



Costing inclusive education of children with disabilities: analysis of expenditures of an inclusive education pilot in Senegal

Background and rationale

- Children with disabilities in LMICs are less likely to be enrolled in education and are more likely to drop out of school
- Pilot projects supporting inclusion of children with disabilities in mainstream education proved to be effective in improving both access and learning experiences
- However such projects are usually limited in geography and coverage
- Evidence to support the scale up and in particular, financial resources required is of critical importance but currently lacking

Study site

- Since 2011 supported an inclusive education project in 3 primary schools in suburban districts of Dakar.
- Children with disabilities, primarily blind or low vision, have been educated alongside children without disabilities
- Phase 1 of the project ran over 6 academic years, 2011-2017
- Over 6 years the project supported 240 children with visual impairments in grades 1-6
- 716 completed academic years

Aim and research questions

In 2018 we conducted a study

Aim: to estimate the incremental costs of including children with disabilities in mainstream primary schools

Research questions:

What is the incremental expenditure of including children with disabilities in mainstream schools?

How are these expenditures distributed across different inputs and activities of the project?

What are the key expenditure drivers?



Methodological approach

Incremental: additional resources required to make schools inclusive

Retrospective analysis of expenditures over 6 academic years (2011/12 to 2016/17) extracted from the Sightsavers' **accounting system** and partner financial records

Education system perspective: expenditures by families were not included

Expenditures occurred **in country**. Central grant management expenditures were excluded

Reported in **West African CFA Franc (XOF)** and **US Dollars (USD)** for comparison.

Activities

Identification of children

Capacity building: training; guidelines development

Teaching and support: accessibility, teaching and learning materials, assistive devices, home-based support

Promotion of IE: advocacy, IEC materials

Programme management



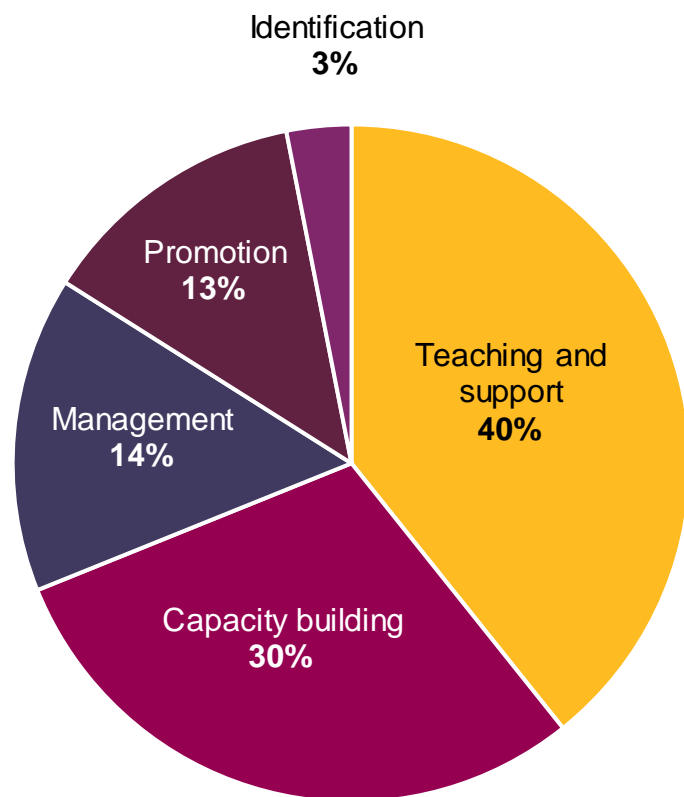
Input categories

- **Personnel:** allowances, consultant fees
- **Organisation of events:** workshops, training venue, catering
- **Buildings** construction, renovation
- **Equipment and technology:** assistive devices, IT, vehicles, kitchen and gardening tools
- **Materials and supplies:** education materials, medical supplies, stationary, IEC materials
- **Transportation** to training or school
- **Other services:** communication, accounting, media
- **Miscellaneous:** financial support to families, project reports

