

# **Impact assessment of Project Inclusion**

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## About Project Inclusion

Project Inclusion is a flagship initiative of the Sri Aurobindo Society that aims to make school education more inclusive, equitable, and sensitive to the diverse learning needs of all children, especially Children with Special Needs (CwSN).

It builds upon the Society's broader education reform programme "Zero Investment Innovations for Education Initiatives (ZII EI)", which encourages and supports teachers in creating innovative teaching-learning practices at the grassroots level.

- Implemented across multiple states in collaboration with **State Education Departments**.
- Conducted in a **phased manner** starting with sensitization of teachers, followed by demonstration of inclusive classroom practices and reinforcement through follow-up sessions.
- Uses **multimedia resources**, experiential learning modules, and real-life case studies to make training relatable and actionable.

Project Inclusion aligns closely with:

- **National Education Policy (NEP) 2020** - which emphasizes equitable and inclusive education.
- **Samagra Shiksha Abhiyan** - which integrates inclusive education as a core component.
- **UN Sustainable Development Goal (SDG) 4** - "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

### Vision:

To create a **barrier-free, inclusive learning environment** where every child regardless of physical, intellectual, social, emotional, linguistic, or cultural differences has equal opportunities to learn and participate in classroom activities.

### Objectives:

- To build awareness and capacity among teachers, headmasters, and education administrators on inclusive education principles.
- To equip teachers with practical strategies for identifying and addressing diverse learning needs.
- To create inclusive classrooms where CwSN are accepted, supported, and mainstreamed in regular schooling.
- To reduce stigma and discrimination associated with differently abled learners.
- To sensitize students and parents towards inclusion and empathy.

### Key Components:

#### Teacher Training & Sensitization:

- Orientation programs and workshops for teachers on inclusive practices, early identification of learning difficulties, and adaptive teaching methods.
- Development and dissemination of easy-to-use teaching-learning materials (TLMs).

**Classroom Inclusion Practices:**

- Promoting peer learning and buddy systems.
- Integrating activity-based learning methods adaptable for mixed-ability classrooms.

**Community and Parental Engagement:**

- Awareness campaigns and parent meetings to strengthen community support for inclusion.

**Monitoring and Feedback:**

- Use of school-level feedback mechanisms to understand implementation challenges.
- Periodic impact assessment to measure behavioural and attitudinal change among teachers, students, and parents.





## Executive Summary

**Project Inclusion**, implemented by the **Sri Aurobindo Society** under its *Rupantar* programme, is a pioneering initiative aimed at transforming India's school education landscape by fostering inclusive, equitable, and empathetic learning environments. The project sensitizes and empowers teachers, administrators, and parents to identify and support children with learning difficulties and neurodevelopmental disorders (NDDs), ensuring that every child receives equal opportunities to learn and thrive within mainstream classrooms.

The project aligns with the **National Education Policy (NEP 2020)**, the **Rights of Persons with Disabilities Act (2016)**, and the **Samagra Shiksha Abhiyan**, while contributing to **SDG 4 - Quality Education**. It focuses on teacher capacity-building through multimedia learning resources, the use of a digital Learning Management System (LMS) and the *Project Inclusion App*, and on creating a culture of empathy and collaboration across the school ecosystem.

Project Inclusion improved the classroom participation, social and behavioural skills of the identified children with learning difficulties, while bringing attitudinal change in the teacher and peer students as well

### Purpose of Impact Assessment:

The impact assessment aimed to evaluate:

1. The extent of awareness and attitudinal change among teachers, administrators, parents, and students towards inclusive education.
2. The effectiveness of training and capacity-building interventions in improving classroom practices and early identification of CwSN/NDD.
3. The efficiency of project design, delivery mechanisms, and digital platforms (LMS, mobile application).
4. The broader impact of the project on inclusivity, empathy, and participation of differently abled students in regular classrooms.
5. The challenges encountered and recommendations for strengthening future phases of the programme.

### Methodology:

The study followed a mixed-method approach, combining quantitative and qualitative data collection from a representative sample of district administrators, teachers and parents across selected states. Tools included structured questionnaires and key informant interviews (KIIs). Data was triangulated with programme records, digital training analytics, and field observations to ensure reliability and validity of findings.

### Key Findings:

#### 1. Teacher Capacity and Awareness

- 98% rated the training content as good or excellent, and 99% found it relevant to their classroom needs.
- The digital LMS and PI App recorded 97% satisfaction for ease of use, establishing strong technology adoption among teachers.

## **2. Early Identification and Screening**

- 66% of teachers actively used the PI App's screening tool to identify students with learning difficulties; 22% used it partially.
- 98% expressed confidence in using the digital screening tools effectively.
- Post-training, 88% of teachers identified students with learning challenges, averaging 3 students per classroom, confirming improved diagnostic capacity.

## **3. Intervention and Classroom Implementation**

- 82% of teachers who received the Intervention Plans reported actively using the same in their classrooms, with 81% reporting that it is easy to implement in the classroom.
- About 82% rated the intervention plans as effective or highly effective, aligning well with Universal Design for Learning (UDL) principles.
- 98% of teachers found video resources helpful, validating the project's multimedia support system.

## **4. Student-Level Outcomes**

- Teachers observed moderate to significant behavioural and social improvement in students (94% combined).
- 97% reported peers as supportive of classmates with learning difficulties, indicating emerging inclusive classroom cultures.
- 79% of teachers believed that inclusive practices under Project Inclusion have reduced dropout rates and improved student retention, underscoring the project's long-term educational impact.

## **5. Parental and Community Engagement**

- 76% of teachers observed increased parental involvement and interest in their children's learning.
- 58% maintain regular communication with parents, fostering strong home-school collaboration.
- Parents corroborated these improvements—80% reported highly positive teacher-student interactions, and 60% noted significantly more supportive school environments.

## **6. Institutional and Systemic Impact**

- 94% of teachers experienced enhanced administrative support for implementing inclusive practices.
- 99.5% observed positive changes in the overall school environment, including improved teacher-student relations, peer empathy, and awareness among staff.
- Administrators reported strengthened teacher capacity, community awareness, and reduced dropout risks.

The impact assessment confirms that Project Inclusion has achieved substantial success in building teacher capacity, improving student inclusion, and promoting supportive school ecosystems. The program has effectively bridged policy intent with classroom practice through a scalable, digital, and low-cost delivery model.

Sustaining these outcomes will require:

- Continued post-training mentorship and refresher programs,
- Enhanced parental and community engagement, and
- Integration of Project Inclusion into state teacher-training frameworks for long-term institutionalization.

Project Inclusion stands as a replicable model for inclusive education, demonstrating that when teachers are empowered, technology is leveraged effectively, and communities are engaged, inclusive classrooms can become the cornerstone of equitable education for all.



## Approach & Methodology

The assessment of the Project Inclusion by Sri Aurobindo Society employs a robust, impact assessment framework. This approach is designed to measure both the implementation process and the outcomes of inclusive education.

### 1. Mixed Method Research Design

The assessment utilizes a mixed-method approach, combining both qualitative and quantitative research methods to capture a comprehensive view of the project's impact and processes.

**Quantitative method** includes structured surveys on learning outcome measurements.

**Qualitative method** involves personal and telephonic interviews and participatory evaluation with stakeholders such as teachers, parents, and administrative officers.

### 2. Sampling

Sampling has been done for the primary data collection keeping in mind the extensive coverage of the program across four locations namely Lucknow, Chandigarh, Chennai and Mumbai. The in-depth interviews have been conducted for different stakeholders i.e. teachers, parents and administrative officers. These locations are selected keeping in mind the broader coverage of the program and the impact it has created on the lives of special students. Here is the location wise sampling:

Region	Teachers
Lucknow	53
Chandigarh	4
Chennai	51
Mumbai	92
Total	200

### 3. Research Framework

The evaluation is structured around a **Theory of Change** using outcome indicators and a research framework (REESI+E) to systematically track progress and impact.

The assessment covers five key domains:

- Impact of training
- Changes in teaching practices and attitudes
- Student Outcomes and Classroom Environment
- Parental Involvement and Community Impact
- Effectiveness of the program



## Application of REESIE Criteria

Criterion	Assessment Focus
<b>Relevance</b>	Evaluates how well Project Inclusion intervention align with NEP 2020 and stakeholder needs
<b>Effectiveness</b>	Measures achievement of project outcomes (e.g., teacher empowerment, inclusive education, improved learning)
<b>Efficiency</b>	Assesses cost-effectiveness and resource optimization in delivering intervention
<b>Sustainability</b>	Examines the potential for long-term continuation of benefits and institutionalization of practices
<b>Impact</b>	Evaluates broader systemic changes (e.g., school transformation, community engagement, student achievement)
<b>Equity</b>	Reviews inclusiveness, particularly for disadvantaged and special-needs groups



## 4. Data Analysis and Reporting

- **Quantitative Analysis:** Statistical analysis of survey data to measure changes in attendance, enrolment, retention, and learning outcomes
- **Qualitative Analysis:** Thematic analysis of interviews to understand stakeholder experiences and perceptions
- **Triangulation:** Integrated findings from interviews, and secondary sources for impact assessment

## 5. Quality Assurance

- **Internal Quality Controls:** Regular internal reviews, random call-backs to respondents for data validation, and secure data storage protocols.
- **Confidentiality:** Ensured data privacy and ethical handling of all respondent information.

## 6. Reporting and Recommendations

- **Comprehensive Reporting:** The final report included findings on project relevance, effectiveness, efficiency, sustainability, impact, and equity, along with actionable recommendations for future implementation.

## Findings

### Teachers

#### 1. State wise Orientation Analysis

State	Total Sample	Coordinators (Orientation Attended)	Teachers (Orientation Not Applicable)
Uttar Pradesh	53	25	28
Tamil Nadu	51	22	29
Maharashtra	92	34	58
Chandigarh	4	0	4

*\*Teachers who were Coordinators attended the orientation; Orientation was Not Applicable for Teachers who were not Coordinators*

Sri Aurobindo Society conducted orientation sessions exclusively for Project Inclusion Coordinators, covering the programme overview, LMS navigation, enrolment process, and operational guidelines. Attendance at these sessions was mandatory only for coordinators, while other teachers participated later through the Inclusive Education LMS course as part of the broader Project Inclusion learning process.

- **State-wise Orientation Analysis:** The dataset contains responses from 200 teachers across 4 states: Maharashtra (92 teachers), Uttar Pradesh (53 teachers), Tamil Nadu (51 teachers), and Chandigarh (4 teachers).
- **States with Maximum Training Coverage:** 100% Coordinators of Uttar Pradesh, Maharashtra and Tamil Nadu had attended the orientation sessions, indicating strong training coverage and effective implementation of the programme at the state level.
- **States with Lowest Training Coverage:** Chandigarh shows that the coordinator have not attended the orientation session probably they were newly appointed or joined after the orientation had completed.

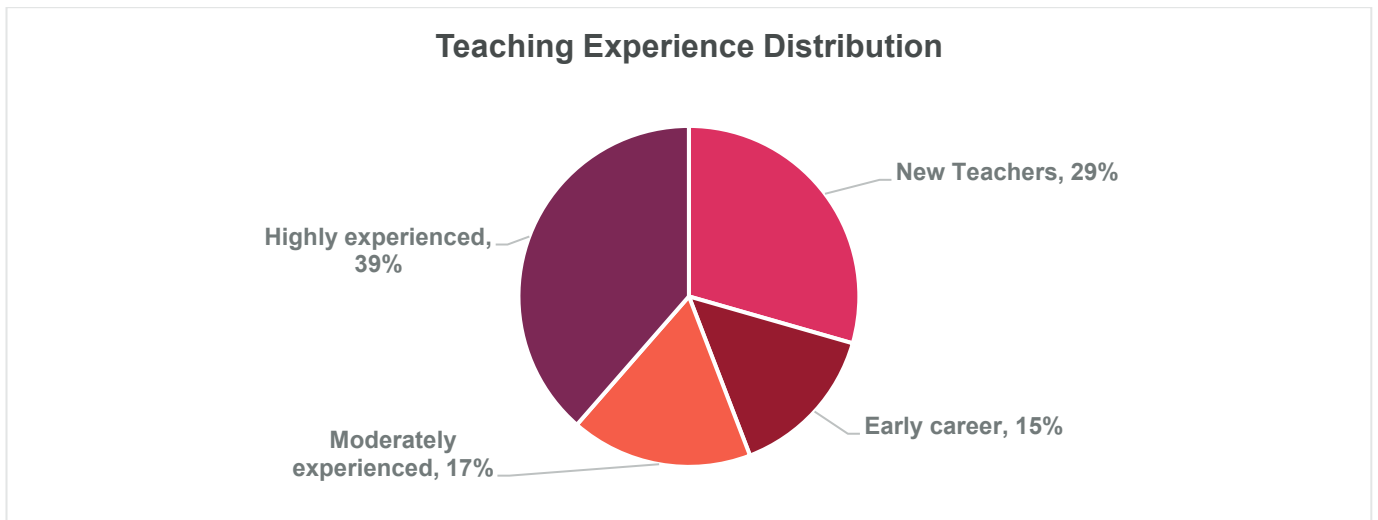
However, it is important to note that **all 200 teachers surveyed in this study had successfully completed the 17-module Project Inclusion LMS course** and were trained in inclusive education through the Project Inclusion app.

## 2. Teaching Experience Distribution

Experience Category	Number of Teachers	Percentage
New Teachers	58	29.29%
Early career	30	14.65%
Moderately experienced	34	17.17%
Highly experienced	78	38.38%

### Key Findings

- **Highly experienced:** Teachers with more than 10 years' experience represent the largest segment at 39% (78 teachers).
- **Early career:** The 2–5 years' experience category has the smallest representation at 15% (30 teachers).
- **New vs. Experienced Split:**
  - **New Teachers (Less than 2 years):** 29%
  - **Highly Experienced (More than 10 years):** 39%
  - **Moderately experienced (6-10 years combined):** 17%





### 3. Have you received any prior training related to inclusive education before Project Inclusion?

Response	Number of Teachers	Percentage
No	119	60%
Yes	81	40%

#### Key Findings

- Around 60% of teachers had No prior training in inclusive education before Project Inclusion, while 40% had received some prior training.
- There is a 20-percentage point difference between teachers without training versus those with prior training.

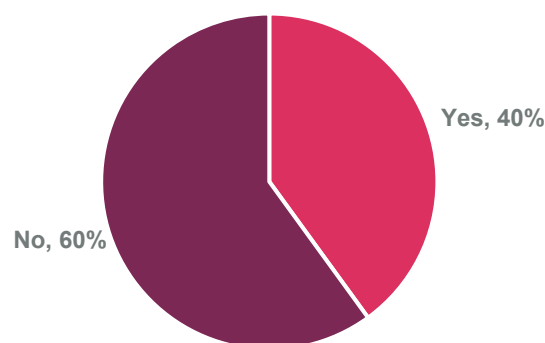
#### Strategic Implications

This data reveals that nearly 6 out of 10 teachers entered the Project Inclusion program without any prior inclusive education training background. This finding is significant because it:

- Highlights the critical need for comprehensive training programs like Project Inclusion to build foundational knowledge and skills in inclusive education.
- Demonstrates the program's relevance in addressing a substantial capacity and knowledge gap, particularly for teachers who are engaging with inclusive practices for the first time.
- Establishes a clear baseline, indicating that majority of participants began the programme with limited prior experience in inclusive education

Given that a substantial proportion of teachers lacked prior training, Project Inclusion emerges as a **high-impact capacity-building initiative**, playing a crucial role in equipping a largely untrained teaching population with the competencies required to support students with diverse learning needs and to foster inclusive classroom environments.

Prior Training in Inclusive Education Analysis



4. How would you assess the overall quality and clarity of the LMS content designed for teachers across all three phases of Project Inclusion?

Quality Rating	Number of Teachers	Percentage
Excellent	70	35%
Good	125	63%
Average	3	2%
No Response	2	1%

### Key Findings

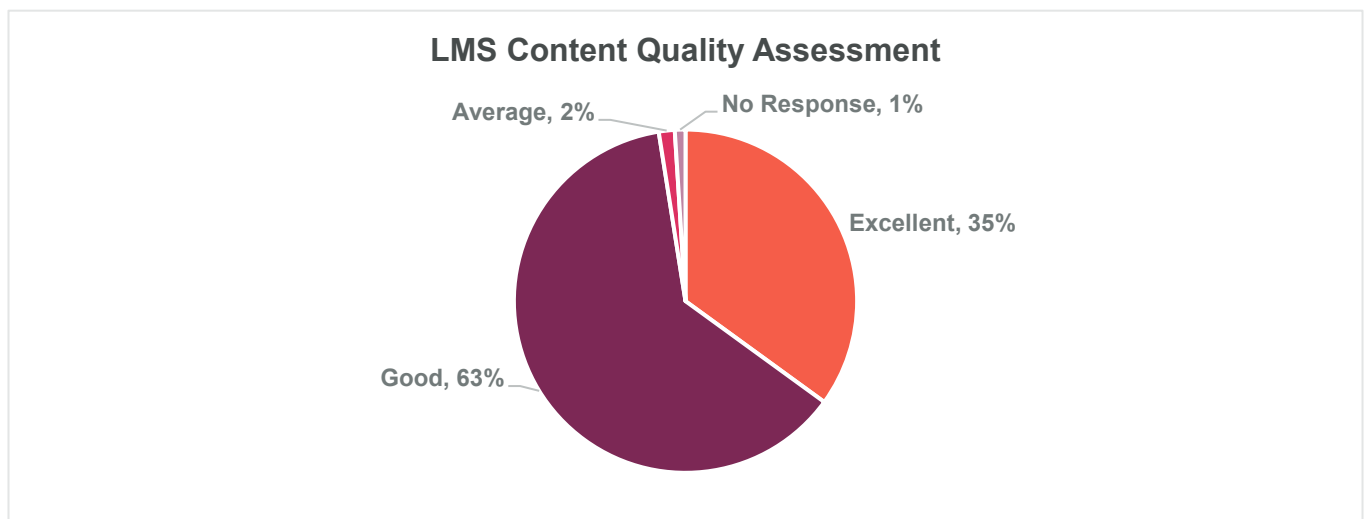
- Outstanding Satisfaction: 98% of teachers rated the LMS content as either "Excellent" or "Good", indicating exceptionally high satisfaction with Project Inclusion's training quality.
- Majority Rating: 63% of teachers rated the training as "Good", making it the most common response, while 35% rated it as "Excellent".
- Minimal Criticism: Only 2% of teachers rated the training content as "Average," with zero teachers rating it as "Below Average" or "Poor".

