Building Disability Inclusive Education through Data

7 May 2021

Strengthening Disability data for Inclusive Education - Issues and Challenges

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1. Situation of persons with disability’s access and participation in education

2. Data on education access and participation of persons with disabilities
   • Household survey
   • Administrative Data

3. Challenges in generating data on education access and participation of persons with disabilities

4. Strengthening data for persons with disabilities
1. Access and Participation of children/persons with disabilities in education

- Children/person with disabilities have limited access and participation in education in all the countries where data is available.
- Female with disabilities have even worse situation.
- In Cambodia, the disparity between population with and without disability is quite big in all the areas of education- Access, Participation and outcomes
- In Cambodia, the likelihood of person without disability attending school compare to person with disability has been doubled between 2008 and 2014

<table>
<thead>
<tr>
<th></th>
<th>Ever attend</th>
<th>Not attend</th>
<th>Odd</th>
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</thead>
<tbody>
<tr>
<td>2008 Person without disability</td>
<td>85</td>
<td>15</td>
<td>3.59</td>
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<tr>
<td>2008 Person with disability</td>
<td>61.2</td>
<td>38.8</td>
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<tr>
<td>2014 Person without disability</td>
<td>97.3</td>
<td>2.7</td>
<td>6.46</td>
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<tr>
<td>2014 Person with disability</td>
<td>84.8</td>
<td>15.2</td>
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2. Data on education access and participation of persons with disabilities through household surveys and Administrative routine data sources
2.1. Household surveys

- Questions in disabilities are not included or not rightly included;
- The questions on disabilities are different from survey to surveys;
- Survey design- Not all the surveys are designed for capturing disabilities;

More and more surveys are using Washington Group Classification to collect data on disabilities

Having question in the survey doesn’t guarantee that we will be able to calculate education indicators for persons with disabilities
Countries do not have data/information to monitor all the aspects of education access and participation of persons with disabilities.

<table>
<thead>
<tr>
<th>Country or territory</th>
<th>Ever attended school (15-24 years)</th>
<th>Out of school (Primary age)</th>
<th>Out of school (Lower Sec)</th>
<th>Completion rate (Primary)</th>
<th>Completion rate (Lower Sec)</th>
<th>Mean years of schooling</th>
<th>Adult literacy</th>
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<tbody>
<tr>
<td>Total</td>
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Source: UIS, 2021

Note: information used are from various surveys
2.2. Disability data through Administrative Source

Countries identifying students with disabilities in their EMISs (%)

- Data are mostly aggregated by grades –not by individual students
- Not necessarily follow the International standard classification (e.g. WG);
- Not covering all aspects of access, participation and outcomes of students with disabilities.
- Though there are greater proportion of countries (included in the analysis) are identifying students with disabilities in their EMIS, generating data/indicators could be very limited due to the reliability and non-consistency.

Source: The Use of UIS Data and Education Management Information Systems to Monitor Inclusive Education
Individual student based EMIS and data on disabilities

- In Asia and Pacific, many countries record student's data by individual level, however, EMIS were not designed to manage data at individual level.
- Recently, more and more countries have moved from aggregate data collection to individual data management information system.

3. Challenges in generating data on education access and participation of persons with disabilities
National commitments/policies/plans to generate data for inequalities?

- Issues of inequalities are not adequately addressed in National Education Plans
- Mostly sex disaggregation has been commonly foreseen (reducing gaps between male and female)
- Some cases, Location is addressed (e.g. urban and rural disparity in primary education will be reduced to less than 20%)
- Wealth and disabilities are least addressed

Countries are not very much obliged to generate data on disabilities

Data always follows policies/plans

Source: UIS, 2018, Handbook on Measuring Equity in Education
Inadequate Resources

• Most of the Statistical systems in the countries are underfunded or heavily relied on external funding
  *In Lao PDR, only 35% of the NSDS has been planned under public financing; In Tajikistan it is only 25% and in Maldives it is 76%.*

• The share of ODA to statistical development is very small

• In many countries, the share of M&E in Education spending is less than 1% of total public education spending

• With limited resources, data on disabilities might not get priority

*Figure 1: Commitments for statistics, share of total ODA*
4. Strengthening data on children with disabilities- Way forward

- Data policies and strategies
- Develop appropriate monitoring mechanism

- Strengthen Household surveys
- Granular EMIS
- Adaptation of WG questionnaires

4. Strengthening data on children with disabilities
- Training
- Peer learning
- Technical Resource development

- Increase Financial support
- Technical resources

- Disability Statistics in Education

- Commitment/policies
- Tools/methodologies

- Capacity
- Resources
Questions/Clarification??