

# Displacement and disability: good practices and learnings

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# Data on persons with disabilities


## According to the World Report on Disability (2011):

- 15 percent of the population have disabilities.
- 80 percent of those are from low or middle-income countries.
- 50 percent of persons with disabilities cannot afford adequate health care.

No global estimates on migrants, IDPs or refugees with disabilities!

## WORLD REPORT ON DISABILITY



**Better health for people with disabilities** 

**1** Over **BILLION** people globally experience disability

**1 in 7** people

People with disabilities have the same general health care needs as others

But they are:

- 2x** more likely to find health care providers' skills and facilities **inadequate**
- 3x** more likely to be **denied** health care
- 4x** more likely to be treated **badly** in the health care system

They are:

- 1/2** of people with disabilities cannot afford health care
- 50%** more likely to suffer catastrophic health expenditure

These out-of-pocket health care payments can push a family into poverty

Rehabilitation and assistive devices can enable people with disabilities to be independent

- 970 MIL** people need glasses and low vision aids
- 75 MIL** people need a wheelchair; Only **5-15%** have access to one
- 466 MIL** people have disabling hearing loss

Production of hearing aids only meets: **10%** of global need **3%** of developing countries' needs

Making all health care services **accessible** to people with disabilities is **achievable** and will reduce unacceptable **health disparities**

- remove physical barriers to health facilities, information and equipment
- make health care affordable
- train all health care workers in disability issues including rights
- invest in specific services such as rehabilitation

