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GUIDELINES
FOR
CORRECT ATTITUDE TOWARDS PERSONS WITH
DISABILITIES OR LIMITED ABILITIES
IN HIGHER EDUCATION

Editors:

Ana M. Lazarevska
Vladimir Trajkovski
Risto Petrov

Skopje, 2012

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This publication is dedicated to all the individuals full of passion and èlan who dedicate themselves to noble and worthy causes, to all the 'silent rebels' who are not afraid to face challenges, who tackle their fears and doubts even on daily bases, who are always ready for new achievements and aspire to reach greatness! It is also dedicated to our mentors and academic advisors who inspire us, breed excellence among us and encourage us to follow our ambitions and make a meaningful contribution not just in academia but, as well, in every aspect of life. Finally, it is dedicated to our parents who nurtured our souls and taught us to be good citizens of the World – people with open minds, helping hands and hearts big enough to embrace every human being! You all showed us how one's life can touch many others and you did it all just by the mere act of believing in us along each and every step of the way. Without your patience, guidance, constant encouragement and constructive criticism neither one of us would have fulfilled our – even silent – personal 'PROMISE'!

Promise (Dolphin Song)¹

performed by: Olivia Newton – John -

*See them play in the moonlight
Watch them dance in the sun
They're the children of freedom - everyone
As they care for each other
With no question or cause
They deserve to be treasured as a source of love*

*In their minds there are answers
And in time we will know
What the truth is about all we don't know
They have no room for hatred
Though they've suffered much pain
From the race we call human - who are afraid of love*

***If I can only help to right a wrong
With my dolphin song
Then I'll have done what I set out to do
If I can only make one man aware
One person care
Then I'll have done what I promised you***

*Let us hope it's not too late
And that we can amend
All the pain we have suffered on a friend
We were born with our freedom
Oh we were born with the truth
Then why do we abuse it
We could choose - to love, to love*

¹ <http://www.youtube.com/watch?v=fEtwsTfBzLc>.

CHIEF EDITOR'S PREFACE

I remember that late afternoon in February 2011, when Dr. Aida Koçi and I sat in one café to discuss the main points of our potential project application for the Alumni Engagement Innovation Fund competition 2011. That was the first time the competition had been opened and we had no one to consult for previous experiences concerning the application process. Moreover, it was to be only my second project application, following the first successful story in my track record – organizing the Regional JFDP Alumni Conference “Enhancing Accessibility of the Higher Education to the Disabled”, November 22–24, 2010 in Skopje/ Ohrid, Macedonia, funded by the Junior Faculty Development Program (JFDP) Alumni Grant.

Simply said, we were overwhelmed. On one side, we were very well aware of the importance of the topic we were to apply with (initiation of utilizing the service-learning methodology in higher education institutions in Macedonia and Croatia), and on other, we had to be appreciative of the immense significance of the targeted community with our project proposal (the persons with disabilities, whose rights for equal access to education and life represent a continuous struggle in our societies). However, I believe that precisely this synergy was crucial for compiling the final version of our project proposal titled “Ensuring Equal Access through Service Learning for Persons with Disabilities”[†]. We, the project proponents, both emanating from the higher education institutions and being granted the honors to carry the title State and/ or JFDP Alumni, were expected to identify and distinguish such societal issues that need immediate, fervent and enthusiastic approach in order to at least facilitate if not to enable a decent life with equal opportunities for our fellow citizens – the persons with disabilities. What is special about our project is that we tend to consider our endeavors far beyond the everyday understanding of the syntagma ‘*equal access and equal rights for the persons with disabilities*’, because, in parallel and de facto, it is a fight for our rights and for ourselves – all of us in a certain period of our lives were, are, or shall become persons with certain kinds of individual needs which the persons with disabilities are facing on a daily basis.

I drew the energy and strive for writing our project proposal from the experiences I gained during my previous study visits in the USA, Germany, Japan and some other European countries. While working and temporarily living in these states, I started to be fully aware and observant of the persons with various types of disabilities – on the street, in institutions of all levels of education, in the theater, opera, movies, markets, parks, sports events – and moreover, I began seeing how they experience the joys of everyday life. It would be my dream come true to have such conditions for our fellow citizens in our countries. Therefore, I consider this project as just another pave in the yellow-brick-road towards the wisdom and the magic which will help us discover the deepest and the most secluded parts of our hearts and minds needed to fully embrace the persons with disabilities.

This publication is only *one of the outcomes* our AEIF project has produced in its attempt to initiate and ensure equal access to education for certain groups of users/ consumers/ customers, be it, in this case, the persons with disabilities. Based on the feed-back we obtained during the planning phase of the project, but moreover, during the course of the workshops in February 2012, which purpose was to provide more insight about the persons with disabilities, we realized that a significant number of students and faculty actually never had a chance to really get acquainted with a person with a certain type of disability. Thus they do not poses even general knowledge for certain types of disabilities and their main characteristics, less the needs and the necessities a person having such disabilities. Therefore, the **main goal** of these guidelines is to enable students, faculty and staff (primarily but not exclusively) in the institutions of higher education to obtain more insight in the ways, means of proper conduct and attitude towards the persons with disabilities. Moreover, its purpose is to initiate faculty

[†] <http://www.equalaccess4pwds.org/>

not only to expand on their imagination to seek new ways and methods of teaching, but to as well, instigate and utilize diverse extra-curricular activities which enable incorporating persons with disabilities, primarily in the campus, but on a longer run, facilitating horizontal inclusion of the persons with disabilities in all fields of the every-day societal life. This approach is the only way for us to contribute towards strengthening the awareness that we should all join our efforts to fight for common needs and a better and more meaningful life, as well as extend over to guaranteeing, securing, maintaining, promoting and fighting for equal rights of the persons with disabilities, in general.

First, on behalf of the entire project team, I would like to express appreciation to the **State Alumni Office**, the **AEIF Management** and the **AEIF Review Board** for their decision to select our proposal among 683 projects worldwide in the first round, among the 137 short-listed – where we ended up 3rd after the worldwide transparent voting – and among the 38 projects that finally obtained funding. I also believe that our success would not have been possible without the continuous support from the team working in the **Public Affairs Office at the US Embassy in Macedonia**. My deepest gratitude goes to **Mr. John Surface**, the former Attaché for Cultural and Educational Affairs in the US Embassy in Macedonia, who recognized the importance of our idea, believed in us, and thus, provided moral and logistical support of his team throughout the application process. He paved the way of a fruitful work of his successor **Mr. Brian P. Bauer** whom we owe the moral and logistical support throughout the implementation phase of the project.

Further, I take this opportunity to thank the complete team of authors for their prompt readiness to accept this challenge and agreed to take part in compiling these multipurpose and multiaspect guidelines. Their contribution – each in their own field of expertise and experience – gives a significant weight towards completing our goal.

Undoubtedly, the biggest weight goes to **Ms. Daniela Stojanovska Džingovska** from the **Association of the Students and Youth with Disabilities**. From a professional point of view, being an expert for special education and rehabilitation, she assisted in every way to fill-in all gaps that emerged during the writing period. But, what is even more important, by being a person with disability, Daniela's assistance extended even beyond. Her personal experience, her unlimited energy, and the experience of her friends, acquaintants, colleagues and collaborators, also persons with certain type of disabilities, provided us with insight and suggestions that have much bigger usability and practical weight. Her over ten-year experience with institutionalizing the issue of proper inclusion of the persons with disabilities in the educational system, was a real asset to these guidelines. Moreover, she coordinated the contribution of the three astonishing ladies **Ms. Irena Bojmalieva**, **Ms. Aneta Lambevaska** and **Ms. Biljana Manevska**, who in spite of their various impairments, have reached achievements that are far beyond those of some persons 'conditionally' without disabilities. Moreover, I must emphasize that **Biljana** contributed additionally, by performing the difficult task of translating this guide into Macedonian, but as well she successfully coped with tightening-up our "Macedonian/ Croatian English", thus making these guidelines easy-to-read.

Furthermore, I wish to express my sincere gratitude to my project co-leaders from Croatia **Dr. Ivana Bilić**, affiliated to the University of Split, Croatia and **Dr. Jerko Markovina**, affiliated to the University of Zagreb, Croatia, whose contributions to these guidelines are extremely valuable.

Two other exquisite ladies were in charge of providing insight in the extracurricular opportunities beyond... I extend my gratitude to **Ms. Jagoda Risteska** and **Ms. Jasmina Risteska** from **Mobility Challenge** for being what they always are. Prompt, impressionable, resourceful, full of abundant new ideas and immense energy, they did not shy of sharing their international experience.

It is a commonly shared impression among all the members of the project that this publication would not have been of the same quality if it hadn't been for our co-editors from the **Ss. Cyril and Methodius University, Skopje** – **Professor Risto Petrov, Ph.D.** and **Professor Vladimir Trajkovski, M.D. Ph.D.**, affiliated to the **Institute for Special Education and Rehabilitation**, at the

Faculty of Philosophy. We are especially thankful for their prompt reply to our invitation for collaboration, and for truly putting rigor in the research and the writing process.

Last but not least, I would like to thank the *complete Project team consisted of people who are full of enthusiasm and prepared to follow the working pace dictated by the timeline of this project.* Together, with all the other persons with disabilities who entered our lives, and touched our hearts, they act as the backbone of this and every future project in this area and represent the moral nexus where we continuously draw our ideas and energy from. I was really blessed with such a team. With our work, I can only hope that we have justified the expectations we set for and from ourselves.

