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## H. PROJECT EVALUATION QUESTIONNAIRE

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**Project Title:** Inclusive Education Project

**Local Partner Name:** Manos Unidas

**Location of the Project:** San Sebastian, Cusco, PERU

### 1. REACH AND BENEFICIARIES

- **Did the project reach the intended beneficiaries?**

Yes, the project reached the intended beneficiaries

**Who directly and indirectly benefited from the project? How many people benefited? How many of the beneficiaries were women and how many were men? How many were children, adults, and elderly? How many live in rural, urban, and peri-urban areas?**

The Direct beneficiaries:

- 21 children with special needs ages 5-12 years old
- Five Camino Nuevo special education teachers
- Five regular education teachers in state public school classrooms

Indirect beneficiaries:

- Four regular education schools and their professorial staff (50 regular education teachers and administrators (estimate based on 4 schools)
- Regular Education Classroom parents (105 peer parents (considering only 1 parent per student - one class many children come from a children's home, so only 3 professionals to represent the parents)
- Regular Education Classroom peers (125 regular education peers (5 classrooms, 25 students per class)
- Families of the included special needs students (80 family members (21 students, average of 4 people per family),

Statistics:

- 21 special needs students (6 girls, 15 boys)
- 9 female teachers, 1 male teacher (co-teaching partnership)
- Mixed gender family members
- Mixed gender peers
- Many female teachers in public school
- 3 Male school directors, 1 female school director
- All live in urban or peri-urban settings

**What are the main characteristics of these people?**

- Catholicism is the dominating religion, many of the indirect beneficiaries are first language Quechya speakers, Spanish second language (for typically developing population), middle to lower class, at least one working parent in the household, at least one educated parent in the household. Mixed social-economic class: Public school students from mid-low socio-economic status, 7 of 21 CN students part of scholarship program

## 2. PROJECT DESIGN

- **Were the activities (as outlined in Document A) performed as planned?**

The Main activities of this project were divided into 2 categories: 1) Direct Service 2) Community awareness.

The **direct service** component encompassed the direct instruction of 21 special needs children within five regular education classrooms (three different state schools and one private preschool) monitored by five trained “Camino Nuevo” teachers, one in each classroom, who accompanied the children on a daily basis. The specialized teachers were responsible for integrating personalized education goals within the regular education curriculum, supporting the regular education teacher with curriculum diversification and behavior support.

The partner schools and grades:

- CE “Andres Alvarino Caceres” in the Zarzuela neighborhood, 4<sup>th</sup> Grade classroom
- CE “Los Nogales” in the Los Nogales neighborhood, 5<sup>th</sup> grade classroom
- CE “Velasco Astete” in Los Alamos neighborhood, 4<sup>th</sup> grade classroom
- CE “Velasco Astete” in Los Alamos neighborhood, 2<sup>nd</sup> grade classroom
- CEP “La Piagetano” in San Sebastian neighborhood, 5 year old classroom

Included in the **direct service** was specialized training for the Camino Nuevo and Regular Education teacher pair. One intensive professional development training on inclusive education methods was held to strengthen the teacher and school relationship. One more aspect to the direct service component was the ongoing supervision by our academic coordinator to each school to do follow-up, mentoring and problem solving.

### CRONOGRAMA DE VISITAS A CENTROS INCLUSIVOS

I.E.	Mayo	Jun	Jul	Ago	Set	Oct	Nov
C.E.I.P: “PIAGETANO” Inicial 5 años	08 1er Taller	05	10	14	11 2doTaller	09	06
I.E: “ALEJANDRO VELASCO ASTETE” 2° y 4° Prim.	15 1er Taller	12	17	21	18 2do Taller	16	13
I.E: “GRAN MARISCAL ANDRES AVELINO CACERES” 4° Prim.	22 1er Taller	19	24	28	25 2doTaller	23	20
I.E: “LOS NOGALES” 6° Prim.	29 1er Taller	26		04-set	02- oct 2doTaller	30	27

The **community awareness** component addressed all members of the education community in order to build a strong and positive environment for the social success of the students being included. We addressed four populations: 1) Regular education staff (Administrator and teachers) 2) Regular education parents 3) Regular education peers. 4) Family members of the included special needs students.

