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Project Inclusion

An initiative of Sri Aurobindo Society
for Inclusive Education

Evaluation Report

(Phase 1- Sensitization and Training
of Teachers)

Education | Equity | Empathy

Conducted by MAZARS Advisory LLP

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Foreword

27 Oct 2023

I am glad to know about the "Project Inclusion" an initiative of the Sri Aurobindo Society, New Delhi, aimed at creating equal learning opportunities to include every child in a classroom. This initiative is a significant step in school education space in the Indian context considering the diversity of its population. Responding to the vision of NEP 2020 & RPWD Act 2016, it will facilitate Rehabilitation professionals, Teachers, Special Educators, Parents, and relevant stakeholders to sensitize themselves towards disability inclusion in the workplace as well as in the society. It will further lead to greater social inclusion and create educational opportunities for all children.

This research report is an outcome to measure the effectiveness of "Project inclusion – Phase 1 – Understanding Various Learning Difficulties in the Classroom" which offers valuable insights to all the relevant stakeholders, It touches on key outcomes and provides important recommendations for consideration.

It also contributes valuable knowledge to our academic community and offers practical recommendations for policy makers, implementation teams, Teachers and stakeholders seeking to build Inclusive curricula. I hope the findings presented herein will catalyze meaningful change in the Inclusive education space.

I extend my heartfelt congratulations to the entire team of writers, researchers, practitioners, designers, advisors, and facilitators of "Project Inclusion" for their commitment, dedication , and outstanding contribution to the field. I am happy that "Project Inclusion" comprising of different relevant course modules will serve as a guide providing valuable insight into our inclusive education framework to support inclusive practices and ensure equal opportunities for all.

(Dr. Subodh Kumar)
Deputy Director (Acads)

01. Introduction

Background

SDG 4 says "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". While trying to build an understanding on SDG4 in Indian context how it is getting interpreted in terms of policy provisions ? The Rights of Persons with Disabilities (RPWD) Act 2016 defines inclusive education as a 'system of education wherein students with and without disabilities learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities. While sharing the policy perspectives, section 6 of NEP 2020, emphasizes - "Equitable and Inclusive Education: Learning for All". It mentions that children with disabilities will be enabled to fully participate in the regular schooling process from the Foundational Stage to higher education. The awareness and knowledge of how to teach children with specific disabilities (including learning disabilities) will be an integral part of all teacher education programmes

Project Context

"Project inclusion" a programme designed and implemented by Sri Aurobindo Society is a response to achieving the goals of inclusive education in consonance with the NEP 2020 and RPWD Act 2016. It seeks to address the issue of extreme shortage of special educators in government schools. Project Inclusion intends to respond to the situation understanding that most students with special needs are not able to reach secondary education, and the retention of such students is an even bigger challenge since most of the time their disabilities remain 'hidden' in their educational journey.

01. Executive Summary

SCHOOL PROFILE

4 States/UTs (Chandigarh, Chhattisgarh, Jharkhand, Uttar Pradesh) were covered under the Project Inclusion study conducting 240 surveys featuring 98% co-educational schools and 87% (58% (P) + 29% (M)) schools till elementary stage

RESPONDENTS PROFILE (TEACHERS)

The key statistics of the profile sampled for the study featured respondents with 96% teachers who earlier attended "Teacher Training Program" other than ZIIEI/Rupantar, 82% having permanent employment, 47% having experience > 16 years , 60% respondents between the age group (36-45) and 62% respondents gendered as male.

KEY PROGRAM OUTCOME

83% of Teachers found to have completed all the modules of "Project Inclusion" training program , 88% of respondents expressed the quality of training content to be as highly satisfactory , more than 95% respondents claimed training as : -

- A value of time and must be mandatory for all teachers.

- Supportive in improved understanding on various learning difficulties (Intellectual Disabilities, Autism Spectrum Disorder and other learning disabilities etc.)

- Supportive in adoption of new approaches and inculcating positive attitudinal change in dealing with various learning difficulties .

01. Executive Summary

Training Completion %age	Quality of Training Content	Training Platform Effectiveness	Learning Needs Identification	Pedagogical Improvement	Value for Time	Training Relevance
83%	**88%**	**98%**	**98%**	**99%**	**99%**	**99%**
200/240	**211/240**	**237/240**	**235/240**	**237/240**	**238/240**	**238/240**
83% of respondent Teachers completed all the modules of the Training	88% of respondent Teachers found Quality of Content Highly Satisfactory	98% of respondent Teachers found the training program as user friendly	98% of respondent Teachers feel that training helped them in understanding learning needs of children with learning difficulties	99% of respondent Teachers feel contribution of training in developing new skills & approaches having a potential of pedagogical improvement	99% of respondent Teachers feel training program to be 'value for time	99% respondent Teachers feel that the training program is relevant in context of delivering equal and quality education for all