Results: Total expenditure by year

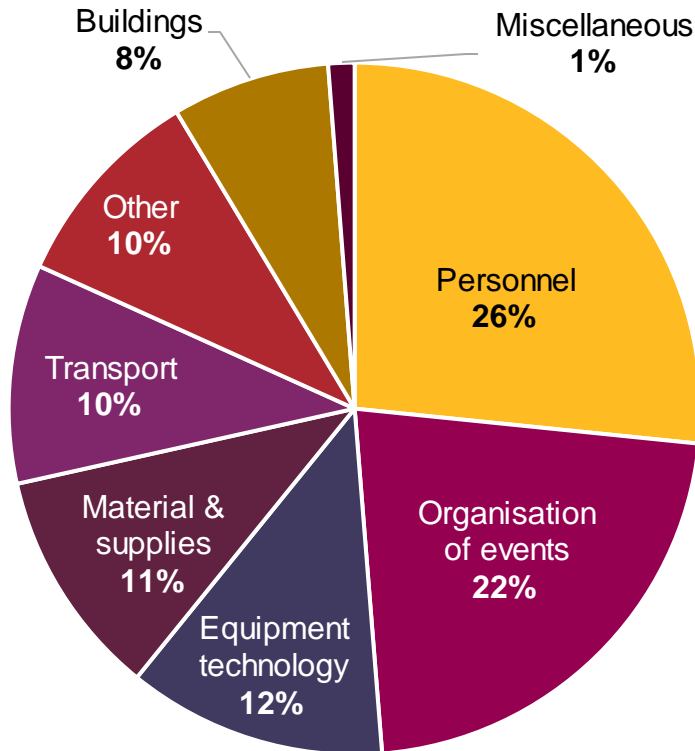
Year	XOF	USD
2011-12	101,941,613	216,320
2012-13	61,341,855	119,862
2013-14	85,496,075	173,557
2014-15	96,896,977	196,701
2015-16	99,900,022	198,801
2016-17	102,605,344	172,377
Total	548,181,885	1,077,618

Disaggregation by activities



Activities	USD	%
Teaching and support services	426,836	39.6%
Capacity building	320,823	29.6%
Programme management	152,647	14.1%
Promotion of inclusive education	141,488	13.1%
Identification of children with disabilities	35,825	3.3%
Total	1,077,618	100%

Disaggregation by resource inputs



Inputs	USD	%
Personnel	281,703	26.1%
Organisation and event management	237,458	22%
Equipment and technology	132,008	12.3%
Materials and supplies	116,031	10.8%
Transportation	109,661	10.2%
Other services	105,160	9.8%
Buildings	83,329	7.7%
Miscellaneous	12,268	1.1%
Total	1,077,618	100%

Expenditure per child year

Year	Annual USD	Number of child years completed	Expenditure per child year
2011-12	216,320	32	6,760
2012-13	119,862	70	1,712
2013-14	173,557	108	1,607
2014-15	196,701	142	1,385
2015-16	198,801	169	1,176
2016-17	172,377	195	884
Total	1,077,618	716	1,505



Conclusions and lessons learnt

One of the first studies using real life programmatic data

Useful in planning scale up nationally in Senegal and for replicating in other settings

A critical step for including IE in Education sector plans and education budgets

Useful in understanding the key cost drivers and alternative strategies to maximise programme efficiency or gain savings



Highlighted evidence gaps

Limited data on prevalence and distribution of disability in school and out of school children

Lack of expenditure data for educating children with other disabilities

Lack of agreed package/standards of IE appropriate for different contexts

Limited understanding of operational issues: capacity of mainstream classes, needs of children with multiple disabilities, in class teacher support, home based support



Implications for future programmes and research

Call for more expenditure studies in inclusive education initiatives

Use common/standardised methodology for expenditure categorisation and analysis

Use expenditure data to discuss alternative strategies and how to maximise programme efficiency

Use expenditure data for budget impact assessments

Align expenditure assessments with government budgetary processes, terminology and budget categorisations

Thank you

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Thank you to all the contributors:

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