We conducted a series of workshops for each semester, each workshop tailored to each of the education community populations. The workshops were coordinated by the Academic Coordinator and school psychologist then implemented by the team psychologist and reinforced within the monthly visits to the schools.

The Inclusion workshops given to professional staff, parents and peers combined and disability awareness and disability education.

The “families” workshop was an awareness and empowerment workshop directed at family members of the special needs students included in the schools, this year held in an outdoor recreational setting.

### **Did these activities lead to the expected outputs (products and/or services)?**

*We will focused on two output sectors of products: 1) Those that will benefit from the direct service and 2) those who will benefit from the community building piece.*

#### **The Students:**

21 students between 3 and 12 years old benefited from the Inclusion program this year. 8 students were brand new to the inclusion experience. The 13 students who continued their education continued to excel in their individualized education goals, their social skills and academic integration. Of the 8 students were was included, 7 successfully finished the year. We only had one student this year who despite his high cognitive abilities, a loud over stimulating classroom was not the best placement for him and halfway through the year we returned him to his classroom at Camino Nuevo.

#### **The Coordination with schools:**

Rufminia Rojas, our academic coordinator, and Frida Achau, our psychologist, worked closely with the CN teachers on data collection and evaluation of completed goals. Frida would meet with each teacher on a monthly basis to evaluate student progress and Rufminia would supervise each classroom once a month to oversee curriculum, programming, the students and support the teacher pair.



**Frida evaluating Alex, a 5th grade student at Velasco Astete**

#### **Community building activities:**

- Four schools and all of their staff members (5-20) professionals in each school received awareness workshops, exposure, direct contact and experience with special needs children.
- Five classrooms of children (approx. 125 children) were exposed to studying alongside peers with different abilities and learned to become more compassionate, friendly and respectful of peers and members of the community that have different abilities
- 105 parents of peers received two awareness and educative workshops related to disability and inclusion
- 21 families of CN special needs students participated in a weekend gathering within the year and had the opportunity to socialize with other similar families

#### **Discussion of Results**

This year questionnaires were applied in each of the workshops with families and professionals based on common myths and disbeliefs surrounding disabilities and inclusive education (see attached questionnaires). We wanted to get a baseline knowledge of the populations we were working with and see if our workshops influenced their way of thinking towards including special needs children. The questionnaires were applied to parents, teachers, professionals and peers in the 4th and 5th grade classrooms.

Our inclusion program functions in 4 different schools, each representing diverse levels of socio-economic status and levels of education. The workshops directed at parents and students were really perceived differently within each education center. We noticed that, for example, in CE Andres Alvarino Caceres we had to explain the questionnaires repeatedly and help parents understand certain words and meanings of questions and had to greatly simplify the workshop based on their level of understanding. In CEI Piagetano, a private school, for example, the workshop was dynamic and interactive based on the level of prior education the parents had on certain topics.

We found that workshops with staff were the most important. Their level of professionalism and direct work with our students inspired further knowledge and were very receptive to the workshops.

### 3. IMPACT

- **Did the project lead to the expected outcomes/results (as outlined in Document A)?**

Direct Service:

*Immediate expected outcomes for 2014 were: 1) Increase the number of students included and receiving quality education services by 29% (from 15-21 students) with measurable goals 2) Increase the number of schools where we work (from 3-4). By increasing schools we increase the population in the education community that will receive our awareness training 3) Increase the number of teachers trained in special education and inclusive education (from 4-5).*

This year between the 21 included CN students there were a total of 126 projected long term goals to be completed within the school year and 504 short term objectives. We are happy to report 94% of short term objectives were completed!

