Analysis of Education for Children with Disabilities

SDG Target

Children with disabilities are ten times less likely than their peers to attend school. Even if they go to school, they are more likely to drop out early because their education is often inferior to that of their peers. Furthermore, there is a lack of awareness about their learning needs in their communities and among teachers, which is often fueled by biases regarding disability.
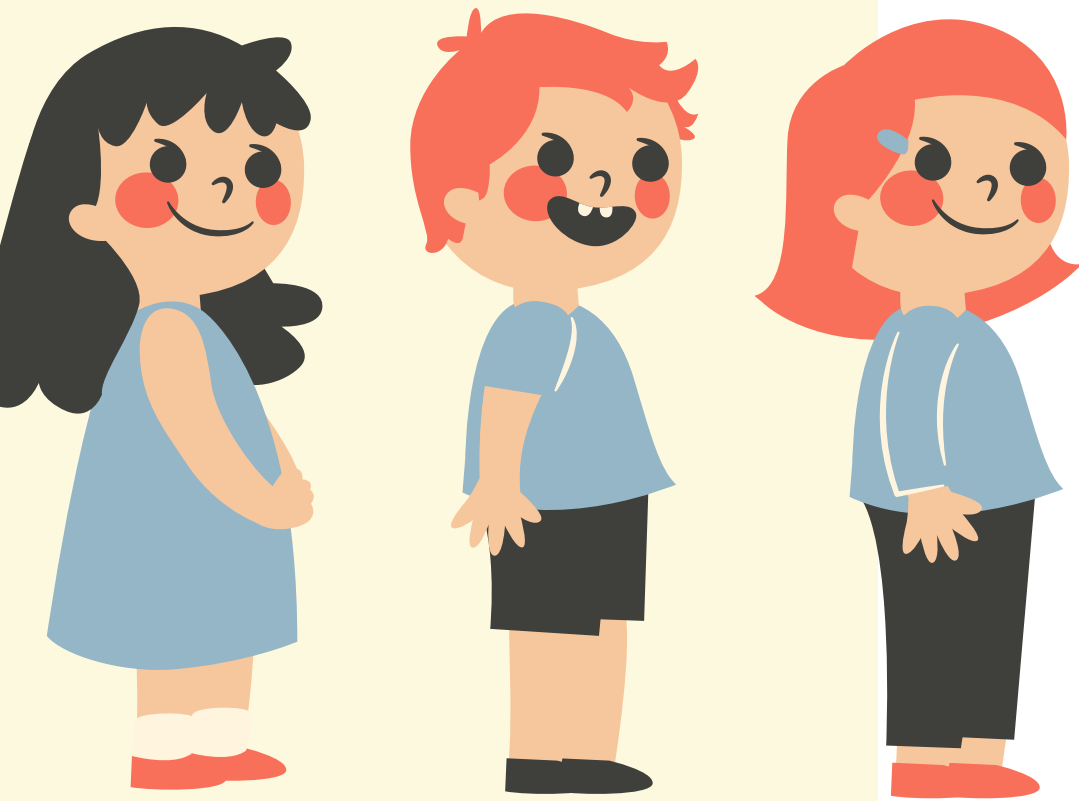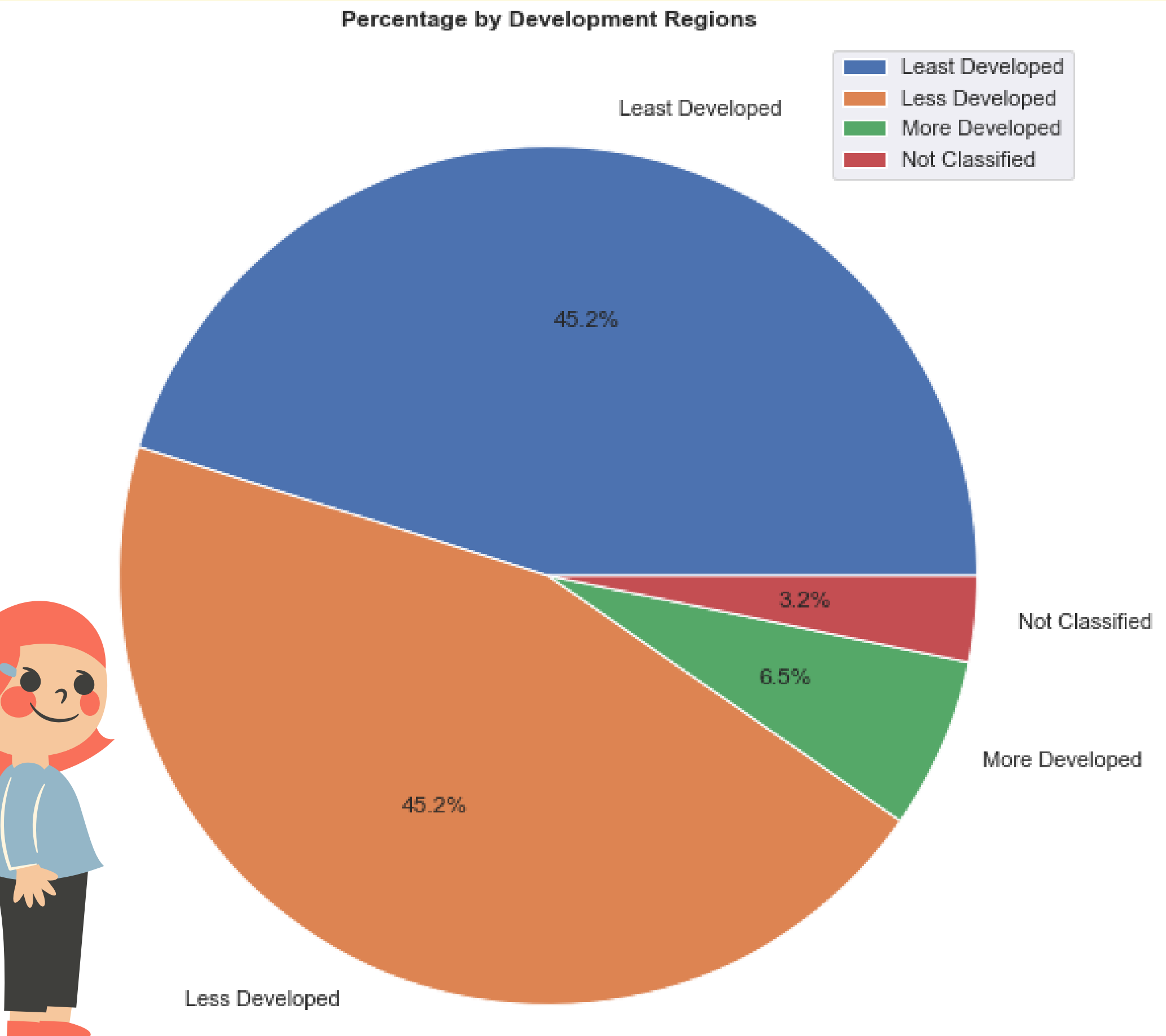
Statement of the Problem

