

Education Resources

Collecting Data on Children with Disabilities in Education in Emergency Settings

A Step-By-Step Guide on the Use of the Child Functioning Module – Teacher Version

Disability Data in Schools: Testing the Child Functioning Module –
Teacher Version (CFM-TV) in Emergencies and Protracted Crises
December 2023

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Collecting Data on Children with Disabilities in Education in Emergency Settings

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A Humanity & Inclusion publication

EAR Program, and Innovation, Impact & Information Division

Editing & layout

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Photo credits

Cover: © Y. Asai. Primary school, Bidibidi Refugee Settlements, West Nile, Uganda

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Acronyms

CFM	Child Functioning Module
CFM – TV	Child Functioning Module – Teacher Version
CRPD	Convention on the Right of Persons with Disabilities
DiDa	Disability Data in schools in emergencies and protracted crises
ECW	Education Cannot Wait
EMIS	Education Information Management System
HI	Humanity & Inclusion
ICF	International Classification of Functioning, Disability and Health
MEAL	Monitoring, Evaluation, Accountability, and Learning
MEL	Monitoring, Evaluation, and Learning
MICS	Multiple Indicator Cluster Surveys
SOP	Standard Operating Procedure
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development
WG	Washington Group on Disability Statistics
WHO	World Health Organization

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Introduction

Rationale

UNICEF estimates that there are currently 240 million children with disabilities worldwide.¹ These children are more likely than their peers without disabilities to be denied schooling, and even when they are enrolled in the education system they tend to benefit less in terms of learning and educational achievement.

Inequalities can be reduced by enhancing inclusive education and by providing learners with disabilities with targeted support enabling their full participation in the classroom. However, if there is no good quality data available to assess their involvement in schools, programs aimed at improving their participation, learning and achievement may not have the desired impact.

This challenge is even more daunting in emergency settings. In this regard, it is estimated that children with disabilities represent **17%** of the 78.2 million crisis-affected children in need of educational support, but their real number is unknown due to the lack of relevant data.²

Consequently, stakeholders, including government agencies, non-governmental organizations, and educational institutions, are unable to effectively plan and monitor policies, strategies, budgets, and programs to ensure that children with disabilities get an education, especially in emergencies. Thus, children with disabilities remain invisible and their right to education cannot be fully exercised.

Having disaggregated data for children with and without disabilities would allow education officers and program managers to compare outcomes, such as outreach,³ enrollment and learning, to gauge the extent of inequality in education and to ensure that programs can effectively address existing gaps.

¹ UNICEF, 2021. “Seen, Counted, Included: Using Data to Shed Light on the Well-Being of Children with Disabilities.”

² UNICEF.

³ For example, the results framework of Education Cannot Wait, which is part ECW Strategic Plan 2023-2026, includes an indicator on the number of young people aged between 3 and 18 who have been reached, which must be broken down by disability as well as by functional difficulty when it comes to specifying targets.

Background to the development of the Guide

In this context, the operational Guide you are currently reading is the result of a research initiative undertaken by Humanity & Inclusion (HI). The project, titled “Disability Data in Schools: Testing the Child Functioning Module – Teacher Version (CFM-TV) in Emergency and Protracted Crises,” was funded by Education Cannot Wait (ECW) through its [Acceleration Facility](#).

As suggested by its name, the CFM-TV builds on the Washington Group (WG)/UNICEF Child Functioning Module (CFM), which comprehensively captures functional difficulties among children from 2 to 17 years. The CFM has been widely tested across countries and has been increasingly incorporated into UNICEF-sponsored Multiple Indicator Cluster Surveys (MICS). The CFM-TV is currently undergoing pilot testing and several organizations have engaged in this process.

The Disability Data in schools in emergencies and protracted crises (DiDa) project was designed to produce evidence on the use of the CFM-TV. Specifically, it assessed whether teachers could generate reliable data on children with disabilities in schools in emergency settings which could then be applied in the planning of program.

The research took place in Uganda, specifically in the Kyaka II Refugee Settlement, which contains some 121,934 refugees – 9% of Uganda’s total refugee population. Additionally, the settlement is home to 475,600 host community members.⁴

This comprehensive research initiative employed a mixed-methods approach to assess whether the CFM-TV could be used as part of programs in schools and classrooms in emergencies and protracted crises. In this regard, the research aimed to understand whether teachers could produce high-quality data using questions included in the CFM-TV. Key components of the research included:

1. Cognitive Interviews: conducted with teachers and learners over 12 years to grasp whether respondents consistently understand instructions/items/response options.
2. Quantitative surveys: the CFM-TV, with responses from teachers (two sessions, three weeks apart) and the CFM, with responses from caregivers and learners over 12.
3. Focus group discussions and case studies with teachers: to assess the feasibility of implementing the CFM-TV in various school settings, three focus group discussions and five case studies were conducted.

The findings from the Uganda pilot show that teachers can produce reliable data on children’s functional difficulties using the CFM-TV. They also highlighted when and how this tool could be used for designing education programs in emergency situations. As such, the current resource is an evidence-based Guide that builds on the results of the aforementioned research components.

4 Office of the Prime Minister and United Nations High Commissioner for Refugees [UNHCR]. (31 July 2023). Refugees by district and host population by district. Accessed on 31 August 2023 at <https://data.unhcr.org/en/country/uga>.

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As mentioned above, other organizations engaged in the testing of the CFM-TV and discussed the purpose of their research, design, and results⁵ under the aegis of the [WG Technical Working Group on the CFM-TV](#). Results on the pilots of the CFM-TV were also recently presented during the 23rd Annual WG Meeting. The current Guide thus also includes evidence from these other pilots as well as the results of previous work carried out by HI on [Disability Data in Humanitarian Action](#), including both research and hands-on Guides, particularly training materials for enumerators, on the use of the [WG Short Set on Functioning \(WG-SS\)](#).



CFM-TV versions and official guidance

This is important to keep in mind that HI tested the version of the CFM-TV that was used in October 2020, in one settlement in a single country. This guide focuses on disability data for program design and monitoring purposes in humanitarian settings. Explanations of concepts and components are taken from existing CFM guidelines produced by UNICEF. UNICEF will be releasing the final version of the CFM-TV along with implementation guides in the near future (in the course of 2024). The results of all the testing done to date will be used to help prepare the final version. The version tested here might not be the final version that UNICEF will release. Please consult the UNICEF website to find out more.

Target audience, objectives

The present Guide aims to support education program officers and Monitoring, Evaluation, Accountability, and Learning managers (MEAL) in planning, designing, and implementing their data collection on children with disabilities in schools in emergency settings.

This data will be used to help shape the entire process of program development, including evaluating how well children with disabilities are being included into the program and breaking down the outcomes that these pupils are achieving as a result of your work. This Guide discusses design choices and provides practical tips as part of an overview of the entire process starting from the conceptual framing of data collection to their use and dissemination (See Figure 1).

⁵ Some pilots are still ongoing at the time of writing this Guide (for example, by [Save the Children Norway](#) in Somalia, by [Sightsavers](#) in Sierra Leone and by [School-to-School](#) in Nepal).

Figure 1 – Key steps in data collection



This Guide is intended to help personnel interested in collecting data on children with disabilities to gain a better understanding of:

1. What to consider before engaging in the design phase
2. How to plan data collection
3. How to train teachers and those providing support for data collection
4. How to handle the data collection process
5. How to manage and use data.

Structure

This Guide is designed to take you through the different steps of the data collection cycle, which is broken down into five parts. Each part of this Guide aims to provide you with evidence, insights, and tips that will help you address 5 critical questions that will need to be answered if you wish to collect data using the CFM-TV. The five parts also define learning objectives that should be achieved by the end of the section and a summary of key principles that you will need to keep in mind throughout the data collection cycle.

Part One helps you to understand the need for disability data when it comes to designing education programs, to identify disability data related to your setting as well as potential gaps in existing data. Having addressed these initial issues, Part One goes on to discuss in greater detail the use of the WG tools by comparing the features and the methods used to implement the CFM and CFM-TV. Particularly, Part One explains how the specificities of the education system and school setting in which you find yourself will influence how you go about collecting data and how you should factor these considerations into your planning.

Part Two provides an overview of the key aspects to consider when preparing your data collection plan. It deals with administrative arrangements, quality assurance processes and the engagement of local stakeholders. Part Two is also intended to help you deal with practical matters such as Human Resources issues, as well as equipment and operational choices related to the data collection process.

Part Three mainly focuses on the preparation of teachers to carry out data collection. It looks at what training is required to enable high quality data collection to be carried out and what this capacity building process should include. It gives concrete ideas about how to structure such training and what planning needs to take place in the run-up to the workshop, including materials, methodologies, etc.

Part Four discusses what you should expect and do during data collection. Particularly, it provides details on the scheduling of data collection, and what kind of data you may want to collect along with those gathered using the CFM-TV. Importantly, Part Four covers those aspects that will be instrumental in ensuring the quality of the data generated in the course of this exercise.

Part Five presents the practical aspects of data analysis along with details regarding data storage and use, as well as confidentiality. Part Five discusses how to ensure the replicability and sustainability of this data collection routine over time, with the aim of enabling education officials, schools, headmasters and teachers to take ownership of the process eventually.

How to use this Guide

As the testing process is still ongoing, the CFM-TV has yet to be finalized and is not yet generally included in programs for providing education in emergency settings. Thus, while you might be well-versed in the use of the WG Tools, including the Short Set and the CFM, it is recommended that you go through the whole Guide. In this regard, the structure of the document is meant to mirror the steps and the decisions that you will take in a real-life situation.

If you simply wish to gain a better understanding of the specifics of the CFM-TV and its use in (emergency) educational settings, you may prefer to read only [Part One](#).

[Part Three](#) provides greater detail on the training that teachers should undergo before using the CFM-TV. If you need a starter kit to help you with this skills development component, Part 3 is designed for that purpose.

1. Using the CFM-TV in your program

Learning objectives

By the end of Part One, you should have a better understanding of:

- disability data needs
- the CFM-TV
- the factors that determine how the CFM-TV is to be used.

By working through the sub-sections in Part 1, you will thus be able to determine whether you need to use CFM-TV in your program and, if so, why.

1.1 Purposes of CFM-TV data

Disability data are increasingly being collected in humanitarian settings. This data is being gathered for a number of different purposes, in particular to:

1. Assess barriers and opportunities
2. Identify risks, capacities and priorities
3. Program targeting
4. Assess changing needs
5. Plan, monitor and report on program implementation.

Understanding the purpose of the data you need is the first step in determining whether CFM-TV is the right tool for you.

In this regard, data produced for purposes #1, #2 and #4 of this list are extremely valuable when conducting a situational analysis of persons with disabilities in an emergency setting, particularly in the design stage, as well as to aid in implementation. However, the CFM-TV is unlikely to be a good tool to produce these data given that it focuses on generating information concerning individual functional difficulties. In other words, it is not directly applicable to a program focused on school accessibility (see [section 1.4.4.](#)); nor is it useful in identifying what is required to promote equal learning opportunities, or in terms of providing information on changes in the educational setting.

Instead, data generated with the CFM-TV can help program managers monitor and report on program implementation (purpose #5) when data on functional difficulties are collected along with data on individual outcomes such as attendance, learning outcomes, etc. The CFM-TV can help disaggregate outcomes of interest by comparing the performance of children with and without functional difficulties.

Once these data become available, the CFM-TV data can also aid planning at the school level and may help teachers better understand the needs of their students. As such, these data could be considered, as part of a wider vulnerability assessment, to determine participation in targeted components of education programs, for example, scholarships (purpose #3). Nonetheless, it is worth highlighting that the CFM-TV is not designed to be used for targeting when it comes to health-care provision and assistance.

In this regard, the CFM-TV assesses the performance of children in carrying out basic activities, but it does not directly assess any impairment and/or identify medical conditions. Evidence from studies comparing diagnoses resulting from medical screening, answers to the CFM (from caregivers) and answers to the CFM-TV (from teachers) point to a low level of correlation between results from medical screenings and CFM / CFM-TV data.

