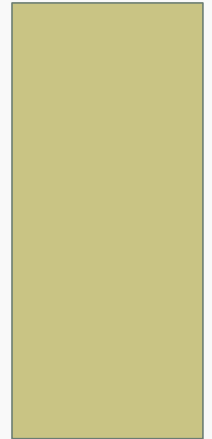


DISABILITY AND EDUCATION IN JAMAICA

INFORME GEM REGIONAL 2020: WEBINAR #3

THURSDAY, JULY 18, 2019

ANNICIA GAYLE-GEDES, PH.D.



OUTLINE

1. Disability and inequality: measurable socioeconomic deficits (PWDs vis non-PWDs) & Intersectionality of disability with multiple forms of discrimination such as racism, sexism, and classism
2. Legislative and public policy framework and coordination mechanisms to support inclusive education
3. Key Policy/Programme Issues

PERSONS WITH DISABILITIES (PWDS)

- **PWDS:** those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others (United Nations Convention on the Rights of PWDS).
- **Inclusive education:** the process that focuses on the full and effective participation, accessibility, attendance, and achievement of all students, especially those who, for different reasons, are excluded or at risk of being marginalized (2020 GEMR Concept Note).

PERSONS WITH DISABILITIES (PWDS)

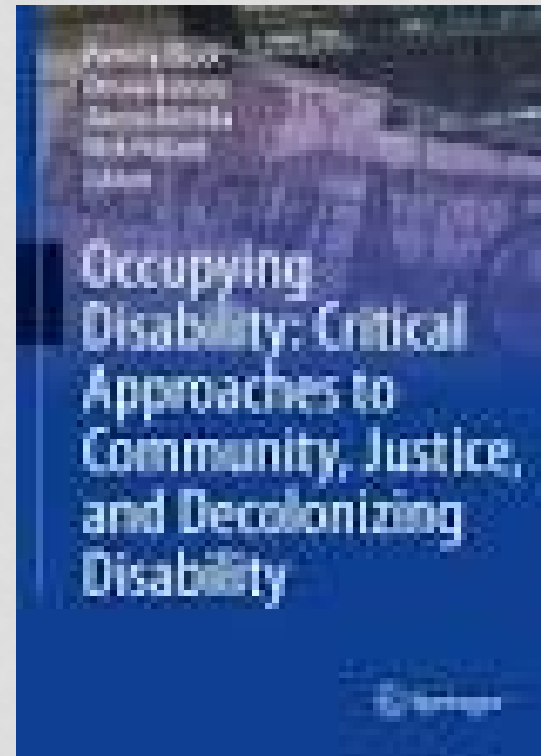
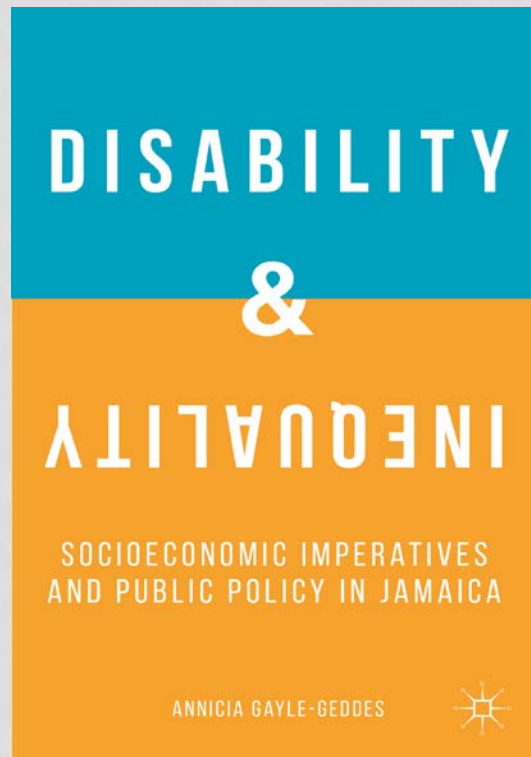
- **Social Inclusion:**
- Improving the ability, opportunity, and dignity of those disadvantaged on the basis of identity (World Bank)
- **Intersectionality:**
- complex, cumulative way in which multiple forms of discrimination intersect especially experiences of marginalized individuals or groups (Kimberlé Crenshaw).
- Example: disability, ethnicity, and gender.

