



# **Costing inclusive education projects, busting myths and learning lessons: Senegal, Cameroon, Nigeria and Kenya**

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Guillaume Trotignon & Iain Jones  
Sightsavers



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# Every child has the right to education

**250 million children are out-of-school (UNESCO 2023)**

## **Disability is a considerable barrier to education**

- Children with disabilities are less likely to start school – 2.5 times more likely to never go to school
- If they do start school, they are unlikely to transition to secondary school
- More than 85% of disabled primary-age children who are out of school have never attended school

# Global commitments to inclusive education

## United Nations Sustainable Development Goals (SDGs)

### Education 2030 Framework for Action

### Convention on the Rights of People with Disabilities

Children with disabilities are not excluded and can “access an inclusive, quality and free primary and secondary education”

### Cali commitment to equity and inclusion in education

“Governments must lead inclusive education policy and support adequate funding at all levels, ensuring funding is equitable and used effectively”

# Inclusive education: myth of unaffordability

Integrating children with disabilities in mainstream schools often seen as expensive

However, there is a **paucity of evidence on the cost and financing of inclusive education** in low- and middle-income countries



# Sightsavers costing studies of inclusive education

Cost analysis supports:

- Improved knowledge
- Deliver VFM
- Better financial planning and budgeting by partners
- Investment cases and advocacy

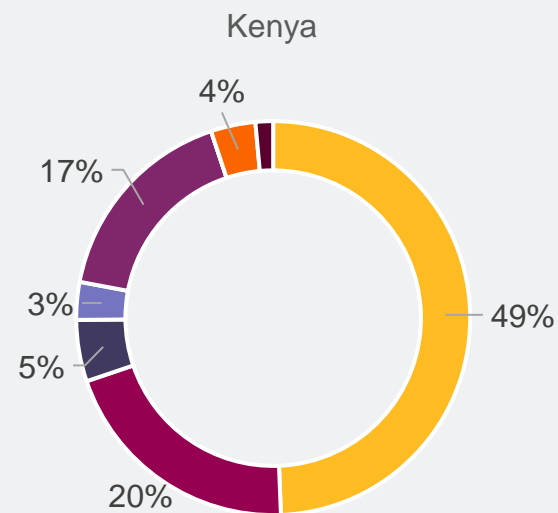
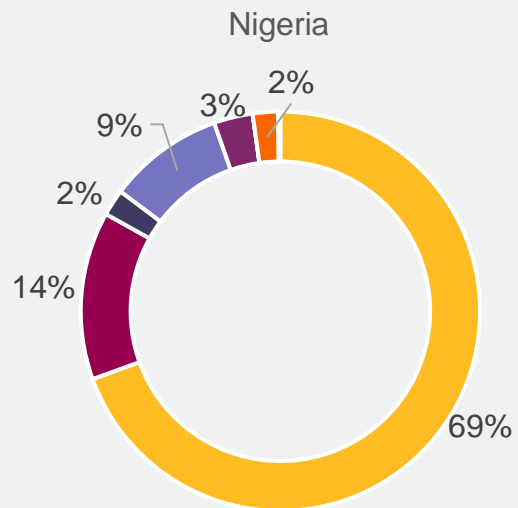
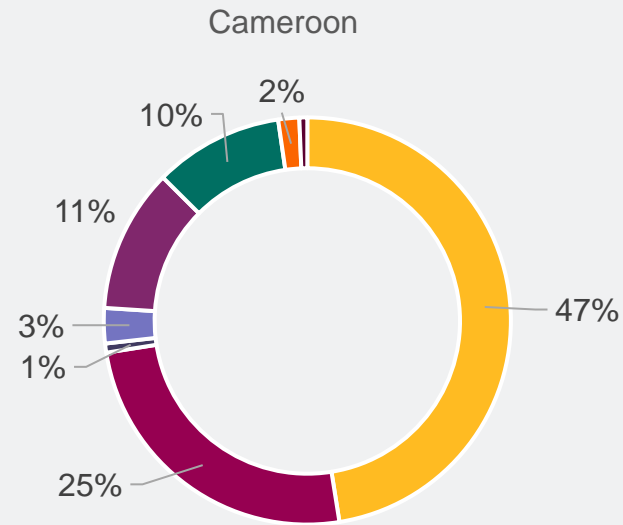
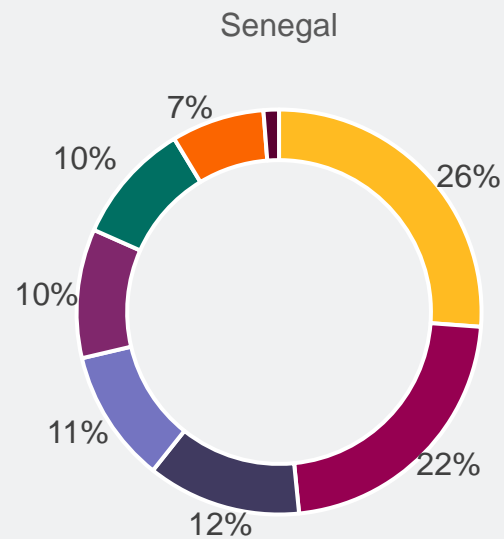


