

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?

Justifying/Motivating policy

Developing policies

Monitoring policy implementation

Evaluating outcomes

Need to align data collection and use with purpose.

Where is administrative data most appropriate?

Justifying/Motivating Policy

- 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

Focus is on difficulties related to ability to learn in school compared to children of the same age. -- not “disability”

Student Form – example

Compared with children of the same age, does (NAME) have difficulty in the following areas						
	Explanation	No difficulty	Little difficulty	Lot of difficulty	Cannot do at all	Short description
Seeing	<p>Difficulty seeing things close up or far away, like objects, faces or pictures.</p> <p><i>If the child wears glasses, does the child have difficulty seeing even when wearing the glasses?</i></p>					

FEMIS – school record example

GENERAL	Yes or No	If not, what plans are there to increase accessibility?
Is the road leading to the school accessible to a student in a wheelchair, including during the rainy season?		
Are there steps leading up to the main entrance?		
If yes, is there a proper ramp in good condition usable by a person in a wheelchair?		
Is the main entrance to the school wide enough for a person in a wheelchair to enter?		
Is the main assembly area accessible to students with disabilities?		
Is the first aid / sick room accessible to students with disabilities?		
Is the library accessible to students with disabilities? Are recreational areas accessible to students with Disabilities?		
Signage (tactile markers, clear signs): Are children with seeing and hearing difficulties able to navigate independently and safely around the school?		
Emergency situations: In the school policy and procedures, are students and staff with disabilities specifically considered?		

Same
approach
for...

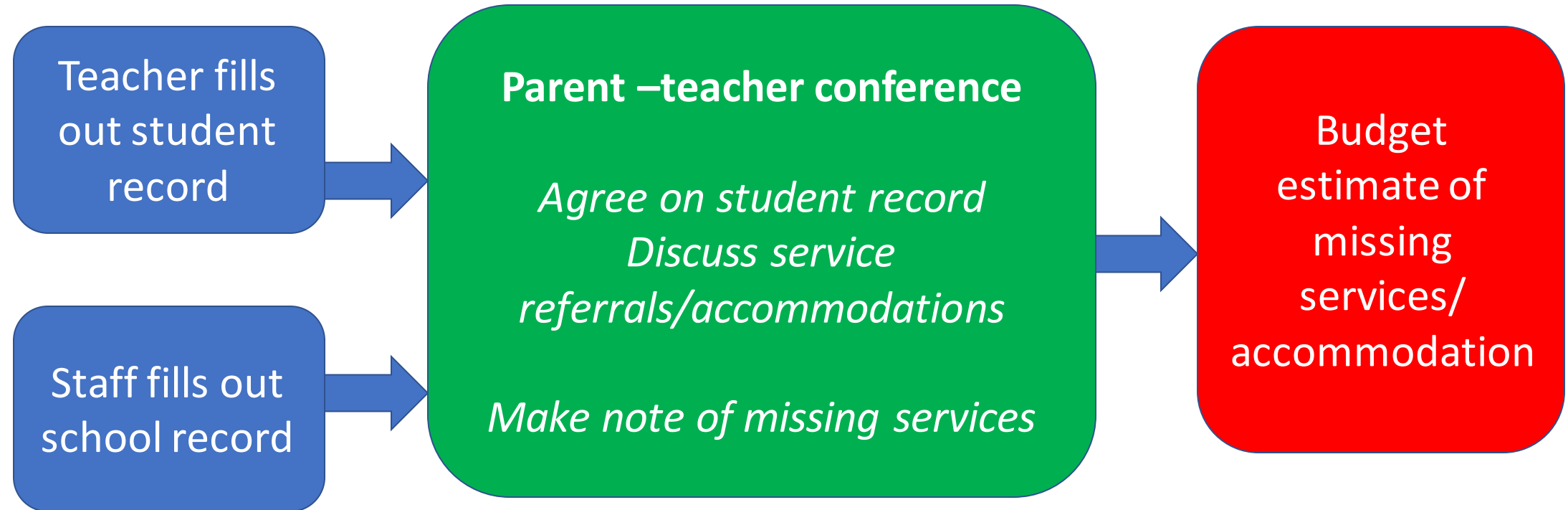
Materials

- availability
- accessibility

Human resources

- teacher training
- availability of specialists

How is FEMIS used?



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

