



# Survey Results of Children with Disabilities in Mongolia:

## Situation of Out-of-School Children with Disabilities

**US-Japan Research Institute (USJI) Week**

**Inclusive and Equitable Quality Education for All in the Contexts of SDGs:  
Including Children with Disability in Developing Countries**

**Japan International Cooperation Agency Research Institute (JICA-RI)**

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# I. Purpose of the presentation

To present a preliminary results of survey data focusing on the situation of out-of-school children with disabilities in Mongolia

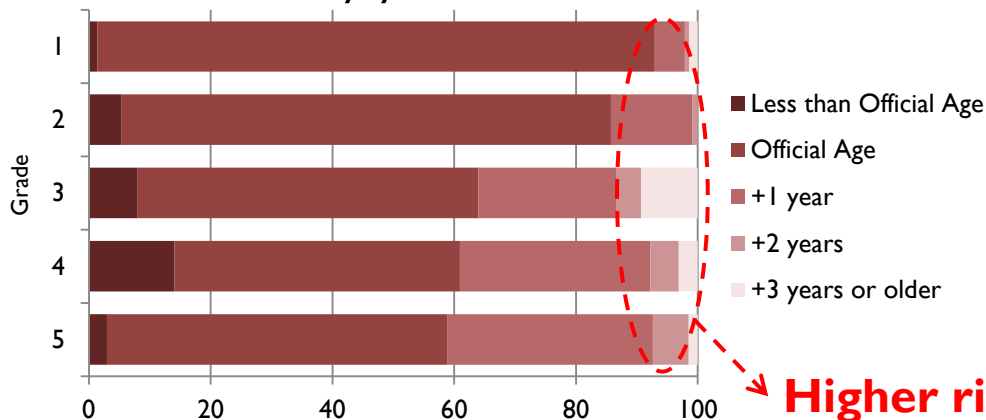
- 1) **Risk of Dropping Out of School for the Children with Disabilities in Mongolia**
- 2) **Reasons for Not Attending Formal Schools**
- 3) **Activities of Out-of-School Children with Disability**
- 4) **Out-of-School Children with Disability Learning at Non-Formal Education**

## 2. Where in the JICA Project Research Areas

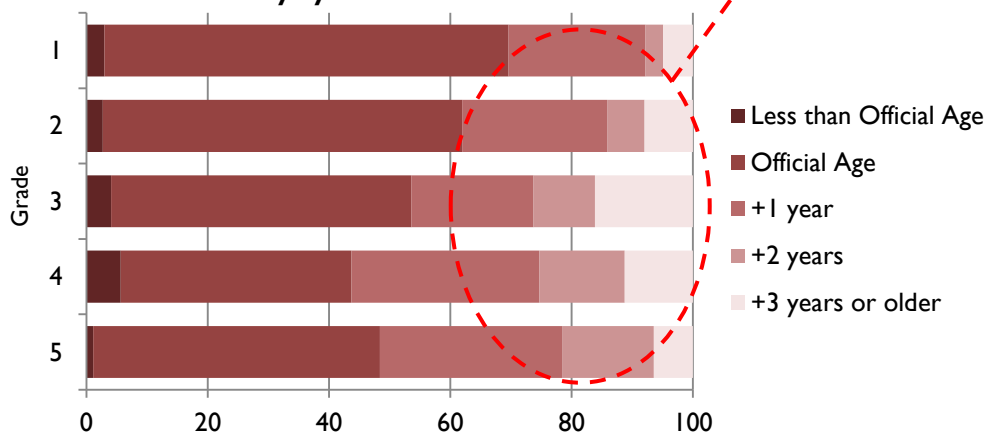
- To find the barriers of children with disability through capturing the difference of the perception between parents of children with and without disability as well as teachers in the school on the inclusive education.
- To grasp an accurate understanding of the current situation of out-of-school children with disabilities.
- To find out the the factors that prevent the out-of-school children from attending the school, **gender difference of the reasons for not attending school**, their preferred type(s) of education provision, as well as whether these out-of-school children have alternative learning opportunities and how they spend their time.

# 3-1. Higher Risk of Dropping Out of School for Children with Disability in Mongolia

Age Distribution of In-School Children WITHOUT Disability by Grade



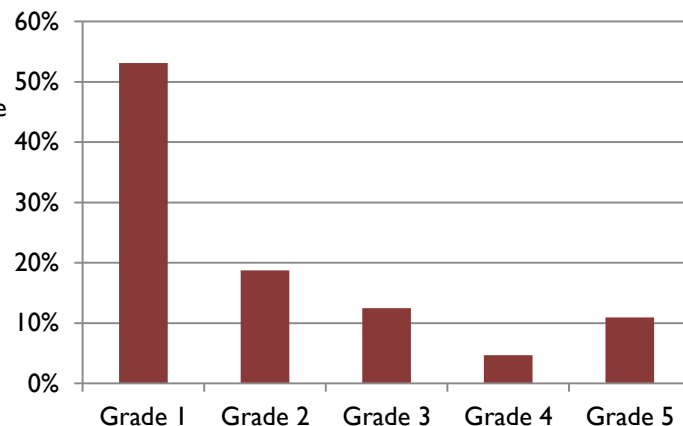
Age Distribution of In-School Children WITH Disability by Grade



