

Exploring the employment status of persons with disabilities: country case studies from Asia and Pacific

Kamal Lamichhane, PhD

Associate Professor

Faculty of Human Sciences, University of Tsukuba

e-mail: Lamichhane.kamal.fb@u.tsukuba.ac.jp

July 29, 2021

Outline of the presentation

- The employment situation of people with disabilities
- The importance of them to actively participate in the labor market
- Barriers to their entry into the labor market.

Why jobs for disabled individuals?

- Achieving economic independence and social inclusion
- Reducing poverty
- Improve social status, and enabling workers to make a contribution

Disability and life changes from employment (percent)

Any changes after getting a job?			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes	No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
95.42	4.58	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Life changes experienced			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spending time efficiently	Increased living standard	Making new friends	Gaining respect from people	Discovering new abilities	Increased confidence to face challenges
60.70	65.50	54.15	62.45	66.81	51.53

?

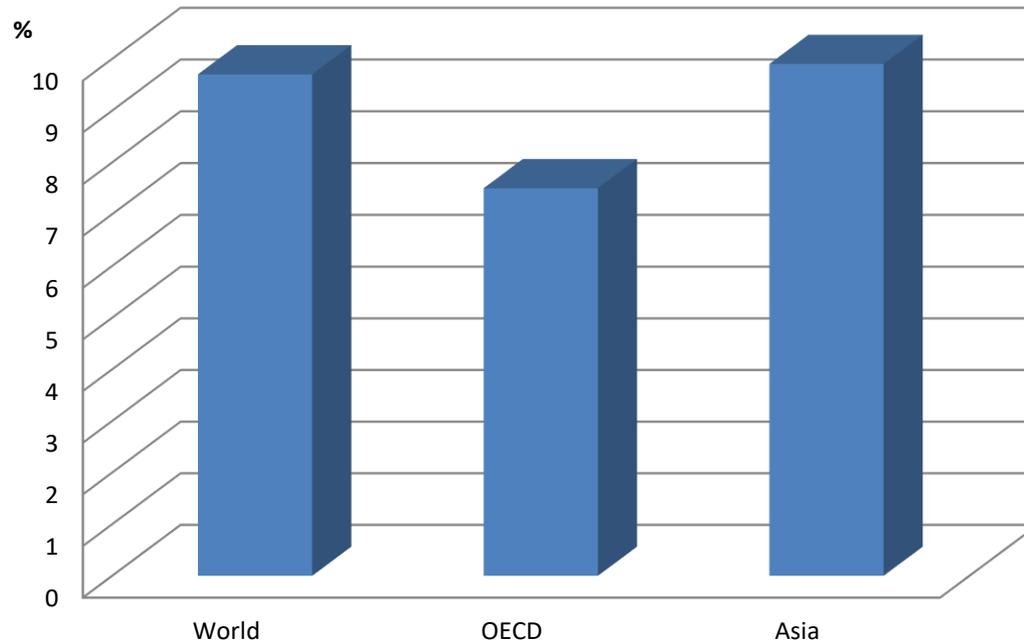
Disability and returns to education (Nepal)

Table: 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

Global comparison of returns to education



Source: Psacharopoulos and Patrinos (2004)

Women with disabilities and returns to education (Philippines)

Estimation Results of Earnings Regression with Continuous Education.

Dependent Variable: Log Income. Source: Lamichhane and Watanabe (2015)

Table : To estimate the effect of double disadvantages (i.e., gender and disability)

