

# Findings from the evaluation study of the Inclusive Education Project by Prajayatna

December, 2023

## A. Executive Summary

Prajayatna has been implementing Kalikayatna, Quality Learning Initiative (QLI) to strengthen the Inclusive Education programme in government schools of Chitrakoot and Bahraich with active community involvement. The project has been funded by Christoffel Blinden Mission (CBM) an international organization and is being implemented in 75 primary schools in four clusters, two each from Chitrakoot and Bahraich. The project is aimed at supporting and making local communities capable of taking ownership for the quality of government schools in their vicinity with an ambition to increase the quality of education imparted to their children in these schools. Through community participation and ownership, the project attempts to achieve almost universal enrolment of children, accessible physical infrastructure, adequate and proper availability of staff and quality classroom learning processes in selected schools in these two districts.

## B. Goals

- Determine the extent to which a learner centric environment has been created in the selected government primary schools;
- Determine the extent to which children with disabilities have been included and provided quality inclusive education in selected government schools;
- Assess the extent to which the project has strengthened the ownership of primary school education by decentralized education governance structures;
- Ascertain the extent to which the project objectives have been met and identify factors that have facilitated or impeded the progress towards meeting these objectives;
- Ascertain the percentage of learners who demonstrate improvement in learning outcomes;
- Provide inputs and suggestions on improving the design and implementation of the project.

## C. Methodology

Methods:	Tools:
<ul style="list-style-type: none"><li>○ Mixed-methods approach to gather both quantitative and qualitative data</li><li>○ 11 schools randomly selected for classroom observations, learning outcome and teacher surveys</li><li>○ Focus group discussions with parents, School Management</li></ul>	<ul style="list-style-type: none"><li>○ Teacher Questionnaire</li><li>○ Classroom Observation Schedule</li><li>○ Discussion guides for conducting FGDs with Gram Panchayat Presidents and members, Parents (of children with and without disabilities) and School Management Committees</li><li>○ Assessment test for literacy</li></ul>

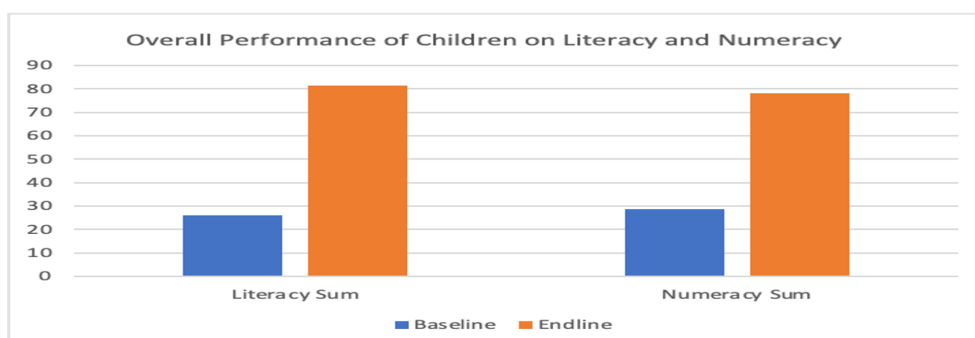
Committee members, and Gram Panchayat members. ○ Data from assessment of children with disabilities ○ Interviews with teachers and department officials	○ Assessment test for numeracy ○ Test for non-scholastic competencies
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## D. Findings