*Community Awareness:*

We found the workshops we implemented this year had great impact on the populations served. For example, the teachers at CE Andres Alvarino Caceres have been a tough, closed group of professionals showing little interest in our inclusion program or wanting to learn more. But this year we worked with the school director to obligate the staff to attend our workshop #2 "Pathologias". The workshop addressed Autism, Down Syndrome and Intellectual disabilities with dynamic, interactive role-playing scenarios, videos and photos and direct examples of how Camino Nuevo works with our students to prepare them for a successful inclusion. The teachers were so impressed by the workshop, their questions led to an extra hour over the allotted time frame and have asked us to commit to 2-3 workshops in the coming year. This is an example of great impact on one school community.

The new school, Piagetano, was greatly impacted by our work this year. As their staff and director were completely new to the inclusion process they were eager to learn and were able to implement their new knowledge within their classrooms. Working in a preschool is a great advantage for both Manos Unidas and the preschool itself. It is very common for children in the preschool setting to present characteristics of developmental delay, language delay, autism or behavior problems and many preschool teachers do not know how to detect or address the issues. Our workshops on "pathologias" has led to more informed professionals who will not only understand our students but be able to address the needs of other children enrolled in the school.

- **How did the project impact the beneficiary population? Please feel free to include anecdotes**

Please see each Beneficiary population group and selected anecdotes for each:

### 1) **Included Camino Nuevo students**

13 Camino Nuevo students continued another year in the Inclusion Program. Not only have their academic abilities excelled but so has their confidence and friendship with each other and peers. 8 new students joined the program this year, they began the year as full time included students.

#### **Melanie and Maribel**



My favorite duo is Melanie (6) and Maribel (7) included for their first year in Velasco Astete 2nd grade classroom. Melanie and Maribel both came to Camino Nuevo with little to no verbal speech, very shy and in their own worlds. Neither child took notice in the other children or showed interest in interacting with them. When the two girls were placed in the same classroom at Camino Nuevo in 2013, they quickly became friends. Within a few months they were inseparable. They found a way to communicate with each other, play with toys, hold hands and protect one another. We decided to include them into the 2nd grade class in Velasco Astete in 2014. Since their inclusion, both girls have made friends with almost everyone in the classroom, imitate their peers, are interested in being independent and sitting with peers in the classroom, receive help from peers and have excelled in their communication. Melanie now speaks 3-5 word sentences with clear pronunciation and is completing classroom age activities. They are both loved by their classmates.

#### **4 New Boys**



**The Boys with Prof Carina (R), James with hand on chin**

James, Yoshua, Milton and Fabrizio were the four newest participants of our Inclusion program, starting the full inclusion program at CEIP "Piagetano" in the 5 year old class in March. Three of the four boys are on the

autism spectrum with a range of cognitive and social abilities. The experience confirmed our theory of "the earlier the better" with inclusion. As a preschool class does not quite have the strict demands of primary school, it's an excellent environment to teach group social and academic skills. 5-year olds are also much easier to teach empathy and friendship as they do not yet judge peers to the extent of older primary school peers. James found he loved to help "direct" the class with the teacher and would help her with her lessons. While his chronological age is only 1 year older than his peers he maintained typical academic achievements and could complete the same work as his peers. While we saw incredible improvements in all four of the boys, we saw the best social integration with James: his ability to interact with his peers, engage in imaginary play, answer group questions from the teacher and follow directions. These skills are crucial for a successful inclusion.

### Entering Adolescence



**Profe Juana and Ps. Frida with the boys: Alex and David to the left**

We have 9 students included in a 5th grade and 4th grade classroom (los nogales and velasco astete) who are clearly entering adolescence (ages 11-13). That can mean a few things - growing bodies and growing hormones!

Professora Juana has reported the excitement in her students (5 boys) towards their girl classmates! Alex, David, Bryan, Harold and Julian are gaining an invaluable experience with being included into regular education school- they get to act just like other pre-teens! The boys can be found chasing girls around at recess, blowing kisses and winking at classmates. If the boys continued to be educated in a segregated school they may not have these experiences. They have just as much of a right to feel "crushes" on girls as any other student! The boys have also formed a very strong friendship bond between them and refuse to sit apart from each other at school. This is an important dynamic of our inclusion program- they boys know they are different, still have peer friends, but have found friendship among themselves.