Disabled children, despite their differences, can learn, all they require is the implementation of appropriate teaching and evaluation procedures. The ability to integrate those adjustments might lead to improved outcomes for disabled students.
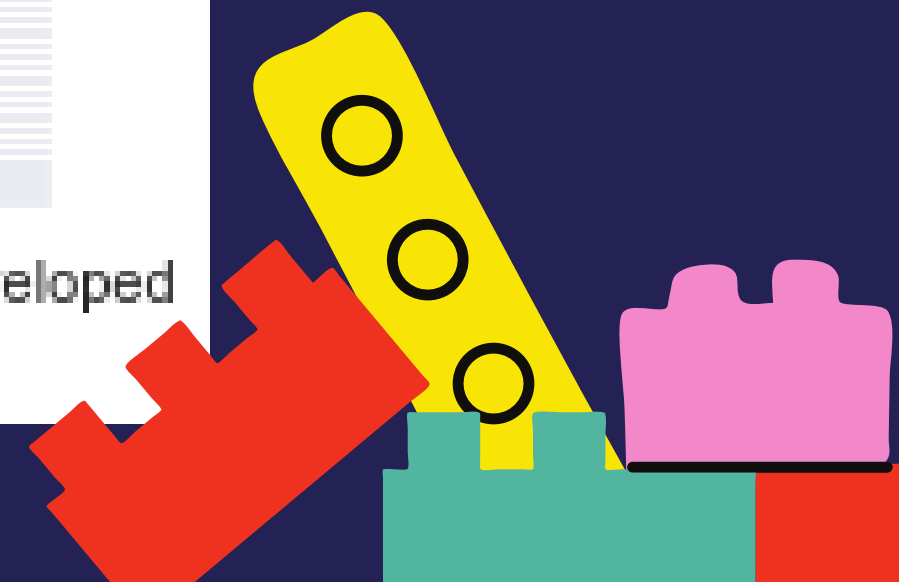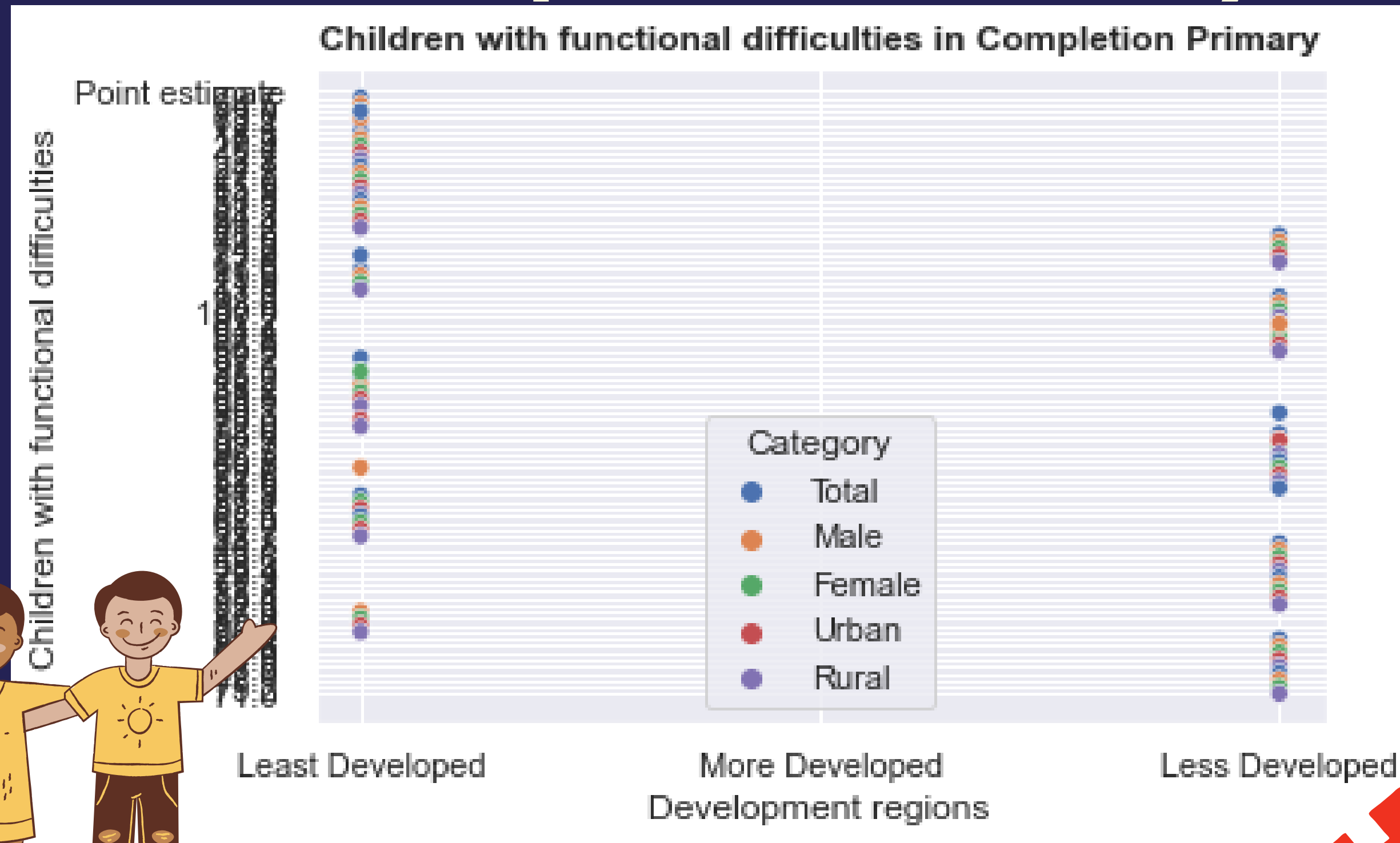
Methods