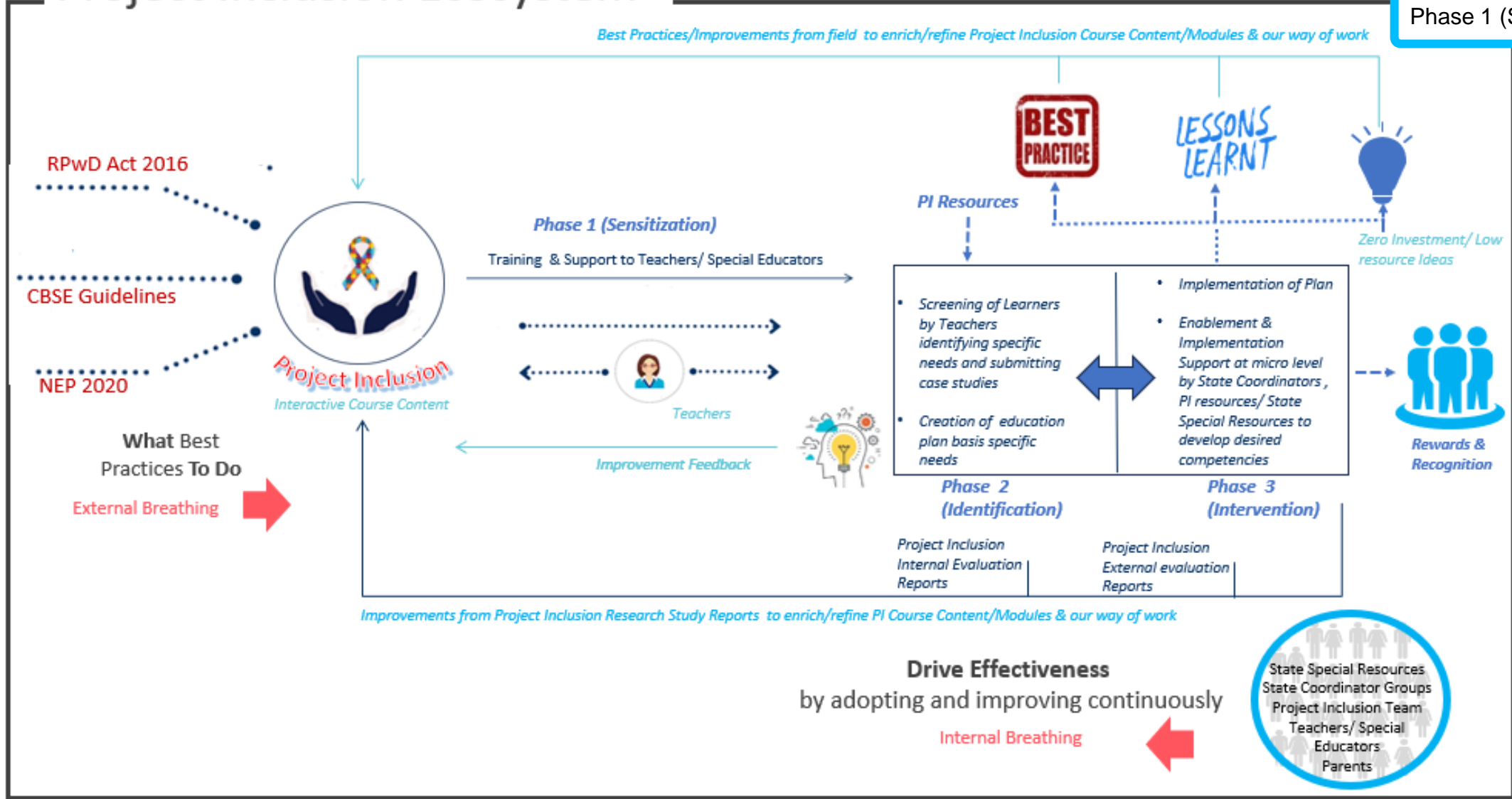**< 74.99%** ⬡   **75% - 84.99%** ⬡   **85% - 100%** ⬡

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02. Scope of Study
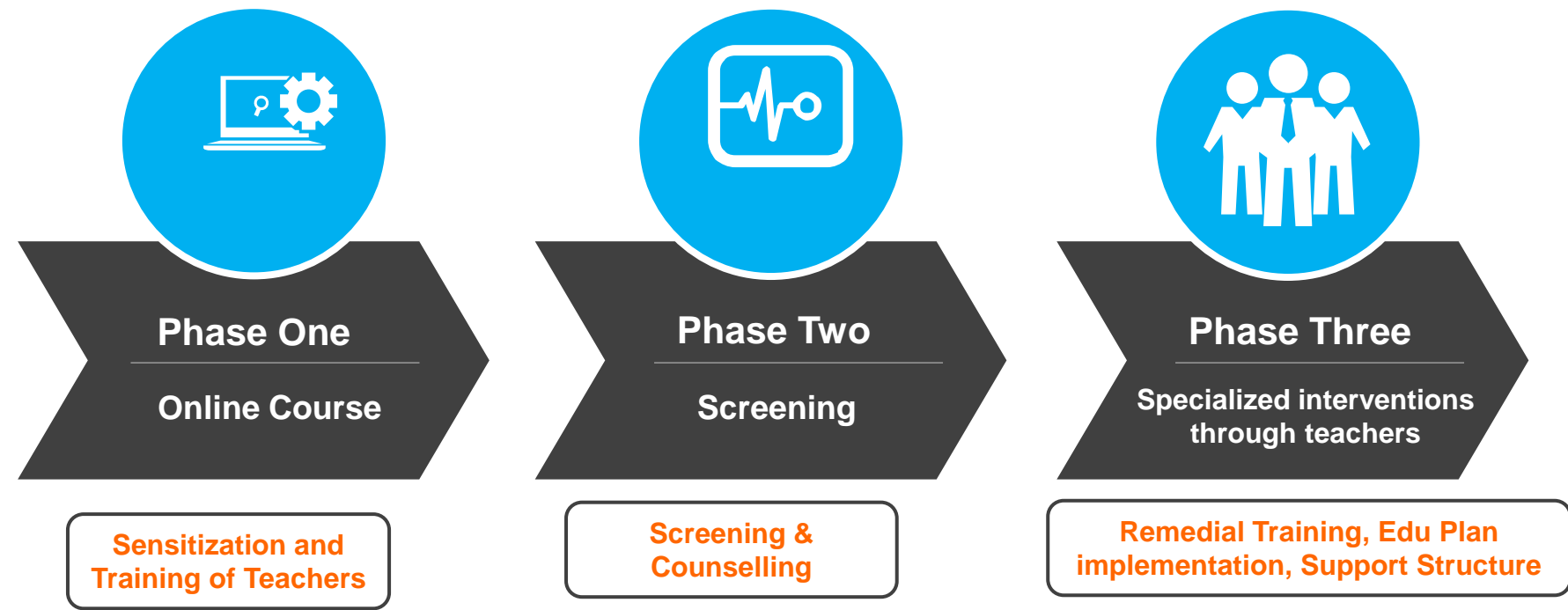
Scope of the research study can be located in the Project Inclusion Ecosystem under Phase 1 (Sensitization)

