

## H. PROJECT EVALUATION QUESTIONNAIRE

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?

• Veinticuatro niños beneficiados con necesidades educativas especiales incluidos dentro de colegios regulares, detallados continuación:

**Institución educativa Grado**

**N° de alumnos**

**incluidos**

**Varones Mujeres**

Institución Educativa Inicial Particular

“Piagetano” 5 años/4años 3 2 1

Institución Educativa “501187 - Los Nogales – Señor de Huanca”

1er grado 5 4 1

2do grado 3 3 -

Institución Educativa “51045 – Velasco

Astete”

4to grado 3 - 3

6to grado 3 3 -

Institución educativa “Gran Mariscal Andrés Avelino Cáceres”

6to grado 4 3 1

Institución Educativa Particular “San

Agustín”

1ro secundaria 3 2 1

ver 10-08-21

	NOMBRE DE LA IE	
DOCENTE DE		
NOMBRE DEL		
		TIPO DE INCLUSION
ALUMNO		
DISCAPACIDAD		
GRADO		
	Institución Educativa Inicial Particular "Piagetano"	
	Josué Abdías Amezcua Allauca	
	Retraso Global del Desarrollo	
		4 años Inicial Soledad Huacoto
Joshua Ademir Del Mar Ala		
Gutiérrez		
Retraso intelectual leve		
		5 años Ariadna Farfán Calderon Retraso Global
del		
Inicial Desarrollo		
	Institucion Educativa "501187 - Los Nogales – Señor de Huanca"	
	Matías Sebastián Martínez Álvarez	
Síndrome de Down		
	Adriadna Bernable López Síndrome de Down - Melissa Liria	
	Mosaico Cuentas Orosco	
Jhon David Quispe Apaza Síndrome de Down		
		1er Grado Auxiliar: Rutna
Garate Castro		
	Yair Erick Rimachi Quispe	
Síndrome de Down		
primaria		
	Leonardo Nazario Quichiz Cruz	
Autismo		
	Yenny Deyvis Agurto Otero	
	James Abinadi Aguilar Rojas	
Autismo		
		2do grado Milton Quispe Arce Déficit Intelectual de

primaria Richard Sotelo Aspajo Trastorno del Espectro

Autista

Institucion educativa "Gran Mariscal Andrés Avelino Cáceres"

Matsue Medina Gutiérrez Autismo Pablo Evert Salas Guzmán Autismo

Joaquín Arturo Huanco

Déficit Intelectual Yuneli Ramos

Lozano

6to B grado Lovaton

Edher Lodhan Callata

Parálisis Cerebral

de primaria Champa

Institucion Educativa "51045 – Velasco Astete"

Maribel Palomino Nolasco Autismo

Natividad Esmeralda

Déficit Intelectual Roque Quispe

4to de Shirley Alexandra Durand

primaria Paredes

Déficit Intelectual Juana Rosa Huaman Estrada

David Fabricio Camargo

Déficit Intelectual Alegría

6to de Bryan Ríos Bustos Síndrome de Down

primaria Julián Pancorbo

Bustamante

Parálisis Cerebral

Institucion Educativa Particular "San Agustín"

Alexandro Marcelo Valenzuela Guillen

Parálisis Cerebral Alicia Bustamante

Jersi Altamirano Medrano Déficit Intelectual

1ro de Muñiz

María Fernanda Orellana

Secundaria Gibaja

Síndrome de Down

• Siete profesoras de Camino Nuevo las cuales trabajan a tiempo completo dentro de las cuatro instituciones

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educativas regulares, dos que son particulares (IE.I.P “Piagetano” ,I.EP “San Agustín”) y las otras tres que son del estado, para instruir a no más de cuatro niños incluidos dentro de una misma aula.

Este año se llevó a cabo dos almuerzos con el equipo de inclusión, docentes de aula de los colegios regulares, docentes de inclusión, directores de los colegios inclusivos fueron participes de este encuentro con la finalidad de brindar estrategias para el manejo del aula con nuestros alumnos con necesidades educativas especiales; así como también compartieron sus experiencias en la inclusión educativa.

### **Docentes de inclusión Institución educativa Grado**

Soledad Huacoto Ala

Institución Educativa Inicial Particular “Piagetano” 4-5 años

Melissa Liria Cuentas Orosco

Institución Educativa “501187 - Los Nogales – Señor de Huanca”

1er grado

Rutna Garate Castro

(auxiliar)

Institución Educativa “501187 - Los Nogales – Señor de Huanca”

1er grado

Yenny Agurto Otero

Institución Educativa “501187 - Los Nogales – Señor de Huanca”

2do grado

Juana Rosa Estrada

Institucion Educativa

“51045 – Velasco Astete”

4to grado

Institución Educativa

“51045 – Velasco Astete”

6to grado

Yunely Ramos Lovaton

Institucion educativa “Gran Mariscal Andrés Avelino Cáceres”

6to grado

Alicia Bustamante Muñiz

Institución Educativa

Particular “San Agustín”

1ro secundaria

- Veinticuatro 24 familias de los niños con necesidades educativas especiales beneficiadas con talleres de

empoderamiento a cargo de la psicóloga.