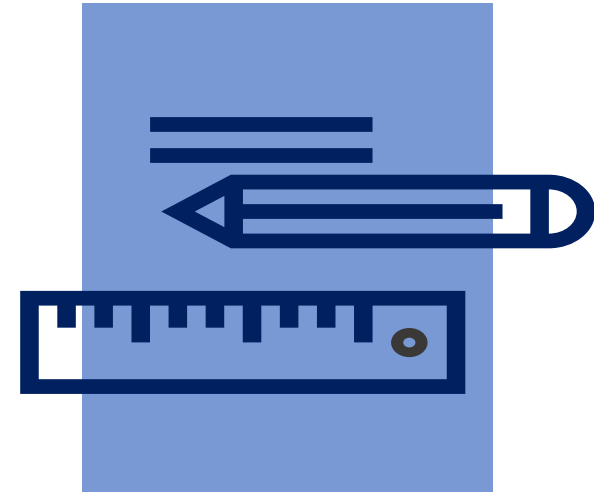
# Data on persons with disabilities

## Why it's important?

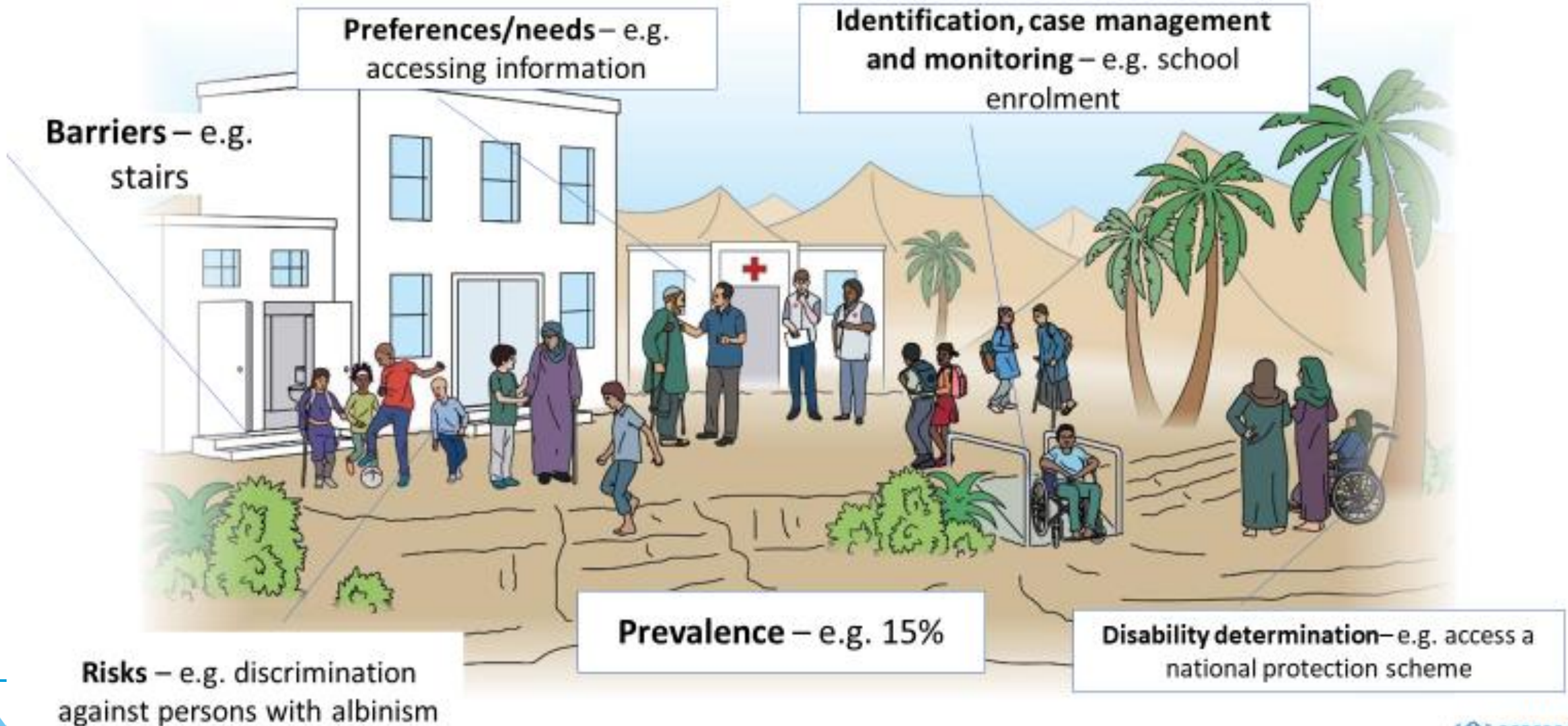
- There is usually absence of reliable data on both prevalence and situation of persons with disabilities on the move.

## What do we use it for?

- It provides an overview of the situation for persons with disabilities on the move.
- It can inform strategic planning.
- It can inform programming.

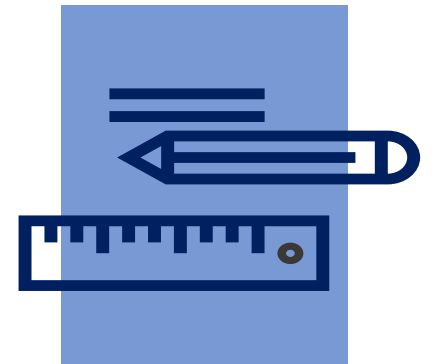


# Types of data on persons with disabilities



# Example: Challenges on collecting data on prevalence

- **Lack of comparable data** on prevalence of persons with disabilities;
- Countries and Organisations **collect data using different methodologies** due to purposes of data use (e.g., demographic information, access to social protection schemes, access to services and goods etc.);
- Countries and Organisations **collect data using outdated methodologies or inappropriate methodologies** for the intended data.
- **Limited awareness and resources** to collect such data.



# Most common observed issues –prevalence data

- Asking directly if someone has a disability when the purpose is to collect prevalence data;
- Using key informants to collect prevalence data.

## Example

Interviews with  
Individuals

Do you or members of your family have health concerns (symptoms, pains, injuries) or conditions (pregnancy, disabilities)?

Health Concerns/conditions	Respondent	Spouse	Children
Pregnant (1)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Disabled (2)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Injury (3)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Found prevalence was around 2 percent, which is a lot below the 15 percent average.

# Appropriate methodology for prevalence data

## SIX QUESTIONS ON SHORT SET



Do you have difficulty seeing, even if wearing glasses?



Do you have difficulty hearing, even if using a hearing aid?



Do you have difficulty walking or climbing steps?



Do you have difficulty remembering or concentrating?



Do you have difficulty (with self-care such as) washing all over or dressing?



Using your usual language, do you have difficulty communicating, for example understanding or being understood?