Variable names	(1) OLS	(2) Tobit	(3) IV-OLS	(4) IV-Tobit
Years of schooling	0.249*** (0.0500)	0.301*** (0.0630)	0.337* (0.178)	0.384* (0.211)
Age	0.297** (0.116)	0.361** (0.144)	0.228* (0.132)	0.282* (0.162)
Age squared	-0.00346** (0.00149)	-0.00421** (0.00184)	-0.00262 (0.00171)	-0.00326 (0.00208)
Dummy = 1 if physically impaired*female	-3.059*** (0.914)	-3.709*** (1.151)	-2.604*** (0.925)	-3.031*** (1.128)
Dummy = 1 if hearing impaired*female	-2.113*** (0.661)	-2.415*** (0.814)	-2.778*** (0.783)	-3.214*** (0.963)
Dummy = 1 if visually impaired*female	-0.446 (0.650)	-0.482 (0.755)	-1.125 (0.709)	-1.250 (0.823)
Dummy = 1 if physically impaired*male	-1.795*** (0.585)	-2.042*** (0.690)	-2.188*** (0.581)	-2.462*** (0.688)
Dummy = 1 if hearing impaired*male	-0.864 (0.668)	-0.911 (0.797)	-1.329** (0.650)	-1.416* (0.769)
Dummy = 1 if Makati area	-2.111*** (0.595)	-2.477*** (0.711)	-2.293*** (0.654)	-2.616*** (0.771)
Dummy = 1 if Quezon area	-1.294** (0.561)	-1.451** (0.655)	-1.643*** (0.584)	-1.841*** (0.680)
Dummy = 1 if Valenzuela area	-1.794*** (0.682)	-2.055** (0.818)	-2.025*** (0.717)	-2.293*** (0.854)
Years of schooling (Mother)				
Years of schooling (Father)				
Constant	3.389 (2.227)	1.699 (2.806)	4.514* (2.352)	3.163 (2.938)
Observations	366	366	300	300

Nexus of education and employment (Bangladesh)

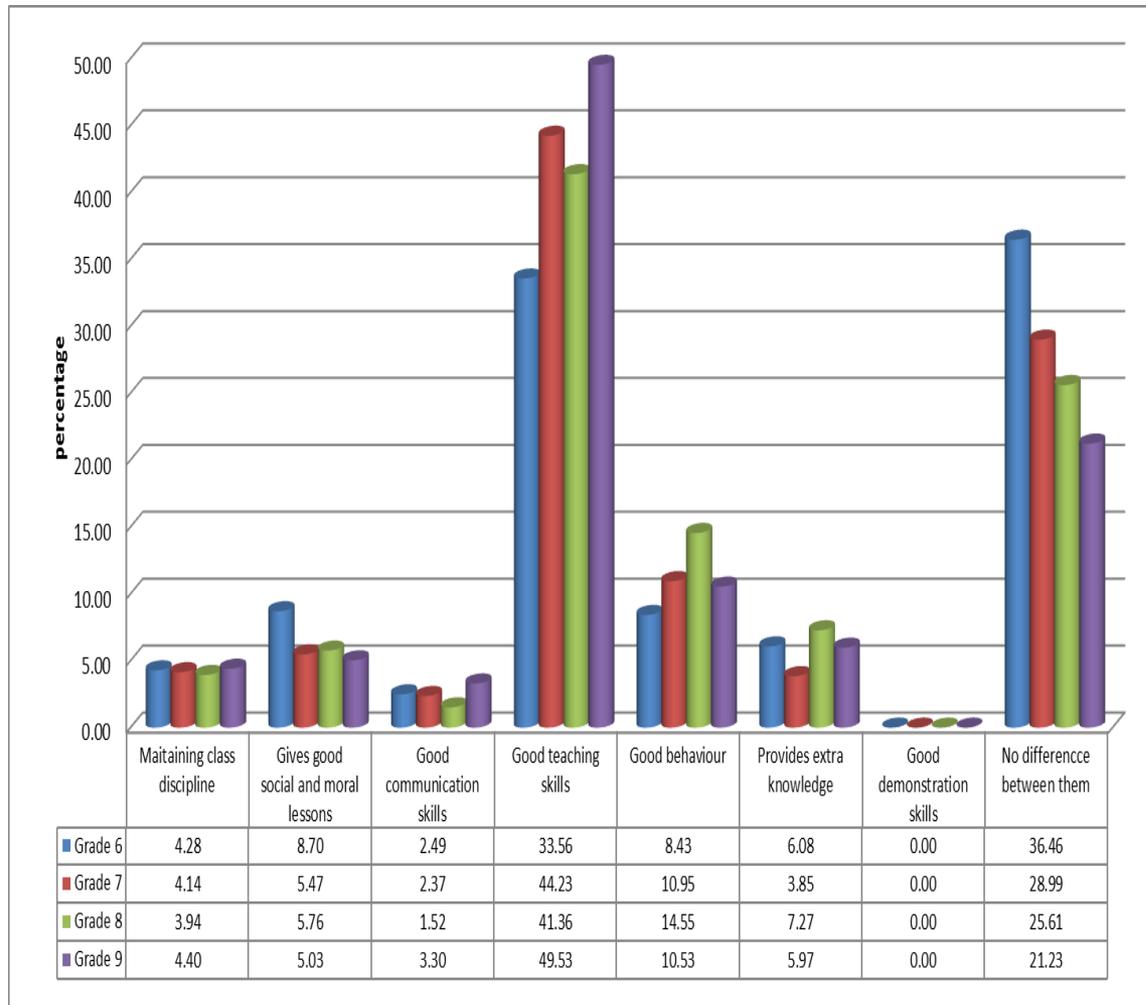
Regression results of employability and occupational choice for total sample

