

Vanuatu Pilot Survey on Persons with Disabilities



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Vanuatu Pilot Survey on Persons with Disabilities

REPORT 2015

Disability Desk
Ministry of Justice & Community Services



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FOREWORD

Persons with disabilities face many barriers to full participation and access to services in society. These is becoming clearer in almost all areas and levels of the development process in our nation simply because they have been numerous awareness raising following treatments, ignorance discrimination toward people with disabilities. It is time now that we re-assess our values and look beyond just the physical signs and recognize the whole person as God intended for us to do. We can do this by encompassing the whole of our population as our responsibility and not just those who can walk, talk, hear, think properly and who can see.

I welcome this report on Vanuatu's first pilot survey on persons with disabilities. This report makes a major contribution to our understanding on disability and its impact on the lives of individuals, family members and society. It highlights the level of education that people with disabilities can reach and the different barriers they face in society – physical barriers, negative attitudes and discriminatory behaviour.

The Vanuatu's 2009 Census estimated that 12 per cent of Vanuatu's population live with some form of disability. In addition, the report explores the situation of children, women and men with disabilities with respect to education, employment, poverty, and other crucial issues affecting them.

The report points to the presence of significant inequalities based on disability. For example, children with disabilities are much less likely to attend school than their non-disabled peers. Adults with disabilities are less likely to be employed outside the home and more likely to be either self-employed or working in a family business. Furthermore, the report also highlights the issues of access to and quality of different services; for instance, the quality of health services in rural areas is very low compared to services in urban settings.

Overall, persons with disabilities are more likely to be among the poorest members of the population. This confirms the need to ensure that strategies and interventions to combat educational disadvantage, poverty and other forms of social exclusion recognize them as an explicit target group.

The report makes recommendations to improve the quality of future data collection efforts on disability in line with international standards and best practices. It highlights the set of questions for measuring disability in adults endorsed by the UN Washington Group on Disability. There are also recommendations for action by the Government, civil society organizations and development partners at the community, provincial and national levels to ensure further investment in education. This would enable persons with disabilities to participate actively in decision-making and to engage in income-generating activities to support the country's economic growth.

This report will serve as an invaluable tool for policy-makers, researchers, development partners, advocates and volunteers working in disability. It is our hope that the UN Convention on the Rights of Persons with Disabilities (UNCRPD), the National Disability Policy, and now the “Vanuatu Pilot Survey on Persons with Disabilities” will mark a turning point for the inclusion of persons with disabilities in their societies. We also hope that this publication may inspire other Pacific Island countries to undertake similar surveys on persons with disabilities.



Mark P. Bebe
Director General
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GLOSSARY

Access by persons with disabilities: In this report, access refers to effective access to education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the individual's achieving the fullest possible social integration and individual development.

Convention on the Rights of Persons with Disabilities (CRPD): The CRPD enshrines the rights of people with disabilities to equal access and treatment, including equitable access to quality health services. Adopted by the United Nations General Assembly in 2006, the CRPD entered into force in May 2008 and is currently ratified by 147 State Parties. Vanuatu signed the Convention in 2007 and ratified it in 2008, becoming the first Pacific Island Country to do so. States that have acceded to the CRPD have committed to ensuring new legislation that promotes and protects the rights of persons with disabilities, and to reporting regularly on progress to an international review body. Ratifying nations are committed to developing and implementing policies, services and programmes that are based on the principles contained within the CRPD.

International Classification of Functioning, Disability and Health (ICF): The ICF is the World Health Organization's (WHO) framework for measuring health and disability at both the individual and population level. Rather than viewing disability merely as a result of impairment, it conceptualizes functioning as a "dynamic interaction between a person's health condition, environmental factors and personal factors". This is a biopsychosocial model, which holistically addresses the functioning, disability and health of the individual.

ACRONYMS AND ABBREVIATIONS

CSO	Civil Society Organization
DPO	Disabled People's Organization
DWA	Department of Women's Affairs
ICF	International Classification of Functioning
NGO	Non-government Organization
UNCRD	United Nation Convention on the Rights of Persons with Disabilities
UNICEF	United Nations Children's Fund
WHO	World Health Organization

CHAPTER 1: BACKGROUND



Introduction to disability data

Persons with disabilities are some of the poorest, most vulnerable and marginalized members of society. In many parts of the world, persons with disabilities experience discrimination and do not have the same access to health care, education and employment opportunities as those without disabilities. They are more likely to experience social exclusion, economic vulnerability and poverty.

The United Nations Convention on the Rights of Persons with Disabilities (CRPD), which entered into force in 2008, is a key international instrument on disability. It promotes the rights of persons with disabilities to inclusion and equal participation. The CRPD promotes a shift in people's attitudes towards persons with disabilities as rights-holders who are active members of society, rather than objects of charity or protection.

The CRPD contains several articles that outline the commitments and provide guidance on how persons with disabilities can be included across many sectors. Article 32 of the CRPD states that all international development programmes should be inclusive of and accessible to persons with disabilities. Article 31 of the CRPD requires States parties to collect appropriate information, including statistical and research data, which enables the formulation and implementation of disability-inclusive policies and programmes, and measurement of their impact.

Reliable national-level disability data enable policy formation, evidence-based decision making and the efficient and effective direction of resources. Reliable disability data can play a pivotal role in the development, implementation, monitoring and evaluation of disability-inclusive development programmes. Quantitative data can illuminate key issues such as prevalence of disability, the number of persons with disabilities participating in particular programmes, and programme impact at the population level. Qualitative data can highlight evidence about the types of interventions or support that are most effective in bringing about change at the individual level.

The way that disability is defined guides the way in which it is measured. For example, in the past, disability has been defined as an "impairment" of the mind or body that is potentially "fixable" by medical intervention. When disability is measured using this definition, information about the prevalence of disability reflects only impairment, that is, the percentage of persons who have impairments. But disability is a much more complex issue than this.

The CRPD describes persons with disabilities as people who have long-term physical, mental, intellectual or sensory impairments, which, together with barriers such as discriminatory attitudes or inaccessible buildings, may prevent participation or involvement in society in the

same way other people do. This understanding recognizes that the challenges faced by persons with disabilities are due to both the impairment and the barriers created by attitudes and physical and policy environments.

The World Health Organization (WHO) understands disability as an umbrella term for impairments, activity limitations and participation restrictions (i.e. exclusion). The International Classification of Disability, Functioning and Health, developed by WHO in 2001, views disability as “the negative aspects of the interaction between an individual (with a health condition) and that individual’s contextual (environmental and personal) factors”. The ICF provides a standard language and framework that can be used to guide disability measurement.

Recognizing the complexity of measuring disability, in 2001, the United Nations Statistical Commission established a group to focus on the development of a disability measure. With participation from national statistical offices in 123 countries and other key stakeholders, this group, known as the “Washington Group”, developed a short set of questions (see Annex 1) to be used in censuses and population surveys, and an extended set of questions to be used in specialized surveys.

The short set of questions uses the International Classification of Functioning, Disability, and Health as a conceptual framework. They do not ask respondents about their disability, but rather about what they can and cannot do. The questions identify limitations in functioning that are found universally, which are most closely associated with social exclusion, and which occur most frequently. The questions are designed for adults and cannot be reliably used to identify children with disabilities; disability questions that can be reliably used to identify children with disabilities are currently under development by the Washington Group together with UNICEF.

The Washington Group questions are recommended for use by governments in censuses and other national surveys. When these questions are used, data can be utilized to compare levels of participation in employment, education and family life of persons with disabilities against persons without. The data can also be used to monitor prevalence trends for persons with disabilities.

Disability in Vanuatu

The Vanuatu National Disability Policy and Plan of Action 2008-2015 states: “Persons with disabilities include those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.” This definition is in line with that contained within the CRPD, which the Government of Vanuatu ratified in May 2008.

According to the 2009 National Population and Housing Census (2009 census), approximately 12 per cent of the population reported having a disability. This census based its disability questions on the Washington Group short set of questions, which are recognized internationally

as best practice for disability measurement in censuses and population surveys (see Annex 2). However, the questions differed from the Washington Group questions in that three response categories were used instead of four. The questions identified difficulties with function (seeing, hearing, walking and/or remembering or concentrating), and the data revealed the prevalence of types of disability as follows:

- vision impairment (7.5%);
- difficulty with walking (5.4%);
- problems with memory or concentration (4%);
- hearing impairment (3.3%).

The 2009 census found that less than 1 per cent of the population had a severe disability. It is possible that using four response categories instead of three may have resulted in a higher prevalence rate of persons with severe disabilities.

The census revealed that prevalence of disability increased with age: 6 per cent of children under five had a disability compared to more than 50 percent of persons aged 60 and over. The rate of disability was slightly higher for females than males. Data from this census have not been further disaggregated to allow for better understanding of the health, education, livelihood or other status of persons with disabilities.

There is little available evidence regarding the barriers experienced by persons with disabilities in Vanuatu beyond anecdotal findings. Available information suggests that there are negative attitudes towards persons with disabilities in terms of their capacities, as well as a persistent stigma associated with them. In addition, many families of persons with disabilities are extremely protective. These attitudes can be a key barrier to health, education and employment opportunities. Other barriers identified in a 2013 study included knowledge, transport, community leadership, physical environment, school fees and access to health and rehabilitation services.

Both the Government and civil society have taken steps towards addressing the exclusion of persons with disabilities. Government efforts include:

- the launch of the National Disability Policy and Action Plan 2008-2015, which identifies a set of key actions to be taken and indicators to be met, including the subsequent establishment of a Disability Desk within the Ministry of Justice and Community Services, and of national and provincial Disability Coordinating Committees, as well as the appointment of Disability Desk Officers in some provinces.
- the finalization of the Inclusive Education Policy and Strategic Plan of Action 2010-2020, comprising the formation of an Inclusive Education Advisory Group, the appointment of an Inclusive Education Officer, inclusion of disability subjects within teacher training curricula, efforts to improve access to schools and kindergartens for children with disabilities, and implementation of a strategy to include persons with disabilities in Technical and Vocational Education and Training (TVET) opportunities;
- the development of an inclusive policy and a set of social safeguards, both of which address disability inclusion, within the Ministry of Infrastructure and Public Utilities;
- provision of physiotherapy services through the National Hospital in Port Vila;
- the establishment of a community-based rehabilitation network by the Ministry of Justice and Community Services;

- implementation of the Australian-Aid-funded Nabunga programme through the Ministry of Youth and Sports Development, which has supported implementation of disability-inclusive sports activities across Vanuatu. This programme aims to improve the health of all, raise awareness of disability rights and promote positive attitudes towards persons with disabilities.

Non-government efforts include:

- the establishment in 1999 of the national organization of persons with disabilities, Disability Promotion and Advocacy Association (DPA), whose mandate is to advocate for rights and promote the empowerment of persons with disabilities in Vanuatu;
- the establishment of the Vanuatu Society for Disabled People (VSDP) in 1986 in Port Vila, which conducts community-based rehabilitation and early intervention services;
- the establishment of the Sanma Frangipani Association, located in Luganville, which offers limited early intervention services to children with disabilities living in Sanma Province and supports their access to mainstream schooling;
- the establishment in 2013 by Oxfam of Vanuatu Civil Society Disability Network, which is comprised of civil society organizations that seek to promote the rights of persons with disabilities and advocate for their inclusion in Vanuatu policies and communities.

CHAPTER 2: THE DISABILITY PILOT SURVEY



Purpose of the survey

The Vanuatu National Disability Policy & Plan of Action recognizes that there is a lack of information on the location, prevalence and needs of persons with disabilities, and calls for increased disability data collection. Service delivery for persons with disabilities is limited due to inadequate understanding of their location and needs. In order for disability to be addressed at the policy level, the number of persons with disabilities needs to be understood. Data are also required to:

- inform and evaluate interventions that aim to prevent or reduce the impact of disability;
- inform the adaptation of mainstream services and programmes to enable them to become more inclusive; and
- inform the development of specific disability support services targeted at people with disabilities, such as prosthetic devices and sign language services.

The Government of Vanuatu Priorities and Action Agenda 2006-2015 includes a reference to key strategies that aim to improve the quality of life of persons with disabilities. These include strategy 3.4, which seeks to “support the creation and strengthening of formal social welfare systems especially issues affecting the protection of women, children, old and disabled people, and strengthen linkages with traditional social protection.”

Strategy 6.13 seeks to “improve equal access to all levels of education for children with special needs.” Measuring the effectiveness of these strategies requires establishing data collection mechanisms regarding access to welfare and education services for persons with disabilities.

In order to address gaps in disability data, a Vanuatu Disability Pilot Survey was implemented in early 2014. The primary goals of the Disability Pilot Survey was to establish a centralized Disability Database within the Government. The objective of the survey was to gather information for policy-makers, planners and programme managers on:

- the number of persons with disabilities;
- the types of disabilities;
- the status of persons with disabilities (e.g. health, education);
- the needs of persons with disabilities;
- the skills of persons with disabilities;
- access to services by persons with disabilities;
- access to the daily environment by persons with disabilities.

A key goal of the pilot survey was to test a tool and methodology, and develop recommendations for further disability data collection.

Methodology

The Pilot Survey on Persons with Disabilities was coordinated by the Disability Desk Officer. An officer from the National Statistics Office was seconded to the Ministry of Justice and Community Services to work with the Disability Desk Officer on the development of the survey tool and the administration of the survey.

