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Understanding the Educational Landscape for Children with Disabilities in Africa

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Inclusive Education in Developing Countries: Building Pathways for Inclusive Futures, Norad/ Fafo Seminar 12 Dec

Three Questions

1

How much do we understand Children's Functional difficulties?

2

Are Socioeconomic advancements closing the learning gaps for CWD?

3

What factors shape the quality of inclusive education?



How much do we understand Children's Functional difficulties?



Are Socioeconomic advancements closing the learning gaps for CWD?



What factors shape the quality of inclusive education?



EVID

- Education Outcome Variability in Children with Disabilities: Structure, Institution, or Agency?
- Research Council Project
- Parents and Teachers filled in CFM
- Inclusive schools in Ghana and Niger
- CWD and CWOD

WG-CFM (Washington Group Child Functional Module)

Washington Group	The Washington Group on Disability Statistics (WG) Disability measures suitable for census and national surveys
WG-SS	WG Short Set 6 questions, 6 functions, 4 severity scale
WG-SSE	WG Short Set Enhanced 12 questions, 9 functions, 4 severity scale
WG-ES	WG Extended Set 37 questions, 11 functions, 4 severity scale
WG-CFM	WG Child Functional Module (teacher/parent version) 16/24 questions, 8/12 functions, 4 severity scale



WG-CFM (Washington Group Child Functional Module)

Washington Group

The Washington Group on Disability Statistics (WG)
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WG-SS

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6 questions, 6 functions, 4 severity scale

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EVID survey School Children Panel Surveys in Ghana and Niger

Mapping
Teacher

Ghana: 4214 children
Niger: 5173 children

Dec 2021

Baseline
Household

Ghana: 429 children
Niger: 597 children

Jan 2022

Followup
Household

Ghana: 387 children
Niger: 573 children

Feb/Mar
2023

Followup
Teacher

Ghana: 64 teachers
Niger: 84 teachers



Classification of Children with Disability (CWD) based on WG-CFM

☐ Severe disability

- “Not at all” or “lot of difficulty” in vision, hearing, walking, self-care, communication, learning, remembering, concentrating

☐ Moderate disability

- “Some difficulty” in vision, hearing, walking, and self-care

<u>Number of times children reported with severe or moderate disability</u>		
	Ghana	Niger
0	137	198
1	139	191
2	68	114
3	30	48
4	13	22
Total	387	573



Household reports (Baseline vs. Followup)

		Niger		Ghana	
		Followup			
		Without disability	With disability	Without disability	With disability
Baseline	Without disability	302	88	255	44
		53%	15%	66%	11%
	With disability	129	54	57	31
		23%	9%	15%	8%



Teacher reports (Mapping vs. Followup)

		Niger		Ghana	
		Followup			
		Without disability	With disability	Without disability	With disability
Mapping	Without disability	225	57	168	51
		54%	14%	46%	14%
	With disability	66	68	87	57
		16%	16%	24%	16%



Parents vs. Teacher reports (Followup)

		Niger		Ghana	
		Followup			
		Without disability	With disability	Without disability	With disability
Mapping	Without disability	252	52	234	43
		59%	12%	60%	11%
	With disability	76	50	78	32
		18%	12%	20%	8%



Inconsistencies in classifying individual CWD based on CFM

- Does it matter when we ask? (Timing)
- Does it matter who we ask?
(Parents vs. Teachers)
- Does it matter how we ask?
(Self-reported vs. Interviewed)
- Does it matter who ask?
(Interviewers)





How much do we understand Children's Functional difficulties?