### Strategic Implications

This data demonstrates exceptional program effectiveness:

- Near-universal approval (98% positive ratings) indicates the LMS content successfully met teacher needs
- High "Excellent" rating (35%) shows the program exceeded expectations for over one-third of participants
- Virtually no negative feedback suggests comprehensive quality in content design and delivery
- Strong foundation for replication as the LMS training model has proven highly effective across diverse teacher populations

The overwhelmingly positive response validates Project Inclusion's module-based training design and delivery methodology, making it a model for future inclusive education programs.



5. How would you rate the relevance of the LMS training content to your classroom needs?

Relevance Rating	Number of Teachers	Percentage
Very Relevant	110	55%
Somewhat Relevant	87	44%
Not Relevant	1	1%
No Response	2	1%

### Key Findings

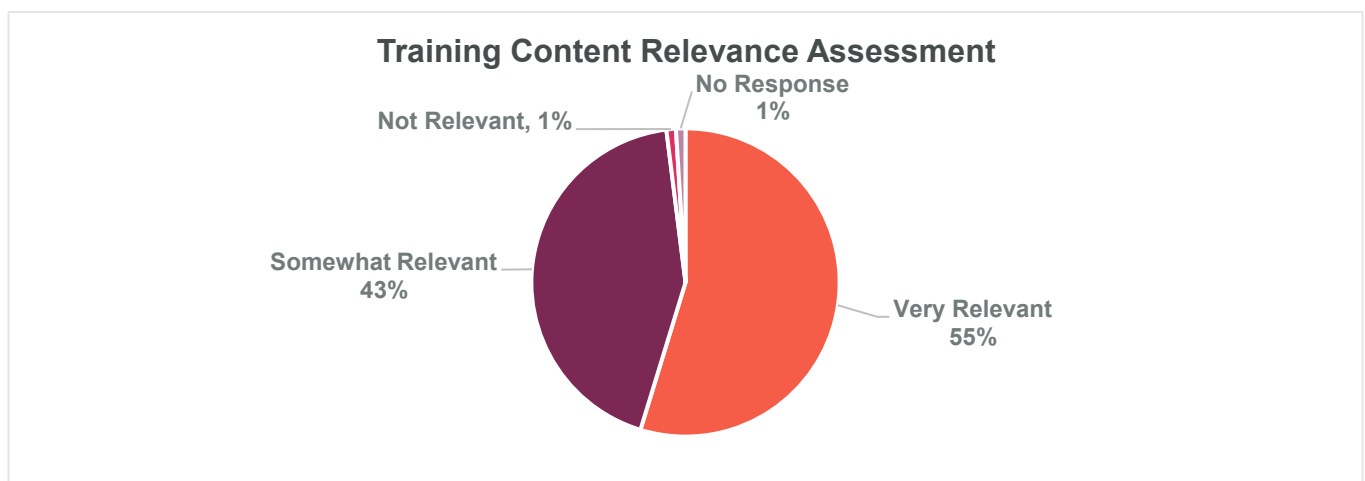
- Exceptional Relevance: 99% of teachers found the training content relevant to their classroom needs (combining "Very Relevant" and "Somewhat Relevant" responses).
- High Impact Rating: 55% of teachers rated the training as "Very Relevant", indicating that more than half found the content directly applicable to their daily teaching challenges.
- Minimal Disconnect: Only 1% of teachers (just 1 teacher) found the training content "Not Relevant" to their classroom needs.

### Strategic Implications

This data demonstrates outstanding program design effectiveness:

- Near-perfect relevance (99% positive ratings) shows the training content was well-aligned with actual classroom needs
- Majority high relevance (55% "Very Relevant") indicates the program directly addressed pressing teacher challenges
- Virtually no irrelevance suggests comprehensive needs assessment and content design
- Strong practical applicability validates the program's focus on real-world classroom implementation

The overwhelmingly positive relevance ratings confirm that Project Inclusion successfully bridged the gap between theoretical training and practical classroom application, making it highly valuable for teachers' day-to-day inclusive education practices.



## 6. How would you rate the training platform (LMS) in terms of ease of use?

Ease of Use Rating	Number of Teachers	Percentage
Excellent	76	38%
Good	118	59%
Average	6	3%
Poor	0	0%

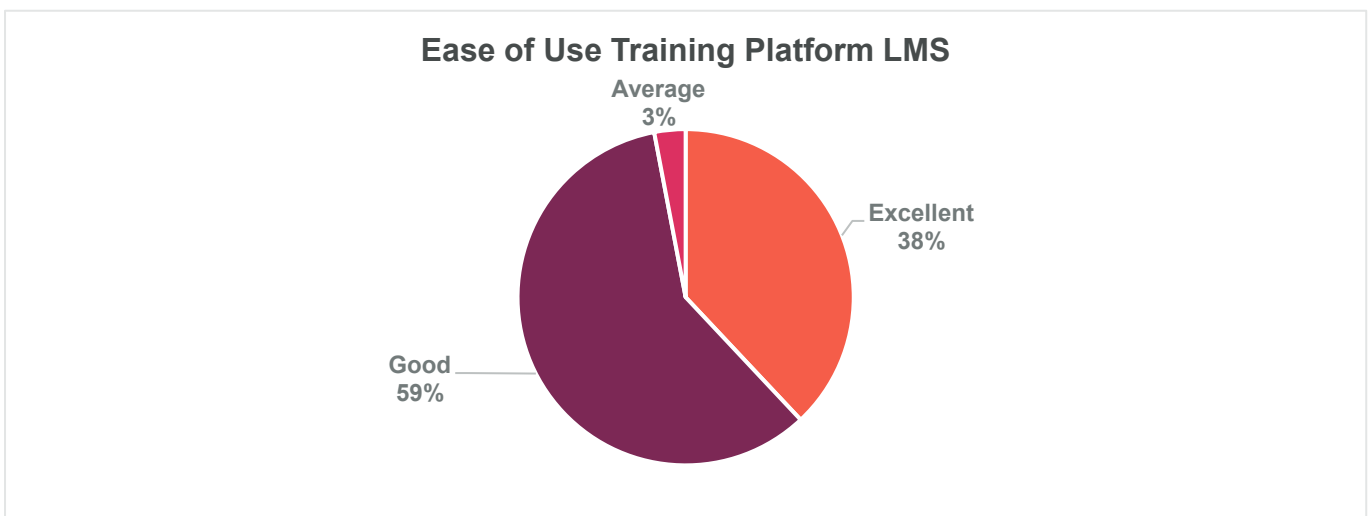
### Key Findings

- Outstanding User Experience: 97% of teachers rated the LMS as either "Excellent" or "Good" in terms of ease of use, demonstrating exceptional platform usability.
- Majority Positive Rating: 59% of teachers rated the LMS as "Good", making it the most common response, while 38% rated it as "Excellent".
- Minimal Usability Issues: Only 3% of teachers rated the LMS as "Average," with zero teachers rating it as "Below Average" or "Poor," indicating virtually no significant usability problems.

### Strategic Implications

- Near-universal satisfaction (97% positive ratings) indicates the platform was intuitive and user-friendly for teachers
- High excellence rating (38%) shows the LMS exceeded usability expectations for over one-third of users
- Virtually no negative feedback suggests comprehensive user experience testing and design
- Strong technology adoption validates that the digital platform didn't create barriers for teachers

The overwhelmingly positive LMS ratings demonstrate that Project Inclusion successfully implemented a technology solution that enhanced rather than hindered the learning experience, making it accessible to teachers with varying levels of digital literacy.





## 7. How interactive is the Project Inclusion orientation / doubt clearing session?

Impact Category	Percentage
Understanding Special Needs	17.5%
Self-Learning & Sensitization	17.5%
Personal Understanding	22%
Equal Education Awareness	6.5%
Comprehensive Benefits	35.50%
No Benefits	1%

### Key Findings

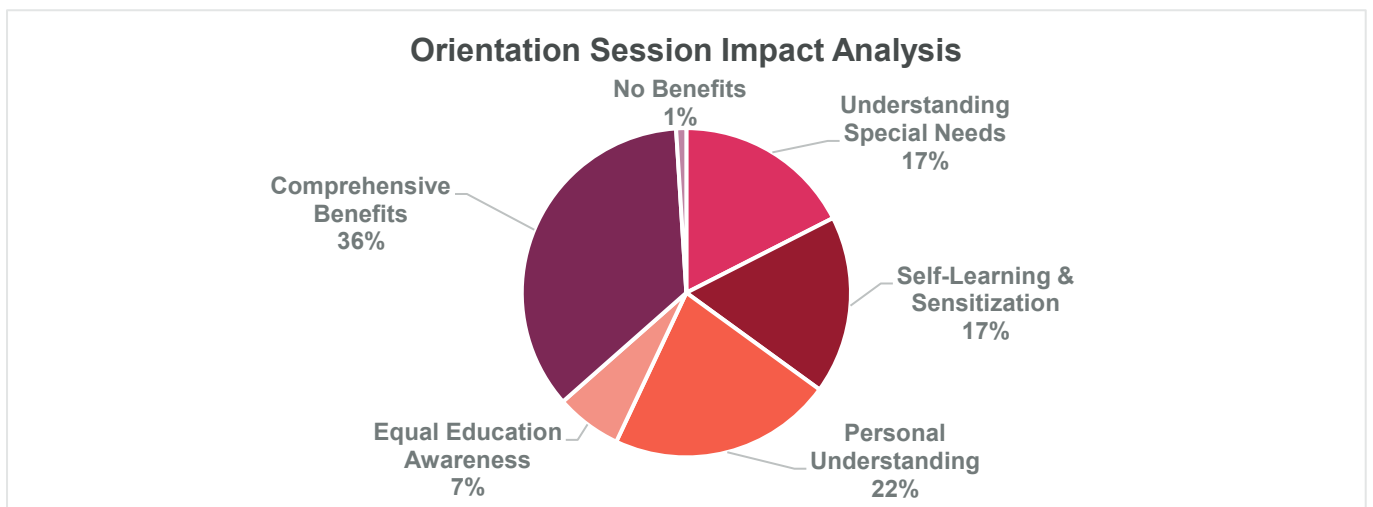
- Exceptional Positive Impact: 99% of teachers reported gaining benefits from the orientation/doubt clearing sessions, with only 1% reporting no benefits.
- Most Common Benefit: 22% of teachers gained personal understanding making it the most frequently cited benefit.
- High Impact Majority: 35.5% of teachers experienced multiple benefits from the sessions, indicating comprehensive effectiveness.

### Strategic Implications

The orientation sessions demonstrated exceptional effectiveness in multiple dimensions:

- Nearly universal benefit (99% positive impact) shows comprehensive session design
- Diverse learning outcomes across multiple knowledge areas indicate well-rounded content
- High multiple-benefit rate (35.5%) suggests comprehensive benefits
- Special needs focus success validates the program's core inclusive education objectives

The overwhelmingly positive response confirms that the orientation/doubt clearing sessions effectively prepared teachers for Project Inclusion implementation across all key knowledge areas.



## 8. How often do you refer to the training materials for guidance?

Reference Frequency	Number of Teachers	Percentage
Frequently	70	35%
Occasionally	121	60%
Rarely	4	2%
Never	5	3%

### Key Findings

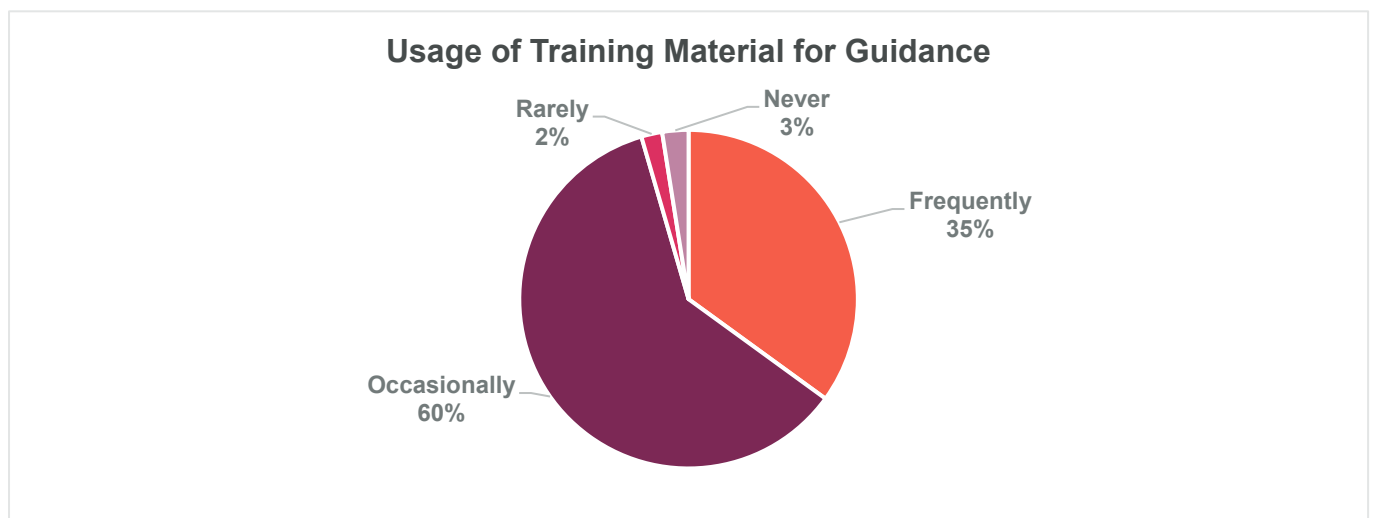
- High Material Utilization: 95% of teachers regularly refer to training materials (combining "Frequently" and "Occasionally"), demonstrating strong ongoing engagement with Project Inclusion resources.
- Most Common Usage: 60% of teachers occasionally refer to the training materials, making it the most common response and indicating the materials is helpful.
- Minimal Non-Usage: Only 3% of teachers never refer to the training materials, showing broad adoption and sustained utility of the resources.

### Strategic Implications

This data demonstrates exceptional training material effectiveness:

- High sustained engagement (95% regular usage) indicates materials remain practically relevant beyond initial training and are effectively supporting teachers in implementing inclusive practices.
- Strong frequent usage (35%) suggests materials effectively support daily classroom challenges
- Low abandonment rate (3% never use) validates comprehensive resource design, but targeted support may be considered for the small group of teachers not yet engaging with the materials to ensure universal implementation.
- Minimal rare usage (2%) shows clear utility for most participants

Program Success Indicator: The high frequency of using the reference material demonstrates that Project Inclusion successfully created resources that teachers find continuously valuable, supporting long-term program impact and behaviour change.



**9. Have you noticed an increase in support from school administrators in helping you implement inclusive practices as a teacher?**

Administrative Support	Number of Teachers	Percentage
Yes	188	94%
No	10	5%
No Response	2	1%

**Key Findings**

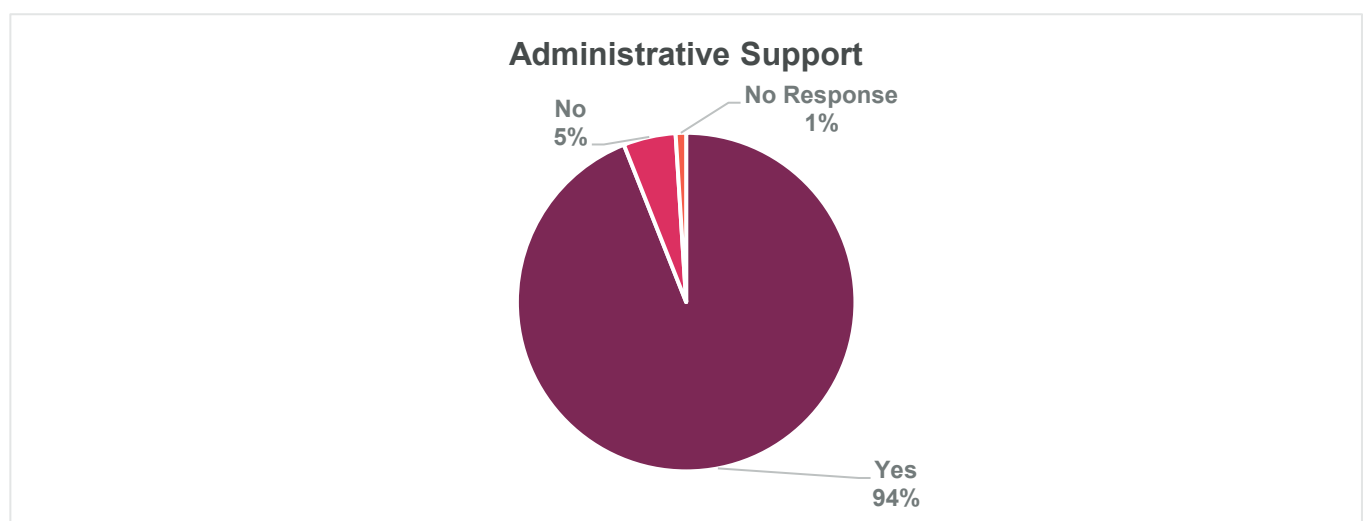
- Exceptional Administrative Buy-in 94% of teachers reported increased support from school administrators, demonstrating outstanding institutional commitment to inclusive practices.
- Minimal Resistance: Only 5% of teachers reported no increase in administrative support, indicating very limited institutional barriers to implementation.
- No Response: 1% of the teachers gave no response.

**Strategic Implications**

This data reveals exceptional program success at the institutional level:

- Near-universal administrative support (94%) indicates effective program communication and stakeholder engagement
- Strong leadership commitment validates Project Inclusion's ability to influence institutional culture
- Minimal implementation barriers suggest comprehensive change management approach
- Sustainable program foundation through administrative backing ensures long-term success

Critical Success Factor: The overwhelming administrative support (94%) is a key indicator of Project Inclusion's sustainability and scalability potential, as administrative backing is essential for successful educational program implementation.



**10. Since the course completion or the LMS training, have you noticed a change in your approach toward students with learning difficulties?**

Change Level	Number of Teachers	Percentage
Significant Change	112	56%
Moderate Change	77	38.5%
Minimal Change	10	5%
No Change	1	0.5%

**Key Findings**

- Exceptional Transformation Success: 94.5% of teachers experienced positive change in their approach (combining "Significant" and "Moderate" change), demonstrating remarkable program effectiveness.
- Balanced Impact Distribution: 56% experienced significant change while 38.5% experienced moderate change, showing the program created meaningful impact across different levels.
- Minimal Resistance: Only 0.5% of teachers reported no change, indicating virtually universal program impact on teaching approaches.

