Summary Recommendations

Topic Five: Monitoring and Evaluation

Brunei Darussalam

BR5.1 Recommendations on children:

BR5.1.1 Data point: Political Influence (to find out who has the ultimate decision to send the CWD to school in the extended family)

Why: because the parents have little power over their children if they live in extended family structure. The elderly have the power to veto.

By whom: school authorities and the teachers.

How: how many generation in one house-hold (e.g. normally in Brunei – 3 generations live in one house)

Who collects: school, health clinics and statistic division of Economic Planning Unit.

Who provides: community leaders, family,

BR5.1.2 Data point: Economic status – the net income minus monthly expenses.

Why: the family of child with disability have additional financial burden.

By whom: school authorities and the teachers.

How many: individual in the family employed and how much total income and how much monthly expenses.

Who collects: school, health clinics and statistic division of Economic Planning Unit.

Who provides: family

BR5.1.3 Data point: Social environment - the society/ community where the CWD live.

Why: perception of the community they live in will influence the child schooling.

By whom: school authorities and the teachers.

How: Personal information of the family through health clinic/ national registration,

Who collects, school, health clinics and statistic division of Economic Planning Unit.

Who provides: health clinic/ national registration

BR5.1.4 Data point: Technical – the resources such as transportation,
telecommunication and assistive technologies.

**Why:** this will influence the child learning in school

**By whom:** school authorities and teachers

**How:** personal information from the family

**Who collects:** school, health clinics and statistic division of Economic Planning Unit

**Who provides:** family

**BR5.1.5 Data points:** Strength of the child – level of ability

**Why:** so that school / teachers can find out the appropriate approach to use.

**By whom:** school and teacher

**How:** parents interview, health and special education unit.

**Who collects:** teacher

**Who provides:** parents interview, health and special education unit.

**BR5.1.6 Data points** weaknesses of the child – level of weaknesses / disability

**Why:** so that school / teachers can find out the appropriate approach to use.

**By whom:** school, teachers and parents

**How:** parents interview, health and special education unit, who collects, teacher

**Who provides:** parents interview, health and special education unit

**BR5.1.7 Data points:** Opportunities for the child – available through supporting agencies, individuals volunteers.

**Why:** so that school / teachers can utilize the supporting agencies.

**By whom:** school and teacher

**How:** parents interview, health and special education unit.

**Who collects:** teacher

**Who provides:** parents interview, health and special education unit

**BR5.1.8 Data points:** Threats – what are the possible obstacles

**Why:** so that school / teachers can work on strategies to overcome the obstacle.

**By whom:** school and teacher

**How:** parents interview, health and special education unit.

**Who collects:** teacher

**Who provides:** parents interview, health and special education unit

**BR5.1.9 Data points:** Referrals to schools

**Why:**

**By whom:**

**How:**

**Who collects:**

**Who provides:**
BR5.2 Recommendations on teachers:
BR5.2.1 Data point: Qualification of the teachers
BR5.2.2 Data point: Experience of the teachers
BR5.2.3 Data point: Merits that have been awarded to the teacher
BR5.2.4 Data point: Seniority
BR5.2.5 Data point: Suitability
   Why: To identify the strength of existing teachers according Q.E.M.S.S. so that every areas of Qualification, Experiences, Merits, Seniority and Suitability of each teacher could be measured, analysed, monitored, and evaluated.
   By whom: The school authority and parents
   How: Through personal information data of each teacher and updating their personal information
   Who collects: The school authority
   Who provides: The individual teacher and record office

BR5.3 Recommendations on teaching and learning methods and materials:
BR5.3.1 Data point: teaching and learning methods that are suitable for the specific disability
BR5.3.2 Data point: assistive technologies
BR5.3.3 Data point: environmental factors
BR5.3.4 Data point: teaching resources – reference materials
BR5.3.5 Data point: teaching materials
   Why: to identify the existing teaching and learning methods, facilities and materials available at the disposal of the school and the teachers. This data will be able to assist in the school and teachers in Continuous Improvement Program.
   By whom: the school authority and parents
   How: through Auditing
   Who collects: the school authority and teacher
   Who provides: the individual teacher.