Project Inclusion Ecosystem

Best Practices/Improvements from field to enrich/refine Project Inclusion Course Content/Modules & our way of work

BEST PRACTICE

LESSONS LEARNT

PI Resources

Zero Investment/ Low resource Ideas

RPwD Act 2016

CBSE Guidelines

NEP 2020

Project Inclusion
Interactive Course Content

What Best Practices **To Do**

External Breathing

Phase 1 (Sensitization)
Training & Support to Teachers/ Special Educators

Teachers

Improvement Feedback

- Screening of Learners by Teachers identifying specific needs and submitting case studies
- Creation of education plan basis specific needs

- Implementation of Plan
- Enablement & Implementation Support at micro level by State Coordinators, PI resources/ State Special Resources to develop desired competencies

Phase 2 (Identification)

Phase 3 (Intervention)

Project Inclusion Internal Evaluation Reports

Project Inclusion External evaluation Reports

Rewards & Recognition

Improvements from Project Inclusion Research Study Reports to enrich/refine PI Course Content/Modules & our way of work

Drive Effectiveness
by adopting and improving continuously

Internal Breathing

State Special Resources
State Coordinator Groups
Project Inclusion Team
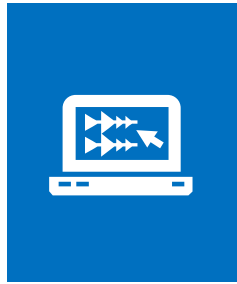Teachers/ Special Educators
Parents

02. Scope of Study

The research study is an evaluation study which is scoped to measure the effectiveness of Project Inclusion - Phase 1 (Sensitization and Training of Teachers) implemented in the States/UT (Chhattisgarh, Chandigarh, Jharkhand, Uttar Pradesh).

Phase One

Online Course

Phase Two

Screening

Phase Three

Specialized interventions through teachers

Sensitization and Training of Teachers

Screening & Counselling

Remedial Training, Edu Plan implementation, Support Structure

Project Inclusion

01 Online Course

02 Screening

03 Specialized interventions through teachers

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03. Research Methodology

Study Design

Mixed method research
- Qualitative
- Quantitative

Sample Design/Technique

Stratified Sampling –

States/ UT's :- Chandigarh , Chhattisgarh, Jharkhand , Uttar Pradesh

Category of Schools : - High School, Middle School, Primary Schools

Type of Schools : - Boys Only, Co-educational, Girls only

Sample Size :- 25% of Teachers completed & undergoing Training

Research Methodology

Mode of Survey

Physical Survey
- Personal Interview

Research Instrument & Data Analysis
- Questionnaire using CAPI

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04. States & School Coverage

States Covered under the Study

12, 5%
31, 13%
57, 24%
140, 58%

- Chandigarh
- Chhattisgarh
- Jharkhand
- Uttar Pradesh

Category of School

32, 13%
70, 29%
138, 58%

■ High School ■ Middle ■ Primary

Type of School
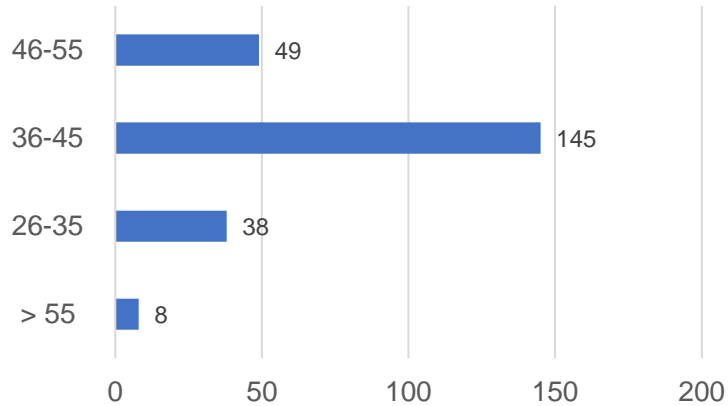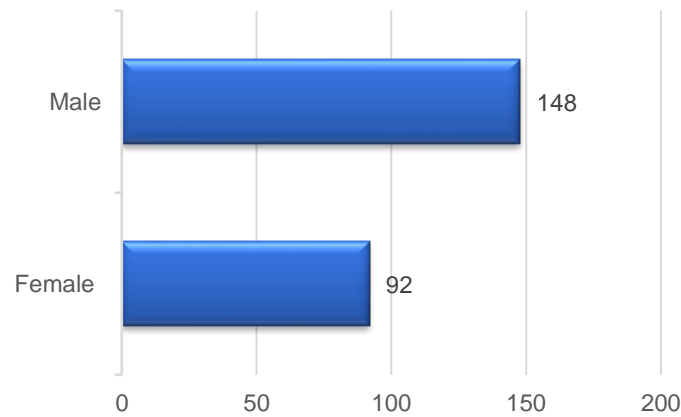
3, 1%   3, 1%
234, 98%