Feedback was sought from key stakeholders in Vanuatu and the region. The National Disability Committee, which consists of representatives from government ministries, disabled people's organizations and non-government organizations (NGO), was invited to comment on aspects of the study including the draft questionnaire and proposed methodology.

A draft quantitative survey tool was developed by the National Statistics Office. Based on the Washington Group questions and the 2009 census, the survey tool consisted of two forms that collected household and demographic information, and four modules that sought in-depth information on the experiences of persons with disabilities (see Annex 3):

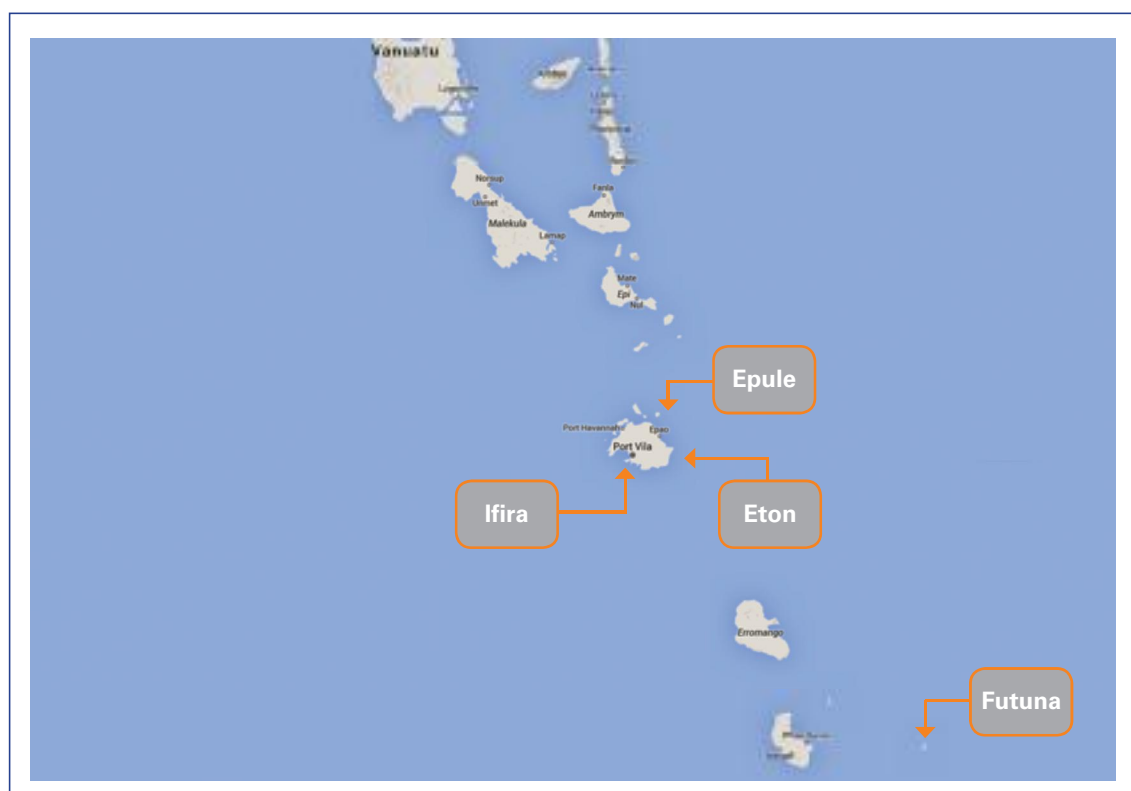
- Form 1: Enumerators listed the households that had been identified in the survey area. Households were listed by a description of their location and then assigned a number. The name of the householder was identified, and the householder was asked if there was a known person with disability present in the household. Form 1 was completed by the enumerator with the Area Secretary.
- Form 2: This was completed by enumerators with heads of households. Questions determined the number of people living in a household and the persons with disabilities living in the household. All household members were asked to provide information on their year of birth, age, sex, level of education and main daily activity. If there were no persons with disabilities living in a household, the enumerator ended the interview. If a person or persons with disabilities were living in the household, they were asked for their contact details, whether they would like their information to be stored in a national database, and whether they have a carer. If a person with disability had a carer, the carer was asked for demographic information and for information about their caring role.
- Module 1: Health. Enumerators asked persons with disabilities or their carer about the type and cause of their disability and their access to assistive devices, medical supplies and health services. Satisfaction with health services was also explored.
- Module 2: Education and Training. Enumerators explored the level of education attained by participants with disabilities, access to transport, whether participants attended a special school or had special help in the classroom, and the difficulties experienced by persons with disabilities when attending school. Questions that focused on training asked persons with disabilities which kind of skills development courses they had attended, about the difficulties they experienced in accessing skills development training, and their level of satisfaction with the skills development courses. This module also asked participants about non-school activities they may have participated in, and the reason that they did not attend/had not attended school.

- Module 3: Activities. Enumerators asked participants about the kind of activities they had been participating in, their access to transport, and their level of difficulty experienced in traveling around. This explored barriers to getting around day-to-day, and the types and severity of barriers that prevent participation in school, work, social and custom activities, and transport.
- Module 4: Activity and inactivity for persons aged 10 years and over. Enumerators spoke only to participants with disabilities aged ten years and older in order to explore the types of household and income-generating activities that participants engage in, as well as their duration. This survey explored attitudes towards participants who work, and the extent to which such attitudes have been problematic. The survey also explored how policies impact on the participants, difficulties they faced when working, and the impact of work on their lives. This module explored reasons for which participants with disabilities are not currently engaged in income-generating activities, and sought information on previous paid employment and training that they received to support future employment.

The questionnaires were field-tested with several individuals in both urban and rural locations, and modifications to the questionnaires were made accordingly. The questionnaire was finalized in English, and enumerators translated into Bislama or local languages as needed during the course of interviewing.

In early 2014, these questionnaires were used to collect data from households (n=431) and individuals (n=2583) within four survey sites: three (Epule, Eton and Ifira) on Efate Island, Shefa

Figure 1. Sites of the Pilot Survey on Persons with Disabilities



Province and one survey site (Futuna Island) in Tafea Province and one survey site (Futuna Island) in Tavea Province. The survey developers reviewed data from the 2009 population survey and chose urban (Ifira), peri-urban (Eton and Epule) and rural (Futuna) locations in which disability prevalence was found to be higher. All individuals answered questions contained in Forms 1 and 2. Persons with disabilities of all ages responded to questions in Forms 1 and 2, and Modules 1 to 4 (n = 92).

Enumerators consisted of individuals deemed to have good experience in working with persons with disabilities. They included an outreach worker from the Vanuatu Society of Disabled People, four volunteers from the Department of Women's Affairs, Area Council Secretaries from Eton, Epule and Futuna, and one person with a disability with experience in undertaking surveys. Five days of training were provided to enumerators on how to administer the survey. Representatives from the Eye Clinic and the Ear, Nose and Throat Clinic at Vila Central Hospital were engaged to train enumerators in eye and ear testing. Enumerators tested vision and hearing if the survey indicated that the respondent had hearing or vision problems. Enumerators were supervised by representatives of the Disability Desk and the National Statistics Office, who collected completed questionnaires and checked them before returning them to the National Statistics Office for data entry and storage.

Limitations relating to the design of the survey questionnaire include:

- Disability is determined through a two-stage process. In Form 1, the head of household is asked if anyone with a disability is living within the home. If so, the head of household is then asked an adapted version of the Washington Group questions in Form 2, to determine disability type. This approach has been shown to significantly under-identify persons with disabilities by excluding people with minor or mild disability and people who considered themselves to be just "old" and not "disabled". Under-identification also occurs because people are sometimes unwilling or embarrassed to report that they have a disability, or do not know what a disability is. The Washington Group questions are designed to determine disability in a way that avoids these problems. In this survey, an adapted version of the Washington Group questions were used only with people who answered "yes" to the first question about whether anyone in the household had a disability. This is likely to have resulted in a much lower disability prevalence rate than the actual rate.
- Generally, it is recommended that the Washington Group questions (both sets) be used unaltered. In this survey, the Washington Group questions have been modified. As a result, in several cases, the questions are repetitive, and the response categories do not match the questions.
- The Washington Group questions are to be used for adult respondents, but do not adequately capture disability among children. Children develop at different rates in different places, and measurement requires an approach that allows comparison with peers. The Washington Group, together with UNICEF, is in the process of developing a separate set of questions that can better capture child disability. The pilot survey utilized the existing Washington Group questions and adapted it for children. As such, the findings of this study regarding children with disabilities are likely to be inaccurate.
- Response categories did not always match questions, which made it difficult for enumerators to code responses and to compare data.
- Questionnaires did not establish the age of disability onset. These data are important in establishing whether children with disabilities have limited access to school and other opportunities.

Limitations related to the implementation of the survey include:

- Questionnaires were not translated formally into Bislama or any of the indigenous languages of Vanuatu; however, the enumerators did so whenever required. This approach can result in differing interpretations of questions, and therefore data that are challenging to compare.
- Questions in Modules 1 to 4 were only asked to households with persons with disabilities who had been identified through the Form 1 questionnaire. Since comparative data were not collected from persons without disabilities in the same villages, access to and satisfaction with social services among persons with and without disabilities cannot be compared.
- Assistance from carers was at times required, particularly if the respondent was a person with intellectual or psychosocial disability. The survey team made efforts to enable persons with disabilities to answer questions themselves, relying on the support of carers if required.
- Respondents to disability surveys sometimes did not feel comfortable talking about the impact of their disability, particularly if family or community members were present. This could lead to false positive or false negative results. At times, respondents and their carers did not agree on the response to sensitive questions.

Limitations related to data analysis include:

- The number of survey respondents that were living with disabilities was low. Hence, the analysis of access to services and needs of persons with disabilities according to small age ranges was challenging, since there were few persons with disabilities found in each age range. Accordingly, cases of disability were grouped into two age groups, 0 to 44 years, and 45 and over, and the analysis of data was limited to examining access to education, health and economic empowerment opportunities.

CHAPTER 3: FINDINGS AND RECOMMENDATIONS



Findings

Members of 431 households throughout the four survey sites completed the questionnaires; the average household size was six members (2,583 individuals). Overall in each site, the highest proportion of respondents were in the 0-14 and 15-29 age category.

Prevalence

This survey found that of 2,583 respondents interviewed, 92 were identified as having a disability, or 3.6 per cent of the population studied. This is considerably less than the 2009 census, in which approximately 12 per cent of the population reported having a disability. The reason is likely that persons with disabilities were identified first by asking heads of households whether anyone with a disability lived in the household, instead of asking every person in the sample sites.

The Washington Group questions, together with several questions that ascertained types of impairment and were developed specifically for this survey, were used to establish the presence of disability. A severity scale was used, and any respondent who answered “some difficulty”, “a lot of difficulty”, or “cannot do at all” to any question was considered a person with a disability.