**Skopje,
August 2012**

Editor-in-Chief and Project Leader

Ana Lazarevska

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LIST OF ABBREVIATIONS

| | |
|-------------|---|
| AEIF | U. S. Department of State Alumni Engagement Innovation Fund |
| PwDs | Persons with Disabilities |
| JFDP | Junior Faculty Development Program |
| NGO | Non-governmental organization |
| SL | Service-learning |
| ADHD | Attention Deficit Hyperactivity Disorder |

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Chapter 1

Introduction

Author: Ana M. Lazarevska¹

This Publication versus our Project

The number of persons with different types of disabilities/ handicap/ impairment in some countries goes as high as 15 – 20%^{2,3}. This is a significant percentage over which we should think seriously as to the integration of these persons within the general course of social life by including them at all levels and areas of life as well as providing equal rights and opportunities. This is stipulated in the Constitutions of our countries⁴, but also in the UN Convention on the Rights of Persons with Disabilities⁵.

Two exceptionally important areas of social life have a huge impact in tracing the route of every human being i.e. the education and later the employment. Without secured possibility to implement the fundamental right to education, it would be rather difficult for each individual to find his/her place in the society. Even more important, it would be very difficult to avoid for the person to be harassed, seduced or abused from/for somebody else's goals. On the other hand, without the opportunity to exercise the fundamental right to employment and receiving appropriate salary/ reward for the job done, every individual would be facing difficulties in implementation his/her fundamental right to life.

ALL human rights are in tight connection and somehow originate from these two rights and should be equally granted and provided for.

It is with regret that we must admit that these two rights belonging to every citizen have not been met and guaranteed in full in our societies. The project “Ensuring Equal Access through Service Learning for Persons with Disabilities” financed by the Alumni Engagement Innovation Fund (AEIF)⁶, and administered by the US State Department⁷, represents a significant step forward in promotion of the rights of persons with disabilities/impairments through approaching the needs of this population towards those that should be bearers-pioneers in implementing new ideas, attitudes, treatment and methods – i.e. the students.

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² <http://www.un.org/disabilities/default.asp?id=18>.

³ <http://www.rollinggrains.com/readings/2010/03/the-number-of-people-with-disabilities-worldwide.html>.

⁴ This Publication is an outcome of the project “Equal Access through Service Learning for Persons with Disabilities/Impairments” - a bilateral project between Macedonia and Croatia. Nevertheless, when we say “our countries” this also refers to any other country of the potential reader(s) of these Guidelines, where rights of all citizens have been regulated within the Constitution of the respective country and in accordance with the international conventions and treaties.

⁵ <http://www.un.org/disabilities/convention/conventionfull.shtml>

⁶ <https://alumni.state.gov/aeif/funded>.

⁷ Brief description of the project application is available on:

http://www.equalaccess4pwsd.org/sites/default/files/resources/AEIFproposal_MK_CR_finalists_narrative_new.pdf.

The main project goals are:

- (1) raising awareness for the necessity of a correct attitude towards persons with disability/impairment, and
- (2) enabling, promoting and guaranteeing equal rights to the persons with disabilities/impairments

We have decided to apply the methodology, concept, practice i.e. “service learning” as an instrument in implementing the main goal of our AEIF Project. Although this methodology is globally well known and applicable, it is still in the very beginning at higher education institutions in the Republic of Macedonia⁸. The 2010 **Regional JFDP Alumni Conference** was focused on the issue on how to enable equal access (in particular to education) to the persons with disabilities/ impairments as well as adequately to provide and implement in practice the equal rights⁹. This conference as well as the **Draft Action Plan** point to the fact that one of the best methods in resolving this complex issue is the service learning concept, this representing the initial step towards establishing such a “service learning” at institutional level in our country. Namely, the service-learning concept enables direct involvement of the parties most concerned and most interested the benefit being two-fold – not only for the persons with disabilities/impairment and their families but also enabling their emancipation, promotion and integration in the society; raising awareness and initiating real implementation of activities leading towards alleviation of the barriers regarding common accessibility for persons with disability/impairment. The goal of these systematically organized experiences in providing services to the community is¹⁰:

- to assist in fulfilling the real needs within the community;
- to serve as an instrument in implementing social goals and community goals, as well as
- to promote what is learned at school in a way that the learning process to be expanded beyond the classroom i.e. within the community¹¹.

Our AEIF project has been implemented by the following project activities¹²:

1. **Status-quo analysis** focusing on the:

- Individual needs of persons with disabilities/impairment in particular during education process; implemented/existing methodologies used at selected universities in Macedonia and Croatia.
- (Non)existence of specialized educational programs for persons with disabilities/impairments.

⁸ Ristovska, Milena, 2012: „*Guidelines for effective introduction and implementation of service-learning in higher education*“, A. M. Lazarevska, M. Stankosky, A. Koçi. (Eds.): Macedonian American Alumni Association (MAAA), p. 11-13.

⁹ <http://www.maaa.com.mk/jfdp-conference-2010>.

¹⁰ Lazarevska, Ana and Atanasovski, Atanaso 2010, *Draft Action Plan resulting from the regional JFDP Alumni Conference "Enhancing Accessibility of the Higher Education to the Disabled"*, November 22-24, 2010 in Skopje/ Ohrid, Republic of Macedonia, Skopje, Macedonia: Friedrich Ebert Stiftung. Available at: http://www.maaa.com.mk/sites/default/files/Action%20Plan_eng.pdf.

¹¹ Corporation for National and Community Service, *Learn and Serve America: Using Service as a Vehicle for Learning—A Most Valuable and Powerful Lesson*, Available from: <http://www.nationalservice.gov/about/programs/learnandserve.asp>

¹² <http://www.equalaccess4pwd.org/project-activities>.

2. Organize a **set of workshops** including various stakeholders and factors:
 - Workshops 1 and 2 (*faculty/students*)
 - Identification of the special needs of the persons with disabilities/impairments. Analysis of the psychological background, approach and correct attitude. Encouraging and promoting the collaboration between students with and/or without individual needs. Analysis of the needs and Course Design.
 - Workshops 3 and 4 (*faculty/students*)
 - Understand and implement the service-learning concept by conducting case analyses in Macedonia and Croatia, in order to obtain an overall picture relating to the technical, physical/architectural, information, curricular and legal accessibility issues.
 - Workshop 5 (all parties concerned)
 - Adapt the existing methodology and incorporate the psychological background when approaching to/working with persons with disabilities/impairment in practice.
 - Workshop 6 (all parties concerned) – *has yet to be held*
 - Presentation of practical experiences and results from the fieldwork.
3. Conducting **field work** (case study analysis) in Macedonia and Croatia
4. **Public awareness campaign – on-going.**
5. Printing and distribution of **publications** from the project – *on-going.*
6. Setting a **web-site** as an interface platform among all parties concerned.

More details on the outcomes of these activities can be found on the web-site under “Activities and outcomes”¹³.

The contents of these Guidelines

This publication is the outcome of the fifth project activity. Based on the feedback we obtained during the planning stage of the project, but moreover, during the course of the workshops in February 2012, which purpose was to provide more insight about the persons with disabilities/ impairments, we realized that a significant number of students and faculty actually never had a chance to really get acquainted with a person with a certain type of disability. Thus, they do not possess even general knowledge for certain types of disabilities/impairments and their main characteristics, less the needs and the necessities a person having such disabilities.

Therefore, the **main goal** of these Guidelines is to enable students, faculty and staff (primarily but not exclusively) in the institutions of higher education to obtain more insight in the ways, means of proper conduct and attitude towards the persons with disabilities/impairments. Moreover, its purpose is to initiate faculty not only to expand on their imagination to seek new ways and methods of teaching, but to as well, instigate and utilize diverse extra-curricular activities which enable incorporating persons with disabilities, primarily in the campus, but on a longer run, facilitating horizontal inclusion of the persons with disabilities in all fields of the every-day societal life. This approach is the only way for us to contribute towards strengthening the awareness that we should all join our efforts to fight for common needs and a better and more meaningful life, as well as extend over to guaranteeing, securing, maintaining, promoting and fighting for equal rights of the persons with disabilities, in general.

¹³ <http://www.equalaccess4pwds.org/activity-list>

The 'GUIDELINES FOR CORRECT ATTITUDE TOWARDS PERSONS WITH DISABILITIES OR LIMITED ABILITIES IN HIGHER EDUCATION' consists of eight major parts, altogether constituting an integral part, which in our perspective is necessary and therefore made available to you as readers of this material, i.e.:

- **CHAPTER 1 – Introduction**, where we explain the main purpose of these Guidelines and we define the terminology to be utilized throughout these Guidelines;
- **CHAPTER 2 – Classification of the Types of Disabilities and their main Characteristics**, where brief overview is provided, explaining the main groups and types of disabilities. We draw the attention to the potential reader that for more information on certain types of disabilities, disorders and diseases and their specifics, the reader should seek more detailed literature and resources, since the purpose of this guide is to only provide basic and brief information as a 'first-aid-kit';
- **CHAPTER 3 – What is the correct approach: Disability Etiquette or how to interact with the persons with disabilities: Ethics in the education of the students with disabilities**, where a brief overview is given on how to approach a person with a certain type of disability without fear, taboos, prejudice. Again, the reader is advised to seek further resources, should he/she intend to obtain more insight about correct etiquette towards the persons with disabilities.
- **CHAPTER 4 – The Experts' point of view**, where we provide only the basic information on the role of the three groups of professionals involved in the life of a person with disabilities, i.e. the special education and rehabilitation professional, the psychologist, and the social worker. Again here, should the potential reader encounters a more complex situation than the basic ones explained in this guide, we advise that a professional help is sought.
- **CHAPTER 5 – The Persons/Students' with disabilities point of view**. We considered that this guide would not have achieved its purpose if we hadn't included personal stories of some of our fellow colleagues, friends, citizens with disabilities. We only regret the lack of space to present and include more stories like this, because we are aware that each person is an individual, and each story is one and original. However, our work might act as a momentum to start gathering stories and direct advice on how to interact persons with disabilities from the persons with disabilities themselves.
- **CHAPTER 6 – Administrative Office for Students with disabilities**, where positive examples have been presented on proper and correct ways the universities should facilitate studying of more persons with disabilities at their campuses.
- **CHAPTER 7 – Other opportunities for the Students/ Persons with disabilities: Extracurricular activities**, where we draw the light to the fact that being a person with disabilities does not automatically mean that one should restrain themselves from enjoying the everyday joys of life. On the contrary, modern and developed societies push the limits on the involvement of the persons with disabilities in all fields of societal life. The undeveloped and the developing countries would only take their example.
- **CHAPTER 8 – CONCLUDING REMARKS AND GUIDELINES FOR POSSIBLE FUTURE STEPS**

We sincerely hope that by compiling these Guidelines in such manner, we have brought multifocal and multiaspect light to the issue of ensuring equal rights for the persons with disabilities, and thus contributed to the everlasting fight for their equal access and inclusion in our societies. By selecting these topics, we hope to have answered the principal questions any of us might be posing during the first contact with a person with some disability/impairment.

