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# Impact Assessment Report (Web Version)



**SBI LIFE**

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**YMCA**

## List of Acronyms

TOC	Theory of Change
LFA	Log Frame Analysis
CRE	Continuing Rehabilitation Education
ISL	Indian Sign Language
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
SDG	Sustainable Development Goals
ID	Intellectual Disability
HI	Hearing Impairment
RPWD	Rights of Persons with Disabilities Act, 2016
IEP	Individual Education Plan
RCI	Rehabilitation Council of India
PWD	Person with Disability

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As per the Census 2011, the differently abled population in India is 26.8 million which shows a marginal increase in the differently abled population in India from 21.9 million in 2001<sup>1</sup>. The 2019 UNESCO report stated that out of the 78.64 lakh children with disability in India, three-fourths of those aged five years don't attend any educational institution. This is despite India having a comprehensive framework to ensure interventions in education for children with disabilities. Addressing these issues however have been an ongoing phenomenon for YMCA who has been able to work with both, intellectually disabled, and hearing-impaired children since more than decades. To support this intervention by YMCA SBI Life donated ₹ 1,16,49,628 for FY 2020-21 as part of corporate social responsibility activity (ii) of schedule VII of the Companies Act, 2013. The current implementation is line with SBI Life's and globally targets SDGs 4.

An impact study was conducted to find out the effect of the educational intervention towards the children with hearing impairment as well as for intellectual disabled children. A logical framework analysis was laid against the expected theory of change, to understand the parameters, indicators, output, outcome, and overall impact. A mixed method approach was deployed to collect and analyse qualitative and quantitative data. The total sample size for the impact study was 168 administered in Madurai, Tamil Nadu. Give conducted in-depth KIs with the other stakeholders vital in determining the impact of the project's interventions.

The project planned to achieve the goal through the following objectives:

- Provide Quality education and appropriate vocational skills for vulnerable and below poverty line Children with hearing impairment through Early Diagnosis, Early Intervention, Education, Livelihood and Life-skills training (School for Hearing Impairment)
- Provide Quality education and appropriate vocational skills for vulnerable and below poverty line Children with hearing impairment through Early

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<sup>1</sup> [http://www.nhfdc.nic.in/upload/nhfdc/Persons\\_Disabilities\\_31mar21.pdf](http://www.nhfdc.nic.in/upload/nhfdc/Persons_Disabilities_31mar21.pdf)

Diagnosis, Early Intervention, Education, Livelihood and Life-skills training  
(School for Intellectual Disability)

The project has been able to achieve the following objectives per the table given below:

Parameters	Status: % of students who are able to achieve the following
	Total Students
Computer Skills	<b>70% can use basic MS Word</b>
Proficiency in Indian Sign Language (ISL) – Students	90%
Proficiency in Indian Sign Language (ISL) – Parents	20%
Adaptive Behaviour	53%
Interpersonal Skills	45%
Functional Academics (Reads Alphabets)	40%
Functional Academics (Count Numbers)	40%

Both YMCA schools had successfully adapted to remote learning during the 2020-21 academic year, leveraging their expertise in this field built over two decades. Teachers with special education qualifications played a crucial role, and the rigorous training provided by YMCA and the school management to enhance their digital skills is commendable to acclimatise to the new teaching-learning process. Additionally, training parents to become co-facilitators was a strategic move, as students had frequent contact with parents during the lockdown. Efforts were made to ensure all students had access to learning, including providing smartphones to families in need and supplying ration kits to those affected by COVID-19.

Although it is recognized that there may have been some learning loss during this period of remote learning, which was not different for any other schools globally, however, the expertise of the schools is expected to bridge this gap once schools reopened. However, it is crucial for the organization to consciously provide regular training in Indian Sign Language to parents of hearing impaired students and basic digital skills to all the parents from both schools as a preparedness for future challenges. Furthermore, integrating technology consciously as part of the pedagogic intervention can make the organization future-ready and have a greater and more effective impact.

# Field Pictures