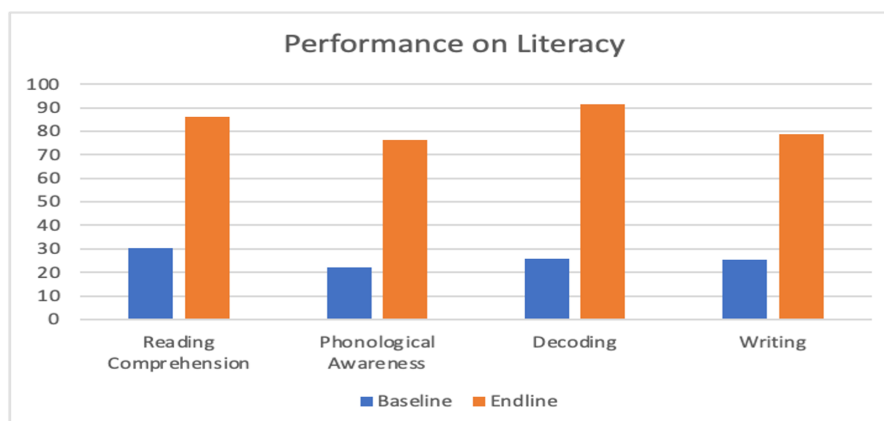
### 1. Learner Centric Environment

- Kalikayatna institutionalized across project schools to a fair degree
- It helps teachers carry out Foundational Literacy & Numeracy instruction effortlessly
- Integration of subjects, concept-mapping, use of multiple strategies of whole group instruction, followed by small group work and individual practice time, use of multiple resources beyond the textbook seen in the teaching-learning process
- Teacher Collective meetings were found to be highly beneficial, and built teacher confidence and autonomy
- Onsite support provided by Prajayatna significantly benefitted them
- Active participation of students in the classroom
- Teachers involved in multiple assessments, but these need to be comprehensive in nature

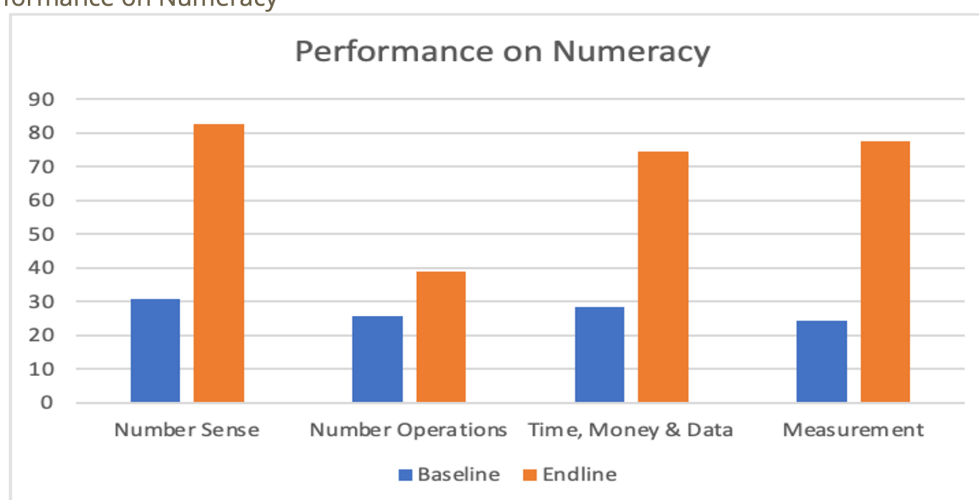
Performance on Literacy & Numeracy



## Performance on Literacy



## Performance on Numeracy



## 2. Inclusion

- Prajayatna has contributed to 42.36% enrolment of CWDs (203)
- Supported all CWDs in accessing various various entitlements, including school enrolment, disability certification, AADHAR card, escort allowance, assistive devices tailored to their specific disabilities, stipends, opening bank accounts, and tablets (406)
- Individualized Education Plans prepared and updated for all children
- Teachers received training and onsite support in understanding needs of CWDs and designing learning strategies
- TLMs given by Prajayatna were particularly useful in teaching CWDs
- Teachers have cultivated an inclusive environment, with participation of CWDs clearly evident in classrooms
- However, teachers still grapple with advancement of learning for CWDs
- Role of IERT in both school-based and home-based education is limited owing to their challenging work conditions
- Resource Centres set up in both locations in collaboration with the department in an effort to institutionalize rehabilitation services for CWD (26)