in this study we use a qualitative approach to explain things in order to uncover patterns and relationships that might otherwise go unnoticed. Recent study looks into new international trends in the education of children with disabilities, as well as their historical background.
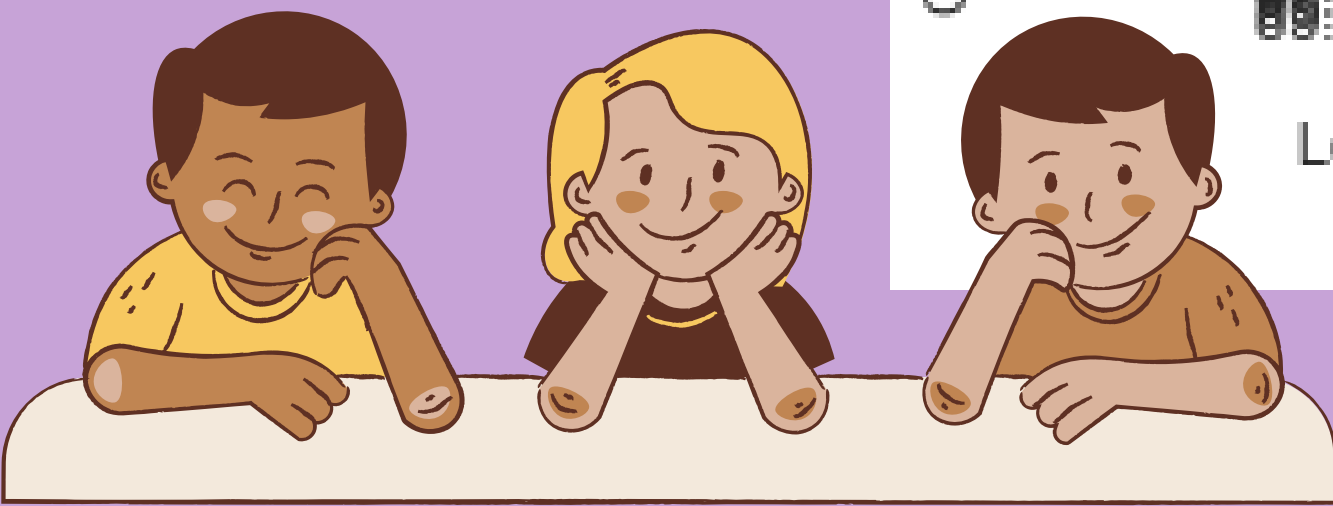
Percentage of Development Regions