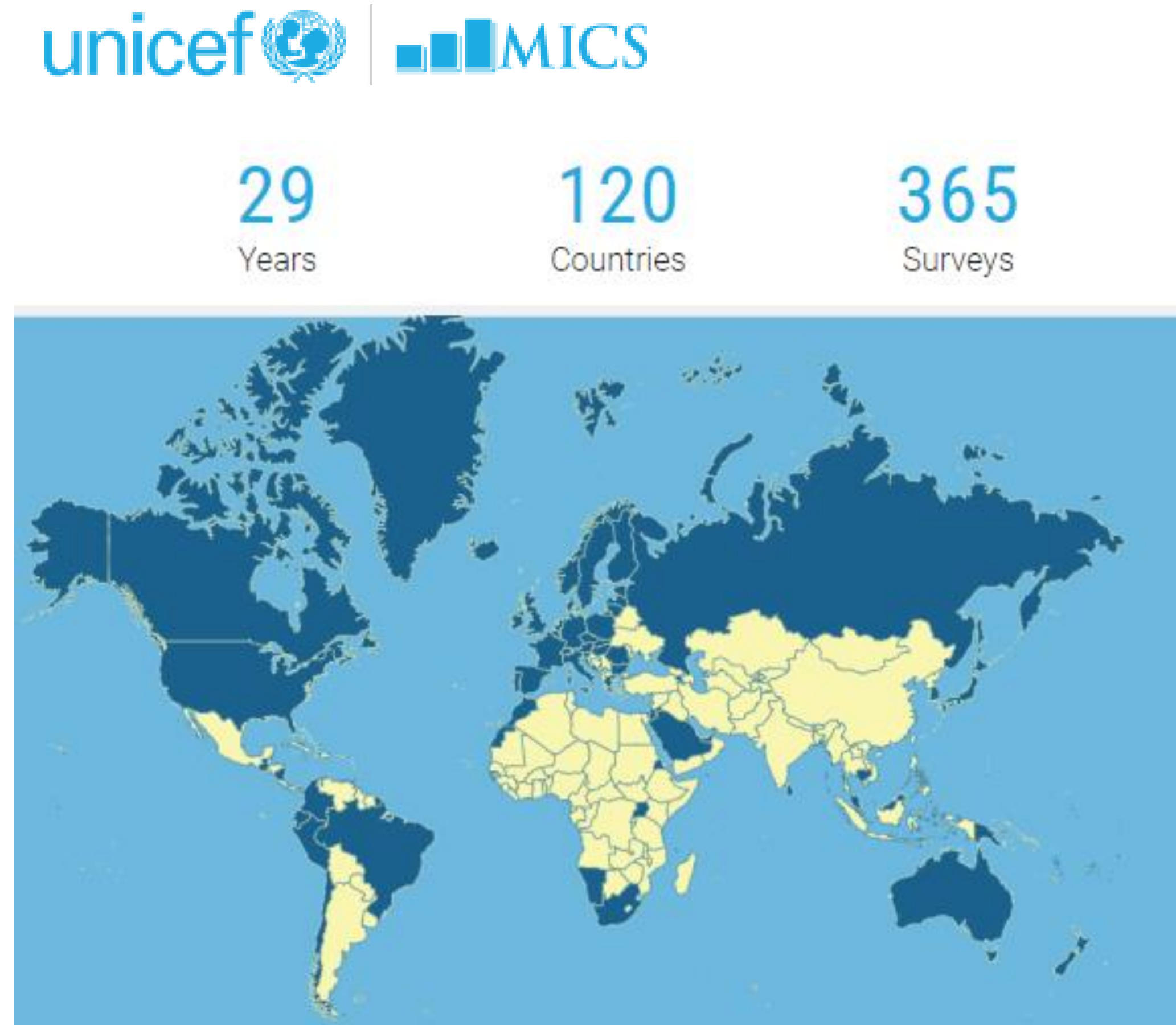
Are Socioeconomic advancements closing the learning gaps for CWD?



What factors shape the quality of inclusive education?

UNICEF MICS (Multiple Indicator Cluster Surveys)

- National representative surveys
- MICS 6, Child questionnaire (5-17 years)
- Washington Group Child Function Module (WG-CFM)
- Standardized numeracy and reading tests



Reading Tests (10-14 Year) and Numeracy Tests (7-14 Year)

Reading test

Text:

Moses is in class two. One day, Moses was going home from school. He saw some red flowers on the way. The flowers were near a tomato farm. Moses wanted to get some flowers for his mother. Moses ran fast across the farm to get the flowers. He fell down near a banana tree. Moses started crying. The farmer saw him and came. He gave Moses many flowers. Moses was very happy.

Question

What class is Moses in?

What did Moses see on the way home?

Why did Moses start crying?

Where did Moses fall

Why was Moses happy?