**Strategic Implications**

This data reveals outstanding program transformation success:

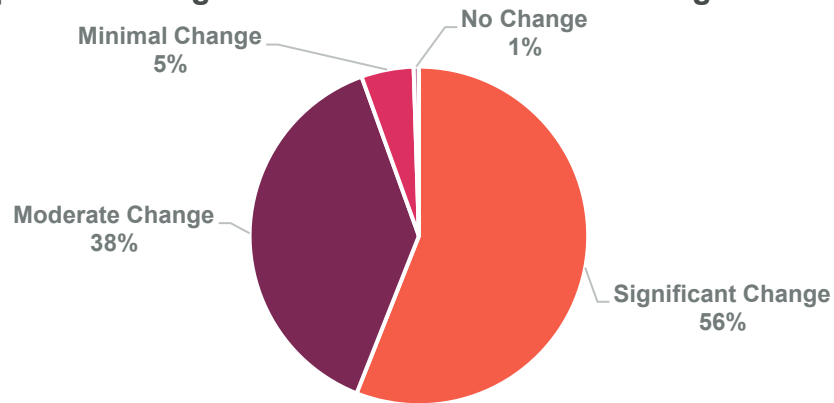
- Near-universal positive impact (94.5%) demonstrates comprehensive effectiveness in changing teacher attitudes and approaches
- High significant change rate (56%) shows the program created deep meaningful transformations for half of participants
- Strong moderate change complement (38.5%) indicates broad-based improvement across the teaching community
- Virtually no unchanged teachers (0.5%) validate program design and implementation

Critical Success Indicator: The 1.45:1 ratio between significant and moderate change shows balanced impact distribution, suggesting the program was effective across different teacher backgrounds and experience levels.

This exceptional transformation rate (94.5%) positions Project Inclusion as a highly successful professional development model for inclusive education, demonstrating its ability to create lasting changes in teacher approaches toward students with learning difficulties.



### Approach Change Toward Students with Learning Difficulties



## 11. What are the improvement areas, do you think can be helpful in implementing inclusive practices in your classroom?

Improvement Area	Number of Response	Percentage
Games & Activities	107	54%
Individual Attention	54	27%
Outdoor Learning	9	5%
No Response	30	15%

### Key Findings

- **Interactive Learning Priority:** 54% of teachers emphasized games and activities as the most needed improvement, making it the top requested enhancement for inclusive classroom practices.
- **Personalized Support Need:** 27% highlighted individual attention as crucial, indicating teachers recognize the importance of one-to-one interactions with students having learning difficulties.

### Representative Teacher Responses

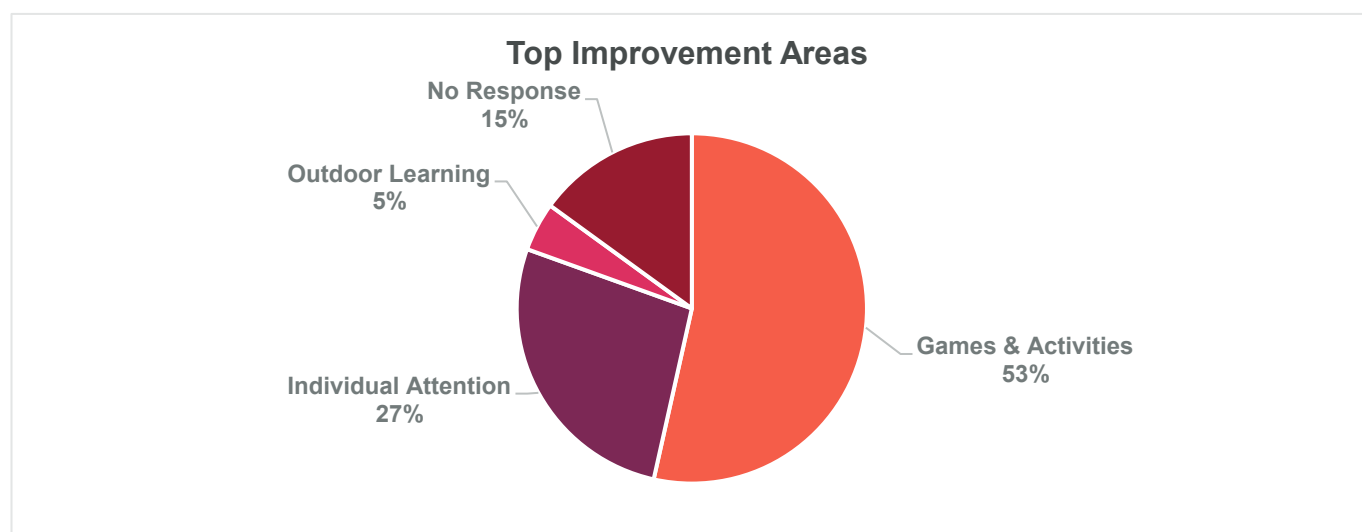
- Games & Activities: *"Use of Audio-Visual aids, learning through games & activity"*
- Individual Attention: *"One to one interaction with students"*

### Strategic Implications

This analysis reveals practical, classroom-focused improvement priorities:

- Interactive methodologies are most desired, validating the need for engaging, play-based inclusive education approaches
- Individualized support systems are recognized as essential for addressing diverse learning needs
- Continued capacity building through additional resources and training remains important
- Technology integration and infrastructure improvements represent modernization needs

The responses demonstrate teachers' practical understanding of inclusive education challenges and their focus on student-cantered, interactive solutions that can make immediate classroom impact.



## 12. How well do you understand how to use the screening tools available on the PI app to identify students with learning difficulties?

Understanding Level	Number of Teachers	Percentage
Very Well	91	45.5%
Somewhat Well	103	51.5%
Not Well	2	1%
No Response	4	2%

### Key Findings

- **Exceptional Technology Adoption:** 97.0% of teachers have functional understanding of the PI app screening tools (combining "Very Well" and "Somewhat Well"), demonstrating outstanding digital tool adoption.
- **High Proficiency Rate:** 45.5% of teachers understand the screening tools "Very Well", indicating strong mastery of the technology among nearly half the participants.
- **Minimal Support Needed:** Only 1% of teachers struggle with the screening tools, showing virtually universal successful technology integration.
- **No Response:** 2% of teachers have given no response.

### Strategic Implications

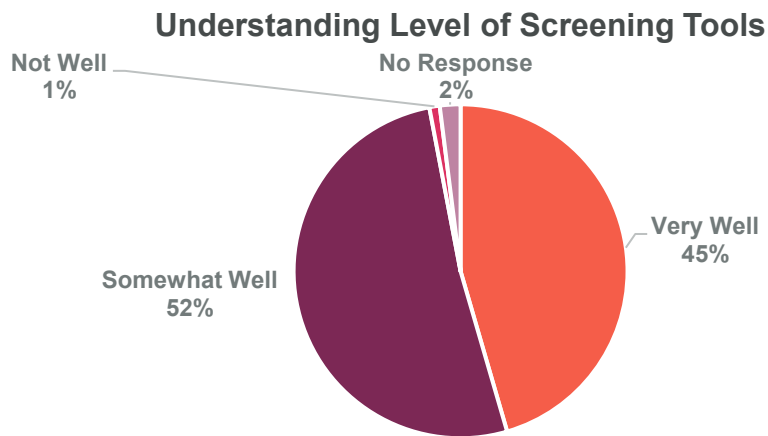
This data reveals exceptional technology implementation success:

- Near-universal proficiency (97.0% functional understanding) demonstrates effective digital training and user-friendly app design
- Strong high-level mastery (45.5%) shows the app successfully empowered teachers with advanced screening capabilities
- Minimal technology barriers (1% struggling) validate comprehensive training and support systems
- Successful digital transformation in inclusive education tools adoption

**Critical Success Factor:** The 97.0% functional understanding rate positions the PI app as a model for educational technology adoption, demonstrating that teachers can successfully integrate digital screening tools when properly designed and supported.

This outstanding technology adoption rate validates Project Inclusion's approach to digital tool integration and suggests the screening tools are effectively supporting teachers in identifying students with learning difficulties.







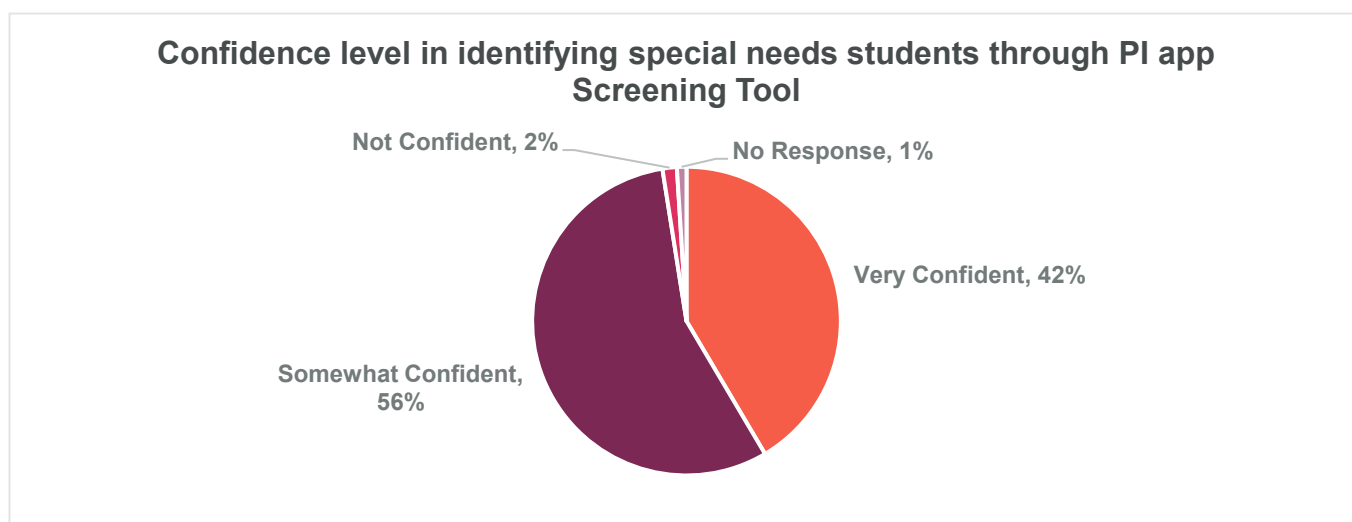
### 13. How confident do you feel in identifying students with learning difficulties using the screening tools available on the PI App?

Confidence Level	Number of Teachers	Percentage
Very Confident	83	42%
Somewhat Confident	112	56%
Not Confident	3	2%
No Response	2	1%

The assessment explored teachers' confidence levels in identifying students with learning difficulties using the screening tools available on the Project Inclusion (PI) App. The results reflect a high degree of self-assurance among teachers in utilizing the digital tool for classroom diagnostics.

A substantial 42% of teachers reported feeling very confident, indicating that a significant portion of educators have developed strong familiarity and proficiency with the screening process. Additionally, 56% of teachers felt somewhat confident, suggesting that while they are comfortable with the tool, there is still room to enhance their mastery through continuous practice and guidance. Only 2% of respondents reported not being confident, and 1% did not respond, reflecting minimal apprehension or disengagement.

Overall, these findings underscore that Project Inclusion has successfully strengthened teachers' confidence in identifying learning difficulties through technology-enabled interventions. The combined 98% of teachers expressing either high or moderate confidence signifies the program's positive impact on teachers' capacity to use digital tools effectively. Nevertheless, ongoing refresher training, peer learning opportunities, and technical mentoring could further consolidate these skills and ensure uniform confidence across all participating educators.



#### 14. How helpful is the profiling/screening process in assisting teachers to understand a child's psychology?

Helpfulness Level	Number of Teachers	Percentage
Very helpful	108	54%
Somewhat helpful	89	44.5%
Not helpful	1	0.5%
No Response	2	1%

#### Key Findings

- **Exceptional Process Effectiveness:** 98.5% of teachers found the profiling/screening process helpful for understanding child psychology (combining "Very helpful" and "Somewhat helpful"), demonstrating outstanding tool design and utility.
- **Strong High-Impact Rating:** 54% of teachers rated the process as "Very helpful", indicating that the majority found significant value in using the profiling tools for psychological understanding.
- **Minimal Ineffectiveness:** Only 0.5% of teachers (just 1 teacher) found the process "Not helpful," showing virtually universal appreciation for the psychological insights provided.
- 1% of teachers haven't given any response in this regard.

#### Strategic Implications

This data reveals exceptional success in bridging assessment and psychological understanding:

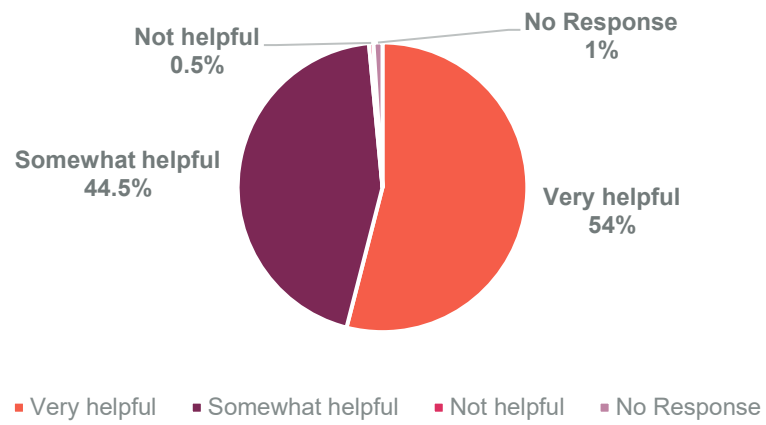
- Near-universal effectiveness (98.5%) validates the profiling process design and implementation
- Majority high-value perception (54% "Very helpful") shows the process meaningfully enhances teachers' psychological insights into students
- Strong functional value (44.5% "Somewhat helpful") demonstrates broad utility across different teacher experience levels
- Minimal dissatisfaction (0.5%) indicates comprehensive design that meets diverse teacher needs

**Critical Success Factor:** The profiling/screening process successfully transforms technical assessment data into meaningful psychological insights that teachers can understand and apply in their classroom practice.

**Report Summary:** The profiling/screening process demonstrates exceptional effectiveness with a 98.5% positive response rate. Over half of teachers (54%) find it "very helpful" for understanding child psychology, while 44.5% find it "somewhat helpful." This indicates the process successfully bridges the gap between assessment and psychological understanding of students' needs, enabling teachers to develop more targeted and empathetic approaches to supporting students with learning difficulties.

This outstanding effectiveness rate positions the profiling process as a model component of Project Inclusion, demonstrating how technical screening tools can be designed to enhance teachers' psychological understanding of their students.

### Profiling/Screening Process Helpfulness



### 15. Have you used the screening tool available on the PI app to identify students with learning difficulties?

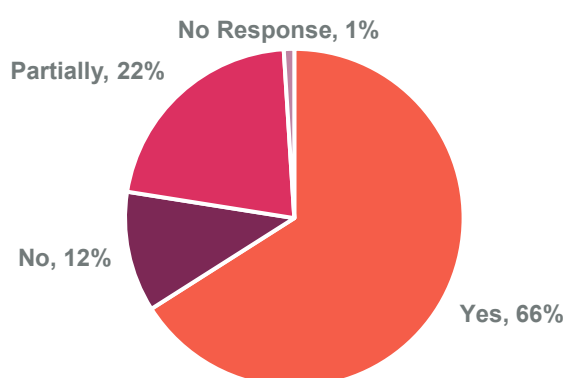
Response Type	Number of Response	Percentage
Yes	132	66%
Partially	43	22%
No	23	12%
No Response	2	1%

To assess the adoption of digital tools for identifying students with learning difficulties, respondents were asked whether they had used the screening tool available on the PI app. The responses indicate a high level of utilization of this feature among teachers and facilitators.

Out of the total respondents, 66% confirmed that they have used the screening tool, demonstrating a strong level of awareness and integration of the digital intervention within classroom practices. Another 22% reported partial usage, suggesting that while they are familiar with the tool, consistent or comprehensive application may still be evolving. Only 12% stated they had not used the tool, which could point towards the need for additional training or technical support to ensure universal adoption. A negligible 1% did not respond to the question.

Overall, the findings highlight that the majority of educators are engaging with the PI app's screening tool, which reflects positively on the project's digital capacity-building efforts. However, the partial and non-usage segments underscore the necessity of continuous orientation, refresher sessions, and technical handholding to ensure that all educators are equipped and confident in using the tool effectively for early identification and support of children with learning difficulties.

**Usage of screening tool available on PI app**



## 16. Since the training, how many students have you identified with learning challenges in your classroom?

Students Identified	Number of Teachers	Percentage
1-3 students	120	69%
4-6 students	42	24%
More than 6 students	10	6%
None	3	2%

*\*Responses to this question exclude 25 teachers who had not used the screening tool.*

### Key Findings

- High Identification Activity: 88% of teachers (175 out of 200) actively used the screening tools to identify students with learning challenges, demonstrating strong program engagement and tool utilization.
- Most Common Range: 69% of active teachers identified 1-3 students, indicating that most classrooms have a manageable number of students requiring inclusive education support.
- Significant Reach: 24% identified 4-6 students, showing substantial impact in classrooms with higher needs, while 6% identified more than 6 students, indicating some intensive-need environments.
- 2% teachers identified 0 students with learning challenges in the classroom, probably because they did not complete the screening process.

### Impact Assessment

- Estimated Program Reach: Based on midpoint calculations, approximately 530 students were identified with learning challenges across all participating teachers, with an average of 3.1 students per active teacher.
- Practical Implementation Success: The distribution shows that Project Inclusion effectively enabled teachers to identify students with learning difficulties in realistic, manageable numbers that allow for meaningful intervention and support.

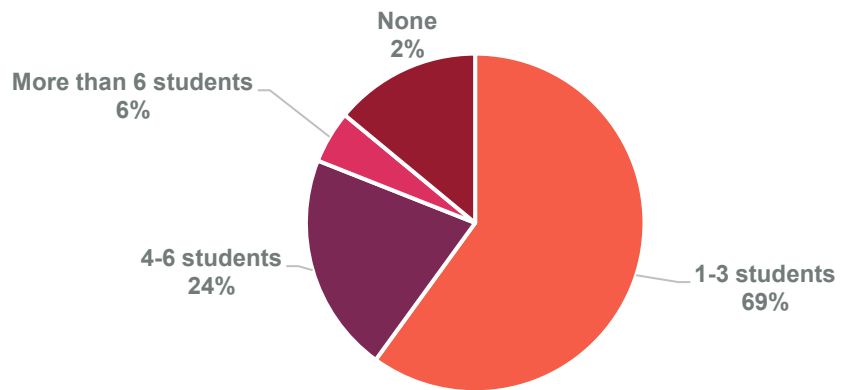
### Strategic Implications

This data demonstrates exceptional screening tool effectiveness and practical program impact:

- High tool adoption rate (88%) validates the PI app's usability, training effectiveness, improved awareness and responsiveness among educators towards diverse learning needs in their classrooms
- Manageable identification numbers (majority 1-3 students) ensure sustainable classroom implementation
- Substantial student reach (~530 students identified) shows significant program scale and impact
- Balanced distribution indicates the screening tools work across diverse classroom environments

The identification patterns suggest Project Inclusion successfully equipped teachers with practical tools to systematically identify students needing inclusive education support, creating a foundation for targeted interventions and improved learning outcomes.

