

### **Summary of findings from the University of Canberra Evaluation Report.**

The Everyone Everyday Program - consisting of 14 lessons focusing on 'inclusion' - was trialled in 5 primary schools in the ACT. The trial involved 14 teachers and 350 students from Years 3 and 4. An evaluation of the trial was conducted by University of Canberra, and was based on an analysis of pre and post surveys of teachers and students, classroom observations, and interviews/focus groups with participating teachers.

The 54 page report, which was released on 20<sup>th</sup> March was very favourable indeed, as indicated by the concluding remarks by the evaluators:

*“Teachers and parents were also extremely positive about outcomes of teaching the program”* (UC Report, March 2013)

#### **The University listed the following outcomes of E/E:**

- High engagement and a positive response (from teachers and students), UC supports the continued use of the resource, and is to be commended.
- Appropriate and/or positive attitude change is to be commended.
- Children also spoke of treating people with disabilities as equals, with less of a deficit focus.
- 24 out of 25 parents agreed there is a need for a disability awareness program such as Everyone Everyday at school.
- Stereotyping of students with disability reportedly lessened over the course of the program.
- Students were less likely to make general statements about people with disability in the post questionnaire, suggesting a decrease in stereotyping which is to be commended.
- Students were more likely to agree they interacted with or were friends with students with disability, suggesting there was less distancing of people with disability after the lessons.
- More students said they knew how to include someone with disability, suggesting the resource helped build knowledge of appropriate actions.
- The students' language became more positive and respectful after the training.
- The program helped promote positive teacher attitudes and helped teachers to transition students with disabilities into the classrooms.
- The observation that the classroom learning generalised to positive actions affirms the impact of the resource and is to be commended.
- Students could better understand the impact of positive or negative media portrayal.
- **The wellbeing of students with disability improved**

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