Numeracy test

	Read numbers	Compare numbers	Addition	Pattern
9		7 & 5	3 + 2	5, 6, 7, ?
12		11 & 24	8 + 6	14, 15, ?, 17
30		58 & 49	7 + 3	20, ?, 40, 50
48		65 & 67	13 + 6	2, 4, 6, ?
74		146 & 154	12 + 24	5, 8, 11, ?
731				

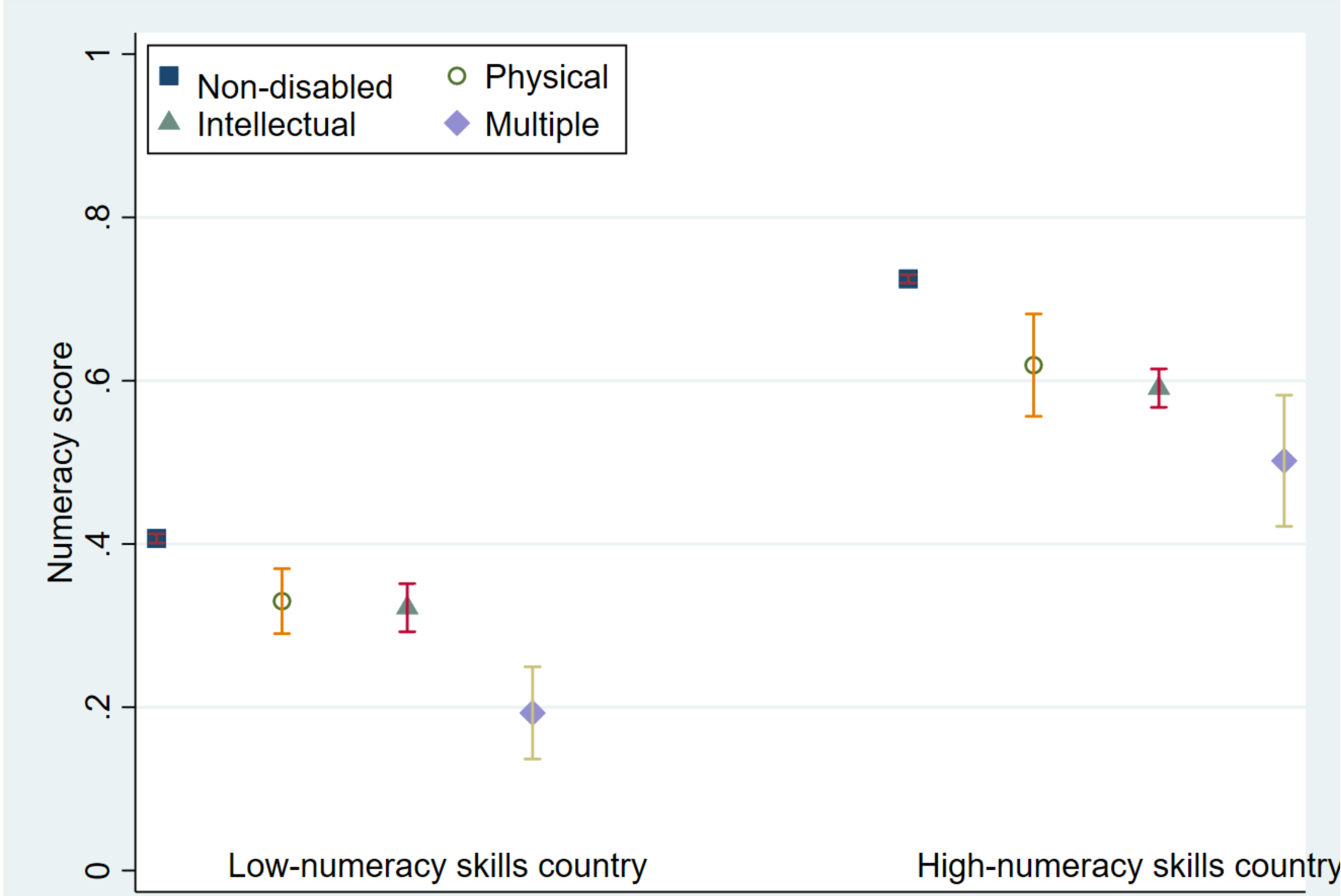


MICS Survey 2017-2020, 12 African Countries

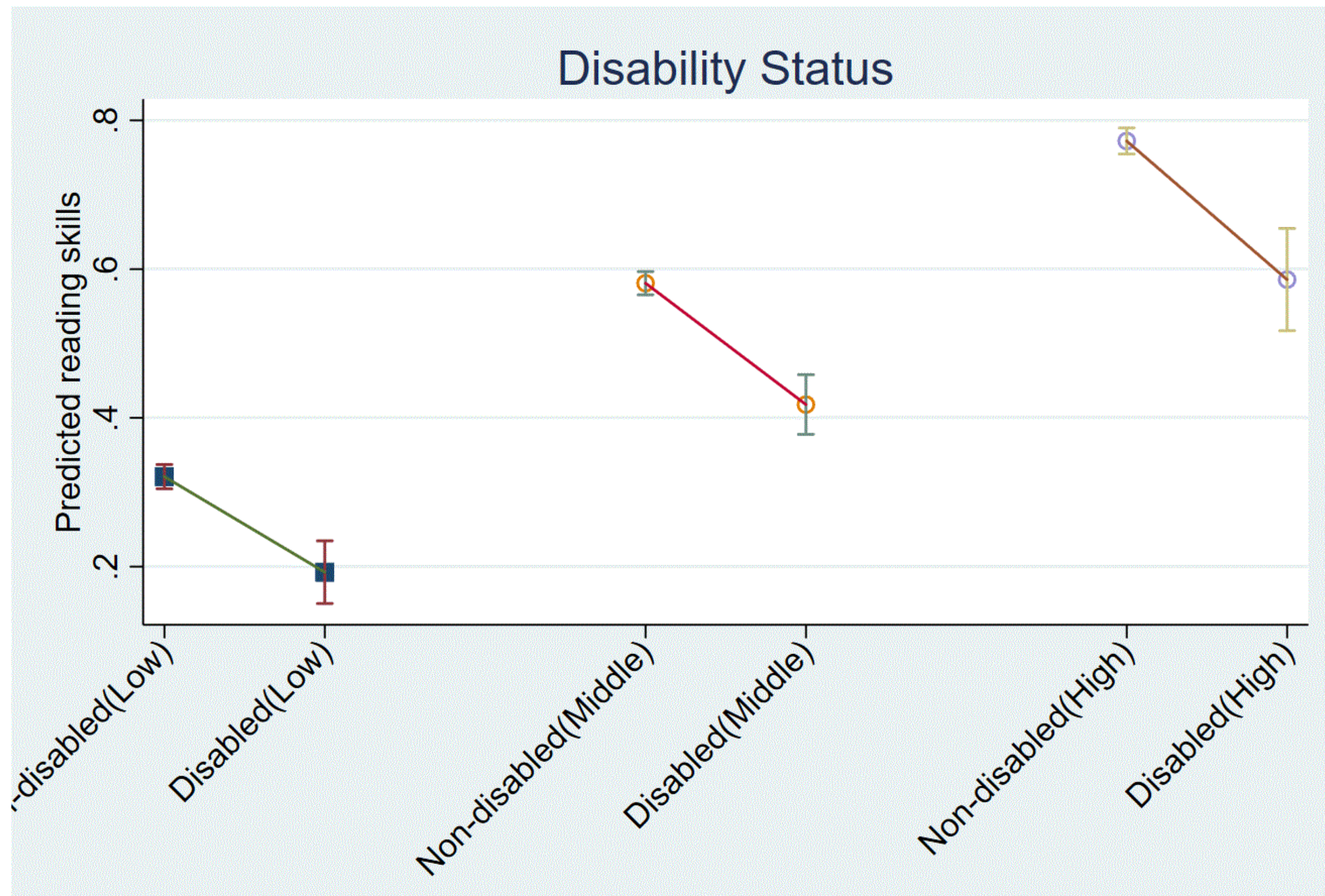
	Numeracy skills (Age 7-14)	Reading skills (Age 10-14)	Gross enrolment	Net enrolment	Primary Completion
Central Africa R.		17.8	111	66.3	49
Chad		21.2	87	73.2	44
DR Congo	34.8	18.9	114		83
Ghana	69.0	47.0	99	86.2	92
Lesotho	67.0	58.4	110	93.3	71
Madagascar		51.2	137	95.6	59
Malawi		49.4	127	97.7	87
Sierra Leone	41.0		122	98.1	95
The Gambia	49.9	34.6	86	76.8	76
Togo	62.9	37.9	123	90.7	89
Tunisia	86.6	87.7	106	97.8	97
Zimbabwe	74.6	56.3	97	94.2	86
Total	56.5	44.7			