The CFM-TV on its own cannot determine with any great accuracy the presence of a disability. That said, if the objective is to grant specific disability-related entitlements – such as examination accommodations, disability certification, or financial support – the CFM-TV can serve as a preliminary assessment tool. However, this is not the use for which the WG tools have been developed. In such cases, the definition of what constitutes a disability may need to be reconsidered (and perhaps revised), i.e. the cut-off that lead to referral to local health facilities to confirm the child’s state of health. In the absence of any other means to assess children, program officers may still use it as a form of pre-screening when it comes to disability-related assistance by lowering the qualifying cut-off to “Some difficulty”.⁶ This strategy should lower the proportion of “targeting” errors by taking into account that the CFM-TV has not been developed to diagnose disabilities.

A closer look: the disability model underpinning the WG tools, including the CFM-TV, and type of data that it will generate

The CFM-TV, like all the WG tools, does not seek to diagnose disabilities and/or identify impairments (bodily functions/structure), which can be the cause of the functional difficulties that children experience when carrying out an activity (i.e. walking). It instead seeks to assess the risk of exclusion (i.e. from education) stemming from limitations that children have in performing an activity in a specific environment.

In this regard, the WG tools, including the CFM-TV, is consistent with the rights-based approach enshrined in the Convention on the Rights of Persons with Disabilities (CRPD) and builds on the WHO International Classification of Functioning, Disability and Health (ICF) represented in Figure 2. For example, a child may have an impairment (missing leg), which affects her capacity to perform an activity (i.e. walking) without the assistance of an aid (i.e. crutch). The use of an aid can improve the child’s performance in this basic activity. However, different children with the same impairment might experience different degrees of difficulty in walking (even with the

⁶ A longer discussion, on which this paragraph is based on, is available in the USAID report on the validity of the CFM-TV, prepared by School-to-School International https://www.edu-links.org/sites/default/files/media/file/final_study_report_on_the_validity_of_the_child_functioning_module_teacher_version.pdf

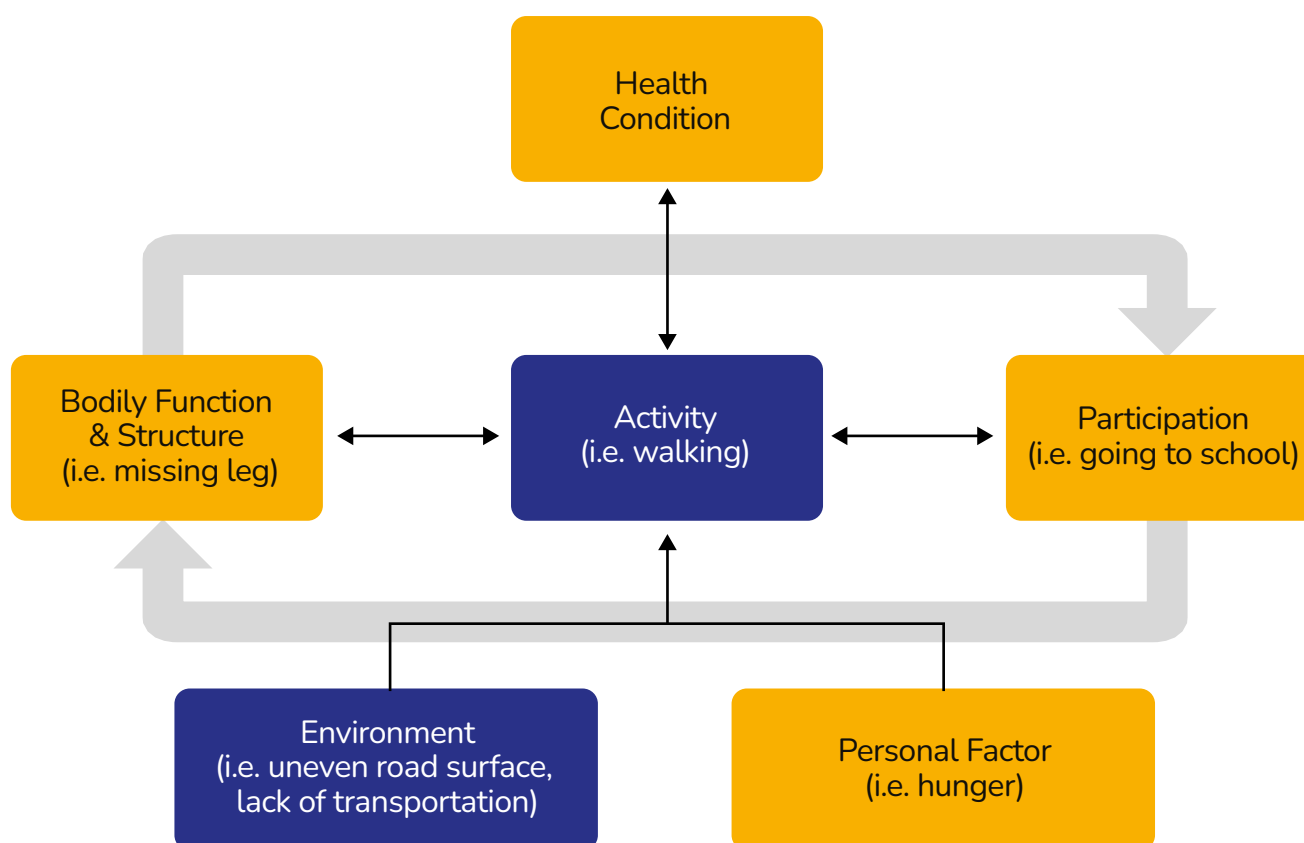
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use of an aid). Ultimately, the ability to perform a basic activity will depend on the barriers that children encounter in their environment (i.e. uneven road surface, lack of transportation), which can limit or make it impossible to participate in society (i.e. going to school).

Building on the ICF model, the CFM-TV helps collect data on the degree of functional difficulties in performing basic activities, on a four-point scale – from none to complete inability to perform said activities. **For the sole purpose of data disaggregation**, children will be categorized as having a disability when they experience a lot of difficulty or are completely unable to perform an activity in at least one of the functional domains covered by the CFM-TV.⁷ In other words, this level of functional difficulty provides a proxy for disability.

Figure 2 – Representation of the ICF model and Guide (example of limited mobility)



⁷ This is the recommended cut-off point that should be used to determine disability status for purpose of data disaggregation. Greater detail is available in short note [“The Data Collection Tools Developed by the Washington Group on Disability Statistics and their Recommended Use.”](#)

1.2 Data available for my needs

Now that we have established that CFM-TV data can help us with planning, monitoring and reporting, it is time to understand whether there are existing data available for this purpose. Data on students with disabilities in emergencies come from a variety of sources, including but not limited to:

1. Refugee registration data
2. Data for the preparation of response plans
3. Data produced by (implementing) partners
4. Monitoring and evaluation and reporting exercises
5. Education Management Information System (EMIS) (rarely)
6. Research (rarely)

Existing data may be used for your program as long as these data provide an accurate picture of the participation of students with disabilities in schools. As a rule of thumb, if the estimated figures of children with disabilities in these data are substantially below 10%,⁸ the reliability of the underlying data is in all likelihood low. In such cases, you should consider collecting new data by means of the CFM-TV.

Lower-than-expected estimates often stem from the choice of the data collection tools used. For example, if data were collected solely based on visual cues, children with disabilities would not be adequately represented because most disabilities are not visible. This type of approach also builds on a stereotypical representation of disability and reinforces the view that disability is merely a medical issue.

Likewise, the use of data based on self-identification yes/no questions (“Do you have a disability,” yes/no; “If yes, what type?”) tends to undercount children with disabilities. Disability may be a source of stigmatization in a specific context; furthermore, what is considered a disability may vary sharply across communities. These considerations raise issues of both data reliability and comparability.

Under-identification is also likely to happen when parents or caregivers are asked whether their child experiences one or multiple medical conditions from a pre-formatted list. The list is likely not to be comprehensive; children may have never been diagnosed with a specific condition and/or parents may not know the terminology. Importantly, medical approaches to data collection focus solely on the health-related aspect of disability, omitting all the social, environmental and personal factors which are included in the ICF model, and which are at the basis of a rights-based approach to disability.

⁸ Regional estimates are also available and can be more appropriate for your programme. These do not include children in emergencies (UNICE 2022, Seen, Counted, Included).

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The CFM-TV, along with all other WG tools, builds on a rights-based approach and thus allows you to obtain a better picture of who is at risk of exclusion from your education program. For this reason, it is preferable to any other tool when assessing inequalities in educational outcomes.

In summary, before using existing data on children with disabilities, you need to verify how data were collected and the type of questions that were used to evaluate participation levels of children with disabilities in schools. This will allow you to quickly assess the reliability of the data and whether they can be useful in implementing your program.

1.3 A closer look at the CFM-TV

1.3.1 The CFM at a glance

If you conclude that there are no high-quality student data that can be used to help with the planning, monitoring and reporting needs of your educational program, you should look into the specific content and benefits of the CFM-TV and how it compares with other WG tools, particularly the standard CFM.

The WG has designed a certain number of tools – including the CFM, developed with UNICEF – which assess functional difficulties in a set of activity domains and enable the degree of difficulty to be assessed on a four-point scale (0. No difficulty, 1. Some difficulty, 2. A lot of difficulty, 3 Cannot do at all).

The CFM, unlike other WG tools such as the Short Set, is designed to provide a population-level estimate of the number and proportion of children with functional difficulties. The impetus behind the development of this tool came from the fact that the WG Short-Set did not record functional difficulties consistently in children under the age of 5, resulting in an undercount of children with functional difficulties (those answering 3. A lot of Difficulty OR 4 Cannot Do at All). The Short Set also omitted important areas of child development.

To address these gaps, UNICEF and the WG developed the CFM, which includes one module with 16 questions for children aged 2-4 and another one with 24 questions for children aged 5-17. The guidelines relating to these modules designate the child's primary caregiver as the proxy respondent for each of his or her children. In other words, caregivers, preferably mothers, are required to respond to all the questions in the relevant CFM for each of their children.

While the CFM was originally meant to be part of population-based surveys, it has been used in humanitarian settings: for example, in needs assessment in Bangladesh and for service provision in Jordan and Lebanon.

1.3.2 The CFM and the CFM-TV: How do they differ?

The CFM-TV is based on the standard [CFM](#) and was developed in 2018 under the aegis of UNICEF and the WG. The module has been undergoing testing for the past five years in development and humanitarian settings.

Like the CFM, it focuses on children aged 5-17. Nonetheless, it differs in the number of domains that it covers, as well as in the number of questions that it includes. Table 1 shows that the CFM, in the age range 5-17 (school-age children and adolescents), comprises 24 questions, divided into 13 functional domains, while the CFM-TV includes 13 questions focusing on 12 domains (see [Appendix 1](#)). The CFM-TV used in this study thus features a smaller set of questions (13) compared to the standard CFM (24). As the CFM-TV is still undergoing testing, the final version may differ from the one used in this study.

Table 1 shows that the CFM-TV asks fewer questions in three domains, namely seeing, hearing and walking. The additional questions in the CFM concern the degree of difficulty experienced even when children have assistive devices. The CFM question on self-care has also been omitted from the CM-TV.

In terms of the domains covered, the CFM-TV excludes self-care-related questions given that teachers may have limited knowledge and information about this issue, since it is more closely related to activities that take place in the home. Teachers may thus not be in the best position to provide accurate data on the degree of difficulty in this domain. For the same reason, the communication- related question in the CFM-TV has been reformulated. This question explicitly mentions the classroom setting to ensure that teachers focus on it in their responses.

Table 1 – Number of questions in the CFM and the CFM-TV, total and by domain

Domain	CFM-TV	CFM
Seeing	1	3
Hearing	1	3
Walking	2	7
Communication	1	1
Self-care	0	1
Learning	1	1
Remembering	1	1
Concentrating	1	1
Accepting change	1	1
Controlling behaviour	1	1
Making friends	1	1
Anxiety	1	1
Depression	1	1
Total questions	13	24

1.4. Key points regarding the CFM-TV

1.4.1 Advantages of the CFM-TV over the standard module in school settings

While there is evidence that use of the CFM is feasible in humanitarian settings, administering 16-24 questions to primary caregivers for all school-enrolled children remains challenging in such contexts. Difficulties include the logistics of setting up interviews, as well as the fact that, among some groups of children in emergency settings, there is an absence of proxy respondents (e.g. in the case of unaccompanied and separated children).