DATA PAUCITY

- **“We start off not really knowing accurately what is our disabled population” (PWDs)**
- Select Factors:
 - Incongruent ways of measuring disability
 - Perception of what constitutes a disability
 - Census Estimates: Under-reporting & exclusion of institutional population.
 - Communication barrier with deaf respondents, even with the presence of an interpreter.
 - Dated Data

DATA PAUCITY

- Research Methods for the Study:
 - Qualitative and Quantitative
 - Primary and Secondary Data



PREVALENCE

- 15.3% of the world population (WDR 2011)

Country	2000 ¹			2010 ²		
	Male (%)	Female (%)	Total (%)	Male (%)	Female (%)	Total (%)
Antigua & Barbuda	4.4	5.7	5.1	2.1	2.9	2.5
Aruba ^a	5.8	5.4	5.6	6.6	8.0	7.3
Bahamas	4.0	4.5	4.3	3.1	2.7	2.9
Barbados	3.8	4.2	4.0	4.8	5.8	5.3
Belize	6.0	5.9	5.9	3.2	3.4	3.3
Bermuda ^a	4.2	4.9	4.6	4.7	5.2	5.0
British Virgin Islands	4.8	4.8	4.8	na	na	na
Cayman Islands	3.8	4.7	4.3	4.3	4.7	4.5
Dominica ³	4.2	4.7	4.4	na	na	na
Grenada	4.0	4.7	4.4	3.3	5.1	4.2
Guyana	6.3	6.6	6.4	2.9	3.0	3.0
Jamaica	6.2	6.3	6.3	2.6	3.4	3.0
Montserrat	5.0	4.4	4.7	6.0	5.4	5.7
Netherlands Antilles ^a	8.2	8.6	8.5	na	na	na
St. Lucia	4.7	5.1	4.9	na	na	na
St. Vincent and the Grenadines	4.3	4.6	4.4	na	na	na
Trinidad and Tobago	4.0	4.2	4.1	4.2	4.3	4.3
Turks and Caicos Islands (2012) ³	na	Na	1.2	na	na	na

