Collecting Qualitative Data from Children with Disabilities

in

Emergency Contexts

Case Study & How To Guide

THE CHALLENGE

Humanitarian organisations working in emergencies have limited data about children with disabilities and their access to education, and data that does exist rarely captures the nuances of the barriers faced by children with disabilities.

THE SOLUTION

Inclusive and accessible qualitative data collection to build a real understanding of the needs of children with disabilities and their families in emergency settings and deliver evidence-based programming and advocacy.

Overview

Children with disabilities face significant barriers to accessing inclusive education in emergency (EiE) contexts, but the real experiences of children and parents accessing or being excluded from accessing EiE are often hidden from the humanitarian organisations designing programming.

In 2024, Inclusion International surveyed 125 humanitarian actors working in the EiE space to better understand the data humanitarian actors are using to shape their work. Of the survey respondents, just 49.9% reported that they believed that the education services that they provide are accessible to children with disabilities. This percentage was lower for children with intellectual disabilities (42.5%) and sensory disabilities (33.3%).

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One key reason for the lack of confidence that EiE delivery actors had about the inclusion of children with disabilities in their education programming is a lack of data. This is a result of a number of different factors. One factor is difficulty locating children with disabilities to collect data from - nearly 20% of respondents reported that identification is a challenge, and some noted that they are more likely to have data on children with physical disabilities because they are easier to identify than children with disabilities from marginalised groups. Another factor is the time and resource pressure in emergency situations. The need to respond and develop programming quickly means that humanitarian organisations rarely have the time or resources to collect qualitative data from children with disabilities and families. Without this data, they struggle to explore the nuances of the children's experiences in education or understand the details about the barriers they face.

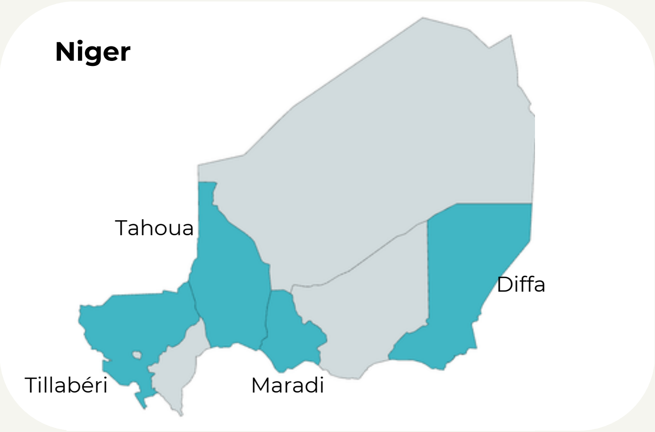
These challenges, among others, mean that data about EiE does not generally capture the experiences of children with disabilities and their families. This absence from data has the greatest impact on children facing multiple forms of marginalisation, including, but not limited to, children with intellectual disabilities, children with complex needs, girls with disabilities, children with disabilities not enrolled in schools and children with disabilities whose parent(s) also have disabilities. Ultimately, these data gaps result in policies and programmes that fail to respond to the barriers faced by children with disabilities and their families, particularly those who are most at risk of exclusion from schools in the first place.

To begin to address these gaps, this case study shares strategies for collecting the lived experiences of children with disabilities and their families on EiE through inclusive and accessible qualitative data collection.

Collecting Data from Children and Parents about Education in Emergencies: A Case Study

This case study looks at the methodology used to collect qualitative data from children with disabilities and their caregivers living through protracted crises in Colombia and Niger in 2024.

In the target regions in Colombia and Niger, children with disabilities and their families are living through multiple crises - armed conflict, internal displacement, an influx of refugees from neighbouring Venezuela (in the case of Colombia) or Nigeria and Mali (in the case of Niger), and increased vulnerability to climate shocks. Protracted crises have put pressure on education systems in places where access to education for children with disabilities was already limited, and many children with disabilities are out of school.



Humanitarian actors working in these regions reported a lack of data about children with disabilities, and a lack of data about the barriers that affect their access to EiE. Humanitarian organisations in these regions are in need of nuanced information about the barriers that children with disabilities face to better inform their programming - and this information is best sourced directly from children with disabilities and their caregivers.

This case study presents the methodology for collecting qualitative data from children with disabilities and their parents living in emergency contexts used by Inclusion International, the International Disability Alliance, and their national partners Asdown Colombia and the Fédération Nigérienne des Personnes Handicapées through work supported by Education Cannot Wait.