The terminology we agreed upon for the purpose of these Guidelines¹⁴

There is no unique and agreed terminology on the meaning of “persons with disabilities”. Examples of this discrepancy are presented in the following documents in use in the Republic of Macedonia:

- The Constitution of the Republic of Macedonia, Article 35, Paragraph 3 stipulates that: “The Republic provides special protection to persons with disabilities and conditions for their inclusion in social life”.
- The Law on Social Welfare uses the terms “persons with physical impairment and persons with impairments in the intellectual development”.
- The Law on Employment of Disabled Persons uses the term “disabled persons” in its title.
- In the Law on Pension and Disability Insurance the terms “disabled person”, “disability pension” and “disability insurance” are used.
- The Labor Relations Law of 2005 stipulates that “the employer should not put the applicant (hereafter: employment candidate) or worker in unequal position on the account of the race, skin color, gender, age, health condition or disability respectively ...” (Art., 6 P. 1). Article 177 entitled “Protection of the disabled” and sub-titled “Employment, training or retraining of the disabled” stipulates that “the employer shall provide protection to the disabled during employment, training or retraining according to the law”. Article 178 entitled “Rights of labor invalids” specifies: “to the worker – invalid with remaining or amended working capacity ... the employer is obliged to provide...” The same Law, Article 169 defines that “part-time job be granted to a parent of a child with developmental impairments and special educational needs”
- The Rulebook on Assessment of the Specific Needs of the Persons with Physical or Intellectual Disabilities specifies that “persons with physical or intellectual disabilities i.e. persons requiring specific needs” are as follows:
 1. Persons with visual impairment (low vision and totally blind);
 2. Persons with hearing impairment (deaf and hard-of-hearing);
 3. Persons with voice, speech and language impairment;
 4. Persons with physical disabilities;
 5. Persons with mental illnesses and disorders (mild, moderate, severe and profound);
 6. Persons with autism;
 7. Persons with chronic conditions;
 8. Persons with multiple impairments (combined developmental impairment).

¹⁴ I wish to thank Mrs. Daniela Stojanovska – Džingovska for her contribution in this section. This is an extract of the chapter on Terminology of the “Report on persons with disabilities in the Republic of Macedonia” with participation of all representative organizations of persons with disabilities in the Republic of Macedonia, including:

- Union of the Blind of the Republic of Macedonia
- Association of Deaf and Hard-of-Hearing of Macedonia (now National Association of Deaf and Hard-of-Hearing of Macedonia)
- Association of Persons with Physical Disabilities (Now National Association of Persons with Physical Disabilities – Mobility Macedonia)
- Republic Centre for Support of Persons with Intellectual Disability - Poraka
- Association of War Invalids of Macedonia
- Federation for sports and recreation of invalids of Macedonia
- Union of labor invalids of Macedonia
- Polio Plus
- Association of People with Disabilities “Shpresa”
- Association of Students and Youth with Disabilities
- European Disability Forum (EDF)

- The “Law on Construction” mentions that “a building for public and business purpose must be designed and constructed in a way to provide unobstructed access, movement, stay and work within for persons with disabilities” (art. 11, p. 1).
- The “Law on Spatial and Urban Planning” defines that “barriers are constructed created obstacles in towns and other settlements, that make it impossible for handicapped persons to move unobstructedly”.
- In 2001 the Government of the Republic of Macedonia adopted the “National Strategy on equal Opportunities for the Persons with Handicap in the Republic of Macedonia”. The terms such as persons with handicap, children with intellectual disabilities, disabled youth, and persons with physical, intellectual, psychological or sensory disabilities have been used throughout the text.
- In 2003 the Assembly of the Republic of Macedonia adopted a Declaration on the Protection and Promotion of the Rights of Persons with Special Needs where “persons with special needs”, “specific needs of persons with handicap” and “persons with handicap” are mentioned.

Even in practice there is no unified term and expressions such as: persons with disability, invalid persons, disabled persons, invalids, persons with handicap, handicapped persons, persons with intellectual development impairments, persons with special needs are most frequently used and rarely persons with impairments or persons with specific needs. As far as children are concerned the more frequent term use is “children with development disability” or “children with special needs” i.e. “Children with special educational needs” when educational segment in the development is emphasized.

Disability organizations (with the exception of the Centre for support of persons with intellectual disability “Poraka”), the National Council of Disability Organizations, the Coordinating Body on Equal Opportunities for the Persons with Disability have adopted the term “persons with disability”. Experts mainly prefer “persons with disabilities”. Other organizations their target groups being persons with disabilities prefer “persons with handicap”. The media in addition to the terms “persons with disabilities” or “handicapped persons” or “persons with handicap” very often use the term “persons with special needs”.

In the English version of the UN Convention on the equal rights of the persons with disabilities / impairments/handicap, the term “**Persons with Disabilities**” is used. It is a fact that several variations are present in the Macedonian translation; however, the most frequent translation used is “persons with disabilities”. This is the translation used in the Serbian and Croatian translations of the Convention respectively.

All the above taken into consideration it can be concluded that in the Republic of Macedonia there is no generally accepted terminology on the “persons with disability”. The term “persons with disabilities” prevails; however, other terms are used also such as persons with handicap, persons with special needs and persons with intellectual disabilities. For these reasons, and in agreement with all authors and editors, the translator and project members, it has been decided all above mentioned terms i.e. **persons with handicap**, **persons with special needs** and **persons with intellectual disabilities** to be used on equal and parallel basis in these Guidelines, and it is up to the reader to choose the best of the above terms that describes most appropriately his/her condition or limitation or deviation when compared to those of the general population.

CHAPTER 2

Classification of the Types of Disabilities and their main Characteristics

Authors: Ivana Bilić¹, Daniela Stojanovska – Džingovska²

The Rulebook on Assessment of the Specific Needs of Persons with Physical or Intellectual Disability (Official Gazette of RM no. 30/2000)³ and the similar edition in Croatia⁴ regulate the type and level of physical or intellectual disability; the experts' profile of the board members awarding the assessment and opinion of the board in the first and second degree on the specific needs of the persons with physical or intellectual disability; the method of assessment of the specific needs as well as keeping records and institution awarding the assessment and opinion.

Before we decided to accept this classification of disabilities, we conducted an extensive research of world literature to make sure that our classification is acceptable and representative. Disabled World Community is an association established with the main purpose to provide information and news to the Public, Disability Community and Organizations, as well as Disabled Rights Campaigners, via their News Service, Articles, Press Releases, and Videos. On the Disabled World official site we found this classification of PwDs^{5,6}: Mobility and Physical Impairments; Spinal Cord Disability; Head Injuries - Brain Disability; Vision Disability; Hearing Disability; Cognitive or Learning Disabilities; Psychological Disorders; and Invisible Disabilities. Centers for Diseases Control and Prevention⁷ classified types of disabilities as: Hearing; Vision; Movement; Thinking; Remembering; Learning; Communicating; Mental health; and Social relationships.

Learning, Sight, Health-related, Orthopedic, Hearing, Speech and other types of disabilities were observed by Cathy Henderson⁸ in her research about profile of colleague freshman with disabilities. John Hopkins University⁹ in faculty's information, 'Office of Students Disabilities Service' classified disabilities as: Attention Deficit/Hyperactive Disorders; Blindness or Low Vision; Brain Injuries, Deaf/Hard of Hearing; Learning Disabilities, Medical Disabilities, Physical Disabilities, Psychiatric Disabilities; and Speech or Language Disabilities.

That literature review, although sometimes used different words/terms, lead as to the conclusion that our classification of disabilities is correct and we moved step forward in elaborating on the disabilities and specific types of disabilities. The purpose of our elaboration of the types of disabilities is for academic and non academic staff in our countries to provide a short and brief introduction to the world

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³ Assessment of the Specific Needs of Persons with Physical or Intellectual Disability (Official Gazette of RM no. 30/2000, pp. 1777-1779)

⁴ Croatian "Official Gazette" No. 41/2001 & 55/2001

⁵ <http://www.disabled-world.com/disability/types/>

⁶ <http://www.cdc.gov/ncbddd/disabilityandhealth/types.html> (retrieved August 2, 2012.)