Variable	(1)	(2)	
	Base outcome: Not working	Base outcome: Day labour	
	Working	Self-employed	Employee
Dummy = 1 if female	-0.798*** (0.004)	-0.043*** (0.008)	0.114*** (0.007)
Age	0.004*** (0.000)	0.004*** (0.000)	0 (0.000)
Married	-0.035*** (0.006)	0.133*** (0.014)	-0.115*** (0.012)
Years of schooling	0.002*** (0.000)	0 (0.001)	0.027*** (0.001)
Visual impairment	-0.004 (0.007)	0.041*** (0.015)	-0.009 (0.012)
Hearing impairment	-0.038** (0.017)	-0.058* (0.034)	-0.009 (0.028)
Physical impairment	-0.046** (0.021)	-0.001 (0.037)	-0.025 (0.031)
Cognitive impairment	-0.206*** (0.051)	0.138 (0.096)	-0.076 (0.070)
Difficulty in self-care	-0.098* (0.055)	0.224 (0.143)	-0.116 (0.095)
Difficulty in communication	-0.189*** (0.056)	-0.05 (0.139)	0.1 (0.137)
Dual impairment	-0.079*** (0.018)	-0.038 (0.030)	-0.037 (0.024)
Multiple impairment	-0.232*** (0.032)	-0.07 (0.049)	-0.007 (0.040)
Log monthly expenditure	-0.013*** (0.004)	0.196*** (0.009)	0.044*** (0.007)
Dummy = 1 if remittance	-0.053*** (0.004)	0.030*** (0.011)	-0.025*** (0.008)
Dependency ratio	0.027*** (0.009)	0.250*** (0.021)	-0.122*** (0.017)
Number of observations	29622	15331	15331

Nepal's model of inclusive employment (Lamichhane, 2016)

- Educated individuals with visual impairments employed as teachers in mainstream schools among employed individuals with visual impairments, 41.46 percent worked as teachers in mainstream schools (Lamichhane, 2012)

Students perception on the strengths of teachers with visual impairments



Disability and global situation on employment

- Between 600 and 650 million people with disabilities around the world (WHO, 2011), more than 470 million of them are of working age (ILO, 2007)
- On average, PwDs' employment rate was 44%
- For non-PwDs' employment rate = 75%
- PwDs' inactivity rate was about 2.5 times higher than that of non-disabled people (49% and 20%, respectively) (Organization for Economic Cooperation and Development (OECD 2010))

Labor Force Participation and Occupational Choice

- Research from Bangladesh, Cambodia and Nepal (Lamichhane, 2015) indicates:
Disabled people are unemployed or underemployed
- Even if employed, mostly in informal sectors
- In India, 87 percent of disabled individuals working in the informal sector (Mitra and Sambamoorthi 2006)

Labor Force Participation and Occupational Choice

- From the data of Bangladesh, those with severe or multiple disabilities are less likely to get a job
- Factors such as the severity of their impairments and workplace accommodation that does not meet their individual needs.
- In the Philippines, the lower rate of employment for women with disabilities is observed and can be attributed to factors such as dual discrimination, faced by an individual first as a woman and secondly as a woman with disabilities

Labor Force Participation and Occupational Choice

- Disabled people may choose self-employment or part time job in absence of:
 - flexibility in scheduling,
 - proper time to prepare for work,
 - to travel to and from work, and to deal with health concerns,
- self-employment means mostly lower incomes and fewer opportunities for social participation.

Barriers to Entry into the Labour Market

- Poor access to education and training
- Inaccessible workplace
- Employer's misconceptions
- Perceived Low Productivity
- Perverse Disincentives to Working
- Wage Disparity

Strategies for increasing employment

- Nondiscriminatory behavior in hiring
- Workplace accessibility and reasonable accommodation
- Enhancement of skills by PwDs
- Changing employers' attitude
- Quota system; affirmative action; VS equal opportunity and fairness