate or different in kind for children (e.g. falling over, stretching)
 - Questions addressed to children are sometimes inappropriate for adults (e.g. crawling, running)



UNICEF / WG Module on Child Functioning



- Uses the ICF-CY as the conceptual framework and relies on a functional approach to measuring disability
- Builds on the Washington Group's work on the short and extended set of questions for adults and other disability surveys
- Finalized in 2016, covers children between 2 and 17 years of age and assesses functional difficulties in different domains
- The set of questions is intended for use in national household surveys and censuses. And provides for cross-nationally comparable data



UNICEF/WG Domains of child development



- Domains of development are interrelated:
 - mobility
 - vision
 - hearing
 - communication
 - cognition and learning
 - social-emotional development



Content and Structure

- Questions ask about difficulties the child may have in doing certain activities
- Questionnaires for children 2-4 and 5-17
- Response categories are, exception for 5 questions:
 - No difficulty
 - Some difficulty
 - A lot of difficulty
 - Cannot do at all

Domains



| Children aged 2 to 4 | Children aged 5 to 17 |
|-----------------------------|--------------------------------------|
| Seeing | Seeing |
| Hearing | Hearing |
| Mobility | Mobility |
| | Self care |
| Fine motor | |
| Communication/Comprehension | Communication/Comprehension |
| Learning | Learning |
| | Remembering |
| | Focusing attention and concentrating |
| | Relationships |
| | Copying with change |
| Controlling behaviour | Controlling behaviour |
| | Emotions : anxiety and depression |
| Playing | |

| CHILD FUNCTIONING (AGE 2-4) | | CF |
|---|---------------------|---|
| CF1. I WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT DIFFICULTIES YOUR CHILD MAY HAVE. DOES (<i>name</i>) WEAR GLASSES? | 16 questions | Yes.....1 No.....2 2⇒CF3 |
| CF2. WHEN WEARING HIS/HER GLASSES, DOES (<i>name</i>) HAVE DIFFICULTY SEEING? WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL? | | No difficulty.....1 1⇒CF4 Some difficulty.....2 2⇒CF4 A lot of difficulty.....3 3⇒CF4 Cannot do at all.....4 4⇒CF4 |
| CF3. DOES (<i>name</i>) HAVE DIFFICULTY SEEING? WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL? | | No difficulty.....1 Some difficulty.....2 A lot of difficulty.....3 Cannot do at all.....4 |
| CF4. DOES (<i>name</i>) USE A HEARING AID? | | Yes.....1 No.....2 2⇒CF6 |
| CF5. WHEN USING HIS/HER HEARING AID, DOES (<i>name</i>) HAVE DIFFICULTY HEARING SOUNDS LIKE PEOPLES' VOICES OR MUSIC? WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL? | | No difficulty.....1 1⇒CF7 Some difficulty.....2 2⇒CF7 A lot of difficulty.....3 3⇒CF7 Cannot do at all.....4 4⇒CF7 |
| CF6. DOES (<i>name</i>) HAVE DIFFICULTY HEARING SOUNDS LIKE PEOPLES' VOICES OR MUSIC? | | |

| CHILD FUNCTIONING (AGE 5-17) | | CF |
|---|---------------------|---|
| CF1. I WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT DIFFICULTIES YOUR CHILD MAY HAVE. DOES (<i>name</i>) WEAR GLASSES OR CONTACT LENSES? | 24 questions | Yes.....1 No.....2 2⇒CF3 |
| CF2. WHEN WEARING HIS/HER GLASSES OR CONTACT LENSES, DOES (<i>name</i>) HAVE DIFFICULTY SEEING? WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL? | | No difficulty.....1 1⇒CF4 Some difficulty.....2 2⇒CF4 A lot of difficulty.....3 3⇒CF4 Cannot do at all.....4 4⇒CF4 |
| CF3. DOES (<i>name</i>) HAVE DIFFICULTY SEEING? WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL? | | No difficulty.....1 Some difficulty.....2 A lot of difficulty.....3 Cannot do at all.....4 |
| CF4. DOES (<i>name</i>) USE A HEARING AID? | | Yes.....1 No.....2 2⇒CF6 |
| CF5. WHEN USING HIS/HER HEARING AID, DOES (<i>name</i>) HAVE DIFFICULTY HEARING SOUNDS LIKE PEOPLES' VOICES OR MUSIC? WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL? | | No difficulty.....1 1⇒CF7 Some difficulty.....2 2⇒CF7 A lot of difficulty.....3 3⇒CF7 Cannot do at all.....4 4⇒CF7 |
| CF6. DOES (<i>name</i>) HAVE DIFFICULTY HEARING SOUNDS LIKE PEOPLES' VOICES OR MUSIC? | | |

Example: Question on Seeing



Children aged 2-17 years

Does (*name*) wear glasses or contact lenses*?