Figure 2. No. of persons with disabilities by type of disability

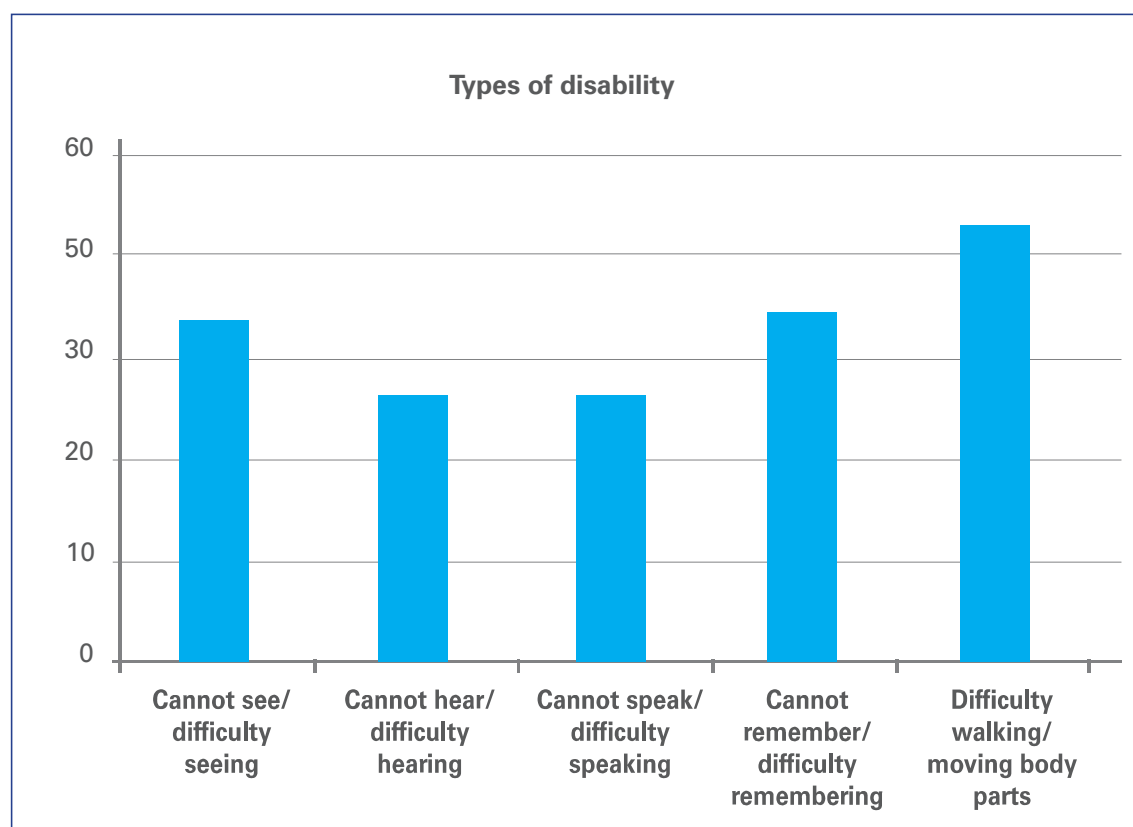
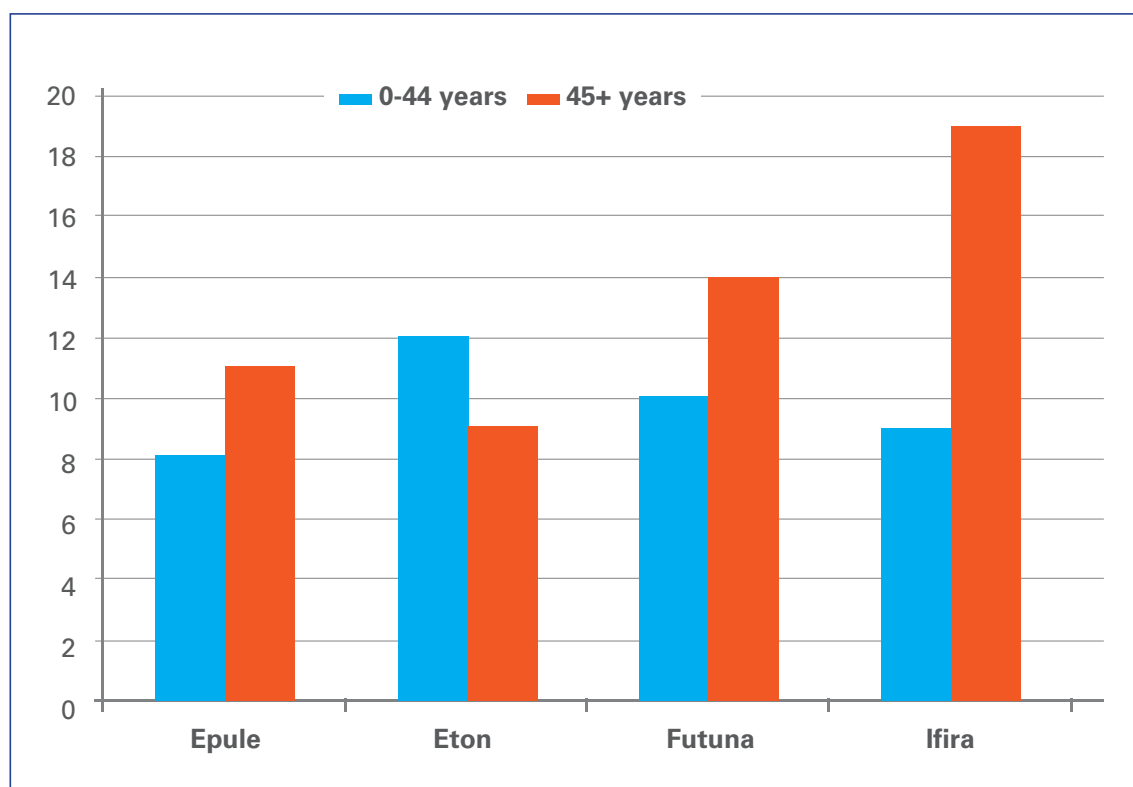


Figure 3. Number of persons with disabilities, by location and age



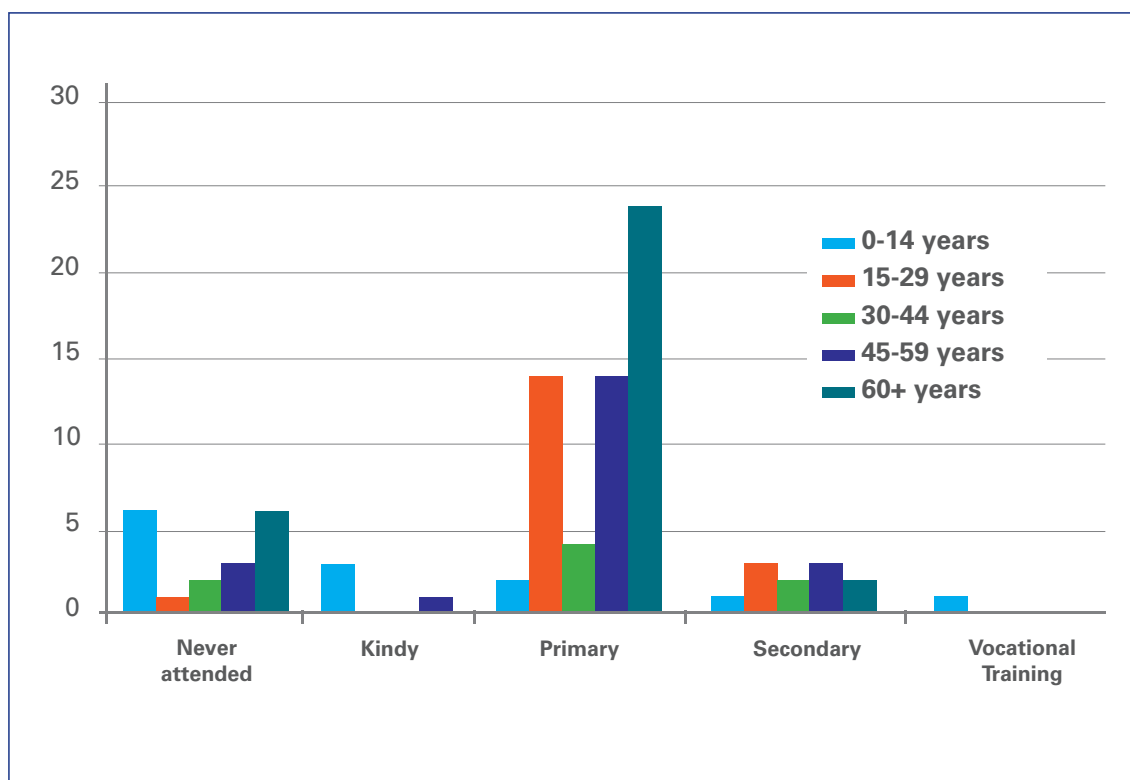
This survey found physical disability to be the most common, followed by intellectual disability, and vision impairment (Figure 2). This contrasts slightly with findings from the 2009 census, which found the greatest prevalence of disability among those with vision impairment, followed by difficulty walking, intellectual disability and hearing impairment. The difference may be explained by the fact that this survey used 11 separate questions, each of which focused on specific types of impairment, compared to the four questions used in the census, which focused on broader impairment groups.

There are some issues associated with questions that identify persons with disabilities. For example, people with cerebral palsy or muscular dystrophy do not fit easily into the categories presented. A question that combines being able to move all or part of a person's body with the ability to walk could be confusing to a person who has no problems walking but has problems moving a different part of his or her body such as the neck or fingers. This can result in the under-identification of persons with disabilities.

Some of the questions are redundant such as the question about the ability to see and the question about blindness.

The Washington Group found that testing memory separately from other cognitive functioning such as concentrating was problematic. Some people who had been identified as having a disability were in fact only experiencing a minor problem. As a result of the testing, the Washington Group determined that it was important to put both memory and concentration into the same question. However, the Vanuatu Disability Pilot Survey considered these functions in separate questions, which potentially led to an over-identification of disability.

Figure 4. Access to education by persons with disabilities



Disability by sex

The survey found that exactly equal numbers of men and women reported having a disability. This differs to some extent from the 2009 census, which found that slightly more women than men had disabilities.

The data did vary across some of the survey sites. In the urban setting (Ifira), more women with disabilities were identified (n=16) than men (n=12). In a peri-urban setting (Epule), fewer females with disability were identified, and those who were located were more likely to be aged 45 and over (Figure 3).

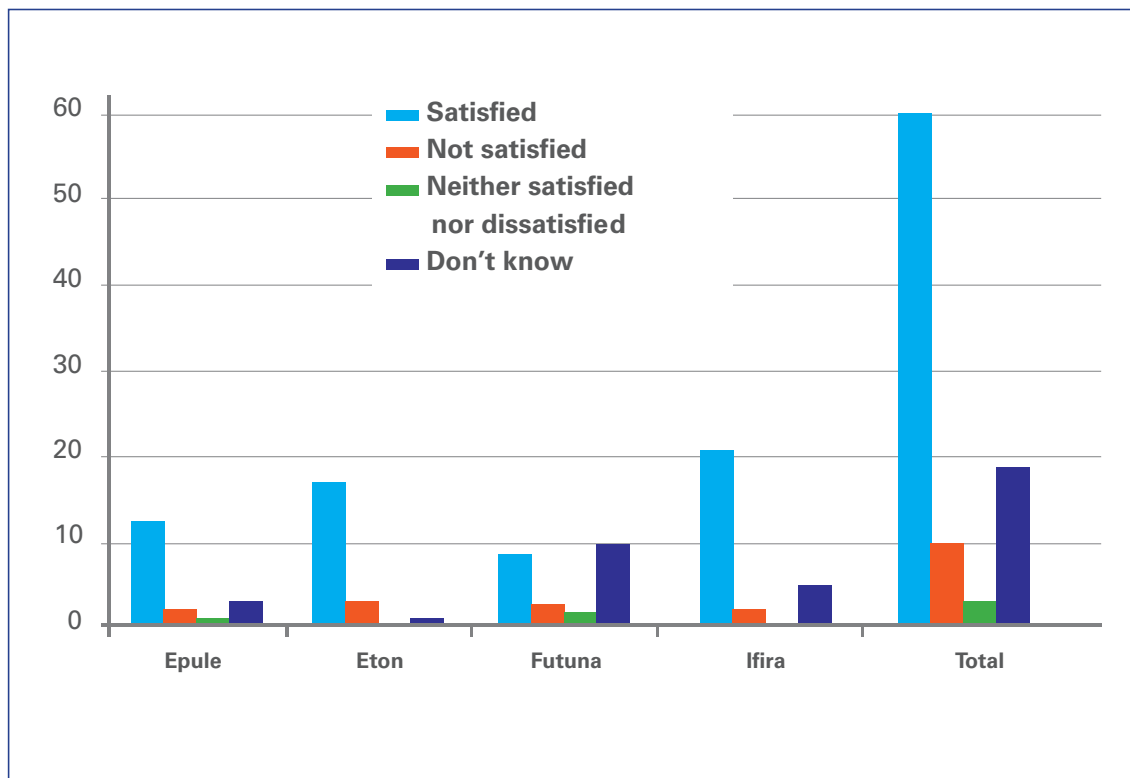
Disability by age

More persons with disabilities were generally found among people 45 years of age and over in all but one community; in Eton, more persons with disabilities were found among persons 0–44 years of age (Figure 3).

Disability by geographical location

This study found that more persons with disabilities were located in the rural (Futuna) and urban (Ifira) locations in which the survey took place; slightly fewer persons with disabilities were located in the peri-urban communities of Eton and Epule (Figure 3).

Figure 5. Persons with disabilities' satisfaction with health services



Level of education

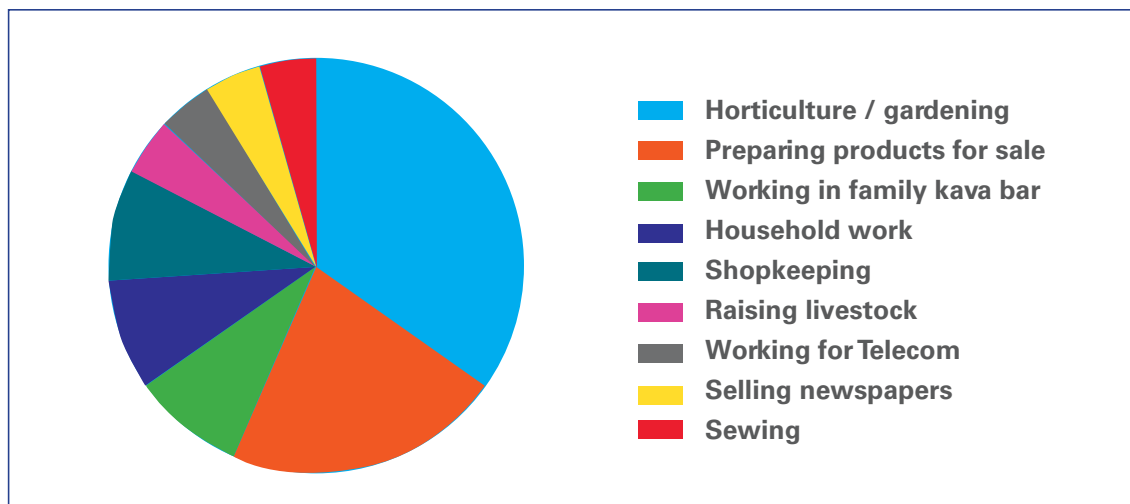
Of the persons with disabilities who were surveyed, 58 (63%) had attended primary school, while 11 respondents with disabilities had attended secondary school (11.9%); 18 respondents (19.6%) had never attended school. Four respondents with disabilities had attended early childhood care and education such as a kindergarten, and one respondent with a disability had attended vocational training (Figure 4).