**Beneficiados indirectos:**

- Cinco directores de los colegios regulares y 46 docentes de aula de los colegios regulares.

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➤ Ciento diez alumnos regulares compañeros de aula de los niños con necesidades educativas especiales y mil doscientos cuarenta de todos los colegios regulares

## 2. PROJECT DESIGN

### • Were the activities (as outlined in Document A) performed as planned?

Area Activity Completed/Not

Completed

Notes

#### **Student Education**

Full Inclusion

Direct instruction of 18 special needs children within 7 regular education classrooms

Direct Instruction of 17 special needs students within 7 classrooms

Never filled last preschool vacancy.

Partial Inclusion Six students in new

physical classroom on Los Nogales campus. 1st grade

Four students were enrolled in this classroom

Los Nogales Director capped the enrollment for 1st grade, only permitted four students.

Partial participation of four students in PE, art, snack and other classes

Increased participation throughout the year in group activities with 1st grade classroom: PE, Art and Personal health

See Discussion Section

Partial Inclusion Four students in new

secondary partial inclusion school

Three students registered. Did not fill 4th vacancy.

Students will assist classes with typically developing peers three days a week and spend two days a week in the teen transition program at Phawarispa

Students began the year with this model and by July assisted full time at San Agustin.

See Discussion Section

#### **Community Awareness Present multiple**

workshops that address all members of the education community.

See Calendar of Completed Workshops

#### **Teacher training Implement "Best**

strategies course"

First course: April 28, 32 participants

Workshop was offered in combination with full course lunch at MU



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Second course: September 8, 29 participants

facilities.

**Talleres a los centros inclusivos realizados - 2016**

**Alumnos Padres de familia Personal docente**

Institución Educativa Inicial Particular "Piagetano" 5 años

16 de marzo 15 de abril

16 noviembre

Institucion Educativa "501187 - Los Nogales – Señor de Huanca" 1er grado

10 de mayo

26 de setiembre

12 de agosto 17 de marzo

Institucion Educativa "501187 - Los Nogales – Señor de Huanca" 2do grado

15 marzo

27 de abril

18 de agosto

05 de octubre

14 de abril 17 de marzo

Institucion Educativa

"51045 – Velasco

Astete" 4to grado

29 de marzo

29 de abril

17 de noviembre 18 de noviembre

Institucion Educativa

"51045 – Velasco

Astete"

6to grado

13 de abril

18 de noviembre

17 de noviembre 18 de noviembre

Institucion educativa "Gran Mariscal Andrés Avelino Cáceres" 6to grado

13 de abril

9 diciembre



20 de junio 16 de junio

27 de octubre

Institución Educativa

Particular "San

Agustín"

20 de mayo

16 de setiembre

31 de marzo

12 de abril

27 de octubre

28 de octubre

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## **Discussion of Results**

Student Education Enrollment: The Alma Project Proposal is written with the number of vacancies that are available for the inclusion program. Camino Nuevo can not always fill the vacancies as the students must 1) meet the age criteria of the available vacancy and 2) meet academic and behavior requirements for inclusion. Vacancies that remained open for the 2016 school year were for preschool and high school.

Partial Inclusion 1st grade Los Nogales: This was the first year we experimented with a partial inclusion model. Manos Unidas invested in building a physical classroom space for four-six students who need more direct instruction but are in a regular school setting where they can have opportunities to socialize with typical peers during different periods during the day. The transition was difficult at first as the classroom was not ready by the first week of school and our students were literally “floating” on campus. Fortunately the 1st grade regular education teacher is very enthusiastic and willing to learn. She opened the doors of her classroom more and more throughout the year and by the end of the year our four students spent at least 2 hours a day in her classroom with assistance from Manos Unidas teachers.

Partial Inclusion IEP San Agustin: This was the first year MU included students at a secondary level and began by sending them to San Agustin three days/ week and spending the other two days at MU youth program Phawarispa. This system became complicated for both our teachers and students and by July the director of San Agustin suggested the students remain on campus Monday-Friday. It has been an overall positive experience.

Community Awareness With the help of five psychology interns from the University Andina in Cusco, this year’s community awareness workshops were phenomenal. The interns used their creativity, working with our onsite psychologist and inclusion coordinator, to create diverse workshops for students and parents addressing themes such as.....