### Students Identified with Learning Challenges





## 17. Have you received the Intervention Plans for the students you have identified as having learning difficulties?

Response Category	Number of Teachers	Percentage
Yes	133	77.3%
No	18	10.5%
Not Checked on the app	21	12.2%

*\*Responses to this question exclude 25 teachers who had not used the screening tool, as well as 3 teachers who did not complete the screening process.*

### Key Findings

- **Good Delivery Success:** 77.3% of teachers successfully received intervention plans for their identified students, demonstrating effective and functional program implementation.
- **Plans Not Applicable:** 10.5% of teachers did not receive intervention plans because the students they identified did not fall under the neuro-diverse category addressed by Project Inclusion and were therefore referred for external support.
- **User Engagement Issue:** 12.2% of teachers had not checked the app for intervention plans, highlighting the need for improved communication, reminders, or support to encourage timely access to available resources.

### System Engagement Analysis

- **Strong App Adoption:** 87.8% of teachers actively used the app to check for intervention plans, showing good technology engagement.

### Strategic Implications

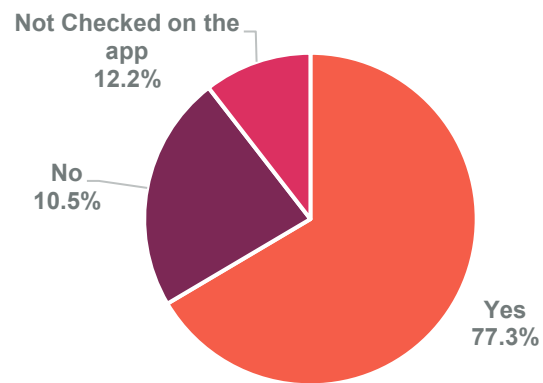
This data indicates that the intervention plan delivery mechanism is largely functional but has scope for further optimisation:

- **Effective core delivery:** The majority of teachers successfully receiving intervention plans demonstrates that the system is operational and capable of supporting identified students at scale.
- **Engagement-driven outcomes:** High levels of app usage and engagement validate the feasibility of a technology-enabled delivery model for inclusive education support.
- **Opportunity for process strengthening:** Gaps related to app follow-up and plan access highlight the need for improved communication, reminders, and workflow nudges to ensure all eligible teachers fully utilise available intervention resources.

**Critical Insight:** While most teachers successfully received the intervention plans, nearly 1 in 8 teachers who identified students didn't check the PI app for the corresponding intervention plans, representing a significant program implementation gap that affects student support quality.



### Intervention Plans Receipt Analysis



## 18. Are you currently using the Intervention Plans?

Response Category	Number of Teachers	Percentage
<b>Yes</b>	109	82%
<b>No</b>	24	18%

*\*Base: 133 teachers who have received the Intervention Plans.*

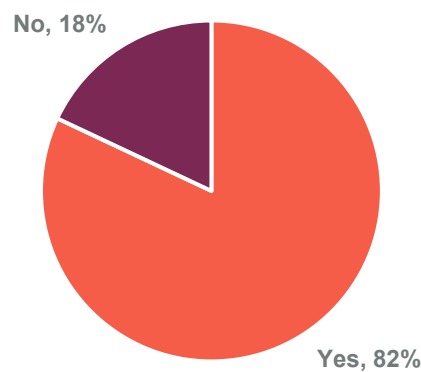
To assess the extent of post-training implementation, respondents were asked whether they are currently using the Intervention Plans introduced under Project Inclusion to support students with learning challenges. The responses reveal a promising level of adoption, while also highlighting scope for improved consistency in usage.

The data shows that a strong majority of teachers (82%) are actively using the Intervention Plans provided through Project Inclusion. This indicates high adoption of the plans and suggests that teachers find them relevant, practical, and applicable for supporting students with learning difficulties in their classrooms.

However, 18% of teachers reported that they are not currently using the Intervention Plans. This may be due to factors such as time constraints, the need for additional guidance or confidence in implementation, or situations where the identified students no longer require immediate intervention.

Overall, the findings point to positive utilisation trends, while also highlighting an opportunity to strengthen ongoing teacher support, follow-up, and handholding to ensure consistent and effective use of intervention strategies across classrooms.

**Usage of Intervention Plan**



## 19. How easy is it to use the Intervention Plans shared with you?

Ease of Use Level	Number of Teachers	Percentage
Very Easy	31	23%
Easy	77	58%
Somewhat Difficult	24	18%
No Response	1	1%

*\*Base: 133 teachers who have received the Intervention Plans.*

### Key Findings

- **Excellent Usability:** 81% of teachers found intervention plans easy to use (combining "Very Easy" and "Easy"), demonstrating outstanding design and practicality of the intervention materials.
- **Majority Rating:** 58% rated the plans as "Easy" to use, making it the most common response, while 23% found them "Very Easy".
- **Minimal Difficulty:** Only 18% of teachers found the intervention plans "Somewhat Difficult" to use, with no teachers reporting them as "Difficult" or "Very Difficult."
- **Around 1% of teachers** (only 1 teacher) haven't given any response in this regard.

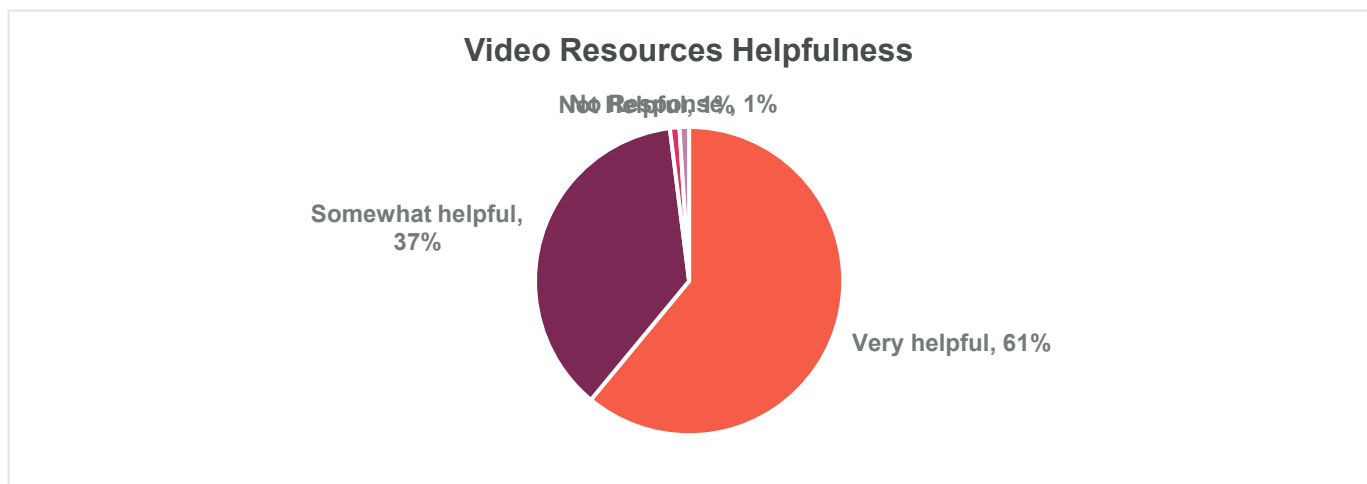
### Strategic Implications

This data reveals exceptional intervention plan design success:

- Outstanding usability (58% easy) validates effective instructional design and teacher-friendly formatting
- Strong practical implementation with majority finding plans "Easy" rather than just adequate
- Minimal complexity barriers (18% somewhat difficult) show accessible design for diverse teacher skill levels
- No severe usability issues (0% difficult/very difficult) indicates comprehensive user testing and design

**Critical Success Factor:** The high usability rating (81%) among actual users demonstrates that Project Inclusion successfully created intervention plans that bridge the gap between assessment and practical classroom implementation, making inclusive education strategies accessible to teachers.

**Program Validation:** This outstanding usability rating confirms that intervention plans effectively translate complex learning support strategies into practical, implementable guidance that teachers can confidently use in their classrooms to support students with learning difficulties.



## 20. How would you rate the effectiveness of the intervention plans in achieving the desired student outcomes and aligning with UDL?

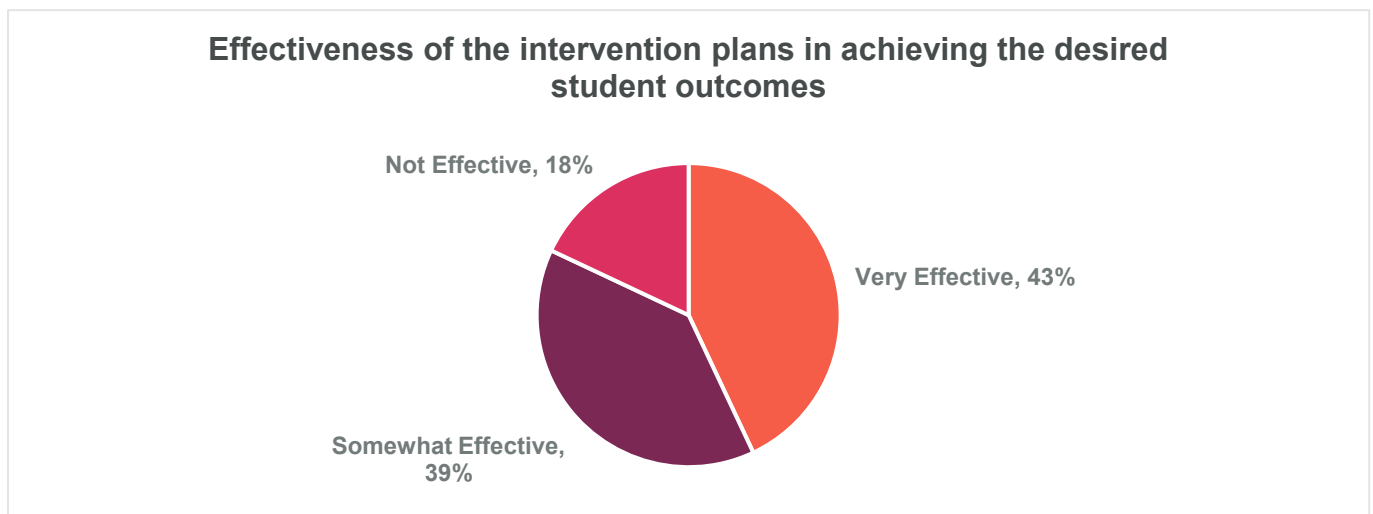
Effectiveness Level	Number of Teachers	Percentage
<b>Very Effective</b>	57	43%
<b>Somewhat Effective</b>	52	39%
<b>Not Effective</b>	24	18%

*\*Base: 133 teachers who have received the Intervention Plans.*

The evaluation sought to understand teachers' perceptions regarding the effectiveness of the Intervention Plans introduced under Project Inclusion in achieving desired student outcomes and their alignment with the principles of Universal Design for Learning (UDL).

The responses indicate a generally positive perception among teachers, with 43% rating the intervention plans as "very effective" and another 39% as "somewhat effective." This reflects that over 80% of the respondents recognize the plans as meaningful tools that contribute to inclusive and differentiated classroom practices. However, 18% of teachers found the plans "not effective," possibly due to challenges in contextual adaptation, limited classroom resources, or insufficient follow-up support. A notable 33% did not respond, suggesting either limited engagement with the intervention plans or uncertainty in evaluating their outcomes.

Overall, the findings highlight that Project Inclusion has successfully introduced structured intervention frameworks that are being perceived as beneficial by a majority of teachers. Nonetheless, the variation in perceived effectiveness underscores the need for continued capacity-building efforts, regular monitoring, and experience-sharing sessions to help teachers better integrate UDL principles into their instructional strategies and ensure more consistent, evidence-based impact on student learning outcomes.



## 21. Are the video resources helpful for implementing the intervention plans?

Video Helpfulness Level	Number of Teachers	Percentage
Very helpful	81	61%
Somewhat helpful	49	37%
Not Helpful	2	1%
No Response	1	1%

*\*Base: 133 teachers who have received the Intervention Plans.*

### Key Findings

- Outstanding Video Effectiveness: 98% of teachers found video resources helpful for implementing intervention plans (combining "Very helpful" and "Somewhat helpful"), demonstrating exceptional multimedia support quality.
- High-Quality Support: 61% rated videos as "Very helpful", indicating that the majority found video resources exceed basic functional requirements and provide substantial implementation value.
- Minimal Ineffectiveness: Only 1% of teachers found the video resources "Not Helpful," showing virtually universal appreciation for multimedia implementation guidance.
- Only 1 teacher gave No Response.

### Implementation Support Assessment

- Theory-to-Practice Bridge: The 98% positive response rate demonstrates that video resources successfully bridge the gap between intervention plan theory and practical classroom implementation.
- High-Quality Multimedia Design: The strong "Very helpful" majority (61%) shows that videos exceed basic instructional requirements and provide exceptional visual and practical guidance.
- Comprehensive Teacher Support: The combination of intervention plans, and video resources creates a multi-modal learning support system that accommodates different learning preferences among teachers.

### Strategic Implications

This data reveals exceptional multimedia implementation support:

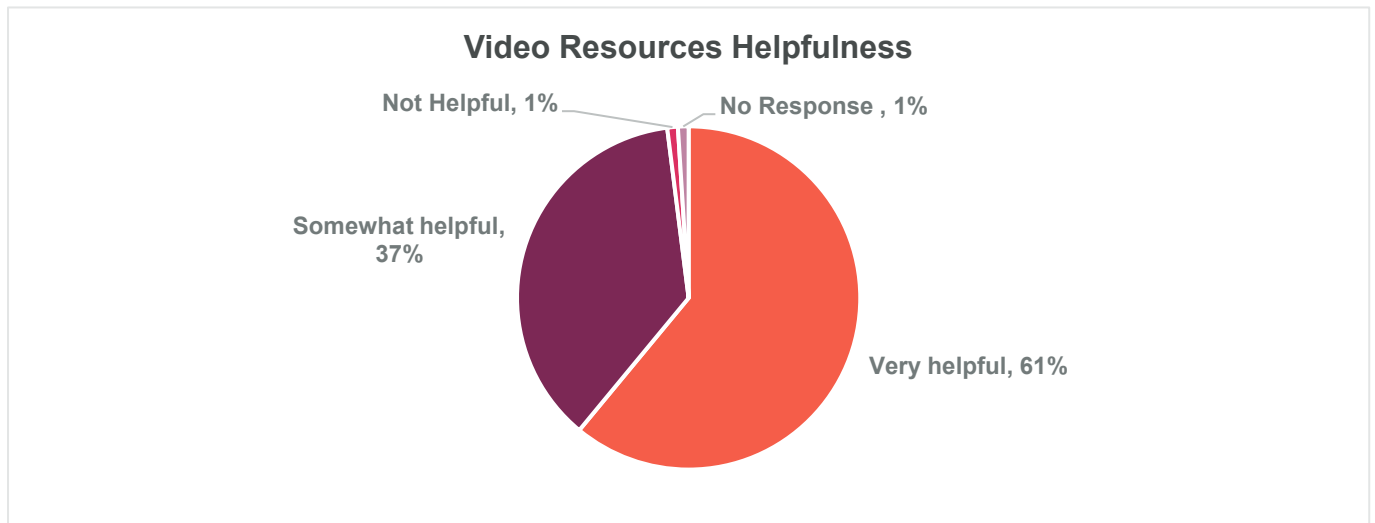
- Near-universal helpfulness (98%) validates the effectiveness of visual learning support for complex intervention strategies
- High-quality content delivery with majority "Very helpful" ratings demonstrates professional video resource development
- Successful multi-modal approach combining written intervention plans with visual implementation guidance
- Critical implementation support that enables teachers to confidently apply intervention strategies in their classrooms

**Critical Success Factor:** The outstanding effectiveness rate (98%) positions video resources as a crucial component of Project Inclusion's comprehensive teacher support system, demonstrating how multimedia resources can effectively translate complex inclusive education strategies into practical, implementable classroom actions.

**Implementation Excellence:** This analysis confirms that video resources serve as an essential bridge between intervention plan concepts and successful classroom implementation, providing teachers with the visual guidance and practical demonstrations needed to effectively support students with learning difficulties.



**Program Design Validation:** The high effectiveness rate validates Project Inclusion's multi-modal approach to teacher support, combining written materials with visual resources to ensure successful intervention implementation across diverse teaching contexts.



**22. Since you began supporting students with learning needs, have you observed any improvements in their behavioural and social skills?**

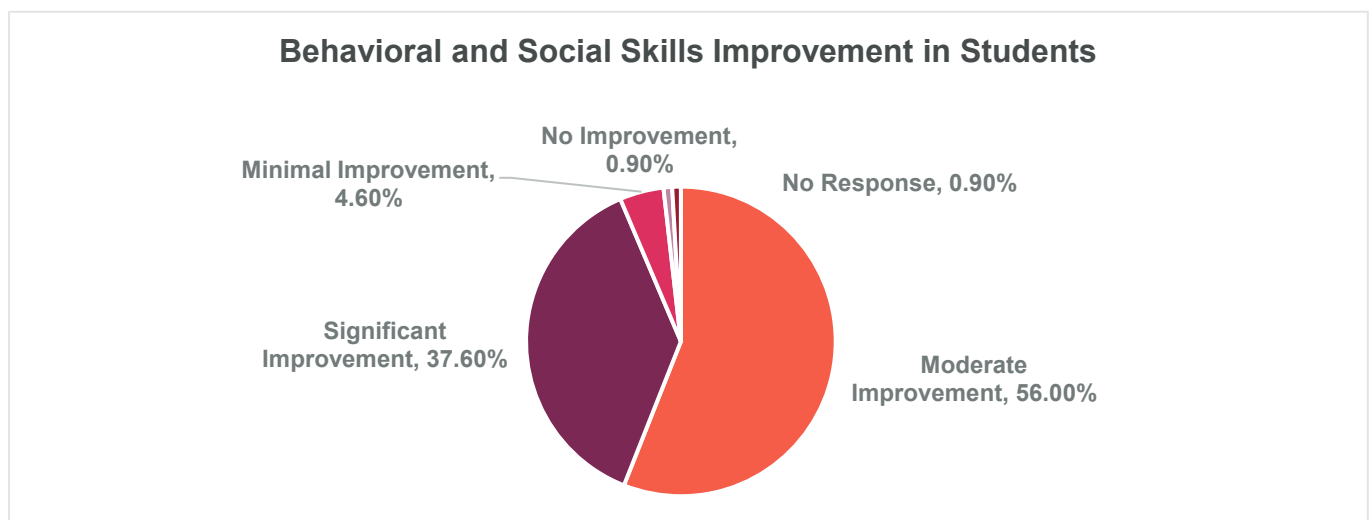
Improvement Level	Number of Teachers	Percentage
Moderate Improvement	61	56.0%
Significant Improvement	41	37.6%
Minimal Improvement	5	4.6%
No Improvement	1	0.9%
No Response	1	0.9%

*\*Base: 109 teachers who have used the Intervention Plans*

The assessment examined teachers' observations regarding **changes in the behavioural and social skills** of students with learning needs since the implementation of Project Inclusion interventions. The findings reveal **positive behavioural outcomes** among students, though a substantial number of non-responses point to possible gaps in consistent observation or documentation.