■ Boys only ■ Coeducational ■ Girls only
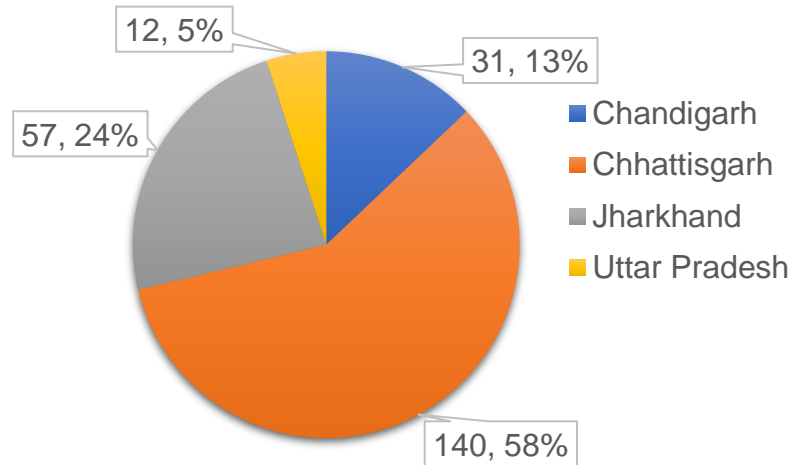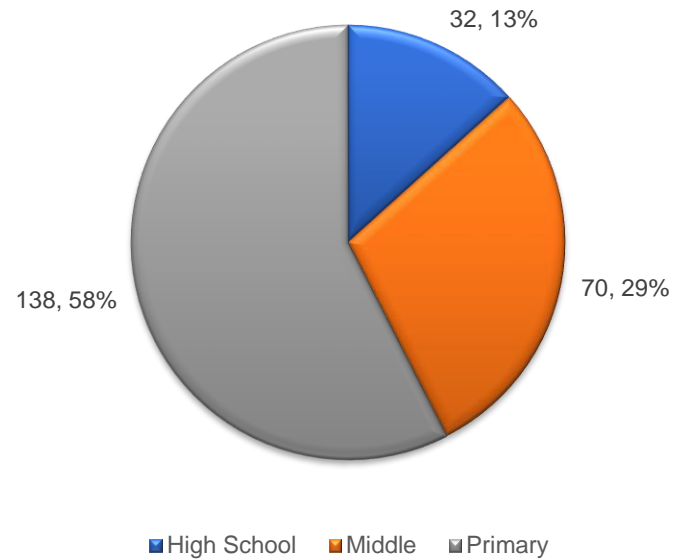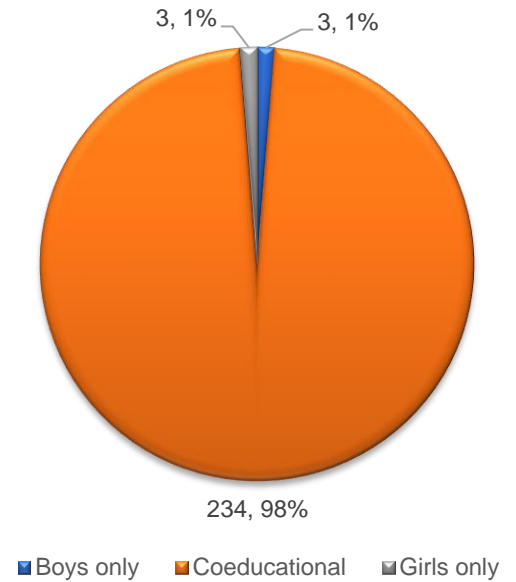
Inferences:
- **The study covered 4 States with respondent's response (%) from Chhattisgarh (58%), Jharkhand (24%), Chandigarh (13%) and Uttar Pradesh (5%)**
- **The Primary and Middle school surfaced out covering 87% of respondents.**
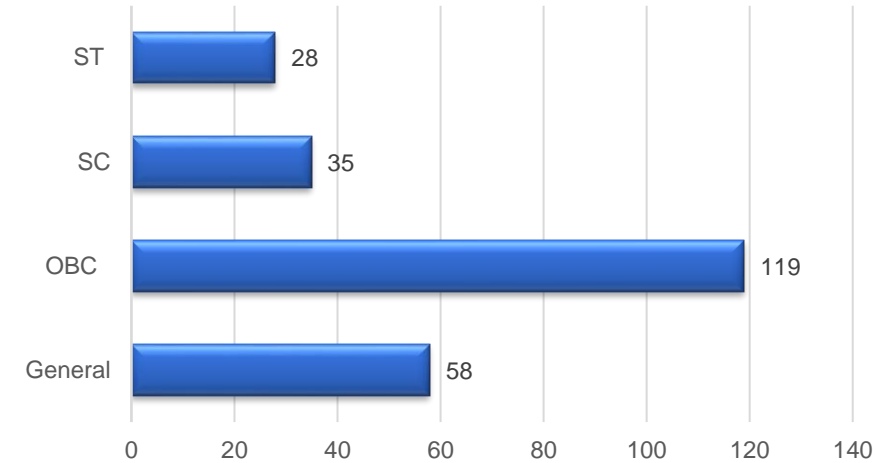- **The study provided extensive coverage of co-educational schools (98%) coverage.**
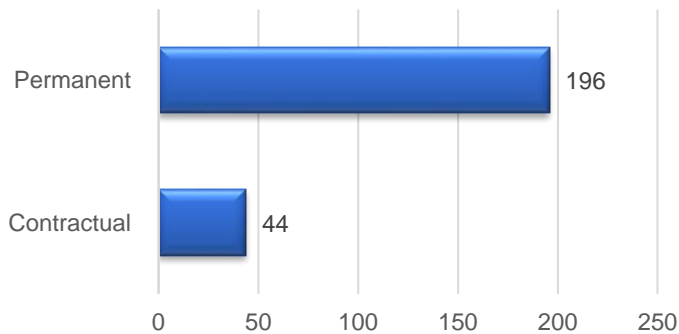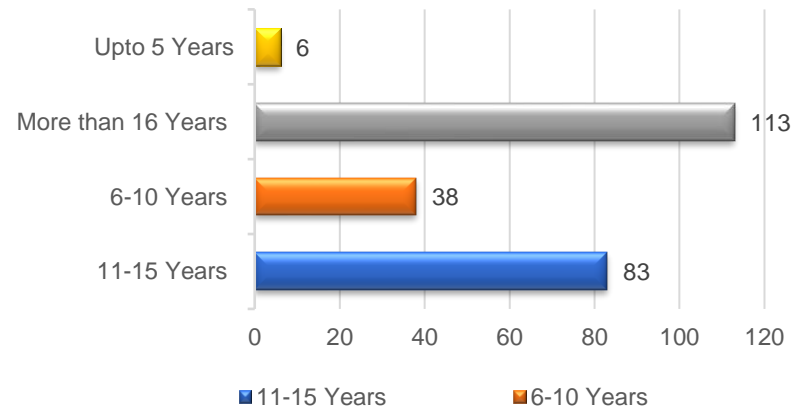
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05. Respondent Profile