In all survey sites, a large proportion of persons with disabilities in the sites surveyed reported that they had not had access to any form of formal education or training. Persons with disabilities in the urban survey site were more likely to have attended school, whereas persons with disabilities in one of the peri-urban sites were less likely to have attended school (Eton).

In the urban and rural sites, boys with disabilities were more likely to have attended primary school than girls with disabilities. In both peri-urban sites, girls with disabilities were slightly more likely to have attended primary school than boys. In the rural and peri-urban sites, boys with disabilities were more likely to have attended secondary school than girls with disabilities; however, in urban sites, no boys with disabilities reported having attended secondary school, whereas some girls with disabilities attended.

Data that would allow comparison with people without disabilities was not collected, and therefore not available for analysis.

Figure 6. Types of economic activities in which people with disabilities are engaged



Health services

For the purposes of this survey, health services include sites, practitioners and services, such as aid posts/dispensaries, health centres, hospitals, private doctors, physiotherapists and pharmacists, traditional medicine and massage.

Most survey participants with disabilities (82.6%) reported that they had accessed health services. Those who had not accessed health services were evenly distributed throughout the four survey sites.

Of those respondents with disabilities who had accessed health services, the majority reported a degree of satisfaction with them (65.2%), while 10.9 per cent reported a degree of dissatisfaction. A total of 20.6 per cent of respondents reported that they did not know, which may indicate a degree of uncertainty regarding the meaning of the question.

With regard to the above, data that would allow a comparison with persons without disabilities were not collected, and therefore an analysis could not be conducted.

Economic activity

Participants were asked about their participation in income-generating activities. Among persons with disabilities, this survey found that of respondents aged ten years and over, 21 (25%) participated in economic activities, while 62 (75%) did not. Participation in economic activities was distributed evenly across all age groups, while slightly more females with disabilities than males reported that they did not participate in income-generating activities. Figure 6 provides information about the types of paid of work in which persons with disabilities are engaged in the four survey sites.

With regard to the above, data that would allow a comparison with persons without disabilities were not collected, and therefore an analysis could not be conducted.

Recommendations

Although this pilot survey provided some important information on persons with disabilities in the four survey sites that would allow follow-up and service provision at the individual level, there are several recommendations regarding how the survey tool and methodology could be improved for future use:

For the Government:

- Undertake a follow-up study in order to understand why the prevalence rate identified by the pilot survey was so much lower than that identified in the 2009 census and compare with findings in similar countries before proceeding with a full national survey.
- Carry out a thorough review of the survey tool in order to address and/or remove redundant and confusing items. This would decrease the time and resources needed to administer the survey, and would enhance the usefulness of the data collected.
- Review the disability identification questions in Form Two and their alignment with the Washington Group questions to enable a greater comparison of data. The use of response categories and cut-off for determining disability should also be aligned with that used in the censuses and household surveys. This would allow tracking of the progress of the situation of persons with disabilities over time.
- Utilize the children's version of the Washington Group questions with children under the age of 18, once available.
- Administer the questionnaire with a control group in order to compare between persons with and without disabilities.
- Test and standardize versions of the questionnaire in Bislama and relevant local languages.
- Take into account all limitations identified within this report.

Recommendations for the Government and civil society based on the findings from this survey include:

- Consider further investment in education that is inclusive of persons with disabilities at all levels, paying particular attention to the transition of students with disabilities from primary to secondary education.
- Strengthen services that meet the needs of people with a range of disabilities in all locations – urban, peri-urban and rural contexts.
- Develop greater opportunities for participation of people with disabilities in income-generating activities at all geographic levels – urban, rural and peri-urban. For example, strengthen technical and vocational education and training (TVET), cooperatives and other services so that economic empowerment programmes are inclusive of persons with disabilities.
- Ensure that stigma and discrimination are addressed for greater disability inclusion so that positive attitudes towards persons with disabilities prevail. Any investment in inclusive education, service provision or economic activities should be accompanied by awareness raising of the rights of persons with disabilities according to the National Disability Policy and Plan of Action and the CRPD, in conjunction with persons with disabilities themselves.

ANNEX



Annex 1: Washington Group Short Set of Questions on Disability

The following questions ask about difficulties you may have doing certain activities because of a HEALTH PROBLEM :

- 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. Yes – cannot do at all
- 2) Do you have difficulty hearing, even if using a hearing aid?
 - e. No – no difficulty
 - f. Yes – some difficulty
 - g. Yes – a lot of difficulty
 - h. Yes – cannot do at all
- 3) Do you have difficulty walking or climbing steps?
 - i. No – no difficulty
 - j. Yes – some difficulty
 - k. Yes – a lot of difficulty
 - l. Yes – cannot do at all
- 4) Do you have difficulty remembering or concentrating?
 - m. No – no difficulty
 - n. Yes – some difficulty
 - o. Yes – a lot of difficulty
 - p. Yes – cannot do at all
- 5) Do you have difficulty (with self-care such as) washing all over or dressing?
 - q. No – no difficulty
 - r. Yes – some difficulty
 - s. Yes – a lot of difficulty
 - t. Yes – cannot do at all
- 6) Using your language, do you have difficulty communicating, for example understanding or being understood?
 - u. No – no difficulty
 - v. Yes – some difficulty
 - w. Yes – a lot of difficulty
 - x. Yes – cannot do at all

Annex 2: Washington Group Short Set of Questions on Disability – Adapted for the 2009 Vanuatu Census

P15. This question asks about **difficulties** this person may have, doing certain activities because of a health problem. Does this person have difficulty in:

- a. Seeing, even wearing glasses?*
- b. Hearing, even if using a hearing aids?*
- c. Walking, or climbing steps?*
- d. Remembering or concentrating?*

ND = No difficulty at all

SD = Some difficulties

CD = Cannot do at all

Annex 3: Survey Questionnaire

VANUATU DISABILITY PILOT SURVEY

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	Write in details before interview	VNSO USE ONLY						
Island		<table border="1"><tr><td></td><td></td></tr></table>						
Area Council		<table border="1"><tr><td></td><td></td></tr></table>						
Village		<table border="1"><tr><td></td><td></td><td></td></tr></table>						
EA – Split		<table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>						
Enumerator ID	<table border="1"><tr><td></td><td></td></tr></table>							
Date	<table border="1"><tr><td>d</td><td>d</td><td>m</td><td>m</td><td>y</td><td>y</td></tr></table>	d	d	m	m	y	y	
d	d	m	m	y	y			

FORM 1: VILLAGE LISTING

1. List the households which are occupied at the time of the listing. *Do not list households where there is no one who usually lives there aged 15 years and over or where the usual head of the household is absent.*

LOCALITY (general description of household in village to locate for interview)	Household Number	NAME OF HOUSEHOLDER	DISABLED (known person with disability – Yes or No)
	001		
	002		
	003		
	004		
	005		
	006		
	007		
	008		
	009		
	010		
	011		
	012		
	013		
	014		
	015		
	016		
	017		
	018		
	019		
	020		
	021		

Island	
Area Council	
Village	
EA – Split	

VNSO USE ONLY

LOCALITY (general description of household in village to locate for interview)	Household Number	NAME OF HOUSEHOLDER	DISABLED (known person with disability – Yes or No)
	022		
	023		
	024		
	025		
	026		
	027		
	028		
	029		
	030		
	031		
	032		
	033		
	034		
	035		
	036		
	037		
	038		
	039		
	040		
	041		
	042		
	043		
	044		
	045		
	046		
	047		
	048		
	049		
	050		
	051		
	052		
	053		
	054		
	055		
	056		

Island	
Area Council	
Village	
EA – Split	

VNSO USE ONLY

LOCALITY (general description of household in village to locate for interview)	Household Number	NAME OF HOUSEHOLDER	DISABLED (known person with disability – Yes or No)
	057		
	058		
	059		
	060		
	061		
	062		
	063		
	064		
	065		
	066		
	067		
	068		
	069		
	070		
	071		
	072		
	073		
	074		
	075		
	076		
	077		
	078		
	079		
	080		
	081		
	082		
	083		
	084		
	085		
	086		
	087		
	088		
	089		
	090		
	091		

Island	
Area Council	
Village	
EA – Split	

VNSO USE ONLY

LOCALITY (general description of household in village to locate for interview)	Household Number	NAME OF HOUSEHOLDER	DISABLED (known person with disability – Yes or No)
	092		
	093		
	094		
	095		
	096		
	097		
	098		
	099		
	100		

2. Continuation of Form 1 used for more than 100 households: |__| YES |__| NO

3. Total households in village or enumeration area: |__|__|__|

VANUATU DISABILITY PILOT SURVEY

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All information collected by the Disability Survey is strictly confidential and information

by individual respondents will not be disclosed. This survey is being conducted under

the Statistics Act. Failure to provide the information requested in this survey is an offence under the Statistics Act.

	Write in details before interview						
Island							
Area Council							
Village							
EA – Split							
Household number	<table border="1" style="display: inline-table;"> <tr> <td></td> <td></td> <td></td> </tr> </table>						
	From village listing						
Enumerator ID	<table border="1" style="display: inline-table;"> <tr> <td></td> <td></td> </tr> </table>						
Date	<table border="1" style="display: inline-table;"> <tr> <td>d</td> <td>d</td> <td>m</td> <td>m</td> <td>y</td> <td>y</td> </tr> </table>	d	d	m	m	y	y
d	d	m	m	y	y		

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Village	
EA – Split	

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FORM 2: HOUSEHOLD SCHEDULE

2.1. How many people usually live in this household? |__|__|__|

2.2. How many visitors were there at the time of the survey? |__|__|

2.3 Complete one line for every person who resides full time in this household *Put * against respondent person number.*

PERSO N NUMBE R	YEAR OF BIRTH	AG E	SEX (M/F)	MAIN DAILY ACTIVITY (MARK ALL THAT APPLY)	HIGHEST LEVEL OF EDUCATION
01	_ _ _ _	_		1 2 3 4 5 6 7 8 9 10 11 12 13 14	1 2 3 4 5 6 7 8
02	_ _ _ _	_		1 2 3 4 5 6 7 8 9 10 11 12 13 14	1 2 3 4 5 6 7 8
03	_ _ _ _	_		1 2 3 4 5 6 7 8 9 10 11 12 13 14	1 2 3 4 5 6 7 8
04	_ _ _ _	_		1 2 3 4 5 6 7 8 9 10 11 12 13 14	1 2 3 4 5 6 7 8
05	_ _ _ _	_		1 2 3 4 5 6 7 8 9 10 11 12 13 14	1 2 3 4 5 6 7 8
06	_ _ _ _	_		1 2 3 4 5 6 7 8 9 10 11 12 13 14	1 2 3 4 5 6 7 8
07	_ _ _ _	_		1 2 3 4 5 6 7 8 9 10 11 12 13 14	1 2 3 4 5 6 7 8
08	_ _ _ _	_		1 2 3 4 5 6 7 8 9 10 11 12 13 14	1 2 3 4 5 6 7 8
09	_ _ _ _	_		1 2 3 4 5 6 7 8 9 10 11 12 13 14	1 2 3 4 5 6 7 8
10	_ _ _ _	_		1 2 3 4 5 6 7 8 9 10 11 12 13 14	1 2 3 4 5 6 7 8
11	_ _ _ _	_		1 2 3 4 5 6 7 8 9 10 11 12 13 14	1 2 3 4 5 6 7 8
12	_ _ _ _	_		1 2 3 4 5 6 7 8 9 10 11 12 13 14	1 2 3 4 5 6 7 8
13	_ _ _ _	_		1 2 3 4 5 6 7 8 9 10 11 12 13 14	1 2 3 4 5 6 7 8
14	_ _ _ _	_		1 2 3 4 5 6 7 8 9 10 11 12 13 14	1 2 3 4 5 6 7 8
15	_ _ _ _	_		1 2 3 4 5 6 7 8 9 10 11 12 13 14	1 2 3 4 5 6 7 8
		Sex Codes 1 Male	Main Daily Activity Codes 1 Farming or gardening – do not sell produce 2 Farming or gardening – sell	Level of Education Codes 1 Never attended school	

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Village	
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PERSO N NUMBE R	YEAR OF BIRTH	AG E	SEX (M/F)	MAIN DAILY ACTIVITY (<u>MARK</u> <u>ALL THAT APPLY</u>)	HIGHEST LEVEL OF EDUCATION
			2 Female	some produce 3 Work for pay 4 Business (self employed or employer) 5 Unpaid family work (store, business) 6 Custom Chief 7 Church pastor 8 Volunteer (other) 9 Attending school or training 10 Housework (cooking, cleaning, looking after dependents) 11 Retired/elderly 12 Disabled 13 Looking for work 14 Stap long haos/stap nomo	2 ECE/Kindy 3 Primary Class 1 – 8 4 Secondary Class 8 and above 5 University Certificate/Diploma/Degree 6 Vocational / Trade Certificate 7 Other vocational training 8 Other

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2.3 I would now like to ask you a series of questions about the people who usually live in this household regarding

their physical and mental ability. *More than one response is allowed for each person. Use the codes to show the severity*

of the disability. For children if the respondent is uncertain the prompt is “compared with children of the same age”.

