

Fulfilling the promise of Inclusive and Quality Education for persons with disabilities: key issues and challenges in developing countries

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Background

- Post-2015 sustainable development goals have included disability (UN, 2015)
- SDG 4 ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all
- Goal 4.5 vulnerable persons including people with disabilities

Disability and world education forum 2015

- Incheon declaration of world education forum in South Korea in 2015, paragraph seven on inclusion and equity in education of people with disabilities

“No education target should be considered met unless met by all” (UNESCO, 2015).

Attributes of inclusive education

- Need for inclusive schools to respond to the diverse needs of students;
- Accommodate diversity and different styles in learning;
- Ensure quality education to all students with appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities

Challenges and remaining

- But, simply placing students with disabilities into mainstream classes with their peers without disabilities constitutes its implementation
- Whether mainstream school teachers are able to meet the individual needs of these students

Challenges and remaining issues in disability and education

- Out of the 5.7 million children out of schools in the world (UNESCO, 2012), an estimated one-third of them are children with disabilities (UNESCO, 2009)
- 85% of out-of-school children with disabilities have never been to school (Mizunoya and etal, 2016).
- With various factors, dropout rate is higher
- SDG 4 cannot be achieved without improving access and quality of education for children with disabilities
- Without quality education, people with disabilities will not develop their full educational and employment potential

Teaching style adjustment by teachers in mainstream schools (Nepal case)

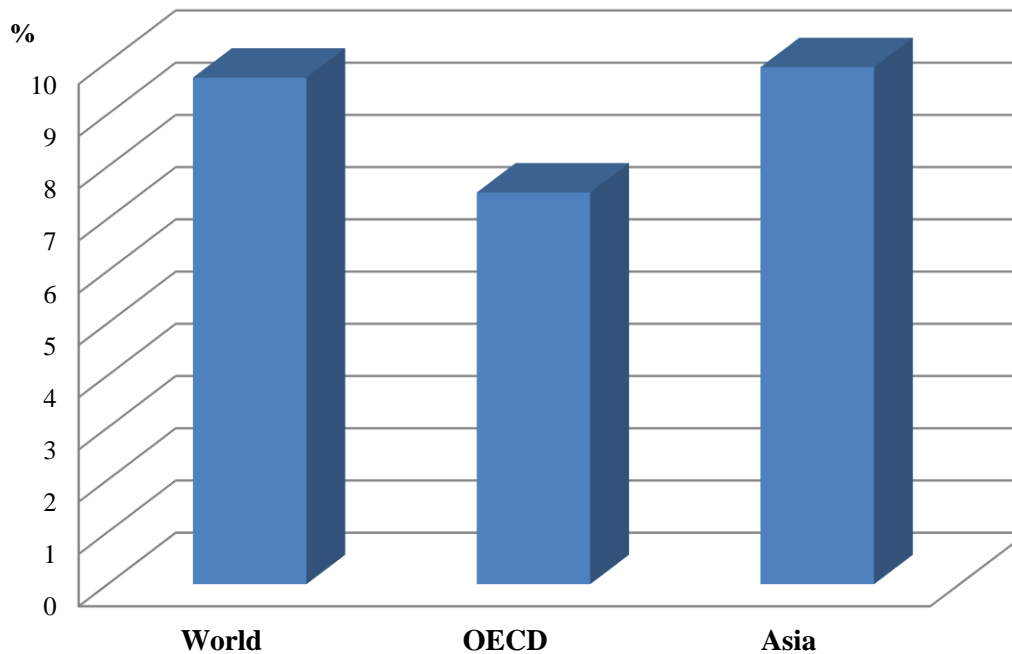
Teaching style adjustment by teachers

Category	Answers	*Percent out of 106
More interaction with students	28	26.42
Provide enough time to them for writing	11	10.38
Place them on first bench	5	4.72
Place them with academically sound and helpful students	5	4.72
Explain the subject matter more	43	40.57
Simultaneously say and write on black or white board	8	7.55
Ask other students to help them	15	14.15
Give them special treatment	23	21.70
Give priority to oral methods	5	4.72
Total	143	134.93

Source: Lamichhane (2016)

Global comparison of returns to education

Returns to education (percent)



Source: Psacharopoulos and Patrinos (2004)

Disability and returns to education (Nepal)

Estimation results of earnings regression (dependent variable: log hourly wage)

Source: Lamichhane and Sawada (2013)

