



Armenia: Understanding Attitudes Towards Children With Disabilities



Yerevan 2014

Armenia: Understanding Attitudes Towards Children With Disabilities



Yerevan 2014

This report has been prepared by Lilit Abovyan, Seroj Alaverdian, Gayane Ghukasyan, Grigor Hakobyan, Bella Karapetyan, Diana Muradova, Ani Navasardyan, Zhanna Ulikhanyan, with the technical support of UNICEF Armenia.

© UNICEF 2014

Photos: Bridge of Hope NGO /UNICEF Armenia. UNICEF/NYHQ2004-1003/Giacomo Pirozzi, Caritas, Hasmik Hayrapetyan

The views expressed in this publication do not necessarily reflect the views and policies of UNICEF.

CONTENTS

FOREWORD	5
INTRODUCTION	6
EXECUTIVE SUMMARY	7
METHODOLOGY.....	8
INSTITUTIONALISATION.....	10
EDUCATION	12
PARTICIPATION.....	14
ANNEX 1: GRAPHS	17
ANNEX 2: QUESTIONNAIRE	19

FOREWORD

Around the world, children with disabilities are amongst the most marginalized and excluded groups in society. Facing daily discrimination in the form of negative attitudes, lack of adequate policies and legislation, they are barred from realizing their rights to healthcare, education, and other mainstream community-based services.

Although Armenia has shown significant progress due to the efforts of government and civil society, disparities and inequity still prevail. In Armenia, a few thousand children with disabilities are still isolated from their families, peers, and communities. They live in institutions, they do not attend preschool or school, do not have access to rehabilitation services, and do not participate in social events.

Creating positive attitudes towards children with disabilities is as important as building ramps and providing technical aid. Policies and programmes for children with disabilities are more effective in a society that cherishes the values of inclusion and respect for diversity. It goes without saying that public opinion does not change by itself – the public needs to be exposed to persons with disabilities and be in regular interaction with them in order to value them as full members of the society and respect their rights.

UNICEF joins the Armenian government and civil society to promote social inclusion and access to education for all children. Our approach is grounded in respect for the rights, aspirations and potential of all children, in line with the UN Convention on the Rights of Persons with Disabilities. This does not entail a focus on traditional notions of ‘rescuing’ the child, but rather on investment into removing the physical, cultural, economic, communication, mobility, and attitudinal barriers that impede the realization of a child’s rights – including the right to active involvement in the making of decisions that affect children’s daily lives.

In the coming years, we will continue to measure public opinion towards children with disabilities and are very hopeful to see a growing proportion of proponents of inclusion. More and more people will stop defining children by their disability but see human beings with abilities, hopes, and dreams.



Henriette Ahrens
UNICEF Armenia Representative



INTRODUCTION

The Armenian government has ratified the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD) thereby committing to “ensure and promote the full realization of all human rights and fundamental freedoms for all persons with disabilities.” Not only does the CRPD endorse the social model of disability, but it also brings it to a new level by “explicitly recognizing disability as a human rights issue. From this perspective, the social, legal, economic, political and environmental conditions that act as barriers to the full exercise of rights by persons with disabilities need to be identified and overcome.” The Convention hence challenges charitable approaches that regard children with disabilities as passive recipients of care and protection, and instead demands recognition of each child as a full member of his or her family, community, and society.

Yet, children with disabilities are still amongst the most marginalized groups in Armenian society. There are 8,000 children registered with disabilities in Armenia which constitutes one percent of the child population; the actual numbers may be significantly higher. A UNICEF study in 2012 revealed that 13 percent of children with disabilities live in institutions; 18 percent do not go to school; 77 percent do not receive any rehabilitation services; and a third do not participate in any community events.

The lack of family support and community-based rehabilitation services, as well as the attitudes of society force some families leave their children in orphanages. There are three public special orphanages and one private one for children with disabilities in Armenia, yet research shows that institutionalisation has an adverse impact on children. Armenia has made significant progress in inclusive education in the last 15 years, but only 10 percent of mainstream schools are officially recognized as inclusive and 22 special schools for various disabilities still remain a part of the education

system. Nevertheless, there is a growing commitment in government to transform these institutions into community-based services.

Stigma, ignorance, neglect, superstition and communication barriers are some of the social factors that children with disabilities face in society. Whether they are able to grow and thrive or whether they merely manage to cope is determined by the people and the environment that surrounds them. Public opinion can play a vital role in creating an enabling environment for the realization of the rights of these children. Social norms affect policy choices and can facilitate or hinder policy implementation. They can bring about social change and nurture inclusion, as well as grant ‘legitimacy’ to a planned course of policy actions. Of course social norms are dynamic and can themselves be affected by policies and programmes, as well as the media.

The objective of the report is to examine the prevailing attitudes towards children with disabilities in Armenian society and to establish a baseline to measure the change in social norms over time. This report focuses on three important aspects of everyday life of children with disabilities – institutionalisation, education, and participation. It presents data disaggregated by age, area of residence, level of education and gender.

The findings constitute a valuable resource for the Government of Armenia, international institutions, civil society and private sector stakeholders, as well as children with disabilities, their families and communities to understand the existing social norms. As such, the report can be used not only to formulate public messages, but also in the design of policies and programmes to promote social inclusion and the protection of the rights of children with disabilities.

EXECUTIVE SUMMARY

In September 2013, UNICEF and Civilitas Foundation conducted a phone survey of a nationally representative sample with an objective to reveal the prevailing attitudes of the public in Armenia towards children with physical and intellectual disabilities and to establish a baseline to measure how public opinion can change over time.

An analysis of the responses of 1,065 people from throughout Armenia demonstrates that although there is tolerance towards the idea of integrating children with disabilities into society and mainstreaming them into educational institutions, the degree of tolerance differs depending on the category of disability – intellectual or physical.

An overwhelming majority believe that a child with a physical disability should be integrated into society. However, this indicator drops significantly for children with intellectual disabilities. In the latter case, nearly a third of people surveyed believed that children with intellectual disabilities should be kept isolated from society. The opinions are split on whether a child with physical disabilities should attend mainstream or special schools, but a large majority believe that a child with intellectual disabilities should indeed go to a special school.

The factors most strongly affecting attitudes towards children with disabilities are the respondent's age, level of education, and area of residence (urban-rural). There are no major differences conditioned by the gender of the respondent.