In this regard, the CFM-TV provides a valid alternative, enabling teachers (rather than caregivers) to act as proxy respondents for school-age children between 5-17. Using this module, teachers answer questions regarding the functional difficulties for all of their students. In other words, the CFM-TV requires one respondent for an entire classroom of children while the CFM would require several respondents (primary caregivers) to provide comprehensive information on all the students in the same classroom. This module has also been designed to be self-administered meaning that teachers can answer all questions for all students. No enumerators will be needed as teachers will take on this role. However, it will be necessary to train teachers to perform this task (See [Part Three](#) of this Guide).

Most importantly, as mentioned in the introduction of this Guide, evidence from the implementation of studies assessing teachers as proxy respondents highlights that they are capable of providing an adequate assessment of children's functional difficulties (see [Introduction](#)). Teachers spend a lot of time with children during the week, possibly more than individual caregivers. Time spent with the child was also the underlying criterion for selecting the primary caregiver as the best proxy respondent for the standard CFM. By being in close contact with students in the classrooms, teachers too will acquire extensive knowledge about students' functional abilities particularly in domains related to learning. In addition, in a humanitarian action and response situation, caregivers may view the assessment as a step towards obtaining support or assistance, which is unlikely in the case of teachers.

Finally, evidence from the DiDa project in Uganda on the use of the CFM-TV suggests that teachers who were required to carry out the CFM-TV in their classrooms started to make modifications to their teaching methodologies to accommodate the functional difficulties they encountered in their students. In this regard, the CFM-TV provided teachers with an opportunity to reflect on the difficulties faced by their students and, consequently, to think about what they could do in the classroom to enhance student participation and learning.

1.4.2 Differing views of student functional capacities: teachers versus caregivers

While teachers are perfectly capable of responding to the CFM-TV and of providing a sound assessment of children's functional capacities in various domains, it is essential to recognize that they may not always align with that of caregivers. The research on the CFM-TV in Uganda showed clearly that teachers and caregivers have distinctive perspectives.

More specifically, teachers and caregivers do not always agree on the specific area in which children are experiencing difficulties, but they tend to agree on the presence of difficulties ("A lot of difficulty" or "Cannot do at all" in at least one domain). Differences regarding the domains in which they think children are struggling can be explained by their distinct roles, personal experiences and individual priorities. Teachers, who get to observe children closely in a structured classroom setting, are more attuned to specific domains such as accepting change, making friends and concentrating. Caregivers, on the other hand, are highly sensitive to domains that relate to their children's physical and emotional well-being. Conversely, both teachers and caregivers tend to concur with regard to "controlling behavior," which suggests the existence of a consensus when it comes to the importance of maintaining discipline in both school and home environments.

The different perspectives offered by teachers have implications for data collection, teacher training and the use of data. As teachers and caregivers tend to agree on the presence of difficulties, data generated by teachers can be used for statistical disaggregation in terms of planning, implementing and monitoring educational program. [WVG guidelines](#) state that, for statistical purposes, children with disabilities are defined as those who have a lot of difficulty, or who cannot perform an activity at all, in at least one of the domains covered. Given that teachers and caregivers tend to concur when it comes to children who have a lot of difficulty or cannot carry out an activity at all, data from the CFM-TV can safely be used for purely disaggregation purposes.

In recognition of the differing focuses of teachers and caregivers, teacher training needs to devote more time to the administration of questions about physical and emotional well-being in the CFM-TV (see [Part Three](#)). This will help teachers understand what these domains entail and what they should be paying attention to when assessing children's functional difficulties in this respect.

Lastly, the differing views regarding the use of these data again indicate that the data generated by the CFM(-TV) should not be used to refer children for specific medical services. This stems from the fact that teachers and caregivers tend to disagree on the area in which the child is experiencing functional limitations. As a result, it is not clear what children should be screened for. This also implies that any program officers wishing to use data from the CFM-TV for medical referrals should adopt a more flexible approach, including children with "Some difficulty" in at least one domain, and should have children undergo comprehensive medical screening, which is very unlikely in an emergency setting.

1.4.3 School context shape how teachers think about difficulties

Whether teachers are working in inclusive, special, or segregated school affects how they assess difficulties that children are experiencing due to the fact that the comparisons they make depend on the individual school.⁹

In this regard, the CFM-TV questions include some guidance on how to rate the degree of difficulty being experienced. When doing the assessment, the child should be “compared with children of the same age”.

Special schools, for example, are meant to cater exclusively to children with disabilities. It follows that a teacher assessing the degree of functional difficulty in this environment may have a different benchmark compared to teachers in inclusive settings when deciding whether a child is experiencing a lot of difficulty or cannot perform an activity at all. Teachers in these two different types of school will have different exposure to and experience of working with children with disabilities. As such, the comparability of the data from these two types of schools may be limited. In this regard, the teachers’ training with regard to this issue should help teachers understand how to go about comparing children when making their assessments.

It is also worth highlighting that the level of awareness of disability may vary substantially between teachers working across these settings due to differences in institutional arrangements and whether/how children with disabilities can attend. In this regard, CFM training may include an introductory module to raise teacher awareness about disability, in line with the CRPD, while also helping teachers understand the relationship between disability and functional difficulties.

Finally, the selection of the teacher compiling the CFM-TV will depend on the educational level at which they teach. In primary schools in emergency settings, one teacher often covers all subjects, which means that the teacher has spent 100% of his/her teaching time with the students to be assessed. In secondary schools, there might be more than one teacher. As a result, teachers spend less time with each class. As a rule of thumb, the CFM-TV should always be filled in by somebody who is involved for at least 50% or more of the total teacher-student interaction time. Teacher assistants may also act as respondents, as long as they spend a significant amount of time with the students.

⁹ See discussion of this issue in the USAID study in Nepal: https://www.edu-links.org/sites/default/files/media/file/final_study_report_on_the_validity_of_the_child_functioning_module_teacher_version.pdf

1.4.4 In and outside of school

As mentioned at the beginning of this Guide, the number of children with disabilities who do not attend school is significant, particularly in emergency settings. It is estimated that there are 14 million school-aged children with disabilities affected by crises globally.¹⁰ However, the CFM-TV will capture only those who are attending school. Educational programs in emergency settings thus need to accompany the use of CFM-TV with other activities that aimed at mapping and understanding how many children with disabilities who live in the area where a given program is being implemented are currently not attending school.

This may be done by using registration data collected by UNHCR during refugee crises.¹¹ Similarly, you could collect data on out-of-school children with disabilities by using the WG/ UNICEF CFM (see [Section 1.3.1.](#)) integrated in vulnerability/needs assessments,¹² which could be used in conjunction with data collected in schools using the CFM-TV. Regardless of the data approach adopted, reducing the number of children with disabilities who are not in school requires the design and implementation of communication campaigns to increase enrollment among children with disabilities, along with efforts to support their families in terms of such issues as extra costs and stigmatization in their communities.

On the other hand, data collected using the CFM-TV can help identify the absence or underrepresentation of certain groups of students with specific functional difficulties. For example, if data collected using the CFM-TV highlights the fact that individuals with certain sensory and motor-related issues are under-represented (eyesight and mobility, for instance), this might be due to factors such as poor levels of accessibility in schools. As a result, data from the CFM-TV could provide a starting point for the design of activities aimed to enhancing access for these children. By making these children visible, the data from the CFM-TV help with the development of more tailor-made program approaches and with the process of engaging with children and families to identify solutions designed to make education in emergency settings more inclusive.

Additional support material

Humanity & Inclusion, [Flowchart - Planning the use of WQs in Humanitarian Action](#)

USAID, [Disability Identification Tool Selection Guide](#)

¹⁰ ECW, 2023. "Crisis-Affected Children and Adolescents in Need of Education Support: New Global Estimates and Thematic Deep Dives."

¹¹ In 2021 UNHCR integrated the Washington Group questions into its registration system across all refugee operations worldwide. This led to an increase in the recorded rates of disability, which doubled to 4.3%. See UNHCR 2023. "Inclusive, Local and Accountable Engagement. Age, Gender and Diversity Accountability Report 2022."

¹² For example, REACH, with support from the Age and Disability Working Group (ADWG), conducted an Age and Disability Inclusion Needs Assessment across Rohingya refugee populations in Cox's Bazar, Bangladesh. The study leveraged the Washington Group tools, including the CFM, providing estimates on enrollment rates by disability. REACH, 2021. "Age and Disability Inclusion Needs Assessment Rohingya Refugee Response"

2. Time for planning

Learning objectives

In Part Two of this Guide, you will learn more about:

1. What to consider when designing a timeline
2. Logistical aspects to factor into your work plan.

If “Yes” is the answer to the key question that underpins Part One, this second segment of the Guide will help you think through issues that need to be considered in the planning phase of the data collection process.

2.1 Ethics and data management

While teachers answer the CFM-TV on their own, which reduces the risk of any potential direct harm to children and the need to ensure assent/consent to participate,¹³ information about functional difficulties are personal and sensitive data. As such, how they are stored, used, and disseminated carries the potential for harm.

As a responsible program manager or officer, it is essential to ensure that data collection is carried out ethically. The first step in your planning process should involve identifying the potential risks¹⁴ associated with the data that will be generated by CFM-TV. This assessment must focus on the various aspects of data management, from production to dissemination. This assessment will help you to anticipate risks and embed strategies to mitigate them in each of the processes. If there have been similar exercises upon which you intend to draw on for inspiration, you must check their completeness before deciding to use them.

This risk assessment process should form the basis of your data collection protocol, setting out the methods, tools and procedures you will follow when collecting data and how you will store, protect and process the data, including in relation to its analysis and transfer. It is important to explain how your approach complies with ethical standards and principles of data protection. These standards and principles may draw on your organization’s policies and guidelines on matters related to research and/or data collection more broadly. Nonetheless, your protocol should also embed local laws and regulations that pertain to data generation, management and use.

¹³ As part of teacher training, you should ensure that the capacity building component for teachers includes a session on data protection in educational and school settings.

¹⁴ It is important to note that HI has developed its own Data Protection Impact Assessment (DPIA). The DPIA is an important tool in helping to empower organisations, implement privacy by design and comply with data protection principles. It will help organisations to develop a better understanding of the importance of data protection in the context of the project, and will also ensure that data protection is systematically integrated into all our work. This assessment should be carried out prior to data collection, during the design phase of the project cycle, in the case of any project involving the handling of personal and/or sensitive data. More information is available here: https://hinside.hi.org/intranet/jcms/pl1_2655975/en/dpia-tool-sheet

It is therefore key in the development stages of the protocol to engage relevant local stakeholders to ensure that your approach adheres to local standards and principles while also ensuring the buy-in of key actors in the field of education, both nationally and internationally. The engagement of these individuals is of vital importance when it comes to obtaining clearance from local authorities, which will ensure that your data collection efforts are viewed as legitimate and respectful of local legal and ethical standards. It will also ensure coordination between those involved in the sector.

Info Box: Humanity & Inclusion research on the CFM-TV in Uganda.

During the pilot program aimed at testing the CFM-TV in Uganda, HI worked on three institutional levels to develop its protocol. First of all, HI sought formal clearances from relevant authorities, such as the Office of the Prime Minister and the United Nations High Commissioner for Refugees (UNHCR).

Given that HI was carrying out a research program, the local team worked to obtain ethical approval from relevant local bodies, including the Uganda National Council of Science and Technology and the Mildmay Research Ethical Committee. These efforts were aimed at demonstrating HI's commitment to respecting the legal and regulatory frameworks in the host country.

At the organizational level, HI research team incorporated into its protocol principles and standards from its [policies](#) and Guidelines on [Ethical Data Management \(2015\)](#), the Code of Conduct for the Prevention of Abuse and Safeguarding (2018), HI's policy on Protection from Sexual Exploitation, Abuse and Harassment (2021), as well as from its Child Protection Policy (2021).

2.2 Personnel required

When planning the data collection process, the choice and preparation of human resources are pivotal to ensure smooth execution on the ground. It is important in this regard to distinguish between those who will act as respondents (i.e. the persons who will use the CFM-TV and answer the questions, namely the teachers) and those who will be in charge of the data generation process, i.e. those who will be involved in designing, organizing, supervising and using the data.

While teachers will act as respondents, ensuring that the data of resulting from the CFM-TV is of a high quality, they will require technical support when they are filling out the CFM-TV. In addition, you are responsible on behalf of your organization for ensuring that the staff involved follow the protocol you have developed. This will require coordination, particularly if you plan to carry out data collection in several schools.

