

Towards inclusive education : Where we are and where are we heading for?

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CRICED in U. Tsukuba

- Established in 2002.
- Supporting educational development in developing countries
- Researching on various aspect of education aiming at meeting regional needs.
- Invite visiting research fellows to collaborate on research in education
- Disability and inclusive education is one of the major components in these activities

Global schooling status

- Nearly 5.7 million children out of schools in the world (UNESCO, 2012),
- Among them, 1 in 5 drop out
- 2 in 5 of out-of-school children are never enrolled in schools

(Report of the Secretary-General, "Progress towards the Sustainable Development Goals")

Disability and education

- An estimated one-third of out of school children are children with disabilities (UNESCO, 2009)
- Majority of them are still out of school (Mizunoya and et al, 2016)
- Globally, 15 percent of the worldwide population have disability (WHO, 2011)
- People with disabilities are one of the most vulnerable groups :
education, employment, natural disasters, rising inequalities and poverty
- Without quality education, disabled people will not be able to develop their full educational and employment potential.

Disability and education (contd.)

- Following the Salamanca World Conference in 1994, special and integrated education gave way to 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

Disability in sustainable development goals (SDGs)

- Inclusiveness of disability and other minority groups are ensured among 17 SDGs
(UN general assembly, 2015)
- Amongst 169 targets set in the 17 SDGs, 7 out of them focus on people with disabilities from education to urban planning
- Significant improvements from MDGs where disability was overlooked in its goals and targets

Disability in SDGs (contd.)

- Goal 4 ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- Goal 4.5 vulnerable persons including people with disabilities
- 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

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).
- These goals will be unachievable by excluding any segment of people
- Importance to prioritize disability in the stage of SDGs implementation

Universal primary education and disability

(Uganda with Takahiro Tsujimoto)

Table1: 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.

Disability and school participation

(India, with Takeda, forthcoming)

Table 2: Comparison of People with and without Disabilities (Children aged 6 to 18)

	Type of Difficulty				Non-Disabled People (Non-PwD)
	Mobility	Self-care	Hearing	Seeing	
<i>Educational access</i>					
<i>School participation</i>	66.06%	62.26%	61.70%	71.78%	89.81%
<i>School completion (10th grade)</i>	5.80%	5.00%	3.64%	17.74%	32.41%
<i>Years of Schooling</i>	3.10	2.87	2.67	3.75	4.61
<i>Dropout</i>	15.59%	15.95%	16.33%	14.77%	9.61%
<i>Educational outcome (Academic Skills)</i>					
<i>Reading test score (0 to 4)</i>	1.76	1.56	1.63	1.98	2.62
<i>Math test score (0 to 3)</i>	0.87	0.87	1.02	1.04	1.58
<i>Writing test score (0 to 1)</i>	0.58	0.54	0.57	0.55	0.69

Notes: (1) For the variable of school completion (10th grade), averaged percentages of children aged 16 to 18 are presented. (2) For the variable of out of school children and academic skills (reading, mathematics and writing), the summary statistics are provided for children aged 8 to 11 since we use these variables only for the analysis of academic skills.

Teaching style adjustment by teachers in mainstream schools (Nepal case)(Lamichhane, 2016)

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

Concluding remarks

- Families of persons with disabilities face challenges to invest in their children's education
- Poverty reduction strategies explicitly need to focus on families with members with disabilities
- Barriers to education should be eliminated
- Otherwise, systematic exclusion of people with disabilities in development programs cumulatively poses us a vulnerability.

Concluding remarks (contd.)

- Econometric and qualitative analysis of disability and education in a global level
- Impact evaluation of projects aiming at promoting quality inclusive education
- Work on disability-disaggregated data collection
- Development and adaption of new methods, materials and teacher training

Thank you.