

# Data on Children with Disabilities

Recommended Questions for Tuvalu EMIS

## 1. Background

Tuvalu ratified the Convention on the Rights of Persons with Disabilities (CRPD) on 18<sup>th</sup> December, 2013 as well as the Convention on the Rights of the Child (CRC) on 22<sup>nd</sup> November, 1995

### Definition of Disability

“Those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others” (Article 1, CRPD)

Education is one of the most effective ways to break the cycle of discrimination and poverty that children with disabilities and their families often face

### CRPD focuses on this in Article 24 which calls for children with disabilities to have access to

“an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live. This includes the provision of reasonable accommodations to children’s needs along with adequate support to maximize economic and social development.”

## 2. Rationale for including information on disabilities in EMIS

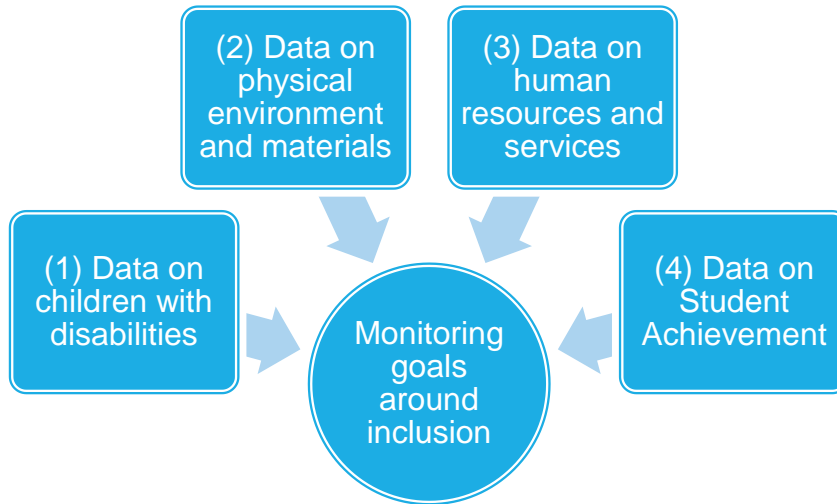
- A country cannot facilitate policy development and evaluation in regards to the goals of the CRPD unless it has relevant, high quality data capable of performing these tasks.
- Inclusive education is about ensuring learning and participation. Teachers, therefore, need to know how impairments affect participation and what can be done to minimize their impact.
- Recommending an approach that is compatible with the International Classification of Functioning, Disability and Health (ICF), led by the World Health Organization. This framework provides a language to describe disability in the context of environmental factors and barriers and is an international framework, allows for cross-country comparability.

### 3. Objective of the document

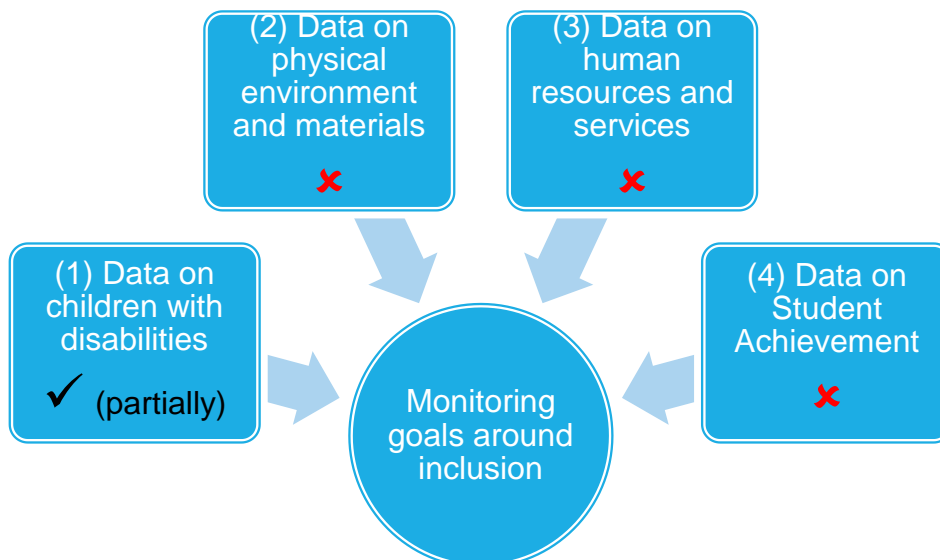
Recommend the minimum set of questions to identify children with difficulties/ disabilities for inclusion in TEMIS so schools and Ministry can get a full picture of inclusivity in its education system

### 4. Different Categories of Information to be captured in EMIS

These categories have been recommended for CPRD implementation and monitoring



What is being collected right now in Tuvalu EMIS?