As a result, you should consider engaging the following personnel in your planning, as they will be critical both in the execution of the data collection and in the data quality assurance process

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(more on this in [Part Four](#)). These professional positions may (or may not) already exist in your organization. Establishing whether they do or not will be critical in terms of budgeting and the execution of the data collection process.

The **Data Collection Coordinator** will oversee the process, planning data collection, as well as the development of the associated protocol. Depending on your skillset and time constraints, you could play this role. Otherwise, your Monitoring, Evaluation and Learning (MEL) Officer could be charged with this responsibility. The individuals in charge of performing these duties should be well-versed in data collection and disability inclusion and, where possible, should have previous experience in using the WG tools.

Field Coordinators will be the linchpin in the smooth execution of activities in the field. They will have different types of responsibilities, particularly maintaining relationships with school administrators/headteachers where you plan to collect data. Coordinators will work with you in communicating the aim of your program with schools and will develop the relevant action plans with school personnel to ensure that your activities do not disrupt those of the schools. They will also work to bring administrators/headteachers onboard. Coordinators will also communicate during the data collection process with those involved in supporting teachers with the task of filling out the CFM-TV. Their responsibility is to ensure that all parties involved are well-informed and acting to advance with the study's objectives.

Given their communication duties, coordinators should be well-versed in the language(s) spoken in the settings where they will be called on to operate. Their language proficiency is vital to facilitating effective and culturally sensitive communication, a crucial component of successful data collection.

Finally, coordinators will be engaged in the data quality assurance process as part of the data collection process. They will help the assistant verify data quality while also providing you with updates on the implementation of the process.

Field Support Assistants play a pivotal role in the study's quantitative surveys. Collaborating closely with coordinators, they contribute to various aspects of data collection. Their main task is to assist teachers as they fill out the CFM-TV, ensuring that the quantitative data collection process is carried out efficiently. This support may be substantive (relating to CFM-TV content) or technical (i.e. the use of digital devices). They will also carry out initial data quality checks when teachers complete the CFM-TV forms. Depending on your resources and the number of schools you will be working with, assistants can provide face-to-face support for teachers, or a mix of in-person and virtual support (via calls and webchat apps).

Given that these personnel have several roles to play, you will need to provide them with a comprehensive training program. This training should include a focus on the CFM-TV questionnaire, how collection works in practice, and how data can be used to contribute to the program, particularly in terms of implementation, monitoring and evaluation. Most of the topics that you will need to cover overlap with the training provided teachers. Consequently, you may

want to have coordinators and assistants take part in the two-day teacher training session ([Part Three](#)). Nonetheless, coordinators and assistants will also require more in-depth sessions (one or two additional days) on issues related to operations and data quality assurance, which you can organize before the content-focused training they will undergo with teachers. In this regard, the sensitive nature of the data collected makes it imperative to provide training to all team members on key topics related to confidentiality, privacy, and security. This training helps team members understand the importance of protecting respondents' information and ensures that ethical and legal requirements are complied with throughout the data collection process.

You will also need to prepare handouts for coordinators and assistants. These should provide detailed guidance on the data collection procedures and serve as a quick reference guide during the data collection process. The handouts in conjunction with training sessions minimize reliance on individual judgement and interpretation by coordinators and assistants, thus ensuring that data collection is consistent and follows the established protocols.

Teachers play a key role in the data collection process. [Part Three](#) of the Guide focuses on how to train them to ensure they master the use of the CFM-TV. As already mentioned, you may wish to have assistants and coordinators take part in this training component. To motivate teachers to participate, you can offer them the opportunity to use some of the funds that would otherwise have been used to pay for enumerators. Further, if you foresee that teachers will incur costs if you were to use virtual forms of support during data collection (i.e. calls, webchat), you should plan to cover these costs ahead of the data collection process.

2.3 Digitalizing data collection

The use of digital tools in data collection has become increasingly prevalent due to their efficiency and the fact that they help cut down on the use of paper. The CFM-TV Uganda pilot designed a mobile data collection process. The research team utilized digital questionnaires, uploaded on tablets using a web app (which could be used offline), which incorporated skip patterns, logical structures, calculations, and constraints, including error messages. These features minimize data entry and instances of non-response to mandatory questions, thus enhancing overall data quality.

All personnel involved were trained in the use of digital tools and the data entry routine.

In addition, the use of these tools and the routine were field-tested before the actual data collection took place. Several reliable digital platforms are now available, which can help you design your data collection routine while providing you with opportunities to store and manage your data.

All of the above could be achieved through paper-based data collection, but this type of process requires even more careful planning. Several steps that can be automated in digital data collection need to be performed by teachers and or assistants, which increases the risk of errors in data entry and transfer. In this regard, data collection using digital tools is typically

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more efficient, allowing for real-time data entry, validation, and transfer. **Digital methods help streamline the data collection process**, reducing the time and resources required when using a manual data entry and verification approach.

Nonetheless, there are also several potential challenges that need to be addressed when designing a digital data collection process. The first one is that digital data collection relies on technology, such as tablets or smartphones. Technical issues, like device malfunctions or battery problems, can disrupt data collection, potentially leading to data loss. Backup equipment and additional materials are thus necessary in case such issues arise; this includes devices that will help you circumvent power shortages.¹⁵

You should also **be aware that digital data collection has its own challenges concerning data security, especially when transferring data from tablets to a cloud server.**¹⁶ Just as it is necessary to develop data security plans for paper-based data collection, ensuring the protection of sensitive information and compliance with data privacy regulations is paramount given that data transfer is a potential source of vulnerability when it comes to data security and privacy (see [Part Four](#)). You should therefore put in place robust data security measures, including encryption and limited access controls throughout the data quality assurance chain. It is your role to ensure that the use of digital tools for data collection complies with your organization's guidelines and with local and international legal and ethical standards.

2.4 Translations

The CFM is currently available in different languages, including English, French, Spanish, Vietnamese, Russian, Portuguese, Chinese, Arabic, etc. **The CFM-TV is available only in English and French** but it is also possible to use the official CFM translations for the questions that are in both CFM and CFM-TV. The Uganda pilot utilized the English version of the CFM-TV, since teachers use English as the language of instruction in schools. In a similar setting, the available English version of the CFM-TV would be sufficient.

However, English and French may well not be the language of instruction in your case. If this is the case, you will need to arrange to have the tool translated into the language that teachers use for instruction. The translation of data collection tools is a critical step in maintaining a person-centered approach to data collection, which places a strong emphasis on respecting cultural context, language diversity, and the unique needs of participants.

It is important to underline that in another research pilot where the English version of the CFM-TV was used, but the language of instruction was a local language, teachers reported that they faced difficulties in understanding the questions and answering them. Hence, while translation represents an additional cost, it is an important investment in terms of assuring data quality.

¹⁵ The Uganda pilot made use of power banks for field work, two per school – fully charged to address power-related challenges.

¹⁶ Data were transferred from tablets to the server as soon as internet support services were available. Consider the use of portable wi-fi modems as well as daily transfers of data so that no data will be left offline on tablets at the end of each day of data collection.

HI used a three-step procedure for translating data collection tools that ensures accuracy and cultural sensitivity, which is based on the “Forward-Backward Translation” method.¹⁷ **First**, an independent translator, preferably from a recognized institution¹⁸ translates the data collection tool (e.g., CFM-TV) into the target language. For example, the HI research pilot engaged with children and caregivers who were asked to respond to the CFM. For this purpose, the CFM was translated first from English into Kinyabwisha and Swahili. In Kyaka II, translation was necessary to make the questions understandable to caregivers and children aged 12-17 years.

Secondly, another independent translator from the same institution translates the Kinyabwisha and Swahili versions back into English. This “Forward-Backward” process helps identify discrepancies and ensures that the translation accurately reflects the intended meaning.

Thirdly, translators and field coordinators/support staff work together to compare the original (English) version with the translated version. This collaborative approach is intended to identify any discrepancies and ambiguities. It is imperative to reach a consensus on the translations, ensuring that they capture nuances and cultural context accurately.

Translation of data collection tools is an essential aspect of maintaining the integrity of the research process, respecting cultural diversity, and ensuring language accessibility for all participants, especially children. By following a well-defined translation procedure, you can be confident that the research materials accurately represent the intended content and context, contributing to the success and ethical integrity of your research.

2.5 Budgeting

The previous four sections provide you with a set of points that need to be factored into your planning, and these also have budget implications. The sections in this part of the Guide therefore provide you with five broad cost categories, namely:

1. Protocol Design
2. Human Resources
3. Data collection equipment
4. Field support expenditures
5. Translation

You can use these five costing categories to organize your budget.

Human resources will represent the largest cost item in your data collection process. This includes the training for teachers and all your data collection personnel. Depending on the location of the training, make sure to factor in per diems, which should cover accommodation, transport and daily meals.

¹⁷ WG has also developed detailed Guidelines on how to carry out translation (see Additional Material, [Part Three](#))

¹⁸ In the Uganda Pilot, Humanity & Inclusion worked with the National Curriculum Development Centre of Uganda

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If not already available, you need to budget for the purchase of all necessary all digital tools, including costs related to the use of the survey app and server.

You should also carefully budget for transport expenses and per diems for data collection personnel ([see 2.2.](#)), depending on the location and number of schools that you will be working with.

As mentioned previously, you should also include any costs that may arise as a result of the support system that you intend to put in place to aid teachers with data collection. Teachers may have to call or send a message, which in some contexts might involve a pay-per-use plan. You need to absorb these costs and provide teachers with the necessary funding to pay for them before the data collection process starts. You may want to compensate teachers for acting as “enumerators”. This should be decided upon in agreement with school administrators/ headteachers.

Finally, while this section is specifically related to the collection of data using the CFM-TV, you should link the planning of the CFM-TV exercise and its budgeting to the collection of other data that will be used to assess children’s outcomes. In other words, you should link the CFM-TV process and its related budgeting to your MEAL data collection strategy and resource allocation. This will enable you to capture, for example, enrollment, participation and learning outcomes and to disaggregate them by functional difficulty.

The CFM-TV, in isolation, will only indicate the proportion of children in your program who face functional difficulties. As such, it is fundamental that this exercise be part of the broader MEAL approach that your program has put in place to assess inequalities in education in emergency settings, as well as any progress brought about thanks to your efforts.

Consequently, you should aim to embed and plan this exercise during the design phase of your program and ensure that the results framework indicates the outcomes you intend to disaggregate thanks to data collected by means of the CFM-TV (see [Section 4.1.](#) on scheduling of data collection using the CFM-TV).

Additional support material

UNICEF, 2022. [Module on Child Functioning: Guidance note for translation and customization](#)

UNICEF-UNHCR 2023, [Note on Responsible Disaggregation of Data on Refugee Children](#)

IASC [Operational Guidance on Data Responsibility in Humanitarian Action](#)

The Centre for Humanitarian Data, 2020. [Guidance Note on Humanitarian Data Ethics](#)

3. Working with teachers

Learning objectives

In Part Three, we focus on the participation of teachers in data collection. By the end of this part of the Guide, you should be able to:

1. Structure training for teachers on the self-administration of the CFM-TV
2. Plan and execute training.

The training of teachers is vital to collecting quality data. Where such training has been provided, teachers emphasized that this should be a compulsory part of implementing the CFM-TV.

3.1 Why it is necessary

When working in emergency settings, time is of the essence. While you may think that teachers, provided with some information material and guidance, are perfectly capable of responding to the CFM-TV, teachers who undertook the training course indicated that it helped them **overcome concerns regarding their ability to assess children**.

One of the primary benefits of the training is that it promotes awareness and **helps teachers adhere to with the rights-based model used by the CRPD and the ICF**. Given that teachers may be working in a variety of different school settings, this can be critical in ensuring that teachers have a common understanding of disability and functional difficulties.

Through this training, **teachers also learn that functional limitations extend beyond visible challenges**, such as reduced vision or mobility, as well as the fact that these challenges may persist even when assistive devices are available. Teachers learn that it is important to take into account various facets of children's experiences when seeking to gain a comprehensive understanding of their situation. This holistic perspective is crucial for gathering meaningful and accurate data using the CFM-TV, given that it also includes questions on children's emotional well-being.

Through knowledge sharing and practical guidance, teachers **develop the skills and understanding required to administer the CFM-TV effectively**. This newfound confidence empowers teachers to perform their duties with a greater sense of purpose and expertise, which, in turn, enhances the quality of data collected.