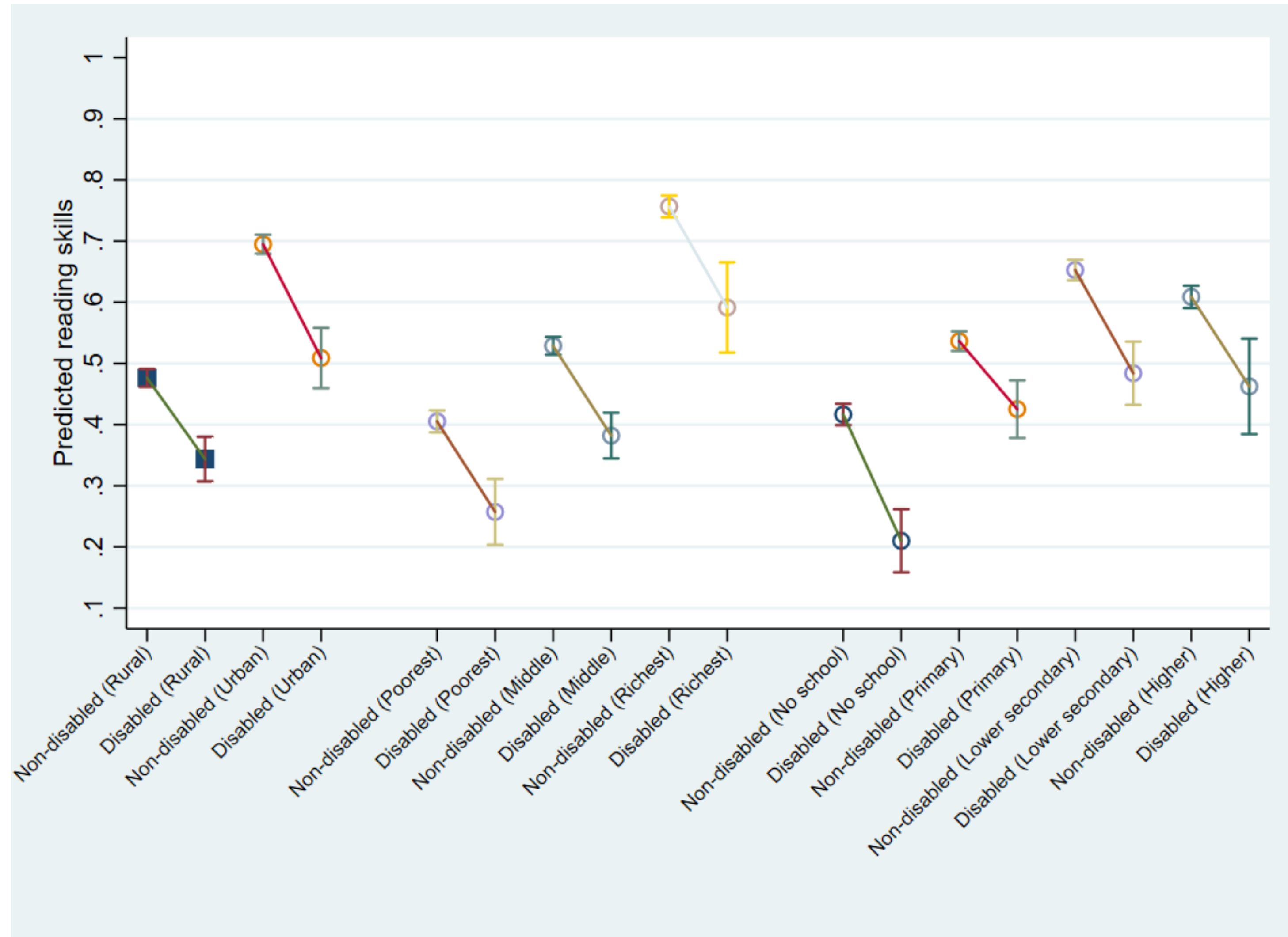
Numeracy skills (Low-, High- Numeracy Country Groups)



Reading skills (Low-, Middle-, High- Reading Country Groups)



Reading skills (Urban/Rural, Poor/Middle/Rich, Parents' Education)





How much do we understand Children's Functional difficulties?