BR5.4 Recommendations on policies on school admissions and groupings (special schools, special classes, inclusive schools):
BR5.4.1 Data point: the age of diagnosis
BR5.4.2 Data point: early intervention programs that has been provided to the child
BR5.4.3 Data point: date of referrals to schools
BR5.4.4 Data point: the number of referrals from the Special Education Unit according to disabilities. (i.e. Numbers of physical handicap, slow learner)
BR5.4.5 Data point: the number of hours spent on each child seen on an individual basis
BR5.4.6 Data point: the number of hours spent on each child in an inclusive setting
   Why: to assist the school and teachers in auditing the efficiency and
effectiveness of the school and the teachers.

By whom: the school authority and parents
How: through Auditing admission forms
Who collects: the school authority and teacher
Who provides: the individual teacher.

BR5.6 Recommendations on IEP:

BR5.6.1 Data point: IEP – behaviour
BR5.6.2 Data point: IEP – Social (Interaction)
BR5.6.3 Data point: IEP – Social (communication)
BR5.6.4 Data point: academic achievements of CWD
BR5.6.5 Data point: parent attendance on IEP meetings
   Why: to identify the effectiveness and impact of the education and
   learning of each student.
   By whom: the school authority, teachers and parents
   How: through auditing
   Who collects: the school authority and teacher.
   Who provides: the individual teacher.

Comment: On the section on teachers: it’s very difficult to find real data to find out what’s going on
in the classroom. It worries me that you put parents, if that would be used then it should be used
carefully.

Samoa
SM5.1 Recommendations on children:
As per the SNE database – collected and maintained by the SNE coordinator and
SNE Advisory Committee (i.e. age, gender, location, type and society of disability,
causes, etc.)

SM5.1.1 Data point: start and finish date of schooling
SM5.1.2 Data point: type of schools attended
SM5.1.3 Data point: subjects/curriculum areas studied
SM5.1.4 Data point: friends at school

SM5.2 Recommendations on teachers:
SM5.2.1 Data point: qualifications
SM5.2.2 Data point: length and type of experience
SM5.2.3 Data point: expectations re: IEP for CWD

SM5.3 Recommendations on teaching and learning methods and materials:
SM5.3.1 Data point: curriculum subjects taught to CWD
SM5.3.2 Data point: methods used to teach CWD/others
SM5.3.3 Data point: methods for adopting materials
SM5.3.4 Data point: methods for curriculum development
SM5.4 Recommendations on policies on school admissions and groupings (special schools, special classes, inclusive schools):

SM5.4.1 Data point: all CWD accepted at local schools
SM5.4.2 Data point: teachers trained appropriately
SM5.4.3 Data point: teachers paid appropriately
SM5.4.4 Data point: regular professionals developed

SM5.5 Recommendations on other areas:

SM5.5.1 Data point: parental involvement/empowerment
SM5.5.2 Data point: communicating involvement/empowerment

SCH5.1 Schools

SCH5.1 Recommendations on children:

SCH5.1.1 Data point: Type of disability and degree
  Why: Teachers must know to manage the classroom and be aware of the needs in classroom for preparation. Without this information, we don’t know to help. To achieve EFA, without this information planning is difficult. So appropriate support can be given to the student.
  By whom: Teachers, Doctors, Parents, Physiatrists, School Principals, Specialists, Social Welfare Officers, National, Provincial and District Level Education Officers through training tests.
  Who collects: Teachers
  Recommendation: Develop a special unit of teachers who will collect data

SCH5.1.2 Data point: Functional Skills including level of need and the “potential” of students
SCH5.1.3 Data point: Funds provided per student
SCH5.1.4 Data point: Self-awareness
SCH5.1.5 Data point: Self-esteem
SCH5.1.6 Data point: Academic skills
SCH5.1.7 Data point: Gender
SCH5.1.8 Data point: Age
SCH5.1.9 Data point: Economics of family
SCH5.1.10 Data point: Hometown (village should be identified)
SCH5.1.11 Data point: Family situation
SCH5.1.12 Data point: mother tongue language and language used in school
SCH5.1.13 Data point: citizenship
SCH5.1.14 Data point: ethnic group
SCH5.1.15 Data point: Learning context (home based, hospital based, school based, non-formal, formal, etc)