Age is in reverse correlation to openness and level of tolerance. Younger respondents are more likely to be

supportive of integration of children with disabilities, both physical and intellectual, into society, community and schools, and are open to the idea of their presence amongst their children's classmates. This is a positive trend signifying the openness of the new generation and signaling that there is ground for social change.

The correlation between educational level and attitudes towards disabilities depends on the type of disability. The higher the level of education, the more likely the respondent is to be favorable to integration and inclusion of children with physical disabilities. The opposite holds true in the case of intellectual disability: the higher the level of the respondent's education, the less likely s/he is to believe that children with intellectual disabilities should be integrated into society. These trends are consistent across nearly all questions.

The urban-rural distinction in responses is less equivocal. There is either a slight or no difference on issues like integration into society for both types of disabilities, as well as classroom or friendship experience with children with intellectual disabilities.

However, rural residents had a less favourable attitude than urban residents when the same questions were asked about children with physical disability. The biggest urban-rural divide, however, is on the question of acceptability of placing children into orphanages. Both in the case of intellectual and physical disabilities, rural respondents were more likely to find it acceptable that parents leave their child's care to an orphanage.

THE PRINCIPLES OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES

- (a) Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons
- (b) Non-discrimination
- (c) Full and effective participation and inclusion in society
- (d) Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity
- (e) Equality of opportunity
- (f) Accessibility
- (g) Equality between men and women
- (h) Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

METHODOLOGY

UNICEF and the Civilitas Foundation conducted a telephone survey on attitudes towards children with disabilities. The survey was conducted between September 12 and September 16, 2013. The number of respondents was 1,065, all over 18 years of age, coming from all marzes of Armenia.

The sample used was a systematic sample, pre-stratified, with a margin of error of less than 3.5 percent. The stratification method was allocation by population in urban and rural areas. The sample basis was the urban and rural land-line telephone numbers, selected on a random basis. At each number, respondents were selected according to upcoming birth date closest to the date of the call. If that person was absent, the person with the next closest upcoming birth date was selected. If both were absent, they received a return phone call, and respondents were sought in the same order.

A total of 3,138 numbers were selected, half of which served as a reserve if those in the first group were found unavailable or refused to participate. The random basis for selecting the respondents was ensured by an automated telephone number selection system.

The questionnaire was developed collaboratively between the UNICEF Yerevan office and the Civilitas Foundation. It comprised 22 attitudinal questions and four identifying questions; the average duration of a successful interview was 15 minutes. In order to assess the quality of the interviews, calls were randomly recorded and 10 percent were checked.

Geographic Distribution of Respondents

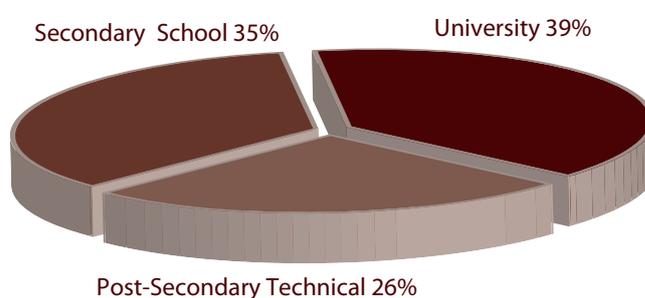
Marz	Total number of respondents	Number of urban respondents	Percent of respondents (urban)	Urban Population (percent of population of Armenia)	Number of rural respondents	Percent of respondents (rural)	Rural Population (percent of population of Armenia)
Aragatsotn	43	12	1.13	1.01	31	2.91	3.28
Ararat	91	34	3.19	2.41	57	5.35	6.07
Armavir	60	37	3.47	2.77	23	2.16	5.89
Gegharkunik	77	28	2.63	2.34	49	4.60	5.22
Kotayk	95	69	6.48	4.49	26	2.44	3.79
Lori	107	84	7.89	4.54	23	2.16	3.18
Shirak	101	80	7.51	4.88	21	1.97	3.40
Syunik	53	42	3.94	3.20	11	1.03	1.49
Tavush	56	20	1.88	1.79	36	3.38	2.40
Vayots Dzor	24	5	0.47	0.61	19	1.78	1.12
Yerevan	358	358	33.62	36.10			
Total	1065	769	72.21	64.16	296	27.79	35.84

DEMOGRAPHICS

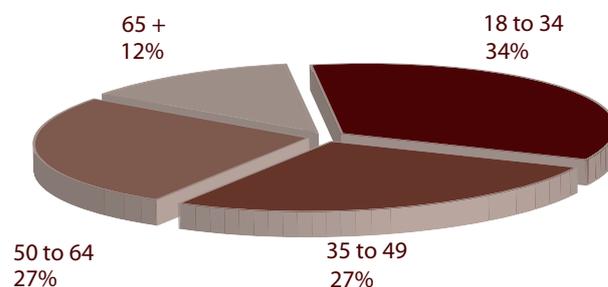
Table 1 represents the distribution of respondents throughout Armenia, by marz, followed by town or rural community. Graph 1 represents the educational background of respondents. The largest group are those with university education. An almost equal number have completed secondary school. This group includes a small number (two percent) who have not gone beyond elementary school. The third group (26 percent) has post-secondary technical education.

Graph 2 represents the age distribution of the respondents.

1. Respondents Education



2. Respondents Ages



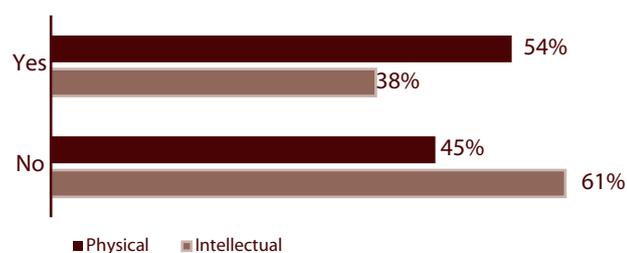


Of all respondents, 66 percent were women and 34 percent were men.

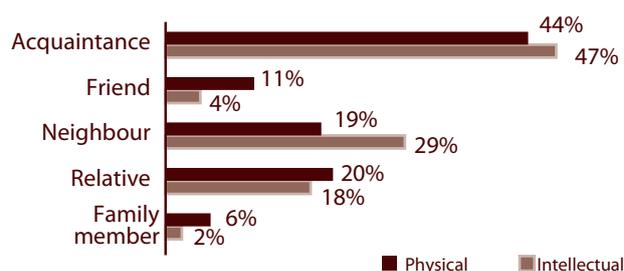
Nearly half (48 percent) of the respondents stated that no member of their family is under 18 years of age, 52 percent stated that they have a family member younger than 18. For 63 percent of those respondents with children in the family, the child in the family was his or her child; for 21 percent, the child was the respondent's grandchild, and, for 12 percent, the child was the respondent's brother or sister.