Teacher Training This was the second year we invited all professionals from the schools in which we work to join together for an “Almuerzo de Confraternidad” + “Taller”. We hosted two of these lunch/workshops which brought teams together to learn five strategies to support the inclusive education experience. The workshops were based on a “5 Strategies for Inclusive Education” curriculum compiled by MU Executive Director, Celeste Marion. The school teams left with hands on, practical strategies that could be implemented in their classrooms, supported by the MU inclusion team.

## **3. IMPACT**

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

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**Aspecto Indicador Medida Logro**

Student Education

(Alumnos)

Increase the number of Camino Nuevo students to be included into regular education schools (20-28)

Registration Records 17 students full

inclusion

7 students partial

inclusion

Total: 24 students

Formalize partnerships with 2 new schools (1) primary and (1) secondary school, from currently 5 to 7 schools.

Partnerships Formed 1 new partnership with

secondary school

I.E.P. San Agustin

Formally introduce new testing criteria that will better measure and enhance student success. (ABILS, Weisler)

Student

psycho-educational

reports and education

plans

ABLLS (Assessment

for Basic Language

Learning Skills) applied

Implement a fade-out model of teacher support within classrooms, supervising students on a partial schedule and delegating more responsibility to the regular classroom teacher.

Weekly teacher

observation forms

IE. Velasco Astete fully

implemented this

model. MU teacher split

time between 4th and

6th grade classrooms,

supporting six students.

Strategy was more

complicated to  
implement in other  
inclusion classrooms.

Community Education  
(comunidad)

Implement Awareness program within 2 new partner schools, reaching an approx. 75 new school administrators, professionals, parents and peers

Workshop calendar and  
signed notebook

Signatures of participants

Program implemented  
in San Agustin, first  
new partner school.

Construct a physical classroom on the property of "Los Nogales" for our partial inclusion classroom

Classroom constructed

Teacher Training  
(capacitación)

Formalize agreement with Universidad Andina (local university) to propose inclusive classrooms as

Signed Partnership  
agreements

Formal partnerships  
formed with 1)

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formal practicum sites for education and psychology students

Universidad Andina y

2) Universidad Alas

Peruanas, dept. Of

psychology. Total of 10

interns and practicum

students within all MU

programs.

Launch new “Best strategies for Inclusive Education” training program for MU teachers and partner teachers with certification from MU

2 workshops held, “5

Estrategias para la

Inclusion” taught. No

certification hours

offered.

Increase the number of trained teachers for inclusive education (from 5-10) with new Inclusive Education Strategies training program

Informal workshop, no

certification hours

given, Only small

booklet; hard to

measure adequate

training.

Improve co-teacher relationship through evaluations (clear expectations, systems, training workshops)

Scored teacher evaluations

given by inclusion

coordinator on a monthly

basis.

Of 5 teacher pairs:

3 very positive

1 positive

1 difficult

Government Collaboration (Gobierno)

Formalize verbal agreement with Ministry of Education and sign MOA for 2016

MIN of ED more knowledgeable about program, but still no formal MOA due to legal technicality.

Trying to program more ways MIN of ED can be involved with the program.

• **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:

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**1) Included Camino Nuevo students**

Para Joshua Ademir es el primer año trabajando con nuestro sistema de inclusión , el esta en la IEP Piagetano ,

este año se implementaron talleres de karate para los niños, Joshua ha sabido adaptarse e incluirse con sus demás

compañeros del jardin y ha destacado en el karate , ganando una medalla por su buen rendimiento. Sus padres y

profesores están orgullosos de Joshua ya que ha demostrado su talento en esta disciplina , sin duda para Joshua

haber ganando una medalla ha significado un gran logro y ha fortalecido su autoestima .

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Este año tuvimos dos nuevas docentes en nuestro equipo de inclusión porf. Melissa y prof Rutna quienes se

unieron a la IE Señor de Huanca ;como todo inicio no fue fácil ya que tuvieron que adaptarse a un nuevo sistema de

trabajo con nuestros niños, incluirse con las demás docentes dentro del colegio e incluso ganarse la confianza de

nuestros padres de familia. Fue un proceso en los cuales tuvieron tropiezos y aciertos y que la final dieron sus

frutos, hoy nuestras profes se muestran entusiasmadas y motivadas a seguir trabajando por nuestros niños , los

padres se sienten agradecidos y muy contentos por los avances que han tenido sus hijos y creo que esa es la mejor

motivación para nuestras docentes sentirse valoradas por la institución donde trabajan y por los padres de familia

que ven en ellas un gran soporte en la educación de sus hijos.