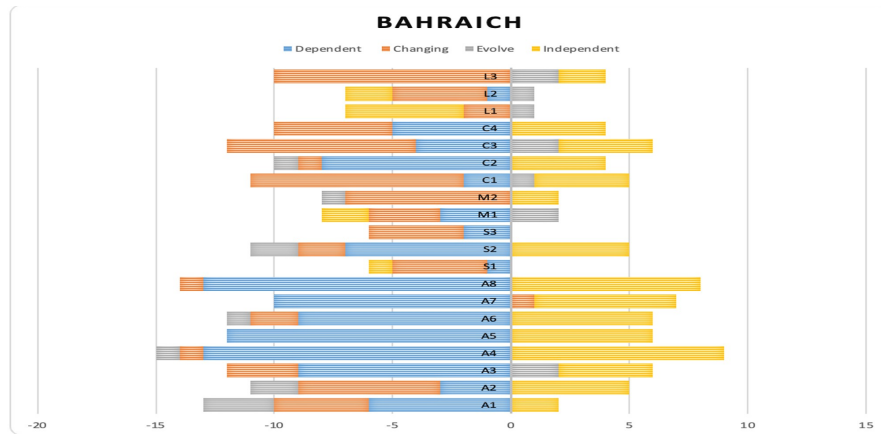


Figure 1: Performance of CWDs (tool 1): Bahraich

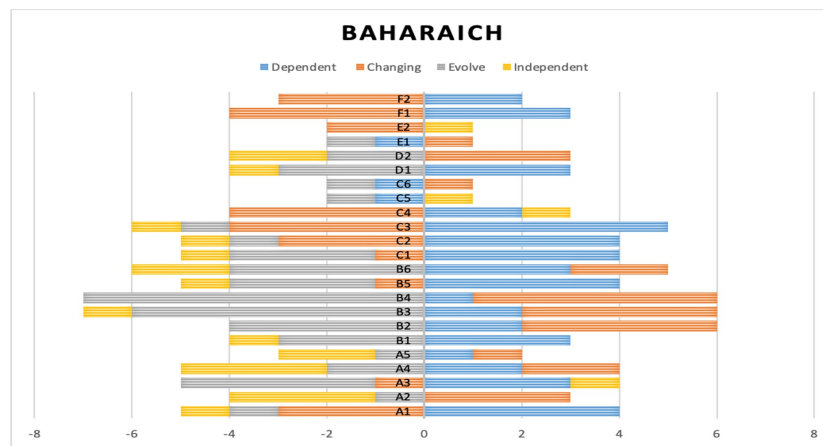


Figure 2: Performance of CWDs (tool 2): Bahraich

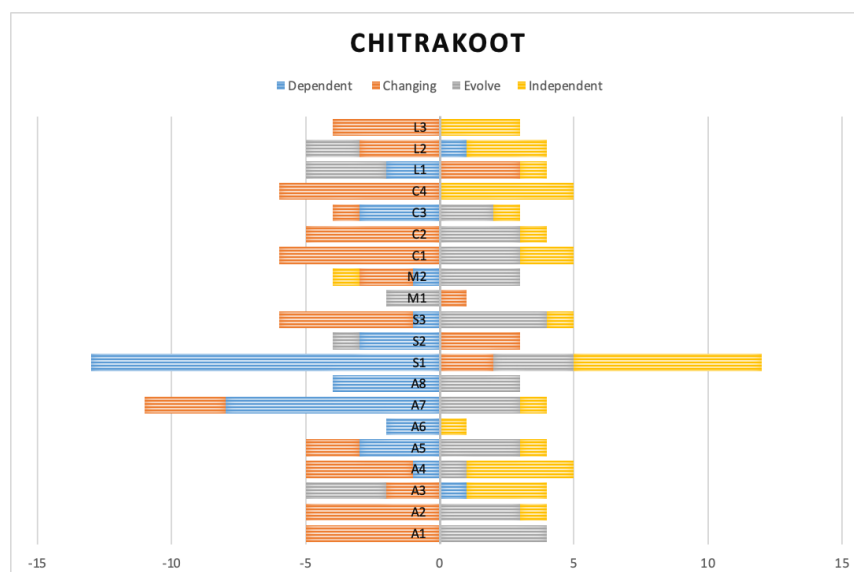


Figure 3: Performance of CWDs (tool 1): Chitrakoot

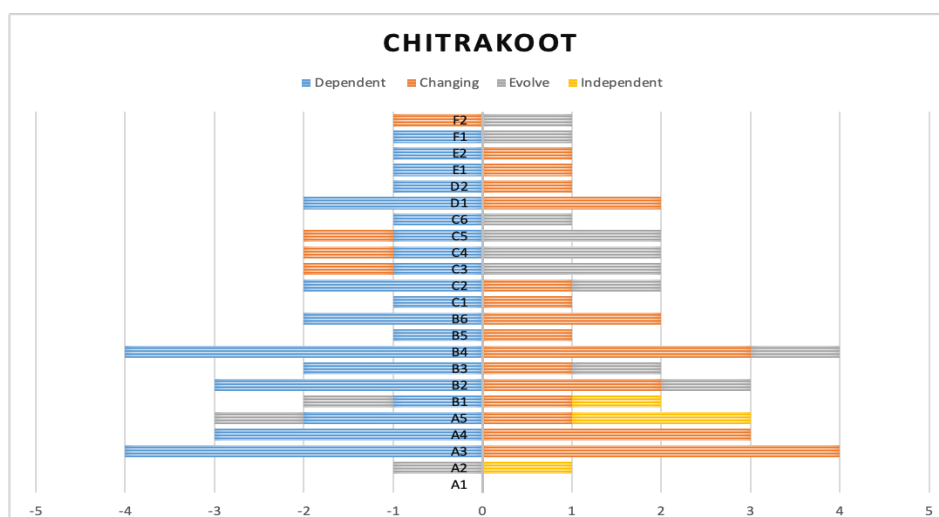


Figure 4 : Performance of CWDs (tool 2): Chitrakoot

### 3. Ownership of primary education by community

- Disability largely seen as an identity and diversity, and not solely as deficit
- Education of CWDs seen as an inalienable right
- Enhanced functioning of School Management Committees as they focus on enrollment, attendance, infrastructure improvement and functioning of schools and extends to learning and needs of CWDs
- Parents of CWDs included in newly constituted SMCs (16)
- Gram Panchayats have evolved an understanding on education; capacities of Pradhans and Shiksha Samitis improved to a fair degree