⁷ <http://www.cdc.gov/ncbddd/disabilityandhealth/types.html>

⁸ Henderson, C. (1995), 'College Freshman with Disabilities A Triennial Statistical Profile', American Council on Education, HEATH Resource Center: <http://www.perceptions4people.org/component/content/article/56-general/134-heath-resource-center.html>.

⁹ http://web.jhu.edu/disabilities/faculty/types_of_disabilities/.

of disabilities^{10,11,12}. Also, we believed that this guide will support their efforts to assure equal access to higher education for PwDs.

For the purpose of this guide we shall use the following definition of disability: ‘**A disability is a condition or function judged to be significantly impaired relative to the usual standard of an individual or group.** The term is used to refer to individual functioning, including physical impairment, sensory impairment, cognitive impairment, intellectual impairment mental illness, and various types of chronic diseases.’^{13,14}

According to the classification in the R. Macedonia (Article 4 of the Rulebook on Assessment of the Specific Needs of Persons with Physical or Intellectual Disability, (Official Gazette of RM no. 30/2000)¹⁵ and in Croatia (A Collection of Guidelines “Students with disabilities”, The University of Zagreb, Zagreb)¹⁶ the following different types of persons with disabilities, i.e. persons requiring specific needs have been identified:

1. Persons with visual impairment (low-vision and totally blind)
2. Persons with hearing impairment (deaf and hard-of-hearing)
3. Persons with voice, speech and language impairment
4. Persons with physical disabilities
5. Persons with mental illnesses and disorders (mild, moderate, severe and profound)
6. Persons with autism
7. Students with dyslexia
8. Students with Attention Deficit Hyperactivity Disorder (abbreviation ADHD will be used)
9. Persons with chronic conditions
10. Persons with multiple impairments (combined developmental impairment)

Visually impaired students/ persons: Main characteristics:

1) Classification and definitions

According to the classification available from Disabled World¹⁷, based on the World Health Organization definition, there are four different types of persons with visual impairment: blind, visually impaired students (in the future text abbreviation VIPs will be used), color blindness and low vision.

¹⁰ Bilić, I. (2010), 'Access to Higher Education for Disabled in Croatia', Book of Abstracts of the Regional JFDP Alumni Conference: 'Enhancing Accessibility of the Higher Education to the disabled', November 22-24, 2010, Skopje/Ohrid, Macedonia. p. 25.

¹¹ Risteska, J. (2010), 'Inclusive Higher Education', Book of Abstracts of the Regional JFDP Alumni Conference: 'Enhancing Accessibility of the Higher Education to the disabled', November 22-24, 2010, Skopje/Ohrid, Macedonia. p. 20.

¹² <http://www.iro.hr/hr/javne-politike-visokog-obrazovanja/kolumna/studirati-s-invaliditetom/> (retrieved October 29, 2010.)

¹³ <http://www.disabled-world.com/disability/types/>.

¹⁴ <http://www.apr.gc.ca/wat/wb12200E.asp?Lt=D>

¹⁵ Assessment of the Specific Needs of Persons with Physical or Intellectual Disability (Official Gazette of RM no. 30/2000, pp. 1777-1779)

¹⁶ Kis-Glavas, L., urednik (2012), Zbirka priručnika 'Studenti s invaliditetom', Sveučilište u Zagrebu, Zagreb, (Kis-Glavas, L., Ed.: Collection of Guidelines “Students with disabilities”, University of Zagreb, Zagreb)

¹⁷ <http://www.apr.gc.ca/wat/wb12200E.asp?Lt=D>.

Blindness — Legally blind indicates that a person has less than 20/200¹⁸ vision in the better eye or a very limited field of vision (20 degrees at its widest point); Totally blind people cannot see at all. This makes it impossible to view a computer monitor and renders the computer inaccessible without adaptive assistance and non-visual media.

Visual Impairment — Blindness implies a total or near total loss of the ability to perceive form. Low vision implies an ability to utilize some aspects of visual perception, but with a greater dependency on information received from other sources.

Color Blindness — Inability to perceive colors in a normal fashion. The most common color scheme that is affected is red/green. Another common color scheme is blue/yellow. Color blindness almost exclusively affects men. Incidence is about 1 in 10. The primary implication on computer operation is color scheming on the screen.

Low Vision — Severely visually impaired after correction but can increase visual function with the use of adaptive aids. According to the World Health Organization, Low Vision corresponds to visual acuity of less than 6/18 (0.3) but equal to or better than 3/60 in the better eye with best correction. When ordinary eye glasses, contact lenses or intraocular lens implants cannot provide sharp sight and an individual is said to have low vision. Although reduced central or reading vision is common, low vision may also result from decreased side (peripheral) vision, a reduction of loss of color vision, or the eye's inability to properly adjust to light, contrast or glare.

On the other hand, according to the Rulebook on Assessment of the Specific Needs of Persons with Physical or Intellectual Disability (Official Gazette of RM no. 30/2000)¹⁹, **blind** and **persons with low-vision** have been classified as persons with visual impairment.

A person with visual acuity less than 40% (0,4) in the better eye with corrective glass and a person with over 40% (0,4) in the better eye with corrective glass but further sight impairment is predicted, is regarded as a person with **low-vision**.

A person with visual acuity up to 10% (0,10) in the better eye with corrective glass and a person with central vision in the better eye with corrective glass up to 25% (0,25) and visual field narrowed by 20 degrees is regarded as a **blind** person.

In accordance with the level of impairment, blind persons have been classified in three groups:

- Person with completely lost sense of light (amaurosis).
- A person with remaining vision up to 5% (0,05) in the better eye with corrective glass or a person with less than 10% (0,10) vision in better eye with correction glass or visual field of less than 20 degrees.
- A person with less than 10% (0,10) remaining vision in the better eye and a persons with central vision to 25% (0,25) in better eye and visual field of less than 20 degrees.

A person with reduced functional ability of the organ of sight that does not enable education and upbringing primarily by visual means is regarded as a **legally blind** person.

2) *Main characteristics*

The images acquired through other contact senses (touch, smell, taste and sound) in absence of sight instead of an objective indication, in the consciousness create an imagined world, information and/or

¹⁸ Definitions on what different levels of vision mean, are available at: <http://www.eyecaretyler.com/2020.htm>

¹⁹ Assessment of the Specific Needs of Persons with Physical or Intellectual Disability (Official Gazette of RM no. 30/2000, pp. 1777-1779)

concept. In other words the blind person acquires the images through the sense of hearing (auditory image), the sense of touch (haptic image), movement (kinematic image), relating objects and images on basis of how he/she experienced it (what was the first, what was the second and what was next) that is time-order and not space-order classification. This seems understandable since orientation in space is one of the dominant sequences of the sense. Thus, we come to the other psychological consequence of blindness – the movement or the motility, spatial orientation show great differences in blind persons.

Persons that lost their vision later, and even persons born with complete visual impairment move well, do not lose orientation, do not bump into or stumble after the first experience. This ability to perceive and avoid obstacles resulted in some authors to develop a sixth sense theory. It was soon confirmed that there is no such a sense, and that this only represents a sophisticated sense of hearing and touch assisting the child to easily overcome the obstacles he/she is coming across. This is achieved by exercises, due to the fact that the sight loss requires the blind child always to hear and perceive the echo of his own steps or the cane from the base that supplies information on the obstacles.

It is the sense of hearing and the sense of touch that help blind persons to see the world. According to Montej: “With the sense of sight we enter the life and world, but through the sense of hearing and the sense of touch the world and life enter our consciousness”. Therefore, when blind people wish to familiarize with something they simply say “let me see it” meaning “let me touch it”.²⁰

As for the intelligence in blind persons, given the same treatment and granted equal conditions in view of development and education, there is no big difference when compared to those with no visual impairment. Blindness resulting from eye damage does not reduce the ability of intellectual development since there is no damage to brain tissue. On the contrary, there is a significantly big number of cases when it is exactly due to higher level of natural intelligence and absence of sight that a blind person or visually challenged person achieves excellent results both in education and work.

Such failures develop only in cases of **educational and social** negligence which in fact happens even in persons with no visual impairment, since not everyone has the same level of intelligence.

Speech in a blind child develops later since speech not only needs an acoustic but also a visual component. The latter affects the real perception of articulation movements based on the source of certain voices and not only the acoustic feedback. Even when blind persons have been acquainted with the words-speech, certain void can be noticed during the process of education in view of semantics; i.e. words seem empty and lack contents. There is a completely different psychological characteristic in children that lost their sight after they were able to see. Visual images are formed and present in these children and their concepts have significant complexity and broadness.

It is worth mentioning that visually impaired children/persons above all have the same fundamental characteristics as other children not having developmental impairments and they also develop in accordance with the general normative development of a child. However, certain deviations related to visual impairment refer to how this general normative has been implemented.

These children and persons should have the opportunity to use individual (personal) forms of stimulation. Due to the visual impairment these persons are passive, less mobile, not showing interest and not being able to follow the behavior of other people.

²⁰ Проф. Д-р Ристо Петров, Лаура Ѓурчиновска, Наташа Станојковска – Трајковска “Заштита и рехабилитација на лица со инвалидност”, Скопје 2008, Филозофски Факултет – Институт за дефектологија.
(Prof. Risto Petrov, Ph.D., Laura Gjurchinovska, Natasha Stanojkovska – Trajkovska “Protection and rehabilitation of the persons with disabilities”, Skopje 2008, Faculty of Philosophy, Institute for Special Education and Rehabilitation).