SCH5.2 Recommendations on teachers:

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SCH5.2.1 Data point: Teacher qualification (type and level) (BA, certificate, MA, short term, etc)
SCH5.2.2 Data point: Skills
SCH5.2.3 Data point: Age
SCH5.2.4 Data point: Type of experience (teaching specialty, general classroom teacher or specialty training e.g. hearing impaired, visually impaired, etc.)
SCH5.2.5 Data point: Years of teaching experience
SCH5.2.6 Data point: Gender
SCH5.2.7 Data point: Teacher effectiveness (attitude, experience, background)
SCH5.2.8 Data point: Teacher awareness
SCH5.2.9 Data point: Knowledge
SCH5.2.10 Data point: Teacher attitude
SCH5.2.11 Data point: Type of disability and degree
SCH5.2.12 Data point: Motivation for continued professional development
SCH5.2.13 Data point: teaching conditions and tasks (teaching hours, roles/tasks undertaken, teacher/student ratio and subjects taught)
SCH5.2.14 Data point: Sufficient supply of teachers per school/center/classroom

SCH5.3 Recommendations on teaching and learning methods and materials:
SCH5.3.1 Data point: Technique of teaching methods (by specific disability, whether it is one-on-one, whole class)
SCH5.3.2 Data point: Teaching/learning materials (by specific disability and need): Use, Production; Maintenance, Appropriateness (locally produced, sustainable, proper context), Accessibility, Sufficiency
SCH5.3.3 Data point: ICT technology (accessibility of websites, it should be made accessible to all PWD)
SCH5.3.4 Data point: Physical accessibility of school environment (facilities, grounds, etc.)
SCH5.3.5 Data point: Learning context (home based, hospital based, school based, non-formal, formal, special schools, integrated schools, inclusive schools, Special Education Centers, etc)
SCH5.3.6 Data point: Incorporated learning

SCH5.4 Recommendations on policies on school admissions and groupings (special schools, special classes, inclusive schools):
SCH5.4.1 Data point: Acceptance policy (criteria for selecting specific CWD)
SCH5.4.2 Data point: Consistency in application/implementation of school acceptance
SCH5.4.3 Data point: Acceptance policy conforms to national policy and legislation
SCH5.4.4 Data point: Raising Awareness (stakeholders)
SCH5.4.5 Data point: Penalty clauses
SCH5.4.6 Data point: Enforcement of national policy
Community/NGOs

NGO5.1 Recommendations on children:
NGO5.1.1 Data point: Profile data related to the location, gender, age of the child
NGO5.1.2 Data point: Disability related data – cause, severity, type, diagnosis
NGO5.1.3 Data point: Information on unmet needs
NGO5.1.4 Data point: Information on ability/strengths of the child
NGO5.1.5 Data point: School starting date – for EI or Primary or Special etc
NGO5.1.6 Data point: Length of time spent in school
NGO5.1.7 Data point: Needs at family/home level
NGO5.1.8 Data point: Needs at community level
NGO5.1.9 Data point: Friends – in school – in community
NGO5.1.10 Data point: Participation in out of school activities of the child. If the child is not in school, contribution to family/community.
NGO5.1.11 Data point: Level of support needed for self help, communication, etc.
NGO5.1.12 Data point: Health issues that might affect participation and learning of the child
NGO5.1.13 Data point: Access to health facilities
NGO5.1.14 Data point: Achieves basic literacy and numeracy skills
NGO5.1.15 Data point: IT skills? (Depending on the context, if schools in specific countries are using IT)
NGO5.1.16 Data point: Culturally valued skills (e.g. weaving, dancing)*(see notes on comments)
NGO5.1.17 Data point: Examination results, qualifications, certification
NGO5.1.18 Data point: Employment/income generation
NGO5.1.19 Data point: Relationships – marriage, friends, community involvement