- Visible improvements noted in the physical environment of schools and infrastructure development

## SMC Rating

District	Custer	Schools	s1	s2	q1	q2	q3	q4	p1	i1	i2	i3	i4	i5	i6	i7
Chitrakoot	Asoha	PS Chakjafhar	3	3	3	3	3	3	2	3	3	3	3	3	3	3
Chitrakoot	Asoha	Composite school Pachokhr	2	2	3	3	2	3	2	3	3	3	3	3	3	3
Chitrakoot	Kapseti	PS Rehuta	3	3	3	3	2	3	2	3	3	3	3	3	3	3
Chitrakoot	Kapseti	PS Katragooder	3	3	3	3	2	3	2	3	3	3	3	3	3	3
Chitrakoot	Kapseti	PS Bhabhaey	3	3	3	3	2	3	3	3	3	3	3	3	3	3
Chitrakoot	Kapseti	Composite school Chandragahna	3	3	3	3	2	3	2	3	3	3	3	3	3	2
Bahraich	Bambhaura	PS Alinagar	2	2	3	3	1	2	2	3	3	2	3	1	3	3
Bahraich	Bambhaura	PS Abdulla Pur	3	2	3	3	1	2	1	3	3	3	3	3	3	3
Bahraich	Badrauli	PS Badrauli	3	1	3	2	2	2	2	3	3	3	3	2	3	3
Bahraich	Badrauli	PS Kohli	2	2	3	1	1	2	1	2	3	1	3	2	3	3
Bahraich	Badrauli	PS Chulumbha	2	2	3	3	1	2	2	3	3	2	3	2	3	3