It is important to note that while the training helps teachers become proficient in using the CFM-TV, some challenges may arise, particularly in the use of digital tools for data collection. Recognizing this as a potential hurdle, training should ensure that teachers **know how to use digital tools**. This also underscores the need to ensure additional support mechanisms are in place to address these challenges during data collection ([Part Four](#)).

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In summary, the training of teachers in using the CFM-TV is not just a procedural formality. Well-trained teachers play a vital role in this process, and their preparedness is of key importance to the collection of high-quality data.

3.2 Considerations regarding the training plan

Having focused on the training rationale, you will now need to start working on organizing the event in detail. To do so, you should consider a few factors that will influence the structure of your training course and its content.

The first one relates to the **available time of your staff** to carry out this activity, as well as the number of teachers that you would like to involve in each training session. It is also necessary to reflect on the **time that teachers can dedicate to this activity**, which in turn will impact students. This will help you prioritize the topics that should be covered in the course of training, as well as the time that you intend to dedicate to each component.

In this regard, it will also be important to factor in **teacher knowledge** on matters related to disability and data in order to identify the main gaps that the training should address. Teachers may have already received inclusive teachers training for example or may have already been involved in other data collection exercises. Being aware of this teacher knowledge will help you design an effective training regime.

When designing sessions, you should think of the **resources at your disposal** to conduct training as they will influence the methodologies you can use and the ability of participants to interact with one another. As a consequence, you should list the training equipment you require, as well as the support for managing the event (i.e. facilitators). These considerations should also encompass the accessibility of the venue, as well as support for teachers who will be undertaking the training (i.e. per diems, accommodation, etc.).

How you go about organizing the training will also depend on the **language** that will be used and whether there will be translators and/or translations of training materials such as slides, handouts, etc. Similarly, you should **consider** making adaptations to the schedule and the time allocated to your sessions depending on **your specific setting**. This may include additional breaks, including for praying. Making these adaptations will help you maximize participation while ensuring that any requirements related to your specific circumstances are factored in.

All these considerations affect how much time you will need to prepare ahead of the training course, as well as the kind of materials you will need to have ready beforehand.

3.3 Structure of the training plan

While the considerations above will affect the amount of time allocated for training purposes, it is strongly recommended that the course be spread over two days. This will ensure that teachers are not rushed through a large amount of information on topics in which they might not be very well-versed. Importantly, having at least two days ensures that there will be sufficient time for teachers to practice using the CFM-TV and any digital tools you may wish to use for the data collection, including digital devices.

The following template (Table 2) provides a structured list of the key training sessions while allowing you to adapt their length depending on your circumstances and the background of the participants. The table indicates the suggested minimum and maximum time that should be allocated to each session. These suggested session times take into account both the breadth of the topic dealt with in the session and the level of participant interaction, including groupwork and the trying out of tools.

The table does not include any potential sessions that you may wish to devote to reviewing what has been learned (i.e. 1st-day recap). It will be up to you, depending on the final training schedule, to provide adequate time for breaks and recap sessions. In the case of sessions longer than one hour, it is recommended that a short 10-minute break be scheduled. The use of sub-sessions is another option, one which is extremely appropriate for session 6, where teachers, coordinators and assistants actually practice collecting data. Providing adequate time for breaks will ensure that participants are able to remain focused throughout and to participate actively when group work or practical exercises are required.

Table 2 – Training sessions and suggested durations (minimums to maximums)

Session / Content	Suggested duration
1. Overview of the training course	1. 30 to 45 minutes
2. Overview of your Program	2. 15 to 25 minutes
3. Disability Awareness (including data)	3. 60 to 80 minutes
4. The WG Tools	4. 80 to 100 minutes
5. A Closer Look at the Questions in the CFM-TV	5. 60 to 80 minutes
6. Digital Data Collection	6. 120 to 180 minutes
7. Essentials on Ethics and Data Management	7. 20 to 30 minutes
8. Logistics and Timeline	8. 30 to 40 minutes
9. Evaluation	9. 20 to 30 minutes

3.4 Content: session by session

The following sub-sections will provide you with an overview of the content of each session highlighting the key elements and techniques that might be used to train teachers. The content of these sub-sections is meant to complement the existing training materials on the use of the WG Short-Set, which HI designed to train enumerators collecting data in humanitarian settings. These materials are provided at the end of this [Part](#) of the Guide (available in Arabic, French, English, and Spanish).

- Session 7 (Essentials on Ethics and Data Protection) will not be covered in this Guide given that it is organization-specific, based on the given organization's policies and ethical guidelines on data collection, research and evaluation, as well as on its data protection policy.

3.4.1 Overview of the training course (1) and of your program (2)

The first session will have three main components, namely aims, expectations and content/logistics.

Overall, the session should highlight that the training course is designed to help teachers to understand why your organization/programs wishes to collect data using the CFM-TV and why teachers play such a critical role in this endeavor.

Training will also serve to clarify matters related to the logistics of data collection while allowing teachers to practice using the CFM-TV and any digital tools. The training course may also be an opportunity to create a network of peers that can be leveraged during the data collection process.

You should make this session as interactive as possible.

Hence, after the aims of the training course have been outlined, the session should provide teachers with an opportunity to share their expectations regarding the training and what they think about data collection and the use of the CFM-TV. This will also help you and the facilitators adjust and focus your attention on those aspects that have been raised by teachers in this first session.

During the third part of this session (content/logistics), you can explain to teachers which parts of the course will help them address the concerns, hopes and interests that they mentioned earlier in the session.

You should then transition into the second session, with a very brief overview of your organization and the program that this data collection process is related to. Besides the general overview of your organization, this session should be devoted to showing how you aim to use the data and how teachers stand to benefit from this process. You can also use this session to assess teachers' knowledge of your organization and program by encouraging them to ask questions, which will make it more interactive.

Whether or not you decide to include a session on your organization/program will depend on levels of teacher knowledge in this regard. For example, upon being hired teachers may have gone through induction training, which would make the session superfluous. Conversely, if teachers know little or nothing about the mission of your organization and your program, this session will be of vital importance.

3.4.2 Disability awareness

Once those teachers know more about your program, they will be in a better position to discuss why the inclusion of persons with disabilities matters, what disability is, and how we can collect data on this issue. Nonetheless, it is important to highlight that the WG guidance on the administration of the WG tools, such as the CFM, explicitly stipulates that the word disability should never be mentioned during data collection interviews. Similarly, it should not appear in the instructions for users of self-completed questionnaires, as in the case of this research involving teachers.

Disability may be a source of stigmatization in the setting where interviews are carried out or questionnaires filled in. Fear of stigmatization based on disability may thus affect the answers given by respondents. For example, if disability is mentioned, mothers answering the CFM may tend to report a lower degree of difficulty experienced by the child than is actually the case to avoid him/her being viewed as having disabilities; or on the contrary, they may over-report difficulties in the hope of receiving aid from your organization. If this behavior is repeated among respondents, your data will provide an artificially lower or higher disability rate among children.

While bias introduced by the mention of a word “disability” must be carefully addressed in the planning and execution of interviews, a session on disability awareness should have no impact when it comes to the administration of the CFM-TV. Teachers fill out the form on their own, so there is no input from caregivers. Furthermore, this session will help harmonize teachers’ views about disability. More specifically, the session is intended to introduce them to CRPD’s rights-based approach and to help them evaluate any stereotypes they may have about the topic. Ensuring that they master the rights-based approach in the CRPD and have a clear understanding of the ICF will also shed light on why you wish to focus on difficulties in the execution of basic activities rather than impairments or medical conditions. In other words, the session aims to provide teachers with a critical perspective on disability and why they will be using the CFM-TV.

To achieve this objective, the **awareness session should be divided into three parts**. The **first part** will discuss with teachers **why disability inclusion in data matters** to us and our program. This segment should draw on disability data related to your particular setting, for example using statistics from the country where you are working, or estimates used for the development of the education response plan for refugees or internally displaced persons. The key message is that children with disabilities remain invisible if no data are collected.

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Once a common understanding of the importance of disability data has been achieved, the **second segment should engage teachers in a discussion of what disability entails**. Without a clear conceptualization of disability, no data can be collected. This part of the session will elaborate on the rights-based approach of the CRPD stressing that disability is a result of the interaction of individual impairments with the environment. It may be useful to divide teachers up into groups and let them discuss the barriers (physical, attitudinal, or systemic) in the school environment where they work.

Now that teachers have been exposed to the idea that disability is not an individual condition, **the third segment explains why you wish to focus on functional difficulties** in your data collection. Firstly, you can use the different parts of the ICF to show the different types of questions that have been used down the years and why they are not in line with our current definition of disability.

For example, you can show them that questions listing medical conditions only focus on the individual, as well as mentioning that even the most comprehensive list of conditions will miss some conditions that people may be experiencing. Also respondents may not be even aware of their conditions or simply do not know the name of their condition. As a result, they do not recognize the environmental dimension of disability.

You may also mention that data on disability have often been collected using “yes/no” self-identification questions (“do you have a disability?”). Once again, you could stress that the question focuses on the individual in isolation, while leaving the concept of disability completely unspecified. Further, by mentioning the word disability, the data generated are very likely to underestimate disability prevalence among the target population.

At this point, you can show the relationship between activity and the environment, which is emphasized in the ICF model. This will help you explain that by focusing on functional difficulties in basic activities we can assess the risk of a person being excluded in a given context. Also, when child-related data is collected in schools (enrollment, for instance), along with information on children’s functional difficulties, this enables the risk of exclusion to be quantified and acted upon.

Data collection is also useful for to teachers, who can use the assessment to inform their teaching practices and adjust/adapt them as needed to include all their children and enhance their participation. This point needs to be stressed, as it will show that the data collection process will provide them with valuable knowledge that they can use to make their work easier and more effective. In other words, this demonstrates that there is something in it for them as well.

3.4.3 The WG Tools

Now that teachers know the “what” and “why” of disability and they have been introduced to the idea of functional difficulties, you can move on to presenting the WG tools.

Provide a brief overview of the key tools that will help teachers gain a better understanding of the content and the structure of the CFM-TV. You can **start by showing teachers how the questions are organized using the WG Short-Set**. In presenting the six domains in the Short Set, you should explain that this tool does not cover other domains that more closely pertain to child development.

This will allow you to segue into the presentation of the CFM-TV. Explain that it focuses on children aged 5-17.

Once teachers have had an overview of both the Short Set and the CFM-TV give them 15 to 20 minutes to go over the questions in the two modules in groups. This exercise will help them get to grips with the domains that are specific to the CFM-TV while also identifying and discussing with their group members words and concepts that are not clear. As part of this exercise, you may ask teachers to prepare a table comparing the domains in the Short Set and the CFM-TV. The table should also indicate the number of questions per domain in the CFM-TV given that it has multiple questions on walking. Following this small-group work, you can quiz teachers about the overlap and differences between the two modules.

3.4.4 A closer look at the questions in the CFM-TV

Teachers should now have a good grasp of the structure of the CFM-TV. They also had the opportunity to take a look at the questions and highlight words and concepts that were not very familiar/clear. This session should help teachers address any doubts they have about the questions in the CFM-TV. This session should thus be used to **present, one by one, all the questions in the CFM-TV**. This is a very important part of the training course and should be prepared thoroughly.

Firstly, you should present the standard format of the questions. While each question focuses on a different domain, the structure of the question is very similar. Also, the response categories, except in the case of anxiety and depression, are always the same and should be presented to teachers at the beginning of this section. Evidence from cognitive testing shows that teachers did not find the answer categories difficult to understand, though teachers did require a certain amount of time to select the appropriate response for each child-domain.¹⁹

¹⁹ As part of the data collection process, you may wish to check this issue by adding two questions that teachers answer when they have assessed their entire classroom. For example:

“Question 1: “In general, did you feel comfortable answering these questions?” Possible answers: Yes/No.

Then Question 2: “Can you explain why?” Answer Option A) Difficult to understand the questions in general; Answer Option B) Difficult to select the appropriate answer.”