About half of all respondents are acquainted with persons with disabilities. Some 60 percent do not know anyone with an intellectual disability, while 45 percent do not know anyone with a physical disability.

3. Are you acquainted with a person with disabilities?



4. If yes, what is your relationship?



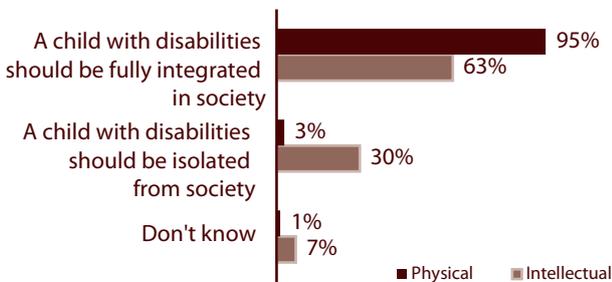
Of the half who know someone with a disability, around 30 percent have a relative with physical disabilities and 20 percent have a family member or relative with intellectual disabilities. Some seven percent have a family member with a physical disability and two percent have a family member with an intellectual disability. Those who have acquaintances with physical disabilities say that 20 percent are neighbours. Those who reported having acquaintances with intellectual disabilities say that 30 percent are neighbours. Eleven percent consider the acquaintance with a physical disability a friend, and four percent consider the acquaintance with an intellectual disability a friend.

INSTITUTIONALISATION

Attitudes about a child's right to be fully integrated into society are at the core of the discussion about whether those with disabilities must be included or ought to be excluded. Agreement on this right is a pre-requisite to fairer and more inclusive public policies, easier access to public institutions and equal opportunities in public life.

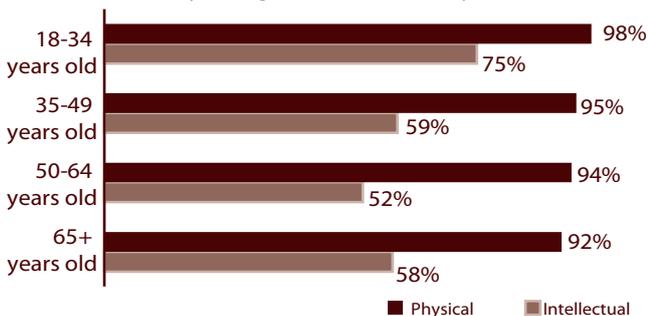
Almost all (95 percent) of the respondents stated that they think a child with a physical disability should be fully integrated into society. But only 63 percent stated that a child with an intellectual disability should be fully integrated into society while 30 percent stated that the child should be isolated from society.

5. Which best describes your opinion?



Different age groups answer this question differently. Seventy-five percent of 18-34 year-olds state that a child with an intellectual disability should be fully integrated into society, compared with only 59 percent of those aged 35-49. Fifty-two percent of those aged 50-64 and 58 percent for those aged 65 and over believe in full integration. For those with physical disabilities, the difference is not substantial: 98 percent of the younger group is for full integration, 95 percent of those aged 35-49, 94 percent of those aged 50-64 and 92 percent of those 65 and older.

6. A child with disabilities should be fully integrated into society

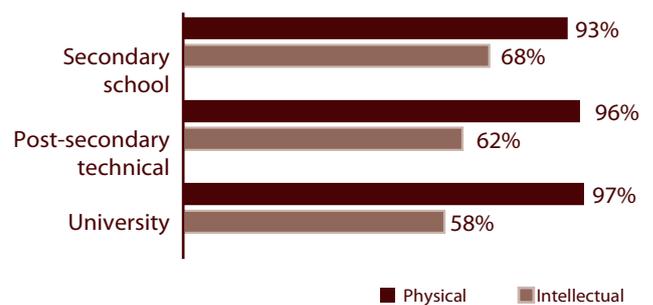


The responses of rural and urban residents to this question do not differ much. (See Graph 9)

There is however a distinct correlation between the respondents' level of education and the response to the question about integrating a child with a disability into society.

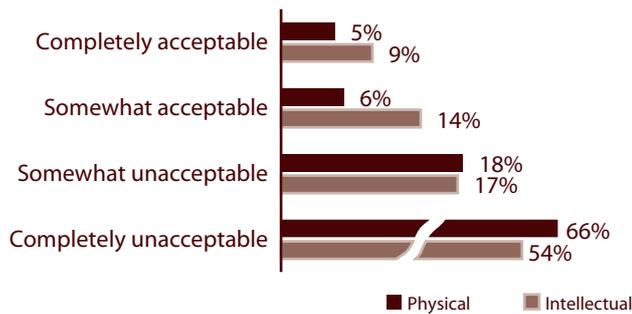
The more educated the respondent, the greater is his or her acceptance of the integration into society of a child with a physical disability. But responses with regard to those with intellectual disabilities present the opposite picture. As the level of the respondent's education rises, the likelihood that he or she believes that a child with intellectual disabilities should be integrated decreases.

7. A child with disabilities should be fully integrated into society



More than half the respondents find it completely unacceptable that families should place a child with a physical (66 percent) or intellectual (54 percent) disability in an orphanage because of that disability, and another 17-18 percent say that it would be somewhat unacceptable to place those with either kind of disability in an orphanage.

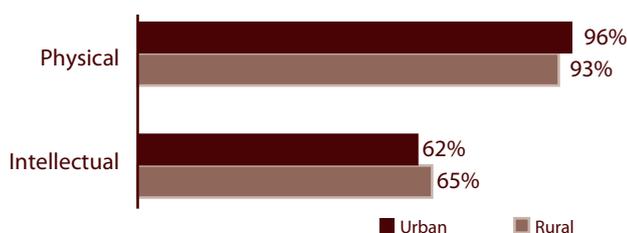
8. Acceptable or unacceptable for families to place a child in an orphanage because of disabilities?



