**MONITORING AND EVALUATION TOOL FOR INCLUSIVE EDUCATION**

**(SPED) PROGRAM**

Description: This tool will be used in monitoring SPED/Inclusive Education programs and projects. A copy of this shall be submitted to the M & E Team during the conduct of monitoring and Evaluation.

District : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Curriculum Programs/Project Implemented: INCLUSIVE EDUCATION\_(SPED)

1. District Profile

No of Schools: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

No of School Heads:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

No of SPED Centers: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

No. of SPED Teachers w/: \_\_\_\_\_\_\_\_\_\_\_\_\_ (SPET Item) \_\_\_\_\_\_\_\_\_\_\_ (Regular Item)

**No. of LWD (Transition Program):**

Elementary: Male \_\_\_\_\_\_\_\_ Female \_\_\_\_\_\_\_\_ Teacher: Pupil Ratio: \_\_\_\_\_\_\_\_\_\_

Secondary: Male \_\_\_\_\_\_\_\_ Female \_\_\_\_\_\_\_\_ Teacher: Pupil Ratio: \_\_\_\_\_\_\_\_\_\_

**No. of LSENs (Inclusion Program)**

Elementary: Male \_\_\_\_\_\_\_\_ Female \_\_\_\_\_\_\_\_ Teacher: Pupil Ratio: \_\_\_\_\_\_\_\_\_\_

Secondary: Male \_\_\_\_\_\_\_\_ Female \_\_\_\_\_\_\_\_ Teacher: Pupil Ratio: \_\_\_\_\_\_\_\_\_\_

Directions: **Please respond to the tool by checking the appropriate blanks that correspond to your answer and available documentary evidences.**

1. **Planning**
2. Is the SPED program/project included/integrated in the DEDP/SIP/AIP?

YES \_\_\_\_\_\_\_\_\_\_ NO \_\_\_\_\_\_\_\_\_\_

1. Is there a coordinator or core team organized to manage the program?

YES \_\_\_\_\_\_\_\_\_\_ NO \_\_\_\_\_\_\_\_\_\_

1. Who are the members of the core team?

Name Position Function

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Advocacy**

Advocacy Conducted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Please specify)

1. Is the advocacy supported by the following?
2. Program’s Goals and Objectives YES \_\_\_\_\_\_\_\_\_\_\_ NO \_\_\_\_\_\_\_\_\_\_
3. School Authorities YES \_\_\_\_\_\_\_\_\_\_\_ NO \_\_\_\_\_\_\_\_\_\_
4. Stakeholders YES \_\_\_\_\_\_\_\_\_\_\_ NO \_\_\_\_\_\_\_\_\_\_
5. Are the advocacy materials aligned to the goals/objectives of the SPED program?

YES \_\_\_\_\_\_\_\_\_\_\_\_ NO \_\_\_\_\_\_\_\_\_\_\_\_

1. What advocacy materials are available and used for SPED/Inclusive Education?

Please check whatever is available:

\_\_\_\_\_\_\_\_\_\_\_\_\_ streamers/tarps \_\_\_\_\_\_\_\_\_\_\_\_\_ flyers

\_\_\_\_\_\_\_\_\_\_\_\_\_ multimedia \_\_\_\_\_\_\_\_\_\_\_\_\_ airtime

\_\_\_\_\_\_\_\_\_\_\_\_\_ SRC \_\_\_\_\_\_\_\_\_\_\_\_\_ memoranda

\_\_\_\_\_\_\_\_\_\_\_\_\_ school bulletin board

Others, please specify, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Which strategies were used in the advocacy of the SPED/Inclusive Education?

\_\_\_\_\_\_\_\_\_\_\_\_ F3 \_\_\_\_\_\_\_\_\_\_\_ meetings, conferences, fora

\_\_\_\_\_\_\_\_\_\_\_\_ house to house campaign \_\_\_\_\_\_\_\_\_\_\_\_ radio program

\_\_\_\_\_\_\_\_\_\_\_\_ street campaign \_\_\_\_\_\_\_\_\_\_\_\_ LAC Session

\_\_\_\_\_\_\_\_\_\_\_\_ others, please specify

1. When was the advocacy conducted?

\_\_\_\_\_\_\_before program implementation \_\_\_\_\_ during program implementation

1. What advocacy materials were used on file?

\_\_\_\_\_\_\_\_\_\_\_ pictorial \_\_\_\_\_\_\_\_\_\_\_ attendance sheet

\_\_\_\_\_\_\_\_\_\_\_ copies of materials presented \_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_ pledge of commitment of stakeholders

\_\_\_\_\_\_\_\_\_\_\_ issuances on the conduct of advocacy

\_\_\_\_\_\_\_\_\_\_\_ approved project proposal \_\_\_\_\_\_\_\_\_\_\_ accomplishment report

\_\_\_\_\_\_\_\_\_\_\_ summary of the pre and post evaluation report

\_\_\_\_\_\_\_\_\_\_\_ list of resources generated

1. **Technical Assistance/Capability Building**
2. Did the division/district provide TA/support to the school? \_\_\_\_\_\_\_\_ YES \_\_\_\_\_\_\_\_ NO
3. Did the TA improve the competencies of the school heads/teachers? YES \_\_\_\_\_\_\_ NO \_\_\_\_\_\_\_
4. How many times did the school head/PSDS/EPS visited SPED classes? \_\_\_\_\_\_\_\_\_\_\_\_\_\_What technical assistance were given? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Did the division conduct capability building to the division/district/school? \_\_\_\_\_\_\_\_ YES \_\_\_\_\_\_\_\_ NO
6. What capability building activity/ies is/are done by the division/district/school to properly implement SPED program? Please specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. **Learning Resources**
8. Does the school/district/division maintain a log of uploaded and downloaded LR’s which were developed and utilized in line with the SPED program/project? \_\_\_\_\_\_\_\_ YES \_\_\_\_\_\_\_\_ NO
9. Are there learning resources/instructional materials/localized materials available and utilized in the classroom? \_\_\_\_\_\_\_\_\_\_\_ YES \_\_\_\_\_\_\_\_\_\_ NO
10. Are the resources adequate? \_\_\_\_\_\_\_\_\_ YES \_\_\_\_\_\_\_\_ NO
11. Are learners accommodated in a child-friendly environment? \_\_\_\_\_\_\_\_\_ YES \_\_\_\_\_\_\_\_ NO
12. **Teaching Learning Process**
13. Does the school/district/division maintain a monthly Supervisory Plan/Mentoring Plan?\_\_\_ YES \_\_\_ NO
14. Does the school maintain an updated profile of teachers’ performance (IPCRF)?

YES \_\_\_\_ NO \_\_\_\_\_

1. Are there assessment tools available and utilized in the classroom? \_\_\_ YES \_\_\_ NO
2. **Monitoring and Evaluation**
3. Did the division/district/school conduct M & E of the SPED program implementation? \_\_\_\_ YES \_\_\_\_NO If Yes, How many times? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Did the division/district/school utilize the result of M & E to improve the implementation of the SPED/Inclusive Education Program? \_\_\_\_\_\_\_\_\_\_ YES \_\_\_\_\_\_\_\_ NO

Please cite some interventions given: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Prepared by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**District Inclusive Education (SPED) Coordinator**

**Noted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PSDS/Acting PSDS**