



# Disability data in schools in humanitarian settings

## What does research in Uganda tell us?



### Background

While the World Report on Disability estimates that up to 15% of the population has disabilities, collecting accurate disability data remains challenging, often expensive and inaccurate. This data gap is particularly concerning for children and youths with disabilities, making them “politically and socially invisible”, and creating barriers to their access to key services such as education and health. Choosing the appropriate data collection tool is one of the most challenging aspects of disability data collection.

This document presents the results of a research project implemented by Humanity & Inclusion and funded by Education Cannot Wait, which explored reliability of the Child Functioning Module- Teachers Version (CFM-TV) and implications for inclusive education in challenging contexts.

### How was the research conducted?

**Project period:** 2022 - 2023

**Location:** Kyaka II, Kyegegwa District, Uganda

**Targets:** teachers and learners in public primary schools

**Methodology:** Mixed approach based on cognitive interviews with teachers, followed by quantitative surveys to compare two assessments done by the same teachers 3 weeks apart and compare teachers and caregivers’ evaluations; and focus group discussions with teachers

### About the CFM-TV

**Respondant:** teachers

**Learners:** children from 5 to 17 years-old

13 questions

**12 domains:** seeing, hearing, mobility, communication, learning, remembering, concentrating, accepting change, controlling behavior, making friends, anxiety and depression

**Analysis:** children considered with functional limitation when “a lot of difficulty” or “cannot do at all” in at least one domain

### Key Findings

- Teachers’ assessments 3 weeks apart showed a moderate level of reliability. Teachers generate reasonably reliable disability data as proxies.
- No effect of class size and school time period for data collection on teachers’ ability and motivation to assess learners.
- Teachers and caregivers show a very poor level of agreement.
- The research highlight the multifaceted nature of disability identification and the unique perspectives of caregivers and teachers.

#### Benefits at teachers and learners level

CFM-TV assessment by teachers



Teachers’ realization of children’s needs



Teachers’ positive attention & changes, more inclusive practice



Children’s positive reactions and decrease of absence rate



Sense of belonging (“My class”) and increase in the participation of the whole class



### Implications for education stakeholders and practitioners

- A tool to be used in schools, for education purposes
- Having a valid and reliable tool to produce data on children with functional limitation may contribute to improve the quality of learning in humanitarian settings: at teacher level by improving practices; at school level by monitoring the attendance of children with functional limitation; at national and international level by feeding messages.
- More research is still needed, especially to better understand the changes induced by the CFM-TV at teacher and class levels.