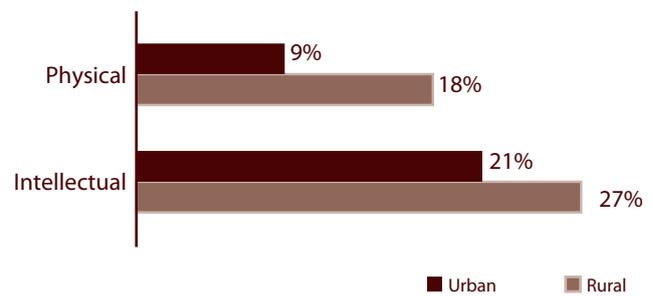
Seventy-four percent of respondents without post-secondary education find it unacceptable to place a child with an intellectual disability in an orphanage; the number decreases to 69 percent for those with post-secondary education or higher (See Annex Graph A1).

There is no discernible difference in attitude between rural and urban respondents in their acceptance of a child's full integration into society. Nearly all rural and urban respondents consider that a child with physical disabilities should be fully integrated into society; some two-thirds think a child with intellectual disabilities should be fully integrated.

9. A child with disabilities should be fully integrated into society



10. Acceptable for families to place a child in an orphanage because of disabilities



Twenty-one percent of the respondents from urban areas think it is acceptable to place a child with an intellectual disability in an orphanage; however only half that number (nine percent) thinks it acceptable in the case of a child with a physical disability. Twenty-seven percent of those living in rural areas think it is acceptable for families to place a child with an intellectual disability and 18 percent – twice as many as those living in cities – think placing a child with a physical disability in an institution is acceptable.

UN Convention on the Rights of Persons with Disabilities

Article 23 - Respect for home and the family

States Parties shall ensure that children with disabilities have equal rights with respect to family life. With a view to realising these rights, and to prevent concealment, abandonment, neglect and segregation of children with disabilities, States Parties shall undertake to provide early and comprehensive information, services and support to children with disabilities and their families.

States Parties shall, where the immediate family is unable to care for a child with disabilities, undertake every effort to provide alternative care within the wider family, and failing that, within the community in a family setting.

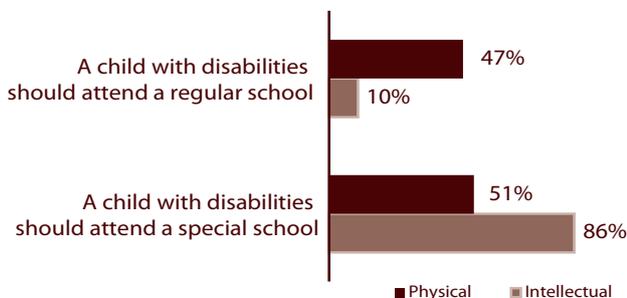


EDUCATION

Children’s attitudes about people, life, rights, responsibilities and tolerance are shaped during school years. A child’s place in school is the first indication of a child’s place in life. A child’s exclusion from school is also the first step of a child’s exclusion from the everyday activities and interactions that make up life.

Depending on the kind of disability — intellectual or physical — respondents give different answers when asked if a child should attend a regular or a special school. For physical disability, the respondents are divided: half in favour of regular schools and half in favour of special schools. However, in the case of those with intellectual disability, a significant number of respondents still think the child should attend a special school.

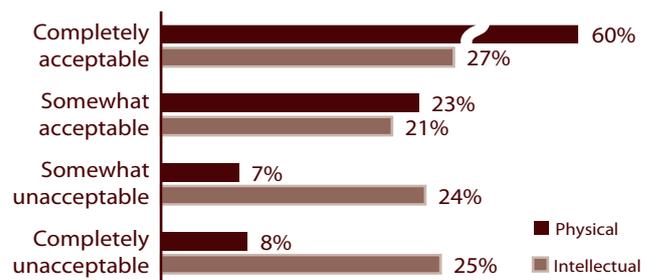
11. Which best describes your opinion?



Nearly half of those asked why a child with a physical disability should attend a special school say that a

special school would provide a special education, a special approach or special conditions. Those who feel this would protect the child and those who feel the other children would be better protected are about even – eight and six percent. A small percentage simply say society is not ready to accept them (See Graph 13).

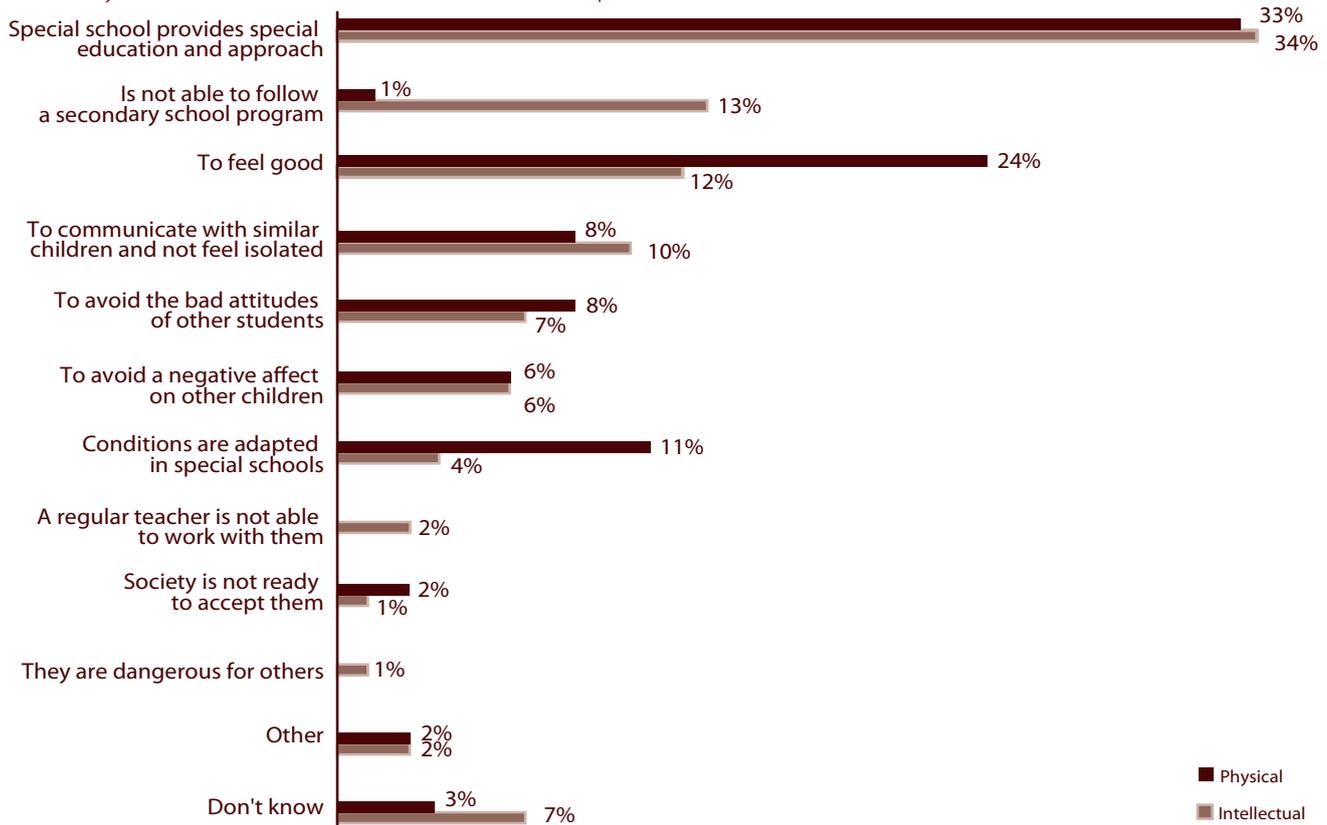
12. Acceptable or unacceptable for your child to be educated in the same class as a child with disabilities?



