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Status – quo Analysis Reports

Activity 1 of the



Project:

Equal Access through Service Learning for Persons with Disabilities

Project Leader

Ana Lazarevska

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Note: The texts herein, in general, are included as originally submitted by the authors, i.e. they were not subject to contextual changes.

2012

EQUAL ACCESS THROUGH SERVICE LEARNING for Persons with Disabilities

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[Statistical analysis of the initial survey]

In the framework of the project Equal Access through Service Learning for Persons with Disabilities, the authors of this report ran a survey among the participants of the 4 workshops, organized within the project. A control questionnaire was given to students of the Faculty of Mechanical Engineering-Skopje; this survey was our control survey.

Statistical analysis of the initial survey* within the project

Equal Access through Service Learning for Persons with Disabilities

Authors: Dr Roza Aceska and Andrijana Kolevska

In the framework of the project Equal Access through Service Learning for Persons with Disabilities, the authors of this report ran a survey among the participants of the 4 workshops, organized within the project. A control questionnaire was given to students of the Faculty of mechanical engineering-Skopje; this survey was our control survey and it took place end of 2011.

Survey methodology

Survey methodology studies the sampling of individuals from a population with a view towards making statistical inferences about the population using the sample. Polls about public opinion, such as political beliefs, social prejudices, popular choices etc. are reported in the news media in democracies. Other types of survey are used for scientific purposes. Surveys provide important information for all kinds of research fields, e.g., marketing research, psychology, education professionals and sociology.

Our survey focused on different topics such as prejudices, beliefs (e.g. Agree or disagree: People with disabilities have different life goals and ambitions than people without disabilities) and factual information (e.g. How many people with disabilities do you have in your social circle?). Since survey research is always based on a sample of the population, the success of the research is dependent on the representativeness of the population of concern. Our representative sample was two-fold, one of the participants in the four workshops within the project and another of the students of FME. Our survey focused on society's perceiving of people with disabilities in particular in higher education. In the survey design, but also in collection, processing, and analysis of the survey we seek the connection between people's prejudices, beliefs and surroundings.

The most important methodological challenges of a survey methodologist include making decisions on how to identify and select potential sample members, contact sampled individuals and collect data from those who are hard to reach. Further on, the survey methodologist needs to evaluate the survey questions, select the mode for posing questions and collecting responses, train and supervise interviewers (if they are involved), check data files for accuracy and internal consistency and adjust survey estimates to correct for identified errors. In that sense, we have compared the answers of the target group and the control group, but also we have extracted the answers of participants that have a person with disabilities in their social circle to notice the differences.

Question design. Survey question answer-choices could lead to vague data sets because at times they are relative only to a personal abstract notion concerning "strength of choice". For instance the choice "moderately agree" may mean different things to different subjects, and to anyone interpreting the data for correlation. Even 'yes' or 'no' answers are problematic because subjects may for instance put "no" if the choice "only once" is not available. In collaboration with the volunteer Kate van Haren, we have created the questionnaire used in our survey. We have guided ourselves with these principles: We use correct spelling, punctuation and grammar style: we use specific

questions; we use a short introduction to question to refresh the memory of the respondent and to explain the question at hand.; we avoided the use of technical terms and jargon when it is not necessary; we gave the option to answer questions with multiple answers and comments; we avoided negative phrasing, to avoid confusion; we avoided words and expressions with multiple-meanings and we avoided stereotyping, offensive and emotionally loaded language.

Samples

Stratified sampling is a method of probability sampling such that sub-populations within an overall population are identified and included in the sample selected in a balanced way. We have decided to use the workshop participants as an interesting sub-population, which we assumed would be already interested in the survey subject and thus be part of our target group. Parallel with that, we ran a survey among the students of the Faculty of mechanical engineering – Skopje, which composed our control group. We aimed at a balanced numbers between the two groups. Our target group consisted of 20 participants, 16 (80% success rate) of which had returned a filled-out questionnaire back, while our control group was of 25 participants, 19 (76%) of which had submitted a completed survey sheet.

