

## 論文の内容の要旨

論文題目 The Links between Disability, Education, and Employment:  
A Study from Nepal

(ネパールにおける障害と教育、雇用の連関に関する研究)

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Several studies have confirmed that better-educated individuals earn higher wages, face less unemployment, and tend to work in occupations with higher status and greater job security than their less-educated counterparts. However, in the case of persons with disabilities, almost no studies have focused on human capital investment, particularly on the wage returns to the investment in education. The lack of rigorous studies on these issues could perhaps be attributed to the limited availability of data sets with which to examine such issues. Therefore, this dissertation has examined the socio-economic status of persons with disabilities in Nepal, through the lens of education and employment. In Chapter 1, an attempt was made to draw information from existing literature on to the returns to investment in education and employment for persons with disabilities, both in developed and developing countries. However, the lack of such existing studies in developing countries has been the primary motivating factor for this research, which also attempts to apply inter-disciplinary methods to analyze education, employment and disability. In Chapter 2, the method of data collection was discussed; data collection was primarily undertaken via questionnaire-based survey and semi-structured direct interview method. Chapters 3, 4 and 5 present the

analysis of the data.

In Chapter 3, wage returns to investment in education for persons with disabilities in Nepal are estimated using a Mincerian wage equation method, in which information on the timing of acquiring impairments during school-age years has been used as identifying instrumental variables for years of schooling. Along with the primary data collected for this research work, nationally representative survey data from the Nepal Living Standard Survey 2003/2004 (NLSS II) was also employed for Chapter 3. After controlling for endogeneity bias arising from schooling decisions, as well as sample selection bias due to endogenous labor participation, the estimated rate of returns to education is very high among persons with disabilities, ranging from 19.4 to 32.2%. One significant finding was that, across the board, persons with hearing impairments had fewer years of schooling than their counterparts with visual or physical impairments. This confirms the crisis of the lack of schools for students with hearing impairments. Finally, the coexistence of these high returns to education and limited years of schooling suggest that there are several interacting barriers, some of which are discussed in more detail in Chapter 5.

Chapter 4 discusses evidence supporting the hypothesis that education plays a crucial role for persons with disabilities seeking employment. Longer years of schooling are associated with certain patterns of occupational choices: specifically, education leads to individuals with disabilities

getting full-time and white collar jobs. The chapter presents such findings as economic independence, greater social inclusion, and greater job satisfaction as results of white-collar or full-time employment. Other quality-of-life benefits of employment include greater social participation, more friends, greater respect in the community, increased confidence, and discovering the new abilities.

Chapter 5 discusses factors associated with dropouts among persons with disabilities. It was found that, in the range of barriers faced by persons with disabilities, some factors were disability-specific, while some were common to all. For instance, the problems of building accessibility, and accessible roads were overwhelmingly cited by persons with physical impairments, while persons with hearing and visual impairments tended to focus on the lack of support systems in schools. On the other hand, barriers commonly faced by all participants included poverty, perceived negative attitudes on the part of family and community members, and lack of schools. Policies to eliminate these barriers will mitigate poverty among persons with disabilities, the largest minority group in the world.

Keywords: Disability; Nepal; Education; Employment; Returns to the Investment in Education; Occupational choice; Inclusion; Economic Independence; Supply-side barriers; Poverty; Discrimination