Through this qualitative data collection, 80 school-aged children with disabilities and 80 family members of school-aged children with disabilities in the Maradi, Tillabéri, Diffa, and Tahoua regions of Niger and the Arauca, Chocó, Norte de Santander, and Nariño regions in Colombia shared their experiences to inform more inclusive education in emergency situations.

This data collection exercise collected experiences of children with disabilities and their caregivers from different backgrounds - reaching internally displaced people, refugees, and members of host communities, and reaching both children with disabilities who have been accessing education and children with disabilities who had never attended school pre- or post-displacement.

Why should humanitarian actors collect qualitative data from children with disabilities and their families directly?

Quantitative data is key for delivering education in emergency (EiE) programmes - humanitarian actors need to understand how many children their programmes aim to serve, and their demographic differences that might impact service delivery.

But quantitative data rarely provides the nuanced understanding of the real barriers that children with disabilities and their families face that humanitarian organisations need to deliver the most effective programming.

Many of the barriers faced by children with disabilities accessing and progressing through education systems are difficult to capture through numbers - the best way to understand the reality of exclusion from EiE is hearing experiences and anecdotes directly from children themselves, and from their caregivers.

Given the additional safeguarding and accessibility requirements that come with consulting and collecting data from children, many organisations shy away from speaking to children directly about their experiences. But listening to children's voices is key to shaping inclusive EiE - school-aged children with disabilities can provide nuanced insights into their daily realities that quantitative data misses, such as the social isolation of struggling to make friends, lack of belonging, fear of bullying, or the emotional impact of integration or exclusion. And not all barriers that children face when accessing education will be immediately visible to the adults around them - children with disabilities can speak to these experiences most authentically. Ultimately, children with disabilities have the right to express their views on matters that affect them - this right is set out in the Convention on the Rights of the Child (CRC) and the Convention on the Rights of Persons with Disabilities (CRPD), and affirms that children should be provided with support appropriate to their age and disability to be able to exercise that right. Humanitarian organisations collecting data to inform EiE programmes have a key role to play in upholding this right, by making sure that children with disabilities have the opportunity to raise their voices and share their experiences and feedback to inform accessible and inclusive programming that impacts them.

Similarly, the voices of families are essential in building inclusive EiE programming. Family members and other caregivers are the primary supporters and advocates of children with disabilities. In emergency contexts, parents are the ones navigating complex, disrupted systems to secure support and school enrollment for their children. They engage with humanitarian workers, school administrators, and teachers directly, as well as having an intimate perspective on the barriers their child is facing trying to access education. Family members and caregivers are able to provide critical context on systemic barriers, as well as offer a holistic view of the crisis impact on the child. Listening to the family's perspective allows humanitarian actors to design comprehensive interventions that support the child's inclusion in schools or temporary learning spaces while also considering the needs of the whole family and the support that families need to be a good supporter - which is essential for enabling the child's right to education.

Importantly, voices of children with disabilities and voices of their family members should be collected in tandem - understanding the perspectives of one group is not a substitute for understanding the perspectives of the other. The most effective EiE programming is built based on the real experiences of both children with disabilities and their families.

Who should collect data about children with disabilities?

Organisations of Persons with Disabilities (OPDs) are key allies for humanitarian organisations that want to collect data with children with disabilities and their families.

Collecting information from children with disabilities in emergency contexts involves heightened risks, particularly around safeguarding as children may share triggering experiences of stigma, exclusion, and potential harm. Local OPDs have a fundamental understanding of this context - with their members often experiencing that same stigma and exclusion themselves as persons with disabilities living in a challenging environment. OPDs as data collection partners for humanitarian actors bring lived experience and a stronger reach to connect with families' and children with disabilities' experiences.

From the earliest stages, OPDs can bring essential value to the design of data collection processes and to the identification of key questions. With their understanding of the barriers in their context and their own lived experiences, partners from OPDs can ensure that questions asked go beyond just identification of impairments and surface-level barriers to capture the full range of barriers children with disabilities face - whether physical, attitudinal, communication or systemic - in all of their complexity. OPD-led approaches tend to uncover the why behind exclusion - stigma from teachers, the intersection between disability, gender and displacement, fear within families and so on.

The understanding of the local community dynamics and trust networks that OPDs bring allows them to reach families that might be out of the humanitarian actors' reach. In Inclusion International's 2024 survey of humanitarian actors, many organisations reported that families of children with disabilities do not trust organisations that are collecting data and that families hide children with disabilities, afraid that they will face discrimination - 40% of respondents identified this stigma and discrimination as a barrier to data collection. OPDs in these cases can help identify children who might otherwise remain invisible, including those who are isolated within households or excluded from education systems, either through their own membership or through their connections in the community.