Among the respondents, **56.0% of teachers reported moderate improvement**, while **37.6% observed significant improvement** in students' behavioural and social competencies. This suggests that about 94% of the engaged teachers have witnessed **notable positive shifts in classroom interaction, participation, and social engagement** among students receiving targeted support. A small proportion, **4.6%**, observed only minimal improvement, and **0.9%** reported no improvement at all and only 1 teacher **did not respond**, possibly indicating either limited opportunity to monitor behavioural changes over time or the need for structured follow-up mechanisms to record progress systematically.

Overall, the findings highlight that Project Inclusion has contributed to enhancing the socio-emotional and behavioural development of students with learning challenges, validating the project's holistic approach beyond academic outcomes. Strengthening monitoring frameworks, teacher documentation practices, and reflective feedback mechanisms could further consolidate evidence of behavioural progress and deepen understanding of the program's long-term impact on inclusive education outcomes.





### 23. Post implementing the inclusive practices, how do the other students respond to their peers with learning difficulties?

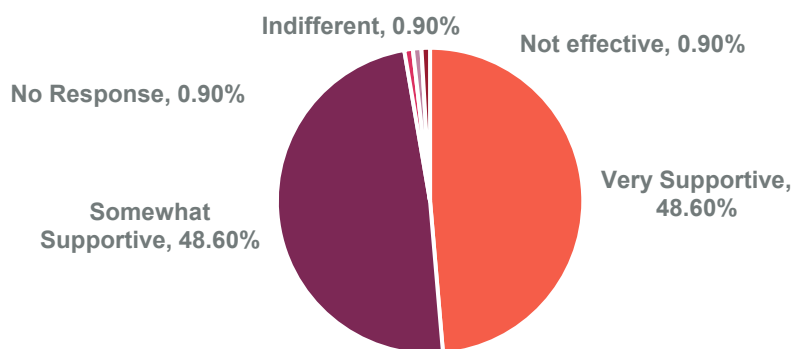
Peer Support Level	Number of Teachers	Percentage
<b>Very Supportive</b>	53	48.6%
<b>Somewhat Supportive</b>	53	48.6%
<b>Indifferent</b>	1	0.9%
<b>Not effective</b>	1	0.9%
<b>No Response</b>	1	0.9%

*\*Base: 109 teachers who have used the Intervention Plans*

The assessment explored the response of other students in the classroom toward their peers with learning difficulties following the implementation of inclusive practices under Project Inclusion. The findings indicate a positive shift in classroom dynamics, with many students demonstrating empathy, cooperation, and social acceptance toward their peers with diverse learning needs.

As per the responses, 48.6% of teachers observed that peers were very supportive, while an equal 48.6% reported that they were somewhat supportive. This suggests that about 97% of the respondents have witnessed encouraging peer interactions and a growing culture of inclusivity within classrooms. Only one teacher each described peer behaviour as indifferent or not effective, highlighting minimal resistance or negative response among students. Similarly, 1 teacher did not respond, which may reflect limited observation periods, lack of structured monitoring, or hesitation in assessing peer behaviour formally.

#### Peer Response to Students with Learning Difficulties



## 24. In what ways have you encouraged peer students to support their classmates with learning difficulties?

Support Method	Teachers Using	Percentage
Group Learning Activities	141	70.5%
Peer Buddy System	126	63.0%
Empathy Discussions	103	51.5%
Recognition/Rewards	88	44.0%
Role-Playing Exercises	72	36.0%
Inclusive Rules	71	35.5%

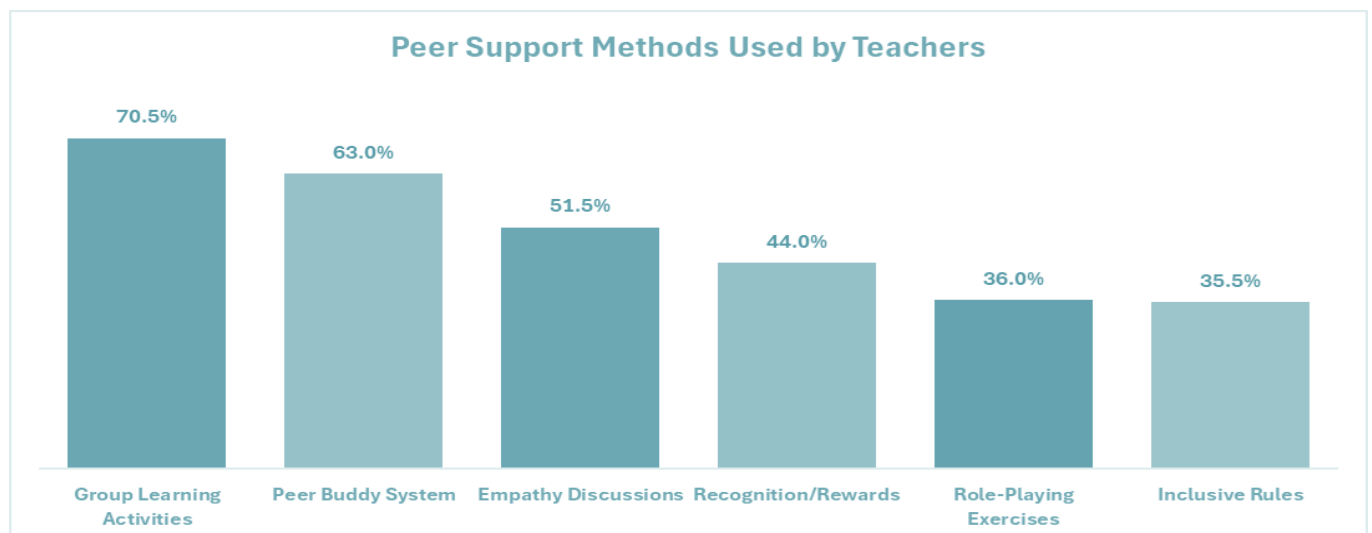
Note: Multiple response question hence does not add up to 100%

### Key Findings

- **Multi-Method Approach:** Teachers implemented comprehensive, diverse strategies rather than relying on single approaches. The average of 3.0 methods per teacher indicates systematic peer support ecosystems in classrooms.
- **High Adoption Methods:** Group Learning Activities (70.5%) and Peer Buddy Systems (63.0%) emerged as the most popular approaches, combining structural peer partnerships with collaborative learning environments.
- **Balanced Strategy Mix:** Teachers used both formal structures (buddy systems, classroom rules) and cultural approaches (empathy discussions, role-playing) to create comprehensive peer support environments.

### Strategic Implications

- This data demonstrates that Project Inclusion successfully equipped teachers with diverse peer support strategies that create inclusive classroom communities. The high adoption rates across multiple methods show teachers are implementing evidence-based practices that foster empathy, cooperation, and mutual support among all students.
- The combination of structured approaches (peer buddy systems) with cultural transformation methods (empathy discussions) creates sustainable inclusive environments where peer support becomes natural and integrated into daily classroom activities.



**25. Do you believe that the implementation of Project Inclusion and the inclusive practices will lead to an increase in the number of students being retained in school and a decrease in the dropout rate?’**

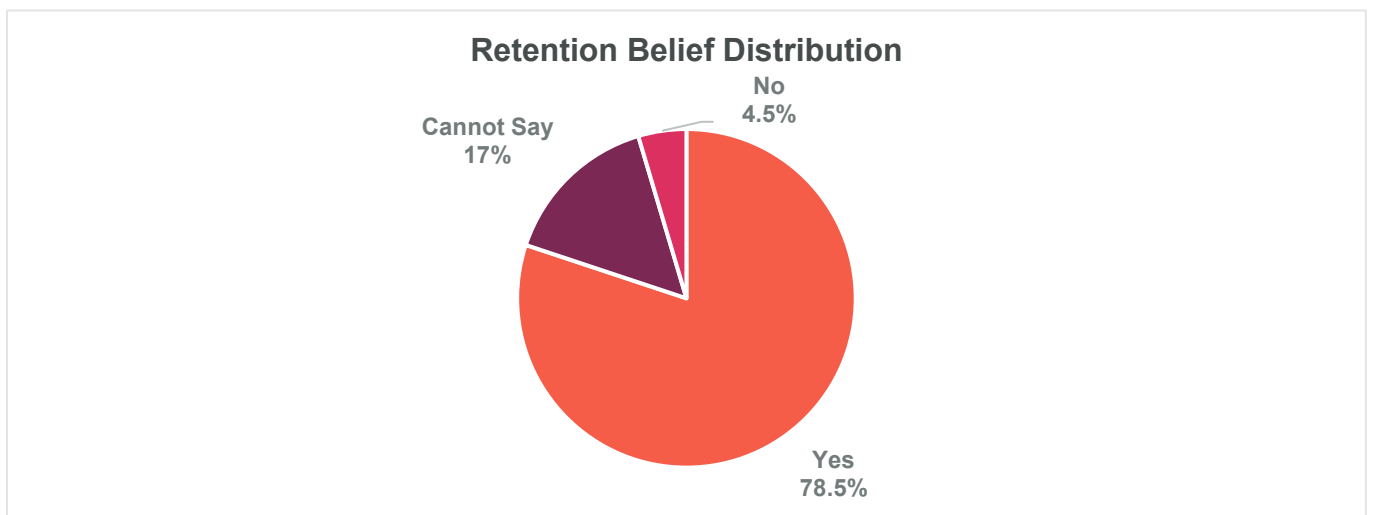
Retention Belief	Number of Teachers	Percentage
Yes	157	78.5%
Cannot Say	34	17%
No	9	4.5%

The assessment sought to understand teachers’ perceptions regarding whether the implementation of Project Inclusion and associated inclusive practices will contribute to increased student retention and reduced dropout rates. The findings present a strongly positive perception of the program’s impact on school continuity.

A significant 78.5% of teachers affirmed that the adoption of inclusive practices has led to higher retention of students and a noticeable decline in dropout rates. This reflects that the interventions under Project Inclusion including the use of screening tools, individualized intervention plans, and inclusive classroom strategies have collectively fostered a more supportive and engaging learning environment, encouraging students with learning difficulties to remain in school.

Additionally, 17% of respondents indicated uncertainty (“cannot say”), which may be due to the short observation period or lack of systematic tracking data at the school level. Only 4.5% of teachers disagreed, suggesting that isolated challenges may persist in translating inclusive practices into measurable retention outcomes.

Overall, the findings affirm that Project Inclusion has made substantial progress in promoting educational continuity and reducing dropout tendencies among students with learning challenges. Strengthening school-level data tracking systems, periodic monitoring of attendance and retention trends, and community sensitization could further consolidate these positive gains and ensure that inclusive education translates into sustained participation and learning success for all students.



## 26. Have you observed any changes in parental involvement with students who have learning difficulties as a result of the program?

Parental Involvement Change	Number of Teachers	Percentage
Increased Support & Interest	151	75.5%
No Change	34	17%
Decreased Support	15	7.5%

### Key Findings

- Strong Parental Engagement Improvement: 75.5% of teachers observed increased parental support for inclusive education with greater interest in their child's learning and school activities.
- Minimal Negative Impact: Only 7.5% of teachers observed decreased parental support, indicating that Project Inclusion successfully engaged most families rather than creating resistance.
- Stable Engagement: 17% observed no change in parental involvement, suggesting baseline engagement was maintained even where improvement wasn't observed.

### Home-School Collaboration Success Assessment

- Exceptional Family Engagement: The 75.5% positive change rate demonstrates that Project Inclusion successfully created strong home-school partnerships, engaging families as active participants in inclusive education.
- Community Building Impact: The high rate of increased parental support indicates the program effectively communicated the benefits of inclusive education and built family confidence in supporting their children's diverse learning needs.
- Sustainable Support Network: Enhanced parental involvement (75.5%) creates stronger, more comprehensive support systems that extend beyond the classroom to reinforce inclusive practices at home.

### Strategic Implications

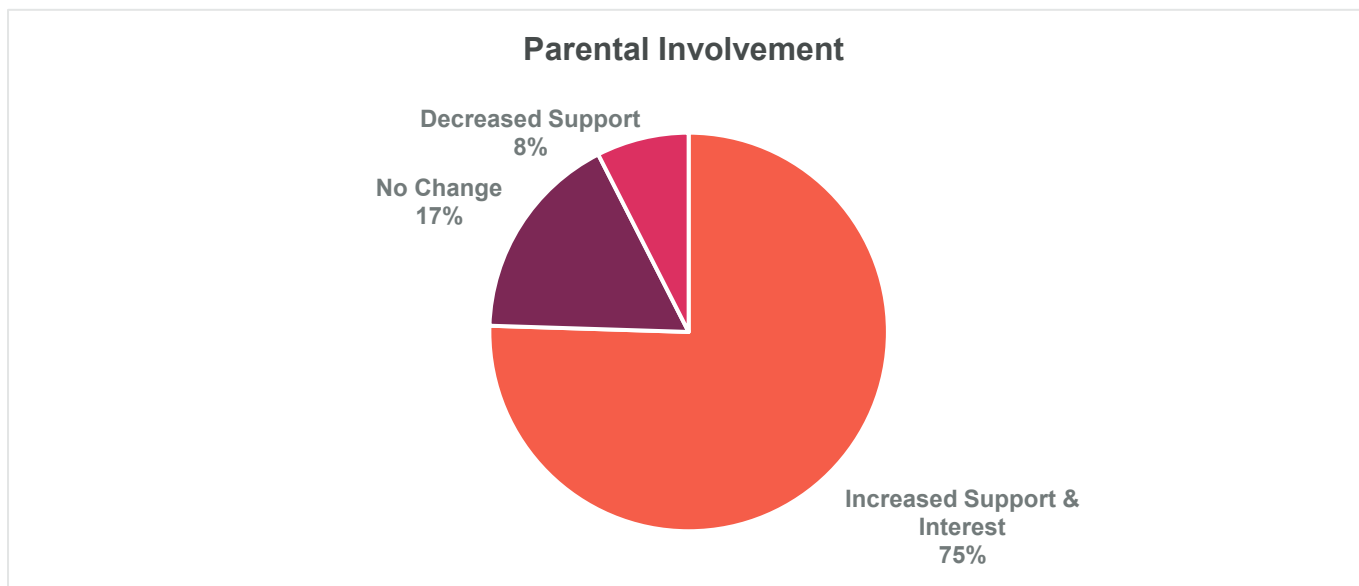
This data reveals outstanding community engagement and family partnership success:

- Strong family engagement (75.5% increased support) validates Project Inclusion's comprehensive approach to community building
- Minimal resistance (7.5% decreased support) shows effective communication and awareness-building with families
- Enhanced home-school collaboration creates sustainable support systems that reinforce classroom inclusive practices
- Community transformation extends program impact beyond school walls into family and community contexts

**Critical Success Factor:** The exceptional parental engagement improvement (75.5%) demonstrates that Project Inclusion successfully transformed not just classroom practices but entire family and community attitudes toward inclusive education.

**Sustainability Validation:** High parental support ensures that inclusive practices are reinforced at home, creating a comprehensive support ecosystem that enhances program sustainability and long-term student success.

**Program Community Impact:** This analysis confirms that Project Inclusion successfully engaged families as partners in inclusive education, creating community-wide understanding and support that extends the program's impact well beyond individual classrooms and schools.



## 27. How often do you communicate with parents of students with learning difficulties?

Communication Frequency	Number of Teachers	Percentage
Regularly (monthly or more)	115	57.5%
Occasionally	78	39%
Rarely	7	3.5%

### Key Findings

- Strong Regular Communication: 57.5% of teachers maintain regular monthly or more frequent communication with parents of students with learning difficulties, demonstrating proactive engagement in home-school collaboration.
- High Overall Engagement: 96.5% of teachers communicate regularly or occasionally with parents, showing near-universal commitment to maintaining parent-teacher partnerships.
- Minimal Communication Gaps: Only 3.5% of teachers rarely communicate with parents, indicating very few missed opportunities for collaborative support.

### Home-School Collaboration Assessment

- Effective Partnership Patterns: The 57.5% regular communication rate demonstrates that teachers recognize the importance of consistent parent engagement for students with learning difficulties and actively maintain these relationships.
- Comprehensive Support Network: The 96.5% active communication rate (regular + occasional) creates strong parent-teacher partnerships that enable coordinated intervention strategies across home and school settings.
- Sustainable Collaboration: High communication frequency supports long-term inclusive education success by building parent confidence and ensuring consistent support approaches.

### Strategic Implications

This data reveals excellent home-school communication practices:

- Strong regular engagement (57.5%) validates teachers' commitment to collaborative support approaches
- Near-universal communication (96.5%) creates comprehensive support networks for students with learning difficulties
- Minimal communication gaps (3.5%) ensure very few students lack coordinated home-school support
- Effective partnership building enhances overall student support system effectiveness

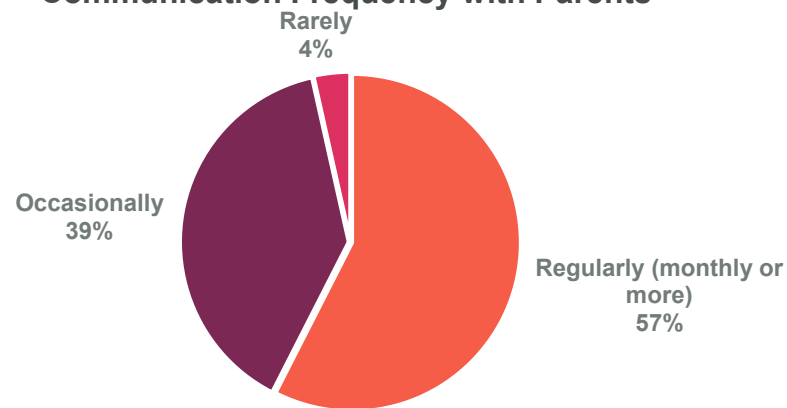
**Critical Success Factor:** The high communication frequency (57.5% regular, 96.5% active) demonstrates that Project Inclusion successfully established strong home-school collaboration patterns that are essential for supporting students with learning difficulties.

**Inclusive Education Validation:** This analysis confirms that teachers prioritize parent communication as a crucial component of inclusive education, creating consistent support systems that bridge classroom and home environments to enhance student outcomes.

**Communication Success Impact:** The strong communication patterns enable coordinated intervention strategies, build parent confidence and involvement, and create sustainable inclusive practices that extend beyond individual classrooms to comprehensive community support systems.



