

EVALUATION STUDY



OF "DURABLE CARE AND EDUCATION" PROJECT OF DRRA & NIKETAN



Asian Centre
for Inclusive Education, Bangladesh

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Summery report

This is a summery report of the evaluation study undertaken by Niketan and partner organisation DRRA.

The evaluation is conducted by Asian Centre for Inclusive Education (ACIE), Bangladesh.

The summery is made by Niketan volunteers Dirk Smits and Tahrira Rahman.

When you are interested to receive the full ACIE evaluation report, please contact Antoinette Termoshuizen, info@niketan.nl.



Introduction

In 2014 Niketan and DRRA started a pilot project in special education named: “Durable care and education (DCE) for disabled toddlers, children and youngsters in Bangladesh: from practice to knowledge to infrastructure”.

The specific objectives of the DCE project are to:

1. Increase education opportunities for disabled toddlers, children and youngsters
2. Improve the chances of disabled children to develop their life skills and activities of daily living (ADL)
3. Improve appropriate education for disabled children
4. Strengthen the capacity of teachers to deal with disabled children
5. Assist the decision makers in organizing education for disabled children.

After 3 years of implementation, Niketan and DRRA wanted to assess the results of the project through an independent evaluation. The evaluation was conducted in August 2018 by the Asian Centre for Inclusive Education (ACIE), Bangladesh.

The following specific questions were formulated:

1. To what extent has the DCE project reached its goals?
2. Were the activities undertaken and materials developed effective in contributing to achievement of the project goals?
 - a. Were the products developed of good quality, optimally adapted, contextualized etc?

b. Are the trainer guides and manuals understandable for teachers?

3. What are the Strengths, Weaknesses, Opportunities and Threats (SWOT) for replication of this approach on a larger scale?

4. What could be linked with this project and product under formal and non-formal education system in Bangladesh?

Methodology

A qualitative approach was followed for this evaluation. Data were collected from the schools of Manikganj & Dhaka districts, including 2 purposively selected mainstream schools (Government Primary Schools - GPS) and one out of two special schools (Amar Joti special school in Baridhara, Dhaka). As there is only one livelihood center (in Ghior, Manikganj), this center was also included in the data collection process.

Phase 1 consisted of project document review and analysis; in phase 2 key informant consultations were conducted in the following ways: (1) Semi-structured face-to-face interviews, (2) Focus Group Discussions (FGD), (3) school and classroom observations and (4) case studies (good practices and challenges).

FINDINGS AND ANALYSIS



Findings and analysis are divided in three sections. Section 1 consists of a description of the three different interventions undertaken by DRRA and Niketan under the DCE project. Effectiveness of interventions and effectiveness of materials are described in section 2 and 3 respectively.

Section 1: Interventions

Intervention 1: Appropriate Education

Appropriate primary education projects run by DRRA in Dhaka and Manikganj create opportunities for children with disability to learn in a better environment. The two special centres have geographical importance because these locations cover children with disability from nearby slums and relatively poor communities.

Intervention 2: Livelihood Education

The Livelihood Education Centre run by DRRA in Ghior, Manikganj creates opportunities for children with disability to learn in a better environment.

Intervention 3: Mainstream Education

The mainstream primary school intervention only focuses on capacity building.

"The Centre creates a holistic learning opportunity for the children with disability".

Section 2: Effectiveness of interventions

Objective 1: increase educational opportunities for disabled toddlers, children and youngsters:

- The lower and middle class families benefit from the special school as it is affordable for them.
- Social workers along with the teachers work for increasing awareness of the importance of education of children with disability to the community people.
- A number of children with disability are now studying in the Government Primary Schools (GPS). The project provides training for two assistant teachers and one School Management Committee (SMC) member in each of 10 selected GPS schools.
- Access to and participation of disabled children in regular schools are increasing day by day. Due to the inclusive setting awareness has been raised among teachers, parents and community people. At the same time their overall attitude towards children with disability has become positive.
- The SMC members are now highly motivated to ensure the education of children with disability. However, they still lack clear conceptual understanding of inclusive education.

Objective 2: improve the right of disabled children and youngsters to develop their life skills and activities of daily living (ADL)

The students of appropriate education are provided with life skill development training. To develop the communication and daily living skills of the students, theme based capacity development activities like role playing, introducing the names and functions of different types of objects and practical activities are conducted in the Centre.

Theme-based teaching modules developed by the DCE project are used. Teaching modules 'My way to work' and 'My body parts' were being implemented during the visit of the Centre.

Objective 3: improve appropriate education for disabled children and youngsters

The DCE project provides three different educational opportunities (appropriate/special, livelihood and mainstream) considering the ability of the disabled children. If one setting is not suitable for a child then she/he may move to another stream.

When a disabled child is taken to the centre, staff observes the child for three months. Then the child is shifted to the appropriate stream, based on its ability. One of the most significant goals of the project is to link up children with disability in the mainstream through inclusive education and livelihood education opportunities.

