Developing education for disabled persons

Attitudes towards people with disabilities accumulate several challenges that prohibit them from achieving optimal qualities of education. Issues regarding discrimination and inadequate educational systems unsuitable for their abilities contribute to their exclusion from schooling and often, from society.

Factors to consider:

<table>
<thead>
<tr>
<th>Differences in Disabled VS Abled Persons Abilities</th>
<th>To understand what approach should be taken to develop the educational system for a the disabled, it is essential to learn what the differences are in their abilities. Factors including their ability to retain information, teaching styles, social behaviours etc. may influence their way of learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Altered Educational System</td>
<td>It is important to look into the existing educational systems globally that have been altered for disabled persons. Through this, the changes of the regular education system can be clearly seen. Statistics on the success rates of these altered educational systems must also be assessed.</td>
</tr>
<tr>
<td>Multi-Sectoral Approaches</td>
<td>Enables people also face discrimination from the external community. As a result, factors such as transport, social services for assistive devices, health etc. may not normally correspond with the abilities of the disabled. Enabling access to these basic necessities must be investigated and assessed.</td>
</tr>
</tbody>
</table>

Consequences of the Issue

Many disabled children around the world are often denied their right to education. Factors that include special assistance, health services and transport create obstacles for the child's ability to learn. Researchers at the World Health Survey have deduces that in 14 of 15 low and middle income countries, people of working age with disabilities were approximately one third less likely to have completed their primary education. Additionally, statistics on the educational system in Bangladesh have found that only 30% of people with disabilities had completed primary school.

Not having chosen to possess a disability, this condition has integrated to become a social factor that results in many education systems rejecting disabled children from attending school. In addition to this, the matter of altering the schools methods, structures and services for these children have affected accessibility factors to education. According to the United Nations Centre for Human Rights, about 2% of children with disabilities have access to the necessary
services. These services and special facilities also increase the cost of providing education for a disabled child by 2.3 times the regular amount. Many governments have chosen to prioritize other matters of politics and social issues over providing disabled children with their right to education.

Potential Solutions/Guiding Questions

1. What other educational systems exist for disabled people?
   a. Are any of these educational systems successful?
   b. What factors have been changed from the regular education system in the altered system?

2. What effects does external and social discrimination have on the disabled individual?
   a. Has their learning ability been affected as a result of this?

3. What are the additional necessities/services/facilities that a disabled child may need within the education system?

4. How have governments responded to the matter of developing education for disabled persons?

Yasmin Addam
Deputy Secretary General