People with disabilities from the local community who understand that experience of stigma can put families at ease when they are in a role as a data collector or interviewer - children and families that feel understood are more able to open up and share key insights that will inform more effective programming. These more inclusive interactions build trust with participants, leading to richer and more accurate data.

Accessibility is essential for data collection with both children with disabilities and their family members, and OPDs bring a wealth of experience with accessibility from their own work with their members with disabilities.

They can support the development of accessible materials - such as Braille or easy-to-read formats and bring insight into how to adapt informed consent processes to ensure accessibility - particularly OPDs that represent people with intellectual disabilities, who are familiar with the use of easy to understand language. Importantly, OPD representatives are able to administer data collection tools in relevant languages for children with disabilities participating in the interviews - for example, administering an interview in sign language - and have a strong understanding of how to deliver inclusive consultations using frameworks like Listen Include Respect.

While working with OPDs in data collection brings all of these key benefits to humanitarian actors looking to collect data from children with disabilities and their families, it is important to note that in many areas where emergencies are taking place, local OPDs may not exist. In some cases, there may be informal groups that exist, like a peer support group of adults with disabilities or a loose network of parents of children with disabilities who connect with each other. In other cases, there may be no formal or informal groups. Where there are not obvious OPD partners (formal or informal) to turn to, there are often individuals with disabilities in the community who play convening roles. Tapping into the networks and expertise of individual local leaders with disabilities can be just as effective for identification of children and parents for data collection and for building a rapport based on lived experiences. Local authorities or regional or national OPDs can often help connect humanitarian organisations to individual leaders with disabilities where formal OPDs do not exist.

Methodology for Inclusive and Accessible Data Collection

The data collection methodology was designed by a coalition of global and national organisations of persons with disabilities (OPDs), and validated both by the Catalyst for Inclusive Education - a team of international inclusive education experts coordinated by Inclusion International, and the International Disability Alliance's Inclusive Education Task Team - a global team representing people with disabilities from different impairment groups.

This data collection exercise with children with disabilities and their parents was based on three grounding principles:

Informed by OPD Leadership	***Rooted in Inclusive Methods***	***Ethical and Safe***
Local organisations of persons with disabilities (OPDs) and local leaders with disabilities where OPDs do not exist are at the center of data collection about the experiences of people with disabilities. Their familiarity with children and families with disabilities in their community and their understanding of local contexts makes them best positioned to lead local data collection and ensure appropriateness of data collection materials.	Data collection must work for a diverse group of children with disabilities and their families - ranging in age, disability, gender, ethnic background, and other factors. Interviews with children and their parents were designed to incorporate different ways to connect with the interviewee and different ways to communicate their thoughts and experiences.	Child-friendly informed consent and safeguarding was a key design principle, ensuring that data collection methods represented the dignity, privacy, and well-being of children with disabilities living through emergency situations. Ensuring families understood how the data collection was connected to the broader humanitarian ecosystem in their community was also essential. The methodology was designed to align with UNICEF's Procedure on Ethical Standards in Research, Evaluation, Data Collection and Analysis.

The data collection team went through the following process to create and deliver on an inclusive and accessible data collection procedure to understand the experiences of children with disabilities and their families about EiE.

Designing questions based on real needs

As a precursor to data collection with children and parents, the project surveyed 125 humanitarian actors working on EiE with the goal of understanding what the organisations delivering support in emergency contexts saw as the key gaps. The data collection revealed incomplete data about the experiences of children with disabilities in education, and difficulty identifying and collecting data about the barriers they face. Responses from humanitarian actors were reviewed by national, regional, and global OPDs collectively, who began building out a set of 4 top-level questions that both responded to the needs of humanitarian actors and would also be a strong framework for digging into the nuances of the experiences of both children with disabilities and their parents.

What barriers are there for children with disabilities in accessing education in emergencies?

What has the experience been of children with disabilities accessing education in emergency contexts?

How does the educational experience change for children with disabilities when they live through an emergency situation?

What can humanitarian organisations do better to secure inclusive education in emergencies for children with disabilities?

Identify Data Sources

The project aimed to understand the perspectives of both children with disabilities living in emergency contexts and their parents, and worked to find a strategy for qualitative data collection that would be suitable for both groups.

