

## Tool: Disability sensitive indicators for the Education sector

*A reminder about definitions used is available at the end of this section*

### In general

If our goal is to include disability in development cooperation, we need to establish disability sensitive indicators. Disability sensitive indicators will be used in combination with:

- Disability sensitive targets
- Disability disaggregated data/ sources of information which are disability sensitive

This tool gives a selection of possible indicators that could be adapted for individual situations depending on the sector and the context. The authors are aware of the crucial nature of indicators; the need to harmonise with other countries, not to increase the burden of work for governments, etc.

Furthermore, we have developed indicators in the style suggested in the ECs own guidelines on indicators; **in terms of education, experts who have reviewed these guidelines find the lack of qualitative indicators a shortcoming. We would therefore strongly encourage practitioners to pay attention to supporting quality education, and developing qualitative indicators.**

*These indicators are presented as a list of options to be used or adapted as and when necessary as disability components and targets are introduced to various projects and sectors.*

### Sample disability sensitive indicators for the education sector

Type/level of indicator	Sample disability sensitive indicators
<b>Input</b>	Expenditure on development of an inclusive education system Expenditure to support the education of children with disabilities (training of special educators, development of adapted materials, physical improvements to schools to make them accessible, etc) Development of policies to support the inclusion of children with disability in the education sector

<b>Output</b>	<p>Number of teachers trained in inclusive practices (eg. training in Braille, in Sign Language, in disability awareness, in the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities)</p> <p>Number of teachers trained in special education</p> <p>Number of accessible classrooms built/ adapted</p> <p>Number of accessible latrines built/ adapted</p> <p>Training materials and curricula adapted for children with disabilities</p>
<b>Outcome</b>	<p>Primary/ gross or net enrolment rate (%) children with disabilities</p> <p>Primary completion rate (%) children with disabilities</p> <p>Secondary gross or net enrolment rate (%) children with disabilities</p> <p>Participation in tertiary education (%) of children with disabilities</p>
<b>Impact</b>	<p>Literacy level of children with disabilities</p> <p>Literacy level of girl children/ women with disabilities</p> <p>Positive attitude of school teachers towards including children with disabilities</p> <p>Positive attitude of policy makers towards including children with disabilities</p> <p>Positive attitude of school children towards including children with disabilities</p> <p>Children with disabilities receive the support they need to facilitate their effective education</p> <p>Increased demand for education from children and parents of children with disabilities</p> <p>Parents of children with disabilities are aware of the right of their children to education</p> <p>Children with disabilities are aware of their right to education</p> <p>Teachers are aware of the rights of children with disabilities to education</p>

**REMINDER - INPUT / OUTPUT / OUTCOME / IMPACT**

While different classifications for indicators exist, we use here the typology suggested by the European Commission<sup>1</sup>.



**Input indicators**- the financial, administrative and regulatory resources provided by government and donors, dedicated to achieving our disability sensitive targets (within the overall goal of disability inclusive project management)

<sup>1</sup> Guideline for the use of indicators in country performance assessment, December 2002

e.g.: expenditure on development of an inclusive education system

**Output indicators**- measure the immediate and concrete consequences of the measures taken and the resources used:

E.g.: number of teachers trained in inclusive education practices, or number of accessible classrooms built

**Outcome indicators**-measures the results at the level of beneficiaries- access to, use of and satisfaction with the above outputs; this is not an actual measurement of quality of life as such, but gives a strong indication:

Eg; net primary enrolment rate for children with disabilities

**Impact indicators**- the consequences of the outcomes, or the measurement of key dimensions of well being- for example, good health, literacy, etc

Eg: Literacy of children with disabilities