Julian , Bryan y David son de la IE Velasco Astete , nuestro grupo de adolescentes este año culminó la primaria , y

como tradición tuvieron su fiesta de promoción en la cual asistieron con sus mejores trajes, muy entusiasmados y

contentos participaron de su fiesta bailando y cantando las canciones del momento con sus demás compañeros. El

próximo año nuevas experiencias les depararan a estos chicos ya que se unirán al programa de preparación

vocacional para adolescentes y jóvenes de Manos Unidas , estamos seguros que seguirán compartiendo su alegría y

ocurrencias en este nuevo camino.

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



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1) The Inclusive Education Project inspired a grant by the University of Washington's (Seattle, WA) Global Innovation Affairs office to award funds for six university professors from different disciplines related to special education and global health to travel to Cusco and present the first "International Symposium for Inclusive Societies" in Cusco on August 25, 26 of 2016. The conference was directed at special education service providers, public schools, health institutes and families. More than 350 people participated from all over the state of Cusco including most of our inclusion project partner schools staff. The director of IE Sr de Huanca cancelled school for his staff those two days in order to attend. As a result of sharing the work we do with public schools for inclusive education, we were approached by a local private school that wants to hire Manos Unidas to implement an inclusive education program within their school. This could potentially be a good source of sustainable income for MU and a way to reach a larger breadth of impact with our program within the community.

2) 2016 marks the beginning of a new partnership between Manos Unidas and "Alcanzando", an early intervention program for preschoolers with autism based on principles of Applied Behavior Analysis in Lima, Peru. The director of Alcanzando is a graduate of Columbia University of New York, NY with 25 years of experience educating children with autism and had initiated a two year diploma program for 14 MU staff. Two of the inclusive education project staff are participating in this program and had the opportunity this year to be supervised by the Alcanzando team. The team gave MU important recommendations for the inclusion of our students with autism and are supporting the goal development of our students in the program.

3) The current partnership with "Alcanzando" will assemble a data-based document to present to the MIN of ED in Cusco to show our program is effective, our students are learning and we are positively influencing the academic community. This presentation will be vital in formalizing a supported partnership with the MIN of ED.

4) MU participated in a public disability awareness fair in June in the plaza Tupac Amaru. MU was one of 25 participating disability organizations from around the region of Cusco who presented their work. Our staff assembled creative panels demonstrating our Inclusion program (and other programs), giving us an opportunity to increase visibility with other partnering organizations and the general public.

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

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### **Positive Impacts**

- The opportunity we had to present the project at the International Conference and gain visibility and recognition for our achievements.

### **Negativo**

- One very challenging teacher who claimed she “had experience” with special needs students but continued

to dismiss our students from class for misbehaving and creating continuous conflict with the MU teacher despite many interventions throughout the year.

- Conflictive parent of one of our students that seriously jeopardized our inclusion project within IE Sr. de Huanca
- New Inclusion Coordinador (and 2 year primary school teacher with MU) was also the mother of one of our included students. The student became very distracted seeing his mother daily at school and could not focus. Unfortunately it was at the school that needed her the most. His progress was slow and did not meet his IEP goals as planned. The director recommended that the student return to Camino Nuevo for more individualized instruction. Since then the Coordinator has resigned from her position.

### **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 do not foresee the MIN of ED assuming responsibility for the wages of our teachers working in public schools anytime soon, but more realistically will be presenting proposal to be “outsourced” by the MIN of Ed for district trainings in Inclusive Education Strategies.

### **• 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?**

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.

There are still so many social hurdles to jump while be continue to blaze through the education system with this project. We will continue to transform and improve the proeject to meet the demanding and changing needs as they present themselves.

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

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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:*

*o The Manos Unidas partners are both the project developers and direct employees of Camino Nuevo*

*(Mercedes, Rufminia, Celeste) o MU Inclusion team (coordinator, psych, teachers) o Camino Nuevo families o Camino Nuevo Included students o Regular school directors and Staff o Regular peers and parents*

- **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.

#### 5. ALTERNATIVES AND LESSONS LEARNED

- **What lessons can we learn from this project?**

**o What key changes could have been made to enhance the achievement of the project's**

**objectives? o What could have been done differently to complete the project more effectively?**

In 2017 MU will be modifying the Inclusion Project, working closely with only two schools as trial schools for new techniques and strategies. Eight students have graduated out of the program this year into MU's young adult program, and before we integrate new students into the project we want to use tools to take close data on 1) student progress 2) certified teacher training 3) partial inclusion models. The project will take a different shape for next year based on the lessons learned over the past four years. The model we intend to design has a better chance of being replicated and could reach a wider range of students in the community.

- **In what ways can the Alma Foundation make improvements for future projects?**

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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. We are very grateful for Alma support.

**Prepared by:**

Name: Celeste Marion

Title: Co-Founder/Executive Director

Manos Unidas Peru/Manos Unidas International

Signature:

Date: 1/29/17