Main characteristics of the persons with hearing disabilities

Persons with hearing disabilities include persons (i.e. students) that are completely or partially deaf. People who are partially deaf can often use hearing aids to assist their hearing. Deafness can be evident at birth or occur later in life due to several biological causes. Deaf people can use sign language as a means of communication, usually they can use translator for sign language. Hundreds of sign languages are in use around the world, and they are different like any foreign languages.

According to the level of impairment, the persons with hearing disabilities are classified as: **deaf** and **hard-of-hearing**.

1) *Hard-of-Hearing Persons*²¹

Persons with hearing impairment in the range from 25 to 80dB (decibel) in the better ear that completely or partially developed verbal speech are referred to as **hard-of-hearing** persons.

According to the **level of hearing impairment, time the hearing impairment occurred and the level of speech development, hard-of-hearing persons have been classified as:**

- Persons with mild hearing impairment from 25 to 40dB, that can spontaneously develop verbal speech;
- Persons with moderate hearing impairment from 40 to 60dB that have spontaneously developed their speech before hearing impairment;
- Persons with moderate hearing impairment from 40 to 60dB with hearing impairment occurring prior speech development this resulting in partially developed speech;
- Persons with severe hearing impairment in the range from 60 to 80dB who spontaneously developed speech prior the impairment occurred;
- Persons with severe hearing impairment in the range from 60 to 80dB with hearing impairment occurring prior speech development, and at the moment of assessment for a specific need these persons have insufficiently developed speech.

2) *Deaf Persons*

A person with hearing impairment over 80dB who is not completely able to perceive verbal speech with hearing amplifier is regarded as **deaf**.

Deaf persons are classified as **practically** deaf - who can hear certain super speech segments with hearing amplifier -, whereas **completely** deaf have a completely extinguished hearing perception.

According to the **time the hearing impairment occurred and the level of speech development, deaf persons** are classified as:

- Persons that have developed verbal speech prior hearing impairment occurred and at the time of assessment on specific needs they speak well;

²¹ Сојуз на дефектолози на Република Македонија, “ Како до инклузивна општина?” - Прирачник за вработените во единиците на локалната самоуправа, Скопје, 2012. (Associatio of Teachers for Special Education and Rehabilitation of the R. Macedonia “How to achieve an inclusive municipality?” – Guidelines for the employees in the units of local selfgovernment, Skopje, 2012)

- Persons that have not spontaneously developed verbal speech prior to the occurrence of the hearing impairment, and later with an intensive and systemic surdoaudiological treatment have achieved to develop their speech;
- Persons that lost their hearing ability prior to development of verbal speech and at the moment of assessment have insufficiently developed speech or have no speech at all.

3) Persons with combined impairment, whereby the hearing impairment is the primary one

The specific needs of the persons with mixed impairments, whereby the hearing impairment is the primary one, are determined depending on the type and level of the impairment.

4) Characteristics of the persons with hearing disabilities²²

Certain characteristic manifestations appear in the person with hearing impairment. Namely, since during childhood the person was unable to hear his/her mother's voice, her laughter, cry, singing, and above all her speech – these being the exact means to transfer and understand emotions – later development of emotions in child/individual with hearing impairment is very likely to occur.

In the **early stages of development** due to no acoustic response of his/her cry, the deaf child has a different cry compared to other children. In general, these children show increased anxious feelings. In **later stages of development** certain manifestations are evident, such as: unstable walking occurring as a result of the damage to the vestibular apparatus, cooing stops since there is no feedback, the child does not pay attention to any sound sources. Children with **partial hearing loss** hear only groups of sounds of high intensity but do not repeat other sounds. Since the loud sound does not stimulate what is left of their hearing ability, they make loud noises with objects they are playing with. They respond only to loud shouting but not to a normal speech of lower intensity.²³

Due to all above mentioned characteristics, the deaf child and later an adult individual is unable to verbally express his/her own feelings, needs and ideas and is also unable or has difficulties in understanding these in others. In cases of hipoacusia he/she will produce the speech the way he/she hears it. By doing this, many sounds shall be incorrectly pronounced and words difficult to understand and recognize.

Thoughts in deaf persons stay behind and turn into concrete gesture-recognition of words. As a result, the intellectual development is deprived of its normal process of maturity, and since it lacks the acoustic component and causality thus becoming static and incomplete.

Persons with hearing impairment can be very skilled in lip reading; however some do now have that skill. Namely only 30 to 40 percent of native language (be it the English, Macedonian, Croatian or

²² Проф. Д-р Ристо Петров, Лаура Ѓурчиновска, Наташа Станојковска – Трајковска “Заштита и рехабилитација на лица со инвалидност”, Скопје 2008, Универзитет „Св. Кирил и Методиј“, Скопје, Филозофски факултет – Институт за дефектологија. (Prof. Dr. Risto Petrov, Laura Gjurchinovska, Natasha Stanojkovska – Trajkovska: “Protection and rehabilitation of the persons with disabilities”, Skopje 2008, University Ss Cyril and Methodius, Skopje, Faculty of Philosophy – Institute for Special Education and Rehabilitation.)

²³ Сојуз на дефектолози на Република Македонија, “ Како до инклузивна општина?” - Прирачник за вработените во единиците на локалната самоуправа, Скопје 2012.

(Association of Special Education Teachers of R. Macedonia, “How to achieve an Inclusive Municipality?” – Guidelines for the employees within the local government, Skopje 2012)

some other language) can be understood by lip reading and under optimal conditions of speech and concentration, this is possible for a period of about 20 minutes.

Persons with hearing impairment also have difficulties in talking, reading and writing. Taking into consideration the close relation between speech development and hearing, the critical age for developing these skills is between the second and the third year i.e. the age when the child begins to learn to talk.

In order to improve the quality in communication persons with hearing impairment use speech, lip reading, hearing aids and amplification devices.

It is worth mentioning, however, that sign language is the “native” language to most of the persons with hearing impairment, while the official language of the country they live in is the second language to them.

Due to the specific character of their individual world, persons with hearing impairment can be even regarded as a separate linguistic group having its individual cultural distinctions and as such they can also have their individual social normatives, values and traditions.

Recent researches also point to certain characteristic forms of reaction such as aggression, impulsiveness, egocentricity, lack of empathy, lack of morality and own perception.

Main characteristics of the persons/ students with voice, speech and language impairments/ disorders

Persons with speech incompatible to their age or difficult to understand, incorrect in view of grammar and semantics, with convulsive obstacles in the speech mechanism and automatism, and requiring speech therapy and treatment, are regarded as persons with voice, speech and language disorders.

In accordance to the type and level of the impaired verbal communication, the persons are classified as follows:

- persons with complete absence of speech called alalia,
- persons with speech language pathology,
- persons with severe nasalization, rhinoalalia (nasal quality of the voice),
- persons with absence of voice and severe voice disorder, aphonia and dysphonia,
- persons with severe speech disorder due to polio, cerebral palsy, autism,
- persons with language impairment, aphasia and dysphasia,
- persons with a combination of the above impairments.

Students with mobility disorders and chronic diseases/illnesses

A physical disability is a condition of reduced or lost functional ability of one or more limbs which significantly reduces the ability of the person in implementation his/her fundamental needs in the everyday life. This category may include students who have spinal cord injury (paraplegia or quadriplegia), cerebral palsy, spina bifida, amputation, muscular dystrophy, cardiac conditions, cystic fibrosis, paralysis, polio/post polio, amyotrophic lateral sclerosis, and stroke, peripheral nervous system (infantile paralysis) as well as those who suffer from chronic diseases (cancers, diabetes, asthma, epilepsy, Crohn's disease, allergies).

Students with these types of disabilities are affected dissimilar and highly individual, thus the same diagnosis can affect students in a very different manner. Depending on the specific needs as a result of

the reduced or lost functional ability, mobility impairment has been classified as **severe, more severe and most severe**

- **Severe mobility impairment** is referred to when the person is able to fulfill his/her own needs by means of orthopedic devices or adaptation of the environment;
- **More severe mobility impairment** is referred to when the person is able to fulfill his/her own needs but with the assistance of another person;
- **Most severe mobility impairment** is referred to when the person needs permanent assistance and care in fulfilling his/her fundamental biological and social needs.

The psychological meaning of the mobility impairment represents a big problem. The so-called “**psychological dimension**” covers all the subjective experiences and secondary effects of the person suffering from mobility impairment on one part, and the perspective that the environment adds to the impairment through its attitudes, relations, reactions and prejudices on the other. Namely, it is very likely that various factors in all areas of functioning of the person with mobility impairment may cause certain impairments in the **motor, social and intellectual** field to occur.

Every child/person with mobility impairment has an opportunity to develop into a proper and normal person, with all the capabilities his/her potential is offering and limitations imposed by his/her primary mobility impairment. Whether this child/person is going to develop in the range of his/her true potential depends only on the psychological and social development conditions.

In practice, persons with mobility impairment have been included in mainstream education; however they are facing with numerous real difficulties: reduced mobility, overcoming architectural barriers both inside and outside the school, transport to/from school/home, manipulation capabilities, communication, etc.

In addition to these objective factors there is also the teacher’s resistance to accept these children in mainstream schools as well as their inappropriate, insufficient and un-stimulating attitude towards them. Children with disabilities are not fully accepted within schools; they do not participate in class activities and during recess and very rarely socialize outside the school. True integration of these children/persons in their social environment is possible only through their education in mainstream schools which is frequently not possible, due to their disability and unwillingness to accept them, lack of empathy and inertness of the environment.

Main characteristics of the persons/ students with mental illnesses and disorders²⁴

Regretfully, due to the way education is structured and organized in our environments it is very rare for some persons with intellectual (mental) impairments to reach high education level. These guidelines shall therefore only briefly cover the main characteristics of the children/persons with intellectual (mental) disorders.