**Higher risk of dropping out**

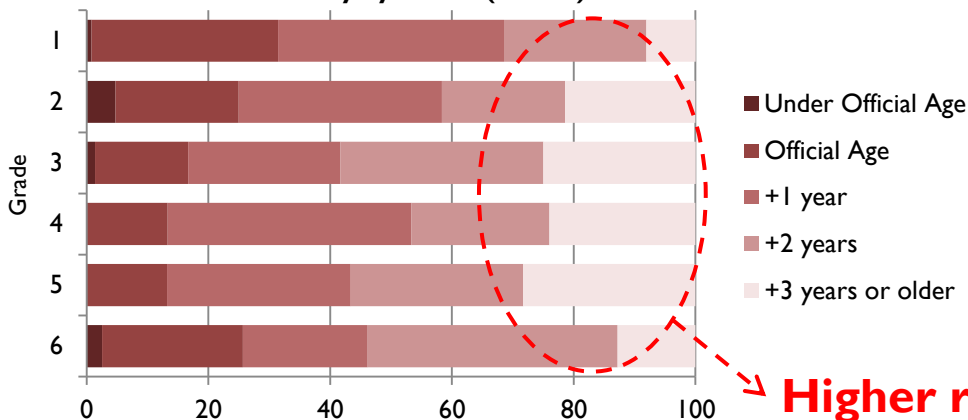
1. Overage children in a grade generally have higher risk of dropping out of school.
2. Children with disability clearly have higher proportion of overage in all grades compared to the children without Disability.
3. The gap is large especially in grade I and II.
4. Grade I is the grade the children with disability dropped out of school the most.

School Grade when Out-of-School Children with Disability Dropped Out of the School (N=64)

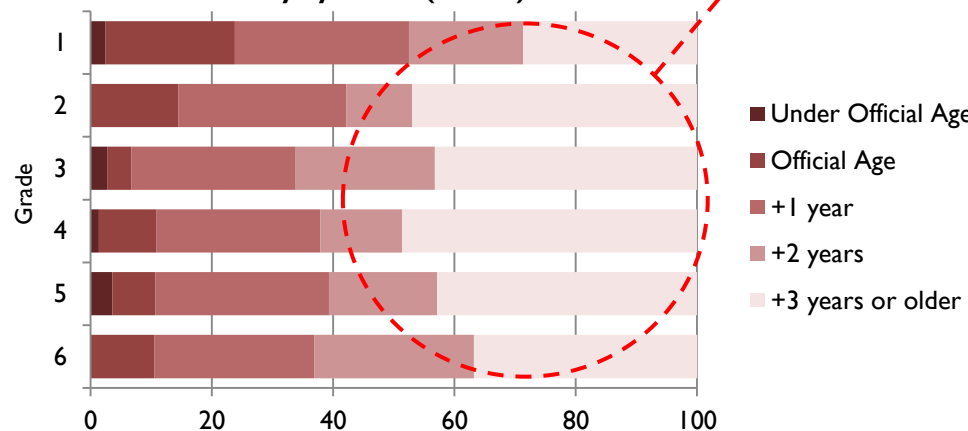


# 3-2. Higher Risk of Dropping Out of School for Children with Disability **Similar Trend Observed in Cambodia (Shown as Example)**

**Age Distribution of In-School Children WITHOUT Disability by Grade (N=447)**



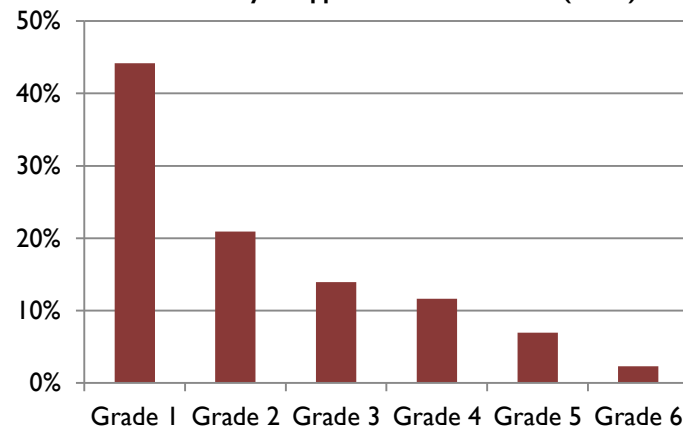
**Age Distribution of In-School Children WITH Disability by Grade (N=447)**



1. In the case of another country for example, Cambodia shows similar trend between in-school children with disability and without disability.
2. Although the proportion of official age students in Cambodia is smaller than Mongolia, children with disability has higher risk of dropping out of school, especially in lower grades.