Data collection

There are several ways of administering a survey. The choice between administration modes is influenced by several factors, including 1) costs, 2) coverage of the target population, 3) flexibility of asking questions, 4) respondents' willingness to participate and 5) response accuracy. The most common modes of administration can be summarized as: telephone, mail (post), online surveys, personal in-home surveys, personal mall or street intercept survey, or hybrids of the above.

Given our project's finances frame, we have excluded the online survey option as rather costly and perhaps an inefficient way to collect data – there would have been no guarantee that our control group participants would have actually opened and answered the questionnaire. To obtain accuracy of the responses, we have used an anonymous questionnaire, while return of the questionnaire was ensured by distributing it at the beginning of a class block, asking the students to give it back by the end of the class block. In the target group of workshop participants we have distributed the questionnaire to our participants at the beginning of the events and asked for it back at the end of the events.

Survey testing

Reference periods or other recall requirements may be more difficult to accurately recall than anticipated, the design of the survey may cause sequencing errors or omissions, or order effects may occur between questions or within response options (such as primacy or recency effects), and mode effects may occur if multiple modes are used (such as self-complete administration for some respondents and verbal or computer-based for others).

To avoid these problems, we tested their survey on potential respondents from the target population prior to full-scale administration. More systematic approaches involve error analysis of self-complete forms, cognitive interviews to understand the mental process respondents use to generate answers, usability testing to ensure a form is usable (regardless of the validity of questions).

We have tested our survey by administering the survey as intended, and informally interviewed some respondents after-hand. Testing with potential respondents can also re-confirm prior decisions about the content of the survey instrument, gathering further evidence for content validity.

Response formats

A survey consists of a number of questions that the respondent has to answer in a set format. A distinction is made between open-ended and closed-ended questions. An open-ended question asks the respondent to formulate his own answer, whereas a closed-ended question has the respondent pick an answer from a given number of options. The response options for a closed-ended question should be exhaustive and mutually exclusive. Four types of response scales for closed-ended questions are distinguished: dichotomous, where the respondent has two options, nominal-polytomous, where the respondent has more than two unordered options, ordinal-polytomous, where the respondent has more than two ordered options and (bounded) continuous, where the respondent is presented with a continuous scale. In the questions of our survey we have made a combination of open-ended and close-ended questions, to make sure the survey participants would give maximum information.

Nonresponse reduction

We have used the following ways to reduce nonresponse in our survey:

Advance info-sheets. For both target groups, we have discussed the topic a priori or sent info-sheets in advance to inform the sampled respondents about the upcoming survey. In these sheets, but also in a discussion that took place while distributing the sheets, we have described the research topic. Then we expressed our appreciation of cooperation and an opening to ask questions on the survey.

Short introduction. The interviewer always started with a short introduction about this project, then about the length of the interview and goal of the interview. **Respondent-friendly survey questionnaire.** The questions asked in our survey were designed to be clear, non-offensive and easy to respond to for the subjects under study.

We have also used emotional appeals, that is we convinced the respondents that they can make a difference and we guaranteed their anonymity.

Diversity Survey Questions

1. What is your definition of a person with a disability?
2. How many people in your family or group of friends have a disability?
 - A.0
 - B. 1-5
 - C. 6-10
 - D. Over 10
3. How many students with disabilities do you think attend your factuality?
 - A.0
 - B. 1-5
 - C. 6-10
 - D. Over 10
4. Have you attended any workshops, trainings, or received information about different types of disabilities at school? Circle your answer

Yes	No
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Please explain your experience.

