Child Functioning Module Teacher Version

From research to operationalization

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- Participants are invited to type any questions or comments in the chat box. These will be addressed during the Q&A session or answered in writing.

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 Spoelder, Monitoring Manager

Journal articles

Measuring Child Functioning: The UNICEF/Washington Group Module

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).

Do you have difficulty seeing, even if wearing glasses?

Do you have difficulty hearing even if using a hearing aid?

Do you have difficulty walking or climbing steps?

Do you have difficulty remembering or concentrating?

Do you have difficulty (with self-care such as) washing all over or dressing?

Using your usual language, do you have difficulty communicating or being understood?

Washington Group on Disability Statistics

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.**

≡ Journal articles

Measuring Child Functioning: The UNICEF/Washington Group Module

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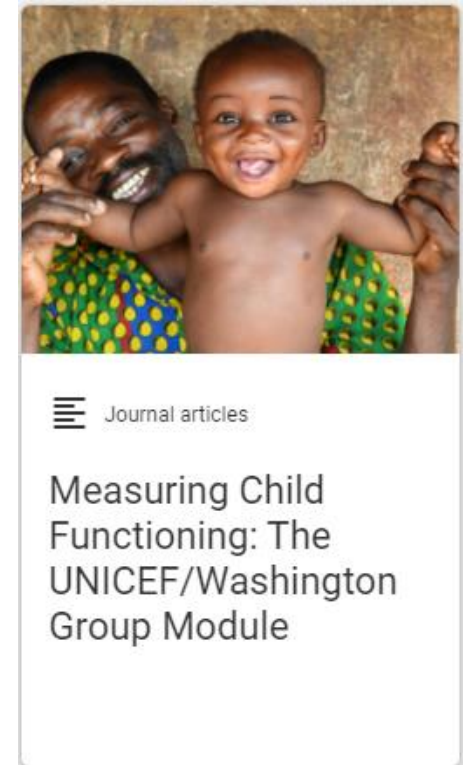
The expansion of the CFM…

- 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 <u>not</u> 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.

humanity
&inclusion

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.

Research & Study Collection
From project

Testing a teacher version of the Unicef/Washington Group
Child Functioning Module (CFM-TV) in Senegal

West Africa Program
2019

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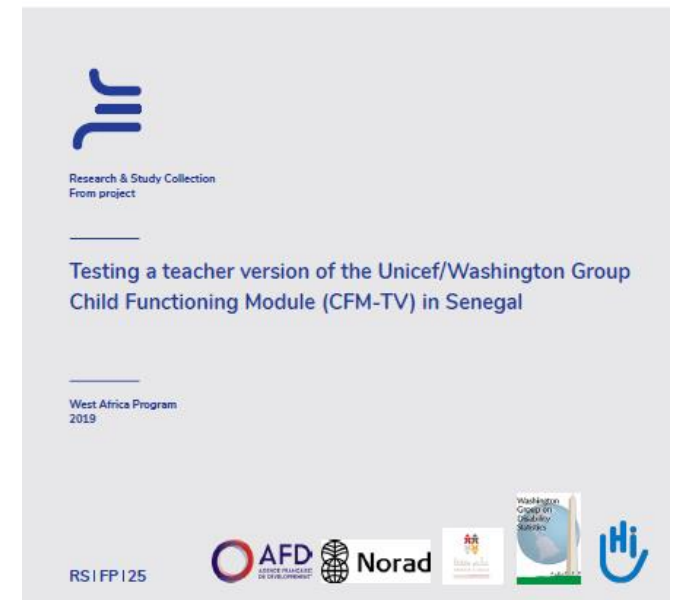
Main Findings from the Senegal study

- 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)* 12

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 **administe**r 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…

Project presentation

o **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

o **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

o **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

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

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

o **Ethics clearance**

Methodology

o **Design:** Mixed approach

Teachers: Cognitive testing → Assessment 1 & exit survey (CFM-TV) → 3 weeks → Assessment 2 & exit survey (CFM-TV) → Focus Groups & Case Studies — English

Caregivers: Survey (CFM)

Children: Cognitive testing → Survey (CFM)

