Child Functioning Module
Teacher Version

From research to operationalization
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Our panellists today

1. **Maha Khochen-Bagshaw**, Inclusive Education Specialist at Education Cannot Wait (ECW)
2. **Maurits Spoelder**, Monitoring Manager at Education Cannot Wait (ECW)
3. **Julia McGeown**, Head of Inclusive Education at Humanity & Inclusion (HI)
4. **Aude Brus**, Research Specialist at Humanity & Inclusion (HI)
5. **Yahoko Asai**, Regional Inclusive Education Technical Specialist (Kenya, Uganda, Rwanda) at Humanity & Inclusion (HI)
Maha Khochen-Bagshaw, Inclusive Education Specialist

Maurits Spoeldner, Monitoring Manager
The CFM - TV
Its origins and why we need this research...

Julia McGeown, Head of Inclusive Education
December 12th, 2023
What are the Washington Group questions?

• The Washington Group on Disability Statistics, a global leader on disability data collection, have developed a series of different question sets for the collection of data on persons with disabilities and to maximize the comparability of data on an international basis.

• These questionnaires include the short set on functioning (WG SS - 6 questions) and the extended set (WG ES - 34 questions plus an additional 3 ‘optional’ questions).
The Child Functioning Module (UNICEF/WG)

- The Child functioning module is designed to assess children’s functional difficulties, to produce reliable disability statistics as part of population or household surveys.

- Two forms of the CFM are available: a tool for children of 2-4 years (16 questions) and one for children of 5-17 years (24 questions).

- The CFM was designed to use parents as proxies since they are best placed to answer questions about their child’s functioning.

- Children with disabilities are defined as children at risk of participation restriction because of functional limitations.
The expansion of the CFM...

- NGOs and CSOs such as HI started to see the value of **using the CFM for programming purposes** (when there is suitable access, time, and agreement from parents)

- For example, **the CFM with parents as respondents** can be very **useful in IE projects** when collecting information about “out of school” children (e.g. HI in Sierra Leone)

- It can be used by administrators who **don’t have any medical background, without a long training** and is relatively quick to administer.
**Benefits**

- Quick and easy way to identify children with disabilities or functional limitations
- No medical knowledge is required
- Provides comparable data and has been reliably tested (using cognitive testing)
- Recommended by international guidance

**Common Misunderstandings**

- It is **not** diagnostic. Further or alternative assessment is needed for individuals to be diagnosed with a specific condition.
- Back translations are needed first and take time
- Although it's a relatively quick method of identification, it's still long compared to the short set, and may be too long for some contexts.
- Proper training is important and takes time. This can't be skipped.
How did the CFM teacher version (CFM TV) come about?

- There was a need for a shorter tool that could be used explicitly by teachers when access to parents and caregivers is more challenging, such as in emergencies or in hard-to-reach areas.

- HI started to use the CFM (full version) administered by teachers and school administrators rather than caregivers, to find out information about childrens’ functioning, when it was difficult to ask parents. (e.g. in rural Nepal in schools with hostels)

- There was a desire to create a specific tool designed to be just used by teachers, rather than to use the tools meant for parents and caregivers.
HI’s study on the CFM TV in Senegal

• HI and the WG ran a small-scale applied research, using data from 443 students in Senegal, 2019

• The goal was to contribute to the development and testing of the Child Functioning Module-Teacher Version (CFM-TV)

• The objective of the study was to assess the feasibility and reliability of the CFM-TV

• The disability prevalence was 5.7%, assessed by two groups of teachers to check reliability.
Main Findings from the Senegal study

• Questions on basic functional domains like seeing, hearing, walking and speaking were deemed the simplest.

• Questions that focused on more complex activities like learning, remembering, accepting change to routine, behavior, anxiety and depression were considered “more difficult.”

• Some difficulties and reluctance observed but mainly a positive experience was reported by teachers.

• Training was essential to make this work.