5. What percentage of disabilities are hidden, meaning they are not visible?
1. 20%
 2. 40%
 3. 60%
 4. 80%
6. Identify the types of physical or mental disabilities that you know
Read the statements below and circle response that describes your opinion
-Strongly agree- - Agree- -No opinion- - Disagree- - Strongly Disagree-
7. People with disabilities should have the same rights and opportunities as people without disabilities
-Strongly agree- - Agree- -No opinion- - Disagree- - Strongly Disagree-
Please explain your answer:
8. In Macedonia, people with disabilities are given the same rights and opportunities as people without disabilities
-Strongly agree- - Agree- -No opinion- - Disagree- - Strongly Disagree-
Please explain your answer:
9. People with disabilities have different life goals and ambitions than people without disabilities.
-Strongly agree- - Agree- -No opinion- - Disagree- - Strongly Disagree-
Please explain your answer:
10. Students with disabilities should attend different schools
-Strongly agree- - Agree- -No opinion- - Disagree- - Strongly Disagree-
Please explain your answer:
11. The government needs to provide more financial assistance and services for people with disabilities
-Strongly agree- - Agree- -No opinion- - Disagree- - Strongly Disagree-
Please explain your answer:
12. I believe that students with disabilities can learn and successfully complete coursework to receive a degree
-Strongly agree- - Agree- -No opinion- - Disagree- - Strongly Disagree-
Please explain your answer:
13. The facilities at my school are adequate for accommodating the needs of people with disabilities
-Strongly agree- - Agree- -No opinion- - Disagree- - Strongly Disagree-
Please explain your answer:

14. The professors at my school are adequately trained to make adaption in teaching methods to meet the needs of students with disabilities
-Strongly agree- - Agree- -No opinion- - Disagree- - Strongly Disagree-
Please explain your answer:
15. The support staff (ex. Financial department) are trained and know how to work with people with disabilities
-Strongly agree- - Agree- -No opinion- - Disagree- - Strongly Disagree-
Please explain your answer:
16. I believe that there should be a better representation of students with disabilities at my faculty.
-Strongly agree- - Agree- -No opinion- - Disagree- - Strongly Disagree-
Please explain your answer:
17. Because of the extra expenses students with disabilities may have when they come to my facility, I believe the government should provide financial assistance to the school and the student to help make accommodations for them.
-Strongly agree- - Agree- -No opinion- - Disagree- - Strongly Disagree-
Please explain your answer:
18. List the difficulties, if any, students with disabilities may face at your school. (ex. most of the classes do not include visual aids)
19. What improvements, if any, could your school make to increase enrollment of students with disabilities? Give suggestions:
20. What improvements, if any, could Macedonian society make to improve the living conditions of people with disabilities? Give suggestions:

Part A

The first part of the initial survey was realized in December 2011, among students at the Faculty for Mechanical Engineering – Skopje. 19 out of 25 students answered the questionnaire. To the question: How many people in your social circle have a disability?, 74 % of the students answered – none, while 26 % answered they have 1-5 people with disabilities among their friends and family. Only 16 % of the students have info about different types of disabilities, while over 50% believe that at most 5 students with disabilities attend this faculty.

Our faculty student service has no database of people with disabilities who are students at our faculty, but the number is certainly bigger. It seems our students are not prone to perceive a mild disability as a cause of problems in the learning process.

The question ‘What is your definition of a person with a disability?’ showed again that many students only think of severe mental or physical disability when they read the word ‘disability’. According to their answers, a person with a disability is one that: has physical/mental damage; is not-well, or half a person; one who has birth flaws or developmental troubles; faces physical/mental

problems in everyday life; needs special attention and treatment; has troublesome physical/mental health.

Only a few students gave answers that included less severe descriptions of disability. For instance, a person with disabilities is one that has some kind of function failure, not necessarily a big one; has troublesome physical/mental health; has trouble with adapting to some life areas; has trouble in independent functioning, or has problems with satisfying his/her personal needs.

95% of the students say that 20-40% of all disabilities are invisible, while those of them who have a person with disabilities in their social circle, estimated 40-60%, which is closer to reality. When asked to identify the types of physical or mental disabilities they know, students with a person with disabilities in their circle listed blindness (60%), deafness (60%) or mental handicap (40%), while students without a person with disabilities in their circle listed: paralysis (50%), blindness (35%), deafness (35%), autism, deformation (whatever that means) etc.