Are Socioeconomic advancements closing the learning gaps for CWD?



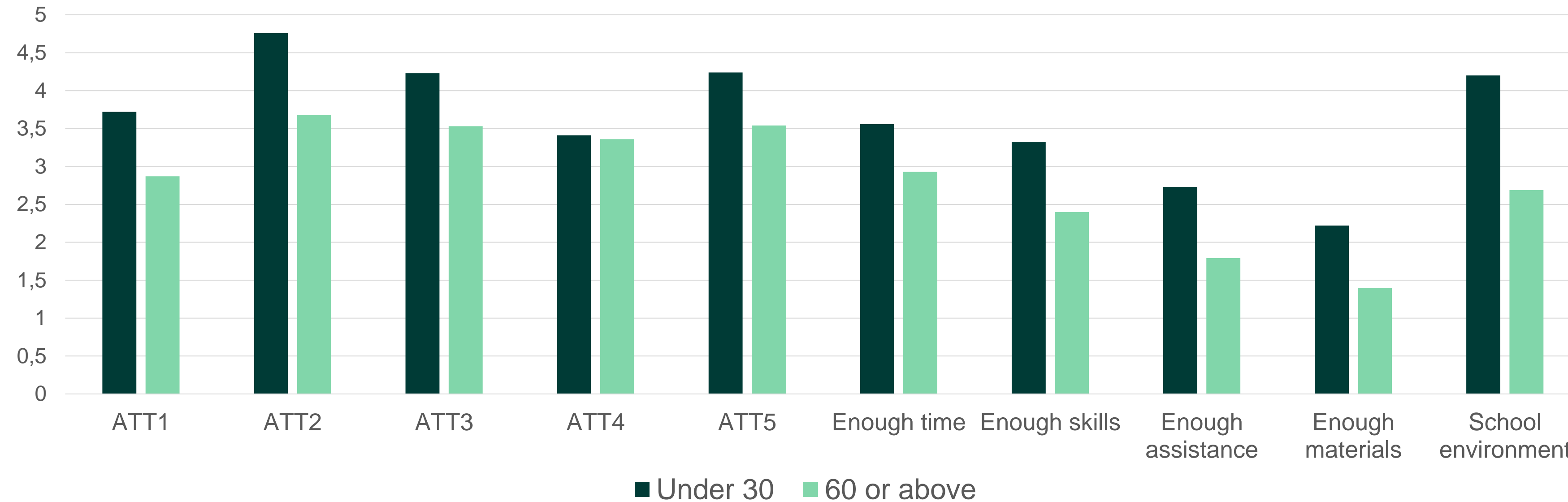
What factors shape the quality of inclusive education?

Estimated Gaps in School Scores (Disabled VS. Non-Disabled)



Class Size	Ghana	Niger
<30	9.3%	-16%
<35	-1.2%	-22.6%**
<40	-9.4%	-30.7%***
<45	-18.8%**	-41.1%***
>45	-33.8%***	-44.2%***
>50	-42.7%***	-50.8%***
>55	-68.5%***	-44.4%***
>60		-62.2%***

Teachers' attitudes related to teaching CWD in Niger



ATT1	I believe in the idea of teaching students with functional difficulties in general education classes
ATT2	I am delighted and determined to welcome children with functional difficulties into my regular class
ATT3	Students with functional difficulties gain from being blended into general education courses
ATT4	Regular achieving students gain from being taught in the same classes with students with functional difficulties
ATT5	Children with functional difficulties are welcomed by their other peers in school
Enough time	I have enough time for teaching students with functional difficulties in my class
Enough skills	I have enough skills and training to teach students with functional difficulties in my class
Enough assistance	I have enough assistance needed for teaching students with functional difficulties in my class
Enough materials	I have enough materials needed for teaching students with functional difficulties in my class
School environment	The school environment as a whole is favourable for the education of children with functional difficulties

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Thank you!

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