## 2)Typical Peers



**Edher playing soccer with peers**

We have experienced over the last few years that the earlier children are included, the easier it is for peers to accept differences in our students. We saw that very clearly this year in the 5 year old class and new 2nd grade class in Velasco Astete. As our students grow older, their social and behavior differences grow greater from the peers. It has been very important to continue to work with the older peers, such in CE Andres Alvarino Caceres, who have been studying with our students for 3 years now. Edher, Pablo and Matsue have made great friends and are well accepted in the classroom, sports activities and even chess! Edher has become an avid soccer player and challenges his components at recess. Matsue has a terrici talent for dance and music. These interactions are so important for the peers, they see that are students are not just "different" but they have special developed skills as well.



**Matsue with friends**

## 2) Camino Nuevo teachers



**Camino Nuevo teacher Carina at Piatetano**

Juana, Yanet and Yuneli have been working with the Inclusion Project for a few years and have become more secure in their roles in the regular school setting. This year we added two new teachers to the program- Pilar and Carina. Both teachers had worked with us at Camino Nuevo for 2 years before being promoted into the program. Our two new teachers had unique and frustrating experiences this year. Carina was the 5 year old classroom teacher and experienced a challenging relationship with her partner teacher. Pilar, the 2nd grade teacher, had a challenging experience working with an included student, Gabriel.

Both teachers showed incredible stamina with their responsibilities, being exposed in vulnerable situations and targeted in their roles. Both teachers persevered with intensive intervention by our Inclusion team to problem solve their challenges with the teacher and student.

Pilar was greatly impacted as a first year Inclusion teacher. It can be very intimidating to go from working with 6 students in a small classroom where you manage the day, the schedules, the curriculum to working with 4 students in a large, noisy classroom where you have to follow the regular teacher's lead. It is important for the teacher pair to communicate effectively and work together on the days activities. Pilar did a wonderful job trying to manage one of her students who despite his high academic capabilities was not fit for a loud, busy, large classroom and showed aggressive and disruptive behavior that had to be addressed. We worked closely with her to make sure she remained confident in making the best decisions and continue to positively represent Manos Unidas in the public sector.

All five inclusion teachers met monthly with the coordinator to exchange experiences, give each other advice and feedback and be supportive with constructive solutions to the issues that would often arise. The five teachers formed a strong cohort and are ready to continue another year with the program.

## 3) Parents of Included students

Parents are the key to our success. The parents in the inclusion program over the past few years have grown to be strong advocates for their children. Their experiences together have grown strong friendships and support networks- which was one of our top goals! We have also seen how the new parents in the program learn from the older ones and feel supported. The parents of the 5 year old class this year are so close they have committed to see their children study together through to 6th grade.

Our parents of our older students have begun to ask the question "what next?" Do they try and include their children into secondary education centers or graduate them into Phawarispa, Manos Unidas' new adolescent transition program? It is great to see the families grow together over the years and begin making decisions together to best benefit their children.

- **What were the effects of the project on the local partner?**

The Camino Nuevo Inclusion project has created great exposure to our work as quality educators and as trail blazers in Inclusion in the city of Cusco. The Peruvian Ministry of Education has approached us to help consult their Inclusion method and is on the verge of signing a formal contract with Manos Unidas in support of our Inclusion model. This contract will make it easier for MU to present its project to local schools for implementation.

We have just learned that the school director of CE Andres Alvarino Caceres, Prof. Nildo Achau, who was the first director to receive our inclusion program, has been promoted as the director of the UGEL (the Cusco school district office ) and is interested in working with us to implement our inclusion workshops throughout the district. This is huge for Manos Unidas!

Our program has gained public recognition with families as well. We have a waiting list of about 6 students to be accepted into Camino Nuevo so they can proceed into our Inclusion Program. Unfortunately we are not able to receive all students and have a maximum enrollment cap for each classroom. We hope to be adding at least one new classroom of students each year, starting with the 5 year old preschool class.