Percentage by Development Regions

Least Developed

Least Developed
Less Developed
More Developed
Not Classified

45.2%

3.2%

Not Classified

6.5%

More Developed

45.2%

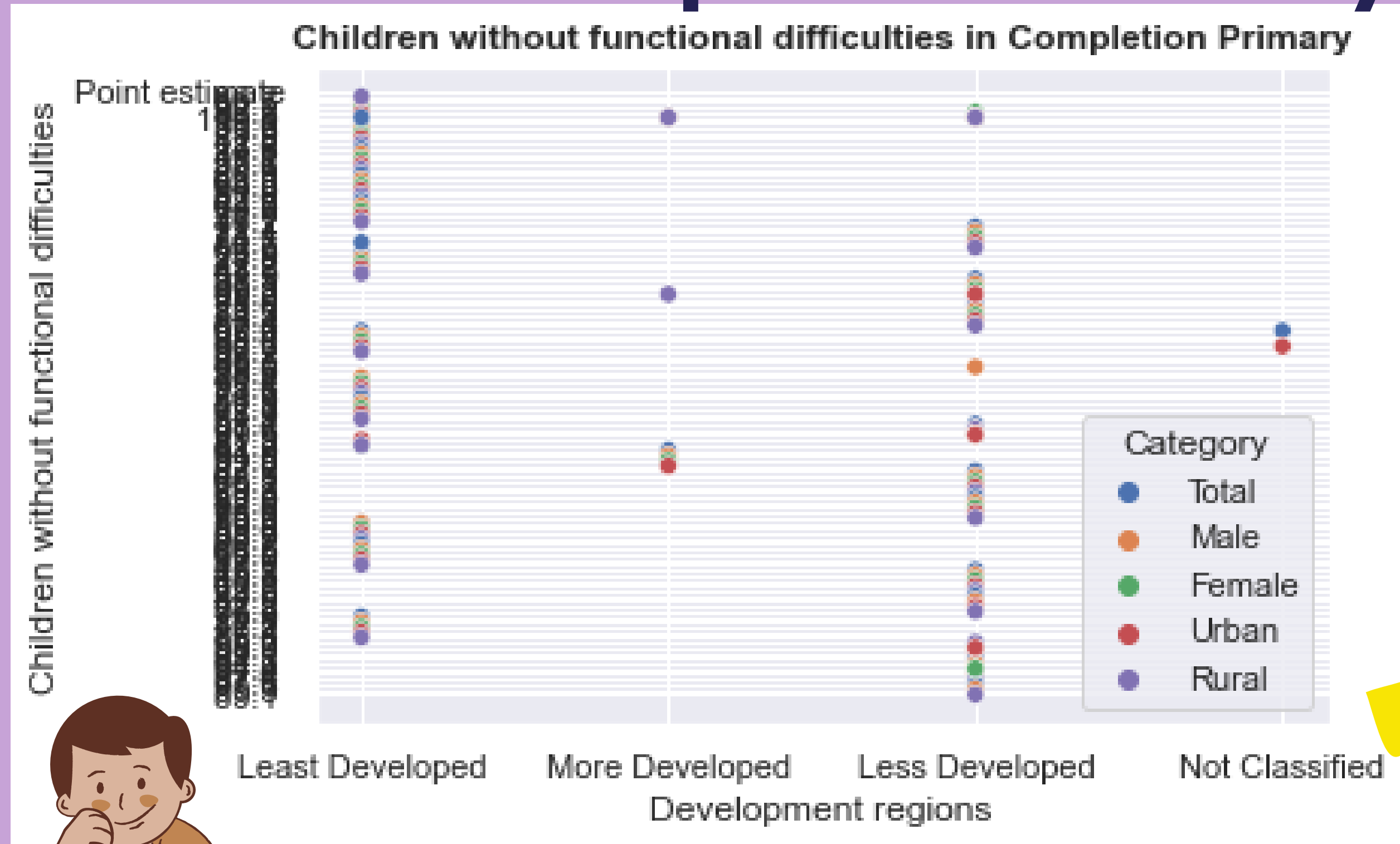Less Developed

Children with functional difficulties in Completion Primary

Children without functional difficulties in Completion Primary

