



**EVALUATION OF BEYOND BOUNDARIES  
INTERVENTION PROJECT**

**KEY FINDINGS REPORT 2022**

Farhana Parveen Ali

## Our Aims

To support schools to create an inclusive and enabling environment for all learners.

To create a model for implementing inclusive education that is contextualized to the Goa region.

## Intervention implementation

- Sangath implemented an Inclusive Education (IE) intervention in 59 government schools in the South Goa region from 2015-2020.
- Sangath's Beyond Boundaries project aimed to help mainstream schools move towards child centered learning and an inclusion for all pedagogy.
- This was implemented through teacher training, delivery of inclusive remedial classes, whole school community sensitisation which involved staff, community and families.
- The intervention was primarily developed using social constructivist educational frameworks which included: The Index for Inclusion (Booth & Ainscow, 2002), The Universal Design for Learning (Mace, et al, 1996) and aligned with India's National Education Policy.

## Intervention Evaluation

A qualitative study was undertaken to evaluate the different activities implemented by the programme. This involved conducting semi-structured interviews with schools teachers who had implemented the intervention. The semi-structured interviews were an appropriate method to understand teacher experiences, as they enabled individuals to give a narrative of their experiences (Miles & Huberman; 1994).

### Research design

**In line with the stated research aims; the research design selected was a qualitative /exploratory study. This design enabled a naturalistic exploration of the meaning teachers assigned to IE and enabled them to share their experiences from their school contexts (Denzin & Lincoln, 2018).**

The study was undertaken to develop the understanding of teacher perceptions towards inclusive education (IE) and its implementation. The specific objectives of the study were:

- What are teacher's perceptions towards broad IE as a theory/concept or as a general educational approach?
- What do teachers identify as barriers and facilitators to IE implementation?

- What are teacher's experiences of inclusive pedagogy/ instructional strategy within their everyday classroom practices?

## Results

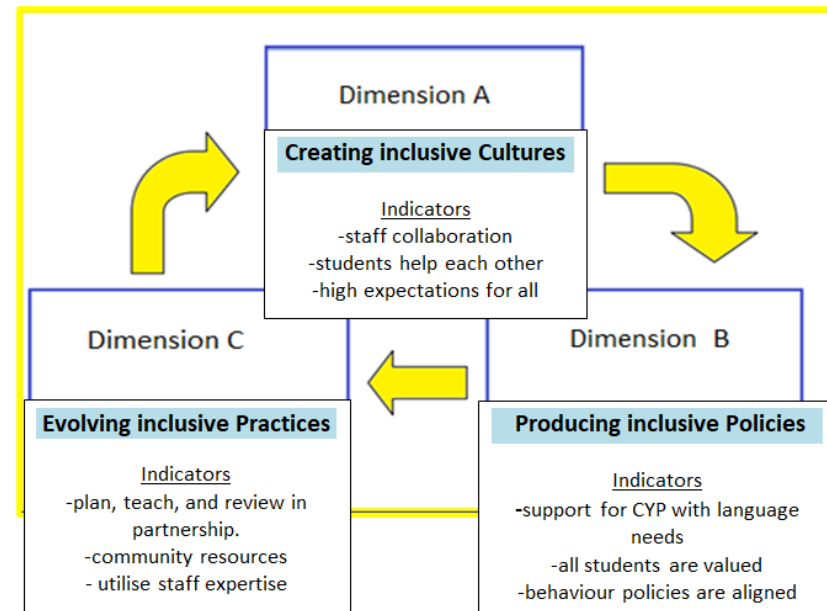
Teacher perspectives were organised broadly through the Index for Inclusion (Ainscow and Booth 2002), as it largely underpins global IE practises and underpinned the present intervention model. Through the perspective of the IFI framework and its dimensions for inclusion (Cultures, Policies and Practises), five main themes were identified.

## Data analysis

The data was analysed utilising a thematic analysis (TA) approach, in order to identify patterns amongst perceptions, teaching behaviours and practices from teachers lived experiences. This method enabled a framework to methodically identify, organise patterns and provide insight into relationships amongst patterns or themes of meaning (Braun & Clarke, 2012). As Thematic Analysis is not specifically tied to theories/epistemological positions; it can be used inductively or deductively (Clark and Braun, 2012). Consequently, the current study used both a deductive approach (informed by associated IE framework) and an inductive approach (data driven) to remain open to emerging data/ themes. Booth and Ainscow's (2002) Index for Inclusion (IFI) provided sensitizing concepts to aid coding of data and provided a theoretical framework to organise themes in analysis (Tracy, 2013).