With the statement 'People with disabilities should have equal rights and opportunities.' agreed all the students, who participated in the survey. However, 60% disagreed with the statement 'In Macedonia, people with disabilities are given equal rights and opportunities.' (while 32% had no opinion).

37% of the students believe that people with disabilities have different life goals and ambitions than people without disabilities (and gave the strange explanation that a person with disabilities has only one primary goal, to become a person without a disability), while 37% disagree.

43% of the students believe that students with disabilities should attend different schools (60% of those who have a person with disabilities in their social circle also agree), while the rest have no opinion or disagree. Everyone agreed that the government needs to provide more financial assistance and services for people with disabilities in higher education. That said, 74% of the students believe that students with disabilities can learn and successfully complete coursework to receive a degree.

More than half of the students (58%) had trouble estimating if the facilities at our faculty are adequate for accommodating the needs of people with disabilities, while 32% believe the facilities are not adequate. Over 40% of the students believe our teaching staff is not adequately trained to meet the needs of students with disabilities, while only 16% were giving such an estimate for our support staff (in the student service etc.).

Over 60% agreed with the statement 'I believe that there should be a better representation of students with disabilities at my faculty.' (80% of those with a person with disabilities in their social circle agreed). Because of the extra expenses students with disabilities may have when they come to our facility, 90% of the students believe that the government should provide financial assistance to the school and the people with disabilities to help make accommodations for them.

When asked to list the difficulties, if any, that students with disabilities may face at our faculty, most (over 40%) gave examples of lack of physical access (lack of elevators, ramps), then lack of adapted books, not well-trained teachers etc. Only one listed stereotypes as a difficulty, which a student with disabilities would face.

Surprisingly, suggestions for improvements our faculty could make to increase the enrollment of students with disabilities, came mostly from students with no people with disabilities in their circle. They listed customized classrooms, customized lessons, special free transport, elevators and partial reimbursement as ways to improve the accessibility to higher education for people with disabilities. Also, they suggested additional training of the staff, getting specialized software, adapting the lecture mode and improving the teaching methods.

When asked to give a comment on the possible changes our society could make to improve the living conditions of people with disabilities, the students mostly listed raising the tolerance for people with disabilities and the awareness for people with disabilities, also suggested adapted (even adaptive) education system, a systemized survey of the needs of people with disabilities, organizing info-lectures in schools and other institutions and called for awakening of the human potential in all of us.

We here give the table with answers of the control group; и1- и19 is labeled the answers of person 1-19 vertically, while 1-20 are the labels of the survey questions horizontally. The labels

сс	с	HM	HE	СП
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stand for

I strongly agree	I agree	I have no opinion	I disagree	I strongly disagree
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(Used abbreviation: PWDs - People with disabilities)

Qu.	1
person	Keywords
и1	0
и2	0
и3	Physical, mental damage
и4	Half-person
и5	Flaw by birth
и6	Physically, mentally not well
и7	Physical/mental disability
и8	Invalids/ mentally disturbed
и9	/
и10	Physical/mental disability
и11	Flaw by birth
и12	Physical/mental disability/flaw
и13	In need of special attention and care
и14	Trouble in physical/mental development
и15	Disability that may not be a flaw
и16	Trouble with satisfying own basic needs
и17	Everyday need of assistance
и18	Inability in adapting to some areas of life
и19	In need for help