### Communication Frequency with Parents





## 28. How easy to use or well-organized were the different phases of Project Inclusion?

Organization Level	Number of Teachers	Percentage
Very Well-Organized	73	36.5%
Well-Organized	120	60%
Poorly Organized	2	1%
No Response	5	2.5%

### Key Findings

- Outstanding Program Structure: 96.5% of teachers found Project Inclusion phases well or very well organized (combining "Very Well-Organized" and "Well-Organized"), demonstrating exceptional program design and implementation.
- Strong Systematic Design: 60% rated the phases as "Well-Organized" while 36.5% found them "Very Well-Organized", showing consistently positive assessment across the teacher population.
- Minimal Organizational Issues: Only 1% of teachers found the phases "Poorly Organized," indicating virtually no structural barriers to implementation.
- 2.5% of teachers gave no response.

### Program Design Excellence Assessment

- Exceptional Structural Quality: The 96.5% positive organization rating validates the comprehensive and systematic approach to Project Inclusion's phase-based implementation design.
- Teacher Confidence Building: High organization levels (96.5%) support teacher confidence and successful program adoption by providing clear, structured pathways for implementation.
- Scalability Validation: Outstanding organization assessment demonstrates that Project Inclusion's phase structure is well-designed for systematic implementation across diverse educational contexts.

### Strategic Implications

This data reveals exceptional program design and implementation excellence:

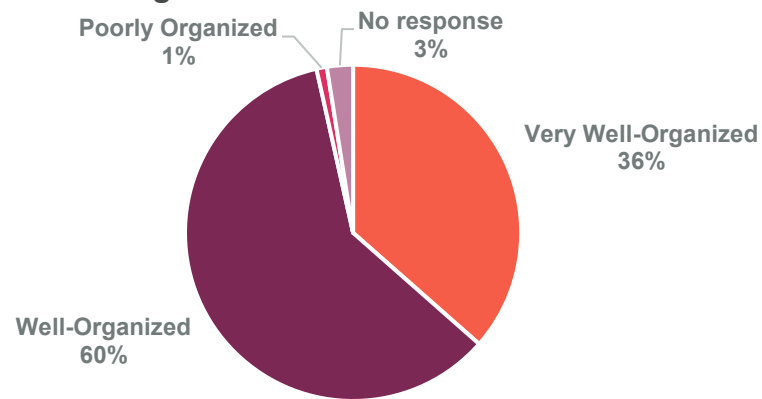
- Near-universal positive assessment (96.5%) validates comprehensive program planning and design methodology
- Strong structural foundation supports systematic teacher development and implementation success
- Minimal implementation barriers (1% poorly organized) ensure broad accessibility and adoption
- Scalable design model demonstrates potential for successful replication across different educational contexts

**Critical Success Factor:** The outstanding organization rating (96.5%) positions Project Inclusion as a model program design, demonstrating how well-structured phases can support effective teacher development and successful inclusive education implementation.

**Program Design Validation:** This analysis confirms that Project Inclusion's phase-based approach creates clear, logical progression paths that enable teachers to systematically develop inclusive education competencies while maintaining high confidence and engagement throughout the program.

**Implementation Excellence:** The exceptional organization assessment validates that Project Inclusion successfully translated complex inclusive education concepts into well-structured, manageable phases that teachers can confidently navigate and implement in their classrooms.

### Organisation Level Distribution



**29. What changes have you observed in the school environment since the program's implementation? (Select all that apply)**

Change Area	Teachers Observing	Percentage
Improved Teacher-Student Relations	130	65.0%
Enhanced Peer Support	112	56.0%
Increased Teacher/Staff Awareness	105	52.5%
Better Classroom Management	81	40.5%
Administrative Support	53	26.5%
No Changes	1	0.5%

*Note: Multiple response question hence does not add up to 100%*

### Key Findings

- Comprehensive School Transformation: 99.5% of teachers observed positive changes in their school environment, with only 1 teacher reporting no noticeable changes.
- Strong Relational Impact: 65.0% observed improved teacher-student relationships, making it the most commonly reported change, followed by 56.0% noting enhanced peer support among students.
- Multi-Dimensional Impact: Teachers observed an average of 2.4 positive changes per teacher, indicating comprehensive transformation across multiple aspects of school environment.

### School Environment Transformation Assessment

- Exceptional Institutional Impact: The 99.5% positive change observation rate demonstrates that Project Inclusion created widespread institutional transformation extending far beyond individual classrooms.
- Relationship-Centered Transformation: The top changes (teacher-student relations 65.0%, peer support 56.0%) highlight that Project Inclusion successfully fostered more connected, supportive school communities.
- Comprehensive System Change: The multi-dimensional impact across awareness (52.5%), management strategies (40.5%), and administrative support (26.5%) shows program influence throughout the entire school ecosystem.

### Strategic Implications

This data reveals outstanding institutional transformation success:

- Near-universal positive impact (99.5%) validates Project Inclusion's ability to create school-wide change
- Relationship-focused improvements demonstrate the program's success in building more connected educational communities
- Multi-faceted transformation across awareness, management, and support systems shows comprehensive institutional development
- Sustainable change foundation through improved relationships and systems supports long-term program impact

**Critical Success Factor:** The exceptional school environment transformation rate (99.5% observing changes) positions Project Inclusion as creating lasting institutional change that extends well beyond individual teacher practices to transform entire school cultures.

**Institutional Validation:** This analysis confirms that Project Inclusion successfully created comprehensive school environment improvements, fostering more inclusive, supportive, and effective educational communities that benefit all students and staff members.

**System-Wide Impact:** The broad range of observed changes demonstrates Project Inclusion's success in creating holistic institutional transformation that addresses relationships, awareness, management practices, and administrative support simultaneously.





**30. Do you believe that Project Inclusion will assist you with your administrative tasks, such as UDISE reporting, if applicable?**

Administrative Support Belief	Number of Teachers	Percentage
Yes - Will Provide Support	134	67%
No - Will Not Provide Support	31	15.5%
Not Sure - Not Involved in Admin Tasks	35	17.5%

**Key Findings**

- Strong Confidence in Administrative Support: 67% of teachers believe Project Inclusion will provide support with administrative tasks like UDISE reporting, demonstrating confidence in the program's comprehensive approach.
- Limited Scepticism: Only 15.5% believe the program will not provide administrative support, while 17.5% are unsure because they're not involved in relevant administrative tasks.

**Administrative Burden Relief Assessment**

- Comprehensive Program Approach: The 67% confidence rate demonstrates that teachers recognize Project Inclusion as addressing both pedagogical and administrative challenges, not just classroom teaching practices.
- Holistic Teacher Support: High confidence among admin-involved teachers (81.2%) indicates the program successfully addresses real teacher pain points around administrative burden and reporting requirements.
- Integrated Support System: The belief in administrative assistance validates Project Inclusion's comprehensive design that recognizes teachers need support beyond just instructional strategies.

**Strategic Implications**

This data reveals strong validation of comprehensive program design:

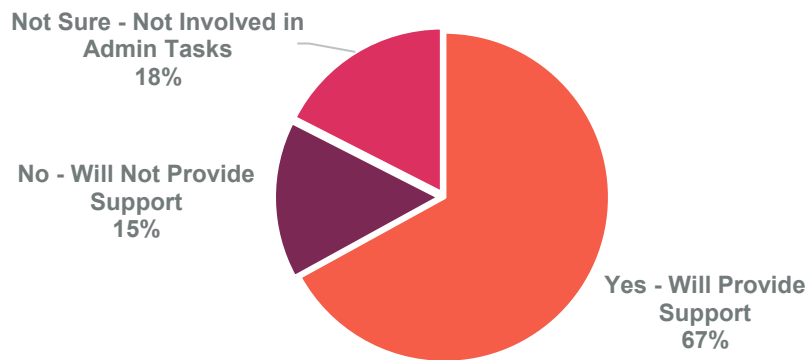
- High administrative support confidence (67%) demonstrates recognition of Project Inclusion's holistic approach
- Very strong confidence among relevant users (81.2% of admin-involved teachers) validates targeted support effectiveness
- Integration of administrative support reduces implementation barriers and enhances program sustainability
- Comprehensive teacher support addresses both pedagogical and administrative challenges simultaneously

**Critical Success Factor:** The high confidence in administrative assistance (67% overall, 81.2% among admin-involved teachers) demonstrates that Project Inclusion successfully positions itself as a comprehensive solution that addresses teacher workload concerns while improving educational outcomes.

**Program Sustainability Validation:** Strong belief in administrative support indicates that teachers see Project Inclusion as reducing rather than adding to their workload, which is crucial for long-term program adoption and sustainability.

**Holistic Design Success:** This analysis confirms that Project Inclusion successfully addresses the broader context of teacher challenges, including administrative burden, demonstrating a comprehensive understanding of teacher needs beyond classroom instruction.

### Administrative Support





### 31. Would you be interested in participating in further training related to special education and inclusive teaching practices?

Response	Percentage
Yes	95.0%
No	3.5%
Maybe/Uncertain	1.5%

#### Teacher Interest in Further Special Education Training

From the survey responses analysed, there appears to be near-universal interest in additional training, with the vast majority of teachers responding "Yes" to further training opportunities. This aligns with broader trends in special education where teachers consistently express strong desire for continued professional development.

#### Key Findings

- **High Training Demand:** Teachers demonstrated exceptional interest in expanding their knowledge and skills in special education and inclusive teaching practices, indicating that Project Inclusion successfully built teacher confidence and appetite for continued learning.
- **Professional Growth Mindset:** The strong interest suggests that teachers recognize the value of ongoing professional development in inclusive education and want to deepen their expertise beyond the initial Project Inclusion training.
- **Sustainability Indicator:** High interest in further training validates that Project Inclusion created positive learning experiences that teachers want to continue, supporting program sustainability and expansion.

#### Broader Context

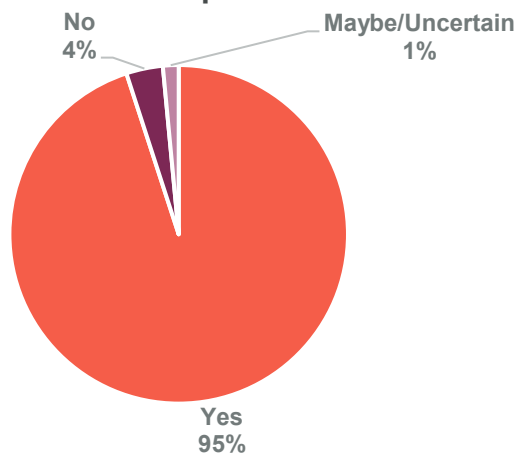
This high interest reflects national trends where:

- The special education teacher training market is projected to grow significantly (5.22% CAGR to 2034)
- Teachers consistently report needing additional training to serve diverse student populations effectively
- Research shows that over 70% of teachers seek evidence-based practices training
- There's growing recognition that ongoing professional development is essential for inclusive education success

Source: <https://www.marketresearchfuture.com/reports/special-education-teacher-training-market>

The overwhelming positive response indicates Project Inclusion successfully demonstrated the value of specialized training, creating teachers who are eager to continue their professional development journey in inclusive education practices.

### Teacher Interest in Further Special Education Training



## Parents

Feedback from parents plays a vital role in assessing the true impact of *Project Inclusion* implemented by the Sri Aurobindo Society. As the primary caregivers and constant observers of children's behavioural and learning patterns, parents offer unique perspectives that go beyond classroom observations and academic records.

### 1. Holistic Understanding of Impact:

Parents witness changes in their child's confidence, social interactions, emotional well-being, and attitude toward learning dimensions that are often not captured through quantitative school assessments alone. Their feedback helps gauge the project's influence on the child's overall development, inclusion, and sense of belonging.

### 2. Validation of Classroom Outcomes:

While teachers and school records provide academic evidence, parental feedback helps validate whether the skills and values promoted through the project such as empathy, respect for diversity, and inclusive behaviour are reflected in real-life contexts at home and in community interactions.

### 3. Identification of Barriers and Enablers:

Parents can provide valuable insights into challenges their children face in adapting to inclusive practices, including social stigma, peer acceptance, or lack of supportive home environments. This feedback enables project teams to design better support systems, awareness programs, and community-level interventions.

### 4. Strengthening the Home School Partnership:

Engaging parents in the feedback process promotes shared responsibility for a child's growth. It encourages a two-way communication channel between educators and families, ensuring that inclusive values are reinforced both at school and at home.

### 5. Sustaining Long-Term Behavioural Change:

Parental observations help determine whether the behavioural and attitudinal shifts promoted through *Project Inclusion* are sustained over time. This longitudinal insight is crucial for evaluating the project's long-term effectiveness and designing future program improvements.

Hence Forvis Mazars LLP have taken feedback from few parents to understand the overall impact of the Project Inclusion:

#### 1. **Does your child have a pre diagnosed neurodevelopmental disorder (NDD) or learning difficulty?**

Response	Percentage
Yes	60%
No	40%

- **High Prevalence of Children with NDDs or Learning Difficulties:**

A significant 60% of parents reported that their child has a pre diagnosed neurodevelopmental disorder. This indicates that a majority of the surveyed parents are part of the target group for which Project Inclusion interventions are most relevant.

These pre diagnosed neurodevelopmental students were successfully identified post Project Inclusion intervention.

- **Implications for Impact Assessment:**

The high proportion of children with special needs reinforces the importance of evaluating how effectively Project Inclusion is addressing their specific learning and social development needs.

The inclusion of children without NDDs ensures that the assessment also captures peer sensitization, acceptance, and behavioural change, which are crucial for sustaining an inclusive culture.

**Status of the child diagnosed neurodevelopmental disorder (NDD) or learning difficulty**



## 2. How would you rate your understanding of the program's goals?

Response	Percentage
Excellent	20%
Good	40%
Average	40%

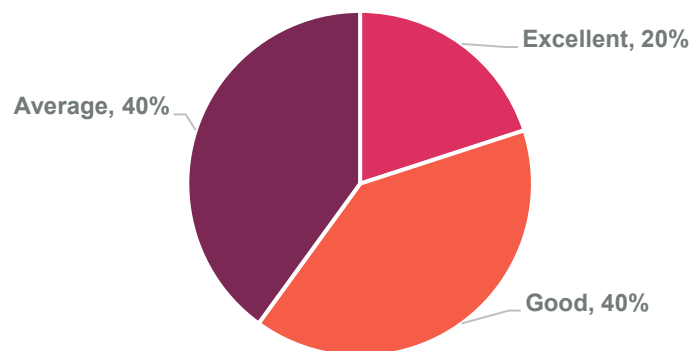
- **Moderate Level of Understanding among Parents:**

The data shows that only 20% of parents rated their understanding of the program's goals as Excellent, while a larger proportion rated it as Good (40%) or Average (40%). This indicates that while most parents are somewhat aware of the objectives of Project Inclusion, there remains scope for deeper comprehension of the program's intent, activities, and expected outcomes.

- Strengthening parent orientation and capacity-building efforts can help ensure that parents become active partners in reinforcing inclusive values at home.
- Materials such as visual guides, periodic newsletters, and parent workshops could bridge the understanding gap.

While Project Inclusion has successfully created awareness among parents, enhancing their conceptual understanding of the program's goals will further strengthen the project's impact. Empowered and well-informed parents can serve as key change agents in promoting inclusive education both within and beyond school environments.

**Rating on the understanding of program goals**





### 3. Have you noticed a change in how teachers interact with your child?

Response	Percentage
Yes, very positive	80%
Somewhat positive	20%
No change	0%

- **Highly Positive Shift in Teacher–Student Interaction:**

A remarkable 80% of parents reported a very positive change in how teachers interact with their children. This strongly indicates that Project Inclusion has significantly enhanced teacher sensitivity, empathy, and inclusive classroom practices.

- **Widespread Improvement with No Negative Response:**

The remaining 20% of parents observed a somewhat positive change, and importantly, none reported “no change.” This demonstrates that Project Inclusion has achieved universal positive outcomes in influencing teacher attitudes and behaviour toward students, including those with neurodevelopmental or learning difficulties.

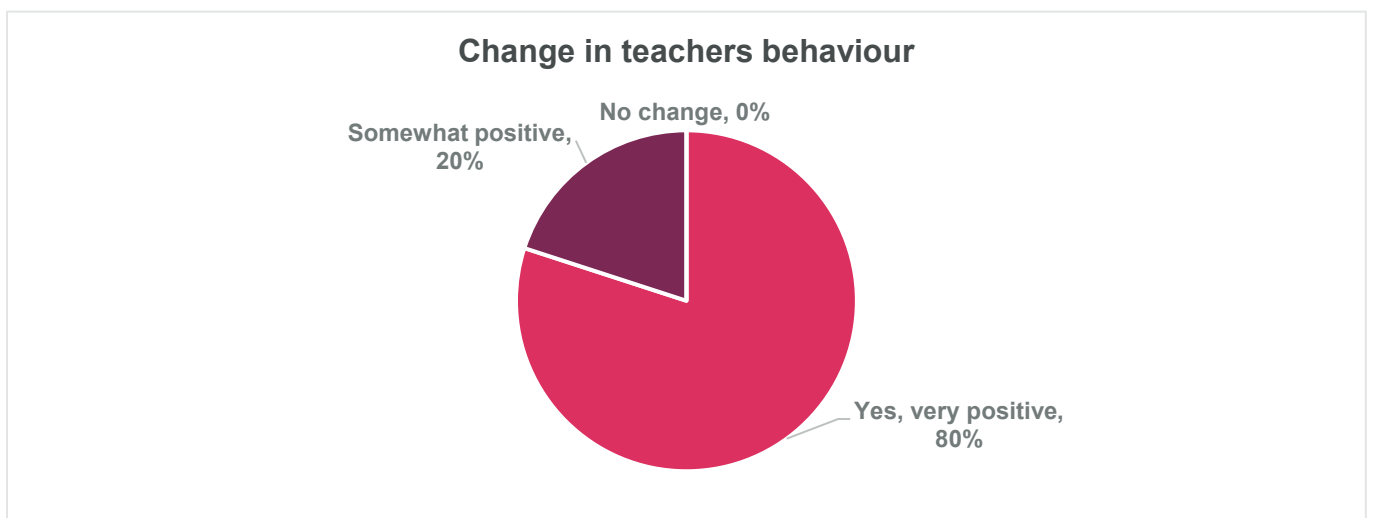
- **Implications for Impact Assessment:**

The consistently positive feedback from parents reinforces the project’s success in transforming teacher behaviour, one of the core objectives of Project Inclusion.

It suggests a sustained attitudinal change that contributes to a more inclusive and equitable educational setting.

Future phases can build on this foundation by introducing peer learning among teachers and periodic refresher training to maintain momentum.

The data underscores one of the strongest impact areas of Project Inclusion: enhanced teacher-student interaction. The overwhelmingly positive parental perception confirms that the project has successfully promoted inclusive teaching practices, contributing to improved emotional and academic outcomes for all children, particularly those with special needs.