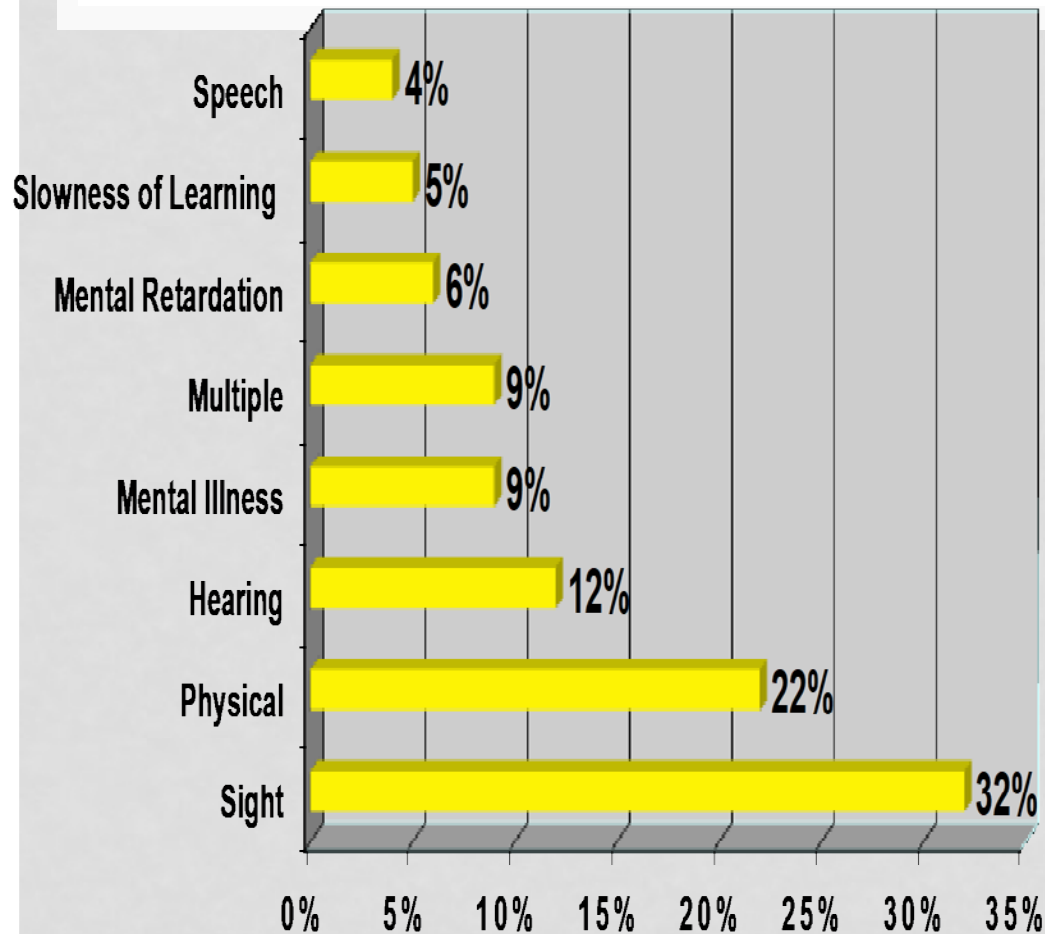
CHILDHOOD PREVALENCE

- Multiple Indicator Cluster Survey (MICS):
- Jamaica 15% (2005) and 24% (2007)
- Guyana 14% (2014) and 18.9% (2006)
- Suriname 23.7% (2006)
- Trinidad and Tobago 16.1% (1984)
- Barbados 8% (2010)

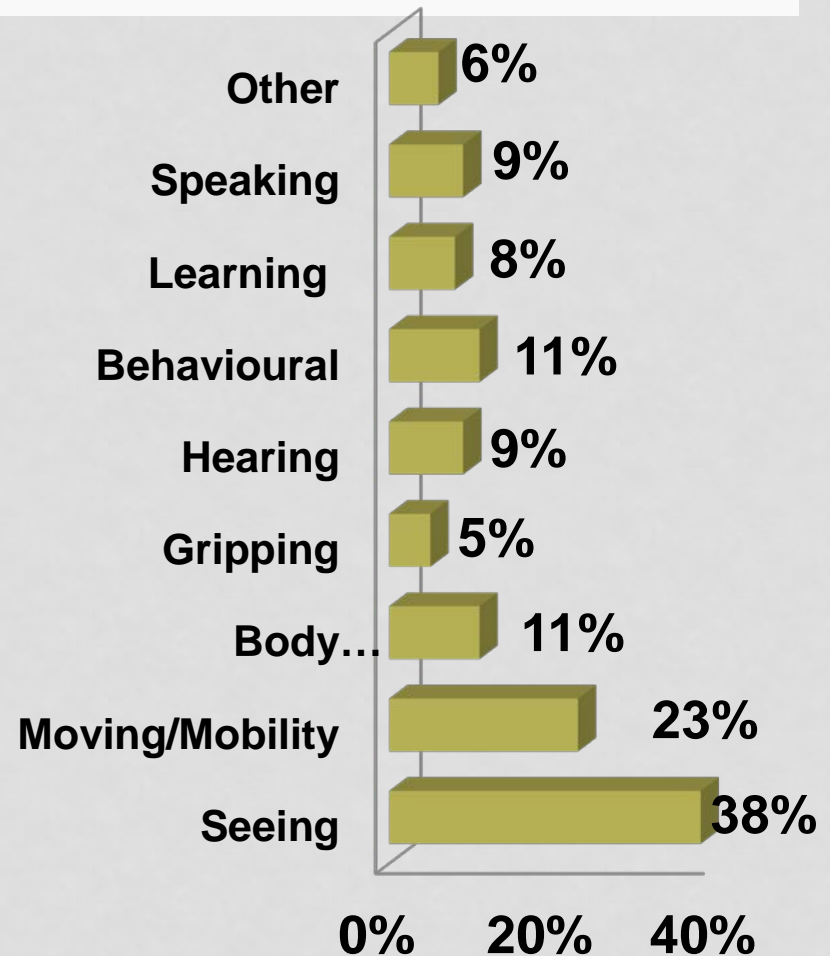
HETEROGENEITY

- **Idiosyncratic Differences:**
 - Type of Disability
 - Severity of Disability
 - Gender
 - Type of Education Accessed
 - Rural/urban location
 - Age of disability onset

TYPES OF DISABILITY (PRE-WGQ)