10					10з	11					11з	12					12з
сс	с	нм	не	сп		сс	с	нм	не	сп		сс	с	нм	не	сп	
0	0	0	1	0	/	1	0	0	0	0		0	1	0	0	0	
0	0	0	1	0	*10.2	0	1	0	0	0		0	1	0	0	0	
0	0	1	0	0		0	1	0	0	0		1	0	0	0	0	
1	0	0	0	0		1	0	0	0	0		0	0	0	1	0	
0	0	1	0	0	*10.5	1	0	0	0	0	*11.5	1	0	0	0	0	
0	0	0	1	0	*10.6	1	0	0	0	0	*11.6	0	1	0	0	0	*12.6
0	0	0	1	0		0	1	0	0	0		0	1	0	0	0	
0	1	0	0	0		0	1	0	0	0		1	0	0	0	0	
0	1	0	0	0		0	1	0	0	0		0	1	0	0	0	
0	0	1	0	0		0	1	0	0	0	*11.10	0	1	0	0	0	*12.10
0	0	1	0	0		1	0	0	0	0	*11.11	0	1	0	0	0	
1	0	0	0	0	*10.12	1	0	0	0	0	*11.12	0	0	1	0	0	
0	1	0	0	0		1	0	0	0	0		0	1	0	0	0	
0	1	0	0	0	*10.14	1	0	0	0	0	*11.14	0	0	0	1	0	*12.14
0	0	0	1	0	*10.15	1	0	0	0	0	*11.15	0	0	0	1	0	*12.15
0	0	0	0	1		1	0	0	0	0	*11.16	0	1	0	0	0	
0	0	1	0	0	*10.17	1	0	0	0	0	*11.17	1	0	0	0	0	
0	1	0	0	0		0	1	0	0	0		0	0	1	0	0	
0	1	0	0	0	*10.19	0	1	0	0	0		0	1	0	0	0	*12.19

13					13з	14					14з	15					15з	16					16з
с	с	н	н	с		с	с	н	н	с		с	с	н	н	с		с	с	н	н	с	
с	с	м	е	п		с	с	м	е	п		с	с	м	е	п		с	с	м	е	п	
0	0	1	0	0		0	0	1	0	0		0	0	1	0	0		0	0	1	0	0	/
0	0	1	0	0		0	0	1	0	0		0	1	0	0	0		0	0	1	0	0	*16. 2
0	0	1	0	0		0	1	0	0	0		1	0	0	0	0		1	0	0	0	0	
0	1	0	0	0		0	0	0	1	0		0	0	1	0	0		0	1	0	0	0	
0	0	1	0	0	*13. 5	0	1	0	0	0		0	0	1	0	0		0	0	1	0	0	
1	0	0	0	0		0	1	0	0	0		1	0	0	0	0	*15. 6	0	1	0	0	0	
0	0	0	1	0		0	0	0	1	0		0	0	0	1	0		0	1	0	0	0	
0	0	1	0	0		0	0	0	1	0		0	0	1	0	0		0	0	1	0	0	
0	0	1	0	0		0	0	1	0	0		0	0	1	0	0		0	1	0	0	0	
0	0	1	0	0		0	0	0	1	0	*14. 11	1	0	0	0	0	*15. 11	0	0	1	0	0	
0	0	1	0	0		0	0	1	0	0		0	0	1	0	0		0	1	0	0	0	*16. 12
0	0	0	1	0		0	0	0	0	1		0	0	0	1	0		0	1	0	0	0	
0	0	0	1	0	*13.	0	0	0	1	0	*14.	0	0	1	0	0		1	0	0	0	0	

					14						14											
0	0	0	1	0	*13. 15	0	1	0	0	0	*14. 15	0	0	0	1	0	*15. 15	1	0	0	0	0
0	0	0	1	0	*13. 16	0	0	0	0	1		0	0	1	0	0		0	1	0	0	0
0	0	0	1	0		0	0	0	1	0		0	0	1	0	0		1	0	0	0	0
0	0	1	0	0		0	0	1	0	0		0	0	1	0	0		0	1	0	0	0
0	0	1	0	0		0	0	1	0	0		0	0	1	0	0		0	0	0	1	0