Swahili, Kinyabwisha Runyankoré
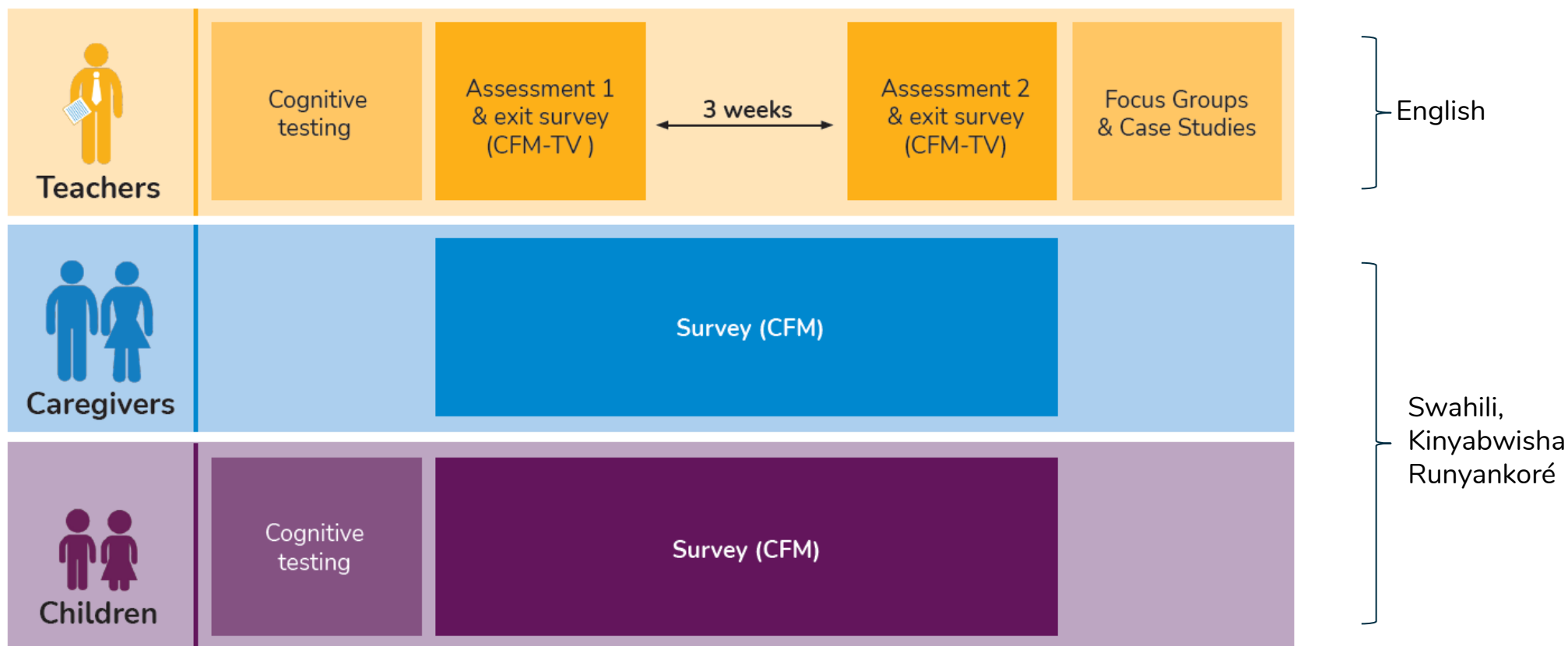
Data collection: some figures

- 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

- Feasability: 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.

[3 weeks]