	Person number from 2.3														
	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15
Lacking part of one or more limbs?															
Partially or totally paralysed?															
Unable to move part or all of his/her body or has problems walking?															
Having difficulty seeing (even when wearing glasses)?															
Cannot see at all (is blind)?															
Having difficulty hearing?															
Cannot hear at all (is deaf)?															
Having difficulty speaking?															
Cannot speak at all (is dumb)?															
Having an intellectual difficulty (difficulty understanding, learning)?															
Having difficulty remembering?															
OTHER disability Please state ----- ----- -----															

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	Person number from 2.3														
	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15
OTHER disability Please state ----- ----- -----															
	1. No difficulty 2. Some difficulty 3. A lot of difficulty 4. Cannot do at all 5. Don't know														

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2.4 If the person(s) with the disability is below 18 years of age (17 years and under) please complete the interview

with the education, health and activities questionnaires. Summary of household status:

Children aged 17 years and under disability |__|__| **Number**
|__|__| **Number**

Adults aged 18 years and over with disability

IF THERE ARE NO DISABLED PEOPLE FROM THE SCREENING QUESTION 2.3 THANK THE RESPONDENT FOR HIS OR HER TIME

AND END OF INTERVIEW.

2.5 I would now like to ask you if you would be willing to have the information about disabled people in this

household included in a national register to help provide assistance to people with disability. Could we please

enter the information in the database?

☐ YES ☐ NO >> **GO TO Q 2.7**

2.6a Could we please have a telephone number(s) for the disabled person(s) in this household so that we can

contact them in the future about assistance? The telephone number will be entered into the disabled persons

database.

☐ YES ☐ NO >> **GO TO Q 2.7**

2.6b Enter the details below:

Person Number	Name	Telephone contact	Own telephone or relationship to owner (eg son, mother)
__ __			
__ __			
__ __			
__ __			
__ __			
__ __			

2.7 I would like to ask you some questions about the carer(s) for the disabled people in this household.

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Do any of the disabled people in this household have difficulty with self care such as washing all over or dressing?

☐ YES ☐ NO >> **GO TO MODULE 1**

2.8 Are all of the disabled people in this household able to complete an interview about activities, education and

training, assistance and so on?

☐ YES ☐ NO >> **GO TO 2.9**

2.9 Can you please tell me who will complete the interview on behalf of the person(s) who cannot complete the

questionnaire?

PERNO of person with disability	Name of respondent	Relationship to disabled person	PERNO of respondent
_ _ _			_ _ _
_ _ _			_ _ _
_ _ _			_ _ _
_ _ _			_ _ _
_ _ _			_ _ _
_ _ _			_ _ _

2.10 I would like to ask you some questions about the carer(s) for the disabled people in this household.

Do any of the disabled people in this household have difficulty with self care such as washing all over or

dressing and receive help to do things?

☐ YES ☐ NO >> **GO TO MODULE 1**

2.11 Can you please give me some information about the carer(s) of the disabled person(s) in this household and the type of care they give?

PERNO of person with disability	Name of carer	Relationship to disabled person	PERNO of carer	Care provided (MARK ALL THAT APPLY)	Approximately how many hours a day is care provided for all types of care?
_ _ _			_ _ _	1 2 3 4 5 6 7 8 9 10 11 12 13 14	
_ _ _			_ _ _	1 2 3 4 5 6 7 8 9 10 11 12	

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				13 14	
				1 2 3 4 5 6 7 8 9 10 11 12 13 14	
				1 2 3 4 5 6 7 8 9 10 11 12 13 14	
				1 2 3 4 5 6 7 8 9 10 11 12 13 14	
				1 2 3 4 5 6 7 8 9 10 11 12 13 14	
				1. Bathing 2. Dressing 3. Walking 4. Toilet use 5. Moving around (moving from bed to chair) 6. Meal preparation 7. Eating/drinking 8. Give medicine(s) 9. Gardening 10. Traditional Massage, medicine 11. Entertaining (playing, reading etc) 12. Learning (teaching) 13. Washing clothes 14. Protective supervision for mentally impaired	

2.12 Has the carer(s) received any special training in how to provide care to the disabled person?

☐ YES ☐ NO >> **GO TO CHILD OR ADULT QUESTIONNAIRE AS APPROPRIATE**

2.13 Can you give me information about the training received?

Type of carer training	Name of training provider
1	
2	
3	
4	
5	

GO TO MODULE 1

Island	
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	Write in details before interview						
Island							
Area Council							
Village							
EA – Split							
Household Number	<table border="1" style="display: inline-table;"> <tr> <td></td> <td></td> <td></td> </tr> </table> FROM HOUSEHOLD FORM						
Person Number	<table border="1" style="display: inline-table;"> <tr> <td></td> <td></td> </tr> </table> FROM HOUSEHOLD FORM						
Enumerator ID	<table border="1" style="display: inline-table;"> <tr> <td></td> <td></td> </tr> </table>						
Date	<table border="1" style="display: inline-table;"> <tr> <td>d</td> <td>d</td> <td>m</td> <td>m</td> <td>y</td> <td>y</td> </tr> </table>	d	d	m	m	y	y
d	d	m	m	y	y		

VNSO USE ONLY

FORM 3: Child with disability (aged 17 years and under)

If the child has more than one disability the questions are to be answered for the most severe ("Cannot do at all" from household questionnaire). If the child has more than one severe disability the questions are to be answered for the one which most restricts their day-to-day activities.

1. How long have <<name's>> day-to-day activities been affected?

- | | |
|-----------------------|----------------------------|
| Less than 6 months | <input type="checkbox"/> 1 |
| Between 6 & 12 months | <input type="checkbox"/> 2 |
| 12 months or more | <input type="checkbox"/> 3 |

2. What caused <<name's>> main disability? *What caused <<name's>> main condition?*

- | | | | |
|--------------------------------------|-----------------------------|--------------------------------------|-----------------------------|
| Since birth or during the first year | <input type="checkbox"/> 1 | Mother's bad health during pregnancy | <input type="checkbox"/> 4 |
| Disease/illness/hereditary | <input type="checkbox"/> 2 | Just came on | <input type="checkbox"/> 5 |
| Accident/injury | <input type="checkbox"/> 3 | Stress/Severe trauma | <input type="checkbox"/> 8 |
| Medication/medical procedure | <input type="checkbox"/> 12 | Other – specify _____ | <input type="checkbox"/> 18 |
| | | Don't know | <input type="checkbox"/> 19 |

3. What is the name of <<name's>> disability? *For the most severe disability.*

4. Does <<name>> have any of the following aids or medical supplies to help him or her?
Tick all that are used by the disabled person.

- | | | | |
|--------------------------------|----------------------------|--------------------------|-----------------------------|
| Cane/stick (for blind) | <input type="checkbox"/> 1 | Crutches | <input type="checkbox"/> 11 |
| Walking frame | <input type="checkbox"/> 2 | Walking stick | <input type="checkbox"/> 12 |
| Wheelchair | <input type="checkbox"/> 3 | Braces / belts / corsets | <input type="checkbox"/> 13 |

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Special shoes (built-up shoes)	_ 4	Walking frame	_ 14
Walking stick	_ 5	Callipers/splints	_ 15
Hearing aid	_ 6	Feeding chair	_ 16
Artificial limb	_ 7	Nebulisers	_ 17
Oxygen cylinder	_ 8	Ventilators	_ 18
Medical dressings	_ 9	Prescription medicine for disability	_ 19
Pain medicine (eg panadol)	_ 10	Other – specify _____	_ 20

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All children aged 5 years or more

5. Has <<name>> ever attended ECE or kindy (or is currently attending)?

☐ YES ☐ NO

6. Has <<name>> ever attended primary school from Year 1 – 8 (or is currently attending)?

☐ YES ☐ NO >> IF NO GO TO QUESTION 17

7. Is <<name>> currently attending primary school?

☐ YES ☐ NO

8. What Year is <<name>> currently attending (or the highest Year completed)?

Year 1	<input type="checkbox"/> 1	Year 5	<input type="checkbox"/> 5
Year 2	<input type="checkbox"/> 2	Year 6	<input type="checkbox"/> 6
Year 3	<input type="checkbox"/> 3	Year 7	<input type="checkbox"/> 7
Year 4	<input type="checkbox"/> 4	Year 8	<input type="checkbox"/> 8
		Don't know	<input type="checkbox"/> 9

9. What kind of school is <<name>> currently attended (or for highest Year completed)?

Government school	<input type="checkbox"/> 1	Private school	<input type="checkbox"/> 4
Church/Mission school	<input type="checkbox"/> 2	Other – specify _____	<input type="checkbox"/> 5
Community school	<input type="checkbox"/> 3	Don't know	<input type="checkbox"/> 9

10. Has or did <<name>> ever had to repeat a year at primary school?

☐ YES ☐ NO >> IF NO GO TO QUESTION 12

11. How many years has or did <<name>> repeated a year? Enter number:

12. How old was <<name>> when he or she first started ECE/Kindy/Year 1? *This is the age the child entered formal education outside the home.*

Age: Don't know ☐

13. Compared with other children <<name's>> age, how well does or did he or she do in school?

Excellent	<input type="checkbox"/> 1	Slow	<input type="checkbox"/> 4
Very good	<input type="checkbox"/> 2	Very slow _____	<input type="checkbox"/> 5
Good	<input type="checkbox"/> 3	Don't know	<input type="checkbox"/> 9

14. At primary school does or did <<name>> attend special classes or have an assistant because of his/her condition?

☐ YES ☐ NO

15. What is the main means of transport <<name>> uses or used to get to primary school? *One answer only.*

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Paid transport (bus, truck, taxi etc)	_ 1	Private vehicle (car, truck, van etc)	_ 6
Walk (help from carer)	_ 2	Walk (no help from carer)	_ 7
Wheelchair (help from carer)	_ 3	Wheelchair (no help from carer)	_ 8
Walk using crutches (help from carer)	_ 4	Walk using crutches (no help from carer)	_ 9
Walking frame/stick	_ 5	Other – specify _____	_ 10
		Don't know	_ 99

Island	
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Village	
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16. What kind of difficulties does or did <<name>> experience at primary school? *Tick all that apply.*

Access difficulties	<input type="checkbox"/> 1	Communication difficulties	<input type="checkbox"/> 8
No special teacher	<input type="checkbox"/> 2	Learning difficulties	<input type="checkbox"/> 9
No teacher aide	<input type="checkbox"/> 3	Intellectual difficulties	<input type="checkbox"/> 10
Financial difficulties	<input type="checkbox"/> 4	Fitting in socially	<input type="checkbox"/> 11
Difficulty sitting	<input type="checkbox"/> 5	Sports participation	<input type="checkbox"/> 12
Hearing problems	<input type="checkbox"/> 6	Other – specify _____	<input type="checkbox"/> 13
Sight problems	<input type="checkbox"/> 7	Don't know	<input type="checkbox"/> 99

17. Can <<name>> read and write?

☐ YES ☐ NO

For those currently attending or who have ever attended secondary school:

18. Has <<name>> ever attended secondary school from Year 9 – 12, 13 or 14 (or is currently attending)?

☐ YES ☐ NO >> IF NO GO TO QUESTION 31

19. Is <<name>> currently attending secondary school?

☐ YES ☐ NO

20. What Year is <<name>> currently attending (or the highest Year completed)?

Year 9	<input type="checkbox"/> 1	Year 12	<input type="checkbox"/> 4
Year 10	<input type="checkbox"/> 2	Year 13	<input type="checkbox"/> 5
Year 11	<input type="checkbox"/> 3	Year 14	<input type="checkbox"/> 6
		Don't know	<input type="checkbox"/> 9

21. What kind of school is <<name>> currently attended (or for highest Year completed)?

Government school	<input type="checkbox"/> 1	Private school	<input type="checkbox"/> 4
Church/Mission school	<input type="checkbox"/> 2	Other – specify _____	<input type="checkbox"/> 5
Community school	<input type="checkbox"/> 3	Don't know	<input type="checkbox"/> 9

22. Has or did <<name>> ever had to repeat a year at secondary school?

☐ YES ☐ NO >> IF NO GO TO QUESTION 24

23. How many years has or did <<name>> repeated a year? *Enter number:*

24. Compared with other children <<name's>> age, how well does or did he or she do in secondary school?

Excellent	<input type="checkbox"/> 1	Slow	<input type="checkbox"/> 4
Very good	<input type="checkbox"/> 2	Very slow	<input type="checkbox"/> 5
Good	<input type="checkbox"/> 3	Don't know	<input type="checkbox"/> 9

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Village	
EA – Split	

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25. At secondary school does or did <<name>> attend special classes or have an assistant because of his/her condition?

