



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



Buenos Aires, 2019/09/25



# Context

## HI Project presentation

- Multi-countries inclusive education project: 11 countries
- Goal: Equitable access to education
- Focus: out of schools and in school children with disabilities (primary & secondary)

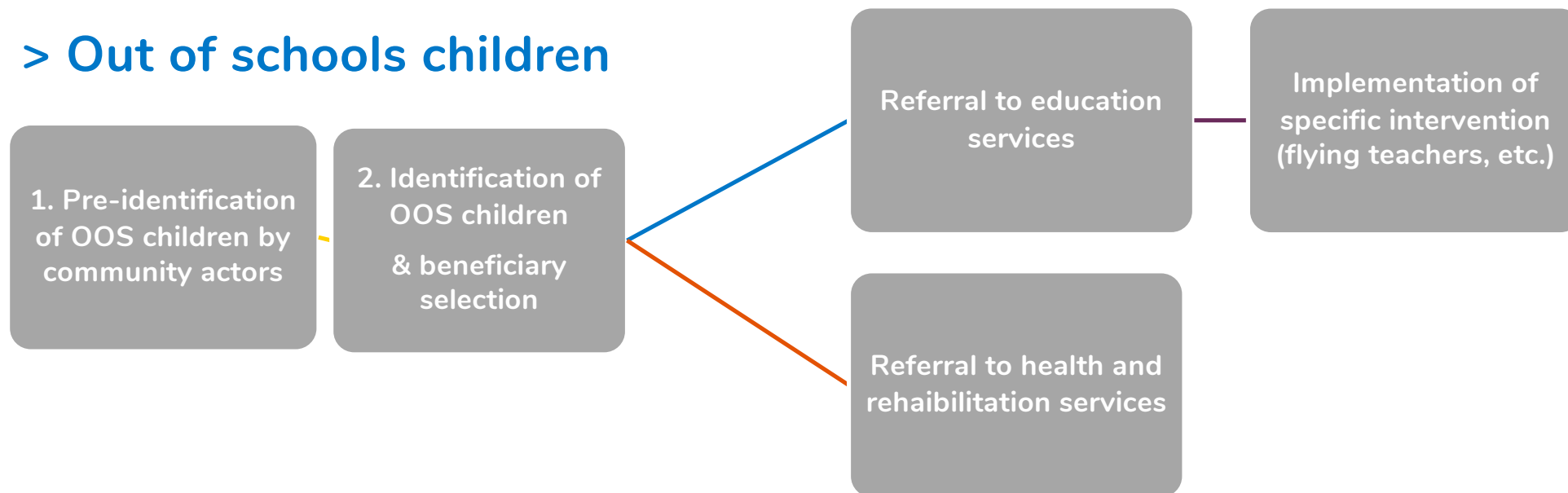


SDG4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

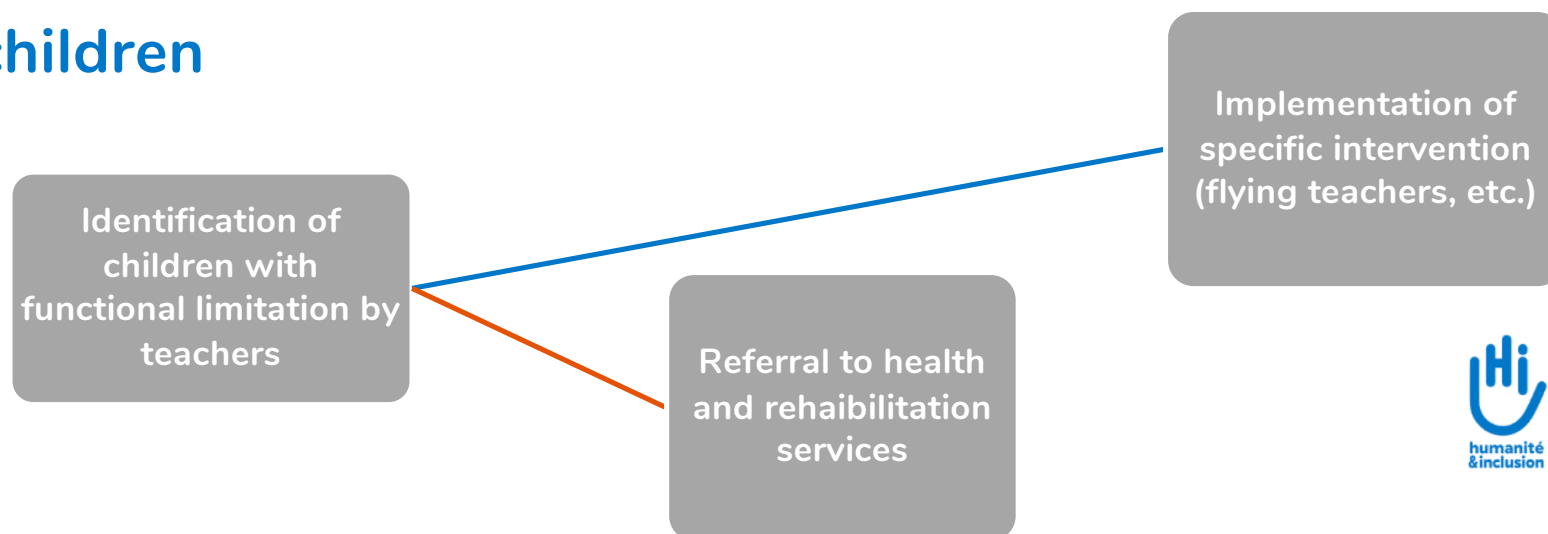


- Intervention: Ensure a continuum between identification and referral for further assessment and services