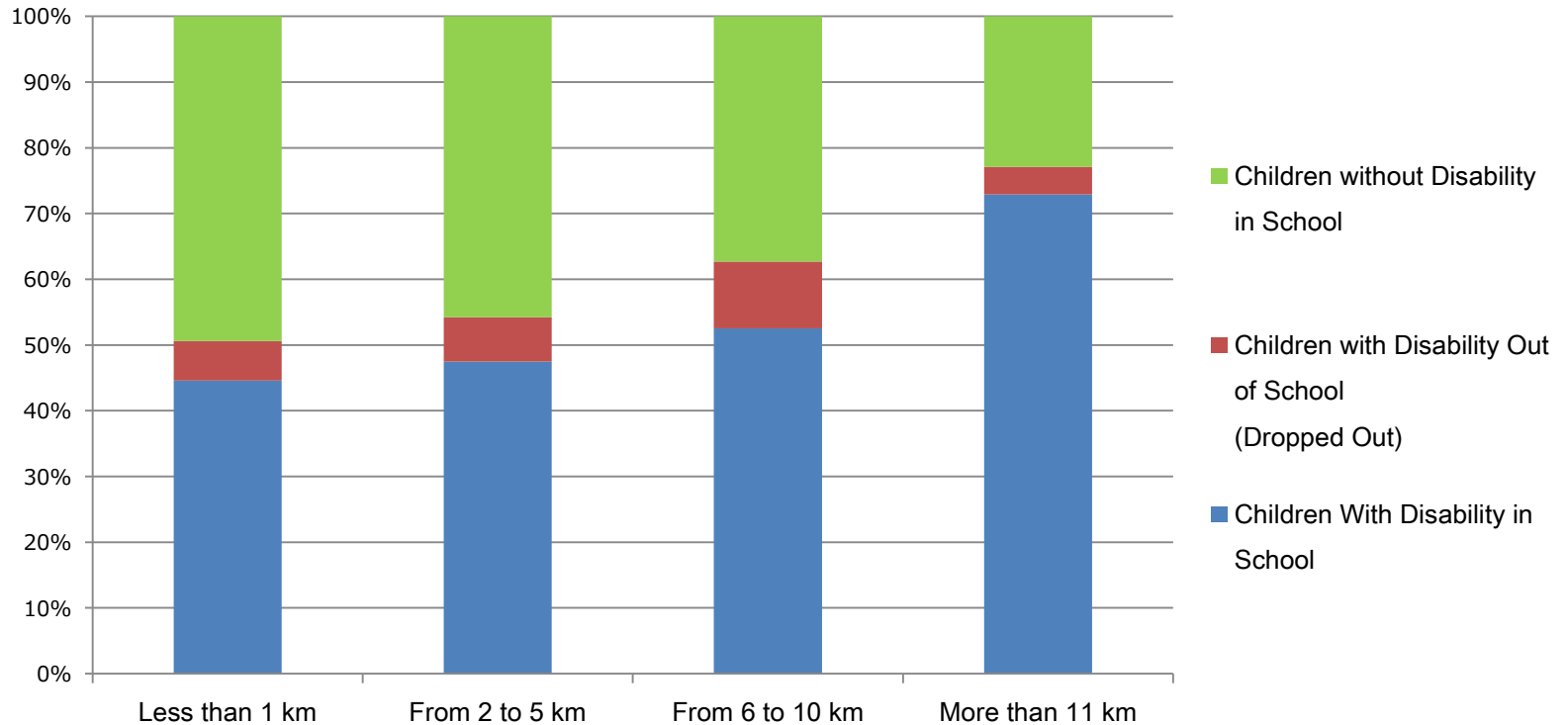
**Higher risk of dropping out**

**School Grade when Out-of-School Children with Disability Dropped Out of the School (N=45)**



### 3-3. Higher Risk of Dropping Out of School for Children with Disability

Proportion of Children by Distance between Home and School in Mongolia



1. More proportion of children with disability in the group of longer distance between home and schools.  
 ➔ Higher risk of dropping out for children with disability.
2. Similar proportion of out-of-school children with disability in all groups of distance between home and schools.