	(1)	(2)	(3)	(4)	(5)	(6)
	OLS	OLS	Tobit	Tobit	IV-Tobit	IV-Tobit
Years of schooling ^a	0.059 (0.027)*	0.065 (0.030)*	0.213 (0.062)***	0.193 (0.067)**	0.256 (0.103)*	0.248 (0.091)**
Dummy = 1 if the follow up survey Information missing	-0.704 (1.419)	-0.493 (1.385)	-3.935 (4.067)	-3.166 (4.004)	-2.084 (2.297)	-2.079 (2.233)
Severity of impairments	-0.226 (0.657)	-0.155 (0.643)	-0.538 (1.894)	-0.205 (1.865)	-0.017 (1.065)	-0.025 (1.035)
School Leaving Certificate (SLC) score	0.011 (0.02)	0.008 (0.021)	0.019 (0.044)	-0.014 (0.044)	-0.01 (0.025)	-0.01 (0.024)
Score of tests given during the survey	-0.389 (0.433)	-0.327 (0.429)	-0.941 (0.975)	-0.527 (0.964)	-0.543 (0.565)	-0.535 (0.548)
Years of work experience	-0.014 (0.06)	-0.011 (0.059)	0.09 (0.126)	0.124 (0.124)	0.082 (0.065)	0.081 (0.063)
Years of work experience squared	0.000 (0.001)	0.000 (0.001)	0.000 (0.002)	0.000 (0.002)	0.000 (0.001)	0.000 (0.001)
Dummy = 1 if female	-0.374 (0.265)	-0.314 (0.25)	-0.471 (0.557)	-0.38 (0.566)	-0.198 (0.322)	-0.202 (0.313)
Age	-0.021 (0.144)	-0.015 (0.146)	0.357 (0.239)	0.373 (0.236)	0.12 (0.119)	0.123 (0.114)
Age squared	0.001 (0.002)	0.000 (0.002)	-0.005 (0.004)	-0.006 (0.004)	-0.002 (0.002)	-0.002 (0.002)
Dummy = 1 if full-time worker	0.062 (0.273)	-0.026 (0.275)	7.645 (0.587)***	7.488 (0.609)***	4.42 (0.407)***	4.442 (0.382)***
Dummy = 1 if hearing impaired		-0.086 (0.276)		-1.98 (0.719)**	-0.993 (0.513)	-1.021 (0.480)*
Dummy = 1 if physically impaired		-0.479 (0.388)		-2.083 (0.728)**	-1.763 (0.441)***	-1.75 (0.424)***
Constant	3.693 (2.725)	3.514 (2.68)	-11.678 (5.620)*	-11.013 (5.540)*	-4.877 (3.01)	-4.839 (2.922)
R-Squared	0.073	0.086				
Number of observations	222	222	398	398	373	373

Determinants of school participation and completion (India)

Variable	6–14 years old		16–18 years old	
	(1)	(2)	(3)	(4)
<i>Individual Characteristics</i>				
Female	-0.191*** (0.020)	-0.190*** (0.020)	0.057** (0.028)	0.055* (0.028)
Age	0.982*** (0.033)	0.985*** (0.033)	7.606*** (1.049)	7.624*** (1.051)
Age squared	-0.045*** (0.002)	-0.046*** (0.002)	-0.215*** (0.031)	-0.216*** (0.031)
Disability	-0.980*** (0.097)	-0.581 (0.997)	-0.723*** (0.170)	0.526 (2.005)
<i>Religion and region</i>				
Hindu	0.075* (0.043)	0.077* (0.043)	0.076 (0.054)	0.077 (0.054)
Muslim	-0.202*** (0.047)	-0.200*** (0.047)	-0.191*** (0.066)	-0.192*** (0.066)
Rural	0.022 (0.026)	0.024 (0.026)	-0.058* (0.032)	-0.057* (0.032)
Slum	0.114 (0.079)	0.123 (0.080)	-0.03 (0.097)	-0.03 (0.097)
<i>Family characteristics</i>				
Number of children	-0.053*** (0.005)	-0.054*** (0.005)	-0.035*** (0.010)	-0.034*** (0.010)
Mother's years of schooling	0.061*** (0.004)	0.062*** (0.004)	0.077*** (0.004)	0.076*** (0.004)
Father's years of schooling	0.064*** (0.003)	0.065*** (0.003)	0.054*** (0.004)	0.055*** (0.004)
Monthly expenditure	0.295***	0.297***	0.495***	0.497***
Constant	-5.496*** (0.210)	-5.524*** (0.210)	-71.122*** (8.915)	-71.301*** (8.925)
Pseudo R-squared	0.19	0.19	0.17	0.24
Number of observations	39025	39025	10713	10713