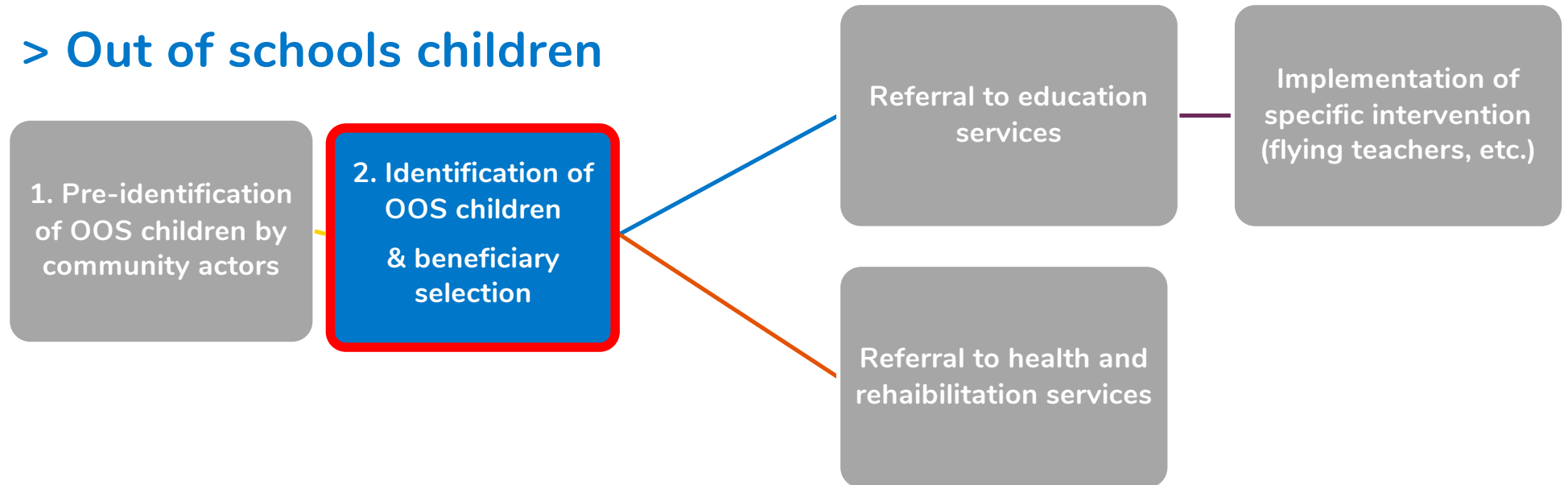
## > Out of schools children



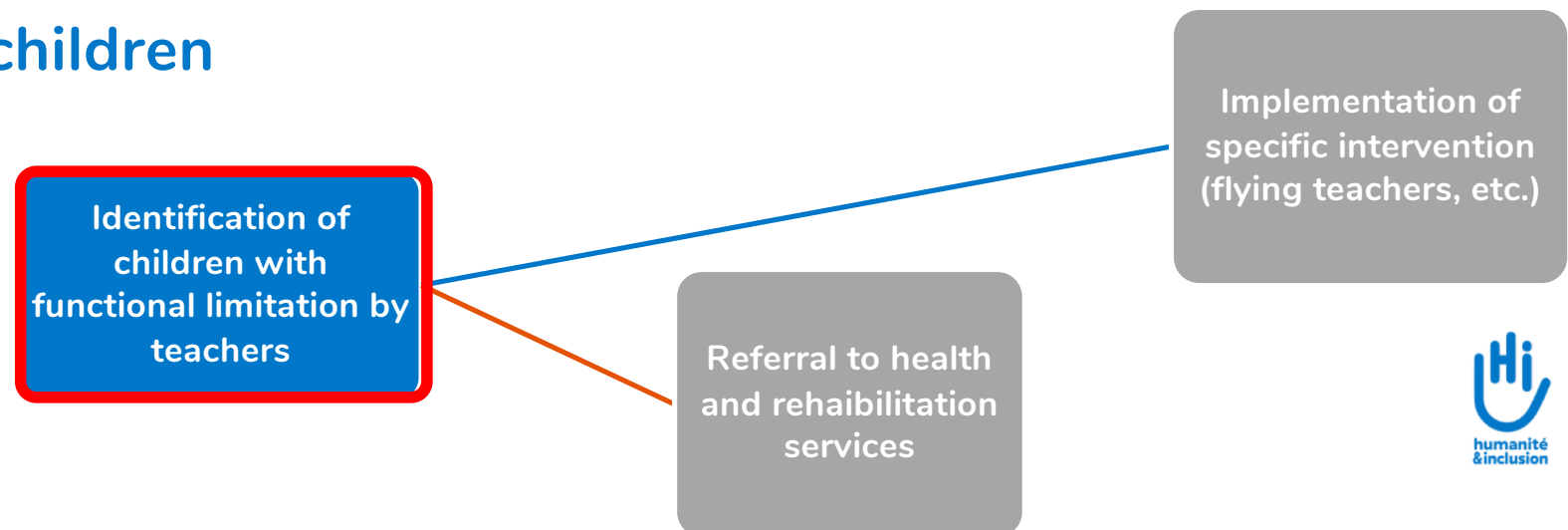
## > In school children



## > Out of schools children



## > In school children



# Context

## Research presentation

- Small-scale applied research
- Senegal, Spring of 2019



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# Objectives

## Goal

- Contribute to the development and testing of the Child Functioning Module-Teacher Version (CFM-TV)

## Specific objectives

- Assess the reliability of the CFM-TV  
i.e. interrater reliability: comparison of results from the same children screened by two different teachers
- Assess the feasibility/practicability of the CFM-TV in real school/classroom situations.

# Methodology

**Who:** Teachers in secondary schools

**How:** Mixed approach

- Qualitative component: 8 teachers

Based on individual debriefings + 2 FGDs after having fill the form

- Quantitative component:

443 students assessed by 10 teachers

Amongst them: 245 students assessed twice by different teachers

# Ethics



Source: Studies and research at Handicap International: Promoting ethical data management, HI Collection



# Sample presentation

- > Mean age = 14,8 years
- > Female students : 59.2%. Males students: 40.8%
- > Disability prevalence : 5.7%

(Child Functioning Module : having a *lot of difficulty* or *cannot do at all* on any of the questions CF1 to CF 11, or was assessed to have feeling of anxiety or depression *daily* was determined as having disability)

# Main findings

## Single assessments by teacher

- ✓ Teachers were able to assess students
- ✓  $\approx$  one – two minutes per student



# Main findings

## Single assessments by teacher

**Limitation 1- Some domains more difficult to be assessed:**  
difficulty accepting changes to routine, difficulty controlling behavior, difficulty making friends and aspects of anxiety and depression.

**Why?** in secondary schools, several teachers per classroom  
> They have limited individual time with students  
