

# Measuring disability among children for forcibly displaced and stateless people: Lessons learnt from Results Monitoring Surveys of UNHCR

**UNECE / UNICEF Expert Meeting on Statistics on Children**  
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# Today's Agenda



## **1. UNHCR - Results Monitoring Surveys**



## **2. Disaggregation by A(ge)G(ender)D(isability)**



## **3. Measuring Disability among Children**



# 1. UNHCR - Results Monitoring Surveys

# What are the Results Monitoring Surveys (RMS)?

- Developed by UNHCR under the Common Good Data Initiatives, the ➤ **RMS** facilitate and harmonise monitoring of **survey-based impact and outcome level indicators** – changes in the lives of forcibly displaced and stateless persons.
- The RMS are **household-level surveys** administered using **standard questionnaires** and follow **context-appropriate methodological approaches**.

# RMS development & implementation timeline

planned

ongoing

complete

Scale-up

30 Guided scale-up  
operations

Continued RMS Design, Development and Learning

5 Pilots (BFA, ECU, ETH, GEO, ZAF)

RMS draft guidance  
development

Questionnaire development

2021 Q3

Q4

2022 Q1

Q2

2023

Q4

2024

# What type of indicators are in the RMS?

I/O	Indicator	Sources	SDG/GCR relevant*
Impact	2.2 Proportion of people residing in physically safe and secure settlements with access to basic facilities	UNHCR Core Indicator Metadata	
	2.3 Proportion of people with access to health services	UNHCR HAUS	<b>SDG 3.8.1</b>
	3.2a: Proportion of children and young people enrolled in primary education	UNHCR Education Module	
	3.2b: Proportion of children and young people enrolled in secondary education	UNHCR Education Module	
	3.3 Proportion of people that feel safe walking alone in their neighbourhood after dark	UNHC Core Indicator Metadata	<b>SDG 16.1.4</b>
Outcome	1.2 Proportion of children under 5 years of age whose births have been registered with a civil authority	UNICEF MICS6 + UNHCR Metadata	<b>SDG 16.9.1</b>
	1.3 Proportion of people with legally recognized identity documents or credentials	UNHCR Core Indicator Metadata	
	4.1 Proportion of people who know where to access available GBV services	UNHCR Core Indicator Metadata	
	4.2 Proportion of people who do not accept violence against women	MICS6	
	5.2 Proportion of children who participate in community-based child protection programmes.	UNHCR Core Indicator Metadata	
	8.2 Proportion of people with primary reliance on clean (cooking) fuels and technology	WHO/WB Guidance	<b>SDG 7.1.2</b>
	9.1 Proportion of people living in habitable and affordable housing	UNICEF MICS6 + UNHCR Metadata	
	9.2 Proportion of people that have energy to ensure lighting	WHO/WB Guidance	<b>SDG 7.1.1</b>
	10.1 Proportion of children aged 9 months to five years who have received measles vaccination	MICS6	<b>SDG 3.b.1</b>
	10.2 Proportion of births attended by skilled health personnel	MICS6	<b>SDG 3.1.2</b>
	12.1 Proportion of people using at least basic drinking water services	MICS6	<b>SDG 6.1.1</b>
	12.2 Proportion of people with access to a safe household toilet	MICS6	<b>SDG 6.2.1(a)</b>
	13.1 Proportion of people with an account at a bank or other financial institution or with a mobile-money-service provider	Global Findex Questionnaire	<b>SDG 8.10.2</b>
	13.2 Proportion of people who self-report positive changes in their income compared to previous year	UNHCR Core Indicator Metadata	
	13.3 Proportion of people (working age) who are unemployed	UNHCR SEA	<b>SDG 8.5.2</b>
	14.1 Proportion of returnees with legally recognized identity documents or credentials	UNHCR Core Indicator Metadata	<b>GCR 4.2.2</b>
	16.1 Proportion of people with secure tenure rights to housing and/or land	UNHCR Core Indicator Metadata	<b>SDG 1.4.2(a)</b>
	16.2 Proportion of people covered by national social protection systems	UNHCR Core Indicator Metadata	<b>SDG 1.3.1</b>

# Countries where RMS data is available

RMS - 2022

RMS -2023



RMS data is available on Microdata Library of UNHCR : [link](#)



## 2. Disaggregation by A(ge)G(ender)D(isability)



# Measuring disability in the RMS

- Washington Group on Disability Statistics WG-SS
- Questions are asked about all household members above 5
- The respondent answers on behalf of all household members
- The new variable is called “disabled” coded as binary to define disability status
- The limited cases of disabled children in the final dataset

# Methodological challenges of disaggregation by AGD

Disaggregation of survey data is crucial for producing high-quality estimates of indicators, particularly for Sustainable Development Goals

- Generalization of out-of-distribution data
- Reliable estimation for all sub-populations?

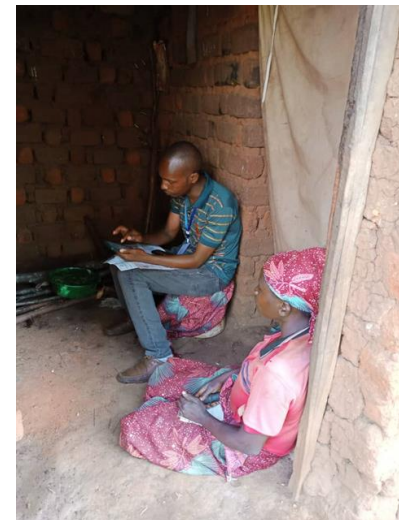
 Probabilistic sample on a national level → Statistical representativity for disaggregation?



### **3. Measuring disability among children**

# How does the modality affect the survey data on disability?

- Mode of survey administration can influence data quality
  - Easier to get reliable responses on the household members with visible disabilities through observations during face-to-face interviews
  - Importance of question comprehensibility
- Response quality between phone and face-to-face surveys → How to achieve a globally comparable results?



**Caption:** RMS in Burundi with a refugee returnee  
@Diane Kaneza/GNK

# Questionnaire design for better data: RMS experience

- Designing a questionnaire is an art
  - RMS asks questions individually where each member takes around 2-3 minutes – too long?
  - Should disability be asked within health section or at the beginning?
  - Separate sections for children and adults?

! Each action requires balance between survey length and data quality

# Does sampling matter for disability data?

Yes, indeed it does!

- Effect of sampling methodology and sample size on disaggregation
  - A need for a larger sample size
  - Precise sampling techniques
  - RMS examples from Burundi, Kazakhstan

# Discussion

- Further research needed to measure differences on modality while measuring disability among children
- Which sequence is better while asking disability questions – grouping or ask individually?
- Sampling requires more effort if we want a meaningful data for disability among children
- Small sample size → How to decide if we use the data or not?