Age Group

Age Group	Value
46-55	49
36-45	145
26-35	38
> 55	8

Gender Profile

Gender	Value
Male	148
Female	92

Social Group

Social Group	Value
ST	28
SC	35
OBC	119
General	58

Type of Employment

Type	Value
Permanent	196
Contractual	44

Teaching Experience

Experience	Value
Upto 5 Years	6
More than 16 Years	113
6-10 Years	38
11-15 Years	83

■ 11-15 Years   ■ 6-10 Years

Inferences :

- **The analysis shows the relative distribution of the respondents with respect to Age, Gender Profile, Social Group, Type of Employment & number of years of Teaching experience who participated in the interview process.**

- **The pattern reflects relatively higher proportion of the respondents segregated with the attributes : the age group (36-45) , gendered as male , social group mapped to OBC, Type of employment as permanent , Teaching experience greater than 16 years.**

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06. Analysis & Research Findings

Analysis and Research Findings include
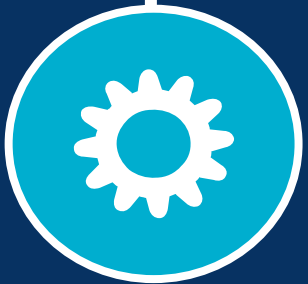
Performance Indicators

Key Outcomes

Recommendations

Areas need further Enquiry/Research

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06. Analysis & Research Findings > PI's

< 74.99% 🔴   75% - 84.99% 🟡   85% - 100% 🟢

	Performance Indicators		
S.No	**Performance Indicators**	**Positive Respondents (Out of 240)**	**%age**
1	% of Teachers who completed all the modules of the training program	200	83%
2	% of Teachers who found Training program in online mode highly useful for personal understanding	235	98%
3	% of Teachers who found Quality of Content Highly satisfactory	211	87.9%
4	% of Teachers with positive change in perspective towards children with learning difficulties	236	98.3%
5	% of Teachers found platform for online training user friendly	235	98%
6	% of Teachers found training useful in terms of understanding learning needs of children with learning difficulties	236	98.3%
7	% of Teachers who believe their approach for teaching / learning facilitation improved/will improve after training	237	98.7%

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06. Analysis & Research Findings > PI's

< 74.99% 🔴   75% - 84.99% 🟡   85% - 100% 🟢

	Performance Indicators		
S.No	Performance Indicators	Positive Respondents (Out of 240)	%age
8	% of Teachers who believe that training will help in creating a conducive learning environment for the children with learning difficulties	237	98.7%
9	% of Teachers who believe that such training should be mandatory for all the teachers	237	98.7%
10	% of Teachers feel that changed approach will facilitate participation of children with learning difficulties	234	97.5%
11	% of Teachers geared up for Phase 2 (screening) i.e., agreed to prepare the case studies of the children with probable Neurodevelopmental Disorder in future	229	95.4%
12	% of Teachers who referred other colleagues for undergoing such type of training	237	98.7%
13	% of Teachers feels that training program relevant in context of equal and quality education for all	238	99%
14	% of Teachers expressed their opinion about follow-up training to reinforce the learning	232	97%

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06. Analysis & Research Findings > PI's

< 74.99% 🔴   75% - 84.99% 🟡   85% - 100% 🟢

	Performance Indicators		
S.No	Performance Indicators	Positive Respondents (Out of 240)	%age
15	% of Teachers who perceive programme turnout to be value of time	238	99%
16	% of Teachers who believe training effective in developing new skills and approaches for better understanding on learning needs of children with special needs	225	94%
17	% of Teachers who feel that training was helpful in understanding the learning needs specific to " Autism Spectrum Disorder (ASD)".	233	97.5%
18	% of Teachers who feel that training was helpful in understanding the learning needs specific to "intellectual disability"	237	98.7%