Eighty-three percent of all respondents think it would be either completely acceptable or somewhat acceptable that their child have a classmate who has a physical disability; however, only 48 percent think it is acceptable for their child to have a classmate with an intellectual disability (See Graph 12).

When these results are broken down, rural respondents are slightly less in favour of a child having a classmate with a disability (75 percent) and urban respondents slightly more (87 percent). (See Annex Graph A2).

13. Why should a child with disabilities attend a special school?



That level of acceptance drops significantly for both rural and urban respondents when the question relates to a child with an intellectual disability. Just 48 percent of rural and 47 percent of urban respondents think it is acceptable for their child to have a classmate with an intellectual disability, (See Annex Graph A2).

The attitude changes slightly with age. While 89 percent of the respondents between 18-34 years old think it is acceptable for their child to have a child with a physical disability as a classmate, 87 percent of those aged 35-49,

it is 77 percent for those aged 50-64, and 74 percent for those aged 65 and older (See Annex Graph A3).

Fifty-five percent of respondents in the 18-34 age range think it is acceptable for their child to have a classmate with an intellectual disability, 51 percent of 35-49 year olds, 33 percent of 50-64 year olds, 48 percent of respondents over 65 agree (See Annex Graph A4).

The number of those unable to reply is higher in the higher age bracket – six percent among those above 65 years of age, and one percent among those 18-34 years old.

**UN Convention on the Rights of Persons with Disabilities
Article 24 - Education**

States Parties recognise the right of persons with disabilities to education.

In realising this right, States Parties shall ensure that:

Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;

Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;

Effective individualised support measures are provided in environments that maximise academic and social development, consistent with the goal of full inclusion.

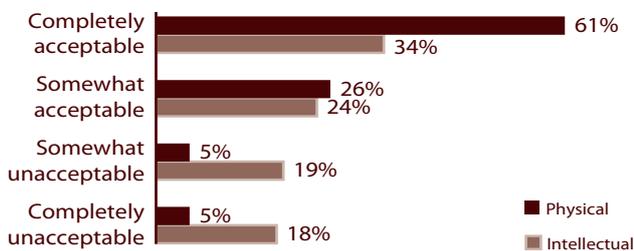


PARTICIPATION

Encouraging children to participate in sports and other community activities is not uniformly viewed positively. Responses differ by type of disability in question and the educational level of the respondent.

A considerable number of respondents (87 percent) think it would be acceptable (either completely agree or somewhat agree) for their child to have a close friend with a physical disability.

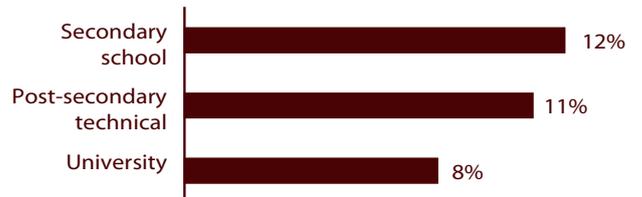
14. Acceptable or unacceptable to you for your child to have a close friend with disabilities?



In this case, the higher the level of education, the greater the tolerance. Twelve percent of respondents with secondary education state that it would not be acceptable for their children to have a close friend with a physical disability (completely unacceptable or somewhat unacceptable,) 11 percent of respondents

with post-secondary technical education and eight percent with university education also say unacceptable.

15. Completely unacceptable and somewhat unacceptable for your child to have a close friend with physical disabilities

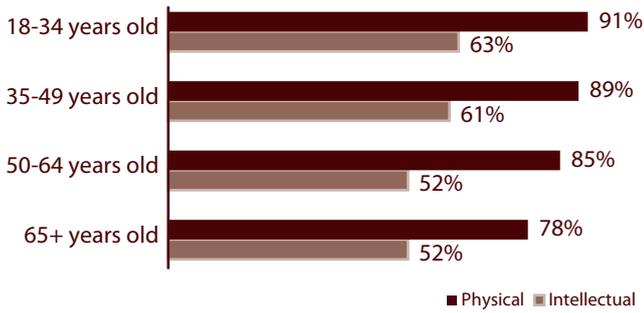


With age, the tolerance decreases.

Ninety-one percent of respondents, ages between 18-34, think it would be acceptable for their child to have a close friend with a physical disability; the level of acceptability is just slightly less (89 percent) for the age group 35-49, 85 percent for 50-64, and 78 percent for 65 and older (See Graph 16).

Eighty-three percent of the respondents who live in rural areas think that their child can have a close friend with a physical disability. That's slightly higher — 89 percent — for urban residents (See Annex Graph A5).