• There was mainly agreement in student assessments between the teachers but there were some examples where the teachers assessed the students differently (only 12 students out of the 443).
What next for the CFM TV?

• **Other NGOS and organisations** such as Sightsavers, Save the Children, USAID and UNICEF, as well as HI, **are running studies** on the CFM TV. A **resource guide will be ready by June 2024**.

• The studies are aiming to answer questions such as “Are teachers reliable and credible informants?”

• “Is there a different trend depending on the type of functional difficulty?”

• “How does the school’s characteristics such as the type of classroom or the teachers’ attitudes etc, impact the results?”

• How possible and feasible is it to administer the CFM TV in a school setting, and what factors make this easier to do?
Where does this Uganda research fit in?

- **ECW** needed to collect data on children with disabilities that’s comparable across programmes, but that is **quick and easy to administer** in **emergency contexts**.

- It’s difficult to gain access to parents and caregivers for long surveys in emergencies and protracted crises.

- **Teachers need to know** more information about the functional difficulties of children within their classes **especially given the additional challenges** of being in **protracted crisis contexts**.

- **HI** also wanted to **test the use of the CFM TV in emergency contexts**. This led to the development of the DIDA project...
Disability Data in Schools

Testing the CFM-TV in emergencies and protracted crisis - Research findings

Aude Brus, Research Specialist, Humanity & Inclusion Federation

Webinar, 12/12/2023
Project presentation

- **Goal**: Generate evidence to explore if the CFM-TV can be used in school systems to generate reliable and updated data in Emergencies and protracted crises - for programmatic purposes

- **Project design**: To ensure continuum from evidence to action, 2 phases:
  - Research phase: does the CFM-TV work well?
  - Uptake phase: when, why and how to use it properly?
Research presentation

- **Objectives:**

  1. Assess comprehensibility of CFM-TV by the target respondents (teachers/children)
     - Do they understand the questions, answers, instructions?

  2. Assess reliability of the CFM-TV
     - Is the measure consistent when repeated under identical conditions?
     - How well the CFM-TV is compared to others instruments and informants (CFM by caregivers, children CFM self-report)?
     - Which factors do impact reporting?

  3. Evaluate the feasibility and practicability of the CFM-TV in real school situations
     - How did the assessments go?
     - What were teachers' strategies to assess children?
Research presentation

- **Location:** Uganda, 1 settlement (Kyaka II)

- **Target:**
  - Primary schools
  - Teachers from P1 to P7 assessing children from 5 to 17 years-old
  - Caregivers
  - Children 12-17 years-old

- **Ethics clearance**
Methodology

- **Design:** Mixed approach
Data collection: some figures

• 1 settlement

• Cognitive interviews: 2 primary schools; 19 teachers and 28 children

• Reliability analysis: 3 primary schools; 21 teachers enrolled; 1926 children matched for teachers' sessions 1 & 2; 412 children matched for teachers’ sessions 1 & 1 and caregivers; 195 children matched for teachers' sessions 1 & 2 and caregivers and self-report

• Feasibility: 3 FGD with 20 teachers, 5 case studies
Main findings

(1) Comprehensibility of the CFM-TV by teachers

- Generally positive, questions described as "user-friendly", relevant to their work environment
- Disparity emerged between questions about difficulties:
  - None or few difficulties: Seeing, Hearing, Mobility
  - Misunderstanding (compared to guidance): Remembering
  - New horizon – not only “visible”: Making friends

Information used to feed the teachers’ training
Main findings

(2) Intra-Observer Reliability of the CFM-TV

• Moderate level of agreement between the two assessments done by the teachers 3 weeks apart

• Teachers generate reasonably reliable disability data as proxies.
Main findings

(3) External factors affecting reliability

- **Class size**: Teachers generally showed determination in assessing students, even with large classes – nevertheless there was potential for guessed answers in cases of uncertainty.

