

Disability Data in Education Management Information Systems

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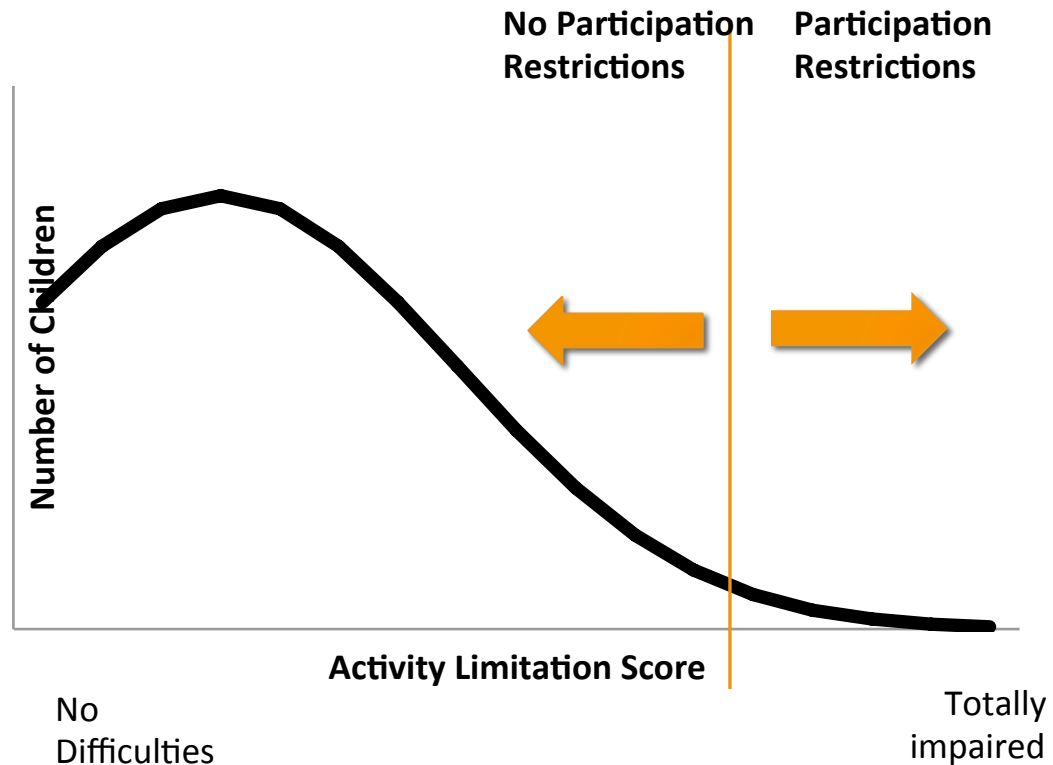
CRPD Definition of Disability

Persons with disabilities include those who have long-term physical, mental, intellectual, or sensory impairments which in **interaction** with various barriers may hinder their full and effective participation in society on an equal basis with others

Child and Environment

To monitor the impact of disability on education we need to collect data on both the child and the environment

Disability comes from the interaction of children's functioning and the environment



The distribution of human functioning is not binary

As the environment becomes more inclusive, the line where children have problems succeeding in school will shift to the right

Collecting information on childhood disability

Asking if a child has a disability only identifies children with most severe impairments

Asking if a child is receiving special supports is problematic

- Function of both child, policy, and how the policy is implemented
- For example, widely different rates in OECD countries because of different education policies regarding special needs

Asking about diagnoses is problematic

- List of diagnosis is never complete
- Many children are not diagnosed
- Children with same diagnosis can have very different abilities and needs

Table 2a: Recommended questions for EMIS form for children with disabilities

Compared with children of the same age, how many children enrolled in school have difficulties in the following areas (a child can be counted in more than one area):

	Vision		Hearing		Gross Motor (e.g., walking or climbing steps)		Fine Motor (e.g., writing or fastening clothes)		Intellectual		Communication (understanding and being understood by others)		Behaviour and socialization	
	Some difficulty	A lot of difficulty or unable	Some difficulty	A lot of difficulty or unable	Some difficulty	A lot of difficulty or unable	Some difficulty	A lot of difficulty or unable	Some difficulty	A lot of difficulty or unable	Some difficulty	A lot of difficulty or unable	Some difficulty	A lot of difficulty or unable
Boys														
Girls														
TOTAL														

How many children enrolled in school have difficulties in the following number of areas, as recorded above

	1 area	2 areas	3 areas	4 areas	5 areas	6 areas	All 7 areas	TOTAL
Boys								
Girls								
TOTAL								

Data on environment

Accessibility of school

- Entrance, classrooms, toilets, etc.

Materials

Human resources (e.g., training)

Services (e.g., speech therapy)

Existing EMIS's

Most have limited information

UNICEF will be putting out a guide early next year with sample templates for use in EMIS's.

Thank You