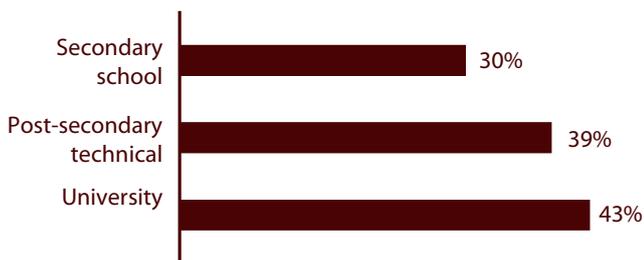
16. Completely acceptable and somewhat acceptable for your child to have a close friend with disabilities



The acceptance drops to 58 percent (in both urban and rural respondents — see Annex Graph A6) if their child were to have a close friend with an intellectual disability. Nearly 37 percent found such a friendship unacceptable. (See Graph 14)

Tolerance decreases as level of education increases. Forty-three percent of those with post-secondary technical or university education consider a friend with an intellectual disability unacceptable; only 30 percent of those with secondary education answer the same. Those with only an elementary education, who are a statistically small (two percent) part of the total pool of respondents, were even more accepting: only 21 percent say they would not want their child to become close friends with a child with an intellectual disability.

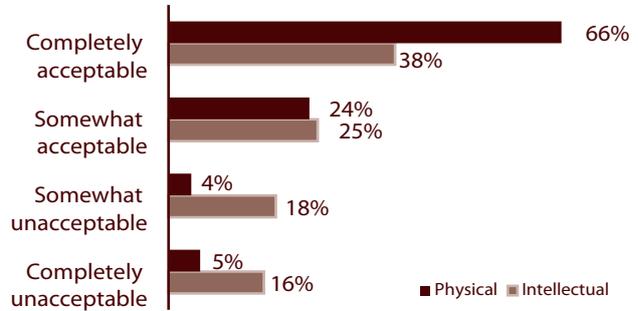
17. Completely unacceptable and somewhat unacceptable for your child to have a close friend with intellectual disabilities



Degrees of acceptability decrease somewhat across ages. Sixty-three percent of respondents between the ages of 18-34 think it would be acceptable for their child to have a close friend with an intellectual disability, 61 percent of those between 35-49, 52 percent of those 50 or over share that attitude (See Graph 16).

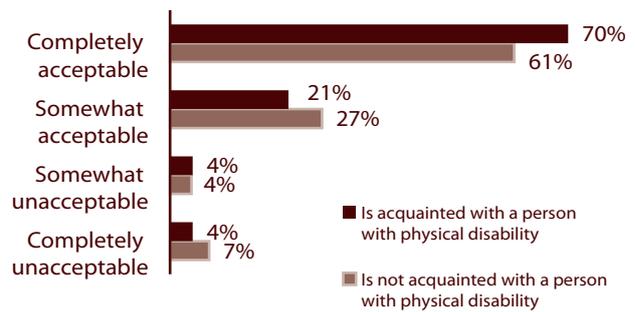
A significant number of respondents find it completely acceptable (66 percent) or somewhat acceptable (24 percent) that children with physical disabilities attend community events such as weddings, birthdays, parties, etc.

18. Acceptable or unacceptable for parents to take a child with disabilities to community events



The degree of acceptance is slightly higher if the respondent is personally acquainted with someone with a physical disability.

19. Acceptable or unacceptable for parents to take a child with physical disabilities to community events



The older the respondent, the less likely that integration into community events is acceptable. Still, the difference is not great: 92 percent in the 18-34 age range find integration acceptable, 90 percent among the 35-49, 88 percent of 50-64 and 86 percent among respondents older than 65 years old (See Graph 21).

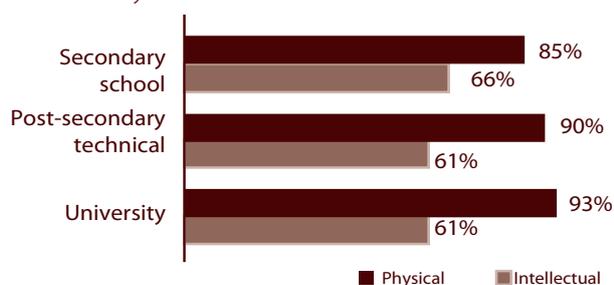
There is no significant relationship between the gender of the respondent and the response (See Annex Graph A8). However, there is a small difference among responses from urban areas (91 percent say acceptable) and rural areas (85 percent) (See Annex Graph A9).

Sixty-three percent of respondents state it is acceptable (either completely agree or somewhat agree) and 34 percent find it unacceptable for the family of a child with an intellectual

disability to take the child to community events. This is 25 percentage points higher than those who find this unacceptable for a child with a physical disability. (See Graph 18).

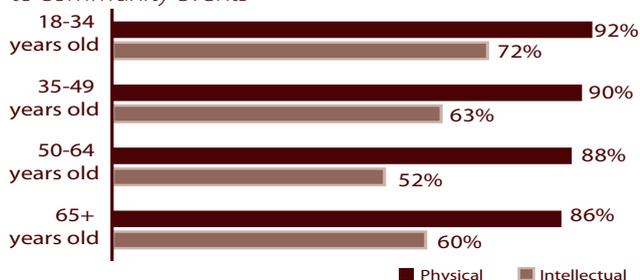
Again, those with more education consider socialisation for those with intellectual impairments less acceptable. Sixty-six percent with secondary education find it acceptable that a child with an intellectual disability attends community events, while 61 percent with post-secondary technical education or university education find it acceptable. When the question refers to children with physical disabilities, 85 percent of respondents with secondary education find such socialisation acceptable and some 90 percent of respondents with post-secondary or university education.

20. Completely acceptable and somewhat acceptable for parents to take a child with intellectual disabilities to community events



The younger the respondent, the more strongly s/he agrees that families should take children with intellectual disabilities to community events: 72 percent of the 18-34 age range find it acceptable, 63 percent of those aged 35-49, 52 percent of those aged 50-64, and 60 percent of those aged 65 and older.

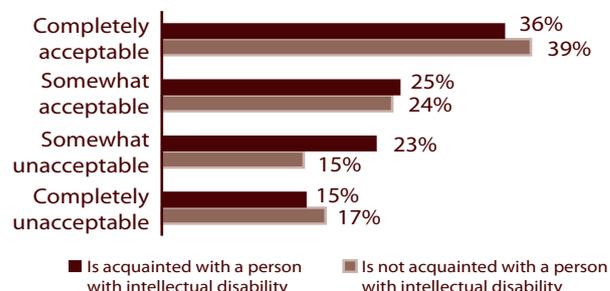
21. Completely acceptable and somewhat acceptable for parents to take a child with disabilities to community events



Neither gender (See Annex Graph A10) nor residency of the respondent — rural or urban — (See Annex Graph A11) changes the responses.