# 4. General Information on Out-of-School Children with Disabilities and their Parents in Mongolia

## Number and Percentage of Out-of-School Children by Main Characteristics and Child's School Experience

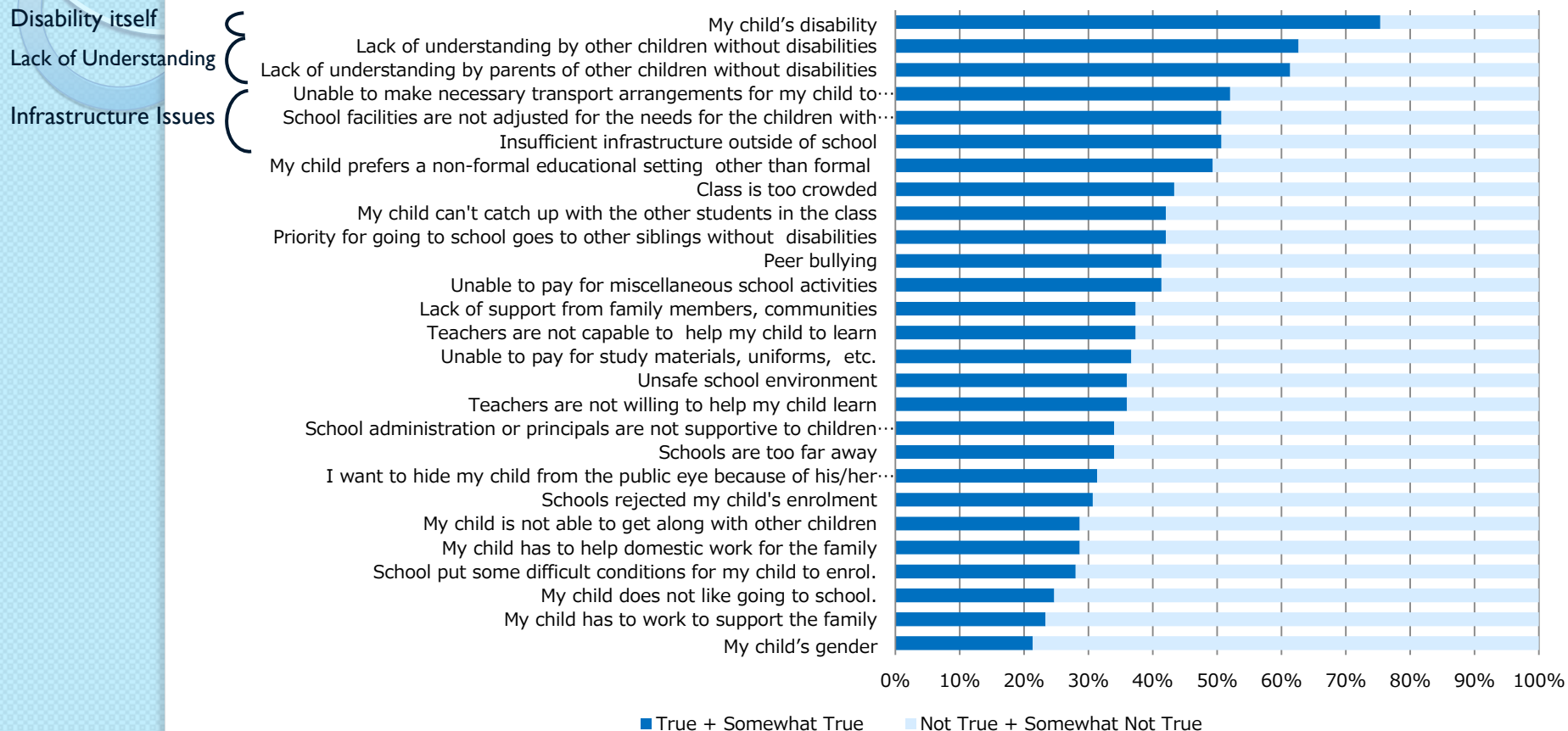
		Parents						Total		
		Children Never Gone to School			Children Dropped Out of School					
		Obs.	(%)	Mean (SD)	Obs.	(%)	Mean (SD)	Obs.	(%)	Mean (SD)
<b>Total</b>		85	(56.7)		65	(43.3)		150	(100.0)	
Gender of Children	Male	57	(67.1)		42	(64.6)		85	(66.0)	
	Female	28	(32.9)		23	(35.4)		65	(34.0)	
Age of Children				8.6 (2.2)			10.2 (2.0)			9.3 (2.2)
Kind of Disability	Hard of hearing	0	(0.0)		1	(1.5)		1	(0.7)	
	Deaf (and can't speak)	0	(0.0)		0	(0.0)		0	(0.0)	
	Oral and speech disabilities	2	(2.4)		4	(6.2)		6	(4.0)	
	Low vision Children	1	(1.2)		1	(1.5)		2	(1.3)	
	Blind	1	(1.2)		0	(0.0)		1	(0.7)	
	Physical disabilities	11	(12.9)		13	(20.0)		24	(16.0)	
	Intellectual disabilities	12	(14.1)		8	(12.3)		20	(13.3)	
	Learning disabilities and Slow learner	0	(0.0)		3	(4.6)		3	(2.0)	
Severe and Multiple disabilities		58	(68.2)		35	(53.9)		93	(62.0)	
Disability Level	Severe	71	(83.5)		43	(66.2)		114	(44.6)	
	Mild	14	(16.5)		22	(33.8)		36	(55.4)	
Education of Parents	Never receive any edu	0	(0.0)		4	(6.2)		4	(2.7)	
	Primary school	1	(1.2)		3	(4.6)		4	(2.7)	
	Lower Secondary schoo	17	(20.0)		13	(20.0)		30	(20.0)	
	Upper Secondary schoo	42	(49.4)		27	(41.5)		69	(46.0)	
	Vocational education	7	(8.2)		3	(4.6)		10	(6.7)	
	Bachelor (University)	18	(21.2)		15	(23.1)		33	(22.0)	

Source: 2014 JICA-RI/IRIM Survey.

Disability Level, Severe: Deaf, Blind, Intellectual disabilities, Severe and Multiple disabilities, Mild: the rest of disability types

# 5-1. Reasons for Not Attending Formal Schools

## General Results of Reasons why Children With Disability Do Not Attend Formal Schools (Multiple Choices) in Mongolia



1. 75.3% of the parents of CwDs answered “yes” for the reason of “My child’s disability”.
2. Lack of understanding of the other children or parents of children without disabilities came 2<sup>nd</sup> and 3<sup>rd</sup> highest reasons.
3. Infrastructure issues including transportation, school facilities as well as the infrastructure outside of schools are 4<sup>th</sup> to 6<sup>th</sup> highest reasons of the children with disabilities do not attend formal schools in Mongolia.