1. Do you have difficulty seeing, even if wearing glasses?

a. No - no difficulty

b. Yes – some difficulty

c. Yes – a lot of difficulty

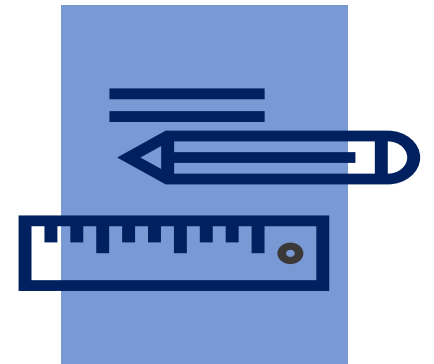
d. Cannot do at all

### The Washington Group Questions:

- A set of questions designed to identify **prevalence** of persons with disability.
- Does not use the word disability.
- Leads to comparable data.
- Requires adequate resources for training, contextualization of the methodology, collection and analysis of the data.

# Good Practices from IOM

- Capacity Development on different types of data to be collected on persons with disabilities;
- Technical support on choosing the correct methodology and how to collect the data using appropriate methodologies.
- Piloting data collection exercises in different countries to understand most common challenges, gaps and needs for support.
- Documenting the process and ensuring learnings are shared widely.





# Good Practices from IOM

## DTM & Partners Toolkit

 **DTM** understanding displacement
 
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### DTM toolkit Guide

DTM data is shared with humanitarian actors to inform response. In partnership with many of the Global Clusters, Areas of Responsibility and Working Groups, DTM has developed tools to support and strengthen cooperation in the field and ensure that the data collected is useful to Partners' humanitarian responses.

Feedback on Tools is appreciated: write to [DTMSupport@iom.int](mailto:DTMSupport@iom.int)

- FOR PARTNERS
- FOR DTM AND PARTNERS
- FOR DTM STAFF
- ALL

- DTM for Counter Trafficking in Emergencies
- What is DTM?
- DTM for AAP, PSEA and CWC
- Who are DTM Partners?
- Who analyses DTM Data?
- How can I enhance the use of DTM data?
- DTM for CASH
- How does DTM collect data? What methodology does DTM use?
- How can we Do No Harm when collecting, sharing and analysing data?
- What DTM is NOT
- DTM for CCCM
- How can DTM facilitate accurate partners' analysis?
- DTM for Counter Trafficking
- DTM for Child Protection
- What information can I get from DTM MSLA?
- What is the DTM Field Companion and how to use it
- How do I integrate partners' feedback in DTM?
- How can DTM collect the data needed by partners?
- How do I use DTM data?
- DTM for Disability Inclusion
- What are my information Needs?