One-on-one interviews were identified as the most effective strategy for collecting information from children and parents, and they allowed for each interviewee to build a personal rapport with their interviewers, and provided greater flexibility to make accessibility adjustments to the interview as needed. Interviews were planned to be conducted one-on-one with an interviewer and the child with a disability, with a parent or caregiver present to observe. A notetaker working with the interviewer will also be in the room as an observer. While limitations come with the inclusion of the child's parent in the room during the interview, this was essential for safeguarding.

Focus groups were also considered as an alternative method, but given the sensitive and potentially triggering nature of discussions about exclusion from school the project team felt this would be most appropriate in a one-on-one context with the parent available for support. Security risks that come with gathering large groups in areas affected by protracted crises were also a factor.

Build Data Collection Tools

In developing the interview guides, the project team wanted to ensure that a variety of different methods were used to collect information so that children could respond in ways that work for them. Once the set of questions was developed, some questions were transformed into vignettes of a child with a disability's experience which would allow children to speak about barriers and feelings in a less vulnerable way, and other questions aiming to collect information about feelings and perceptions with framed around creative expression, like the use of drawings or songs to communicate ideas. The interview guide for parents was developed as a more conventional interview, asking adapted versions of the same questions from an adult's perspective without the song, drawing, or other data collection methods. Limited personal data was also collected in order to disaggregate the experiences collected. The UNICEF Child Functioning set of questions were used to disaggregate the data based on disability. Recognising that the UNICEF Child Functioning Module (CFM) has difficulty capturing the experiences of some marginalised groups of children with disabilities, such as children with intellectual disability, an additional question based on self-identification or identification by the parent was built in to validate the data from the CFM. Additionally, the Washington Group short set were also used for the parent interviews, to capture and disaggregate based on parents who themselves had a disability. Additional questions were built in that allowed data to be disaggregated based on gender, country of origin, family makeup, and age/grade level.

Validating Tools with Global and Local Experts

The validation process began with translation of the data collection package into Spanish and French for a final review by OPD partners in Colombia and Niger, who ensured questions were appropriate and relevant to local contexts. As the OPD partners in Colombia and Niger were already involved in the process of developing the materials, this functioned primarily as a final check on language and last-minute context adjustments.

Teams of global experts then reviewed the data collection tools - first the Catalyst for Inclusive Education - a team of international inclusive education experts - and then the International Disability Alliance's Inclusive Education Task Team - a global team representing people with disabilities from different impairment groups who ensured that the experiences of all children with disabilities (including those from marginalised groups) were captured. This review brought in expertise and lessons from other emergency contexts outside of Colombia and Niger, and also ensuring that OPDs representing different impairment groups who were not part of the original tool development at the national level could validate the content and key questions - with particular attention to ensuring that all of the barriers children with diverse disabilities might encounter are captured by the content.

The final step in validation was the pilot phase, where OPD leaders in Colombia and Niger did a practice run with the data collection tools, to identify any points that confused the respondent, needed clarification, or disrupted the flow of the interview.

Identify Interviewees

Respondents to the interviews would be children with disabilities in the Maradi, Tillabéri, Diffa, and Tahoua regions of Niger and the Arauca, Chocó, Norte de Santander, and Nariño regions in Colombia. Few actors working in these regions had a full picture of children with disabilities in the area - there was a reported lack of clarity on the number of children with disabilities, their locations, and their needs. Referrals from humanitarian actors, local OPDs, and local leaders with disabilities were used to identify children and parents to interview. The data collection process aimed to interview 80 children and 80 parents. An increase in the sample size would have required a larger budget and a standalone identification phase of the project to find larger numbers of children with disabilities not known to their community. For children, the sample was limited to adolescent children (ranging from ages 10 to 17). This age range was selected because this group would be more likely to have memories of both the education system in their home country/region and the education they are accessing currently while displaced. Stratified sampling was used to ensure that there was representation of different impairment groups in the sample. Children with sensory disabilities will make up a larger portion of the sample because this category includes children with visual impairments, children with hearing impairments, Deaf children, and children with deafblindness. Children with intellectual disabilities will also make up a larger portion of the sample because they are the most likely to be excluded from education.

Train Data Collectors

To create an environment where both children and parents participating in the interviews felt understood and safe to share their experiences, people with disabilities from local OPDs were trained to lead the data collection.