The correlation between knowing someone with a disability and finding a child's integration into community events acceptable varies depending on the disability.

22. Acceptable or unacceptable for parents to take a child with intellectual disabilities to community events



There is more acceptance in cases where the respondent's immediate or extended family includes someone with a physical disability. Of this group, 97 percent state that it is acceptable (they answer completely agree or strongly agree), and only three percent are in complete disagreement. Acceptance increases when the respondent knows someone with a physical disability, and decreases when the question applies to those with intellectual disabilities (See Annex Graph A7).

It is clear then that this is a cycle: some socialisation leads to some familiarity which in turn leads to greater acceptance of more socialisation.

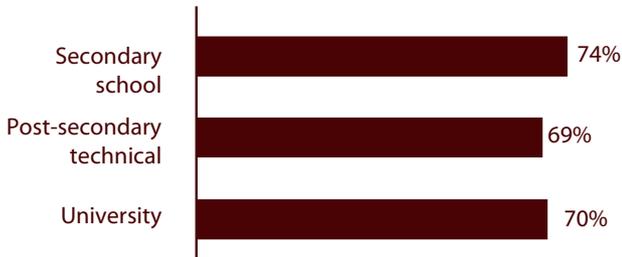
UN Convention on the Rights of Persons with Disabilities

Article 19 - Living independently and being included in the community

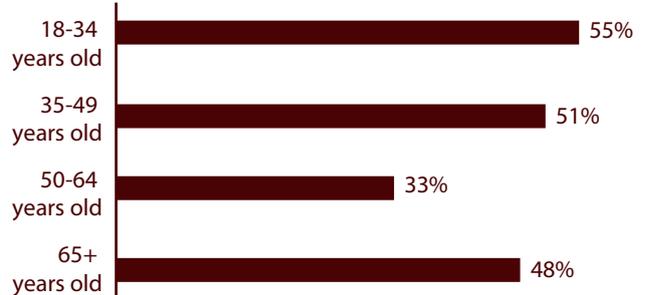
States Parties to the present Convention recognise the equal right of all persons with disabilities to live in the community, with choices equal to others, and shall take effective and appropriate measures to facilitate full enjoyment by persons with disabilities of this right and their full inclusion and participation in the community, including by ensuring that: Persons with disabilities have access to a range of in-home, residential and other community support services, including personal assistance necessary to support living and inclusion in the community, and to prevent isolation or segregation from the community; Community services and facilities for the general population are available on an equal basis to persons with disabilities and are responsive to their needs.

ANNEX 1: GRAPHS

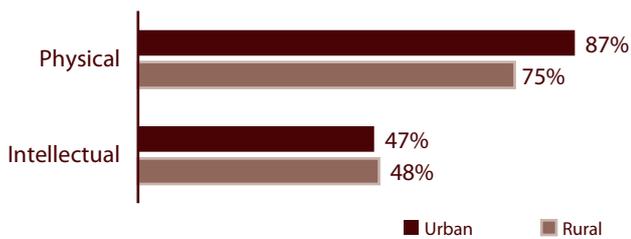
A1. Completely unacceptable and somewhat unacceptable for families to place a child in an orphanage because of intellectual disabilities



A4. Completely acceptable and somewhat acceptable for your child to be educated in the same class as a child with intellectual disabilities



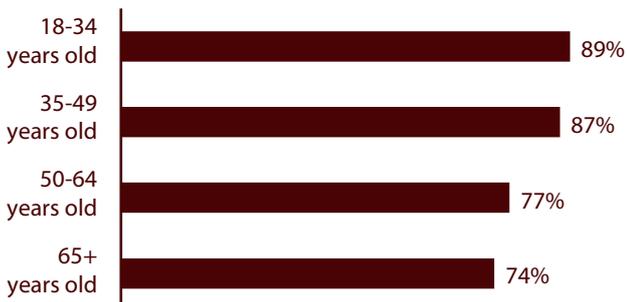
A2. Completely acceptable and somewhat acceptable for your child to be educated in the same classroom as a child with disabilities



A5. Completely acceptable and somewhat acceptable for your child to have a close friend with physical disabilities



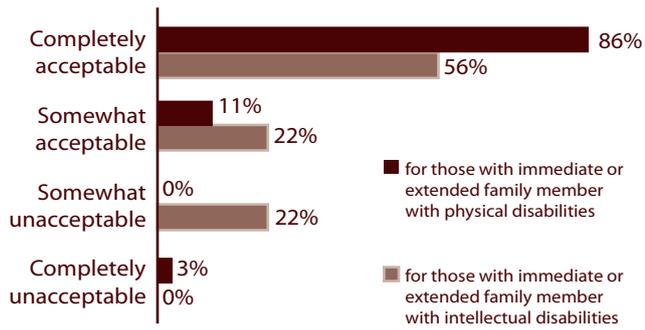
A3. Completely acceptable and somewhat acceptable for your child to be educated in the same classroom as a child with physical disabilities



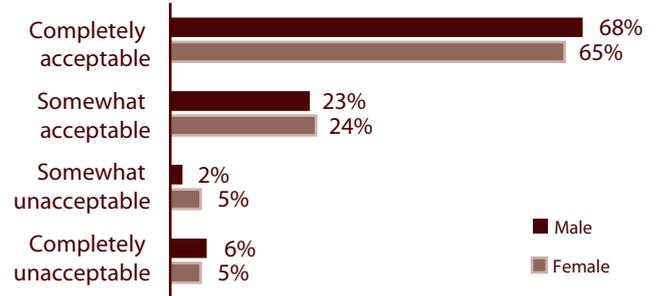
A6. Completely acceptable and somewhat acceptable for your child to have a close friend with intellectual disabilities



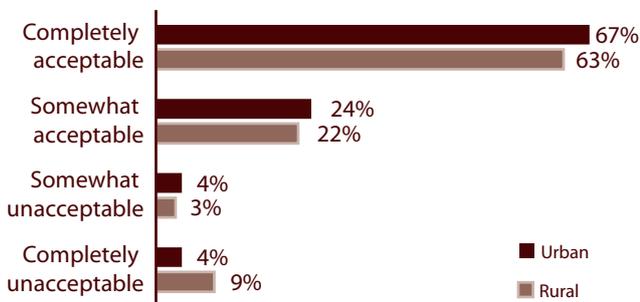
A7. Acceptable or unacceptable for parents to take a child with physical disabilities to community events?