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06. Analysis & Research Findings > Key Outcomes
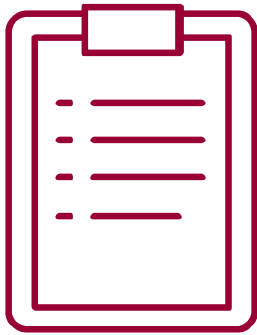
Outcome #1

98% of respondents expressed that their perspective towards children with learning difficulties changed after "Project Inclusion" training program which suggests that the training program created a positive impact in raising awareness and understanding of the learner needs among the respondents. It also indicates that the program has the potential to contribute to more inclusive and supportive educational environments for children with learning difficulties.

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06. Analysis & Research Findings > Key Outcomes
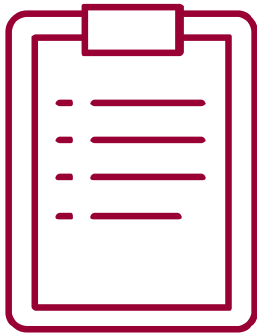
Outcome #2

A significant number of respondents at least 97% felt that the "Project Inclusion" training supported through digital platform was helpful in learning and deepening their knowledge about "Specific Learning Disability", "Intellectual Disability" & "Autism Spectrum Disorder (ASD)" equipping them better to address the unique needs and challenges faced by learners.

This indicates the training program effectiveness in achieving its defined objectives in this area.

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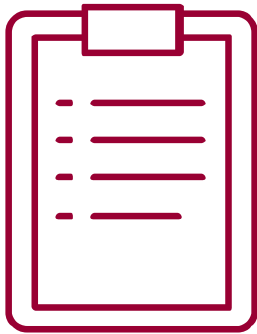
Outcome #3

The majority of the respondents (97.92%) found "Project Inclusion" digital learning platform as user friendly and overwhelming 100% respondents expressed positivity about the Simplicity and Understandability aspects of the training content.
With a high percentage (97.92%) of respondents finding the digital platform supporting their learning as user-friendly, it can be inferred that the learning platform design features are effective in meeting the end user needs and expectations.

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06. Analysis & Research Findings > Key Outcomes
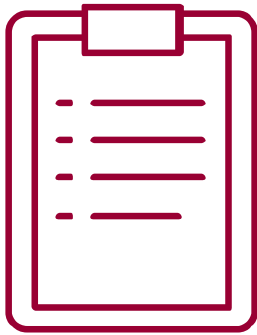
Outcome #4

95% respondents undergone the training under Project Inclusion Phase 1 (Sensitization) indicated that they would prepare case studies of children with probable neurodevelopmental disorders in the future, which reflects the positive intentions and attitudes of the respondents towards Project Inclusion Phase 2 (Identification)

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06. Analysis & Research Findings > Key Outcomes
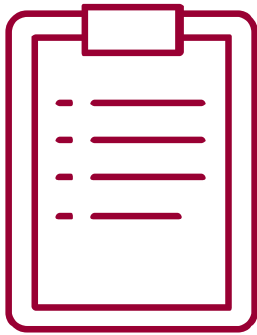
Outcome #5

93.75% respondents undergone the Project Inclusion Phase 1 (Sensitization) training indicated that the training is effective in developing new skills and approaches for better understanding the learning needs of children with special needs.

This indicates a positive impact on the professional development and effectiveness of the respondents in working with children with special needs.

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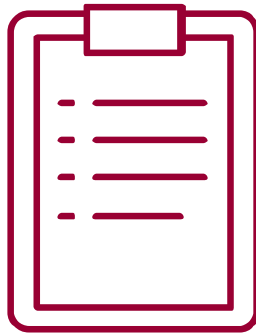
Outcome #6

Most of the respondents (99%) perceive the training program as being relevant in the context of equal and quality education for all.

This may indicate that the training program aligns with the respondents' understanding of the importance of equal and quality education, and they view it as a valuable component in achieving that goal..

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06. Analysis & Research Findings > Recommendations

Encouragement , Motivation & Support

Encourage and motivate the respondents who have not completed all the modules to finish the remaining modules. Provide support, reminders, and incentives to ensure they complete the training program in its entirety. This will help them gain the full benefit of the training and enhance their learning experience.

Training Content

Continue to monitor and track the quality of content in the training program to ensure that it remains highly satisfactory and to make any necessary adjustments over time. Review and analyze the content of the training program to identify what aspects were highly satisfactory and what areas could be improved. Use the feedback channel to make improvements to the content of the training program to ensure that it meets the needs of a diverse range of Teacher learners

