**Concept Note: Global Disability Summit Side Event**

**Title: Exploring recent education data for children with disabilities and next steps for strengthening data for education policy and planning.**

**Organized by:** UNICEF

**Description of the event:** Starting with the current situation on children with disabilities participating in education, UNICEF will present new findings on education children with disabilities from new data analysis from 42 countries and territories, followed by updates on ongoing efforts to strengthen the availability of data to inform education policy and planning. This will include country experiences in collecting and utilizing education data to inform policy and strengthen inclusive education systems that are inclusive and supportive of children with disabilities.

**Background:** Creating an equitable and disability-inclusive education system requires robust evidence. Recent years have seen an increase in the availability of internationally comparable data on children with disabilities, triggered by the use of the Child Functioning Module (CFM). The CFM is a survey tool that measures children’s difficulties in different domains of functioning, including hearing, vision, mobility, communication/comprehension and learning. The module is also meant to capture children with signs of anxiety and depression. The CFM was implemented in several surveys across the world, including as part of UNICEF-supported Multiple Indicators Cluster Surveys (MICS).

Recent analyses of these data show that children with certain disabilities (such as those with signs of anxiety and depressions only) are attending school at similar rates compared to their peers without disabilities, while others (such those with severe functional difficulties) are significantly less likely to be in school.[[1]](#footnote-2) There are a range of policy questions that remain: Are children with disabilities who are attending school learning as much as children without disabilities? Which children with disabilities are most likely to be left behind? What would be the effective policy measures to address this apparent paradox of children with disabilities being in school, but not acquiring the expected foundational learning skills? What can be done to improve access for children with disabilities? The data presented in the session will provide insights to answer these questions in order to address the educational situation for children with disabilities and ensure adequate attention to both access and to equal and meaningful participation in education.

Time: 7am – 8am EST (New York), 1pm – 2pm (CET) Thursday, February 17th

Register in advance for this webinar:

<https://unicef.zoom.us/webinar/register/WN_tDhlZldyRpO_oFcG_q_DJQ>

1. United Nations Children’s Fund, *Seen, Counted, Included: Using data to shed light on the well-being of children with disabilities*, UNICEF, New York, 2021. [↑](#footnote-ref-2)