Mental retardation is a condition of slow or incomplete psychological development characterized by significant impairment of those abilities appearing during the developmental stage and contributing to the general intelligence level such as cognitive, speech, motor and social skills.

²⁴ Проф. Д-р Ристо Петров, Лаура Ѓурчиновска, Наташа Станојковска -Трајковска “Заштита и рехабилитација на лица со инвалидност”, Скопје 2008, Филозофски Факултет – Институт за дефектологија (Prof. Dr. Risto Petrov, Laura Gjurchinovska, Natasha Stanojkovska – Trajkovska: “Protection and rehabilitation of the persons with disabilities”, Skopje 2008, University Ss Cyril and Methodius, Skopje, Faculty of Philosophy – Institute for Special Education and Rehabilitation.).

Persons with mental retardation have been classified in 4 categories: persons with **mild, moderate, severe and profound mental retardation.**

- **Persons with mild mental retardation** can be characterized as persons with mild reduction in their intellectual, speech, motor and social skills. They use the speech in their everyday life in spite of the delay in talking. Their IQ score ranges from 50-69.
- **Persons with moderate mental retardation** show slow development and limited achievements in speech and language, motor skills and care for themselves. Their IQ score ranges from 35-49.
- According to clinical features, presence of organic etiology and accompanying impairments **persons with severe mental retardation** are similar to persons with moderate mental retardation. They have significant limitations in achieving speech, language, motor skills and care for themselves. Many of these persons have damaged central nervous system (CNS). Their IQ score ranges from 20-34.
- **Persons with profound mental retardation** are characterized by significantly limited ability to understand and accept requirements or instructions; they have some rudimentary forms of nonverbal communication. Most of them are half-mobile or immobile and have no control over physiological needs. These persons are unable to care about themselves and therefore need regular assistance and supervision. Their IQ score is below 20.

Children with mental retardation have the same physiological, social and emotional needs as all other children. Their development is followed by the same normatives as the development of the general population; however the pace is significantly slower and according to the level of retardation – limited.

In some cases developmental disabilities can be recognized immediately after birth; however sometimes these can be noticed only later, when it becomes obvious that the child is not behaving appropriately/usually for a child at his/her age.

The developmental disorders appear in the form of:

- lack of motor control and poor coordination,
- sensory disorders of various degree,
- slow development of language and speech and
- impairment of cognitive functions.

Main characteristics of the persons/ students with dyslexia

Dyslexia is a disorder that, despite conventional teaching, adequate intelligence and socio-cultural conditions, manifests itself as difficulty in learning to read. It is present in 10% of school population and as high as 30% of students in advanced studies systems.²⁵

Dyslexia is a specific learning disability that manifests primarily as a difficulty with written language, particularly with reading and spelling. Although dyslexia is the result of a neurological difference, it is not an intellectual disability. Dyslexia occurs at all levels of intelligence, average, above average, and highly gifted. Dyslexia is most commonly characterized by difficulties with learning how to decode at the word level, to spell, and to read accurately and fluently. There is no cure for dyslexia, but dyslexic individuals can learn to read and write with appropriate education or treatment. There are extensive research results indicating that specialized phonics instruction can help remediate the reading deficits.

²⁵ Adopted according to the http://web.jhu.edu/disabilities/faculty/types_of_disabilities/deafness.html and Kis-Glavas, L., urednik (2012), Zbirka priručnika 'Studenti s invaliditetom', Sveučilište u Zagrebu, Zagreb (Kis-Glavas, L., Editor (2012), A Collection of Guidelines "Students with disabilities", University of Zagreb, Zagreb).

In the United States, researchers estimate the prevalence of dyslexia to range from five to nine percent of school-aged children, though some have put the figure as high as 17 percent.²⁶

In practice dyslexia is often accompanied with **dysgraphia**, that is to say, the same person can have difficulties with written language and numbers. That complex disability can be a great issue when student needs to read and then to complete a mathematical task, student can easily read e.g. number 8 instead of number 3 and final result is incorrect.

Characteristics of dyslexia in adulthood, school age:²⁷

- Difficulties in reading,
- Discomfort when reading aloud,
- They need longer time to read one page of text than others,
- Loss of line or re-reading the same line,
- Difficulties in understanding the reading,
- Re-read to understand,
- Difficulties in reading and understanding the different schedules,
- Problems with logging notes,
- Lack of time for writing essays, exams, etc.
- Omission of letters, whole words or parts of words when writing, and written sentences were disorganized and grammatically incorrect, illegible handwriting,
- Difficulty expressing ideas in writing,
- A lot of mistakes in writing - spelling, and difficulties to correct mistake by themselves,
- Difficulties in planning and structuring written assignments, delaying to write these assignments at the last minute,
- Failure of written examination in writing, as well as filling in forms or transfer answers to the question in a special form,
- Uncertainty in the determination of left/ right, and disorientation on the map,
- Difficulties with speech in front of audience,
- Problems in fulfilling the tasks within the set deadlines, in general they have problems with: remembering the date, time commitments and schedules for activities,
- Unwillingness of rapid/ immediate response.

Main characteristics of the Persons/ Students with Autism²⁸

Autism is one of the most severe disorders that appear in early childhood, affecting child's normal development and his acquiring skills for an independent life later on. Most of the children/persons with autism are unable to integrate in the open social environment and the games and learning with their peers. The word autism itself has been identified with the sports term OUT which means out of the game, out of the happenings around, terminated relation to the reality. It is a pervasive psychological disorder and an autistic child usually has no period of normal development (primary autism) or a disorder appearing during the second or third year (secondary autism). In any case the issue is identified by the third year of age, slowly and almost unnoticeable.

²⁶ http://www.disabled-world.com/artman/publish/article_2130.shtml

²⁷ Kis-Glavas, L., urednik (2012), Zbirka priručnika 'Studenti s invaliditetom', Sveučilište u Zagrebu, Zagreb (Kis-Glavas, L., Editor (2012), A Collection of Guidelines "Students with disabilities", University of Zagreb, Zagreb)

²⁸ Проф. Д-р Ристо Петров, Лаура Ѓурчиновска, Наташа Станојковска -Трајковска "Заштита и рехабилитација на лица со инвалидност", Скопје 2008, Филозофски Факултет – Институт за дефектологија.

In addition to the typical autism, there stands the so-called atypical autism which is different in relation to the age when it appears (it may appear for the first time even after the age of 3), pathological disturbance not necessarily appears in all three areas – intelligence, speech and emotional development, and most frequently it can be found in persons with severe intellectual disorder as well as persons showing severe developmental disorders in the receptive language.

Certain changes are present in children/persons with autism²⁹:

- Emotional life comes slowly or does not develop at all. Emotions do not completely respond to reality and cannot be structured by time-order;
- The child barely or not at all notices reality, and it seems as the idea of space and time does not exist in his life;
- If autism appears early, speech does not develop, and if already developed there is a tendency of its slowing down or deteriorating. The person does not use the speech in communication with the environment;
- Intellectual development is affected by permanent serious changes, in particular, in children/persons with early developed autism, and children that have reached a level of some intellectual development function under that level due to the general inability the child with autism to use his/ her cognitive potentials;
- Perceptions, in particular, hearing ones are slow due to poor identification, modulation and integration of sensory stimulations, thus the impression that these children are deaf;
- The game of a child/person with autism is simplified, with no contents and imagination, it is empty and stereotyped. He/she shows tendency of maintaining the same conditions (space, persons, objects) and every change in these causes fear, unrest and aggression;
- Persons with autism have poor perception of reality and bad emotional experience of same;
- Since the idea of space and time has been disturbed, the consciousness of the self is also disturbed (wondering who he/she is?);
- Instead of developing warm relations with their parents they are mostly focused on self-stimulatory behaving (body swaying, head rolling, etc.);
- Totally uninterested in children playing next to them. The child with autism is completely withdrawn.

In the past it was considered that no diagnose was possible before the age of 3. Today, however it is well-known that certain characteristics appearing in these persons may indicate to autism even in early age. For example:

- lack of smile and joy for his/her mother during the first months of life;
- lack of reaction to adjustment;
- child does not extend his/her hands and does not show joy when embraced;
- lack of mutual attention, child does not respond when shown a toy or objects of interest, and responds by turning his eyes to the other side;
- does not respond when called;
- does not answer when asked;
- behaves as if he/she is deaf;
- does not play interactive games.

1) Asperger syndrome ^{30,31}

²⁹ Trajkovski V. Autizam. Filozofski fakultet, Institut za defektologija, Skopje, 2004.

(Trajkovski V. Autism. Faculty of Philosophy, Institute of Special education and Rehabilitation, Skopje, 2004.)

³⁰ Trajkovski V. Autizam i pervazivni razvojni narushivanja. Filozofski fakultet, Institut za defektologija, Skopje, 2011. (Trajkovski V. Autism and Pervasive Developmental Disorders. Faculty of Philosophy, Institute of Special education and Rehabilitation, Skopje, 2011)

Asperger syndrome is seen either as a milder form of autism or it is classified as separate condition, but undoubtedly it belongs to the autistic spectrum disorders. Characteristic behavioral signs include:

- Noticeable and uninterrupted impairment in social interaction;
- Restrictive and repetitive patterns of behavior and strong preference to routines as well as avoiding changes;
- Delay in motor development and clumsiness.

When compared to autism, individuals with Asperger syndrome pertain a relatively good expressive language and may achieve cognitive results within or above average and rarely having additional learning problems. As a result diagnose is likely to be postponed until the moment when social relations and interaction become apparent. Diagnose is therefore usually not possible by the age of 5.