Yes

When wearing his/her glasses or
*contact lenses, does (*name*)
have difficulty seeing?

Would you say...

No difficulty

Some difficulty

A lot of difficulty

Cannot do at all

No

Does (*name*) have difficulty
seeing?

Would you say...

No difficulty

Some difficulty

A lot of difficulty

Cannot do at all

*Only in 5-17 questionnaire

Avoids stigmatizing..



Ten Questions Screen, and how they are now phrased in the Module on Child Functioning:

- Question from the Ten Questions Screen (TQSI)

Compared with children of the same age, does (name) appear in any way mentally backward, dull, or slow? Yes/no

- Question from the Module on Child Functioning

Compared with children of the same age, does (name) have difficulty learning things?

Would you say (name) has: no difficulty, some difficulty, a lot of difficulty or cannot do at all?



Results across modules

| | Children aged 2-4 | | Children aged 5-17 | |
|---|--------------------------|------|--------------------------|--------------|
| Serbia, 2016 | Child Functioning Module | TQSI | Child Functioning Module | WG Short Set |
| Seeing | 0.5 | 0.6 | 0.5 | 0.3 |
| Hearing | 0.0 | 0.0 | 0.0 | 0.2 |
| Walking | 0.0 | 0.8 | 0.3 | 0.2 |
| Learning/Cognition | 0.0 | 9.1 | 0.9 | 0.3 |
| Self-Care | NA | NA | 0.2 | 0.3 |
| Understanding | 0.0 | 2.1 | NA | NA |
| Being understood/ Communicating | 0.6 | 4.4 | 0.4 | 0.5 |
| TOTAL PREVALENCE (using all the questions in the modules) | 3.8 | 18.4 | 3.5 | 1.3 |

Important to remember

- Domains are not meant to be looked at in isolation
- Not recommended to reduce number of questions, change response categories, modify content or change cut-offs
- Ensure the questions are translated correctly to retain intent and meaning (UNICEF / WG can assist)

WORKSHOP ON
THE MEASUREMENT
OF

CHILD DISABILITY

UNICEF/WG MODULE ON INCLUSIVE EDUCATION



Components

- Attitudes (all respondents)
- School environment (mother or primary caregiver of a child who is currently attending school)
- Out of school (mother or primary caregiver of a child who is currently not attending school)

**The module on Inclusive Education is still being field tested.

Domains

■ Accessibility

- Physical environment, information accessibility, communication accessibility, programme

■ Attitudes

Example: Do you think that children with disabilities should only go to special schools for those with disabilities?

■ Affordability

- fees, availability and type of assistance, non educational benefits

Implications for Philippines



- Making every child count (inclusive policies, programs and services)
- Monitoring the SDGs
 - Philippines Statistics Authority
 - Indicators (7 targets, 12 indicators)



SDGs disability targets and indicators



| Target | Indicator | Tier |
|--|--|---|
| 1.3 Implement nationally appropriate social protection systems | 1.3.1 Proportion of population covered by social protection floors/systems, by disability | Tier II |
| 4.5 Eliminate gender disparities in education | 4.5.1 Parity indices for all education indicators | Tier I / II / III – depending on indice |
| 4.a Build and upgrade education facilities that are [...] disability sensitive | 4.a.1 Proportion of schools with access to [...] adapted infrastructure and materials for students with disabilities | Tier II |
| 8.5 Achieve full and productive employment and decent work | 8.5.1 Average hourly earnings by disability 8.5.2 Unemployment rate by disability | Tier II Tier I |
| 10.2 Empower and promote the social, economic and political inclusion | 10.2.1 Proportion of people living below 50 per cent of median income by disability | Tier III |
| 11.2 Provide access to safe, affordable, accessible and sustainable transport systems | 11.2.1 Proportion of population that has convenient access to public transport, by sex, age and persons with disabilities | Tier II |
| 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels | 16.7.1 Proportions of positions (by disability and population groups) in public institutions 16.7.2 Proportion of population who believe decision-making is inclusive and responsive by disability | Tier III Tier III |
| 17.18 Enhance capacity-building support to increase significantly the availability of data disaggregated by disability | 17.18.1 Proportion of sustainable development indicators produced at the national level with full disaggregation [...] 17.18.2 Number of countries with statistical legislation [...] 17.18.3 Number of countries with a national statistical plan that is fully funded and under implementation | Tier III Tier III Tier I |

Thank you!

For more info, please visit

<https://www.unicef.org/disabilities/>