☐ YES ☐ NO

26. What is the main means of transport <<name>> uses or used to get to secondary school?
One answer only.

Paid transport (bus, truck, taxi etc)	<input type="checkbox"/> 1	Private vehicle (car, truck, van etc)	<input type="checkbox"/> 6
Walk (help from carer)	<input type="checkbox"/> 2	Walk (no help from carer)	<input type="checkbox"/> 7
Wheelchair (help from carer)	<input type="checkbox"/> 3	Wheelchair (no help from carer)	<input type="checkbox"/> 8
Walk using crutches (help from carer)	<input type="checkbox"/> 4	Walk using crutches (no help from carer)	<input type="checkbox"/> 9
Walking frame/stick	<input type="checkbox"/> 5	Other – specify _____	<input type="checkbox"/> 10
		Don't know	<input type="checkbox"/> 99

27. What kind of difficulties does or did <<name>> experience at secondary school? Tick all that apply.

Access difficulties	<input type="checkbox"/> 1	Communication difficulties	<input type="checkbox"/> 8
No special teacher	<input type="checkbox"/> 2	Learning difficulties	<input type="checkbox"/> 9
No teacher aide	<input type="checkbox"/> 3	Intellectual difficulties	<input type="checkbox"/> 10
Financial difficulties	<input type="checkbox"/> 4	Fitting in socially	<input type="checkbox"/> 11
Difficulty sitting	<input type="checkbox"/> 5	Sports participation	<input type="checkbox"/> 12
Hearing problems	<input type="checkbox"/> 6	Other – specify _____	<input type="checkbox"/> 13
Sight problems	<input type="checkbox"/> 7	Don't know	<input type="checkbox"/> 99

For those currently attending or who have ever attended post-secondary education and training:

28. Has <<name>> ever attended a training course with a formal qualification (certificate)?

☐ YES ☐ NO >> IF NO GO TO QUESTION XX

29. What training course(s) did <<name>> attend or is currently attending?

Name of course	Provider	Year completed	Duration (years, months)	Currently attending (Y/N)
1.				
2.				
3.				
4.				
5.				
6.				
7.				

30. What kind of difficulties does or did <<name>> experience at the training? Tick all that apply.

Access difficulties	<input type="checkbox"/> 1	Communication difficulties	<input type="checkbox"/> 8
No special teacher	<input type="checkbox"/> 2	Learning difficulties	<input type="checkbox"/> 9
No teacher aide	<input type="checkbox"/> 3	Intellectual difficulties	<input type="checkbox"/> 10
Financial difficulties	<input type="checkbox"/> 4	Fitting in socially	<input type="checkbox"/> 11
Difficulty sitting	<input type="checkbox"/> 5	Sports participation	<input type="checkbox"/> 12
Hearing problems	<input type="checkbox"/> 6	Other – specify _____	<input type="checkbox"/> 13

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Sight problems

|_| 7

Don't know

|_| 99

31.a **For those who have never attended:** Would <<name>> like to attend school or some other kind of training?

|_| YES |_| NO >> IF NO GO TO QUESTION 36

32.b **For those who are currently attending:** Would <<name>> like to keep going to school or continue on to some other kind of training?

|_| YES |_| NO

For the highest level of education completed (or last training course attended)

33. How satisfied are you that <<name>> was treated with dignity and respect?

Very satisfied

|_| 1

Quite dissatisfied

|_| 4

Quite satisfied

|_| 2

Very dissatisfied

|_| 5

Neither satisfied or dissatisfied

|_| 3

Don't know

|_| 9

34. How satisfied are you that the teachers or trainers were friendly, helpful and understanding?

Very satisfied

|_| 1

Quite dissatisfied

|_| 4

Quite satisfied

|_| 2

Very dissatisfied

|_| 5

Neither satisfied or dissatisfied

|_| 3

Don't know

|_| 9

35. How satisfied are you that <<name>> benefitted from the training?

Very satisfied

|_| 1

Quite dissatisfied

|_| 4

Quite satisfied

|_| 2

Very dissatisfied

|_| 5

Neither satisfied or dissatisfied

|_| 3

Don't know

|_| 9

36. Has <<name>> ever participated in activities especially organised for disabled children and youth?

|_| YES |_| NO >> IF NO GO TO QUESTION 38

37. What kind of activities has <<name>> participated in?

Sports

|_| 1

Learning sign language (deaf only)

|_| 6

Athletics / running

|_| 2

Dancing

|_| 7

Painting / drawing

|_| 3

Acting / drama

|_| 8

Handicrafts

|_| 4

Singing

|_| 9

Special literacy classes

|_| 5

Other specify _____

|_| 10

Don't know

|_| 99

38. What kind of health services are available to <<name>> in the local community or within one hour travel?

Health clinic

|_| 1

Physiotherapist

|_| 6

Dispensary

|_| 2

Traditional massage

|_| 7

Private doctor

|_| 3

Traditional medicine

|_| 8

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Hospital / mini hospital

|_| 4

Other specify _____

|_| 9

|_| 5

Other specify _____

|_| 10

Don't know

|_| 99

39. When was the last time <<name>> visited a health service provider?

Last week

|_| 1

Last three months

|_| 3

Last month

|_| 2

Longer than three months ago

|_| 4

Don't know

|_| 99

40. Which service provider did <<name>> visit?

Health clinic

|_| 1

Physiotherapist

|_| 6

Dispensary

|_| 2

Traditional massage

|_| 7

Private doctor/clinic

|_| 3

Traditional medicine

|_| 8

Hospital / mini hospital

|_| 4

Pharmacy/chemist

|_| 9

|_| 5

Other specify _____

|_| 10

Don't know

|_| 99

24. What was the main reason for <<name's>> last visit to a health service provider? Give a brief description of the reason for the visit, such as flu or other illness, regular check-up, repeat prescription, pain relief, pregnancy related check, immunization, and so on.

41. How long did it take to get to the health service provider on the last visit?

Number of minutes |_|_|_|_|

42. For <<name's>> last visit to a health clinic, dispensary, doctor or hospital, how would you rate how <<name>> was treated with dignity and respect?

Very satisfied

|_| 1

Quite dissatisfied

|_| 4

Quite satisfied

|_| 2

Very dissatisfied

|_| 5

Neither satisfied or dissatisfied

|_| 3

Don't know

|_| 9

43. How satisfied are you that the staff were friendly, helpful and understanding?

Very satisfied

|_| 1

Quite dissatisfied

|_| 4

Quite satisfied

|_| 2

Very dissatisfied

|_| 5

Neither satisfied or dissatisfied

|_| 3

Don't know

|_| 9

44. How satisfied are you that the staff were knowledgeable?

Very satisfied

|_| 1

Quite dissatisfied

|_| 4

Quite satisfied

|_| 2

Very dissatisfied

|_| 5

Neither satisfied or dissatisfied

|_| 3

Don't know

|_| 9

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45. There are many reasons why people cannot take part in different activities as much as they would like to. Is <<name>> prevented from taking part in the following areas of life as much as he or she would like to? *Circle code which applies. Not applicable is for if the child is too young, additional comments can be entered.*

	Rating	Comments
Education and learning opportunities	1 2 3 4 5	
Getting paid work	1 2 3 4 5	
Transport	1 2 3 4 5	
Social activities like visiting with family and friends	1 2 3 4 5	
Community events like meetings, celebrations	1 2 3 4 5	
Church service/groups	1 2 3 4 5	
Sports events	1 2 3 4 5	
Accessing public services like health	1 2 3 4 5	
Participating in public events like concerts	1 2 3 4 5	
Custom ceremonies	1 2 3 4 5	
Workshops	1 2 3 4 5	
Other specify _____	1 2 3 4 5	
Other specify _____	1 2 3 4 5	

1. Not at all
2. Yes, a little
3. Yes, a lot
4. Don't know
5. Not applicable

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Person Number	<div> <div></div> <div></div> </div> FROM HOUSEHOLD FORM
Enumerator ID	<div> <div></div> <div></div> </div>
Date	<div> <div>d</div> <div>d</div> <div>m</div> <div>m</div> <div>y</div> <div>y</div> </div>

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MODULE 1: HEALTH

If the person has more than one disability the questions are to be answered for the most severe ("Cannot do at all" from household questionnaire). If the person has more than one severe disability the questions are to be answered for the one which most restricts their day-to-day activities.

1. How long have <<name's>> day-to-day activities been affected?

- | | |
|-----------------------|---|
| Less than 6 months | <input type="checkbox"/> <input type="checkbox"/> 1 |
| Between 6 & 12 months | <input type="checkbox"/> <input type="checkbox"/> 2 |
| 12 months or more | <input type="checkbox"/> <input type="checkbox"/> 3 |

2. What caused <<name's>> main disability? *What caused <<name's>> main condition?*

- | | | | |
|-------------------------------------|---|--------------------------------|--|
| Since birth or during first year | <input type="checkbox"/> <input type="checkbox"/> 1 | Personal/family problems/death | <input type="checkbox"/> <input type="checkbox"/> 10 |
| Disease/illness/hereditary | <input type="checkbox"/> <input type="checkbox"/> 2 | Allergy | <input type="checkbox"/> <input type="checkbox"/> 11 |
| Accident/injury | <input type="checkbox"/> <input type="checkbox"/> 3 | Medication/medical procedure | <input type="checkbox"/> <input type="checkbox"/> 12 |
| Mothers bad health during pregnancy | <input type="checkbox"/> <input type="checkbox"/> 4 | Smoking | <input type="checkbox"/> <input type="checkbox"/> 13 |
| Just came on | <input type="checkbox"/> <input type="checkbox"/> 5 | Own pregnancy/childbirth | <input type="checkbox"/> <input type="checkbox"/> 14 |
| Working conditions/work/overwork | <input type="checkbox"/> <input type="checkbox"/> 6 | Overweight | <input type="checkbox"/> <input type="checkbox"/> 15 |
| Old age/Aging | <input type="checkbox"/> <input type="checkbox"/> 7 | Stroke | <input type="checkbox"/> <input type="checkbox"/> 16 |
| Stress/Severe trauma | <input type="checkbox"/> <input type="checkbox"/> 8 | Alcohol/Drug dependency | <input type="checkbox"/> <input type="checkbox"/> 17 |
| War/peacekeeping service | <input type="checkbox"/> <input type="checkbox"/> 9 | Other – specify _____ | <input type="checkbox"/> <input type="checkbox"/> 18 |
| | | Don't know | <input type="checkbox"/> <input type="checkbox"/> 19 |

3. What is the name of <<name's>> disability? *For the most severe disability.*

4. Does <<name>> have any of the following aids or medical supplies to help him or her?

Tick all that are used by the disabled person.

- | | | | |
|--------------------------------|--|--------------------------------------|--|
| Cane/stick (for blind) | <input type="checkbox"/> <input type="checkbox"/> 1 | Crutches | <input type="checkbox"/> <input type="checkbox"/> 11 |
| Walking frame | <input type="checkbox"/> <input type="checkbox"/> 2 | Walking stick | <input type="checkbox"/> <input type="checkbox"/> 12 |
| Wheelchair | <input type="checkbox"/> <input type="checkbox"/> 3 | Braces / belts / corsets | <input type="checkbox"/> <input type="checkbox"/> 13 |
| Special shoes (built-up shoes) | <input type="checkbox"/> <input type="checkbox"/> 4 | Walking frame | <input type="checkbox"/> <input type="checkbox"/> 14 |
| Walking stick | <input type="checkbox"/> <input type="checkbox"/> 5 | Callipers/splints | <input type="checkbox"/> <input type="checkbox"/> 15 |
| Hearing aid | <input type="checkbox"/> <input type="checkbox"/> 6 | Feeding chair | <input type="checkbox"/> <input type="checkbox"/> 16 |
| Artificial limb | <input type="checkbox"/> <input type="checkbox"/> 7 | Nebulisers | <input type="checkbox"/> <input type="checkbox"/> 17 |
| Oxygen cylinder | <input type="checkbox"/> <input type="checkbox"/> 8 | Ventilators | <input type="checkbox"/> <input type="checkbox"/> 18 |
| Medical dressings | <input type="checkbox"/> <input type="checkbox"/> 9 | Prescription medicine for disability | <input type="checkbox"/> <input type="checkbox"/> 19 |
| Pain medicine (eg panadol) | <input type="checkbox"/> <input type="checkbox"/> 10 | Other – specify _____ | <input type="checkbox"/> <input type="checkbox"/> 20 |

4. What kind of health services are available to <<name>> in the local community or within one hour travel?

- | | | | |
|--------------------------|---|----------------------|--|
| Health clinic | <input type="checkbox"/> <input type="checkbox"/> 1 | Physiotherapist | <input type="checkbox"/> <input type="checkbox"/> 6 |
| Dispensary | <input type="checkbox"/> <input type="checkbox"/> 2 | Traditional massage | <input type="checkbox"/> <input type="checkbox"/> 7 |
| Private doctor | <input type="checkbox"/> <input type="checkbox"/> 3 | Traditional medicine | <input type="checkbox"/> <input type="checkbox"/> 8 |
| Hospital / mini hospital | <input type="checkbox"/> <input type="checkbox"/> 4 | Other specify _____ | <input type="checkbox"/> <input type="checkbox"/> 9 |
| | <input type="checkbox"/> <input type="checkbox"/> 5 | Other specify _____ | <input type="checkbox"/> <input type="checkbox"/> 10 |
| | | Don't know | <input type="checkbox"/> <input type="checkbox"/> 99 |

5. When was the last time <<name>> visited a health service provider?

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Last week	_ 1	Last three months	_ 3
Last month	_ 2	Longer than three months ago	_ 4
		Don't know	_ 99

6. Which service provider did <<name>> visit?

Health clinic	_ 1	Physiotherapist	_ 6
Dispensary	_ 2	Traditional massage	_ 7
Private doctor/clinic	_ 3	Traditional medicine	_ 8
Hospital / mini hospital	_ 4	Pharmacy/chemist	_ 9
	_ 5	Other specify _____	_ 10
		Don't know	_ 99

7. What was the main reason for <<name's>> last visit to a health service provider? Give a brief description of the reason for the visit, such as flu or other illness, regular check-up, repeat prescription, pain relief, pregnancy related check, immunization, and so on.