2) Autistic spectrum

The concept of autistic spectrum covers the numerous symptoms an individual may experience. Some children require a rather specialized care and provision which most likely shall continue during adulthood. On the other hand, to the other extreme, there are children that may be integrated in mainstream schools with success, even to reach high education level. This fact emphasizes the importance of individual assessment and intervention planning as well as the need to avoid making assumptions or generalizations based on behavior, skills and prognosis of individuals diagnosed with autism or Asperger syndrome.

3) Attention deficit hyperactivity disorder (ADHD)

Attention deficit hyperactivity disorder (ADHD) is one of the most common childhood disorders and can continue through adolescence and adulthood. ADHD is seen as a developmentally inappropriate degree of inattention, excess activity and impulsivity, and makes self-direction, planning and organization behavior. People, who have ADHD have difficulty in organizing time, often are late when completing tasks, they need to choose a more dynamic business and they use to change their jobs frequently. Worldwide we can find 15% of students with ADHD at undergraduate and graduate studies.³²

There are 3 main types of ADHD:³³

- Attention Deficit/ Hyperactivity Disorder, combined type - if there are 6 or more symptoms of inattention and six or more symptoms of hyperactivity,
- Attention deficit/ hyperactivity disorder, predominantly inattentive type, 6 or more symptoms of inattention and fewer than 6 symptoms of hyperactivity,
- Attention deficit/ hyperactivity disorder, predominantly hyperactive-impulsive type, 6 or more symptoms of hyperactivity, and less than 6 symptoms of inattention.

Characteristics of the persons that are diagnosed with ADHD may include, but are not limited to:³⁴

- Inability to stay on task;
- Easily distracted;

³¹ Сојуз на дефектолози на Република Македонија, “ Како до инклузивна општина?” – Прирачник за вработените во единиците на локалната самоуправа, Скопје 2012. (Association of the Experts in Special education and rehabilitation of the R. Macedonia, 2012: How to achieve an inclusive municipality? - Guideline for the employees within the units of local self-government, Skopje)

³² Adopted according Glavas, L., urednik (2012), Zbirka priručnika 'Studenti s invaliditetom', Sveučilište u Zagrebu, Zagreb, p. 174

³³ Adopted according Glavas, L., urednik (2012), Zbirka priručnika 'Studenti s invaliditetom', Sveučilište u Zagrebu, Zagreb, pp. 270- 306.

³⁴ http://web.jhu.edu/disabilities/faculty/types_of_disabilities/adhd.html.

- Poor time management skills;
- Difficulty in preparing class assignments, keeping appointments, and attending class on time;
- Reading comprehension difficulties;
- Difficulty with math problems requiring changes in action, operation and order;
- Inability to listen selectively during lectures, resulting in problems with note taking;
- Lack of organization in work, especially written work and essay questions;
- Difficulty following directions, listening and concentrating;
- Blurting out answers;
- Poor handwriting.

Main characteristics of the persons with combined disabilities/ disorders

According to Article 12 of the Rulebook on Assessment of the Specific Needs of Persons with Physical or Intellectual Disability³⁵, a person having two or more developmental impairments stated in this Rulebook shall be regarded as a person with multiple developmental impairments i.e. with combined developmental impairment. Multiple or combined impairment is a mix of impairments combination of which brings to a radical deviation in the social area of the person with multiple impairments that requires quality adapted treatment in relation to the primary impairment. These persons can be classified in four groups:

- persons with multiple impairments with dominant retardation;
- multiple impairments with dominant hearing disorder;
- multiple impairments with dominant visual impairment;
- multiple impairments with dominant mobility impairment;
- multiple impairments with undetermined dominance.

³⁵ Rulebook on Assessment of the Specific Needs of Persons with Physical or Intellectual Disability (Official Gazette of RM no. 30/2000, pp. 1777-1779).

Chapter 3

What is the correct approach: Disability Etiquette or how to interact with the persons with disabilities: Ethics in the education of the students with disabilities¹

Authors: Daniela Stojanovska – Džingovska², Ivana Bilić³

Dear professors, as pedagogical workers, and in particular those of you with many years of experience, are expected, above all, to be human in the true meaning of the word. As persons, you should analyze yourselves deeply within, surpass and overcome the prejudices, stereotypes and stereotypical behaviors towards all DIFFERENCES AND OTHERNESS - from skin color, race, religion, to sexual orientation, INCLUDING THE DISABILITY.

Furthermore, unburdened with such prejudices, you are expected to offer your students the best you can, both in order to transfer to them your expertise and experience and to help them become as much as possible: PERSONS, INDIVIDUALS IN THE TRUE MEANING OF THE WORD.

Nevertheless, herein, in these Guidelines, we take the liberty to pose the questions:

- **So far in your working experience, have you ever encountered a person with any of the above mentioned types and levels of disability/impairment?**
- **Have you ever in your work had the opportunity to meet or have a student with any of the above mentioned disability/impairment?**
- **If ever in your working experience you have had the opportunity and the honor to work with a student with any of the above mentioned disabilities/impairments, did you need any additional assistance and information to assist the student?**

The purpose of these Guidelines is to provide an answer to the most important questions for those “so to say without” any disability on how to approach persons with certain types of disability. This short overview of the various types of disabilities aims to present and introduce the specific disorders/conditions to the teaching and other faculty staff. To assist them to better understand students with different impairments during their study period. However, this material can also be used by any interested parties, their friends, families, colleagues, employers etc.⁴

¹In accordance with the Constitution of R. Macedonia the term “disability” has been used. However, taking into consideration the suggestions from experts and persons with disability themselves, herewith the terms “impairment” and “handicap” shall be equally used. Explanation on the justification of this approach has been covered in Chapter 1: Introduction to this publication (Editor’s note)

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⁴ Брошура “Бон Тон”, Здружение на студенти и младици со хендикеп – Скопје, македонско издание (hard-copy верзија) и Удружење студената и младих – Србија (hard-copy српска верзија) и интернет издание на <http://www.ush.rs/lat/izdavastvo.html>, www.iskra.org.rs/biblioteka_files/bonton.pdf. (Brochure “Disability Etiquette”, Association of Students and Youth with Disabilities – Skopje, Macedonian Edition (hard-copy version) and Association of students and youth – Serbia (hard-copy Serbian version) and internet edition at <http://www.ush.rs/lat/izdavastvo.html>, www.iskra.org.rs/biblioteka_files/bonton.pdf)

- There are certain little things/trifles to be taken into consideration in order to make the interaction student-teacher easier and free from any restraints.
- Addressing persons with disabilities is not difficult; it does not hurt and does not require a lot of effort.
- Nonetheless, the fear from the unknown, prejudices, lacking the information and ignorance make the adequate communication with these students not possible. The improper approach towards these students/persons in general, and the exaggerated care they are receiving very often leads to assistance and support being offered when it is not needed at all and in a manner that may sometimes even hurt the person with disability.
- Attitude towards students/persons with disability should be very normal and they should be treated as equal to all other persons/students, because that they truly are, equal fellow citizens!!! **A disability is not a disease, it is just a condition.**
- During the first encounter with a student with disability a person should not express a feeling of sympathy. Communication and diminutive expressions such as “sweetie”, “darling”, “dearie”. “honey”, even diminutives of personal names (used in many languages, in particular Slavic Languages, such as Russian, Macedonian etc.) should be avoided.
- In a situation when we feel that the student with a disability may need some assistance, we should always ask the student if he/she really requires it. If the offered help is accepted, we should assist to the best of our abilities.
- The student with a disability should be addressed directly and not through his/her parent, partner, friend, interpreter or personal assistant. Discussions regarding student’s obligations in relation to his/her studies should not be held in private with his/her parent, guardian or personal assistant in the professor’s office while the student with a disability is waiting outside.
- It is OK to use idiomatic expressions when talking to persons with a disability. Saying “See you later!” to a blind person, “Talk to you later!” to a deaf person or “I have to run now, bye!” to a person that uses wheelchair is completely acceptable. You should not restrain or feel uncomfortable from using similar expressions.
- The most frequent expression “INVALID” should not be used when talking to and interacting with a person with a disability. This word originates from the Latin “INVALIDUS” meaning not valid, incapacitated, helpless, weak. Utilizing this word leads the environment to create an atmosphere denying any ability of the student/person with a disability and additionally associates to feeling sympathy.
- Many people with disabilities find the expression “Persons with special needs” insulting in spite of the fact that in the Constitution of the Republic of Macedonia this is the term used for children and persons by the age of 18. This term is applicable for the whole population, everybody has his/her own special needs in their everyday life, whether they have a disability or not. Every human being has a need to move and to arrive from one spot to another. Some will walk slowly, some quickly; some will ride a bike, some will drive a car and some will ride a wheelchair or use crutches to assist him/her while walking. **We all have the same needs. Only satisfying these needs is different.**
- Always use words implying to activity, e.g. he/she uses wheelchair rather than he/she is in a wheelchair or is confined to a wheelchair.
- Persons with certain types of disability should not be asked tactless questions related to their disability unless a close relation to the person exists and the person himself/herself initiated the conversation on this particular subject.
- Professors should be patient and take into consideration that the student with a disability will most likely need more time to perform something, to solve an assignment or to answer written

exams. In accordance to this, the student with disability should always be allowed to have the necessary time (this refers to almost all types of disabilities).