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At this point, you should also mention whether teachers will have the option to select “not applicable” (or “NA”) as an answer. In this regard, the standard CFM guidelines do not offer this option.²⁰

After this introductory segment, **start presenting the questions, one by one.** For each question, you should quiz teachers to provide examples that would correspond to the respective domain. This will help you gauge whether teachers’ understanding of the domain matches with the standard/official definition of that specific domain. In this regard, it will be fundamental that you carefully review the UNICEF manual for the training of CFM enumerators and/or the UNICEF translation guidance note. These are provided at the end of this [Part](#) of the Guide and explain in detail what each domain encompasses.

Again, the experience from Uganda on the use of the CFM-TV showed that teacher feedback on the questionnaire was generally positive, with questions described as “user-friendly” and relevant to their work environment. Table 3 summarizes feedback that teachers provided regarding the comprehensibility of the CFM-TV questions. These are consolidated results of the cognitive testing²¹ that was carried out before the use of the CFM-TV in Uganda. They show that while teachers’ understanding of some domains may differ from the official/standard definition, this differing understanding was consistent among teachers. It follows that this discrepancy does not affect data quality, since different teachers will thus generate comparable data.

The insights gathered from cognitive interviews with teachers in Uganda were integrated into the proposed two-day training curriculum designed for teachers tasked with assessing their students. This facilitated the identification of domains that needed further clarification or more vivid and specific examples.

²⁰ If you opt to offer NA as a possible response, you need to explain how to deal with missing data in the analysis. In the Uganda pilot, this option was added to assess to reduce the amount of teacher guesswork. Nonetheless, no teacher ever availed of this option during that data collection exercise.

²¹ Cognitive testing is a process of qualitative question evaluation that is used to understand and document how respondents comprehend and arrive at a response to a question in order to reduce response error and improve question response validity. Further information on cognitive testing is available on the [WG website](#).

Table 3 – Teachers’ understanding of questions by domain, a summary of results from the pilot in Uganda

Domain	Understanding/Challenge
Seeing, Hearing, Mobility	<p>Most teachers did not find these questions challenging.</p> <p>Pay attention to the role of assistive devices, which are mentioned in these questions. Make sure to explain that individuals with assistive devices might still face a lot of difficulty in performing an activity.</p>
Communication	<p>Most teachers did not find these questions challenging.</p> <p>When discussing this domain ensure that teachers do not focus on language barriers, which are very likely to exist in emergency settings.</p> <p>Also, ensure that teachers do not focus on how children communicate (i.e. tone of their voice). The focus here is solely on exchanging information or ideas.</p>
Learning	<p>The understanding of teachers was school-focused. Learners’ performance in school was the basis for the assessment of this domain.</p> <p>The above deviates from the standard definition which concerns the ability to acquire knowledge, new skills, and values, primarily in school settings (indoor or outdoor, like gardening).</p> <p>The difference is fine as long as it is consistent among teachers. Spend some time during the session on this domain to evaluate what teachers think.</p>
Remembering	<p>The understanding of teachers deviated from the official definition that centers on long-term memory.</p> <p>Teachers focused consistently on short-term memory, namely learners’ ability to recall lessons from the previous day.</p> <p>Again, this is fine, as long as there is consistency among teachers, which you should assess while presenting this question.</p>
Concentration	<p>Most teachers did not find these questions challenging.</p> <p>Teachers were likely to identify the symptoms of lack of concentration, but examples were not always relevant.</p> <p>Make sure to draw on examples from the UNICEF training manual at the end of this part of the Guide.</p>

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Domain	Understanding/Challenge
Changing Routine	<p>Most teachers did not find these questions challenging.</p> <p>Examples included changing seats or altered lesson plans.</p>
Controlling Behavior	<p>Most teachers did not find these questions challenging, but teachers found it useful to discuss examples, which you can find in the UNICEF manual.</p>
Making Friends	<p>Most teachers did not find these questions challenging.</p> <p>Some teachers may find the inclusion of this domain surprising. This might not be seen as a domain that pertains to their responsibility or purview. Some teachers also associated isolation with behavior such as selfishness or lack of fairness.</p> <p>Make sure that teachers focus on the difficulties (if any) that a child may have in this domain rather than assessing a child’s character.</p>
Affect	<p>This will probably be the most challenging domain for teachers based on the experience from the several pilots of the CFM-TV. Teachers struggled with the concepts of anxiety and depression.</p> <p>Anxiety was unfamiliar. You may want to focus teachers’ attention on the other terms in the question (nervous and worried) in terms of their responses.</p> <p>The distinction between anxious, nervous, worried, and very sad or depressed was often unclear, leading to confusion.</p> <p>Going over these questions helps show that response options differ from the other domains, even if they retain the four-point scale.</p>

3.4.5 (Digital) data collection in practice

This training segment will provide teachers with an opportunity to engage in in-depth practice. During this session, **teachers will fill in the CFM-TV with the data collection tool that you have planned to use.** How you structure the practice session will depend on whether you have opted for paper-based or digital (e.g. tablets) data collection.

Before this session, **you should decide whether you are going to upload the student registry onto the devices** (with each teacher receiving the records of his/her students), **or whether you are going to have teachers carry this out.** The former scenario presupposes that you have (collected) digital records for all the classes in your program. In the latter scenario, you should ensure that teachers have a unique ID²² and when teachers assess a child, that child should be added to the registry with a unique ID that is associated with the ID of the teacher.

When using a paper-based approach, you should pre-print the registry with all the student records (rows) and domains with questions (columns) that the teachers can fill in. If you do not have the registries to hand, ask the teachers to add their students to the form that will be given to them. This form will be empty, apart from the columns with the CFM-TV domains and questions.

The first part of this session should always start by walking teachers through all the steps that they will have to take when filling in the CFM-TV. In other words, the **session begins with an overview of the standard operating procedure (SOP)** that you have developed for the data collection process. This deals with the practical steps that they will follow, including data quality assurance procedures.

With digital tools such as tablets, the overview should start with switching on the device. You should assume that nobody is familiar with the use of the specific device in question. While this might not always be the case, it will ensure that all teachers know how to operate the device, get to the module containing the questions and respond to them. Do not underestimate the importance of these practical aspects. Most teachers in the Uganda pilot did not encounter problems with the questions but they did experience difficulties using the digital device.

You should ensure that the practice segment, which will follow the overview of the SOP, reflects as much as possible the actual situation that teachers will face. If you have planned (and you should) to provide support (in-person or virtual) during data collection, this type of support needs to be tested. The practice segment will help ensure that teachers and those who are going to be providing technical support know what to do. The latter category includes coordinators and field support assistants. **The practice segment should also be used to pilot the data quality assurance procedure that you have put in place.**

²² As part of this process, you may wish to consider collecting socio-demographic data relating to teachers if you intend to assess any significant differences in the response behaviour of teachers. These data may include, gender, age, years of experience as a teacher, tenure in the school where the person is working, class/year taught, number of students in the classroom (beginning of the year), and status (teachers vs assistant, full-time vs part-time, paid by Government vs NGO vs volunteer).

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If you are opting for digital data collection, the data quality assurance process can be largely automated, thus making data transfer and storage more agile. This automated process includes skip logic (sequencing) and error messages when a domain has not been answered and/or at the end of the assessment of each student²³ to ensure that teachers completed all questions. This should be asked before the teacher moves on to the following child. It may also include an overall assessment of the data collected when all the students have been assessed to ensure that records are complete.

When using a paper-based approach, the paper form that teachers will be working with must indicate how teachers should move from one question to the next, as well as how they should move onto the next student. This session should spend a considerable amount of time on the sequencing of the questions and the checks that teachers will need to perform to ensure they have completed the form in its entirety.

Coordinators and those assisting with the data collection process are also part of the data quality assurance processes, regardless of whether you opt for paper-based or digital tools. How and when they will play a role should be explained and tested during the session. In particular, if you plan to institute centralized data checks after teachers have completed the CFM-TV, you should provide an overview of what is expected from teachers and the procedures to be followed when errors are spotted.

As discussed in [Section 2.3.](#), it is recommended that digital tools be used for this purpose, and consequently, for the data collection process. Using a digital device can help ensure that teachers answer all questions for all students, one by one, without having the assessments of all other students before their eyes, which is the case when the paper version is used. This arrangement helps ensure that teachers do not adjust their answers based on those given about the students that they have previously assessed. Also, the use of digital devices reduces any potential errors that may occur during data entry and transfer and allows you to automatize data quality checks, while providing you with data that are ready to be analyzed.

3.4.6 Logistics, timeline and debriefing

After having discussed ethics and data protection, especially in the context of data management, you will go on to present teachers with an action plan. This should explain when the data collection is scheduled to take place, and how your team will work with school heads to ensure that they are involved in and aware of this exercise. This training segment should also cover how and when your team provides teachers with the materials they will require in order to fill out the CFM-TV.

You could present a standard daily schedule that teachers might follow, while also explaining when and how they can access support for any issues that may arise, including those related to

²³ You may also want to include an exit question for each child to assess how well the teacher knows the child (e.g. scale of 1-10) and whether the child was in her/his class in the previous term. This should be asked before the teacher moves on to the next student.

the functioning of the digital devices. It is important that teachers also know where/how to store the devices at the end of the day when assessments have been completed.

Also, you should provide teachers with an overall timeframe (dates) for the data collection process. This may depend on whether you decide to have all teachers from different schools compile the CFM-TV at the same time or whether you intend to divide schools into batches and have them collect data progressively.

Leave time for teachers to make final remarks or to ask questions to ensure that they are ready to fill in the CFM-TV. For this purpose, use an evaluation form that allows teachers to assess both the logistics and content of the training course. Concerning the latter, teachers should be given the opportunity to provide feedback on each individual session.

Additional support materials

Humanity & Inclusion [Training pack for enumerators using the WGQs in humanitarian action](#)

UNICEF, 2022. [Module on Child Functioning: Manual for Interviewers](#)

4. Managing data collection

Learning objectives

In Part Four we will discuss the implementation of the data collection process. By the end of the section, you will have learned about:

- How to work with all people involved in data collection during the implementation of this process.
- The roles of those responsible for the data collection process and the support system for teachers
- What happens to data once they are generated.

In other words, this section focuses heavily on how the process is coordinated, and on the issue of data quality assurance, as well as providing tips and suggestions on how to organise the days when the data collection is to take place.

4.1 Coordination and scheduling

Once you have trained teachers and coordination and support personnel, you are ready to move on to the data collection phase.

As will be discussed in the last session of the training course, you should **work closely ahead of time with school administrators to discuss the timeframe and timing of the data collection process and ensure that teachers are kept informed**. You should make sure to set the dates and times set aside for data collection to avoid (or reduce, as far as possible) disrupting the school's educational activities. This involves avoiding busy days, holidays, etc., while ensuring that teachers can dedicate adequate time to filling out the CFM-TV. You should also work with school administrators to ensure the delivery, storage and security of the materials that you have planned to use for your data collection.

How you work with school administrators/headteachers will vary depending on the setting in which you are operating. For example, in addition to engaging with school administrators, in certain settings you may also need to reach out to departmental and/or sub-regional education officials who oversee the schools where you are going to perform data collection. In other cases, your organization might be the administrative backbone of the schools in question. In these situations, coordination may be purely internal and/or may be limited to the Education (in Emergencies) cluster.

Regardless of the setting, you should engage those coordinating and managing the schools where you will be asking teachers to fill out the CFM-TV. This is critical to ensuring the generation of high-quality data and to creating a sense of ownership with respect to this

exercise (see [Part Five](#)). **Those involved in the process should be provided with details on when data collection will take place, how long it will take, and what is expected from teachers.** By this point, these individuals should already be aware of the background to this process and why their schools are taking part. Ensuring this awareness exists should feature prominently in the planning of the data collection process as discussed in [Part Two](#) of this Guide.

Based on the experience from the Uganda pilot and other tests of the CFM-TV, **you will need to engage teachers at the start of the school year. You should give them at least a month to get to know their students before filling out the CFM-TV.** Teachers in Uganda, who were teaching large classes,²⁴ were able to assess each learner in their class after a few weeks working together. A familiarization period between the start of the school year and the carrying out of the assessments is certainly necessary (at least 1 month). But it may not be necessary to wait longer than this.

If you plan to have teachers assess students twice (see 4.2), you should have a 3- to 4-week break in between data collection sessions, particularly when you are dealing with large class sizes. This will reduce the amount of guesswork in answering the CFM-TV questions.

4.2 Why should I organize two sessions?

While a two-session approach in the self-administration of the CFM-TV will take slightly more time and resources, this arrangement provides numerous advantages that can greatly benefit the quality of data collected by building teacher competency and confidence.

