



A feasibility study of the CFM-TV in schools in Sierra Leone

CIES 2024

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Objective and research questions

Objective

From the perspective of a disability-inclusive Education Management Information System (EMIS): assess feasibility of using a standardised tool (CFM-TV) to identify children with functional difficulties attending schools in Sierra Leone

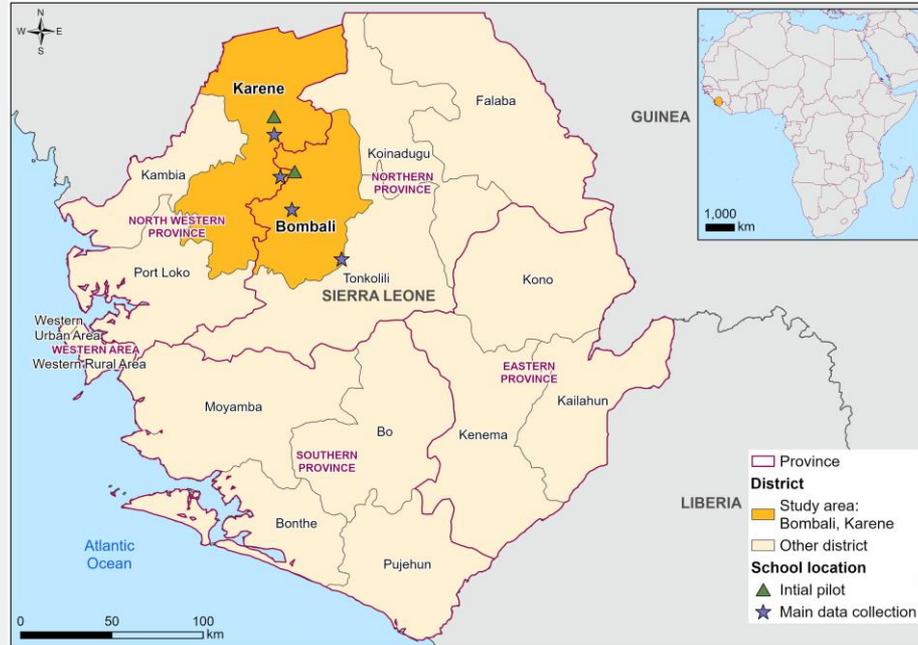
Research questions

- Acceptability and feasibility of CFM-TV?
- Nature of information generated about functional difficulty prevalence, type and severity?
- Value of data to teachers, schools and education stakeholders?

Study location – northern Sierra Leone

**Pilot in one school
each in Bombali and
Karene districts**

**Main data collection
in 4 schools,
equally distributed
by district and level**



Study design

Initial pilot of tools

- 12 teachers, divided into pairs
- Teachers in each pair independently assessed the same 30 children
- Total of 180 children assessed
- Calculated overall prevalence and levels of agreement between teachers
- Interviews and focus group discussions with teachers

Main study data collection

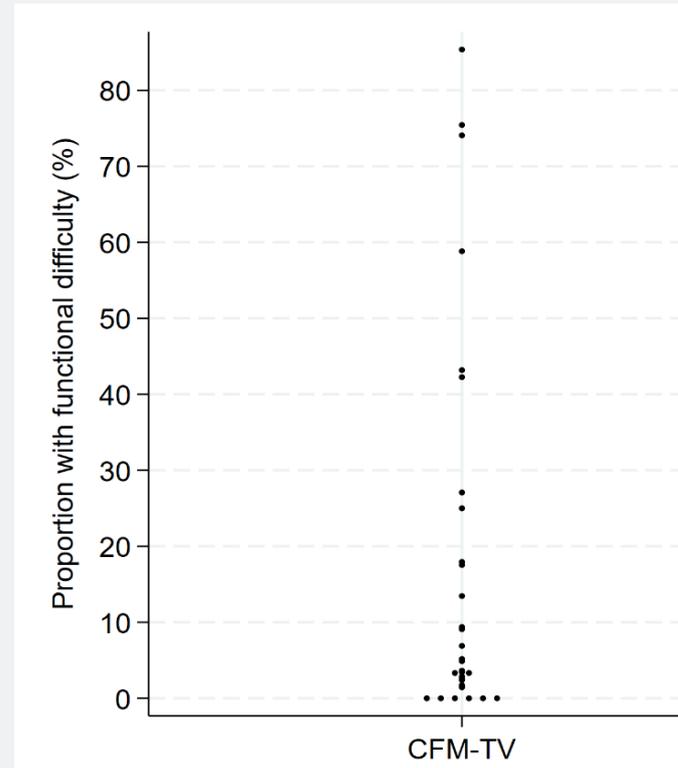
- All class teachers (N=35) at 2 primary & 2 junior secondary schools
- 3-day training: disability; CFM-TV; data collection plans
- Paper-based assessment of all children (N=1 830), drawing on knowledge/registers
- Calculated prevalence and distribution of functional difficulty
- Interviews and focus group discussions

Results: Initial pilot

Domain	Teacher feedback	% disagreement	Prevalence
Seeing	Easy	2.8%	0.6%
Hearing	Easy	1.7%	1.1%
Mobility	Easy	1.7%	1.1%
Communication	Fairly easy	9.4%	0.0%
Learning	Harder	13.9%	0.6%
Remembering	Harder	21.1%	5.6%
Concentrating	Harder	11.7%	2.2%
Accepting change	Harder	16.7%	3.9%
Controlling behaviour	Fairly easy	18.9%	2.8%
Making friends	Harder	10.6%	2.2%
Anxiety	Hardest	28.3%	5.6%
Depression	Hardest	28.3%	5.0%
Overall	--	43.3%	18.9%

Results: Main study data collection

Domain	CFM-TV
Seeing	0.9%
Hearing	0.1%
Mobility	0.2%
Communication	0.9%
Learning	2.6%
Remembering	2.9%
Concentrating	1.0%
Accepting change	2.8%
Controlling their behaviour	1.6%
Making friends	1.1%
Anxiety	5.3%
Depression	4.0%
Any functional difficulty	14.9%



Conclusions

- CFM-TV was broadly acceptable and feasible, but:
 - Some concerns about length and complexity; some domains challenging
 - High teacher and school-level variability, despite extensive training
 - Some learners out of age range in all study schools
- Teachers found the assessments valuable in better understanding children's challenges and learning needs, but:
 - Teachers need to be supported with training in meeting needs
 - Referral mechanisms to assess health conditions and impairments are critical
- Value of data generated needs to be balanced with cost and complexity of collection
- Integration of any disability data into EMIS requires strengthening of data systems, and creation of individual child-level records
 - Risks around confidentiality and stigma will require management

Thank you



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