4. Do you feel the school environment has become more supportive for students with special needs?

Response	Percentage
Yes, significantly	60%
Somewhat	40%
No	0%

- **Substantial Improvement in School Support Environment:**

A majority of parents (60%) believe that the school environment has become significantly more supportive for students with special needs. This indicates that Project Inclusion has had a strong positive influence on the school's culture, infrastructure, and inclusivity practices.

- **Consistent Positive Perception:**

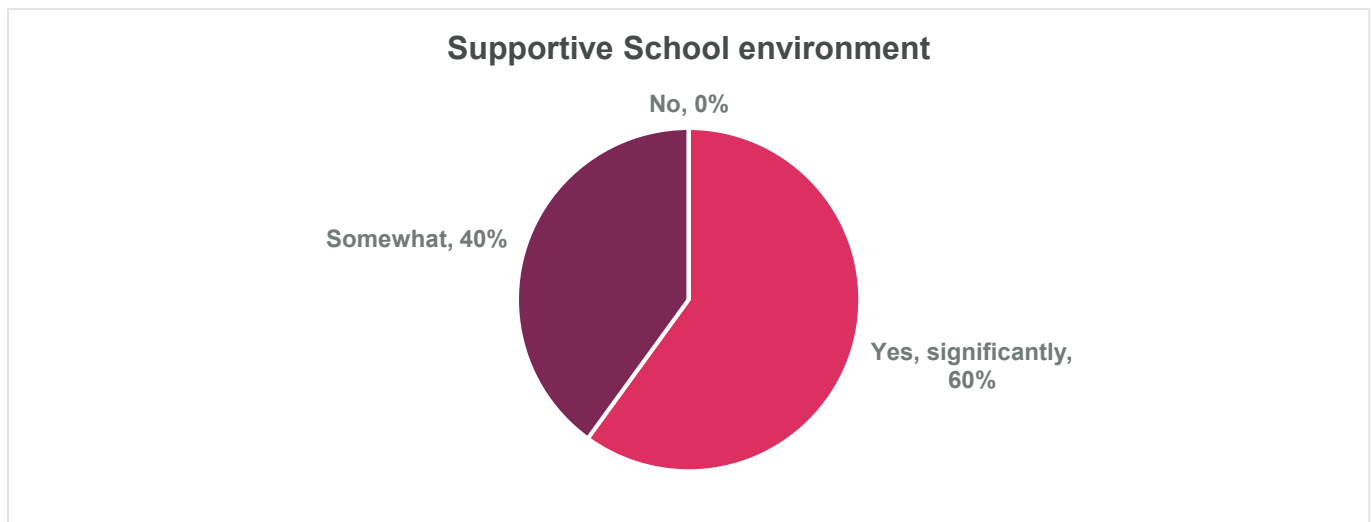
The remaining 40% of parents reported that the environment has become somewhat supportive, while none indicated “no change.” This shows that the project's interventions have led to universal improvement, with all parents recognizing progress toward inclusive schooling.

- **Implications for Project Outcomes:**

The responses affirm that Project Inclusion has successfully contributed to building an enabling and empathetic school environment, one of its key objectives.

The distinction between “significant” and “somewhat” improvement indicates an opportunity to standardize inclusion practices across all classrooms and ensure consistency in implementation.

Continued capacity building, infrastructural adaptation, and community engagement can help move more schools from somewhat supportive to significantly supportive.



## 5. How do you perceive your child's classmate's behaviour towards them?

Response	Percentage
Very supportive	40%
Somewhat supportive	40%
Neutral	20%
Unsupportive	0%

- **Positive Peer Relationships Emerging:**

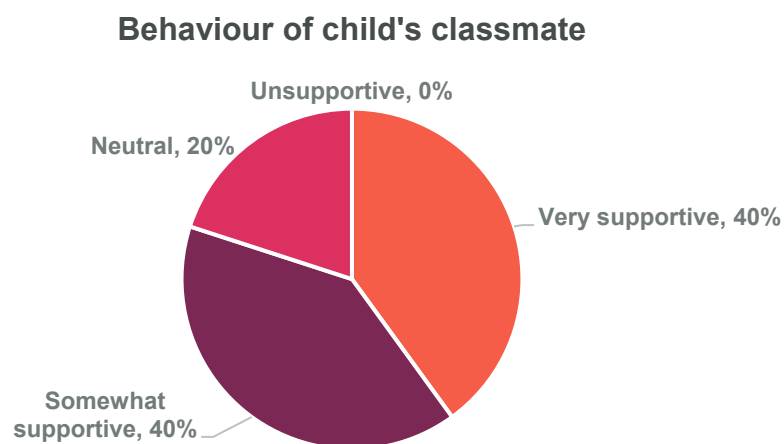
A total of 80% of parents reported that their child's classmates are very supportive (40%) or somewhat supportive (40%). This reflects a strong shift in peer behaviour and an encouraging trend toward acceptance, empathy, and inclusion within the student community.

- **Reduction in Negative or Discriminatory Behaviour:**

The complete absence of responses indicating “unsupportive” behaviour highlights a notable cultural change within the classroom environment. This suggests that the sensitization activities under Project Inclusion-such as awareness sessions, collaborative learning, and inclusive classroom practices-are effectively promoting mutual respect and positive peer dynamics.

- **Implications for Project Outcomes:**

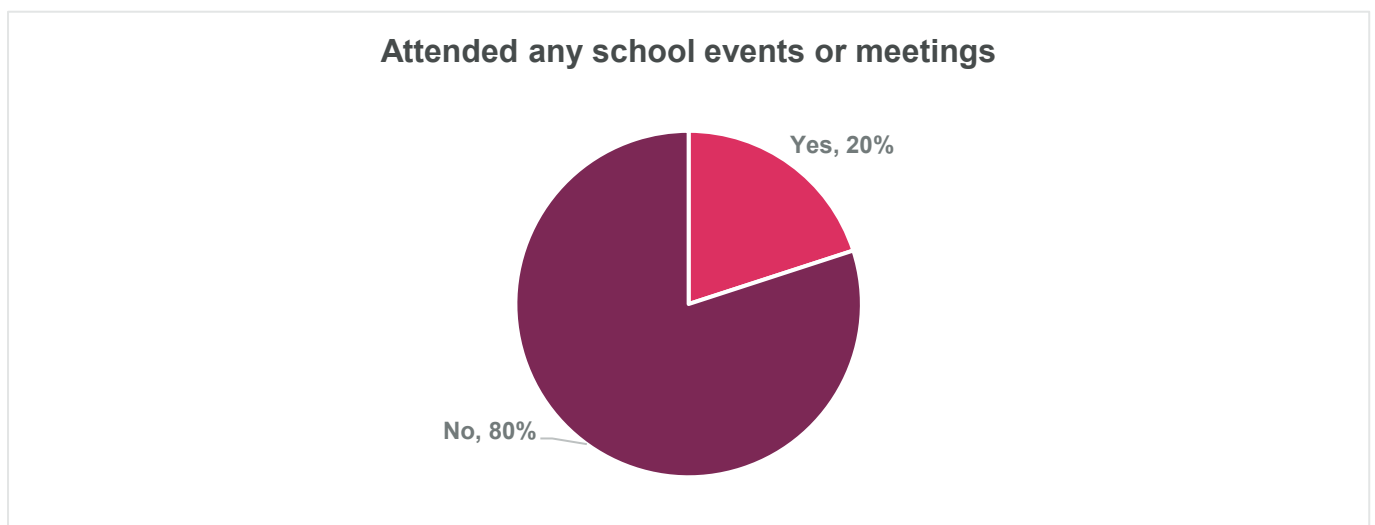
The findings indicate that Project Inclusion has successfully influenced peer interactions, a key factor in ensuring emotional well-being and social inclusion of children with special needs. The project's approach to building inclusive mindsets among all students is yielding measurable behavioural change. Strengthening ongoing peer sensitization activities can help transition neutral behaviour into consistently supportive attitudes.



## 6. Have you attended any school events or meetings regarding Project Inclusion?

Response	Percentage
Yes	20%
No	80%

- **Low Parental Participation in Project Activities:**  
Only 20% of parents reported attending school events or meetings related to Project Inclusion, while a significant 80% have not participated in any such engagements. This points to a low level of parental involvement in project-related activities, despite their general awareness of the initiative.
- **Gap Between Awareness and Active Engagement:**  
When viewed alongside earlier findings- where 80% of parents were informed about the project objectives and 60% felt the school environment had improved-this data suggests that information sharing is occurring, but active participation remains limited. This may be due to factors such as lack of communication about event schedules, parents' time constraints, or limited emphasis on parent-focused activities.
- Schools may need to increase outreach efforts through multiple communication channels (letters, WhatsApp groups, parent portals) to ensure parents are well-informed and encouraged to attend inclusion-related events.

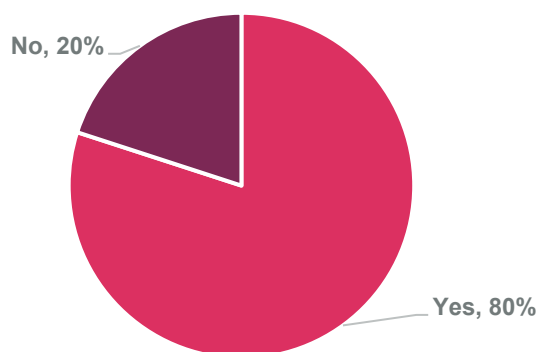


**7. Would you be willing to participate in more school activities related to inclusive education?**

Response	Percentage
Yes	80%
No	20%

- **Strong Willingness to Engage in Future Activities:**  
A significant 80% of parents expressed willingness to participate in future school activities related to inclusive education. This demonstrates a positive and proactive attitude among parents toward contributing to and sustaining the goals of Project Inclusion.
- **Growing Parental Ownership:**  
Despite earlier data showing low actual participation (only 20% attended inclusion-related events), this finding indicates high latent interest and readiness among parents to become more actively involved. This represents a strong foundation upon which schools can build sustained parental engagement initiatives.
- Organizing more inclusive events, awareness sessions, and parent-teacher meetings.

**Willingness to participate in school activities**



## District Administrator

### General Information:

**Districts Covered:** Mumbai (examples from Malad, Powai)

**Respondents:** Vice Principals and Principals of Kendriya Vidyalayas

**Duration of Service in Region:** 1–3 years

**Number of Schools Participating:** 69 per region

### Awareness and Understanding:

**Familiarity with Project Inclusion:** Most administrators reported being *very familiar* with project objectives and activities.

**Training/Sensitization Received:** Nearly all respondents had received training on inclusive education.

**Increase in Awareness:** The project significantly raised awareness about inclusive education among education officers.

**Support from Education Officers:** Rated as *Excellent*, indicating strong institutional support for the program.

### Effectiveness:

- **Helping Teachers Identify & Support Students:** The project is rated *very effective* in enabling teachers to support students with learning difficulties.
- **Challenges Reported by Teachers:** Few challenges were reported, primarily *time management issues* and the need for *more qualified staff*.
- **Changes in Teachers' Knowledge, Skills, and Attitudes:** Administrators observed *positive changes*, ranging from somewhat positive to very significant improvements.
- **Peer Student Behaviour:** Project Inclusion has improved peer acceptance and interactions, promoting a more inclusive classroom culture.
- **Teacher-Parent Partnership:** Strengthened engagement and participation of parents in school activities was observed.
- **Improvement in Students' Learning & Social Skills:** The program effectively improved students' academic performance, personal behaviour, and social skills.

### Efficiency:

- Identifying gaps in inclusive education practices
- Enhancing teacher training and capacity-building programs
- Facilitating tracking and monitoring of students with learning difficulties

### Impact:

- **Student Retention:** Administrators believe the program will reduce dropout rates and increase retention of students with learning difficulties.
- **Community Awareness:** The program is expected to create a ripple effect, improving community understanding and child upbringing.

### Key Areas of Impact:

- Teacher capacity building
- Improvement in student learning outcomes
- Promotion of an inclusive school culture
- Enhanced parental engagement (to a lesser extent)





## Recommendation

“Project Inclusion demonstrates that systemic teacher sensitization and capacity building can measurably improve inclusion for children with learning difficulties - achieving behavioural, social, and institutional transformation across the education ecosystem.”

Based on the findings from field interactions, stakeholder feedback, and data analysis, the following recommendations are proposed to strengthen the design, implementation, and sustainability of Project Inclusion.

### Part I: Operational Strengthening Recommendations

#### Continuous Capacity-Building and Mentorship

- Introduce periodic refresher training every six months with peer mentoring.
- Establish state- and district-level master trainer pools for ongoing teacher support.

#### Institutional Integration within Government Frameworks

- Embed Project Inclusion modules within **Samagra Shiksha** and **SCERT** teacher training calendars.
- Form state “Inclusion Cells” to coordinate policy convergence, monitoring, and institutionalization.

#### Enhanced Parental and Community Partnerships

- Conduct structured Parent Sensitization Workshops and local awareness campaigns.
- Develop IEC toolkits in local languages for use by schools and community groups.

#### Data and Technology-Driven Inclusion

- Scale the Project Inclusion App to include analytics dashboards for child-level tracking.
- Build a repository of successful inclusive classrooms to inspire replication and learning.

### Part II: Strategic Scale-Up Recommendations for Donors and Policymakers

#### Mainstreaming Inclusion in Systemic Reform

- Integrate Project Inclusion into national teacher capacity-building missions under NEP 2020 and SDG 4 implementation.
- Use the digital architecture (LMS, PI App) as a model for other inclusive education interventions.

#### Investment in Evidence-Based Models

- Support longitudinal tracking of learning and behavioural outcomes to demonstrate measurable social return on investment (SROI).
- Expand the program’s coverage to under-served districts with high dropout rates among CwSN.

#### Leveraging Public–Private Partnerships

- Encourage corporate and CSR investments in digital inclusion tools, content translation, and community campaigns.

- Facilitate partnerships with universities and teacher training institutes for curriculum integration.

### **Systemic Transformation for Scale**

- Position Project Inclusion as a national model for inclusive schooling, demonstrating how behavioural change, digital innovation, and policy alignment can work together.
- Advocate for the inclusion of teacher sensitization on learning disabilities as a mandatory competency under the National Council for Teacher Education (NCTE).

Project Inclusion has moved beyond training to demonstrate how inclusive education can become systemic, scalable, and sustainable. The model has proven that when teachers are empowered, parents are engaged, and digital tools are leveraged, the entire school ecosystem transforms leading to improved retention, reduced dropout, and greater empathy across communities. Continued donor investment will help scale this transformation nationwide, enabling every child to learn, belong, and thrive in India's classrooms.



## Conclusion

Project Inclusion demonstrates that systemic teacher sensitization, parental engagement, and administrative commitment can drive sustainable inclusion. It has effectively bridged the gap between policy intent and classroom practice, enabling measurable improvements in student participation, teacher behaviour, and institutional culture a scalable model for equitable and empathetic education reform in India.

Brief Findings based on REESIE Framework:

### Teachers

#### Relevance:

Project Inclusion directly addressed teachers' core needs for inclusive education skills, especially given that 60% had no prior exposure to such training. The program's content and digital tools aligned strongly with NEP 2020 and classroom realities, with 99% of teachers rating the content relevant to their needs.

#### Effectiveness:

The intervention proved highly effective in transforming teacher behaviour and practices — 94.5% of teachers reported a positive change in their approach toward students with learning difficulties, while 97% comfortably used digital tools (LMS and PI App). Over 85% improved their ability to identify learning challenges, demonstrating measurable capacity enhancement.

#### Efficiency:

The program leveraged digital learning (LMS and PI App) to train large cohorts of teachers at scale, with 98% rating the training as "good" or "excellent." This low-cost, technology-driven model minimized logistical constraints while maintaining high engagement.

#### Sustainability:

Institutional adoption was strong -94% of teachers reported administrative support, and 95% continue to use learning materials regularly. The structured training-phased approach, supported by refresher modules, positions Project Inclusion for sustained teacher practice and institutional embedding.

#### Impact:

Nearly 80% of teachers observed improved student retention and reduced dropout rates, while 99.5% reported enhanced school environments - improved teacher-student relationships, peer empathy, and awareness. This confirms behavioural and systemic change at the school level.

#### Equity:

Teachers' practices became more inclusive and child-centric, benefiting children with learning difficulties and neurodevelopmental disorders (NDDs). The program's success across states demonstrates equitable reach across geographies and teaching experience levels.

### Parents

#### Relevance:

Parents recognized the value of Project Inclusion in addressing their children's special learning needs 60% reported having children with pre-diagnosed NDDs. Awareness of inclusive education principles grew substantially among participating families.

#### Effectiveness:

Parental perception of school and teacher change was overwhelmingly positive -80% reported highly positive teacher interactions and 60% found the school environment significantly more supportive for

special-needs students. Peer acceptance also improved, with 80% of parents noting supportive classmates.

**Efficiency:**

While 80% of parents expressed willingness to participate in future inclusion activities, only 20% had actually attended inclusion-related meetings — indicating effective awareness creation but limited engagement opportunities that can be addressed through structured communication channels.

**Sustainability:**

The program has built a strong foundation for sustained home-school collaboration. 75.5% of teachers observed increased parental support, and 96% maintain ongoing parent communication — signalling durable relational change.

**Impact:**

Parents confirmed visible improvements in children's confidence, emotional well-being, and social participation — validating classroom outcomes from the home perspective. These behavioural transformations mark a shift toward inclusive community mindsets.

**Equity:**

The program bridged the understanding gap between schools and parents, fostering equal participation of caregivers from diverse backgrounds and ensuring that every child's needs are understood and supported both at school and home.

## District Administrators

**Relevance:**

Administrators affirmed that Project Inclusion aligns closely with national policy priorities (NEP 2020, RPwD Act, Samagra Shiksha). It directly addressed gaps in teacher capacity, inclusive pedagogy, and student monitoring.

**Effectiveness:**

Administrators rated the project as “very effective” in enabling teachers to identify and support students with learning difficulties. They observed significant improvement in teachers' attitudes, skills, and classroom management.

**Efficiency:**

The project streamlined teacher training, reduced duplication of efforts, and provided digital tools for easy monitoring and reporting (including support for UDISE). It was acknowledged as a cost-efficient and replicable model.

**Sustainability:**

Strong institutional ownership was evident through active involvement of education officers and school heads. Administrators reported commitment to integrating inclusion practices within district training calendars.

**Impact:**

Districts witnessed improved learning outcomes, student retention, and community awareness, confirming a shift from isolated teacher-level interventions to systemic inclusion.

**Equity:**

The initiative promoted equitable education access by reducing stigma and ensuring consistent support for CwSN. Administrators acknowledged that Project Inclusion created a level playing field for students across socio-economic and ability spectrums.