8. How long did it take to get to the health service provider on the last visit?

Number of minutes |_|_|_|_|

9. For <<name's>> last visit to a health clinic, dispensary, doctor or hospital, how would you rate how <<name>> was treated with dignity and respect?

Very satisfied	_ 1	Quite dissatisfied	_ 4
Quite satisfied	_ 2	Very dissatisfied	_ 5
Neither satisfied or dissatisfied	_ 3	Don't know	_ 9

10. How satisfied are you that the staff were friendly, helpful and understanding?

Very satisfied	_ 1	Quite dissatisfied	_ 4
Quite satisfied	_ 2	Very dissatisfied	_ 5
Neither satisfied or dissatisfied	_ 3	Don't know	_ 9

11. How satisfied are you that the staff were knowledgeable?

Very satisfied	_ 1	Quite dissatisfied	_ 4
Quite satisfied	_ 2	Very dissatisfied	_ 5
Neither satisfied or dissatisfied	_ 3	Don't know	_ 9

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MODULE 2: EDUCATION AND TRAINING

Refer to the responses for Main Daily Activity (attending school or training) and Highest Level of Education Completed on the household questionnaire for each disabled person.

For those currently attending school or training:

1. What School Year or training program is <<name>> currently attending? *Post-secondary courses are provided by a registered training provider and run for more than one week. One answer only.*

Year 1	<input type="text"/>	1	Year 5	<input type="text"/>	5	Year 9	<input type="text"/>	9
Year 2	<input type="text"/>	2	Year 6	<input type="text"/>	6	Year 10	<input type="text"/>	10
Year 3	<input type="text"/>	3	Year 7	<input type="text"/>	7	Year 11	<input type="text"/>	11
Year 4	<input type="text"/>	4	Year 8	<input type="text"/>	8	Year 12	<input type="text"/>	12
						Year 13/14	<input type="text"/>	13/14

Post-secondary

USP	<input type="text"/>	RTC	<input type="text"/>	Private (eg CNS)	<input type="text"/>
VITE	<input type="text"/>	VIT	<input type="text"/>	Nursing	<input type="text"/>
Police	<input type="text"/>	Tourism	<input type="text"/>	Disabled Assn.	<input type="text"/>
Chamber of Commerce	<input type="text"/>	Cooperatives	<input type="text"/>	Other NGO	<input type="text"/>

Post-secondary field of study

Crops	<input type="text"/>	Livestock	<input type="text"/>	Forestry	<input type="text"/>
Fisheries	<input type="text"/>	IT	<input type="text"/>	Trades/ services	<input type="text"/>
Business management	<input type="text"/>	Tourism	<input type="text"/>	Other	<input type="text"/>

9. What kind of school or training is <<name>> currently attending?

Government school / agency	<input type="text"/>	1	Private school / provider	<input type="text"/>	4
Church/Mission school	<input type="text"/>	2	NGO	<input type="text"/>	5
Community school	<input type="text"/>	3	Other – specify _____	<input type="text"/>	6
			Don't know	<input type="text"/>	9

10. Has or did <<name>> ever had to repeat a year at school?

YES NO >> IF NO GO TO QUESTION 12

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11. How many times has <<name>> repeated a year? *Enter number:* |_|_|

12. How old was <<name>> when he or she first started ECE/Kindy/Year 1? *This is the age the child entered formal education outside the home.*

Age: |_|_| Don't know |_|

13. Compared with other children <<name's>> age, how well does or did he or she do in school?

Excellent	_ 1	Slow	_ 4
Very good	_ 2	Very slow	_ 5
Good	_ 3	Don't know	_ 9

14. At school or training does or did <<name>> attend special classes or have an assistant because of his/her condition?

|_| YES |_| NO

15. What is the main means of transport <<name>> uses or used to get to school or training? *One answer only.*

Paid transport (bus, truck, taxi etc)	_ 1	Private vehicle (car, truck, van etc)	_ 8
Walk (help from carer)	_ 2	Walk (no help from carer)	_ 9
Wheelchair (help from carer)	_ 3	Wheelchair (no help from carer)	_ 10
Walk using crutches (help from carer)	_ 4	Walk using crutches (no help from carer)	_ 11
Walking frame/stick	_ 5	Bicycle	_ 12
Motorbike	_ 6	Other – specify _____	_ 13
Launch/boat	_ 7	Don't know	_ 99

16. What kind of difficulties does or did <<name>> experience at school or training? *Tick all that apply.*

Access difficulties	_ 1	Communication difficulties	_ 8
No special teacher	_ 2	Learning difficulties	_ 9
No teacher aide	_ 3	Intellectual difficulties	_ 10
Financial difficulties	_ 4	Fitting in socially	_ 11
Difficulty sitting	_ 5	Sports participation	_ 12
Hearing problems	_ 6	Other – specify _____	_ 13
Sight problems	_ 7	Don't know	_ 99

17. Can <<name>> read and write?

|_| YES |_| NO

For those who are not currently attending but have attended post-secondary education and training:

18. What training course(s) did <<name>> attend?

Name of course	Provider	Year completed	Duration (years, months)	Paid a fee for course (Y/N)
8.				
9.				
10.				

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11.				
12.				
13.				
14.				

30. What kind of difficulties did <<name>> experience? *Tick all that apply.*

Access difficulties	<input type="checkbox"/> 1	Communication difficulties	<input type="checkbox"/> 8
No special teacher	<input type="checkbox"/> 2	Learning difficulties	<input type="checkbox"/> 9
No teacher aide	<input type="checkbox"/> 3	Intellectual difficulties	<input type="checkbox"/> 10
Financial difficulties	<input type="checkbox"/> 4	Fitting in socially	<input type="checkbox"/> 11
Difficulty sitting	<input type="checkbox"/> 5	Sports participation	<input type="checkbox"/> 12
Hearing problems	<input type="checkbox"/> 6	Other – specify _____	<input type="checkbox"/> 13
Sight problems	<input type="checkbox"/> 7	Don't know	<input type="checkbox"/> 99

For the highest level of education completed (or last training course attended)

33. How satisfied are you that <<name>> was treated with dignity and respect?

Very satisfied	<input type="checkbox"/> 1	Quite dissatisfied	<input type="checkbox"/> 4
Quite satisfied	<input type="checkbox"/> 2	Very dissatisfied	<input type="checkbox"/> 5
Neither satisfied or dissatisfied	<input type="checkbox"/> 3	Don't know	<input type="checkbox"/> 9

34. How satisfied are you that the teachers or trainers were friendly, helpful and understanding?

Very satisfied	<input type="checkbox"/> 1	Quite dissatisfied	<input type="checkbox"/> 4
Quite satisfied	<input type="checkbox"/> 2	Very dissatisfied	<input type="checkbox"/> 5
Neither satisfied or dissatisfied	<input type="checkbox"/> 3	Don't know	<input type="checkbox"/> 9

35. How satisfied are you that <<name>> benefitted from the training?

Very satisfied	<input type="checkbox"/> 1	Quite dissatisfied	<input type="checkbox"/> 4
Quite satisfied	<input type="checkbox"/> 2	Very dissatisfied	<input type="checkbox"/> 5
Neither satisfied or dissatisfied	<input type="checkbox"/> 3	Don't know	<input type="checkbox"/> 9

36. Has <<name>> ever participated in activities especially organised for disabled children and youth?

☐ YES ☐ NO >> IF NO GO TO QUESTION 38

37. What kind of activities has <<name>> participated in?

Sports	<input type="checkbox"/> 1	Learning sign language (deaf only)	<input type="checkbox"/> 6
Athletics / running	<input type="checkbox"/> 2	Dancing	<input type="checkbox"/> 7
Painting / drawing	<input type="checkbox"/> 3	Acting / drama	<input type="checkbox"/> 8
Handicrafts	<input type="checkbox"/> 4	Singing	<input type="checkbox"/> 9
Special literacy classes	<input type="checkbox"/> 5	Other specify _____	<input type="checkbox"/> 10
		Don't know	<input type="checkbox"/> 99

For those who have never attended school:

What was the reason(s) for <<name>> not attending school?

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- | | | | |
|------------------------------------|-------|--|--------|
| Health problems/is not well enough | _ 1 | Do not feel safe | _ 9 |
| Access problems to school | _ 2 | Financial difficulties (school, transport) | _ 10 |
| Need someone to go with him/her | _ 3 | Bad weather | _ 11 |
| Cannot get to or use transport | _ 4 | Family doesn't like him/her to leave house | _ 12 |
| Need help with transport | _ 5 | He/she needed at home | _ 13 |
| No access to transport | _ 6 | Other specify _____ | _ 14 |
| No teacher aid | _ 7 | Other specify _____ | _ 15 |
| No special teacher | _ 8 | Don't know | _ 99 |

19. Would <<name>> like to attend school or some other kind of training?

|_ | YES |_ | NO >> IF NO GO TO QUESTION 36

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MODULE 3: Information about activities

If the person has more than one disability the questions are to be answered for the most severe ("Cannot do at all" from household questionnaire). If the person has more than one severe disability the questions are to be answered for the one which most restricts their day-to-day activities.

1. Has <<name>> ever participated in activities especially organised for disabled persons?

|_ | YES |_ | NO >> IF NO GO TO QUESTION 3

2. What kind of activities has <<name>> participated in?

- | | | | |
|--------------------------|-------|------------------------------------|--------|
| Sports | _ 1 | Learning sign language (deaf only) | _ 6 |
| Athletics / running | _ 2 | Dancing | _ 7 |
| Painting / drawing | _ 3 | Acting / drama | _ 8 |
| Handicrafts | _ 4 | Singing | _ 9 |
| Special literacy classes | _ 5 | Other specify _____ | _ 10 |

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Don't know

|_ | 99

3. What forms of transport has <<name>> used over the last month? *Tick all types of transport used.*

Paid transport (bus, truck, taxi etc)	_ 1	Private vehicle (car, truck, van etc)	_ 8
Walk (help from carer)	_ 2	Walk (no help from carer)	_ 9
Wheelchair (help from carer)	_ 3	Wheelchair (no help from carer)	_ 10
Walk using crutches (help from carer)	_ 4	Walk using crutches (no help from carer)	_ 11
Walking frame/stick	_ 5	Bicycle	_ 12
Motorbike	_ 6	None of these >> GO TO Q.5	_ 13
Launch/boat	_ 7	Don't know	_ 99

4. Where kind of trips did <<name>> make over the last month? *Tick all types of trips made.*

School/training/workshop	_ 1	Disabled association	_ 13
Work	_ 2	Bank	_ 14
Garden	_ 3	Airport	_ 15
Store	_ 4	Wharf/landing	_ 16
Market	_ 5	Church/church group	_ 17
Kava bar/nakamal	_ 6	Take children to school/out	_ 18
Visit family/friends	_ 7	Leisure activity (swim, sightseeing)	_ 19
Health facility	_ 8	Collect firewood	_ 20
Private doctor	_ 9	Collect water/washing	_ 21
Attend meeting/community event	_ 10	Other specify _____	_ 22
Traditional medicine practitioner	_ 11	Other specify _____	_ 23
Sports	_ 12	Don't know	_ 99

5. How easy or difficult is it for <<name>> to travel day to day? *One answer only.*

Very easy	_ 1	Quite difficult	_ 4
Quite easy	_ 2	Very difficult	_ 5
Neither easy nor difficult	_ 3	Does not travel about day to day	_ 6

IF CODE 6 GO TO Q. 7

6. Disabled people face barriers in travelling around day to day. What are the main barriers <<name>> faces in moving from one place to another? *Tick all that apply.*

Health problems/is not well enough	_ 1	Do not feel safe	_ 7
Lack of confidence	_ 2	Cannot afford transport fare	_ 8
Need someone to come with him/her	_ 3	Bad weather	_ 9
Cannot get to or use transport	_ 4	Family doesn't like him/her to leave house	_ 10
Need help with transport	_ 5	Other specify _____	_ 11
No access to transport	_ 6	Other specify _____	_ 12
		Don't know	_ 99

7. There are many reasons why people cannot take part in different activities as much as they would like to. Is <<name>> prevented from taking part in the following areas of life as much as he or she would like to? *Circle code which applies. Not applicable is for if the child is too young, additional comments can be entered.*

	Rating	Comments
a. Education and learning opportunities	1 2 3 4 5	

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	Rating	Comments
b. Getting paid work	1 2 3 4 5	
c. Transport	1 2 3 4 5	
d. Social activities like visiting with family and friends	1 2 3 4 5	
e. Community events like meeting, celebrations	1 2 3 4 5	
f. Church service/groups	1 2 3 4 5	
g. Sports events	1 2 3 4 5	
h. Accessing public services like health	1 2 3 4 5	
i. Participating in public events like concerts	1 2 3 4 5	
j. Custom ceremonies	1 2 3 4 5	
k. Workshops	1 2 3 4 5	
l. Other specify _____	1 2 3 4 5	
m. Other specify _____	1 2 3 4 5	

1. Not at all
2. Yes, a little
3. Yes, a lot
4. Don't know
5. Not applicable (child)

8. What prevents <<name>> from taking part in these activities? *Circle code which applies. Not applicable is for if the child is too young, additional comments can be entered.*

	Prevents
a. Financial reasons	1 2 3 4 5
b. Too busy/not enough time	1 2 3 4 5
c. Family responsibilities, such as looking after children	1 2 3 4 5
d. Caring for other family members	1 2 3 4 5
e. Policies, rules or procedures make it difficult to access services	1 2 3 4 5
f. No help or assistance	1 2 3 4 5
g. No special aids, adaptations or equipment	1 2 3 4 5
h. Badly designed buildings	1 2 3 4 5
i. Attitudes of other people	1 2 3 4 5
j. Not informed	1 2 3 4 5
k. Health condition/not well enough	1 2 3 4 5
l. Other specify _____	1 2 3 4 5
m. Other specify _____	1 2 3 4 5

1. Does not prevent
2. A little
3. A lot
4. Don't know
5. Not applicable

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Date	<table border="1" style="display: inline-table;"> <tr> <td>d</td> <td>d</td> <td>m</td> <td>m</td> <td>y</td> <td>y</td> </tr> </table>	d	d	m	m	y	y
d	d	m	m	y	y		

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MODULE 4: Activity and Inactivity for persons aged 10 years and over

These questions are asked of all disabled people aged 10 years and over.