Objective 4: strengthen the capacity of teachers to deal with disabled children and youngsters

Special education teachers get regular training under the project. According to the teachers and the Project Coordinator, the training is sufficient to teach and manage children with disability efficiently. The DCE project also provides manuals and training modules to the teachers. The capacity building modules reflect high quality at an international standard.

Mainstream teachers received five training days which are useful to meet the needs of inclusive setting. Only a limited number of teachers received the training (2 assistant teachers and one SMC member in each selected school). All mainstream teachers stressed that they require further training. Teachers and SMC members suggested that the training should also include Head-teachers. Lastly, from documents review it was concluded that the training modules require more cultural adaptation with a revised simplified language.

"One of the significant implications of the project is to link up children with disability in the mainstream through inclusive education and livelihood education opportunity".

Objective 5: Assist the decision makers in organizing education for disabled children and youngsters:

The Upazilla Parishad (UP) and School Management Committee (SMC) members claimed that they receive adequate training from DRRA. UP and SMC members confirmed that the training helps them changing their attitude towards disabled children. Notable results are (a) considering budget allocation for children with disability at UP level, (b) providing support through VGF-card and (c) help special children in getting government disability allowances.

There is still substantial scope for scaling up efforts to augment communication with decision makers and assist them through training and awareness programs.

"Community leaders are now motivated to create educational opportunities for children with disability".



Section 3: Effectiveness of teaching materials

Knowledge, practice and engagement are identified as the three basic areas to be considered while reviewing effectiveness of materials. The knowledge and practice areas of the DCE materials are of good quality and follow international standards. But the engagement area is slightly lagging behind.

The main challenges are lack of a local level resource pool, sharing resources and system practice in the materials. 34 implementation documents were reviewed to analyse the effectiveness of materials used in the three interventions of the DCE project: appropriate/special education, livelihood education and mainstream education.

Grading of interventions

Appropriate Education
Good

Livelihood Education
Good with potential to become Excellent

Mainstream Education
Moderate.

The '**appropriate education**' intervention is aligned with the global concept of special education and has been adapted according to our country context. A sound monitoring and feedback system is maintained. The intervention addresses knowledge and practice areas for involving stakeholders in capacity building initiatives, but lags behind in the engagement area. Local government and communities are not yet ready to own it. So, the overall intervention of appropriate education is described as 'Good'.

The '**livelihood education**' is described as 'Good'. It has the potential to be linked up properly with mainstream activities. There is scope for using community resources and the livelihood intervention is generating income. The intervention has all the attributes to become 'Excellent'.

The existing materials for mainstream education are of a moderate level. The evaluation team found that the overall '**mainstream education**' intervention is promoting a fragmented concept of inclusive education. The DCE project mainly focuses on supporting mainstream teachers with awareness training and helping teachers to understand the different needs of a disabled child.

The monitoring and feedback system of this intervention is ineffective. The capacity building activity is more theoretical than practical and only a few stakeholders have got capacity building training. Community participation is poor and awareness raising activities are not sufficient. Although government education officials made positive remarks on the DCE project, they also mentioned that they are not really linked with this intervention.

CHALLENGES & RECOMMENDATIONS





APPROPRIATE AND LIVELIHOOD EDUCATION

Challenges:

Capacity building

- Trainings from external organizations do not meet the needs of teachers properly.
- Unavailability of qualified teachers and professionals (therapist, pediatrician, psychiatrist etc.) to roll out the project in future.
- Some materials and contents need adaptation

Implementation

- Teaching SRHR related topic

Sustainability

- Funding due to dependency on donors and lack of community resources
- Vocational training doesn't match easily with job market demands

Recommendation:

Capacity building

- Evaluation team suggests that training from the external organizations has to be based on the needs of the stakeholders. Otherwise, need and expectations will not be met up.
- Availing qualified teachers and professional is expensive. It is necessary to strengthen large scale engagement of the local community members.
- Adaptation has to be continued based on the field implementation and feedback

Implementation

- Though further details of visual illustrations could be useful, in the cultural context of Bangladesh this may not be possible yet. Besides, in some cases which are not contradictory in considering the cultural context could be visually illustrated.

Sustainability

- Need to increase advocacy activity with the government.
- Need to engage community people in the intervention and operate evidence based advocacy
- Demand of local job market needs to be identified and linked them with training activity
- Diversify donor base



MAINSTREAM EDUCATION

Challenges:

Capacity building

- Lack of adequate training for mainstream teacher
- Only a few numbers of teachers got training from durable care project.
- Head teacher and Education officials haven't got orientation
- Limited material support for mainstream teachers.
- Management strategy of large classroom
- Teachers face challenges to meet the needs of all children in inclusive classroom
- lack of community involvement

Recommendation:

Capacity building

- Training modules have to be developed on the basis of the needs and challenges of mainstream school.
- Trainings have to be given to the head teachers education officials and SMC members so that they can work as a team
- Arrangements need to be made for rolling out the learning of the trainings by the trained person
- Motivation needs to be given to the education officials so that they can embed the learning into the trainings provided by the government system.
- Some material supports need to be provided to the teachers. (for example: Model of Plan International Bangladesh can be followed)