NGO5.2 Recommendations on teachers:
NGO5.2.1 Data point: Kind of disability related training or related to inclusive education
NGO5.2.2 Data point: Variety of teaching methods used by the teacher
NGO5.2.3 Data point: How are the lessons planned?
NGO5.2.4 Data point: Kind & lengths of experience in disability related activities (like teaching)
NGO5.2.5 Data point: Use of variety of teaching aids
NGO5.2.6 Data point: Professional development in relation to disability
NGO5.3 Recommendations on teaching and learning methods and materials:
(No recommendations)

NGO5.4 Recommendations on policies on school admissions and groupings (special schools, special classes, inclusive schools):
- **NGO5.4.1 Data point:** How much are teachers paid
- **NGO5.4.2 Data point:** Do parents pay/contribute – how much? What for?
- **NGO5.4.3 Data point:** Admission policy
- **NGO5.4.4 Data point:** Support for parents who are not able to contribute
- **NGO5.4.5 Data point:** Availability of updated records on the CWD
- **NGO5.4.6 Data point:** Availability of IEP & level of involvement of parents in development and implementation of these IEPs
- **NGO5.4.7 Data point:** Accessibility
- **NGO5.4.8 Data point:** Provision of in-service training/exchange for teachers and parents
- **NGO5.4.9 Data point:** Percent teachers trained and involved in education for CWD

**Government**

**G5.1 Recommendations on children:**
- **G5.1.1 Data point:** Types of disability, classification, functional assessment, medical or other history
- **G5.1.2 Data point:** Origin, location of home in distance from school
- **G5.1.3 Data point:** Gender, age
- **G5.1.4 Data point:** Causes of disabilities
- **G5.1.5 Data point:** Family circumstances (income, parental education, availability of parents to help)
- **G5.1.6 Data point:** Nationality or ethnic status
- **Who:** Min. of Education, Min. of Statistics and Min of Health, Schools, Hospitals, Other services, Ministries of Social Welfare
- **How:** Annual school surveys, birth registration data, hospital records, centers for diagnosis or classification, general population statistics (Min. of Statistics)
- **Who uses:** Min. of Education, Min. of Statistics and Min of Health, Schools, Hospitals, Other services, Ministries of Social Welfare
- **Who provides:** Schools or hospitals
- **How often should the data be collected:** at least annually
- **Why:** Policy planning, monitoring and assessment, assessment, planning for services, data should be widely shared. (e.g. in strategic planning, we need specific data to meet the child’s needs)

- **G5.1.7 Data point:** Previous education
- **G5.1.8 Data point:** Academic progress
G5.1.9 Data point: Retention rates,
G5.1.10 Data point: Abilities of children
G5.1.11 Data point: Support needs
  Who collects data: School or teachers
  How often is the data collected: End of school year or end of stage or level of schooling; on a regular basis, more than once a school year
  Uses: Academic purposes, also to improve services for overall system

G5.2 Recommendations on teachers:
G5.2.1 Data point: Family situation environment of child to know who can help and support the teacher for the child’s learning
G5.2.2 Data point: Teacher’s specialized area of knowledge, education, qualifications
G5.2.3 Data point: Nationality, Ethnicity of teacher
  Years of experience
G5.2.3 Data point: Number of hours of up-dating training (professional development record)
G5.2.4 Data point: Number of teachers by specialty (subject area) nationwide
G5.2.5 Data point: Gender of teachers
G5.2.6 Data point: Training needs for teachers numbers of teachers and needs of specialty (how many teachers have not been trained)
G5.2.7 Data point: Attrition rate of teachers (for general and for special education)
G5.2.8 Data point: Teacher’s students’ retention rates
G5.2.9 Data point: Teachers’ performance measurements (external school inspections)
G5.2.10 Data point: Ability or openness of accepting
G5.2.11 Data point: Salary scale of teachers and teaching awards
G5.2.12 Data point: Availability of specialists