1. Does <<name>> do any household activities for him or herself?

☐ YES ☐ NO >> IF NO GO TO QUESTION 4

2. What kind of activities does <<name>> do? *Tick all types of activities.*

Gardening	<input type="checkbox"/> 1	Washing clothes	<input type="checkbox"/> 6
Sweeping/raking	<input type="checkbox"/> 2	Shopping	<input type="checkbox"/> 7
Cleaning	<input type="checkbox"/> 3	Collecting / chopping firewood	<input type="checkbox"/> 8
Fetching water	<input type="checkbox"/> 4	Other specify _____	<input type="checkbox"/> 9
Take care of children/elderly	<input type="checkbox"/> 5	None of these >> GO TO Q.5	<input type="checkbox"/> 10
		Don't know	<input type="checkbox"/> 99

3. How many hours does <<name>> spend per day on these tasks? *Specify the number of hours for all activities.*

hours

4. Does <<name>> spend more than one hour a day on any income generating activities? *This could be paid work, helping with a household business, selling produce at a market and so on.*

☐ YES ☐ NO >> IF NO GO TO QUESTION 14

5. What is the main economic activity done by <<name>> to generate this income? *If more than one activity ask about the economic activity the most hours were spent in.*

Paid work – full time	<input type="checkbox"/> 1	Selling TVL Refil Kad	<input type="checkbox"/> 8
Paid work – part time	<input type="checkbox"/> 2	Selling Digicel Flex Kad	<input type="checkbox"/> 9
Market – selling produce	<input type="checkbox"/> 3	Selling benzene/mazout from home	<input type="checkbox"/> 10
Market – selling cooked food, bread etc	<input type="checkbox"/> 4	Working in family kava bar	<input type="checkbox"/> 11
Preparing products for sale (eg drying peanuts, baking bread)	<input type="checkbox"/> 5	Other specify _____	<input type="checkbox"/> 12
Working in other family business (transport, forestry, fisheries)	<input type="checkbox"/> 6	None of these >> GO TO Q.6	<input type="checkbox"/> 13

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Selling cigarettes

|_| 7

Don't know

|_| 99

6. For the work done by <<name>> what were his or her main tasks and duties? *List the main activities done such as selling newspapers, shop assistant, market vendor.*

7. For the work done by <<name>> what was the main sector of economic activity? *Ask about <<name's>> place of employment or type of business enterprise and select appropriate code.*

Horticulture (gardening)	_ 1	Sell fuel	_ 12
Livestock	_ 2	Public transport	_ 13
Fisheries	_ 3	Wash bus/truck	_ 14
Forestry	_ 4	Construction	_ 15
Store (retail or wholesale)	_ 5	Airline	_ 16
Market vendor	_ 6	Kava bar	_ 17
Security	_ 7	Work for private household (gardener, haos girl)	_ 18
Telecom	_ 8	Other Household enterprise	
Newspaper	_ 9	specify_____	_ 19
Bakery	_ 10	Don't know	_ 20
Sewing (clothes etc)	_ 11		

8. How many hours did <<name>> spend last week in this work? *Specify the number of hours.*

|_|_| hours

9. a) In the past 12 months, how often have other people's attitudes toward you been a problem at work?

Always	_ 1	Rarely	_ 4
Often	_ 2	Never GO TO Q. 10	_ 5
Sometimes	_ 3	Don't know GO TO Q. 10	_ 9

b) When this problem occurs has it been a big problem or a little problem?

Big problem |_|_| Little problem |_|_|

10. a) In the past 12 months, how often did you experience prejudice or discrimination at work?

Always	_ 1	Rarely	_ 4
Often	_ 2	Never GO TO Q. 11	_ 5
Sometimes	_ 3	Don't know GO TO Q. 11	_ 9

b) When this problem occurs has it been a big problem or a little problem?

Big problem |_|_| Little problem |_|_|

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11. a) In the past 12 months, how often did the policies and rules at places of work (businesses, market etc) make problems for you?

Always	_ 1	Rarely	_ 4
Often	_ 2	Never GO TO Q. 12	_ 5
Sometimes	_ 3	Don't know GO TO Q. 13	_ 9

b) When this problem occurs has it been a big problem or a little problem?

Big problem |_ | Little problem |_ |

12. What are the three main difficulties you face in your work?

Difficult to get to work	_ 1	Haven't had enough training	_ 13
The work is too tiring	_ 2	Don't get paid sick leave	_ 14
The work is too difficult	_ 3		_ 15
The work is dangerous or risky	_ 4		_ 16
I don't get along with my co-workers	_ 5		_ 17
I am ill-treated by my employer	_ 6		_ 18
I am paid less than others for the same job	_ 7		_ 19
Wages are too low	_ 8		_ 20
Bad weather	_ 9		_ 21
The work hours are difficult	_ 10	Other specify _____	_ 22
Don't have enough physical aides	_ 11	I HAVE NO DIFFICULTY	_ 23
Customers are rude	_ 12	Don't know	_ 99

13. How does having a job or income affect your life? *Read the following statements to <<name>> and ask him or her to rate based on agreement.*

Work ...

- Work keeps or would keep me active
- Work gives or would give me financial independence
- Work enables me or would enable me to meet other people
- Work makes or would make me feel like I am contributing to society

Code

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1. Strongly Agree

2. Agree

3. Undecided

4. Disagree

5. Strongly Disagree

Those not currently generating income

14. What are the three main reason(s) <<name>> is not working or has never worked? *That is, <<name>> is not currently working (no in Q. 4) but has worked before.*

Unable to work because of disability	_ 1	Lack of confidence	_ 13
School/training full time	_ 2	The work conditions were too bad	_ 14
Retired/elderly	_ 3	Was not paid	_ 15
Work in home (care giver, housework)	_ 4	Had an accident	_ 16
No suitable work	_ 5	Became disabled	_ 17
Ill-treated by employer	_ 6	Fired by employer	_ 18
Ill-treated by co-workers	_ 7	No one will employ because of disability	_ 19
Customers were rude	_ 8	Temporary/seasonal work ended	_ 20
Too difficult to travel to work	_ 9	Looking for work for the first time	_ 21
Need physical aides at work	_ 10	Other specify _____	_ 22

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Bad weather ☐ 11 NO REASONS ☐ 23
Cannot read or write ☐ 12 Don't know ☐ 99

15. Has <<name>> ever spent more than one hour a day on work or any income generating activities even though <<name>> is not currently working? *That is, <<name>> is not currently working (no in Q. 4) but has worked before.*

☐ YES ☐ NO >> IF NO GO TO QUESTION 22

16. In what year did <<name>> last work or generate income?

Year

17. How long did <<name>> last work for did the income generating activity? *If more than one year enter the number of years, if less than one year enter the number of months.*

Years Months

18. What was the main economic activity done by <<name>>? *If more than one activity ask about the economic activity the most hours were spent in.*

Paid work – full time	<input type="checkbox"/> 1	Selling TVL Refil Kad	<input type="checkbox"/> 8
Paid work – part time	<input type="checkbox"/> 2	Selling Digicel Flex Kad	<input type="checkbox"/> 9
Market – selling produce	<input type="checkbox"/> 3	Selling benzene/mazout from home	<input type="checkbox"/> 10
Market – selling cooked food, bread etc	<input type="checkbox"/> 4	Working in family kava bar	<input type="checkbox"/> 11
Preparing products for sale (eg drying peanuts, baking bread)	<input type="checkbox"/> 5	Other specify _____	<input type="checkbox"/> 12
Working in other family business (transport, forestry, fisheries)	<input type="checkbox"/> 6	None of these >> GO TO Q.6	<input type="checkbox"/> 13
Selling cigarettes	<input type="checkbox"/> 7	Don't know	<input type="checkbox"/> 99

19. For the work done by <<name>> what were his or her main tasks and duties? *List the main activities done such as selling newspapers, shop assistant, market vendor.*

20. For the work done by <<name>> what was the main sector of economic activity? *Ask about <<name>>'s place of employment or type of business enterprise and select appropriate code.*

Horticulture (gardening)	<input type="checkbox"/> 1	Sell fuel	<input type="checkbox"/> 12
Livestock	<input type="checkbox"/> 2	Public transport	<input type="checkbox"/> 13
Fisheries	<input type="checkbox"/> 3	Wash bus/truck	<input type="checkbox"/> 14
Forestry	<input type="checkbox"/> 4	Construction	<input type="checkbox"/> 15
Store (retail or wholesale)	<input type="checkbox"/> 5	Airline	<input type="checkbox"/> 16
Market vendor	<input type="checkbox"/> 6	Kava bar	<input type="checkbox"/> 17
Security	<input type="checkbox"/> 7	Work for private household (gardener, haos girl)	<input type="checkbox"/> 18
Telecom	<input type="checkbox"/> 8	Other Household enterprise	
Newspaper	<input type="checkbox"/> 9	specify _____	<input type="checkbox"/> 19
Bakery	<input type="checkbox"/> 10	Don't know	<input type="checkbox"/> 20

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Sewing (clothes etc)

|_| 11

21. What is the main reason that <<name>> is no longer working? *What happened to make <<name>> stop work?*

Became disabled	_ 1	Pay not enough	_ 12
Disability got worse	_ 2	Became disabled	_ 13
Went to school/training	_ 3	Business was re-organised	_ 14
Retired/elderly	_ 4	Did not get along with co-workers and/or boss	_ 15
Had child (women only)	_ 5	Accessibility problems	_ 16
Ill treatment at work	_ 6	Transport too difficult/expensive	_ 17
Business closed	_ 7	Moved to another place	_ 18
I was not productive enough	_ 8	Temporary/seasonal work contract ended	
People too rude	_ 9	specify _____	_ 19
Too difficult to travel to work	_ 10	Don't know	_ 20
Bad work conditions	_ 11		

22. If a suitable job or income generating activity had been available last week, would <<name>> be available to work? *That is, <<name>> is ready to work.*

|_| YES |_| NO >> IF NO GO TO QUESTION 25

23. What kind of work would <<name>> like to do?

Paid work – full time	_ 1	Selling TVL Refil Kad	_ 8
Paid work – part time	_ 2	Selling Digicel Flex Kad	_ 9
Market – selling produce	_ 3	Selling benzene/mazout from home	_ 10
Market – selling cooked food, bread etc	_ 4	Working in family kava bar	_ 11
Preparing products for sale (eg drying peanuts, baking bread)	_ 5		_ 12
Working in other family business (transport, forestry, fisheries)	_ 6	Other specify _____	_ 13
Selling cigarettes	_ 7	Don't know	_ 99

24. How long has <<name>> been looking for work? *If more than one year enter the number of years, if less than one year enter the number of months.*

|_|_| Years |_|_| Months

25. In the last 12 months has <<name>> attended a training course(s) or workshop(s) to help him or her get a paid job or start a business?

|_| YES |_| NO >> IF NO END INTERVIEW

26. What kind of work related training courses or workshops did <<name>> attend and who organised them?

Type of work training

Name of training provider

1	_____
2	_____
3	_____
4	_____
5	_____

Endnotes

- 1 United Nations Enable (2014). *List of country ratifications*.
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- 16 Government of the Republic of Vanuatu (2009). *2009 National Population and Housing Census Analytical Report Vol. 2*, Vanuatu National Statistics Office, p xi.
- 17 Government of the Republic of Vanuatu (2009). *2009 National Population and Housing Census Analytical Report Vol. 2*, Vanuatu National Statistics Office, p 80.
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- 21 Government of the Republic of Vanuatu, *National Disability Policy and Plan of Action, 2008–2015*.

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- Government of the Republic of Vanuatu, *National Disability Policy and Plan of Action, 2008–2015*.
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