## 5-2. Reasons for Not Attending Formal Schools

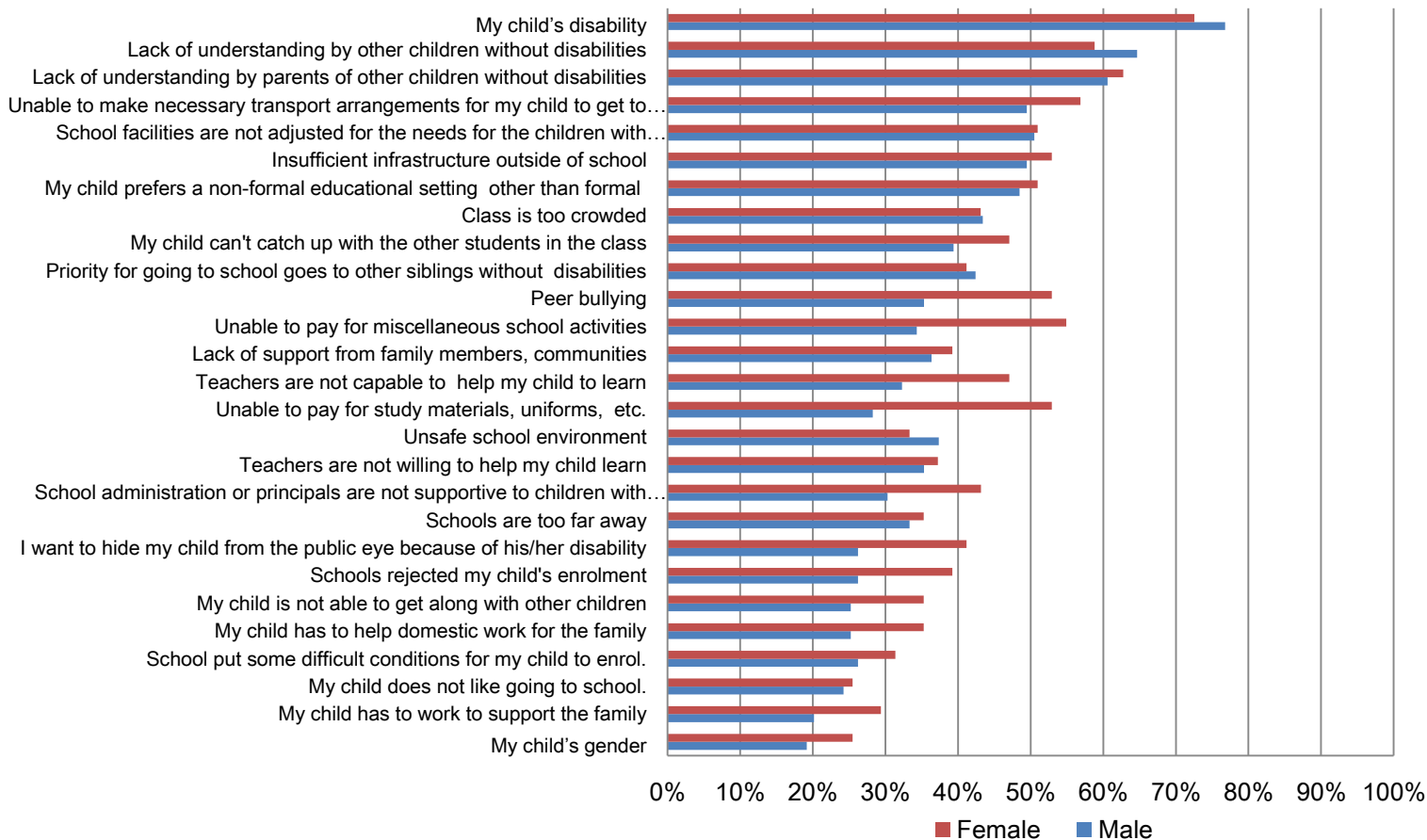
### Comparison of Top 10 Reasons why Children With Disability Do Not Attend Formal Schools between Mongolia and Cambodia

	Mongolia	Cambodia
1	My child's disability	My child's disability
2	Lack of understanding by other children without disability	Unable to make necessary transport arrangement for my child to go to school
3	Lack of understanding by parents of other children without disability	Unable to pay for miscellaneous school activities
4	Unable to make necessary transport arrangement for my child to go to school	My child can't catch up with the other students in the class
5	Lack of school facilities	Unable to pay for study materials
6	Insufficient infrastructure outside of school	Lack of school facilities
7	My child prefers a non-formal education setting	Lack of understanding by other children without disability
8	Class is too crowded	Peer bullying
9	My child can't catch up with the other students in the class	Lack of understanding by parents of other children without disability
10	Priority for going to school goes to other siblings without disability	Class is too crowded

1. Both countries show many similar reasons in the top 10 reasons why children with disabilities do not attend schools.
2. The biggest reason is because of the disability of children in both countries.
3. Lack of understandings of the other people came second and third in Mongolia whereas lack of transportation, and unavailability of payment to schools came above the lack of understanding in Cambodia.

