The Australian Government’s Fiji Program Support Facility

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Fiji Education Management Information System (FEMIS) disability disaggregation approach

7th May 2021 – Asia-Pacific Disability Inclusive Education working group
Education Management Information Systems (EMIS)

- EMIS's vary a lot, which means approaches to disability disaggregation will vary

- The following slides are screen shots of parts of Fiji’s EMIS

Dear School Heads: The new tuition fee free education grant formula is now available in the Finance shelf in the Online Library under the Resources tab.

Number of Students: 397
Number of teachers: 21
Teacher Pupil Ratio: 18.90
Number of Classes: 16
Missing Birth Cert (or passport) Numbers: 1
Missing Citizenship Data: 0
All Student Financial Assistance: $0.00
Average Teacher Age: 37
Main student absent reason: Unknown

This school does not have students registered in other schools at the same time.

Unapproved Disability Assessments Waiting For Approval
HT/Principal: 0
DEO: 0
SEO Spec. Ed.: 27

Welcome! Show these dashboard indicators for: 2020
A Good Place To Start is Here -> Set Up Your School

Click the following button to view additional dashboard indicators:
Finance

Student Absences Per Day
Reading Progress Tracker

1. These are the **Minimum Reading Benchmarks**: Year 1 - Emergent Reader, Year 2 - Early Reader, Year 3 - Developing Reader, Year 4 - Early Fluent Reader.
2. The Reading Assessment periods include Weeks 5, 9 and 11 for Terms 1 & 2 and Weeks 3, 7 & 11 for Term 3.
3. Use the **Reading Progress Checklists** in the Literacy Guide (pages 34 - 39 in Years 1 & 2 and pages 40 - 45 in Years 3&4) to prepare an appropriate text to administer that checklist for the reading stage.
4. A period of **three** weeks will be opened during these assessment periods where all school data is to be uploaded. Apart from these periods, RPT data entry will be closed.
5. Enter the **assessment date** (use the correct format – yyyy/mm/dd) of each child under the reading level assessed.
6. Click the tick box below the date only when the child has achieved that reading level.
7. The **tick** confirms the child has achieved a reading level and should move to the next. (e.g. a tick below Early Reader means the child should now proceed to Developing Reader)
8. As the child progresses to the next Year level in the new academic year, continue reading assessment based on the previous year’s reading achievement.
9. Provide appropriate intervention if the child is reading below minimum reading benchmarks.

**NOTE:** Date format is yyyy/MM/dd

<table>
<thead>
<tr>
<th>District:</th>
<th>Ba-Tavua</th>
<th>Division:</th>
<th>Western</th>
<th>Locality:</th>
<th>Town</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Year:</td>
<td>2020</td>
<td>&lt;br&gt;Stud_ID</td>
<td>Name</td>
<td>Gender</td>
<td>Age</td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
<td>-----------</td>
<td>---------</td>
<td>---------</td>
<td>-----</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>M</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 2020/08/ | | 2020/08/ | | 2020/08/ | |
### Student Details

**Student ID:** 1101

**Birth Reg (or passport) No.:**

**Gender:** Male

**First Name:** Saul

**Other Name:**

**Surname:** Ali

**Father's name:**

**Date of Birth:** 30/09/2011

#### Basic Information

<table>
<thead>
<tr>
<th>Year</th>
<th>Class</th>
<th>Stream</th>
<th>Start Date</th>
<th>End Date</th>
<th>Student started term normally</th>
<th>Student finished term normally</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>1</td>
<td>1</td>
<td>16/01/2017</td>
<td>21/04/2017</td>
<td>Student started term normally</td>
<td>Student finished term normally</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>08/05/2017</td>
<td>11/08/2017</td>
<td>Student started term normally</td>
<td>Student finished term normally</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>28/08/2017</td>
<td>24/11/2017</td>
<td>Student started term normally</td>
<td>Student finished term normally</td>
</tr>
</tbody>
</table>

**New Student:** Yes

**Repeater:** No

**Boarder:** No

**Consent School Activities:** Yes

**Citizenship of Student:** Local

**Transport:** Foot

**Had Yearly health check:** Yes

**Had Dental Check:** Yes

**Consent Dental Check:** Yes

**Consent Sports:** Yes
Student Learning Profile - part 1

The data for completing this form should arise from a meeting you have had with the parent and other relevant people.

Q1 Is the child currently using any of the following types of assistive device(s)? (Tick all applicable options; refer to the accompanying guide; if the child uses NONE of these, please tick option 12)