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
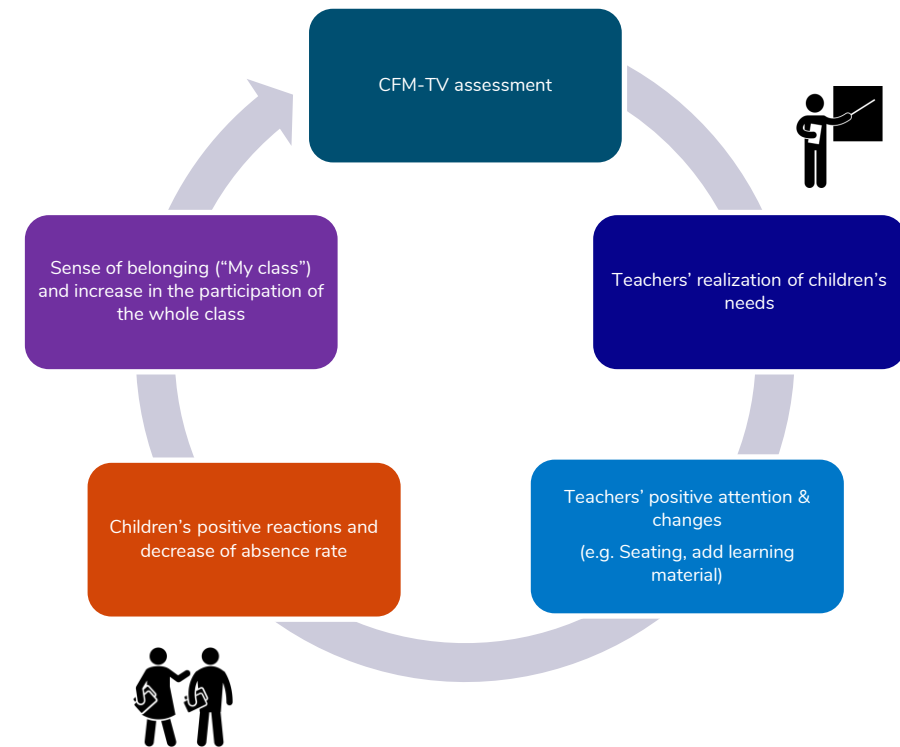
- Caregivers identified more children with difficulties (24.0%) compared to teachers (21.8%) (N=412, Bukere Schools)

- 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

Focus on learning & ability to adapt to change

Focus on sensory & communication difficulties, well-being

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

CFM-TV assessment

Teachers' realization of children's needs

Teachers' positive attention & changes

(e.g. Seating, add learning material)