OPDs in the regions were identified based on a scoping of OPDs that was conducted through the project, and asked to nominate individuals to support the data collection. Data collectors from a diverse array of impairment groups were selected, to ensure as many children and parents as possible could be interviewed by someone with a disability and lived experience of barriers similar to their own. Data collectors did not need to have prior research experience, as they would receive training, materials, and coaching to get them ready to participate in the interviews. The participating OPDs were also paid for their team’s work as data collectors.

All OPD representatives who would take part in data gathering participated in a day-long in-person training session prior to beginning any data collection. The training was led by leaders from national level OPDs who participated in developing the methodology and interview guides. The training covered:

- Goal of the project and key questions the data collection seeks to answer
- Review of the interview guide
- Rules and procedures for conducting interviews with children, including principles of UNICEF's procedure on ethical standards in data collection
- Safeguarding rules
- Guidance on data privacy and how to ensure anonymity
- How to handle a disclosure about abuse and referral options
- Training on the consent forms and how to explain rights and options to participants
- Guidance on how to deliver the completed interview notes
- Interview roleplays, where facilitators could practice their interviews and get feedback and support to strengthen skills

Training was delivered in local languages in the communities where the data collection was to take place. Following the training, the data collectors were also provided with a detailed facilitation guide that gave them additional materials to prepare for the interview, conduct guidance, materials needed, a role description, how to engage with a child’s support person and ensure they were not speaking for the child, and more.

Administer Consent Forms

In line with ethical data collection principles, the purpose of the data collection, basic information about the project that the data collection is part of, and clear information about how any data will be used are presented to the interviewees before any data collection begins.

Consent forms were developed to be as easy to understand as possible. They use accessible language, which was reviewed by people with intellectual disabilities prior to use to validate that the language was suitably accessible. Data collectors were trained to present the consent form verbally, and although in work with children the parent or guardian signs the consent form on the child's behalf, the children were also asked to sign directly and give their informed consent as part of the process as well.

The consent form used for children with disabilities and for parents of children with disabilities are linked here as Annex A.

Conduct interviews

Data collectors with disabilities conducted the interviews with children with disabilities in community spaces, including schools. They were supported by a notetaker, and by the child's parent or guardian who was present during the interview. Similarly, interviews with parents were conducted with the support of a notetaker.

Interviews were conducted in Spanish in Colombia, and in 4 local languages in the 4 regions of Niger. The use of local languages later created challenges and additional costs for finding translation services in order to get a complete dataset in one language, but was essential for ensuring children and parents could participate in the language they were most comfortable with.

Interviews were audio recorded and transcribed, with transcriptions cross-checked against interviewer notes in a standardized note-taking form.

The interview guide used for children with disabilities is linked here as Annex B, and the interview guide for parents of children with disabilities is linked here as Annex C.

Share recommendations

Organisations collecting information from children with disabilities and their families about the barriers that impact their access to education have the information needed to take action to remove those barriers. After collecting nuanced information about barriers, organisations have an obligation to try to respond to needs - taking direct action to remove the barriers in their programming, or passing on information about barriers to be removed and direct recommendations from children and parents to organisations that can use it.

The report based on the recommendations that children with disabilities and their families in Colombia and Niger shared with the humanitarian sector through this data collection exercise is available in Inclusion International's Resource Library.

Outcomes

The methodology's emphasis on using the expertise of OPDs at all levels to create an inclusive set of tools to collect data from children with disabilities and their families was effective in building a nuanced dataset about the real barriers that children with disabilities face accessing EiE.

80 school-aged children with disabilities and 80 family members of school-aged children with disabilities in the Maradi, Tillabéri, Diffa, and Tahoua regions of Niger and the Arauca, Chocó, Norte de Santander, and Nariño regions in Colombia participated in interviews.

Through their strong rapport with their interviewers with disabilities, the children and parents shared their experiences with accessing education and attending school. Many children shared negative experiences with teachers and peers, feelings of isolation inside and outside of the classroom, and their exclusion from learning - but others also shared examples of good support from families and friends in the classroom. Parents shared fears about exclusion, real experiences of discrimination, and emphasized the additional support that families need to be allies for inclusive education.

This data collection work achieved its key goals:

★ **Identifying the barriers that children with disabilities and their families face accessing education in emergencies**

Children with disabilities and their families shared numerous examples of the barriers they face accessing inclusive EiE. These experiences range from barriers to enrollment and attendance to barriers related to learning and support at school, to attitudinal barriers and other community-wide trends that impact their access to education. Children with disabilities and their families helped create a qualitative dataset that provides a comprehensive overview of the barriers that humanitarian organisations need to address to provide inclusive EiE.