Firstly, the initial session serves as a pilot phase, where teachers can familiarize themselves with the data collection process and identify any potential challenges or areas for improvement. This enables them to fine-tune their approach and ensure the accuracy and effectiveness of data collected during the subsequent session. In this regard, experience from the Uganda pilot shows that the initial round of data collection was pivotal, as teachers applied their newfound knowledge from the training course and became confident in their ability to evaluate all of their students.

The feedback received during Focus Group Discussions in Uganda revealed that teachers expressed greater confidence in the accuracy and usefulness of the data produced during the second session, considering the first session as a sort of pilot phase. This exercise played a key role by demonstrating that collecting learner data is not only feasible but also effective and highly beneficial to their work.

Creating a supportive environment through training and continuous team assistance greatly facilitated this process. More importantly, it allowed teachers to enjoy their new-found ability to assess every student in their classroom – a powerful revelation that emerged after two rounds of successful data collection efforts.

²⁴ The average number of learners registered was 107.4 students per classroom, ranging from 34 to 168 learners.

4.3 Coping with emergency settings

Whether you are responding to a sudden-onset crisis, are engaged in a displacement and/or refugee emergency, or you work in a protracted crisis, the number of students in your classroom may fluctuate substantially throughout the year. Importantly, the number of students to be assessed may have changed at the points when teachers are filling out the CFM-TV. For example, one teacher in the Uganda pilot reported that between the two data collection sessions, the number of children in her class had risen from 91 to 123.

Coordination with school administrators/headteachers will be fundamental to ensure that you have an agreed SOP in place for these different scenarios. Particularly, you should make contingency plans if sudden flows of new students take place during the data collection process. Like students, teachers are likely to be overwhelmed and undergoing a good deal of stress. Alternatively, teachers may leave schools due to transfers, personal reasons, etc. Your contingency plan needs to factor in these issues by allowing for postponements and changes to the data collection schedule. SOPs and contingency plans are critical due to the high likelihood of changes in class size and, ultimately, to minimize the negative impact that these events can have on the quality of the collected data. Make sure to develop SOPs and contingency plans in conjunction with school administrators/headteachers and teachers who have first-hand experience of dealing with these issues.

As a rule, you should always give teachers at least a month before assessing the newly enrolled students and 3-4 weeks before reassessing them. This means, in practice, that even if teachers started to fill out the CFM-TV when the change in class size took place, they should not assess the new students right away. It also follows that if new students are enrolled after the end of data collection has occurred, teachers should fill out the form following the same schedule (1 month for the first round, 3/4 weeks for the second one). A similar routine should also be followed for any new student who joins the classroom after the start of the school year. This will enable you to ensure your records are to date (see [Part Five](#)).

Finally, your goal should always be to ensure the safety of those engaged in this process. Public health emergencies may represent a safety risk in the survey location. In these instances, strictly follow the Ministry of Health's and your organization's guidelines to mitigate and respond to these crises.

4.4 Support system

Experience from the Uganda pilot indicates that the support teachers received during data collection was critical in terms of their confidence in their ability to fill out the CFM-TV. In this regard, the training provides teachers and support personnel with an opportunity to test support arrangements.

Depending on your resources and the geographical concentration/dispersion of the schools that you will be working with, you should attempt to put in place a school-by-school support system. Based on the schedule and timeframe of your data collection process, you should have

assistants present at the schools where the teachers are filling out the CFM-TV. This support should cover both the content-related and the technical aspects: for example, the use and functional working order of digital devices. Support systems may also include teachers' groups and peer support using chat-based apps, as was the case in the DiDa pilot in Uganda.

If you do not have resources to provide this type of support system, you should ensure that teachers are equipped to communicate with a smaller team that is available to help with content-related and technical questions that teachers may have. This could be done via phone (calls, messaging apps), but you should ensure that any costs arising from this type of arrangement are factored into your budget. For example, teachers may have to pay for the data they use and the calls they make to reach out to the support team. Your program should therefore ensure that these costs are covered before the start of the data collection process. Also, the support team should be available during the days that have been set aside to collect the data, thus ensuring that they are able to provide timely support.

Regardless of the type of arrangements in place, these assistants should report to field coordinators in charge of supervising operations in several schools. The coordinator's role is to respond to any queries from assistants while liaising with the headmasters/headteachers during the implementation of the data collection campaign. Field coordinators report back to the Data Collection Coordinator.

Finally, depending on the time at your disposal and expertise in data processing, you will act as the contact person and engage with all coordinators on a daily basis throughout the data collection process. If you cannot devote the necessary time to this task or you do not have the expertise required, you will need to designate someone to perform this role as it will be critical in ensuring that your data collection protocol is followed, and that the resulting data are of the requisite quality (see [Section 4.6](#)).

4.5 Data entry

During data collection, teachers will work independently with tablets (or paper questionnaires), taking time to assess each child individually. In some cases, teachers may work with assistants, particularly in cases where they have been just recently appointed to the schools where they work.

Notwithstanding the schedule and time allotted for filling out the CFM-TV, you **should allow teachers to adopt a flexible approach to data collection**. On the days that you have set aside for data collection, teachers should be allowed to carry out this task whenever they feel they have adequate time to so.

Teachers may spread the task over a couple of days, and they will probably take breaks while completing the CFM-TV. Consequently, you should make sure that the data collection schedule takes account of in the flexibility that teachers require to fill out the CFM-TV.

If you opt for a digital data collection, teachers will receive tablets and will use a survey app, which they will have practiced working with during training, to input data. The app should be ready for use and should allow teachers to collect data with and without an internet connection.

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The survey tools should include tick boxes for entering responses. Skip patterns should be included where appropriate, mandatory fields must be indicated, and error messages should be present to guide teachers on what needs to be answered/addressed in order to progress through the form. This will also ensure that there is no missing data. In all cases, teachers' unique IDs will be automatically generated by the system and linked to the information entered about students. This design feature addresses the need to be able to match teachers and students subsequent to the survey.

Once teachers have completed the CFM-TV, the teachers will save the forms on the tablet, even if they are offline. If field support assistants are present in schools, an initial data quality check can already be carried out at this point. Once the data has been, it should be transferred to a centralized information system (as soon as the internet becomes available). The transfer can be performed by teachers, if instructed to do so, or by the assistant, if one is present.

In the Uganda pilot, the completed forms were sent to a secure, encrypted cloud server, with no copy being stored on the tablet after submission to the server. This was done in the name of data confidentiality, to ensure that nobody could access sensitive information.

Please note: this entire procedure, from the use of tablets to survey apps and data transfer, as well as the interaction between the support system and teachers, needs to be field tested before data collection begins.

4.6 Quality assurance

Ensuring the quality and integrity of data should be your paramount concern (see [Additional Material](#) on data responsibility). Hence, the support system that you have designed to support teachers in the self-administration of the CFM-TV will also play a key role in the validation of the data that teachers generate. This will entail several checks at the various levels of the support system chain, which can be divided into four steps.

1. Daily data entry reviews

Coordinators have a key role in maintaining data quality. They will conduct daily reviews of all data entries to identify inconsistencies or anomalies in the data input. Any issues or discrepancies should be promptly addressed and resolved before the data is aggregated with those from other schools and/or transferred to any physical storage or cloud server that is used to store data. This step serves as a crucial initial checkpoint to ensure data accuracy.

2. Verification by data collection coordinators

To provide an additional layer of data quality assurance, the persons acting as data collection field coordinators should conduct a comprehensive daily data quality review. This verification process ensures that data quality is upheld at a higher level. Any discrepancies or issues identified during this review need to be addressed promptly to maintain the integrity of the data.

3. Daily debriefing sessions

Regular debriefing sessions should be conducted between the assistants and coordinators for the following purposes:

- Progress updates: Team members share progress updates, ensuring that everyone is informed about the latest developments in data collection and analysis.
- Discussion of challenges: Challenges and issues encountered during the data collection process are openly discussed, and collaborative solutions are devised. This proactive approach helps in addressing issues promptly.
- Work plan revision: Debriefing sessions enable the work plan to be revised, thus ensuring that data collection remains on track and in line with its objectives. This is vital in terms of maintaining the focus and relevance of the data collection process.

Coordinators should also be given the opportunity to discuss with the Data Collection Coordinator any issues that may have arisen during the data collection process and/or changes in plans. At a minimum, they should provide the Data Collection Coordinator with a daily summary of the data collection process.

The main takeaway is that you need to establish a systematic and rigorous approach to data collection and verification. The guidance above should be viewed as a starting point that should be adapted depending on the number of schools and personnel involved.

This is based on the premise that by fully involving coordinators, assistants the head Data Collection Coordinator in the process, data quality will be maintained. These procedures not only identify, and address issues promptly but also provide a collaborative platform for continuous improvement of the data collection process.

4.7 Use and storage of materials

Secure storage of devices is of vital importance, and keeping tablets, laptops, and other data collection devices in a locked cupboard further helps protect collected data from unauthorized access. All laptops and tablets containing digital data (e.g., datasets) must be protected by log-in passwords.

If you are using paper, the secure storage of paper documents is also important for ensuring the security of sensitive and personal data. To help ensure the physical security of sensitive information at the various stages of the process (classrooms, schools and offices, as the case may be), submission sheets and other paper documents should be stored in a locked cupboard.

Additional support materials

The Centre For Humanitarian Data and the Joint IDP Profiling Service (JIPS), 2021. [Responsible Approaches to Data Sharing](#)

5. Analysis and (future) use

Learning objectives

In this final section of the Guide (Part Five), we will be dealing with the use of data that teachers have generated using the CFM-TV. By the end of this Fifth Part of the Guide, you will have been familiarized with:

- The types of analysis that can be performed with this data and what to do to protect students' and safeguard their privacy;
- The uses that your programs, teachers and schools can make of data.

This last section also includes a short discussion on how the use of the CFM-TV might be scaled up across the education system. As this Guide is based on a set of pilot projects, this section is intended to provide some food for thought going forward. Before it is deployed more generally, this tool needs to be utilized by more teachers and schools.

5.1 Data confidentiality and anonymity

While the issue of data confidentiality and anonymity has been touched on in various sections of this Guide, it needs to be emphasized that these concerns must be treated with the utmost seriousness when it comes to your data collection process. Hence, they should feature prominently in your protocol, which should include strict rules on data archiving, protection and destruction (both digital and paper-based).

At this point in the process, you will have collected your data. If you have carried out data collection digitally, you should have a strict protocol ensuring that only the person(s) who will be tasked with data analysis are able to access to cloud server where your data is being stored. This will both allow you to ensure that the data is secure and to maintain a high level of confidentiality.

Furthermore, access to the database containing individual identifiers must be limited exclusively to the Data Collection Coordinator and your MEL Manager, an arrangement aimed at further reinforcing privacy protection. Any data that might potentially contain sensitive information should be appropriately anonymized, and the final results of the study should not be exploited or used for any personal purposes.

As discussed in the previous section ([Part Four](#)) of the Guide, unique student IDs will be linked to those of data collectors (teachers) to allow an automatic match between students and teachers without any additional personal information being required.

Furthermore, if any data that could potentially be used to identify individual respondents is collected, this data should also be anonymized. All data transfers should be done using secure encrypted systems and should involve an extremely limited number of recipients.

5.2 Analysis: step-by-step

One of the primary benefits of collecting data digitally is the ease with which datasets can be downloaded from a cloud server. Digital data provides greater accessibility and compatibility in terms of further analysis. When downloading data, ensure that it is stored securely and in a way that protects the privacy of the individuals involved. Datasets should be anonymized to comply with data protection regulations.

As you start working with your data, a critical decision you'll need to make is **determining the cut-off for identifying children with disabilities**. The WG suggests the following cut-off: at least one domain indicating “a lot of difficulty” or “cannot do it at all” (and the response “daily” in the case of anxiety and depression). This cut-off is recommended as it is effective in minimizing error when it comes to identifying individuals with disabilities. It is essential to clearly indicate this cut-off when presenting your findings and to adjust it according to the program's specific purpose.