Children without functional difficulties in Completion Primary

Children without functional difficulties

Point estimate
1

Development regions

Least Developed   More Developed   Less Developed   Not Classified

Category
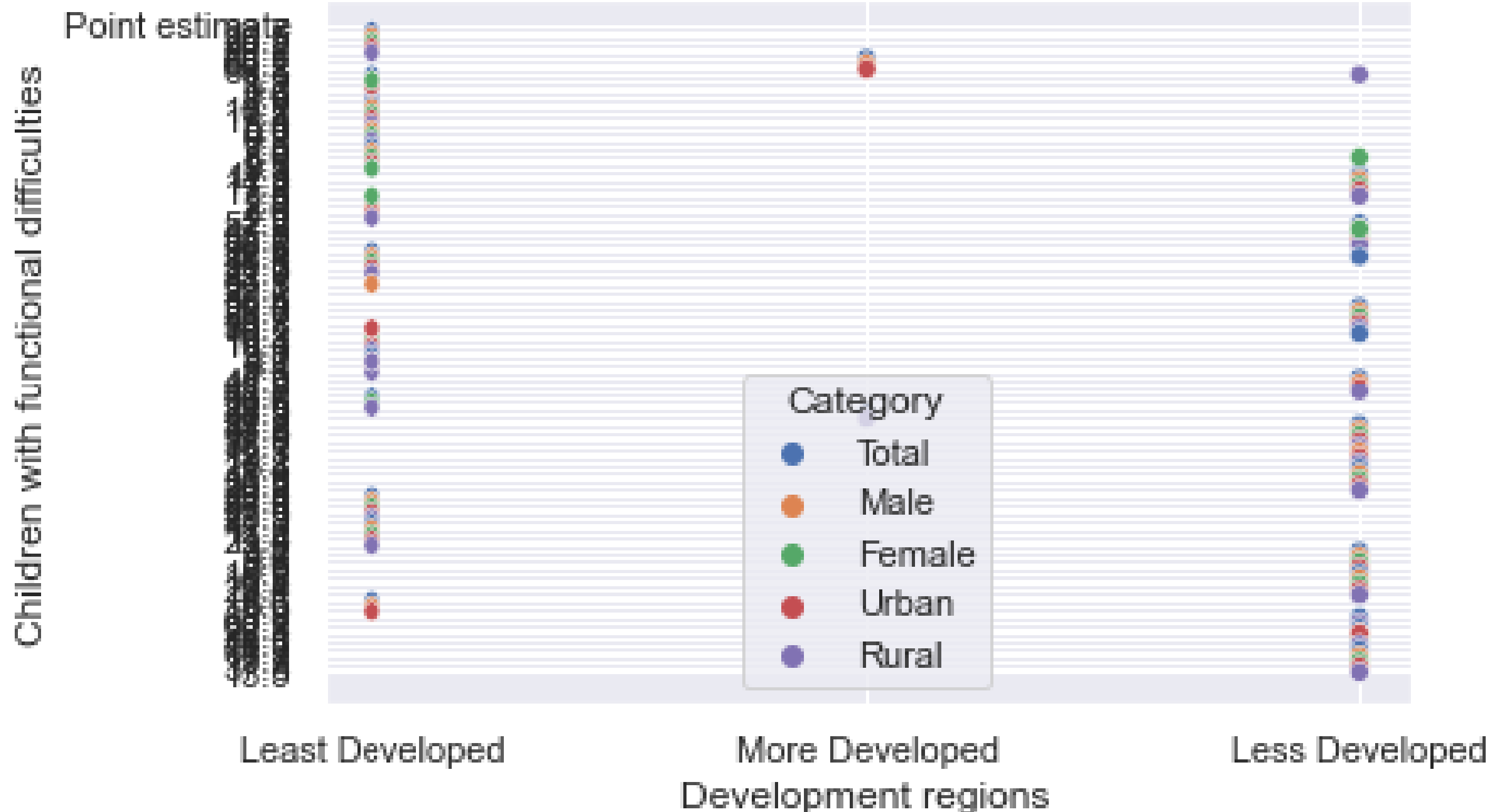- Total
- Male
- Female
- Urban
- Rural