## 5. Recommended Questions for each Information Category

### 5(a) - Data on children with disabilities/difficulties

#### *Disabilities by Grade Level*

**Question Number One: Compared with children of the same age, how many children are enrolled in the school with difficulties in the following areas?**

Type of Difficulty	Some Difficulty	A lot of difficulty
Vision (when wearing glasses if child uses glasses)		
Hearing (when using hearing aid if child uses hearing aid)		
Gross Motor (e.g. walking or climbing steps, usage of big body parts like leg, hands)		
Fine Motor (e.g. - writing or fastening clothes, using smaller body parts like fingers, tongue etc.)		
Intellectual (e.g. - learning, reasoning, problem solving)		
Communication (understanding and being understood by others in native language)		
Behavior and socialization (interpersonal, self-esteem, follows rules, responsibility, no anger or aggression, makes and keeps friends)		

#### *Recording Multiple Disabilities by Grade Level*

**Question Number Two: How many children enrolled in a particular grade/year have difficulties in the areas mentioned in the table above?**

Number of areas that a particular child faces difficulty in
One area
Two Areas
Three Areas
Four Years
Five Areas
Six Areas
Seven Areas
Total

*The Kind of Information Generated from the Questions:*

**Data broken down by:**

- Scope of disability issue
- Severity of disability issue
- Gender
- Enrolment type (regular, transfer, dropout)
- Enrolment type breakdown of children with severe disabilities
- Geographic Location (Island)
- Level of school (ECCE/Primary/Secondary)

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***Important Note for Schools***

*Records need to be maintained at the school level by individual student for each grade level by the TEACHER (not head teacher or ICT person). When entering into TEMIS system, it needs to be consolidated/grouped by grade level.*

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## 5(b) - Data on physical environment and materials

### *School Accessibility*

#### **Question Number Three: Access into the school**

<b>School Accessibility</b>	<b>Yes =1 ; No = 0</b>
Are there steps leading up to the main entrance of the school?	
If yes, is there a ramp in good condition for a student on a wheelchair to use?	
Is the main entrance of the school wide enough for a student on a wheelchair to use?	

### *Toilet and Water Source Accessibility*

#### **Question Number Four: Access to Toilets and Water Sources (Both Student and Teacher toilets)**

<b>Toilet Accessibility</b>	Total number of toilets	Total number of FUNCTIONAL toilets	Total number of <b>ACCESSIBLE</b> toilets
Communal toilets (not specified for girls or boys)			
Girls only			
Boys only			
Teachers only			
<b>Water Source Accessibility</b>	Yes=1; No=0		
Are drinking water facilities accessible to children with physical disabilities?			

### *Accessibility of facilities*

#### **Question Number Five: Do children with disabilities/difficulties have equal access to school facilities**

Different School Facilities	Availability (0=Not applicable, Yes=1, No=2)	Accessibility for students with difficulties/disabilities (0=Not applicable, Yes=1, No=2)
Principal/Head Teacher Room		
Vice Principal/Assistant Head Teacher Room		
Teacher Staff Room		
Computer/ICT Lab		
Any co-curricular activity room		
First Aid/Sick/Nurse Room		
Teacher Quarters		
Science Lab		
School Library		
Recreational and Sports Equipment		
Water Sources		
Classroom Boards		

**Data broken down by:**

- Geographic Location (Island)
- Level of school (ECCE/Primary/Secondary)
- Availability vs Accessibility (for all school facilities)
- Functionality vs. Accessibility (for toilet facilities)

### 5(c) - Data on human resources and services

#### Teacher capacity

**Question Number Six: Does your school have sufficient teacher capacity to cope with children with difficulties and disabilities?**

Questions on Teacher Capacity	Answer (number)
How many teachers in your school received <b>pre-service training</b> on teaching children with disabilities?	
In the past year, how many teachers received <b>in-service training</b> on teaching children with disabilities	
Do teachers have access to specialists for teaching children with? (Yes=1, No=2)	
If yes, how many are in your school?	
If yes, how many are located outside your school?	

#### Special provisions made by school/teacher to cater to children with difficulties and disabilities

**Question Number Seven: Does your school make any adaptations to learning for children with disabilities/difficulties?**

Adaptations made to learning by the teacher/school for children with difficulties/disabilities?	0=No Need for this ; 1 = Yes, we do this ; 2 = Not done but there might be a need
a. Student sits close to the board or teacher	
b. Printed materials are enlarged	
c. Printed materials are provided in Braille	
d. Physical education (sport) activities and games are modified	
e. Modifying the lesson, or reducing the complexity of the lesson for the child	
f. Sign language interpreters are available for learning and other school activities	
g. Additional time provided for assessments	
h. Personal assistance provided during assessments	
i. Special training outside school hours is made available	

**Data broken down by:**

- Geographic Location (Island)
- Level of school (ECCE/Primary/Secondary)
- Extent of adaptations made by schools

**5(d) - Data on student achievement**

*Achievement levels of students with difficulties/disabilities on standardized examinations*

**Question Number Eight: How are children with difficulties/disabilities performing on Tuvalu's standardized examinations?**

NYEE Pass Rate
TJC Pass Rate
TSSC Pass Rate
TUSTA Literacy Achievement Level
TUSTA Numeracy Achievement Level
PILNA Achievement Level

**Data disaggregated by**

- Geographic Location (Island)
- Gender
- Severity of disability
- Multiplicity of disability
- Transition Rate
- Repetition Rate



## Feedback Form on Proposed Disability Questions

Name of School: \_\_\_\_\_

Question	General Feedback/Comments	What aspects of this question do you require FURTHER TRAINING on?	What aspects of this question do you need FURTHER CLARIFICATION on?	What aspects of this question is IRRELEVANT for Tuvalu context?
Compared with children of the same age, how many children are enrolled in the school with difficulties in the following areas?				
How many children enrolled in a particular grade/year have difficulties in the areas mentioned in the table above?				
Access into the school				

Access to Toilets and Water Sources (Both Student and Teacher toilets)				
Access to School Facilities				
Does your school have sufficient teacher capacity to cope with children with difficulties and disabilities?				
Does your school make any adaptations to learning for children with disabilities/difficulties?				
How children with difficulties/disabilities are performing on Tuvalu's standardized examinations?				