G5.3 Recommendations on teaching and learning methods and materials:
G5.3.1 Data point: Child learning style and children interaction with others
G5.3.2 Data point: How many computers, photocopiers, videos or tape recorders they have. (Asset register)
G5.3.3 Data point: Availability of special equipment
G5.3.4 Data point: Accessibility (toilets, ramps, transportation)
G5.3.5 Data point: Availability of learning materials of children with special needs
G5.3.6 Data point: Library (number of books?)
G5.3.7 Data point: Availability and costs of text books
G5.3.8 Data point: Record keeping of curricula materials
G5.3.9 Data point: Language of materials and availability of these materials
G5.3.10 Data point: IEPs: Number of students with IEPs, frequency of updating,

G5.4 Recommendations on policies on school admissions and groupings (special schools, special classes, inclusive schools):

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G5.4.1 Data point: Nationwide: data on numbers of special schools, inclusive schools and NGO and private schools numbers of teachers and students (retention rates in each as well)
G5.4.2 Data point: Nationwide: languages used in schools
G5.4.3 Data point: Number of students in an area who are out of school
G5.4.4 Data point: Number of students completing each level of schooling
G5.4.5 Data point: Number of students and rejected from each school
G5.4.6 Data point: Retention and progression of students
G5.4.7 Data point: Government support for families or students with disabilities
G5.4.8 Data point: Numbers of students transitioning from one system to another (either in terms of levels of schooling or inclusive and special schools)
G5.4.9 Data point: Number of relevant programs
G5.4.10 Data point: Average school fees and textbook and uniform prices

G5.5 Recommendations on other areas:
G5.5.1 Data point: Document range of supporting programs in other areas
   Why: So other ministries can complement the programs of the MoE

COMMENTS FROM KO-CHIH TUNG: recommendations from the workshop are important for records management. It would lead to the improvement of schools’ records management. UNESCO will also recommend to countries to adopt teacher learning packages in teacher learning colleges – we hope current and future teachers will be aware of this important aspect of CWD as learners. I’m sorry to note that there is very little cooperation between ministries at the higher level and we will utilize what you recommended to improve cooperation. (Turn into recommendations and place elsewhere)

JULIE Yoder’s Comments
IDVL 5.1 Recommendations on children:
IDVL5.1.1 data point: early intervention services (age of diagnosis, age of first intervention)
IDVL5.1.2 Data point: Learning outcomes in relation to IEP targets and goals
IDVL5.1.3 Data point: age and reason for leaving school
IDVL5.1.4 Data point: employment after school

IDVL5.2 Recommendations on teachers:
IDVL5.2.1 Data point: frequency of training
IDVL5.2.2 Data point: Frequency of contact with parents
IDVL5.2.3 Data point: retention rate of CWD for special education; regular teachers
IDVL5.2.4 Data point: promotions
IDVL5.2.5 Data point: years of experience with CWD

IDVL5.3 Recommendations on teaching and learning methods and

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materials:
IDVL5.3.1 Data point: class size
IDVL5.3.2 Data point: teachers’ success (number of students completing)
IDVL5.3.3 Data point: types of CWD taught (in relation to the teacher)
IDVL5.3.4 Data point: types of methodologies used
IDVL5.3.5 Data point: resources available for purchase of materials

IDVL5.4 Recommendations on policies on school admissions and groupings (special schools, special classes, inclusive schools):
IDVL5.4.1 Data point: number of CWD per school
IDVL5.4.2 Data point: graduate rate of CWD per regular school/ per special school
IDVL5.4.3 Data point: percent of CWD accepted or referred/rejected
IDVL5.4.4 Data point: percent of refusal to inclusive education from special schools
IDVL5.4.5 Data point: time spent by students (CWD) with mainstream classes (if an integrated school)
IDVL5.4.6 Data point: percent of CWD in total school population
IDVL5.4.7 Data point: Record of frequency and outcomes of efforts made to find out of school children.