Another positive effect for Manos Unidas is that we have proven ourselves a successful project with good results. As many parents are now asking "whats next" as their children grow older, we have recently launched a new program directed as adolescent transition and young adult vocational training. Many families who have children in our inclusion program and other schools in Cusco are beginning to inform themselves of this program, leading to the next natural education step in education.

- **Did the project have any unforeseen positive or negative impacts?**

Yes. Unfortunately we had a negative experience including one of our students this year. Gabriel is a 10 year old student with Autism. He has been at Manos Unidas for 6 years. Gabriel has very high cognitive abilities but has very challenging social behavior. His family was very persistent in trying to include him and we took the risk of seeing how he would react in a group social and academic setting. Unfortunately Gabriel did not integrate as we hoped for. The over-stimulating environment caused him to be aggressive with peers and disruptive in the classroom. The teachers were nervous and frustrated and the director was upset with his response to the program. After many hours of observation and interviews with the school teacher, director and his family, we pulled Gabriel from the program and he was returned Camino Nuevo to a calm classroom of 5 students.

We have since developed an Inclusion Program Assessment for entry. Students have to fit 90% of the criteria in order to be considered candidates for Inclusion.

**What could be the long-term impact(s) of this project?**

There are many long term impacts of this project, the biggest being its influence on the Peruvian Education system and their inclusion model. We are also hoping a formal contract with the Min of Ed will help our sustainability with supported pay for Camino Nuevo teachers working within public state schools.

Other long term impacts: changing a new generation of thought towards people with disabilities, opening doors for supported employment in the future, empowering families to demand rights to disability related laws and opportunities.

Preparing students after 6th grade to transition into the Young Adult project and prepare them for work inclusion. The model we have developed for the Vocational Training Program is based on the Inclusion model-preparing both the students and the community for a successful integration.

- **Did the project meet the needs that led to this project? Do those needs still exist? (rationale for project) Are there any other related needs that have arisen that the project did not address?**

*In regards to the student, the project has been designed in order to move away from educating children with special learning needs (intellectual disabilities) in isolated setting... In regards to addressing the community, the project aims to include children with special needs within the society as any other human being...*

Yes, the Inclusion project has begun to meet the needs that led to this project, but yes they still exist. Most children with special needs, who attend school, continue to be educated in an isolated setting, while children who do not attend school continue to be isolated from society.

One of the unexpected needs that has arisen is to define which students are best candidates for Inclusion. Even though we want to move away from educating special needs children in isolated settings, we have observed that some children learn best in a small, intimate environments. We must determine which educational settings are best to meet our students needs.

- **Did this project meet its objective(s)?**

*Our objective is to 1) provide a direct specialized service to the aforementioned population in a non-segregated environment 2) educate the public school community around student's rights and abilities in order to create a more inclusive society. Our aim is show success via an effective and replicable model of inclusive education in a country where little is known, understood or supported*

Yes, I believe much of the evidence for meeting our objectives is stated in prior questions. We have definitely shown a community that inclusion can be done and it can be successful for many people involved.

#### **4. SUSTAINABILITY**

- How were local stakeholders (including beneficiaries) involved in the project?

*There are many stakeholders involved in this project:*

- *The Manos Unidas partners are both the project developers and direct employees of Camino Nuevo (Mercedes, Rufminia, Celeste)*
- *Camino Nuevo families are stakeholders because the project offers a better future for their children.*
- *The Ministry of Education is watching our project very closely as Camino Nuevo is the only special education school in Cusco offering this inclusive education model.*
- *Camino Nuevo Included students*

As the evaluation has exhibited, all four stake -holding groups have been intensely involved in the implementation of the Inclusion Project. Mercedes is the leader in presenting the legal documents to each of the school directors, overseeing their legal terms and following through with terms of agreement. She was involved with the legal registration of all the 21 students within the regular education schools, would hold informative meetings with inclusion parents regarding legal transfers of documents and would arrange personal meetings with school directors to address any pending situations.

The project has stated how the other 2 stake holders (Celeste Marion and Rufminia Rojas) have been actively involved in the research, development and implementation of the project as best to their abilities. Other responsibilities not previous stated is support with administration and management of funds within Manos Unidas.