Children with functional difficulties in Foundational Numerical Skill

Children with functional difficulties in Foundational Numerical Skill

Point estimate

Children with functional difficulties

Category
- Total
- Male
- Female
- Urban
- Rural

Least Developed | More Developed | Less Developed
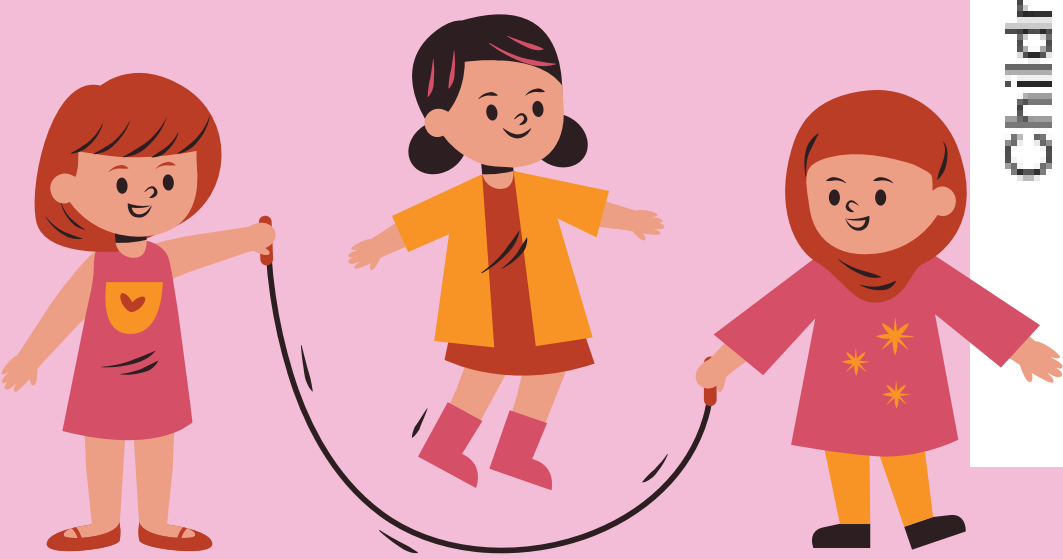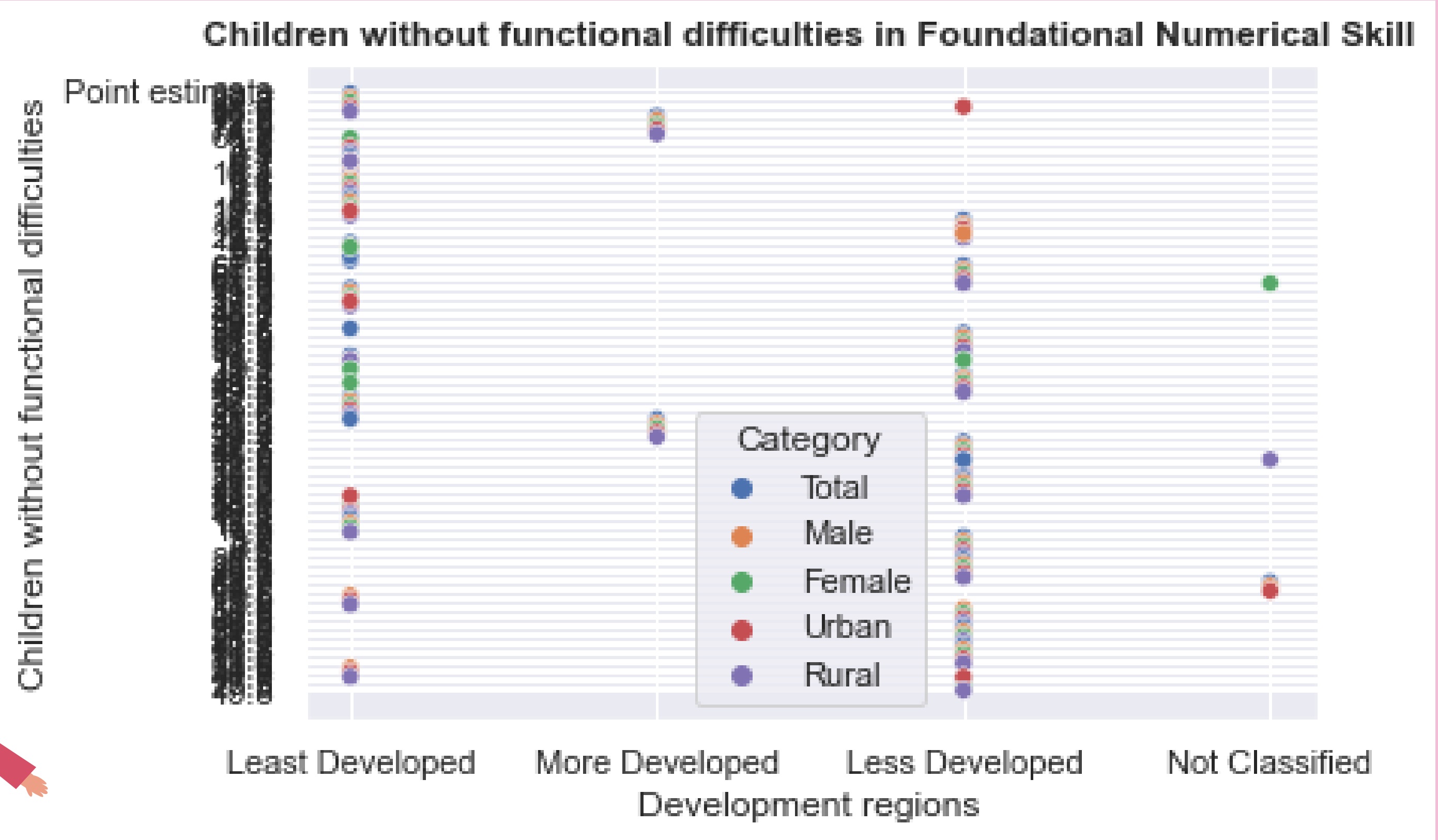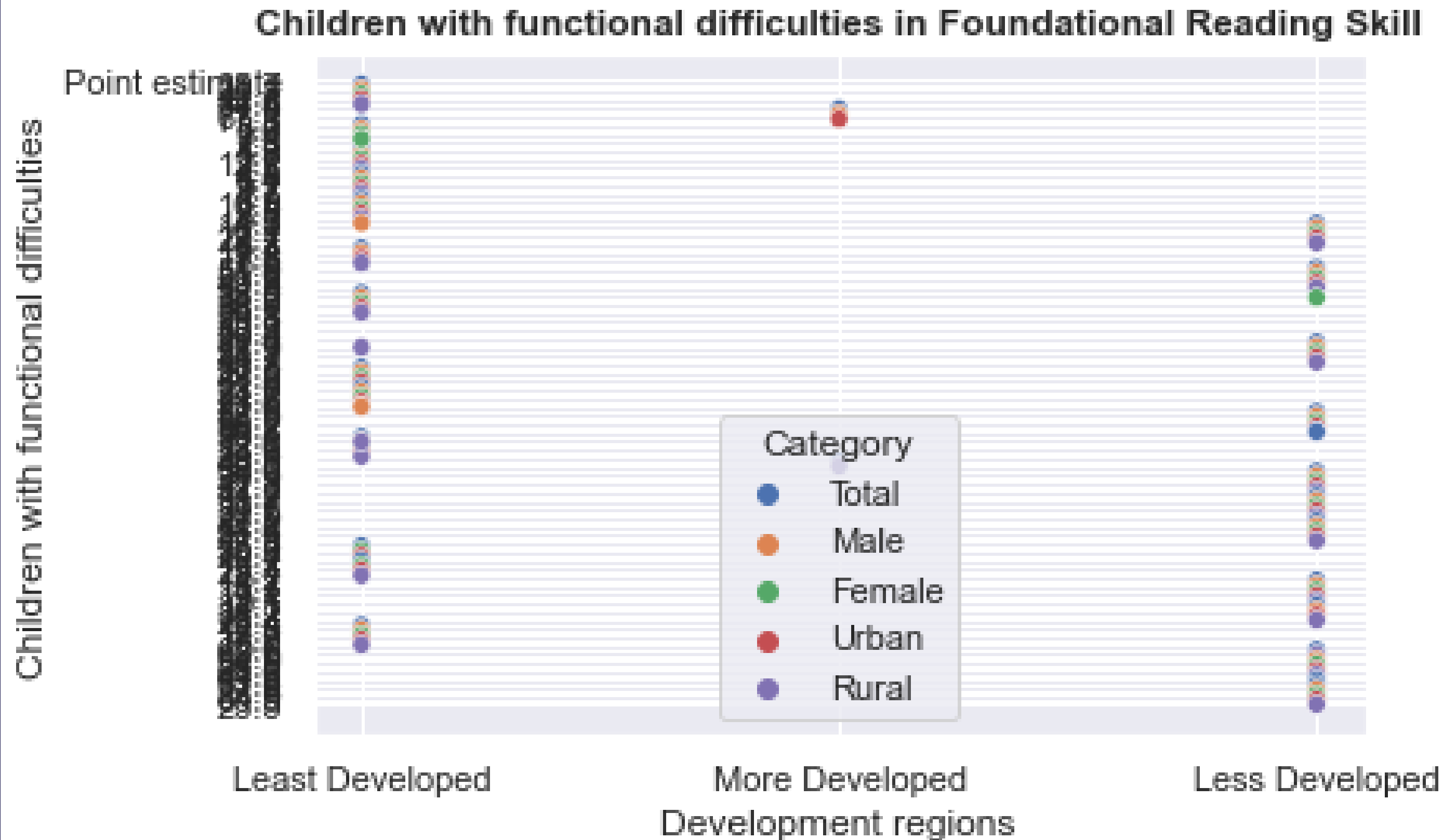
Development regions