# Sightsavers costing studies of inclusive education

**Objectives** of the studies were to:

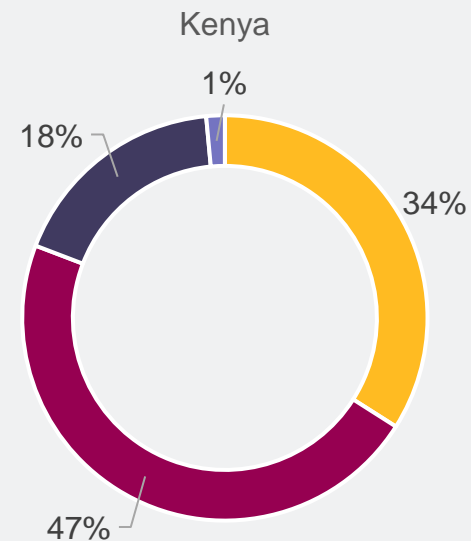
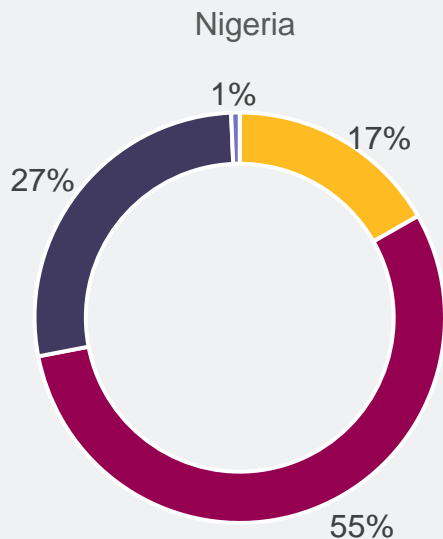
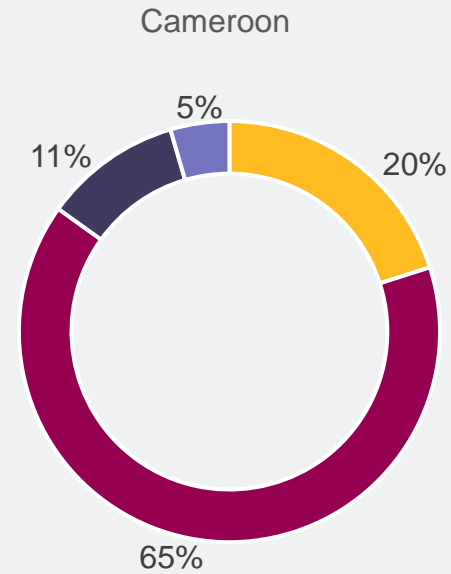
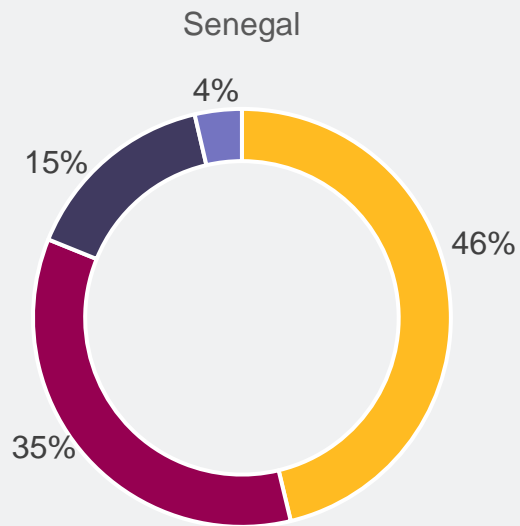
- Estimate the incremental cost of supporting children with disabilities mainstream schools;
- Assess how costs distributed across inputs/activities;
- Identify what are the main cost-drivers.

# Breakdown of expenditure by input



- Personnel
- Accommodation, catering & event management
- Equipment & technologies
- Materials & supplies
- Transportation
- Other services
- Building (renovation etc.)
- Miscellaneous

# Breakdown of expenditure by activity



- Teaching and support services for children with disabilities
- Capacity building for inclusive education
- Promotion of inclusive education
- Identification of children with disabilities



# Estimated unit costs across projects

## US\$ 2023 prices

	Senegal	Cameroon	Nigeria	Kenya
Number of schools	3	4	8	9
Number of children with a disability supported	716	608	280	549
Average cost per year	\$147,069	\$107,593	\$99,664	\$79,386
Cost per school per year	\$49,023	\$26,898	\$12,458	\$8,821
Cost per child with a disability per year	\$1,232	\$708	\$1,068	\$434

# Estimated cost of scaling-up pilot projects



## Senegal

To scale-up inclusive education of children with visual impairment would require 0.2-0.34% annual increase in current primary expenditure

## Cameroon

Scaling up inclusive education to 428 government primary schools from 2022-30 would require approx. \$5.3m per year, 0.48% of basic and secondary budget allocation in 2022

# Main messages

## 1. Urgent need to build evidence on cost of inclusive education in low- and middle-income countries

- Helps debunk the myth of inclusive education being too expensive
- Supports national government efforts to expand access to inclusive education
  - Collaboration with Ministry of Education is vital – evidence supports better planning and budgeting
- Knowing whether a project is cost-efficient is useful, but understanding why is equally important
  - Helps identify potential cost savings in scale up e.g. training, reasonable accommodation, procurement, economies of scale and scope etc

# Main messages

## 2. Better data urgently needed to support economic evaluations and national budgeting/planning

- Accurate data on prevalence and distribution of disability is critical, but often lacking
  - Disability is very diverse – impairments, severity differ – which may impact on costs
- Very little data exists on possible extra time teachers require to support children with disabilities
- Urgent need to build evidence on costs and cost-effectiveness of packages of interventions

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## Contacts

Guillaume Trotignon

[gtrotignon@sightsavers.org](mailto:gtrotignon@sightsavers.org)

Iain Jones

[ijones@sightsavers.org](mailto:ijones@sightsavers.org)

<https://www.sightsavers.org/cies-2024>