## 5-3. Reasons for Not Attending Formal Schools

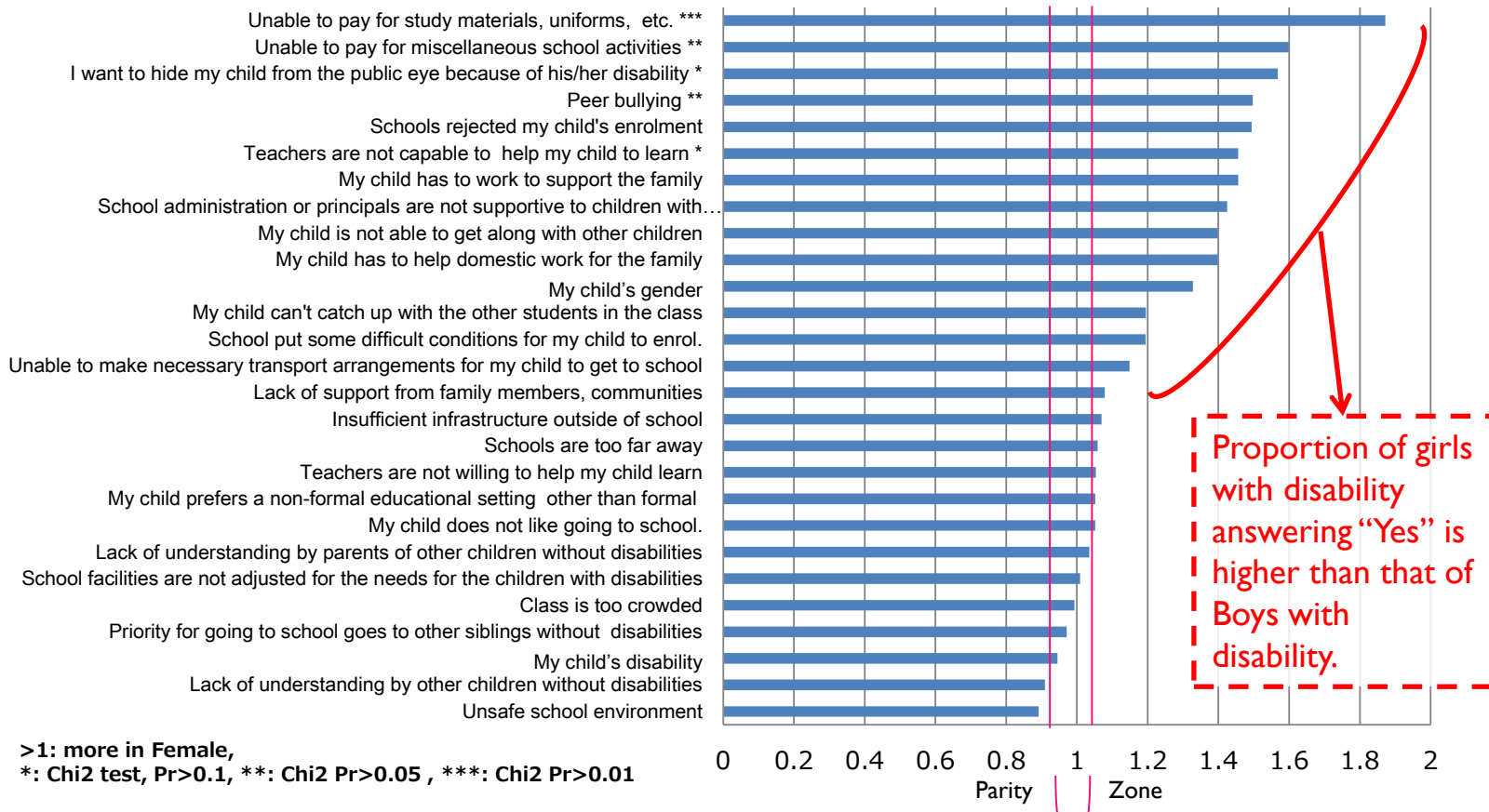
### Gap of Reasons for Not Attending Formal Schools by Gender of Out-of-School Children with Disability (Multiple Choices) in Mongolia



1. In general, proportion that parents of female children with disability answer “yes” is higher than the parents of male children with disability.
2. Gap between male and female is large in some specific reasons within the family such as “unable to pay for school materials or miscellaneous school activities” etc.

# 5-4. Reasons for Not Attending Formal Schools

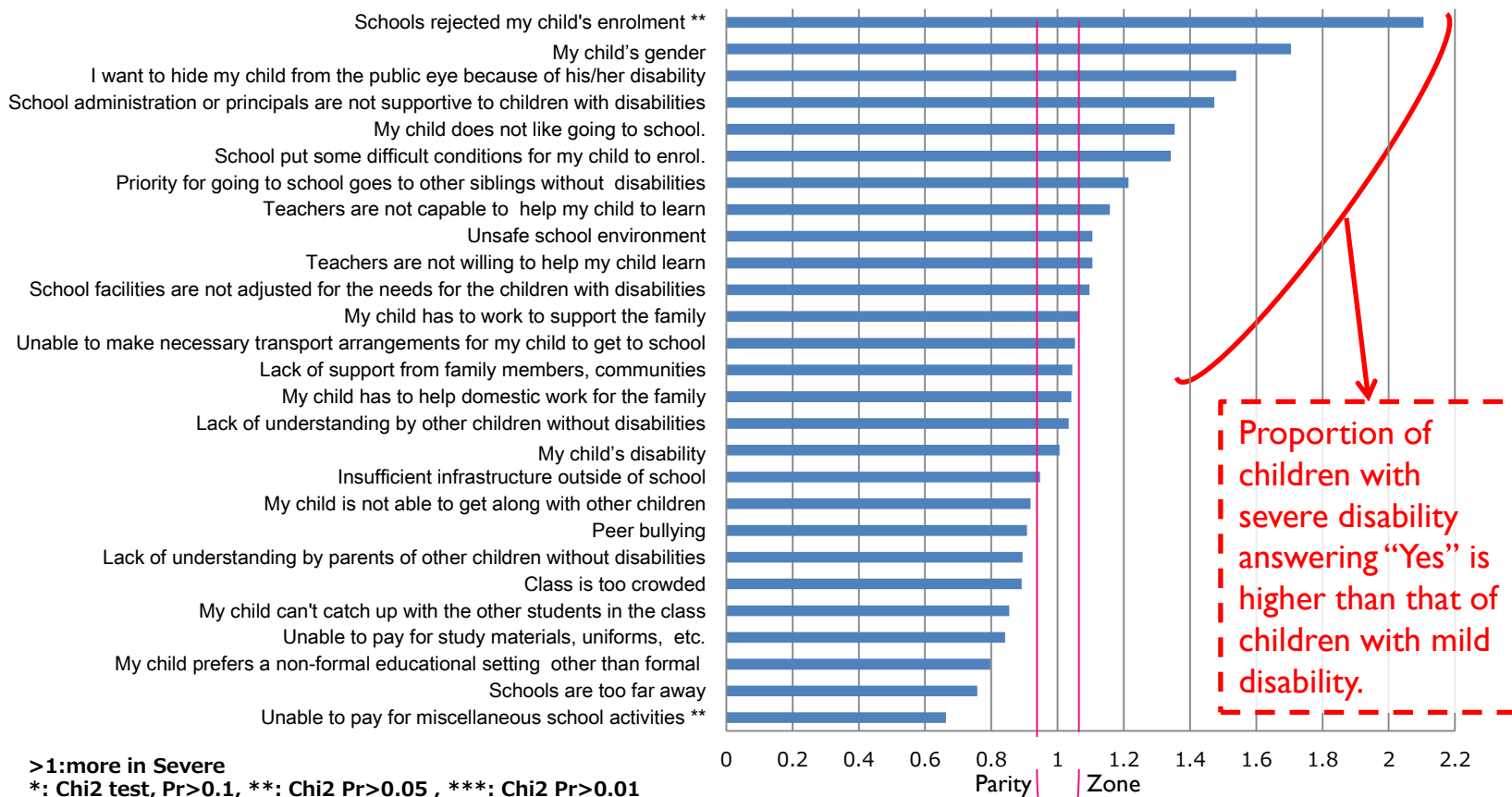
## Gender Parity Index (GPI) of Reasons for Not Attending Formal Schools (GPI : Female % / Male %) in Mongolia



