The Use of Administrative Data for Inclusive Policies

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Advantage of Administrative Data

- Sustainable
- Timely
- Universal for program recipients
- Less response error in programmatic data
- Ministry owned
Disadvantages of Administrative Data

- Definition of disability is usually program based
- Less detail on non-programmatic information
- No data on people not receiving services
- Not representative of population
How can we best use administrative data?
First, what are the purposes of data collection?
Need to align data collection and use with purpose.

Where is administrative data most appropriate?
• Is it possible to use administrative data for overall prevalence and patterns of prevalence? Or for looking at outcome gaps between those with and without disabilities?

• Generally, **NO**, because of sources of underrepresentation.

**Knowledge of program by population**

**Barriers to applying**

**Reasons for not choosing to apply**

**Disability determination criteria**
Data for Policy Development

Can be used to...

Determine needs of people with disabilities within a program *(FEMIS)*

Identify gaps in program administration *(Vietnam disability determinations and gender)*
Monitoring

Tracking Inputs

Address inclusion
Include people with disabilities as contractors

Tracking outputs

Accessibility
Evaluation?

For process evaluation

For evaluating impact of outreach programs

NOT for outcome evaluation, because excludes non-program participants – and often a baseline.
Example of Inclusive Administrative Data: The Fiji Education Management Information System (FEMIS)

Based on the UNICEF/WG Child Functioning Module, the FEMIS identifies children with difficulties in the following domains:

- Emotions
- Communication
- Gross and fine motor
- Seeing
- Behavior/attention/socialization
- Learning (general and specific)
- Hearing
- Seeing
- Hearing
- Emotions
- Communication
Focus is on difficulties related to ability to learn in school compared to children of the same age. -- not “disability”
Compared with children of the same age, does (NAME) have difficulty in the following areas

<table>
<thead>
<tr>
<th>Explanation</th>
<th>No difficulty</th>
<th>Little difficulty</th>
<th>Lot of difficulty</th>
<th>Cannot do at all</th>
<th>Short description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeing</td>
<td>Difficulty seeing things close up or far away, like objects, faces or pictures.</td>
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<tr>
<td></td>
<td><em>If the child wears glasses, does the child have difficulty seeing even when wearing the glasses?</em></td>
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<tr>
<td>GENERAL</td>
<td>Yes or No</td>
<td>If not, what plans are there to increase accessibility?</td>
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<tr>
<td>Is the road leading to the school accessible to a student in a wheelchair, including during the rainy season?</td>
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<td>Are there steps leading up to the main entrance?</td>
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<td>If yes, is there a proper ramp in good condition usable by a person in a wheelchair?</td>
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<tr>
<td>Is the main entrance to the school wide enough for a person in a wheelchair to enter?</td>
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<tr>
<td>Is the main assembly area accessible to students with disabilities?</td>
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<td>Is the first aid / sick room accessible to students with disabilities?</td>
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<tr>
<td>Is the library accessible to students with disabilities? Are recreational areas accessible to students with Disabilities?</td>
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<tr>
<td>Signage (tactile markers, clear signs): Are children with seeing and hearing difficulties able to navigate independently and safely around the school?</td>
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<tr>
<td>Emergency situations: In the school policy and procedures, are students and staff with disabilities specifically considered?</td>
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</tbody>
</table>
Same approach for...

Materials
- availability
- accessibility

Human resources
- teacher training
- availability of specialists
How is FEMIS used?

Teacher fills out student record

Staff fills out school record

Parent –teacher conference

Agree on student record
Discuss service referrals/accommodations

Make note of missing services

Budget estimate of missing services/accommodation
FEMIS reports

• Number of children with difficulties that could impact learning – type and degree
• Accessibility of school structures and materials
• Human resources that can support children with disabilities
• The demand for services
  • What services the children are getting
  • What services do they need that they are not getting
• Estimate of cost of meeting gap
Thank You