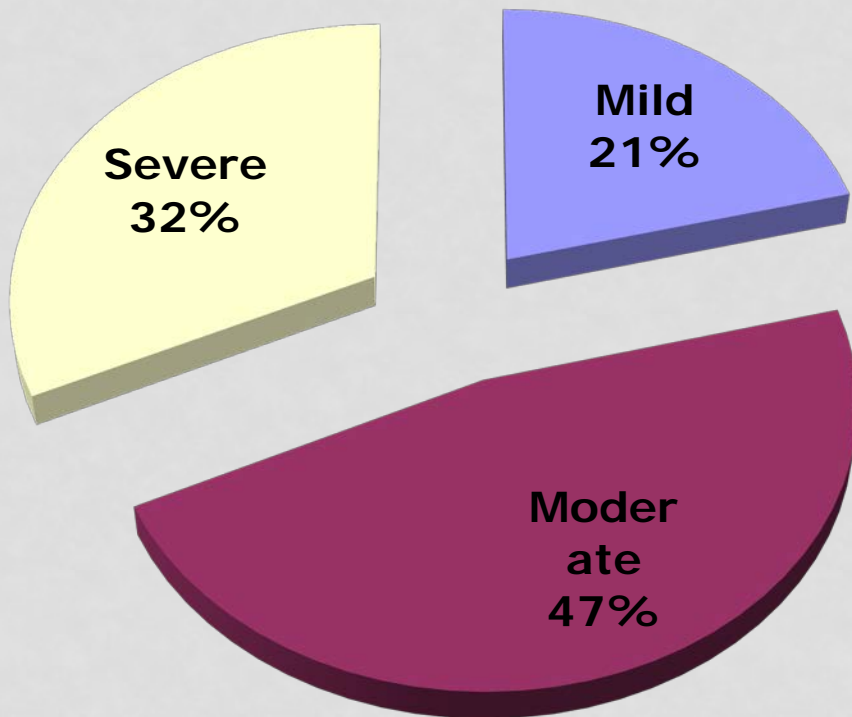


JAMAICA (2004)



TRINIDAD & TOBAGO (2000)

DISABILITY SEVERITY: JAMAICA



- **Severity - Children:**
- 69% mild
- 19.3% moderate
- 5.6% severe or profound
- (Thorburn et al. 1992)

- **Severity – Working Age Pop. (2004)**

POVERTY - JAMAICA

- 25% of PWDs poor compared to 20% of non-PWDs (SLC 2012).
 - A disabled household (HH) member increases probability of HHs being poor by:
 - 13.4% HHs multi-dimensionally poor;
 - 9.7% for HHs consumption poor; and
 - 6.3% for HHs both multi-dimensionally and consumption poor
- (Caribbean Development Bank 2016).

SOCIOCULTURE

- *"...society is designed for the accommodation of people without what we call disability...there are more difficulties to overcome for PWDs" (PWDs).*
- Traditional functional limitations approach:
 - *"Disability means people's inability to do certain things independently" (PWDs).*
 - *"If you are disabled, you are supposed to be parked somewhere, not to be seen by the public – you mustn't have a normal life" (Caregiver).*
- Rarely seen as a positive form of identification



GLOBAL CONTEXT

- **Salamanca Statement (1994) & Dakar Framework for Action (2000)**
- **The Sustainable Development Goals (SDGs)**
- **SDG 4** – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- **Convention (UNCRC) on the Rights of Persons with Disabilities:**
 - 11 signatories from the Caribbean Community (CARICOM) including Jamaica & 2 accession
- **Other Conventions** such as the CRC and CEDAW

ENGLISH-SPEAKING CARIBBEAN CONTEXT

- **CARICOM's Petion Ville Declaration**
- **Disability Legislation:**
 - Guyana (2010), Bahamas (2014), Jamaica (2014), Cayman Islands (2016) and Antigua and Barbuda (2017).
- **Policy:**
 - Guyana (1997), Jamaica (2000), Trinidad and Tobago (2006), and Cayman Islands (2014)
- **Education Act – Jamaica**
- **Draft Special Education Policy - Jamaica**

EDUCATION AND TRAINING

- Education is a human right and imperative for independence
- Education's capacity to sharpen innate abilities with added skills as well as facilitate the realization of full potential is particularly important for marginalized PWDs
- PWDs are structurally marginalized through:
 - lack of access to education overall
 - access to sub-standard education not commensurate with needs.
- Two-thirds of PWDs wanted to pursue further studies

EDUCATION AND TRAINING

- Undervalued educational abilities of PWDs
- Education and training is a highly valued:
 - *"social mobility is impossible without education"* (PWDs).
 - *"so long as they [PWDs] don't have any barricades, no one to let them feel like they can't achieve what they set out to do, they function just as well as others without disabilities"* (Caregiver).