1.1 Glasses (or contact lenses)
1.2 Hearing aid
1.3 Mobility aid:
   1.3.1 Wheelchair
   1.3.2 Crutches, walking stick or walking frame
1.3.3 Other mobility aid, please specify:
   [ ]
1.4 Braille machine (child reads by touching the bumps on the machine or page)
1.5 Screen reading software (computer program reads the text out loud)
1.6 White cane (for low-vision or blind children)
1.7 Orthotic devices (to support legs, arms or spine)
1.8 Artificial limbs (prosthetics)
<table>
<thead>
<tr>
<th>Q2) Does the child receive any human assistance for walking or moving?</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe:</td>
<td>mother push him around with the wheel chair</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q3) Compared with children the same age, does this child have difficulty in the following areas:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3a Seeing</td>
<td>Difficulty seeing things close up or far away, like objects, faces or pictures. If the child wears glasses, does the child have difficulty seeing even when wearing the glasses?</td>
</tr>
<tr>
<td></td>
<td>No difficulty</td>
</tr>
<tr>
<td>3b Hearing</td>
<td>Difficulty hearing sounds like peoples' voices or music. If the child wears hearing aids, does the child have difficulty hearing even when using hearing aids?</td>
</tr>
<tr>
<td></td>
<td>A little difficulty</td>
</tr>
<tr>
<td>3c Gross motor actions</td>
<td>Walking or climbing stairs</td>
</tr>
<tr>
<td></td>
<td>A lot of difficulty</td>
</tr>
<tr>
<td>3d Fine motor actions</td>
<td>Difficulty using hands and fingers, such as picking up small objects, for example, a button or pencil, or opening and closing containers or bottles?</td>
</tr>
<tr>
<td></td>
<td>No difficulty</td>
</tr>
<tr>
<td>3e Speaking</td>
<td>Difficulty being understood when speaking (in the language that is most usual for the child)</td>
</tr>
<tr>
<td></td>
<td>No difficulty</td>
</tr>
</tbody>
</table>
## Learning support needs

### Personal Assistance (assistance from a human, not due to assistive devices)

**Q4) Compared with children the same age, how much personal assistance at school does the child require with any of the following tasks?**

<table>
<thead>
<tr>
<th>Task</th>
<th>Level of Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a Moving around the classroom</td>
<td>Needs a little more assistance than other children</td>
</tr>
<tr>
<td>4b Moving around outside in the school grounds</td>
<td>Needs a little more assistance than other children</td>
</tr>
<tr>
<td>4c Getting to and from school</td>
<td>Needs no extra assistance</td>
</tr>
<tr>
<td>4d Communication</td>
<td>Needs no extra assistance</td>
</tr>
<tr>
<td>4e Cognitive / learning activities</td>
<td>Needs no extra assistance</td>
</tr>
<tr>
<td>4f Self-care (eating, toileting)</td>
<td>Needs much more assistance than other children</td>
</tr>
</tbody>
</table>

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**Note:** Assistance from friends to push him around if capable.
<table>
<thead>
<tr>
<th>Q5</th>
<th>Record adaptations to learning or assessment that you are already doing currently make for this student?</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>5a</td>
<td>Child sits close to the board or teacher</td>
<td>No need for this</td>
</tr>
<tr>
<td>5b</td>
<td>Printed materials are enlarged</td>
<td>No need for this</td>
</tr>
<tr>
<td>5c</td>
<td>Printed materials are provided in Braille</td>
<td>No need for this</td>
</tr>
<tr>
<td>5d</td>
<td>Physical education (sport) activities and games are modified</td>
<td>Not done, but there might be a need</td>
</tr>
<tr>
<td>5e</td>
<td>Modifying the lesson, or reducing the complexity of the lesson for the child</td>
<td>No need for this</td>
</tr>
<tr>
<td>5f</td>
<td>Sign language interpreters are available for learning and other school activities</td>
<td>No need for this</td>
</tr>
<tr>
<td>5g</td>
<td>Additional time provided for assessments</td>
<td>Not done, but there might be a need</td>
</tr>
<tr>
<td>5h</td>
<td>Assistance during assessments (eg. note taker, sign language interpreter)</td>
<td>No need for this</td>
</tr>
<tr>
<td>5i</td>
<td>Child receives support from a Teacher Aide</td>
<td>No need for this</td>
</tr>
<tr>
<td>5j</td>
<td>School staff provide education to the child at home</td>
<td>No need for this</td>
</tr>
<tr>
<td>5k</td>
<td>Other</td>
<td>No need for this</td>
</tr>
<tr>
<td>5l</td>
<td>Other</td>
<td>No need for this</td>
</tr>
</tbody>
</table>
How did we design the system?

• WG Child Functioning Module in FEMIS

• Research undertaken to look at accuracy of the CFM response categories, comparing:
  • parent responses
  • teacher responses
  • clinical assessments

• Results directed the development of the system in specific ways, outlined in following slides
CFM is useful but not accurate enough as the sole data for identifying children with disabilities for Fiji’s EMIS

<table>
<thead>
<tr>
<th>Difficulty in any CFM-7 domain*</th>
<th>Total n (%)</th>
<th>Impairment level based on reference (clinical) assessments*, n (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Parent, n=472</td>
<td>Teacher, n=392</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A lot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cannot do</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning and support needs (LSN) data increases accuracy of disability identification

- Combining CFM functioning data with LSN data increased accuracy in identifying children with disabilities