*16.
17

17					17 ₃	18	
с	с	Н	Н	с			
с	с	М	е	П			
1	0	0	0	0		/	
1	0	0	0	0		/	
0	1	0	0	0		some	
1	0	0	0	0		/	
1	0	0	0	0		stereotypes	
1	0	0	0	0	*17.5	No conditions	
1	0	0	0	0		/	
0	1	0	0	0		No blind people tracks, learning devices, no elevator	
0	1	0	0	0		Untrained staff, physical mismatch	
0	0	1	0	0		/	
0	1	0	0	0	*17.1 0	Difficulty in walking	
1	0	0	0	0		Building is not adept	
1	0	0	0	0		/	
0	1	0	0	0		Lecture plans are not adept	
1	0	0	0	0	*17.1 4	/	
1	0	0	0	0	*17.1 5	Lack of access	
1	0	0	0	0	*17.1 6	/	
1	0	0	0	0		/	
0	1	0	0	0		/	
0	0	0	0	0		Elevator problems	

19	20
/	/
0	0
0	0
0	0

Special rooms and classes	*0
Elevator, free public ride	0
Organized transport, expenses recovery	0
0	0
Ramps and other adaptations	Awareness, tolerance
0	0
elevators	0
0	Organizations, schools, societies
Extra classes, trained staff	Survey on the needs
Trained professors, special program	0
Access and adaptation	0
Access and adaptation	0
0	0
software	0
Training the staff, modern equipment suitable for PWDs	Info-lectures in schools
elevators	Awaken the human in all of us

Part B

In February 2012, in the framework of workshops 1-4, 16 participants took part in a survey with the same content. We here give the results of this part of the survey. The outcome was significantly different, probably because a large part (56%) of the participants are having 6-10 people with disabilities in their social circle (the rest have at least 1-5) and 50% attended other workshops and trainings regarding people with disabilities needs. Also, over 30% believe that there are around 10 students with disabilities attending this faculty. In addition 56% of the participants believe 40-60% of the disabilities are hidden, which is more than what the control group responded and equals to the answer of those students from the control group, who have a people with disabilities in their social circle. Therefore, we must conclude that perception of people with disabilities and their needs strongly relates to having a people with disabilities in the social circle.

When asked to identify the types of physical or mental disabilities they know, all participants listed a wide range of walking, reading, writing, speaking, hearing, thinking, or mobility impairment that cause difficulties with learning, such as paralysis, ADD, dyslexia, autism, blindness, deafness, numbness etc. Similarly, the participants gave a more consistent definition of a people with disabilities, first stressing that no definition exists since potentially everyone can be(come) a person with disabilities.

As part of a description of a person with disabilities would be some form of lack of ability to function normally, then a person with some kind of physical or mental impairment, like limited vision, hearing, speech, mobility i.e. a person with need of some form of assistance.

94% of the participants strongly agreed with the statement 'People with disabilities should have equal rights and opportunities. 69% disagreed with the statement 'In Macedonia, people with disabilities are given equal rights and opportunities.' (The rest gave no opinion). Also, 56% of the participants believe that PWD do not have different life goals and ambitions than people without disabilities.

Another strongly different result of the survey, compared to the control one, is the following: 75% of the participants believe that students with disabilities should not attend different schools (recall that in the control group a major part of the students was pro different schools). Over 90% agreed that the government needs to provide more financial assistance and services for people with disabilities in higher education. Also, all participants (100%) believe that students with disabilities can learn and successfully complete coursework to receive a degree.

When asked to estimate the conditions at our faculty, over 60% consider the facilities inadequate for accommodating the needs of people with disabilities. Only 12% believe our teaching staff or the support staff is adequately trained to meet the needs of students with disabilities. Over 80% expected a better representation of people with disabilities among our faculty students. 87% of the participants believe that the government should provide financial assistance to the school and the people with disabilities to help make accommodations for them.

The participants listed a variety of difficulties a people with disabilities would face at our faculty: lack of differentiation in instruction and not-adaptive teaching methods, untrained staff, low level of physical access to classrooms, toilets, offices, no elevator, lack of adept student accommodation, lack of visual and hearing aids etc.

In addition to the suggestions for improvements of our faculty we read in the control group survey (customized classrooms lectures, free transport, elevators, additional training of the staff, obtaining specialized software, improving the teaching methods and so on), the participants also suggested organizing info-days to promote a raised awareness of people with disabilities, but not only at our faculty and not only in higher education. These info-days should be set in every step of the educational path so people with disabilities needs would be understood from an early age.

