

# EQUITABLE EDUCATION PARTICIPATION

Impact indicator, Outcome indicator

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## Indicator Phrasing

**English:** level of equitable participation of disadvantaged children in education

**French:** niveau de participation équitable des enfants défavorisés au processus éducatif

**Portuguese:** nível equitativo de participação de crianças desfavorecidas na educação

**Czech:** úroveň rovnoměrného zastoupení znevýhodněných dětí ve vzdělávání

## What is its purpose?

The indicator assesses the proportion of children from disadvantaged groups (such as minority groups, girls, children with disabilities) enrolled in mainstream schools as compared to the proportion of the group in the population.

## How to Collect and Analyse the Required Data

Determine the indicator's value by using the following methodology:

1) **Obtain school level enrolment data from school registers.** If the disaggregated data by groups (e.g. for ethnic origin, language, disabilities or other groups) is not available, then interview school administrators or teachers to get these figures.

2) Contact the local authorities or local leaders to **get data on the population** of school-aged children in the area and the population of disadvantaged groups. Organisations supporting disadvantaged groups can also be a very good source of information.

3) **Calculate the indicator's value** by dividing the proportion of disadvantaged group students in school by the proportion of disadvantaged group children in the population.

4) The indicator can reach values from 0 to more than 1. **The higher the value, the more equitable the school is for the given group.** If it equals 1, then the school ensures equitable participation of the given group.

**For example,** 5% of Roma children were enrolled in a school in Fush Kosovo. 30% of the local school

aged children are Roma. The subsequent calculation is then  $0.05/0.30 = 0.17$ , showing non-equitable participation of Roma children in this school and great potential for improvement.

## Disaggregate by

Disaggregate the data by gender.

## Important Comments

1) Asking about the data on certain groups can get sensitive in some contexts, as school representatives might have reasons for over-reporting, under-reporting or might simply not know. In some cases, you might need to define the group of your interest with your interviewee (e.g. minority groups or children with a different mother tongue). Sometimes you might need to double-check the enrolment figures with other stakeholders, e.g. school director, teachers, parents or authorities.