- LSN data helps teachers meet individual children’s needs better
Algorithms – the advantage of online EMIS’s for disability identification

```plaintext
CASE WHEN (DisabilityAssessments.Q3_3 >= 3) OR ((DisabilityAssessments.Q3_3 = 2) AND (CASE WHEN DisabilityAssessments.Q4_1 = 2 THEN 1 ELSE 0 END + CASE WHEN DisabilityAssessments.Q4_2 = 2 THEN 1 ELSE 0 END + CASE WHEN DisabilityAssessments.Q4_3 = 2 THEN 1 ELSE 0 END + CASE WHEN DisabilityAssessments.Q5_4 = 1 THEN 1 ELSE 0 END + CASE WHEN DisabilityAssessments.Q5_4 = 3 THEN 1 ELSE 0 END + CASE WHEN DisabilityAssessments.Q1_3_1 = 1 OR DisabilityAssessments.Q1_7 = 1 OR DisabilityAssessments.Q1_8 = 1 THEN 'Gross Motor' ELSE '' END AS GrossMotor,
```
Tips from implementation in Fiji (1)

• Verification required if there is financial incentive (e.g. eligibility for the *Special & Inclusive Education Grant* and the data in the staffing formula)

• Check language interpretation ("a little difficulty" replaced "some difficulty")

• ‘Descriptors’ table - for teachers, to increase consistency in selecting response category (next slide)

• Developing the online system with the I.T. programmers – allow time

• School accessibility and inclusion data (in addition to child-based data)
<table>
<thead>
<tr>
<th>Difficulty:</th>
<th>General definition</th>
<th>No difficulty</th>
<th>A little difficulty</th>
<th>A lot of difficulty</th>
<th>Cannot do at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine motor actions</td>
<td>Using hands and fingers for detailed tasks, such as writing, drawing, controlling pencil, picking up coins or other small object, or fastening clothes.</td>
<td>No difficulty, or at least average compared to children of the same age.</td>
<td>A little difficulty grasping, holding or using small objects with hands and fingers but can manage independently.</td>
<td>A lot of difficulty grasping, picking up, holding or using small objects with hands and fingers; for example, holding and using pen, spoon, doing buttons or zipper. May need assistance or a special aid to help with gripping objects.</td>
<td>Child is basically unable to use hands and fingers to do fine motor actions. Assistance or a special aid for gripping objects is required to assist with eating and other fine motor tasks.</td>
</tr>
<tr>
<td>Speaking</td>
<td>Being understood when speaking in the language that is most customary (preferred) for the child.</td>
<td>Able to speak and be understood clearly.</td>
<td>Mild difficulty speaking or being understood while speaking; can include mild stuttering (interruption of the flow of speech, prolongation of sounds or words).</td>
<td>Speaks only a little. Or, is very difficult to understand. Or, mostly avoids speaking. Or, seems to struggle to get words out. Or, uses only simple sentences (less than 4 words). Or, mixes up the order of words in a sentence. Or, has a very limited vocabulary compared to other children. Or, has significant stuttering.</td>
<td>Does not speak at all (mute). If the child uses sign language but does not speak, this is the correct category to select for question 3e.</td>
</tr>
</tbody>
</table>
School inclusion assessment

Form Completed By: ___________________________  Form Completed Date: ___________________________
Saved By: ___________________________  Saved When: ___________________________

Transport
Please tick and/or describe how children with physical or sensory disabilities get to and from school:
- School bus is adapted and accessible: ☐  Or, school bus is not adapted, but physical assistance is provided by other people ☐
- Private vehicle or taxi: ☐
- Boat: ☐
- RSL - Rural Service Line: ☐

Please provide further information on how children with physical or sensory disabilities get to school:


Please state how frequently specialist staff attend the school to support disability-inclusive education:

<table>
<thead>
<tr>
<th>Frequency (select Never if appropriate)</th>
<th>Frequency (select Never if appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Braille specialist</td>
<td>Audiology / audiometrist</td>
</tr>
<tr>
<td>Sign language interpreter</td>
<td>Educational psychologist</td>
</tr>
<tr>
<td>Physiotherapist</td>
<td>Special education visiting specialist</td>
</tr>
<tr>
<td>Speech therapist</td>
<td>Maternal child health (ECE age children)</td>
</tr>
<tr>
<td>Occupational therapist</td>
<td>Other:</td>
</tr>
</tbody>
</table>

Other: ___________________________

Individual Education Plans (IEPs)
Does the school use IEPs for students with disabilities? ☐

Involvement of parents/guardians of students with disabilities
Does the School Management Committee include at least one parent of a student with disability? ☐

Tactile markers, clear signs, handrails along pathways
Are children with seeing and hearing difficulties able to navigate independently and safely around the school? ☐

If not, what plans are there to improve this?
Accessibility integrated in parts of FEMIS
Tips from implementation in Fiji

• Referrals system
• FEMIS Disability Disaggregation Package
• Training package
• Training film https://youtu.be/wKWmie22UTk

• It’s worth the effort!
  • Previously only able to fund special schools because we could count disability easily there
  • We now have a steadily increasing number of children with disabilities in mainstream schools
Resources are available from Fiji’s Ministry of Education, Heritage and Arts website

- Fiji case study video: [https://www.youtube.com/watch?v=IJATBDjz-rg&feature=youtu.be](https://www.youtube.com/watch?v=IJATBDjz-rg&feature=youtu.be)
Thank you
Vinaka vakalevu
Dhanyavaad