> This is challenging identifying more complex functional domains

# Main findings

## Single assessments by teacher

### Limitation 2- Misunderstanding of the exercise and its goal

'Concentration' and some other categories were too often interpreted as a pedagogical assessment of the child instead of his general functionality

### Limitation 3- Consolidation table difficult to fill.

# Main findings

## Comparing Teacher Domain Assessments

- ✓ Compare teachers assessments for agreement/ disagreement by pairs : 4 classes
- ✓ Disagreement = 1 teacher classified a student as having a lot of difficulty or cannot do at all, and the other one classified the same student as having some difficulty.
- ✓ Some differences observed but **agreement in student assessments between teachers was far more likely than disagreement.**



# Main findings

## Positive side effects



- ✓ An effective tool to identify student with specific needs

At least 1 student “newly identified” in each school

- ✓ A “fresh” look on students

*“There were students I had never really seen (in the sense of observed) until I was asked to fill in this questionnaire”*

# Conclusions & Perspectives

- Difficulties and reluctance observed but **positive experience** and positive impact reported by teachers themselves
- **Training is essential** on disability understanding, data collection & report procedures, methodology and the role of the teacher to ensure the data quality
- **Be familiar with student is a key success factor**  
In primary school, a teacher is responsible for a class of pupils on a full-time basis and therefore has a closer relationship with them. More challenging in secondary schools (end of the year)
- **More research required** to further test the CFM/TV at a larger scale

# Gracias!



Research & Study Collection  
From project

Testing a teacher version of the Unicef/Washington Group  
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