Our participants composed a list of possible changes our society could make to improve the living conditions of people with disabilities, which includes: first of all raising the awareness of people with disabilities needs and a change of society attitude, then improved access and inclusion of people with disabilities in all aspects of social life; also, raising funds for improving people with disabilities life conditions.

To make sure that access to institutions is open, we must promote a new buildings standard, that is, follow the EU standards for construction and promote accessibility laws to move towards a truly accessible society.

In addition is the table with answers from the second survey:

P/Q	1	2	3	4	5	6	7	8	9	10
1	Not normal	B	B	N	B	ADD dyslexia	A	D	D	SD
2	Phys/ment. disability	B	C	N	C	Autism blind	SA	D	SD	SD
3	/	A	D	Y	C	Deaf numb	SA	NO	A	A
4	unable to perform	B	B	Y	B	Walking, reading writing	SA	D	NO	D
5	normally	B	B	Y	A	speaking,	A	D	D	SD
6	No definition exists	A	A	N	B	Hearing, thinking mobility	A	NO	D	D
7	Physical or mental	A	B	N	A	impairment,	SA	NO	D	D
8	impairment	B	A	N	A		SA	D	SD	D
9	Physical imparement	B	A	Y	A		SA	SD	D	SA
10	Physical impairments Potentially everyone Limited vision, hearing, speech, mobility etc	B	D	Y	B		SA	D	SD	SD

P/Q	1	2	3	4	5	6	7	8	9	10
11	Physical or mental impairment	B	A	Y	B	Lack of hearing, speaking, seeing	NO	D	NO	NO
12	Impairment physical, mental	A	B	Y	/	Trouble with hearing, seeing, walking, learning, self-care	SA	D		/
13	/	A	B	N	A	Walking trouble, learning trouble	SA	NO	A	SD
14	/	A	A	N	A	Walking, whiting, reading trouble	SA	NO	A	D
15	Person with need of assistance	A	C	N	B	/	SA	D	D	SD
16	DISFUNCTION	B	D	Y	C	Dislectic, blind, deaf, lack of physical mobility	Sa	D	No	D

P/Q	11	12	13	14	15	16	17	18	19	20
1	A	SA	D	D	A	A	A	Paths teach. methods	Train the staff	New buildings standard
2	SA	SA	A	SD	SD	SA	A	No adjustments for blind people /	Promote pwd needs	Access to institutions
3	A	SA	SA	SA	D	NO	NO		/	/
4	SA	A	A	D	NO	SA	SA		Staff training	Follow standards for building
5	A	A	A	NO	NO	SA	SA	Untrained staff Physical access	Raise the awareness of PWD at early age	Raise the awareness of PWD
6	SA	A	SD	NO	NO	A	A	Access to toilets,	adapted to PWD needs	/

7	SA	SA	D	D	A	A	A	classrooms etc	Access to facilities	/ Accessible society Accessibility laws
8	A	A	NO	D	NO	A	SA	Classroom	/	
9	A	A	SD	D	D	SA	SA	and bathroom	Rapms	
10	NO	SA	D	SD	NO	A	A	access Physical access Physical barriers Access; lack of differentiation in instruction	Access; prof. development	

P/Q	11	12	13	14	15	16	17	18	19	20
11	SA	A	D	NO	NO	NO	SA	VISUAL AIDS, ELEVATOR	This kind of projects	Change of attitude
12	D	A	A	A	NO	D	NO	/	/	/
13	A	A	D	NO	NO	A	A	/	Lift	Improve access
14	SA	SA	NO	NO	NO	A	A	/	/	Inclusion
15	A	SA	D	D	NO	A	A	Physical access, lack of adept accommodation	/	/
16	A	Sa	D	D	D	A	A	/	Visual/hearing aids elevator	Raise the awareness of pwd needs; raise funds for improving pwd life conditions
								Lack of Visual and hearing aids elevator		

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