Children without functional difficulties in Foundational Numerical Skill

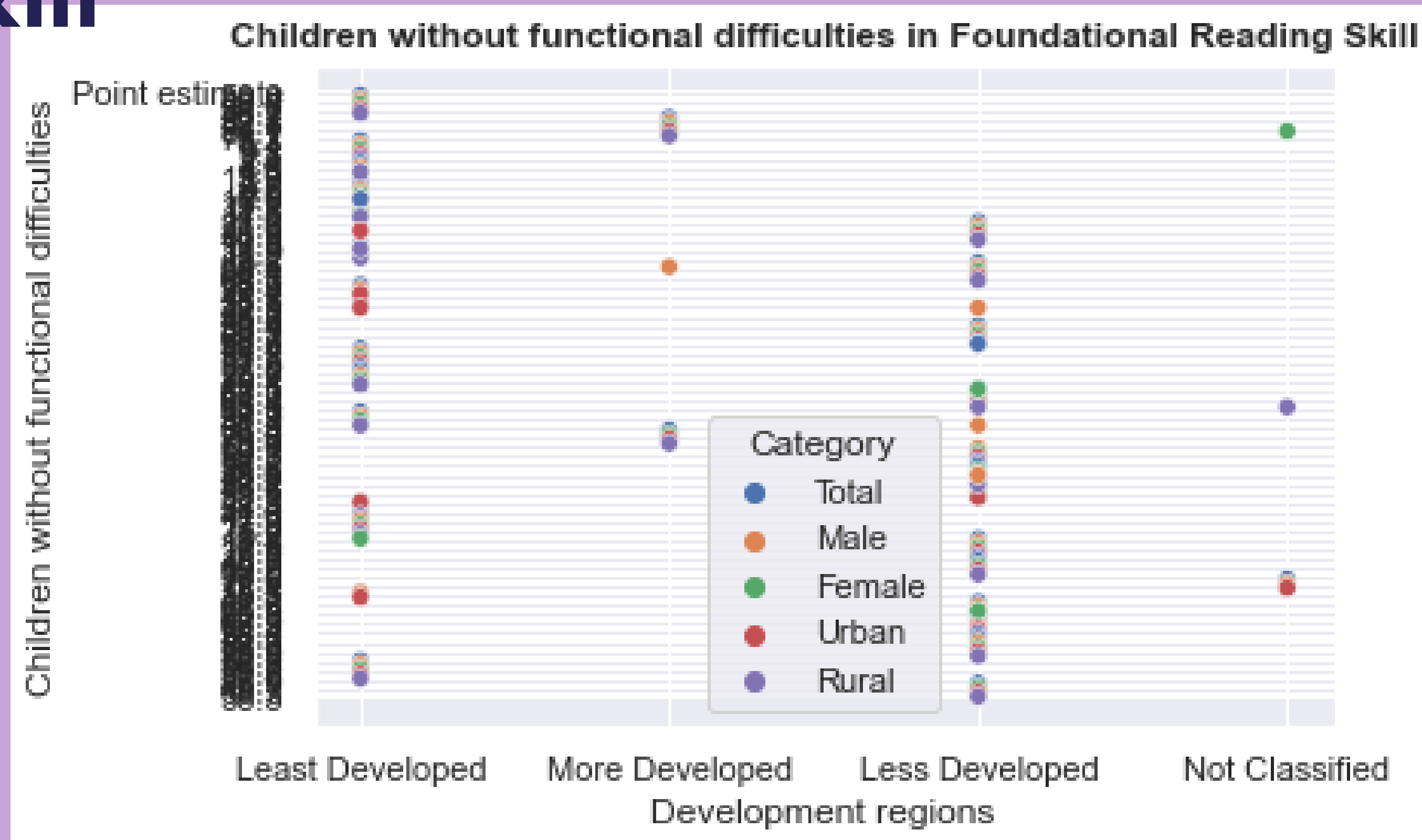Children with functional difficulties in Foundational Reading Skill

Children without functional difficulties in Foundational Reading Skill

Children without functional difficulties in Foundational Reading Skill

Dataset

Education for children with disabilities
UNICEF DATA / Dec 21, 2021

References

- https://data.unicef.org/resources/education-for-children-with-disabilities/
- https://nces.ed.gov/programs/coe/indicator/cgg
- https://www.nidirect.gov.uk/articles/children-special-educational-needs
- https://vikaspedia.in/education/parents-corner/guidelines-for-parents-of-children-with-disabilities/education-for-children-with-special-needs
- https://plan-international.org/education/inclusive-education-children-disability/
- https://www.sciencedirect.com/science/article/pii/S1877042811005805
- https://data.unicef.org/resources/children-with-disabilities-report-2021/
- https://www.bartleby.com/essay/The-Importance-of-Education-for-Children-with-PK9PTUSTC
- https://ivypanda.com/essays/the-problems-of-children-with-disabilities-and-possible-ways-of-solution-research-paper/

Recommendations

States and localities that decide to implement standards-based reforms should design their common content standards, performance standards, and assessments to maximize participation of students with disabilities.

Solutions

Students with disabilities should be included in the pilot samples as new assessments are tested and revised.