

Definition and Goal of Debate

The term of accessing education typically refers to the ways in which educational institutions and policies strive to ensure that students have equal and equitable opportunities to take full advantage of their education. Discrimination against people with disabilities accessing equal education is a big global issue that must be addressed. It must be recognised that disabilities can be physical, sensory or intellectual. They face some of the most significant barriers in accessing quality education. We must ensure that people with disabilities gain access to the education that they need to thrive in life and receive the help and facilities that they require to gain fair outcomes after their education. It is crucial that we put an end to all the excuses made and invalid reasonings behind the discrimination towards those with disabilities accessing fair and equal education. What can your nation do to help overcome the challenges faced by those with disabilities when accessing equal education? What can be done to allow these individuals to flourish under this service? What steps can be taken to provide people with disabilities with an equal opportunity to receive a fair result after their education? What measures can be put in place to make teaching and learning more accessible for everyone?

Causes

We should be alerted to the fact that nearly 25% of all children with disabilities are still being denied access to equal education worldwide and that 90% of children with disabilities in low and middle-income countries are deprioritized and do not have access to go to school in any case. There are many barriers faced by these individuals that must be changed. The school's physical environment is often difficult to access (both travelling to school and moving around the premises) and teaching and learning materials are poorly adapted. Many schools remain inaccessible to students, such as using wheelchairs. Schools often lack toilets and sanitary facilities changed to suit the needs of children with physical or vision impairments. Classrooms are not always set up to be suitable and comfortable enough for those who need them to be. For example, some classrooms do not always have a correct layout to allow those in wheelchairs to move around the classroom without difficulty or some spaces do not always have enough natural light, which is problematic for children with vision defects. Additionally, school transport is generally not available, and when it is, it is not adjusted for the needs of children with disabilities. Teachers generally have limited or no training in teaching children with disabilities. Teaching practices are not sufficiently designed to provide for children with disabilities. Traditional teaching techniques such as verbal repetition does not offer alternative options for children with visual or intellectual disabilities and textbooks and worksheets are often inadequate and inaccessible for students who may not be able to see well.

Impacts

Many parents don't send their children with disabilities to school as they feel the need to protect them. Many parents would like to send their children, but fear that they wouldn't be accepted by the school and by the community as a whole, that they would be ridiculed and bullied. People sometimes think that because they have a disability, there is no point in sending them to school, that they are unable to learn, especially if they know the schools don't know how to adapt to them. So many prejudices drive children with disabilities out of school, jobs and society and keep them in poverty. The current schooling system set up for those with disabilities generates new crises for those children: of feeling left out among peers, of being treated as different, of missing school subjects, of not joining classmates in after-school activities or trips, of disappointment, demoralisation, of not wanting to go to school at all. There are numerous negative effects on these children's wellbeing and are made to feel worried or anxious. While it is so important for individuals with disabilities to physically have more equal access to education, the emotional effects due to the lack of access and adaptability to the thrive within the school needs to be solved.