The 6 phase TA process for analysing data was followed: Initial familiarisation with data, generating initial codes informed by IFI framework, themes search, themes review, theme naming and definition and report production/analysis (Braun & Clarke, 2006).

Figure 1: Index for Inclusion (IFI) Framework  
Visual Adaptation of Ainscow and Booth's  
(2002) IFI framework



## Results: Summary of Major themes & subthemes

Research question	Major theme	Subthemes
What are teacher's perceptions towards broad IE as a theory/concept or as a general educational approach?	Culture: Support for IE philosophy and values	-Agree with the values/principles of IE. Positive about aspects of inclusion model. -Positive outcome perceptions: increased pupil participation/enjoyment and improved teacher knowledge of pupils.
What do teachers identify as barriers and facilitators to IE implementation?	Policy: IE practice is hindered by a multitude of interrelated barriers	-School level barriers: time, syllabus, exams, medium of instruction, expectations. -National contextual barriers: language diversity, LMIC, background differences
What do teachers identify as barriers and facilitators to IE implementation?	Policy: IE requires more: more materials and more resources	- Within school facilitators: increased access to materials --Within school facilitators: increased provision of teaching resources
What are teacher's experiences of inclusive pedagogy/ instructional strategy within their everyday classroom practices?	Practice: Key inclusive practices: Multisensory strategies or concept simplification	- Use of visuals, auditory, kinaesthetic, adapted resources, multimedia resources. - Use of multi-level instruction, concept break down, adaptive instruction.
What are teacher's experiences of inclusive pedagogy/ instructional strategy within their everyday classroom practices?	Practice: Key inclusive practices: professional networks support IE development	- Peer support, discussion, Shared teacher insights. - Collaboration aids planning, reviewing, Orchestrating teaching/learning.

## Positive findings

- Overall, teachers supported the philosophy and values of an inclusive education approach.
- Teachers were implementing inclusive practices in their teaching including using multisensory strategies and concept simplification.
- Teachers identified that professional networks/relationships in schools, aided their inclusive education development and IE practice implementation in class teaching.

## Challenges

- Teachers identified various barriers in school and within the national context, which hindered effectively implementing an inclusive teaching approach.
- Teachers suggested increased access to materials and resources would facilitate an inclusive learning environment.



## Reflections and actions....

The exploration of teachers' perceptions and experiences of implementing inclusive education, may develop future programs and clarify how relevant institutions can better support teachers. The current study presents clear, identified within school factors that both impede and encourage the development of inclusive practices. This may inform guidelines for potential future education interventions.

- ▶ **ETHOS:** Overall schools could build on teachers positive IE perceptions, by emphasising the development of whole school environments that support teachers identified needs and thus facilitates their abilities to practice IE.
- ▶ **POLICY:** Relative to practical and policy implications, this study advises that education policymakers/senior educator's consider their medium of instruction selection, in conjunction with the schools/ pupil demographic profile. Holistic school language policies such as 'sustainable additive multilingualism' may be recommendable (Erling & Adinolfi, 2017).
- ▶ **PROFFESIONAL PRACTICE:** Education policymakers/senior educators could consider the significance of within school networks as a form of professional development or professional support for teachers. For example, heads of schools may want to include consistent opportunities for teachers to meet

and collaborate, in order to aid teachers planning, teaching and reviewing in partnerships (Ainscow & Booth, 2002).

- ▶ **LEADERSHIP:** Head teachers may want to identify and highlight staff expertise/effective resources, so that it is fully utilised and community resources are known and utilised by others to evolve IE practices (Ainscow & Booth, 2002). This form of CPD requires less external expertise, may be financially less taxing and both empower teaching staff and improve resource access/resource development at the same time.
- ▶ **TEACHING PRACTICE:** Relative to pedagogy, policymakers and senior educators may want to promote the use/ training of pedagogy that is aimed at quality teaching for all, as the initial classroom strategy before adding further adaptations as necessary. For instance, pedagogical broad practices such as: multisensory, multi-level instruction, high interaction, high involvement learning with frequent opportunities for dialogue is inclusive and beneficial to all CYP (Inclusive Schools, 2020).

This study highlights that it is necessary for education policymakers/head of schools to support teachers in constructing and sustaining superior quality learning environments and professional resources. This may facilitate and aid teacher's future inclusive practices; which places student learning of all children at the forefront of their classroom practices.