## Annexure

### Teacher Questionnaire for Project Inclusion Evaluation – Phase II

Dear Teacher,

*This questionnaire is designed to gather your valuable feedback regarding the Project Inclusion program. Your responses will help us understand how the program impacts the student with special needs and the school community. Please answer the questions honestly. Your identity will remain confidential.*

#### Section A: Background Information

1. **Name:**
2. **Designation: Principal / Teacher / Assistant Teacher**
3. **School Name:**
4. **State:**
5. **Grade(s) Taught:**
6. **Subjects Taught:**
7. **Years of Teaching Experience:** Less than 2 years / 2–5 years / 6–10 years / More than 10 years
8. **Number of Students in Your Class (Approximate):**
9. **Have you received any prior training related to inclusive education before Project Inclusion?**
  - Yes
  - No
10. **If yes, what kind of training have you received?**
  - Basic Awareness on Inclusive Education
  - Specialized Training on understanding and supporting students with learning difficulties like Project Inclusion
  - Behaviour Management Strategies
  - Use of Assistive Technologies and Learning Aids
  - Universal Design for Learning (UDL) Approach
  - Other (please specify): \_\_\_\_\_

#### Section B: Impact of Project Inclusion Training

11. **How would you assess the overall quality and clarity of the training content designed for teachers across all three phases of Project Inclusion?**
  - Excellent
  - Good
  - Average
  - Poor
12. **How would you rate the relevance of the training content to your classroom needs?**
  - Very Relevant
  - Somewhat Relevant
  - Not Relevant
13. **How would you rate the training platform (LMS) in terms of ease of use?**

- Excellent
- Good
- Average
- Poor

**14. How interactive is the Project Inclusion orientation / doubt clearing session?**

- Highly useful for personal understanding
- Helpful in sensitization of self-learning
- Helped in understanding special needs of children facing learning difficulties.
- Helped in understanding importance of equal and quality education for children with special needs.
- None of the above
- All the above
- Other (Please specify\_\_\_\_\_)

**15. Did you receive certification post training?**

- Yes
- No

**16. How often do you refer to the training materials for guidance?**

- Frequently
- Occasionally
- Rarely
- Never

**Section C: Changes in Teaching Practices and Attitudes**

**17. Have you noticed an increase in support from school administrators in helping you implement inclusive practices as a teacher?**

- Yes
- No

**18. To what extent do you feel more sensitive to the needs of students with learning difficulties?**

- Significantly More Sensitive
- Moderately More Sensitive
- Slightly More Sensitive
- No Change

**19. To what extent has the training improved your knowledge and skills in identifying and supporting inclusive education?**

- Significant Improvement
- Moderate Improvement
- Minimal Improvement
- No Improvement

**20. Since the training, have you noticed a change in your approach toward students with learning difficulties?**

- Significant Change



- Moderate Change
- Minimal Change
- No Change

**21. Which teaching practices have you adopted or changed to support students with learning difficulties? (Select all that apply)**

- Providing extra time and attention
- Using visual aids or modified instructions
- Encouraging peer support and group activities
- Communicating more frequently with parents
- Other (Please specify): \_\_\_\_\_

**22. How has the training influenced your perspective on inclusive education? (Please select the closest option)**

- I am more supportive and proactive in addressing inclusivity
- I feel somewhat more supportive and knowledgeable
- My perspective has not changed significantly

**23. What are the improvement areas, do you think can be helpful in implementing inclusive practices in your classroom? (*introduction of learning through games, outdoor learning, one to one interaction with student*)**

**24. How well do you understand how to use the screening tools available on the PI app to identify students with learning difficulties?**

- Very Well
- Somewhat Well
- Not Well

**25. If rated 'Not Well' in the above question, what changes do you think are required to improve your understanding and use of the screening tools on the PI app? (Select all that apply)**

- More Hands-on Training – Practical sessions or live demonstrations on how to use the tool.
- Simplified User Interface – Make the app more user-friendly and intuitive.
- Step-by-Step User Guide – Provide a clear, step-by-step manual or video tutorial.
- Other (Please Specify)\_\_\_\_\_

**26. Have you used the screening tool available on the PI app to identify students with learning difficulties?**

- Yes
- No
- Partially

**27. How confident do you feel in identifying students with learning difficulties using the screening tools available on the PI App?**

- Very Confident
- Somewhat Confident
- Not Confident

**28. Since the training, how many students have you identified with learning challenges in your classroom?**

- None
- 1-3
- 4-6
- More than 6

**29. How helpful is the profiling/screening process in assisting teachers to understand a child's psychology?**

- Very helpful
- Somewhat helpful
- Not helpful

**30. Have you received the Intervention Plans for the students you have identified as having learning difficulties? (to be asked only if the teacher has identified any student with learning difficulties)**

- Yes
- No
- Not Checked on the app

**31. Are you currently using the Intervention Plans? (to be asked only if the teacher has received the Intervention Plan)**

- Yes
- No

**32. How easy is it to use the Intervention Plans shared with you? (to be asked only if the teacher is using the Intervention Plan)**

- Very Easy
- Easy
- Somewhat Difficult
- Difficult

**33. How would you rate the effectiveness of the intervention plans in achieving the desired student outcomes and aligning with UDL? (to be asked only if the teacher is using the Intervention Plan)**

- Very Effective
- Somewhat Effective
- Not Effective

**34. Are the video resources helpful for implementing the intervention plans? (to be asked only if the teacher is using the Intervention Plan)**

- Very helpful
- Somewhat helpful
- Not Helpful

#### **Section D: Student Outcomes and Classroom Environment**

**35. Since you began supporting students with learning needs, have you observed any improvements in their behavioural and social skills?**

- Significant Improvement
- Moderate Improvement

- Minimal Improvement
- No Noticeable Improvement
- Too early to comment

**21. Since you began implementing the inclusive practices in the classroom, have you seen an improvement in students' academic performance for those with learning difficulties?**

- Significant improvement
- Moderate improvement
- Minimal improvement
- No improvement
- Too early to comment

**36. Post implementing the inclusive practices, how do the other students respond to their peers with learning difficulties?**

- Very Supportive
- Somewhat Supportive
- Indifferent
- Sometimes Unkind

**37. Have you noticed changes in the overall classroom environment after introducing inclusive practices?**

- Yes, it has become more supportive
- Yes, but only slightly
- No noticeable change
- It has become more challenging

**38. In what ways have you encouraged peer students to support their classmates with learning difficulties?** *(by frequent personal conversation, by group task, by helping in completion of work, by making them understand a particular topic)*

- Peer Buddy System (Assigning a peer buddy to support students with learning difficulties in academics and social interactions.)
- Group Learning Activities (Organizing group projects or activities where students work together and support each other.)
- Class Discussions on Empathy and Inclusion (Conducting classroom discussions or storytelling sessions to build empathy and promote inclusive values.)
- Rewarding Peer Support (Recognizing and rewarding students who demonstrate kindness and support toward their classmates.)
- Role-Playing and Sensitivity Exercises (Engaging students in role-playing activities to help them understand the experiences of students with learning difficulties.)
- Inclusive Classroom Rules (Establishing rules and norms that encourage students to be supportive, patient, and respectful toward one another.)
- Other (Please Specify)\_\_\_\_\_

**39. Do you believe that, due to the Project Inclusion program and the inclusive practices you have adopted, the chances of retaining these students in school will increase, while the likelihood of them dropping out will decrease?**

- Yes

- No
- Cannot Say

## **Section E: Parental Involvement and Community Impact**

### **40. Have you observed any changes in parental involvement with students who have learning difficulties as a result of the program?**

- Yes, parents have become more supportive of inclusive education and are showing greater interest in their child's learning and school activities
- No noticeable change
- Parents are less supportive of inclusive education

### **41. How often do you communicate with parents of students with learning difficulties?**

- Regularly (monthly or more)
- Occasionally
- Rarely
- Never

### **42. What kind of support or response have you received from parents of students with learning difficulties? *(the child has become more responsive, the child is enjoying in attending school, the child tries to complete the work on time)***

- Active Participation in Meetings (Parents regularly attend parent-teacher meetings and actively engage in discussions.)
- Willingness to Collaborate (Parents are open to working with teachers to support their child's learning at home.)
- Timely Sharing of Child's Information (Parents share relevant information about their child's behaviour, health, or needs.)
- Follow-Through on Home Activities (Parents follow the suggested home-based activities or learning exercises recommended by the teacher.)
- Positive and Encouraging Attitude (Parents show a positive attitude toward inclusive education and encourage their child's participation.)
- Request for More Guidance (Parents seek advice and ask for additional support on how to better support their child's learning.)
- Reports of Positive Behavioral Changes in the Child (Parents report that their child has become more responsive, engaged, and attentive.)
- Reports of Increased Enjoyment in Attending School (Parents report that their child enjoys attending school and looks forward to classes.)
- Reports of Improved Task Completion (Parents observe that their child now tries to complete schoolwork on time.)
- Reluctance or Resistance to Engage (Some parents are hesitant or unwilling to actively engage in their child's learning process.)
- Minimal or No Response (No significant support or response has been received from parents.)
- Other (Please Specify) \_\_\_\_\_

## **Section F: Program Structure, Effectiveness, and Impact**

### **43. How easy to use or well-organized were the different phases of Project Inclusion?**

- Very Well-Organized

- Well-Organized
- Poorly Organized

**44. Did the program structure address all critical areas of inclusive education effectively?**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**45. What changes have you observed in the school environment since the program's implementation? (Select all that apply)**

- Increased awareness and sensitivity among teachers and staff towards students with learning difficulties.
- Improved teacher-student relationships.
- Enhanced peer support and inclusivity among students.
- Better classroom management strategies for addressing diverse needs.
- Visible efforts by the administration to support inclusive education.
- No noticeable changes.

**46. How has the program influenced the upbringing and development of students with learning difficulties?**

- Improved academic performance.
- Better participation in classroom activities.
- Increased self-confidence and self-esteem.
- Enhanced communication and social interaction skills.
- Reduction in behavioral challenges.
- No noticeable improvements.

**47. Do you believe that Project Inclusion will assist you with your administrative tasks, such as UDISE reporting, if applicable?**

- Yes, it will provide support
- No, it will not provide support
- Not Sure, as I am not involved in any administrative tasks related to inclusive education

**Section F: Feedback and Recommendations**

**48. What are the key challenges that you faced in implementing Project Inclusion? (if any)**

- Limited Time for Implementation (Difficulty balancing Project Inclusion activities with regular teaching responsibilities.)
- Lack of Parental Support (Insufficient cooperation or engagement from parents of students with learning difficulties.)
- Inadequate Handholding Support (Need for more mentoring or support to understand and use intervention plans, screening tools, or inclusive teaching methods.)
- Insufficient Teaching Resources or Materials (Lack of access to videos, learning materials, or tools to support intervention plans.)
- Student Behavior Management (Managing the behaviour of students with learning difficulties during class activities.)



- Technical Issues with the LMS or App (Technical glitches, slow response times, or difficulty navigating the Learning Management System (LMS) or screening tools.)
- Overlapping Administrative Tasks (Excessive administrative workload, such as preparing UDISE reports and maintaining student records, in addition to Project Inclusion responsibilities.)
- Limited Support from School Administration (Insufficient involvement or encouragement from school leadership, administrators, or officers.)
- Inadequate Time for Individual Attention (Limited time to provide one-on-one support to students with learning difficulties.)
- Other (Please Specify) \_\_\_\_\_

**49. What additional support (*training/capacity building*) do you think would improve your ability to identify and support students with learning difficulties?**

**50. What recommendations would you make to further improve Project Inclusion?**

**51. Would you be interested in participating in further training related to special education and inclusive teaching practices?**

- Yes
- Maybe
- No

**52. Is there anything else you would like to share regarding your experience with Project Inclusion?**

## Parents Questionnaire for Project Inclusion Evaluation – Phase II

Dear Parent,

This questionnaire is designed to gather your valuable feedback regarding the Project Inclusion program. Your responses will help us understand how the program impacts your child and the school community. Please answer the questions honestly. Your identity will remain confidential.

### Section A: General Information

1. **Name of the Child:** \_\_\_\_\_
2. **Age of the Child:**
  - Below 6 years
  - 6–10 years
  - 11–14 years
  - 15–18 years
3. **Grade/Class of the Child:** \_\_\_\_\_
4. **Name of the School and Location:** \_\_\_\_\_
5. **Does your child have a diagnosed neurodevelopmental disorder (NDD) or learning difficulty?**
  - Yes
  - No
  - Not diagnosed but suspected
  - Not aware

### Section B: Awareness and Understanding (Relevance)

6. **Were you informed about the objectives and activities of Project Inclusion?**
  - Yes
  - No
7. **How would you rate your understanding of the program's goals?**
  - Excellent
  - Good
  - Average
  - Poor
8. **Do you feel that Project Inclusion has helped you better understand your child's learning needs?**
  - Yes, significantly
  - Somewhat
  - No

### Section C: Support (Effectiveness)

9. **Have you noticed a change in how teachers interact with your child?**
  - Yes, very positive
  - Somewhat positive
  - No change

**10. Do you feel the school environment has become more supportive for students with special needs?**

- Yes, significantly
- Somewhat
- No

**11. How do you perceive your child's classmate's behaviour towards them?**

- Very supportive
- Somewhat supportive
- Neutral
- Unsupportive

#### **Section D: Parents Involvement (Efficiency)**

**12. Have you attended any school events or meetings regarding Project Inclusion?**

- Yes
- No

**13. If yes, did those events/meetings make you feel more involved in your child's education?**

- Yes
- Somewhat
- No

**14. Would you be willing to participate in more school activities related to inclusive education?**

- Yes
- No

#### **Section E: Impact on the Child**

**15. Have you observed any improvements in your child's:**

**a) Learning abilities?**

- Yes, significant improvement
- Some improvement
- No improvement

**b) social behaviour with peers and family members?**

- Yes, significant improvement
- Some improvement
- No improvement

**c) Confidence or willingness to attend school?**

- Yes, significant improvement
- Some improvement
- No improvement

**16. Does your child receive any specific benefits (e.g., disability support, special resources) as part of the program?**

- Yes
- No

**17. If yes, how satisfied are you with these benefits?**

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied

## **Section F: Challenges and Suggestion:**

**18. What challenges do you face in supporting your child's education?**

- Lack of awareness about special needs
- Limited resources at school
- Financial constraints
- Societal problems
- Other (please specify): \_\_\_\_\_

**19. What additional support would you like the school or program to provide?**

- More regular updates on my child's progress
- Workshops on how to support my child at home
- Counselling for parents and families
- Additional teaching resources
- Other (please specify): \_\_\_\_\_

## **Section G: Overall Feedback:**

**20. How satisfied are you with Project Inclusion's overall impact on your child's education and well-being?**

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied

**21. Do you think Project Inclusion has positively impacted the broader school community?**

- Yes
- Somewhat
- No

**22. Please share any additional comments or suggestions regarding the program:**

\_\_\_\_\_

## Administrator Questionnaire for Project Inclusion Evaluation – Phase II

Dear Administrator,

*This questionnaire is designed to assess the impact and implementation of **Project Inclusion** in your region. Your insights are invaluable in identifying successes, challenges, and opportunities for improvement. Please provide honest and detailed responses. Your feedback will remain confidential.*

### Section A: General Information

1. **Name of the Officer:** \_\_\_\_\_
2. **Designation:** \_\_\_\_\_
3. **KV Region:** \_\_\_\_\_
4. **State:** \_\_\_\_\_
5. **Duration of Your Service in the Region:**
  - Less than 1 year
  - 1–3 years
  - 3–5 years
  - More than 5 years
6. **Number of Schools participating in Project Inclusion in Your Region:**  
\_\_\_\_\_

### Section B: Awareness and Understanding (Relevance)

5. **How familiar are you with the objectives and activities of Project Inclusion?**
  - Very familiar
  - Somewhat familiar
  - Not familiar
6. **Have you received training or sensitization sessions about inclusive education as part of Project Inclusion?**
  - Yes
  - No
7. **Do you feel that Project Inclusion has helped increase awareness about inclusive education among education officers in your region?**
  - Yes, significantly
  - Somewhat
  - No
8. **How would you rate the level of support provided by education officers for the implementation of Project Inclusion?**
  - Excellent
  - Good
  - Average
  - Poor

### Section C: Effectiveness

9. **How effective has Project Inclusion been in helping teachers identify and support students with learning difficulties in your region?**
  - Very effective
  - Somewhat effective
  - Not effective

**10. Have teachers or principals reported any challenges in implementing the programme in your region?**

- Yes
- No

**11. If yes, please specify the challenges:**

#### **Section D: Efficiency**

**12. Have you observed any changes in teachers' knowledge, skills and attitudes towards students with learning difficulties since the implementation of Project Inclusion?**

- Yes, very positive changes
- Somewhat positive changes
- No changes

**13. Has Project Inclusion influenced peer students' behavior towards students with learning difficulties?**

- Yes, significantly
- Somewhat
- No

**14. Do you think Project Inclusion has strengthened the teacher-parent partnership, and will result in greater participation of parents of students with learning difficulties in school activities?**

- Yes, significantly
- Somewhat
- No

**15. How effective has Project Inclusion been in improving the learning, personal behaviour and social skills of students with learning difficulties?**

- Very effective
- Somewhat effective
- Not effective

#### **Section E: Broader Impact**

**16. How can the data collected through Project Inclusion support the development of inclusive education policies? (select all that apply)**

- Providing Disability Benefit to the students
- Supporting evidence-based policy formulation
- Identifying gaps in inclusive education practices
- Informing the allocation of resources and support services
- Enhancing teacher training and capacity-building programs
- Facilitating tracking and monitoring of student with learning difficulties progress
- Not sure / Cannot Say

**17. Do you believe that the chances of retaining students with learning difficulties in school will increase, while the likelihood of them dropping out will decrease because of this program?**

- Yes
- No
- Cannot Say



**18. Do you believe that the increased knowledge and awareness of inclusive education gained through this program will create a ripple effect in the community, leading to a better upbringing for children with learning difficulties?**

- Yes
- No
- Cannot Say

**19. In which of the following areas has Project Inclusion made an impact in your region? (Select all that apply)**

- Teacher capacity building
- Improvement in student learning outcomes
- Enhanced parental engagement
- Promotion of an inclusive school culture
- Other (please specify) \_\_\_\_\_

#### **Section F: Challenges and Suggestion:**

**20. What additional support or resources would help improve the program's implementation in your region?**

- Orientation of education officers at regular intervals
- Training of teachers at regular intervals
- Regular mentoring and handholding support for teachers
- Increased training for special educators to better support teachers in addressing the needs of students with learning difficulties.
- Enhanced monitoring and evaluation mechanisms
- Collaboration with NGOs and other stakeholders
- Other (please specify): \_\_\_\_\_

**21. What challenges have you observed in implementing Project Inclusion at the region level?**

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**22. What steps would you recommend for overcoming these challenges?**

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## Contacts

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