

Education Management Information Systems and Children with Disabilities

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Pacific
Community
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Agenda for today's presentation

- 1. Definition of Disability**
- 2. Disability in the context of human rights**
- 3. Collecting data on child disabilities**
- 4. The Need for Disability Indicators in EMIS Systems**
- 5. Guide to including disability data in an EMIS**
- 6. Activity work - review proposed questions for TV**

Definition of Disability

**What is your understanding of the term
'disability'?**



Definition of disability continued...

“Persons with disabilities include 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” (CRPD)

Move away from a ‘medical’ approach to a medical + bio-social approach of disabilities:

- ✓ The body functions and structures of people.
- ✓ The activities people do and the life areas in which they participate.
- ✓ The factors in their environment that affect these experiences.

Disability in the context of human rights



- Adopted in 1989, Tuvalu ratified it in 1995
- social, economic, cultural, civil, political and protective rights of children
- right to education on the basis of equality of opportunity
- Promote the fullest possible development of the child
- all rights to every child without discrimination, including on the grounds of disability
- access education in a manner that promotes their social inclusion



- Adopted in 2007, Tuvalu ratified it in 2013
- Not new rights but same rights for people with disabilities
- “focused on inclusive education at all levels” as a RIGHT
- Aims to remove barriers to realizing rights of people with disabilities
- More protection, stronger voice for children with disabilities

Collecting data on disabilities

Household
Census

Specific
Surveys on
Disability

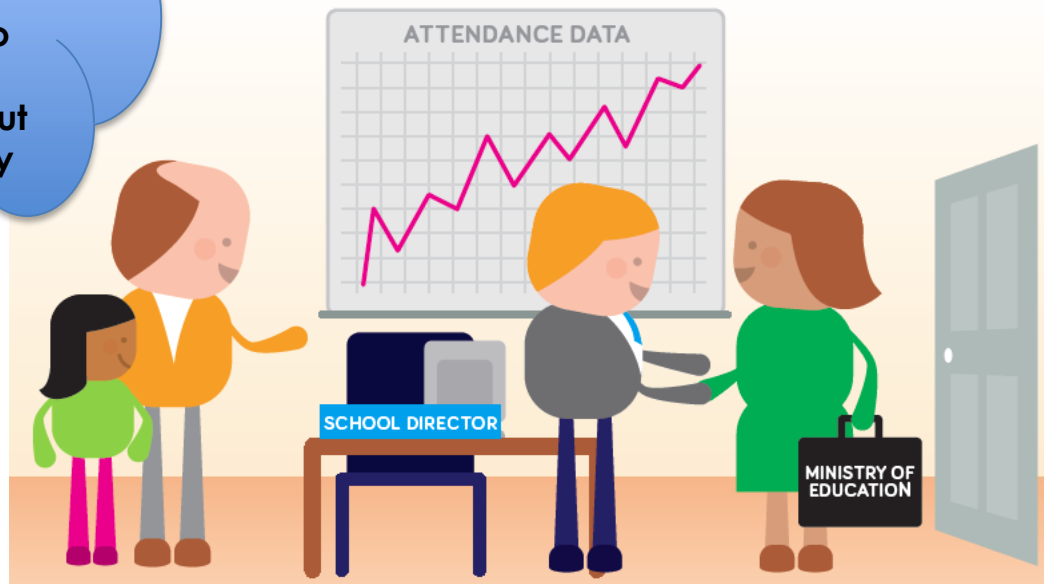
Administrative
Records at
different Levels

Clinical/health
Assessments

Qualitative
Studies

Administrative records, through EMIS at the MEYS level is what we are going to discuss in greater detail

Each method described provides different information to answer questions about child disability



Need for Disability Indicators in EMIS



Policy Plan & Design

- Determine scale of issues
- Identify barriers
- Define priorities
- Allocate budget

Monitoring

- Track implementation
- Efficiency of budget utilization
- Overcome bottlenecks and barriers

Evaluation

- Are policies achieving intended outcomes?
- Long term effects of policies

Guide to including disability data in EMIS

Currently Tuvalu has information only around this category, also only partially!

(2) Data on physical environment and materials

(3) Data on human resources and services

(1) Data on children with disabilities

(4) Data on Student Achievement

Monitoring goals around inclusion

PRE-PRIMARY SCHOOL

PRIMARY SCHOOL



Review of Proposed Questions for Tuvalu

Flip over to Page 3 of the printed document titled

Data on Children with Disabilities

Recommended Questions for Tuvalu EMIS

What do we do?

- Let's collectively review the proposed questions
- Each school needs to complete the feedback, comments page for each question
- Submit that to the presenter who will analyze the information shared by the schools

Data on children with 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)		

Data on children with 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

Interactive Discussion

- What are some indicators you can develop from this information?
- What would you as a school leader/Ministry official do with information from these two questions on enrolment of children with disabilities?



Data on school accessibility

Question Number Three: Access into the school

School Accessibility	Yes =1 ; No = 0
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?	

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

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

Data on school accessibility

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		14

Interactive Discussion

- What are some indicators you can develop from this information?
- What would you as a school leader/Ministry official do with information on availability and accessibility of school facilities?



Data on Human Resources and Services

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 <u>pre-service training</u> on teaching children with disabilities?	
In the past year, how many teachers received <u>in-service training</u> 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?	

Data on Human Resources and Services

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	17

Interactive Discussion

- What are some indicators you can develop from this information?
- What would you as a school leader/Ministry official do with information on teacher capacity and services offered by school for children with difficulties/disabilities?



Data on student achievement

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



Filling out feedback on disability questions

- Please fill out the feedback form so we can address your questions, further clarify things that were tricky for our next round of training on this topic in your schools!
- We hope to incorporate ALL your comments/questions/suggestions for the 2016 census forms to be distributed later this year!



THANK YOU

Illustration Credit: UNICEF