Collaboration and Networking

Encouraging collaboration and networking among teachers, parents, and community members involved in the program which can foster a supportive and inclusive learning environment. Creating platforms for sharing experiences, success stories, and resources can strengthen the collective efforts towards addressing learning difficulties.
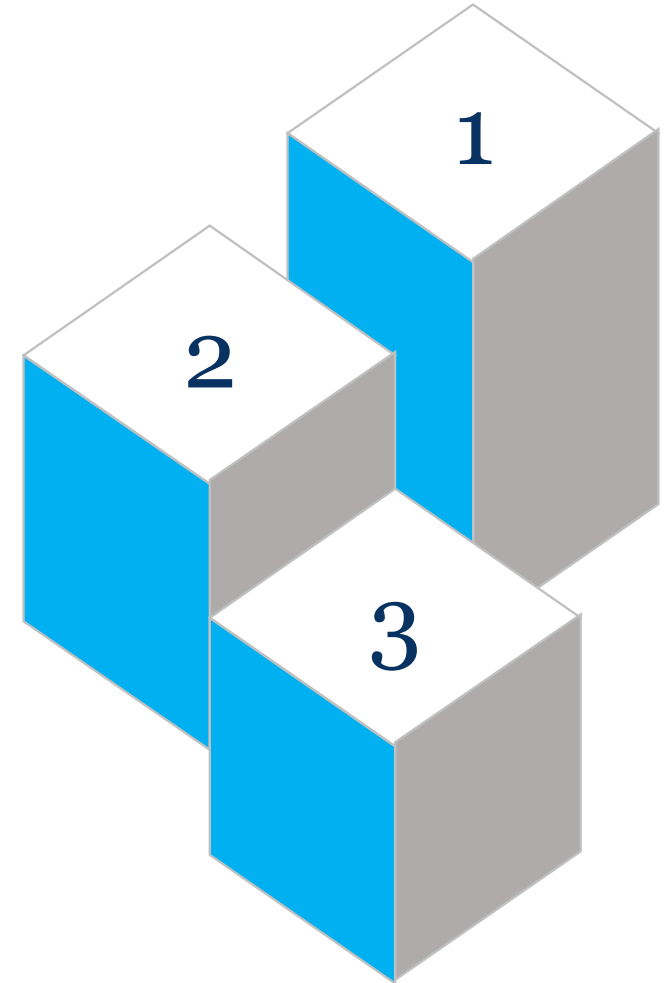
06. Analysis & Research Findings > Recommendations

Expand Outreach

The initiative should focus on expanding its reach to a wider audience of teachers and communities. This can be achieved through increased promotion, awareness campaigns, and collaboration with educational institutions at regional and national levels. By reaching more educators and community members, the program can have a greater impact on addressing learning difficulties.

Technical Support

Investigate the technical issues faced by participants, such as slow apps, certificate delivery problems, and network connectivity to ensure smooth user experience. It is also recommended to establish a system to extend post training support to teachers. This can include periodic check-ins, mentoring sessions, or online forums where teachers can seek guidance, share their challenges, and receive ongoing professional development support

Training Booklet

Explore the possibility of physical training booklets or offline resources to supplement the online training module and facilitate better understanding and retention of the content

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06. Analysis & Research Findings > Recommendations

Best-in-class

Project Inclusion Journey →

Current state

Project Inclusion - Phase 1 (Sensitization)

Continuous Improvement *led* **Project Inclusion - Phase I Critical levers**

Training Content

Principles that focus on Quality Digital Content featuring (Interactivity | Inclusivity | Simplicity | Understandability)

Collaborative Spaces

Platforms that ascertain collaboration (Peer Support | Group Discussions| Webinars | Workshops | CoP (Community of Practitioners)

Technical Support

Ensuring Accessibility & Usability of Digital Learning Platform (UI/UX | Interoperability| App Outages | Functional Issues | Performance Issues)

Continuous Motivation & Support

Ensuring continuous motivation & support (Post Training Support | Appreciation | Rewards & Recognition)

Underpinned by **Education | Equity | Empathy | NEP 2020 | RPwD Act 2016 | CBSE Guidelines**

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Areas need further detailed Enquiry/Research?

1 Training Content

To ensure that the content of the training program remains relevant and effective over time, it would be useful to conduct regular evaluations and updates to the curriculum. This could involve gathering feedback from participants on what new topics or areas they find relevant and would like to see covered, incorporating new research or best practices into the curriculum. Regular evaluation and updates can help to ensure that the training program remains a valuable resource for teachers and educators over time. Also, to build on the strengths of the training program, it would be useful to gather more detailed feedback from the respondents like what specific aspects of the content (specific modules or topics) were well received and they found particularly valuable or engaging.

2 Training Modality

To ensure the effectiveness, evaluate the training program to identify what specific teaching methods or approaches were effective and any potential barriers or obstacles that may prevent trainees from completing all the modules

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Areas need further detailed Enquiry/Research?

3 **Specific Outcomes**

To ensure that the training program is meeting its objectives and having a positive impact, it could be useful to collect data on specific outcomes such as changes in teacher behavior and their contribution in improving learning environment towards equal and quality education for all especially towards children with learning difficulty, student outcomes, or overall school performance. This could help to refine and improve the program over time, as well as provide evidence to support its continued funding and expansion.

4 **Impact Assessment**

The project inclusion is three phase project from sensitization / motivation of the teachers to assessment or identification of children with learning difficulties and implementation. Besides mid-term and end term assessment of each phase few online and/onsite research can be considered on observed and experienced changes in approach of the teachers, change in the school environment and ultimately an impact assessment can be considered for documentation of evidence-based changes visible or experienced because of the project inclusion.

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07. Conclusion

The overall impact of the training program on improving the understanding of various learning difficulties appears to be significant. However, The small number of respondents (2% to 3%) who felt that the training did not meet its intended objectives could be outliers or may have had different learning needs.

- Build on the success of the training program: The high percentage of respondents who felt that the training had helped them in understanding various learning difficulties suggests that the program was effective. To build on this success, SAS could consider expanding the program or developing similar training programs for other areas of special education.

- Provide ongoing support and resources: While the training program may have been helpful, ongoing support and resources can be critical in ensuring that educators are able to apply what they have learned in practice. SAS could consider providing ongoing support, such as regular meetings or online resources, to help educators continue to improve their understanding and skills in working with children with learning difficulties.