EDUCATION AND TRAINING

- 18% of children with disabilities (CWDs) 5-14 years were not being educated vs 4% of non-disabled children (ECLAC 2011).
- **8 Countries:** Antigua and Barbuda, Bahamas, Barbados, Grenada, Netherlands Antilles, Saint Lucia, Saint Vincent and the Grenadines, and Trinidad and Tobago.

EDUCATIONAL ATTAINMENT - JAMAICA

Education Level	Frequency (%)				
	1991		2001		2004
	Non-PWDs	PWDs	Non-PWDs	PWDs	PWDs
None	.7	5.7	.3	5	3.2
Pre-primary	-	.1	.3	.8	.5
Primary	3.9	5.4	17.7	30.6	10.2
All Age/Jnr .High	-	-	-	-	11.7
Secondary	87.5	82.2	68.7	51.9	61.2
Tertiary	7.8	4.2	12.4	8.3	13.3
Special	.2	2.5	0.6	3.4	-

CERTIFICATION ATTAINMENT - JAMAICA

Examination Passed	Frequency (%)					
	1991		2001		2004	
	Non- PWDs	PWDs	Non- PWDs	PWDs	PWDs	Total Pop.
None	81	90	69.8	81.1	56	74
CXC Basic	7.3	4.3	10.3	7	6.9	3
CXC Gen. 1-3 ²	4.5	2.1	7.3	4.2	9.5	4
CXC Gen.. 4+	2.5	1.2	3.9	2.1		8
GCE A/CAPE 1+	.6	.3	.8	.4	1.9	-
College Cert/Dip/ Ass. Degree	2.3	1.3	5.2	3.2	-	-
Degree/Prof. Qual.	1.8	.9	2.8	1.9	6	5
Other	-	-	-	-	19.7	2

DISAGGREGATION OF EDUCATIONAL INDICATORS

- Type of School: continuum of mainstream; both mainstream/special & special education.
- Type of Disability: VD and PD attained higher EDU & CERT compared with other disability types.
- Severity of Disability: severely and moderately disabled completed secondary and tertiary education compared to mild disabilities
- Gender: females than males completed tertiary education and had tertiary certification
- Geography: urban parishes attained higher EDU and CERT than rural

LABOUR MARKET - JAMAICA

Valuing Employment & *Employability*

- “...disability does not mean that work cannot be done...that’s depriving him of working” (PWDs).
- 34% of working-age PWDs employed compared with 59% of non-PWDs (ECLAC 2011).
 - **8 countries** noted prior
- 49% and 28% of working age PWDs were employed in Jamaica and Trinidad and Tobago versus non-PWDs at 57% and 64% (Gayle-Geddes 2016).

KEY POLICY & PROGRAMME ISSUES

- Expand overall access to quality education and training programmes
- Costing and financing of inclusive education
- Enforcement of legislative and policy commitments
- Establishment of inclusive education national coordination mechanism
- Monitor and evaluate the educational outcomes of PWDs with intersectionality lens
- Improve availability of teaching tools and systems for affordable assessment and rehabilitation
- Curricula review of special education versus mainstream institutions
- Advance Teacher training, self-advocacy and parenting support

DISABILITY ASSESSMENTS IN BORROWING MEMBER COUNTRIES (BMCs)

- develop a methodological toolkit for the conduct of gender-responsive and socially-inclusive socioeconomic disability assessments in BMCs, using participatory processes
- provide capacity-building training for BMCs
- conduct socioeconomic disability assessments in four BMCs: Grenada, Saint Lucia, Jamaica and the Republic of Trinidad and Tobago
- identify strategic priority areas for programme and project interventions in support of the sustainable development of PWDs

QUESTIONS/COMMENTS

~~DISABILITY~~



- “We can do things just the same as the average persons but in different ways...it’s just being differently able” (PWDs).