1. The 2 biggest gaps between male and female are the “unable to pay for study materials, uniforms, etc.” and “unable to pay for miscellaneous school activities.”
2. “I want to hide my child from the public eye because of his/her disability”, “Peer bullying” and “School rejected my child to learn” are also very high GPI (disadvantage for girls).
3. There is a certain gender inequity (female disadvantage) existing in the are of children with disability in Mongolia.

# 5-5. Reasons for Not Attending Formal Schools

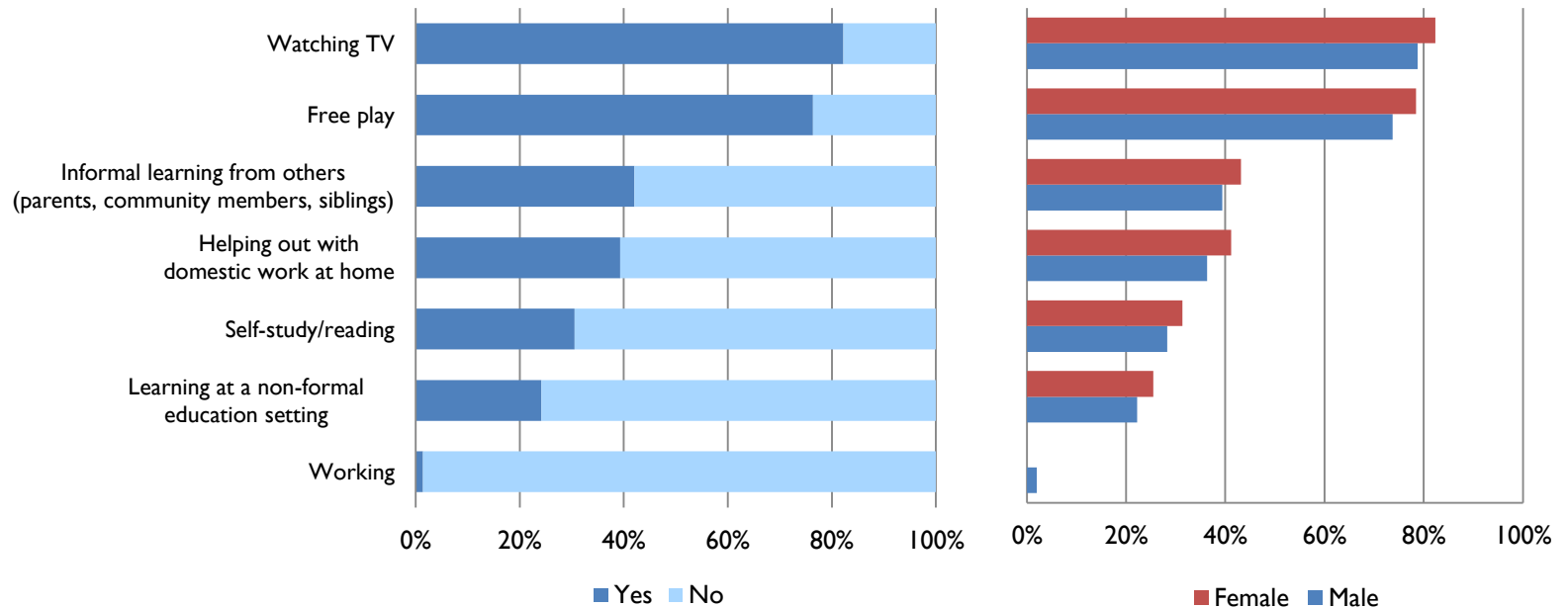
## Difference of Reasons for Not Attending Formal Schools between Mild Disability and Severe Disability in Mongolia



1. The biggest gap between mild and severe disability is the “Schools rejected my child’s enrolment” followed by “My child’s gender”.
2. “I want to hide my child from the public eye because of his/her disability”, School not supportive, put some difficult condition to enroll etc. are also higher disadvantage for severe disabilities.
3. On the other hand, the difficulty of payment are more for mild disabilities in Mongolia.