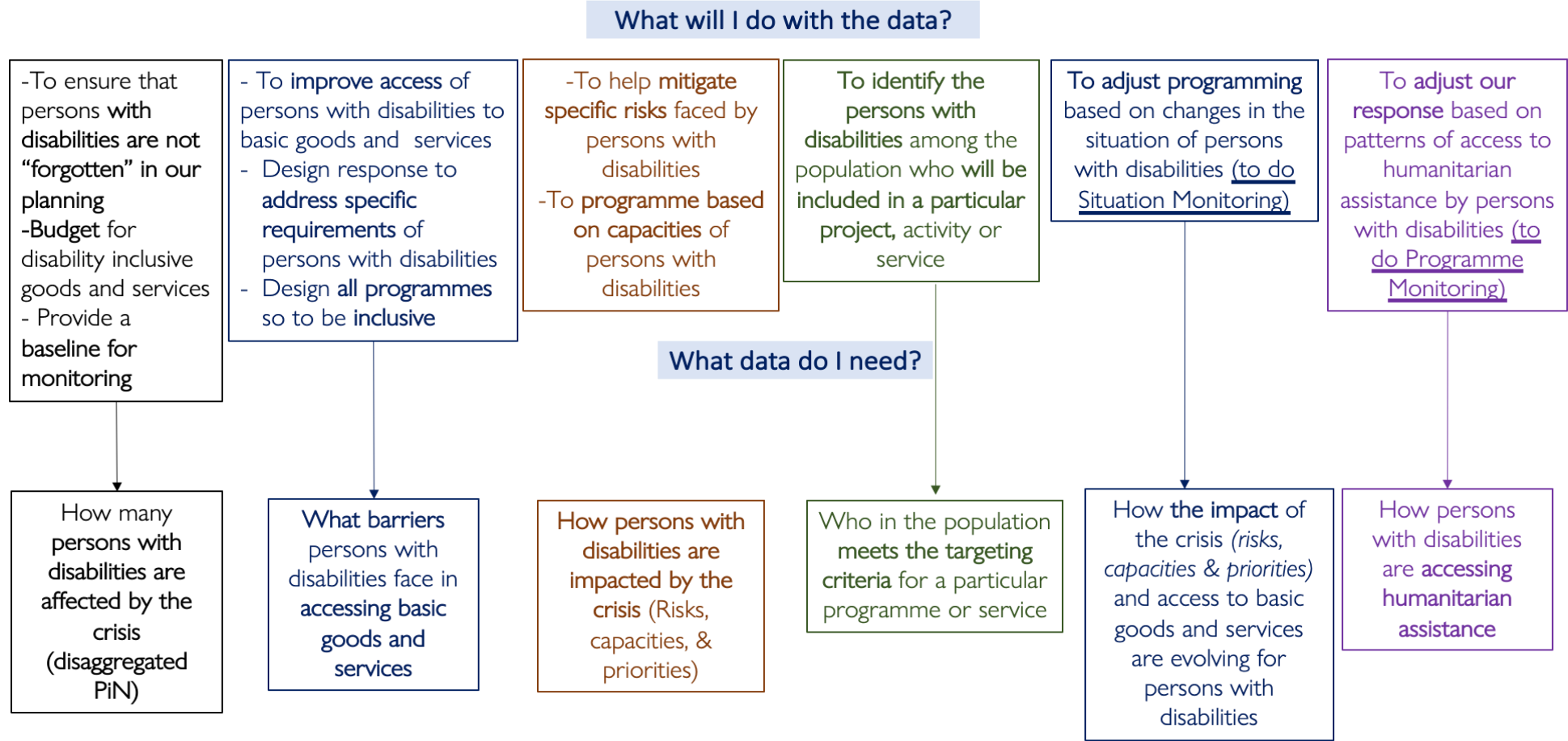
## DTM Disability Inclusion Field Companion

MSLAs	Public	Select 3- do not use the word "disability"	Additional Obstacles faced by Children with Disabilities in accessing education	Recommended by Global DT experts (IOM, UNICEF, UN and UNHCR)																												
<b>Question Test</b>																																
What are the top 3 additional obstacles that children with a lot of difficulties in seeing, hearing, walking, communicating, understanding (for reasons other than the language spoken) face in accessing education?																																
<b>Response Options Test</b>																																
Obstacles on the way to school/learning space (Physical barriers)																																
Obstacles to enter or move around in school/learning space (Physical barriers)																																
Perceptions and beliefs of families /community/ teachers and school administration make it difficult/ impossible for them to engage in learning centre (Attitudinal barriers)																																
Fear of harassment /violence on the way to school/ learning centre or at school/learning centre (Attitudinal barriers)																																
Education is not adapted to their learning requirements (Institutional /organizational barriers)																																
Children with disabilities do not have the necessary documentation to access education (Institutional /legal/admin barriers)																																
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Others (specify)																																
Do not know /No answer																																
<b>Recommendations for Data Collection</b>			<b>Recommendations' source of information</b>																													
During the do no harm analysis, while designing the questionnaire, consider if some of the answers may put organizations, communities or key informants at risk when collected, analyzed and disseminated.			Organizations of persons with disabilities, persons with disabilities, service providers working with persons with disabilities																													
<b>Example of visualization</b>																																
<p><b>Additional Obstacles faced by Children with Disabilities in accessing education (choose 3) Number of Sites</b></p>  <table border="1"> <caption>Additional Obstacles faced by Children with Disabilities in accessing education (choose 3) Number of Sites</caption> <thead> <tr> <th>Obstacle</th> <th>Number of Sites</th> </tr> </thead> <tbody> <tr> <td>Physical barriers on the way to school</td> <td>48</td> </tr> <tr> <td>Fear of harassment/violence on the way to school/learning</td> <td>45</td> </tr> <tr> <td>Perceptions and beliefs of families/community/teachers and school administration make it difficult/impossible for them to engage in learning centre</td> <td>45</td> </tr> <tr> <td>Obstacles on the way to school/learning space</td> <td>35</td> </tr> <tr> <td>Obstacles to enter or move around in school/learning space</td> <td>35</td> </tr> <tr> <td>Education is not adapted to their learning requirements</td> <td>35</td> </tr> <tr> <td>Lack of accessible facilities in the school</td> <td>35</td> </tr> <tr> <td>Children with disabilities do not face any additional obstacle compared to everybody else</td> <td>35</td> </tr> <tr> <td>Others (specify)</td> <td>3</td> </tr> <tr> <td>Do not know /No answer</td> <td>18</td> </tr> <tr> <td>They do not have any additional obstacle compared to everybody else</td> <td>23</td> </tr> <tr> <td>School administration do not allow their personnel to</td> <td>25</td> </tr> <tr> <td>They do not have the necessary documentation to access</td> <td>25</td> </tr> </tbody> </table>					Obstacle	Number of Sites	Physical barriers on the way to school	48	Fear of harassment/violence on the way to school/learning	45	Perceptions and beliefs of families/community/teachers and school administration make it difficult/impossible for them to engage in learning centre	45	Obstacles on the way to school/learning space	35	Obstacles to enter or move around in school/learning space	35	Education is not adapted to their learning requirements	35	Lack of accessible facilities in the school	35	Children with disabilities do not face any additional obstacle compared to everybody else	35	Others (specify)	3	Do not know /No answer	18	They do not have any additional obstacle compared to everybody else	23	School administration do not allow their personnel to	25	They do not have the necessary documentation to access	25
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- <https://displacement.iom.int/dtm-partners-toolkit/field-companion-pdf>