- Collect feedback and evaluate impact: To continue improving the training program, it is important to collect feedback from participants and evaluate the impact of the training. This could include surveys or focus groups with participants, as well as tracking changes in learner outcomes over time. By doing so, SAS can identify areas for improvement and ensure that the training is having a positive impact on educators and students alike.

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08. Annexure
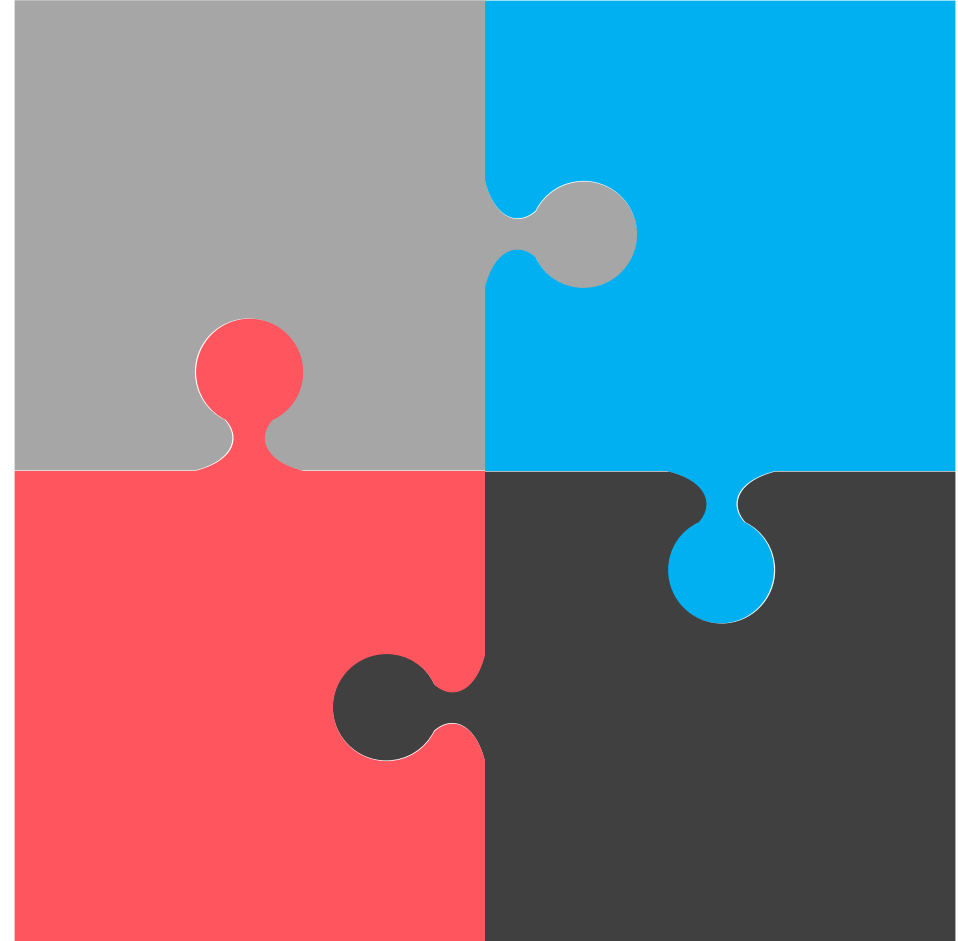
References

NEP 2020 | National Education Policy 2020
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

RPwD Act 2016 | The Rights of Persons with Disabilities Act, 2016
https://disabilityaffairs.gov.in/upload/uploadfiles/files/RPWD%20ACT%202016.pdf

Handbook on Inclusive Education | CBSE
https://cbseacademic.nic.in/web_material/Manuals/handbook-inclusive-education.pdf

UDL Guidelines
https://udlguidelines.cast.org/

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UDL Guidelines

The Universal Design for Learning Guidelines

	Provide multiple means of **Engagement** Affective Networks The "WHY" of Learning	Provide multiple means of **Representation** Recognition Networks The "WHAT" of Learning	Provide multiple means of **Action & Expression** Strategic Networks The "HOW" of Learning
Access	Provide options for **Recruiting Interest** • Optimize individual choice and autonomy • Optimize relevance, value, and authenticity • Minimize threats and distractions	Provide options for **Perception** • Offer ways of customizing the display of information • Offer alternatives for auditory information • Offer alternatives for visual information	Provide options for **Physical Action** • Vary the methods for response and navigation • Optimize access to tools and assistive technologies
Build	Provide options for **Sustaining Effort & Persistence** • Heighten salience of goals and objectives • Vary demands and resources to optimize challenge • Foster collaboration and community • Increase mastery-oriented feedback	Provide options for **Language & Symbols** • Clarify vocabulary and symbols • Clarify syntax and structure • Support decoding of text, mathematical notation, and symbols • Promote understanding across languages • Illustrate through multiple media	Provide options for **Expression & Communication** • Use multiple media for communication • Use multiple tools for construction and composition • Build fluencies with graduated levels of support for practice and performance
Internalize	Provide options for **Self Regulation** • Promote expectations and beliefs that optimize motivation • Facilitate personal coping skills and strategies • Develop self-assessment and reflection	Provide options for **Comprehension** • Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization	Provide options for **Executive Functions** • Guide appropriate goal-setting • Support planning and strategy development • Facilitate managing information and resources • Enhance capacity for monitoring progress
Goal	**Expert learners** who are... **Purposeful & Motivated**	**Resourceful & Knowledgeable**	**Strategic & Goal-Directed**

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