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ALL CHILDREN READING: A GRAND CHALLENGE FOR DEVELOPMENT

CFM–TV VALIDITY STUDY

Data on early grade learners with disabilities is not widely available. However, a new tool, called the Child Functioning Module- Teacher Version (CFM-TV) may prove useful in obtaining such data. The CFM-TV Validity Study in Nepal will explore how the CFM-TV performs when implemented by teachers. This study will contribute to global evidence on the usefulness of the CFM-TV for providing data on learners with disabilities in school settings.

OBJECTIVES
Determine under what circumstances CFM-TV results are adequate to be used to report aggregated reading outcomes disaggregated by disability status.

METHODS
This mixed methods study will obtain validity data through cognitive interviews, surveys, key informant interviews, and review of existing data. Analysis will focus on understanding the influence of teachers', caregivers' and medical personnel's interpretation of tools on results.

QUESTIONS
- What are teachers' interpretations of the CFM-TV questions?
- To what extent are teacher ratings on the CFM-TV influenced by teacher and school characteristics?
- How consistent are learners' functional difficulty/disability classifications as identified by the CFM-TV, CFM and medical screeners?

TOOLS
CFM-TV, Cognitive Interview Protocol, Teacher Key Informant Interview Protocol (KII), Teacher Survey, CFM Parent Survey, Medical Screeners, and Medical Screener Administrator KII Protocol

CONTEXT
Approximately 48 primary schools across 5 provinces in Nepal where ACR GCD awardees and/or World Vision are currently implementing inclusive education programming. Data collection will begin in 2022, no less than three months after the start of the academic year.

Expected Deliverables: A final technical report summarizing findings, recommendations, and conclusions from the CFM-TV validity study will be available in 2023 and dissemination events will follow.

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