★ **Building a set of recommendations for humanitarian actors**

Children with disabilities and their families didn’t only share the barriers and challenges they experienced with access to inclusive education - they shared what humanitarian organisations need to do differently in their delivery of EiE work. These recommendations will be communicated back to organisations active in the regions where the interviews took place, improving the programmes that the children and families take part in in their communities.

Beyond the original goals of the data collection, the methodology also had additional positive outcomes:

★ **Building the confidence of children with disabilities and their parents**

Children with disabilities are not often asked about their opinions directly, and many of the parents of children with disabilities who took part had never experienced being asked what challenges they were facing and what support they needed either. Engaging children and parents in data collection for the first time and giving them space to talk about the real challenges they are facing - many for the first time - helped build confidence among the respondents and encouraged them to speak up and ask for what they need when engaging with the organisations that support education and support families in their region.

★ **Building the capacity of local OPDs on data collection**

Many of the local leaders with disabilities who were representing their OPD as part of the data collection team were new to data collection. Whilst they had a wealth of lived experience with the barriers they were collecting information from children about and had experience connecting with children with disabilities and their family members through their network, many had never participated in large scale data collection before. Access to training in ethical and child-friendly data collection practices and practical experience delivering interviews with support from national level OPDs helped the local team build new skills in data collection that can strengthen their advocacy work going forward.

Helping humanitarian organisations working in the regions connect with OPDs

Many of the local OPD representatives who worked on the data gathering teams had never worked with humanitarian actors before, and humanitarian actors active in the region were not familiar with local OPDs and with local leaders with disabilities. Participation in the data gathering also connected local OPD leaders and individual leaders with disabilities to Multi-Year Resilience Programmes (MYRPs) active in the area, each group's partnership with national OPDs lending the other credibility and building a base of trust that can be taken forward in future partnerships.

Cheat Sheet for Qualitative Data Collection with Children with Disabilities and their Families

This data collection methodology for families in emergency situations was successful because it was delivered in partnership with local persons with disabilities who understand the context, used creative methods for engaging children, and focused on inclusive and accessible methodologies.

The data collection methodology can be summarised with:

Do's	*Don'ts*
Partner with people with disabilities from local OPDs to facilitate interviews	Use interviewers who don't understand the interviewee's local context or experience of disability
Collect data in local languages	Interview through interpreters, which disrupts rapport with the interviewee
Ensure accessibility of the data tools	Develop consent forms or data tools that use complicated language
Speak to children with disabilities directly and speak to family members of children directly	Assume that speaking only to children and speaking only to parents will present a complete picture
Allow interviewees to communicate their experiences in different ways	Rely only on verbal communication for responding to interview questions
Validate methodology with OPDs	Build data collection systems without lived experience informing methodology

What works?

Organisations looking to replicate this data collection to understand the experiences of children with disabilities about EiE should consider these fundamental design elements:

- **OPD Partnership**
  Organisations of persons with disabilities are made up of and led by people with disabilities and their families themselves - they have a wealth of experience not only in the thematic areas that organisations work on like inclusive education, but also in the methodologies they use to connect with their membership. Engaging OPDs in data collection with people with disabilities ensures nuanced research questions, data collection guides that capture real barriers, and improved access to and rapport with people with disabilities in the community.

- **Think of the experiences of children with disabilities and their families as complementary**
  Children with disabilities are best positioned to speak to their real experiences accessing education, and parents of children with disabilities who are often their primary advocates are essential for understanding systemic barriers their children face. Research and data collection about the experiences of children with disabilities should always connect with both parents and children - not one or the other.

- **Use a variety of methods for respondents to share their experiences**
  Blend a variety of data collection methods to help everyone participate in a way that is comfortable to them - storytelling, drawing, connecting with vignettes, and other strategies work together to build an interview methodology that engages with every participant in a way that works for them. This approach accommodated many different communication styles and helped children open up and build confidence through the conversation.

- **Design for accessibility**
  Accessibility is essential for ensuring that children with disabilities and their families can engage with data collection. Design forms and information about the research in easy to understand language as a baseline and adapt it to alternative formats like Braille or large print to support access. Support respondents to engage with the interviews in a way that is accessible to them - whether that is an interviewer fluent in the local sign language delivering the interview directly in sign, or encouraging interviewers to use local languages if that is most comfortable for the interviewee.

For more information about how to replicate this qualitative data collection with children with disabilities in emergency contexts, contact Inclusion International at info@inclusion-international.org.

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