- **Timing of evaluations**: If a window period between the start of the school year and the assessments is indeed necessary (at least 1 month and even more), it may not be necessary to wait longer than this, as teachers in this study were able to assess each learner in their class after a few weeks together.
Main findings

(4) Inter-rater reliability between teachers and caregivers or children

- Caregivers identified more children with difficulties (24.0%) compared to teachers (21.8%) (N=412, Bukere Schools)
- Very limited agreement
- Teachers and caregivers did concur on the absence of any difficulty in any domain for a substantial portion of the children.
- Teachers and Caregivers may agree on the presence of disability but the specific dimensions they identify as challenging can differ based on their roles, experiences, and priorities
Main findings

(5) Unexpected benefits (qualitative component)

- CFM-TV's catalyst effect on inclusive teaching, including positive changes in teacher attitudes and practices, as well as unexpected improvements in learner dynamics and participation.
- Recognition that the tool could be useful, a new opportunity to improve their practice.
Limits

- CFM-TV: a tool still in discussion (draft version tested), more guidance to come

- From local (1 settlement) to global: Impact on generalization of finding

- Kyaka II: an opportunity?
  - Teachers randomly selected but particularly motivated
  - Teachers used to interact and benefit from NGOs/OIs

- Limited samples size & underrepresentation of some domains (such as vision, hearing and mobility) limited statistical analyses.
Conclusion

> **Reliability of CFM-TV**: It showcases how teachers can effectively use the questionnaire to assess students and generate reasonably reliable disability data as proxies. It may bridge a critical gap in disability data collection, especially in contexts marked by emergencies and protracted crises.

> **Benefit of the CFM-TV**: The CFM-TV demonstrates tangible benefits, such as positive changes in teacher attitudes and practices, along with unexpected improvements in learner dynamics and participation.

**Inclusive Education in Challenging Contexts**: the CFM-TV can be a promising tool in supporting inclusive education efforts in such difficult situations.

**Not the end...** other research ongoing and further research needed

**Concrete life of the findings**: design of the operational package
Research deliverables

Please use the link: Disability data in schools in emergency and protracted crisis | HI
Disability Data in Schools

Testing the CFM-TV in emergencies and protracted crisis – Operational package

Yahoko Asai, EAR Regional Inclusive Education Technical Specialist
From research to action!

- CFM-TV has its own benefits over other WG tools including CFM
- Teachers can produce reliable data

**Inclusive Education in Challenging Contexts:** the CFM-TV can be a promising tool in supporting inclusive education efforts in difficult situations.

**Operational package**
Operational package

1) Step-By-Step Guide on the Use of the Child Functioning Module - Teacher Version
2) 3 infographics
3) Frequently Asked Questions
4) Short introductory video
Should I use the CFM-TV?

- You want to plan, monitor and report on children with disabilities in your education in emergencies program, AND
- You have no (quality) data on children with disabilities in education for use in your program.
Step-By-Step Guide

Planning tips

☐ Engage with local stakeholders.
☐ Incorporate data ethics and protection in your data collection protocol.
☐ Translate the CFM-TV into the language that teachers use.
☐ Assess how to use ICT.
☐ Create a data collection support team and train them with teachers.
Step-By-Step Guide

Training teachers

3. Ensure teachers are familiar with your program and its goals.

☐ Raise awareness about the rights-based model of disability (data).

☐ Introduce the CFM-TV, its questions and domains.

☐ Train teachers to become comfortable with CFM-TV questions and answers.
Implementation

- Coordinate with schools and local authorities.
- Have contingency plans in place.
- Give teachers time to fill out the CFM-TV.
- Ensure teachers have support for technical and content-related issues during data entry.
- Check data quality.
Step-By-Step Guide

Data analysis, use and scaling up

☐ Ensure data confidentiality and anonymity.

☐ Define a cut-off for your data disaggregation.

☐ Repeat the exercise (more schools and/or every year)
Quality disability data
More inclusive education programming

This is the first step we all have to take to realize the right to education for every child with disabilities.