# Good Practices from IOM

## Inter-Agency Flow Chart on: Data Collection on Persons with Disabilities



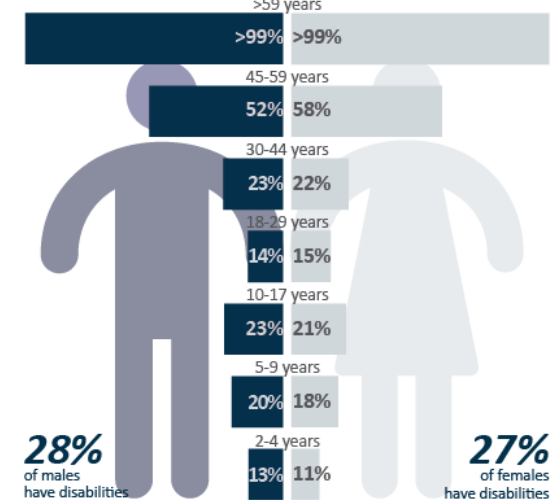
# Success Story: Syria Disability Prevalence and Impact Report

- Led by IOM Humanitarian Needs Assessment Programme (HNAP);
- Used the Washington Group Short-set questionnaire;
- Coordination with Humanity & Inclusion
- Trainings of enumerators;
- Coaching and technical support during data analysis and reporting.

Marital status by sex of HoH and disability (% of individuals)

	FEMALE HOH		MALE HOH	
	WITHOUT DISABILITIES	WITH DISABILITIES	WITHOUT DISABILITIES	WITH DISABILITIES
Married	27%	18%	<b>97%</b>	<b>97%</b>
Single	15%	1%	2%	-
Widow	<b>40%</b>	<b>79%</b>	-	3%
Divorce/separated	18%	2%	1%	-

Age and sex of persons with disabilities (% of individuals)



28% of individuals (aged 2+) inside Syria have disabilities

67% of households have at least 1 member with disabilities

Female heads of households with disabilities are far less likely than males to be married

Households with members with disabilities are far more likely to report an absent member

11% of households with multiple members with disabilities are income sufficient, compared to 22% of those without any members with disabilities

## Main outcomes:

- Reliable prevalence data;
- Data on basic risks and needs of persons with disabilities.

# Conclusion

- Data on persons with disabilities is still a recent “topic” in migration and displacement discussions.
- Despite current absence of data on migrants with disabilities, there are existing methodologies which can help capture such information;
- Adequate financial and technical resources are needed to ensure exercises lead to reliable data which can inform strategic planning;
- Piloting data collection exercises as well as documenting and disseminating these learnings are key elements in ensuring more and better data on migrants with disabilities.