Camino Nuevo families, both Inclusion and non- Inclusion, have been involved and informed on the project's development. Many CN families are hoping their students can be included as well so they may be a part of these new developments within education and the society.

- **How will the outcomes/results of this project be sustained in the long-term?**

The results of this project continue to be in process. While we have made great strides in a short amount of time, we have a great path ahead of us and many barriers to cross. The key to sustainability is evidence of success as well as ease with hopes to be replicated by the public school system as well as other private institutions. It will be many years until we see the expected increase of special needs students within the regular education system, but we must continue with our activities to schools may assume responsibility in the future and feel secure about the education they are providing.

Other proposed methods of sustainability is to create more independence for our included students, gradually fading out the inclusion teacher within the classroom on a permanent basis. The Inclusion teacher would be responsible for overseeing more students within a school but spread throughout classrooms. More students could be included and the inclusion teacher would support the regular education teacher with curriculum adaptation but not be restricted to only one classroom and 4 students. Of course our hopes are that the Camino Nuevo teachers' salaries will be covered by the state in the future.

## 5. ALTERNATIVES AND LESSONS LEARNED

- **What lessons can we learn from this project?**
  - **What key changes could have been made to enhance the achievement of the project's objectives?**
  - **What could have been done differently to complete the project more effectively?**

Based on the two challenging situations that were presented to us this year we have made two large changes to our program:

1) We have developed a **formal assessment** of entry criteria for being placed in inclusion program in order to avoid situations like Gabriel. Just being "smart" does not necessarily mean a child is best placed in a public classroom. We will be using formal psychological and academic testing to asses level of intelligence, social intelligence and behavior.

2) Apply "**partial inclusion**" techniques to not overwhelm regular education teachers and secure the success of our students. Students that will be considered for inclusion for the coming year will begin a "partial inclusion" within the classroom their will entry the following year. This could mean several hours a week spent in the new classroom. The four students who will entry the 5 year old class in 2015 spent several hours per week in their new classroom between September and December of 2014.

We also learned this year (as an improvement from last year) that formal leadership and follow through is very important to our success. The dedicated work of our psychologist this year combined with the high organization of our academic coordinator provided a professional, trusting relationship with the public schools. Workshops were held when scheduled and discussion forums allowed for the school community to get to know us and fully understand our work. Data collection on "myths" was a wonderful way to begin the relationship with parents, teachers and professionals.

Here are the Ideas we ACCOMPLISHED from our evaluation last year to improve the project for 2014 -

- Improve data collection:
  - Create an Entry/Ending questionnaire (beginning of year, end of year) for peers, teachers, parents – to measure attitudes towards special needs children and if our program has been effective- DONE!
  - Measurable system of goals: Individualized Education Plan with data collection (chart long term goals and short term objective development once a month – all students should have several social goals)- DONE!
  - Keep a separate binder of data sheets on ALL questionnaires and goals
  - Improve communication from project director (celeste) to project coordinator with implementation of written project and activities to be carried out.
- Interview and hire a full time psychologist
- Create more responsibilities for Program Coordinator

This is what we still would like to implement within the program to create a healthy co-teaching partnership:

- Facilitate one well structured workshop before the school year starts with ALL teaching teams and school directors to clearly state expectations, roles, responsibilities and functions
  - Create an observation/visitation sheet with items to be coded (teacher relationship, student performance, control of behavior, student relationship with peers, etc. and space for anecdotal observations, Comments/suggestions)
  - Apply a teacher self-evaluation sheet once a trimester to both teachers (inclusion and regular) – could be same as observation sheet, but applied as a self- evaluation)
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- **In what ways can the Alma Foundation make improvements for future projects?**

It is very helpful to have Alma supporting this project. It has given us the opportunity to analyze our work and effectiveness of the program. I think the Project Questionnaire and Evaluation could be simplified, there seems to be a lot of redundancy as well as the trimester "Informes" to avoid confusion. Other than that we are very grateful for Alma support.

**Prepared by:**

Name: Celeste Marion

Title: Co-Founder/Executive Director

Signature:



Date: 1/24/15