1: Non-functional  
2: Poorly-functional  
3: Fully-functional

## Gram Panchayat Rating

Gram Panchayat	G1	G2	G3	G4	G5	G6	G7	G8	G9
Pachokhr	3	2	3	3	2	3	3	3	3
Rehuta	3	3	3	3	3	3	3	3	3
Karmullapur	1	2	3	3	2	2	3	1	3
Bhabhaey	3	3	3	3	2	3	3	3	3
Chandragahna	3	3	3	3	3	3	3	3	3
Alinagar	1	2	3	3	2	3	3	2	3
Dilaura	3	3	3	3	2	3	3	3	3
Badrauli	1	2	3	3	2	3	3	2	3
Kohli	1	2	3	3	2	3	3	2	3
Chulumbha	1	2	3	3	2	3	3	2	3

1: Non-functional  
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## 3. Recommendations:

### a. Learner Centric Environment

- Given the positive impact of the Kalikayatna approach on various learning parameters and its success in achieving foundational literacy and numeracy outcomes, there is potential for scaling up the approach to cover the entire district.
- In the further scaling up of the project, Prajayatna would need to partner with institutions such as the District Institute of Educational Training (DIET).to support pre-service and in-service training
- Collaborating with Mission Prerna could enhance the effectiveness of the Prajayatna approach across pedagogy, capacity building of teachers, and community engagement.
- A shift is needed from training only two teachers to including all teachers, including Shiksha Mitras, in the training process.
- There is a need to establish a joint system of capacity building and monitoring involving officials from key government institutions, such as the district and block officials.

- Intensive training on conducting continuous and comprehensive assessment aligned with NIPUN outcomes is crucial for teachers to effectively monitor and enhance students' learning.

#### **b. Inclusion**

- More specific inputs on different strategies for working with various types of disabilities are needed for teachers.
- Instead of training just one or two teachers, all teachers in the school need to be trained on working with children with disabilities.
- Drawing up a comprehensive capacity-building plan jointly by the district authorities and Prajayatna for teachers, department functionaries, and parents of CWDs would be required.
- Collaboration with key institutions such as DIET, SCERT, UNICEF, and other disability-related organizations in the state, as well as higher education institutions for people with disabilities, needs to be established
- Need to formulate a systematic plan to facilitate the educational progression of children with disabilities beyond primary school.
- Collaborating with the education department, like-minded institutions, and organizations at the state level is essential to identify diverse higher education possibilities (including vocational) based on the specific needs and extent of disabilities of the students.
- Additionally, the Resource Center should be developed as a focal point for all rehabilitation-related services for children with disabilities. Additionally, there is a need to significantly enhance the capacities of IERTs and department officials.

#### **c. Ownership of primary education by community**

- There is a clear need for SMCs and GPs to move beyond resolving issues such as infrastructure, enrollment retention, and teacher attendance that have been addressed in most project schools.
- Greater transparency and accountability in the process of forming the SMC are required.
- Dedicated modules should be developed for capacity building in the areas of financial information and the development of SDP.
- There needs to be a further focus to strengthen GPs, enabling them to develop into mature organizations delivering their mandate through a structured organizational development approach.
- Further work needs to be taken up in the areas of activation of Standing Committees on Education.
- Need to further support the GP Pradhan with the required knowledge to perform their roles with respect to education.
- Learning assessment findings offer insights into learning levels, guiding the refinement of learning trajectories. Prajayatna and stakeholders can use this information to identify areas for improvement and develop targeted strategies to support learning.