Children's positive reactions and decrease of absence rate

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

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**

Step-By-Step Guide

A Step-by-Step Guide on the Use of the Child Functioning Module – Teacher Version (CFM-TV)
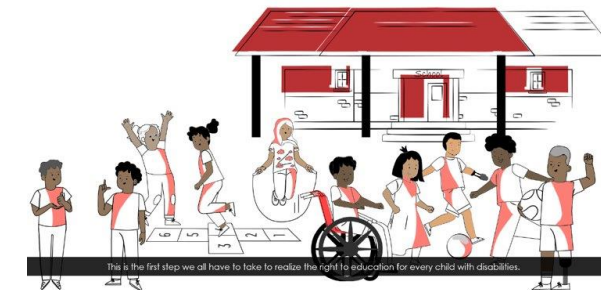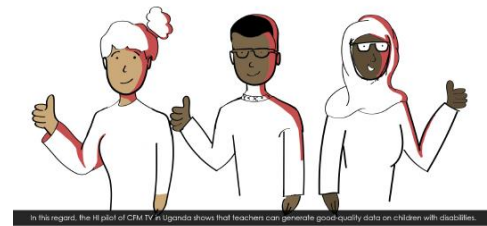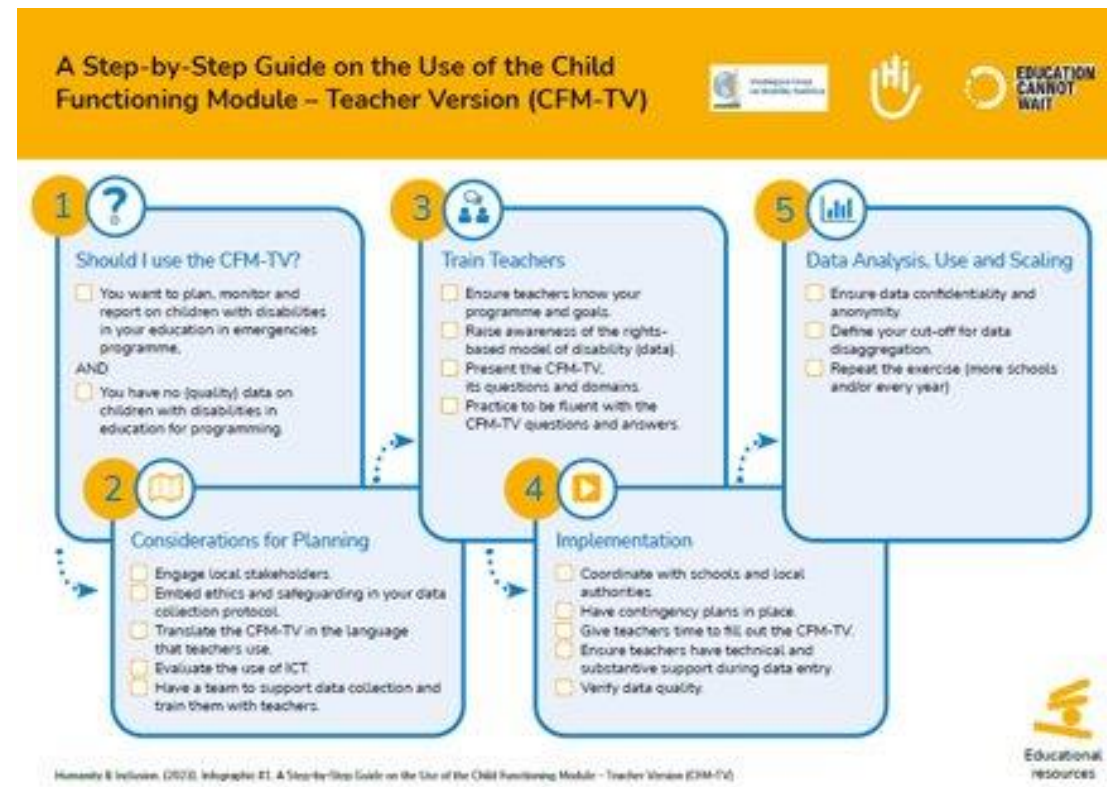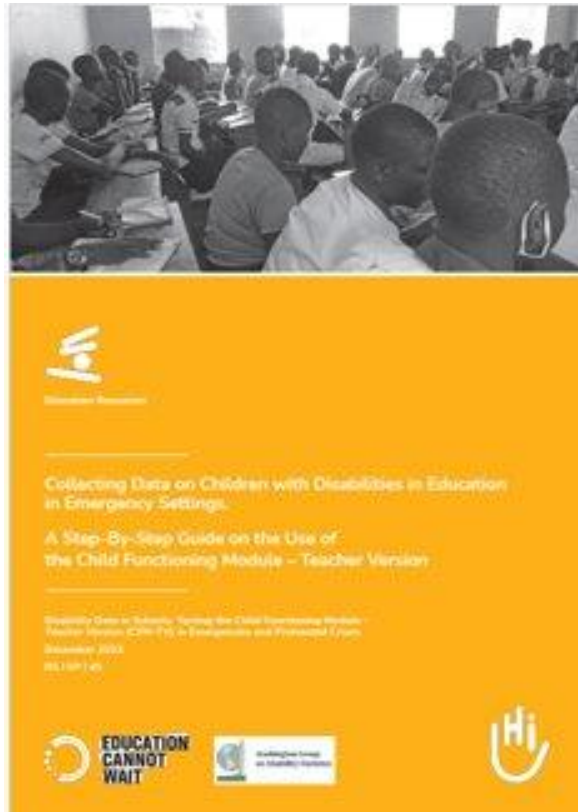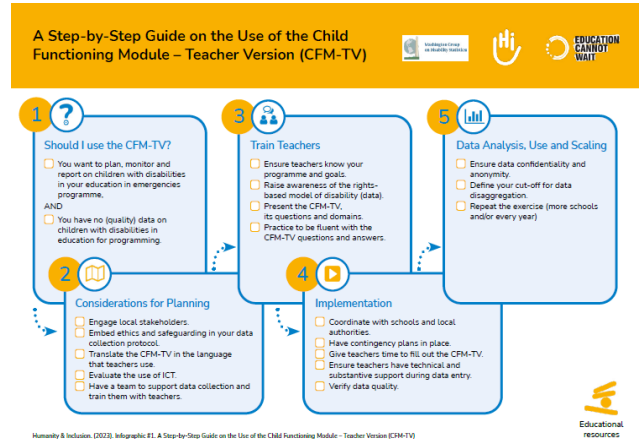
1