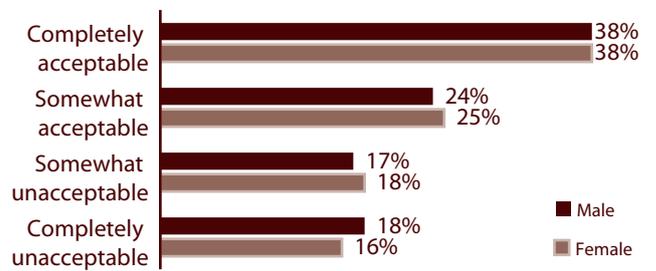
A8. Acceptable or unacceptable for parents to take a child with physical disabilities to community events?



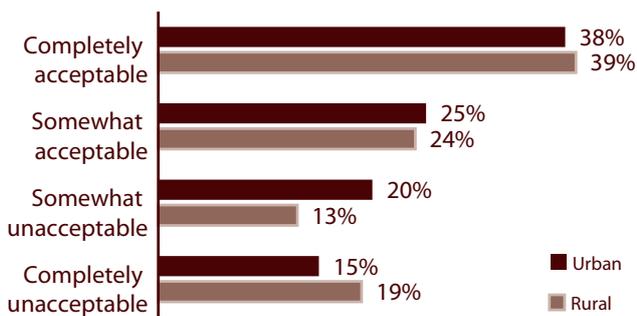
A9. Acceptable or unacceptable for parents to take a child with physical disabilities to community events?



A10. Acceptable or unacceptable for parents to take a child with intellectual disabilities to community events?



A11. Acceptable or unacceptable for parents to take a child with intellectual disabilities to community events?



ANNEX 2: QUESTIONNAIRE

1. What is the year of your birth?
[REPORT THE NUMBER] _____
2. Gender [DO NOT READ THE QUESTION]
 - Male
 - Female
3. Please tell us the highest level of your education considering the last educational institution you graduated from. [DO NOT READ THE OPTIONS.]
 - I don't have elementary education
 - Elementary school
 - Secondary school
 - High school
 - Secondary technical
 - Higher
 - Post-graduate
 - Other [PLEASE SPECIFY] _____
 - *I don't know*
 - *I refuse to answer*
4. Could you please tell us whether we called a rural residence or urban?
 - Rural
 - Urban
5. Do you have children under 18 in your family?
 - Yes
 - No [= > 7]
 - *I don't know*
 - *I refuse to answer*
6. If yes, the relationship.
 - The child of the respondent
 - The grandchild of the respondent
 - The sister/brother of the respondent
 - The child of the sister/brother of the respondent
 - The cousin of the respondent
 - Other [PLEASE SPECIFY] _____
 - *I don't know*
 - *I refuse to answer*
 - *Didn't answer this question*

To what extent is it acceptable or unacceptable for you that	Completely acceptable	Somewhat acceptable	Somewhat unacceptable	Completely unacceptable	<i>I don't know</i>	<i>I refuse to answer</i>
7. The parents of a child with physical disabilities take him/her to community events (e.g. weddings, birthdays, guest visits)?						
8. The parents of a child with intellectual disabilities take him/her to community events (e.g. weddings, birthdays, guest visits)?						
9. Your child had a close friend with <i>physical</i> disabilities?						
10. Your child had a close friend with <i>intellectual</i> disabilities?						
11. Your child were with a child with <i>physical</i> disabilities in the same classroom?						
12. Your child were with a child with <i>intellectual</i> disabilities in the same classroom?						
13. Families place a child in an orphanage because of <i>physical</i> disabilities?						
14. Families place a child in an orphanage because of <i>intellectual</i> disabilities?						

15. Of the following statements which one best reflects your opinion?
- A child with physical disabilities should attend a regular school
 - A child with physical disabilities should attend a special school
 - *I don't know*
 - *I refuse to answer*
16. If a special school, why /OPEN-ENDED/ _____
17. Of the following statements which one best reflects your opinion?
- A child with intellectual disabilities should attend a regular school
 - A child with intellectual disabilities should attend a special school
 - *I don't know*
 - *I refuse to answer*
18. If a special school, why /OPEN-ENDED/ _____
19. Of the following statements which one best reflects your opinion?
- A child with physical disabilities should be fully integrated into society
 - A child with physical disabilities should be isolated from society
 - *I don't know*
 - *I refuse to answer*
20. Of the following statements which one best reflects your opinion?
- A child with intellectual disabilities should be fully integrated into society
 - A child with intellectual disabilities should be isolated from society
 - *I don't know*
 - *I refuse to answer*
21. Are you acquainted with a person with *physical* disabilities (relative, friend, acquaintance, etc.)?
- Yes
 - No [=>24]
 - *I don't know*
 - *I refuse to answer*
22. What is the person's relationship to you? [DO NOT READ THE OPTIONS, IF THE RESPONDENT IS ACQUAINTED WITH MORE THAN ONE PERSON WITH *PHYSICAL* DISABILITIES, ENTER THE RELATIONSHIP WITH THE CLOSEST PERSON]
- Household member
 - Family member
 - Relative
 - Neighbour
 - Friend
 - Acquaintance
 - *I don't know*
 - *I refuse to answer*
 - *Didn't answer this question*
23. When was the last time you saw him/her?
- Within a week
 - Longer than a week and less than a month
 - Longer than a month and less than six months
 - More than six month ago
 - *I don't know*
 - *I refuse to answer*
 - *Didn't answer this question*
24. Are you acquainted with a person with *intellectual* disabilities (relative, friend, acquaintance, etc.)?
- Yes
 - No [=>END THE INTERVIEW]
 - *I don't know*
 - *I refuse to answer*
25. What is the person's relationship with you? [DO NOT READ THE OPTIONS, IF THE RESPONDENT IS ACQUAINTED WITH MORE THAN ONE PERSON WITH *INTELLECTUAL* DISABILITIES, ENTER THE RELATIONSHIP WITH THE CLOSEST PERSON]
- Household member
 - Family member
 - Relative
 - Neighbour
 - Friend
 - Acquaintance
 - *I don't know*
 - *I refuse to answer*
 - *Didn't answer this question*
26. When was the last time you saw him?
- Within a week
 - Longer than a week and less than a month
 - Longer than a month and less than six months
 - More than six month ago
 - *I don't know*
 - *I refuse to answer*
 - *Didn't answer this question*