Having decided on your data cut-off point, you can proceed using a binary variable for your analysis, which divides students into two groups: those with and without disabilities. **Using this variable, you can then disaggregate the population you are studying** in order to obtain a more fine-grained picture of the various domains and the severity of difficulties involved. The extent to which you can do this accurately will depend on the size of the student population in your program. Whether you can correlate data on age, gender, refugee or Internally Displaced Person status, and functional difficulties, will depend on your sample size, which should be sufficiently large to draw meaningful conclusions. As noted in [Section 2.5.](#), this will depend primarily on whether the CFM-TV and its data have been integrated into your program's MEAL approach as well as the extent to which this approach was designed to allow for intersectional disaggregation (i.e. combined segmentation by age, gender and disability).

The key statistic that you will be able to obtain with the data generated is the proportion of students with disabilities. This figure is invaluable for gauging the scope of the issue.

If you have collected educational information along with data regarding functional difficulties, **you will be able to conduct a comparative analysis**. For instance, by linking the data you have collected with information on student performance you can measure disparities in educational outcomes between children with and without disabilities. This will enable you to weigh the risks of exclusion and being left behind faced by children with disabilities.

Nonetheless, these results will not offer any insights into the causes of such inequalities. There may be several reasons behind differences in performance between students with and without disabilities. For example, non-inclusive teaching methods, overreliance on summative (versus formative) assessments, non-accessible study materials, etc.

What is important to keep in mind is that **data generated by the CFM-TV will help you monitor how students with disabilities are faring** and whether your program is helping them to progress both academically and in terms of well-being. Once the visibility of these children has been enhanced, you need work with them and teachers to ensure that your program does not leave them behind.

5.3 (Future) use of the CFM-TV (data)

Besides the use of these data for MEL, one of the unexpected outcomes of the Uganda pilot involving teachers' use of the CFM-TV was a reduction in absenteeism. This effect appears to be related to another outcome: increased learner satisfaction and interaction in classroom settings.

This suggests that teachers benefited from the process and used the data and what they had learned to reduce the barriers that made it harder for students to participate and progress. Teachers reported a newfound ability to address students by name, a skill that dissuaded students from skipping classes without valid reasons. The fear of disappointing a teacher who actively demonstrates care and concern thus acts as a deterrent. This effect appears related to a further finding: increased learner satisfaction and interaction in classroom settings. When learners felt supported and valued, they made progress and performed better.

While it is premature to generalize this claim, the Uganda pilot demonstrates that **the CFM-TV can help raise teachers' awareness of practices that make their teaching more inclusive**. In this regard, the experience of teachers in Uganda illustrated the usefulness of such a tool in their schools, and the potential benefit of extending its use at district and even national levels. This broader deployment could greatly aid teacher in their work and help provide children with disabilities with easier access to education. One potential way of achieving this objective might be to incorporate CFM-TV training into an inclusive teaching practices module. Teachers could thus both learn how to identify children's difficulties as well as how to mitigate barriers to learning and participation. This approach should be tested to assess its effectiveness.

An intermediate step in this direction might involve using the CFM-TV at the beginning of each subsequent school year. For example, if teachers adopt more inclusive practices and your program also makes the schools more inclusive and accessible, the types of difficulties detected in the classroom, as well as the levels of such difficulties, might change over time (e.g. new learners with certain types of difficulty might enter the school, or certain problems might be alleviated). It is therefore important to identify these changes. Regular CFM-TV data collection (on a term-by-term or annual basis) would provide you with useful information regarding the progress that children are making in terms of their well-being. This routine may also help reduce the stigma of disability, with teachers realizing that difficulties can be overcome and that their role is key in this process.

Widespread use of the CFM-TV can thus have an effect on school management and planning. From the point of view of data use, it is once again essential to define the cut-off at the outset in line with the objectives of the program. For instance, if the goal is to ensure equitable access to public spaces, the cut-off might be modified to include the response "Some difficulty", thus ensuring that even those with milder difficulties are included. On the other hand, if the purpose is to provide subsidies or allowances, a stricter cut-off may be appropriate, such as "Cannot do at all", as this would enable a more focused targeting of students with severe functional limitations who meet more stringent eligibility criteria. This issue emerges because the WG questions were not designed to diagnose disability.

Beyond the purpose for which they are intended, the use of data for planning at the school level, or some higher administrative level, requires the development of data systems. Any expanded use of the CFM-TV will require rigorous procedures to ensure the protection and management of data, and ultimately of children. Such regulations must specify who is authorized access the data, as well as when and how these data can be used. For example, in the Uganda pilot, teachers were not afforded access to the final set of results. Nonetheless, teachers and administrators may wish to obtain this information. Consequently, this is a critical issue which needs to be addressed at the very beginning of any discussion about expanding the use of the CFM-TV.

Similarly, any attempt at expanding the use of the CFM-TV requires meticulous planning and strategic thinking. This process should encompass data governance, resource mobilization, policy engagement, and skills development. Together, these constitute the basis for a sustainable and inclusive educational model capable of delivering on the transformative potential of the CFM-TV. In this regard, the Uganda pilot was managed and administered by HI in coordination with local authorities. Scaling up the use of the CFM-TV would require that local authorities take ownership of this initiative. Such a project would also entail identifying all the relevant personnel in the various institutions and at the Ministry of Education.

Additional support material

The Centre for Humanitarian Data and the Joint IDP Profiling Service (JIPS), 2021. [Responsible Approaches to Data Sharing](#).

Appendices

Appendix 1: The Child Functioning Module – Teacher Version (Draft, October 2020)

Questions	Answers
<p>CF1. Does [Child's_Second_Name] have difficulty seeing even if he/she is wearing their glasses/lenses?</p> <p>Would you say [Child's_Second_Name] has:</p>	<p>No difficulty</p> <p>Some difficulty</p> <p>A lot of difficulty</p> <p>Cannot do at all</p>
<p>CF2. Does [Child's_Second_Name] have difficulty hearing sounds like peoples' voices or music even if he/she is using his/her hearing aid?</p> <p>Would you say [Child's_Second_Name] has:</p>	<p>No difficulty</p> <p>Some difficulty</p> <p>A lot of difficulty</p> <p>Cannot do at all</p>
<p>CF3. Does [Child's_Second_Name] use any equipment or receive assistance for walking?</p>	<p>Yes</p> <p>No</p>
<p>CF4. without the use of his/her equipment or assistance, does [Child's_Second_Name] have difficulty walking? Would you say [Child's_Second_Name] has...</p>	<p>No difficulty</p> <p>Some difficulty</p> <p>A lot of difficulty</p> <p>Cannot do at all</p>
<p>CF5. When [Child's_Second_Name] speaks, does he/she have difficulty being understood by you or others in this classroom?</p> <p>Would you say [Child's_Second_Name] has:</p>	<p>No difficulty</p> <p>Some difficulty</p> <p>A lot of difficulty</p> <p>Cannot do at all</p>
<p>CF6. Compared with children of the same age, does [Child's_Second_Name] have difficulty learning things?</p> <p>Would you say [Child's_Second_Name] has:</p>	<p>No difficulty</p> <p>Some difficulty</p> <p>A lot of difficulty</p> <p>Cannot do at all</p>

Questions	Answers
<p>CF7. Compared with children of the same age, does [Child's_Second_Name] have difficulty remembering things?</p> <p>Would you say [Child's_Second_Name] has:</p>	<p>No difficulty</p> <p>Some difficulty</p> <p>A lot of difficulty</p> <p>Cannot do at all</p>
<p>CF8. Does [Child's_Second_Name] have difficulty concentrating on an activity that he/she enjoys doing? Would you say [Child's_Second_Name] has:</p>	<p>No difficulty</p> <p>Some difficulty</p> <p>A lot of difficulty</p> <p>Cannot do at all</p>
<p>CF9. Does [Child's_Second_Name] have difficulty accepting changes in his/her routine? Would you say [Child's_Second_Name] has</p>	<p>No difficulty</p> <p>Some difficulty</p> <p>A lot of difficulty</p> <p>Cannot do at all</p>
<p>CF10. Compared with children of the same age, does [Child's_Second_Name] have difficulty controlling his/her behaviour? Would you say [Child's_Second_Name] has:</p>	<p>No difficulty</p> <p>Some difficulty</p> <p>A lot of difficulty</p> <p>Cannot do at all</p>
<p>CF11. Does [Child's_Second_Name] have difficulty making friends? Would you say [Child's_Second_Name] has:</p>	<p>No difficulty</p> <p>Some difficulty</p> <p>A lot of difficulty</p> <p>Cannot do at all</p>
<p>CF12. How often does [Child's_Second_Name] seem very anxious, nervous or worried? Would you say:</p>	<p>Daily</p> <p>Weekly</p> <p>Monthly</p> <p>A few times a year</p> <p>Never</p>
<p>CF13. How often does [Child's_Second_Name] seem very sad or depressed? Would you say:</p>	<p>Daily</p> <p>Weekly</p> <p>Monthly</p> <p>A few times a year</p> <p>Never</p>

Appendix 2: Top Tips for Inclusive Education: Focusing on Children with Disabilities

Numbering	Tip	Description
1	Promote inclusive seating arrangements	<ul style="list-style-type: none"> • Promote group or u-shaped seating to facilitate better interaction and more space for demonstrations and role plays etc. • Group seating arrangements should be used to help children with and without disabilities to learn together and support one another. It is also a more effective way of teaching and promoting debate and discussion. • There should be space for wheelchairs to move around.
2	Communicate effectively with all children	<ul style="list-style-type: none"> • Teachers should make sure all students understand, by using clear language, speaking slowly, and emphasizing key words using gestures and pictures or symbols. • Children with visual, hearing or communication impairments should sit near the front and should be able to see the teachers' face when she/he is speaking. • Teachers should smile and offer multiple choice answers for students who find it difficult to speak in class.
3	Set up buddy systems and child-to-child supports	<ul style="list-style-type: none"> • Child-to-child approaches include “buddy systems” (e.g. helping carry bags), “circle of friends” (supportive friendship groups) and “peer tutoring” in class. (e.g. a designated child explaining tasks again in a simple way) • Teachers help decide which children are best suited to the different roles. Children need to be helpful but should not become mini-teachers! • Children who are buddies or tutors should also be acknowledged for their efforts with special certificates, or simply praise from teachers.
4	Use good teaching strategies	<ul style="list-style-type: none"> • Be aware of the different ways children learn (e.g. visual, tactile, kinesthetic, etc.) • Child-centered teachers use active teaching methods in which children are involved in finding out the answers on their own or in groups. • Avoid using rote learning and dictation. • Fun and active lessons help children learn and engage children with learning difficulties or attention problems.

Numbering	Tip	Description
5	Create accessible and inclusive classrooms	<ul style="list-style-type: none"> • Install ramps, handrails, lower blackboards, large windows (to let in light), accessible toilets and play areas, and tactile edging on steps. • Classrooms should be child-friendly, and ideally a resource room should be available within the school for small groups, specialist support, or for periods of relaxation. • Visual supports in the classroom can help all children follow routines better.
6	Develop inclusive teaching and learning materials	<ul style="list-style-type: none"> • Parents, teachers and students can help make teaching and learning materials in the resource room or elsewhere in school. • Large print or tactile flash cards, use of color coding, visual supports (such as visual timetables or reward charts) can help children with disabilities. • The more concrete learning materials are in the classroom, the easier it is to learn.
7	Work with parents and the community	<ul style="list-style-type: none"> • Parents and community groups need to be involved in changing attitudes in society, and reducing stigma so that children with disabilities are not bullied or isolated when in school. • Teachers and parents should work together to help everyone understand the realities and myths around disability. • PTAs (parent teacher associations) should receive training on inclusive education and be fully inclusive!
8	Differentiate teaching but don't use a different curriculum	<ul style="list-style-type: none"> • Teachers don't need to use a separate curriculum for children with disabilities. • The same topic should be taught to all children, but individual tasks to be completed after the main body of the lesson should be adapted as required. • Some children may be asked to write 2 paragraphs, whereas other may be asked to write 2–3 sentences. • If the child can't yet write they could sort words into the correct order to make a sentence about the topic, or match words to pictures about the same theme. Group activities could also be assigned, and different children could have different roles depending on their abilities.

Collecting Data on Children with Disabilities in Education in Emergency Settings

A Step-By-Step Guide on the Use of the Child Functioning Module – Teacher Version

The step-by-step guide on the use of the Child Functioning Module – Teacher Version is to design and deliver quality training on this questionnaire and to support education stakeholder to collect disability disaggregated data for projects programming and monitoring in emergencies and protracted crisis.



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