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.
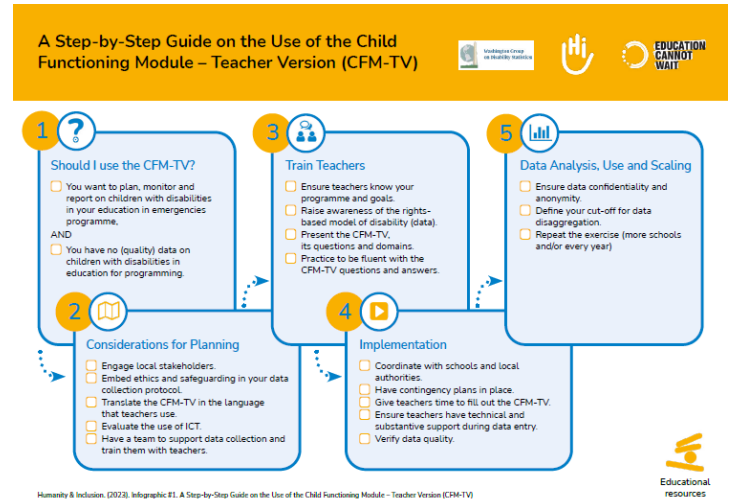
Step-By-Step Guide

2

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 the use ICT.

- ☐ Create a data collection support team and train them with teachers.

Step-By-Step Guide

Humanity & Inclusion. (2023). Infographic #1. A Step-by-Step Guide on the Use of the Child Functioning Module – Teacher Version (CFM-TV)

3

Training teachers

☐ 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.

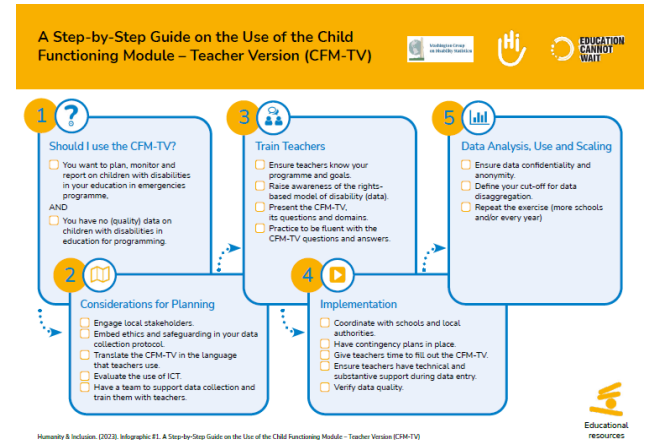☐ Train teachers to become comfortable with CFM-TV questions and answers.
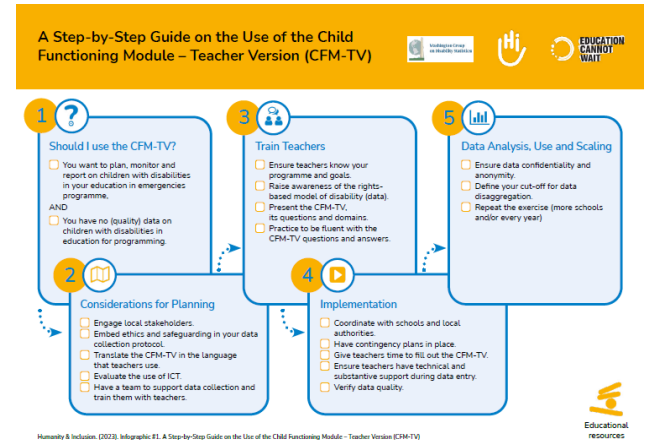
Step-By-Step Guide

4

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.
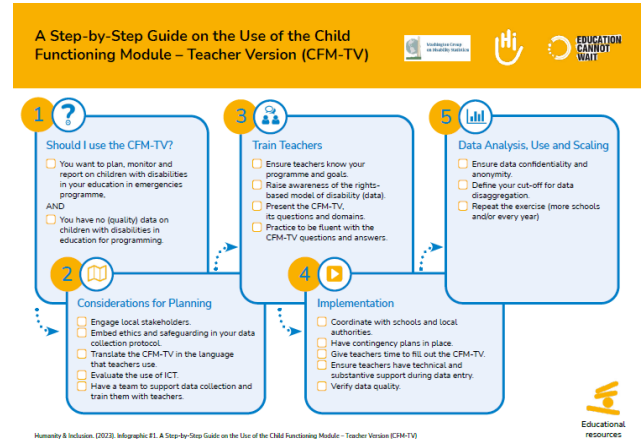- [ ] Check data quality.

A Step-by-Step Guide on the Use of the Child Functioning Module – Teacher Version (CFM-TV)

Step-By-Step Guide

A Step-by-Step Guide on the Use of the Child Functioning Module – Teacher Version (CFM-TV)

5

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.