Robust standard errors in parenthesis * significant at 10%, ** significant at 5%
, *** significant at 1%

Determinants of school dropout (India)

Variable	6-14 years old	
	(1)	(2)
<i>Individual characteristics</i>		
Dummy = 1 if female	0.089*** (0.026)	0.091*** (0.026)
Age	-0.309*** (0.053)	-0.310*** (0.053)
Age squared	0.023*** (0.002)	0.023*** (0.002)
Disability	0.183 (0.160)	1.577 (1.513)
<i>Religion and region</i>		
Hindu	0.024 (0.058)	0.023 (0.058)
Muslim	0.351*** (0.064)	0.351*** (0.064)
Rural	-0.106*** (0.034)	-0.106*** (0.034)
Slum	0.207** (0.084)	0.205** (0.084)
<i>Family characteristics</i>		
Number of children	0.016** (0.007)	0.017** (0.007)
Mother's years of schooling	-0.054*** (0.005)	-0.054*** (0.005)
Father's years of schooling	-0.041*** (0.004)	-0.041*** (0.004)
Monthly expenditure	-0.300*** (0.027)	-0.299*** (0.027)
Constant	0.801** (0.320)	0.795** (0.320)
Pseudo R-squared	0.1808	0.1811
Number of observations	35505	35505

Robust standard errors in parenthesis * significant at 10%, ** significant at 5%, *** significant at 1%

Barriers to Education (Nepal)

Factors contributing to barriers to education by type of impairment
(per cent)

Barriers	Visual	Hearing	Physical	Total
Financial difficulty	7.1 (15)	18.2 (39)	14.9 (32)	40.2 (86)
Lack of school support	3.3 (7)	21.0 (45)	1.4 (3)	25.7 (55)
Other barriers *	2.3 (5)	11.2 (24)	8.9 (19)	22.4 (48)
Lack of available schools	0.9 (2)	15.4 (33)	4.7 (10)	21.0 (45)
Rejected by schools	1.9 (4)	1.4 (3)	0.4 (1)	3.7 (8)
Total (number of observations)	214			

* *Communication difficulty, inaccessible school infrastructure, and school being far from home*

Education & Parental Attitudes (Nepal)

Average years of schooling by parental attitudes

Parental attitudes	Awareness of disability issues	Understanding of rights of people with disabilities	Attitude toward abilities of people with disabilities
Very high/positive	10.3	9.7	10.6
High	9.7	10.9	9.9
Moderate	8.3	8.8	8.6
Low	7.6	7.5	5.7
Not at all/negative	5.7	7.2	7.2
Total (number of observations)	203		

Impact of UPE on education of disabled people

Table 9: Effect of UPE on Educational years, Enrollment rate and complete rate of children with disabilities (Ongoing work with T. Tsujimoto)

	Educational Years			Enrollment Rate			Complete Rate		
	Full	Male	Female	Full	Male	Female	Full	Male	Female
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Panel A: Full sample									
Has Disability * UPE cohort	0.212 (0.260)	-0.373 (0.377)	0.548 (0.336)	-0.008 [0.025]	-0.043 [0.029]	0.014 [0.030]	0.021 [0.033]	-0.055 [0.052]	0.066 [0.043]
Female * UPE cohort	0.608*** (0.174)	-	-	0.069*** [0.027]	-	-	0.076*** [0.021]	-	-
Panel B: Poor household sample									
Has Disability * UPE cohort	-0.078 (0.358)	-0.391 (0.509)	0.218 (0.450)	-0.043 [0.038]	-0.064 [0.043]	-0.027 [0.044]	0.021 [0.041]	0.001 [0.067]	0.029 [0.056]
Female * UPE cohort	0.906*** (0.238)	-	-	0.102** [0.047]	-	-	0.070*** [0.021]	-	-
Panel C: Non-Poor household sample									
Has Disability * UPE cohort	0.408 (0.368)	-0.285 (0.530)	0.865* (0.483)	0.000 [0.030]	-0.039 [0.036]	0.041 [0.042]	0.024 [0.046]	-0.080 [0.068]	0.105* [0.062]
Female * UPE cohort	0.422* (0.236)	-	-	0.045 [0.031]	-	-	0.060* [0.032]	-	-

Note: Robust standard error in parentheses and Delta-method standard error in bracket. *, **, *** is $p < 0.1, 0.05, 0.01$. All specifications include covariates, region fixed effects.

Concluding remarks

- Persons with disabilities experience less education and high dropout and thus deprive from obtaining the benefits from returns to education
- When they are not provided quality inclusive education, it is less likely to achieve SDGs

Thank you.