## 5-6. Activities of Out-of-School Children with Disability

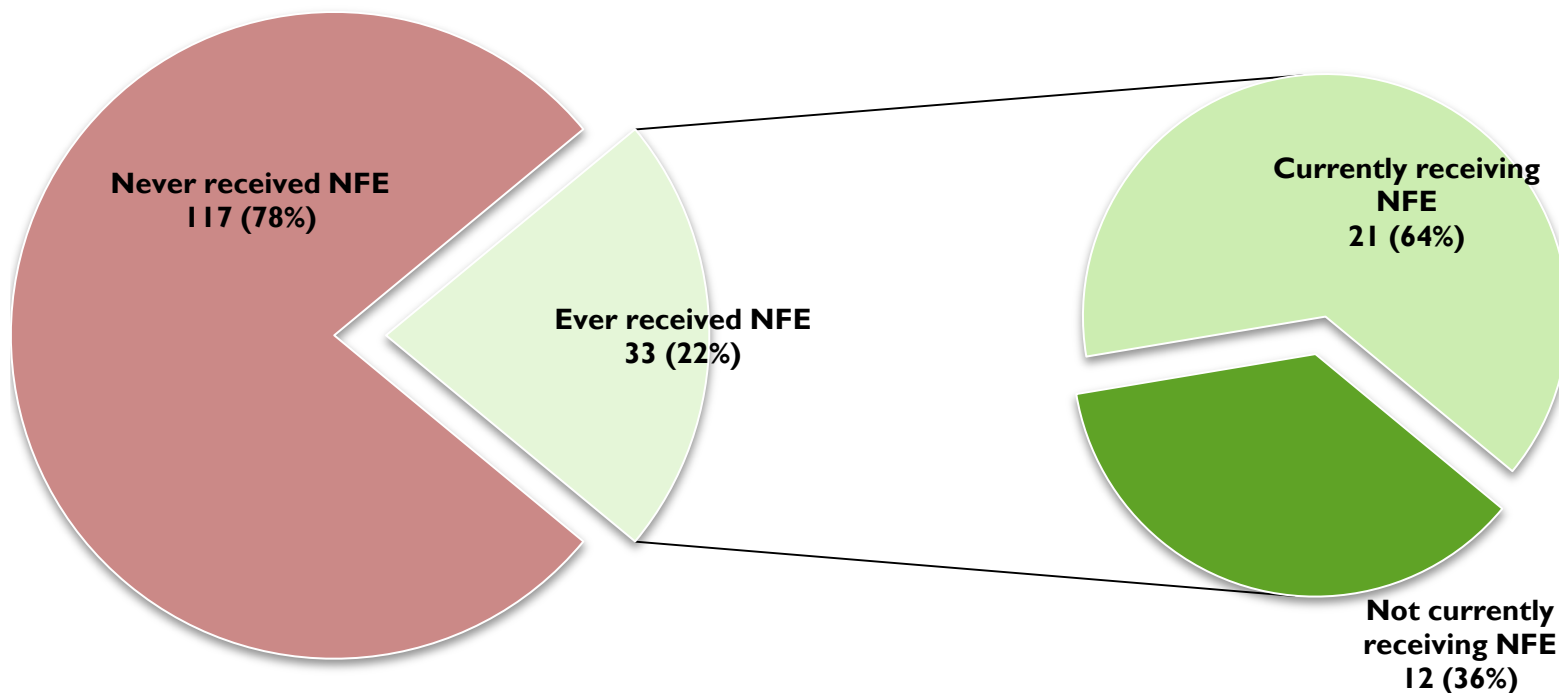
What are out-of-school children with disability doing instead of going to school?  
(Multiple Choices: Mongolia)



1. Most of out-of-school children with disabilities are watching TV or playing freely.
2. Only one fourth are learning at a non-formal education setting.
3. Not much gender difference can be seen in all categories.

## 5-7. Out-of-School Children with Disability Learning at Non-Formal Education

Ever received Non-Formal Education? If yes, currently receiving NFE? (Mongolia)



1. Most of the OOSC with disability have never received any Non-Formal education.
2. Among whom have ever received NFE, only a few of them are currently receiving NFE.
3. Among whom have ever received NFE, most of them are male children, and only male children are currently receiving NFE.

## 6-1. Findings from the Preliminary Results

1. Higher proportion of overage students in all grades for the children with disability ⇒ Higher risk of dropping out (in general).
2. The most popular reasons why children do not attend school tend to be disability itself, and lack of understanding of the parents and children without disability.
3. In general, proportion of female children with disability answering “Yes” for the reasons not attending school is higher than that of male children with disability.
4. Large difference of reasons not attending school between male and female children with disability (female disadvantage) are “Unable to pay for the study materials”, “Unable to pay for the miscellaneous school activities”, “Want to hide my child” and “Peer bullying”.
5. Large difference of reasons not attending school between mild and severe disability are “School rejected my child’s enrolment”, “My child’s gender”, “Want to hide my child” and “School administration or principals”.
6. Activities of out-of-school children with disability are freely playing or watching TV.
7. Only 22% of out-of-school children ever received NFE, and 65% among them are currently receiving NFE.



**Thank you very much**