- It is not advisable to exaggerate in praising the person with disability regarding the everyday activities well done.
- You should never let disability affect marking and grading the students with disability, i.e. the grade should be adequate to the real knowledge and capacity of the student as much as possible.
- Assistance should be provided only if politely asked by the person with a disability, e.g. to reach his/her aid(s) (crutches, cane or wheelchair), otherwise it is not advisable. Do not lean on the wheelchair since it is a part of the individual's space of the person with disability. Enough space should be left for the person using any aid to pass easily.
- If at the faculty/university where the student with a disability is studying, there is no parking space for persons with disabilities, this issue should be discussed with the authorities in order to mark at least one parking spot. This spot should always be empty and should only be used by the person(s) it is intended for.

First contact with persons/students with hearing impairment

Some adjustment can be very useful and could help people with hearing problems to reach their university diploma, such as:

- The professor should at first find an adequate seat in the classroom for the student with hearing impairment to be able to read his/her lips.
- The professor should find a seating place which allows a clear view of the instructor, the interpreter and the blackboard and an unobstructed view of the speaker's face and mouth.
- The most frequent methods to be used during instructions and teaching include: demonstration, presentation and observation (perception); visual aids should be used as much as possible when abstract ideas and phenomena are to be demonstrated.
- When planning the lecture the professor should reserve some time after classes or during consultation sessions for individual work and support the student, thus clarify topics that remained unclear.
- Written supplement to oral instructions, assignments, and directions. Providing handouts in advance, so the student can watch the interpreter rather than read or copy new material at the same time.
- Visual aids whenever possible, including captioned versions of videos and films.
- Using a small spotlight to allow view of the interpreter while showing films and slides.
- Repeating is one of the fundamental ways to consolidate the acquired knowledge in students with hearing impairment.
- Repeating questions and comments posed by other students.
- Gradual and step-by-step presentation of new teaching contents as a method for covering these.
- Professors should always offer a presentation in a brief, clear and concise manner with the terminology introduced to the student in advance. In case new unknown expressions are used it is necessary these to be followed by understandable explanation using concrete terms and visual aids, if necessary. Professors should always face the student with hearing impairment to enable him/her to see and normally read from their lips. Speech should be of a normal

intensity (not too loud, not to yell or talk directly into the student's ear considering this a better way for him/her to hear and/or understand) and at normal speed (not to talk quickly in order to be understood).

- When new teaching topics are presented, the professor should write on the blackboard everything he/she is talking about, or even better, professors should use Power Point presentations, e-form or hard-copy prepared in advance for each teaching contents.
- If a student poses a question, listen carefully, focus and try to understand it (even in persons with hearing impairment that have a proper and adequately developed speech there are words difficult to understand) always ask the student to repeat what you haven't understood. By no means should the professor pretend to have understood if he/she hasn't, it is better to ask him/her to write down the unclear part.
- One should not try to finish sentences instead of the person assuming you know what he/she wishes to tell.
- Checking and evaluation of learning should be either (1) orally, if the student, in spite of the hearing impairment has a good speech and does not feel inferior when speaking using hearing amplifier (aid) or (2) if the professor realizes that the student due to his/her hearing impairment is unable to adequately respond to the curriculum the exam may be conducted in writing with previously prepared tests in accordance with the student's capabilities. In any (other) case the tests for this student are to be fully identical with the tests for other students.
- Exams and test accommodations may include: access to word processor, use of interpreter for directions.
- Providing unfamiliar vocabulary in written form, on the blackboard, or through handout.
- Use of e-mail, fax, or word processor for discussions with the instructor.
- Visual warning system for building emergencies.
- A real-time transcription requiring the lecturer to use a microphone; the text transcripts should be visible on a computer screen for the student.
- Note taker for class lectures should be provided so that the student can watch the interpreter.
- If the student has a complete loss of hearing, the first support that the professor is about to provide to the student (in case he/she is not familiar with the sign language) is to use paper in intercommunication (one is asking questions and the other is answering and vice versa).
- If no sign interpreter has been assigned by the educational institution, it is necessary that a member of the family who knows the sign language is allowed during communication to assist interpreting the student's speech.
- If there is a student in the same course of study who knows sign language (both understand and talk), the professor may use his/her knowledge at the beginning. If, however during an exam, due to objective reasons, the person with hearing impairment was unable to implement their right to an authorized sign language interpreter, the knowledge of the student with hearing impairment should be taken into account without having doubts in the trustworthiness of his/her answers. The professor may award the student several credits for assisting during the interpretation.
- Nevertheless, according to the law, highly recommended and most appropriate is that both the professor and the student make efforts, an authorized sign language interpreter or a special educator who knows the sign language to be assigned during the course of study and the exams. (Accordingly to the law. the costs for his/her engagement are covered by the Ministry of Labor and Social Policy via the National Association of Deaf and Hard-of-Hearing of R.M., (to be explained in details in Chapter 5).

At the very end of this sub-chapter, let us remember some of the very successful deaf people:⁵ **Francisco Goya** (Spanish painter); **Miha Zupan** (Slovenian basketball player), **Thomas Alva Edison** (American inventor); **Ludwig Van Beethoven** (composer and music player); **Keller** (author, activist and lecturer) and many others.

First contact with persons/ students with visual impairments

When a professor meets a student with visual impairment for the first time, the most important is to introduce himself/herself, who he/she is, what he/she teaches, when and where the lectures and consultations are to be held, details on the time, classroom, etc.

- Advanced notice of class schedule and/or room changes should be announced.
- If needed, professors should introduce themselves at the beginning of a conversation and notify the student when they are exiting the room.
- Nonverbal cues depend on a good visual acuity. Verbally acknowledging key points in the conversation facilitates the communication process.
- A student may use a guide dog or white cane for mobility assistance. A guide dog is a working animal and should not be petted⁶.
- When guiding or walking with a student, verbally offer your elbow instead of grabbing his or hers.
- If the student has partial sight (low vision) the professor should find a seat right in front, facing him/her for the student to be able to follow the lecture adequately.
- If the student has total visual impairment, special attention must be paid regarding the orientation in the space; one should offer their arm and to ask of the best way to move.
- When the student with visual impairment enters for the first time in the room/classroom/office it is necessary that he/she is introduced to the space in a slow fashion, touching all the objects within, followed by verbal explanation, for example, “this is on your left side” etc (this refers also to students with severe visual impairment). This way, physical activity of these students is additionally stimulated since due to the lack of their visual perception activity is significantly reduced.
- Acquiring the ability of space perception and orientation is not a short time process, therefore in the absence of a personal assistant, it is possible to assign a student in the class to work with the student having visual impairment, who shall be awarded several credits for his/her effort. This refers also for the period until the student with visual impairment does not engage his/her personal assistant who shall also assist him/her in the lab.
- In order for the student to be able to perceive by touch the object or material learned during the class, it is recommended that auditory and tactile aids are used as much as possible.
- Reading aloud materials from overheads, blackboards or handouts.
- Verbal description of class activity, such as when a show of hands is requested, stating how many hands were raised.
- Assistive technologies used by students with visual impairments are:⁷

⁵ <http://www.disabled-world.com/artman/publish/famous-deaf.shtml>

⁶ Guide dogs are not frequently used in Macedonia, due to unregulated rules. However, in our view, this should be changed in accordance to the legislative e.g. in the European Union and the United States.

- Tape recorders, laptop computers or slates and styluses for note taking
- Screen readers and voice unit – help them to listen information from screen or documents;
- Electronic notebooks - special laptops that convert written information into sound;
- Programs for enlarging the content on screen and electronic magnifiers.
- Having completed the lecture(s), the professor should prepare electronic version for the blind students since they use UNREADER or some other SCREEN READER in Macedonian/Croatian or some other language installed on their own computer. Material typed in large print should be prepared for students with low vision. Adapted computer with features, such as, large print, speech synthesizer and Braille printer output.
- Alternative test formats such as taped, large print or Braille; use of readers, scribes, tape recorded responses, extended time, adapted computer or closed circuit TV.
- It is recommended to ask the student about the font type most suitable for his/her level of impairment, since low vision itself has many variations.
- Develop reading lists and syllabi in advance to permit time for transfer to alternate formats.
- It is recommended to suggest and initiate procedures at a university level, at least one computer with installed screen reader in Macedonian/Croatian or any other language to be provided at each library within the faculties.
- In consultation with the student with partial visual loss, and if conditions permit, a magnifier should be provided as a teaching aid, which in accordance with students' suggestions will be the most appropriate and applicable for his/her impairment level.
- Use of black print on white or pale yellow paper to allow for maximum contrast.
- In the past, exams and tests were conducted only orally. Today, however, with the development of the computer technology, persons with total visual loss are also in position to answer the tests without difficulties, whether it is a practical assignment or theory. We recommend the computer to always be used as an alternative form of writing.
- Persons who are blind or have visual impairment should not be exempted from taking written exams. It is only required to give them the time they need to answer the test. Special attention should be paid to students with low vision as well as blind students who often have simplified speech; they should be stimulated to take exams orally.
- Due to the extensive scope of the exam and the inability the student with low vision to read the whole material within the time permitted, there should always be flexibility to adjust/change the date of the exam(s).
- Special needs for field trips or other out-of-class activities should be discussed well in advance.
- The student should be assisted in labeling lab materials so that they are easily identifiable.
- Assistive lab equipment (e.g., talking thermometers and calculators, light probes, and tactile timers) should be used whenever possible.
- Raised line drawings and tactile models of graphic materials should be used whenever possible.
- Videos with audio description should be used whenever possible.
- Familiarize the student with the layout of the classroom or laboratory, noting the closest exits, and locating emergency equipment.

⁷ Kis-Glavas, L., urednik (2012), Zbirka priručnika 'Studenti s invaliditetom', Sveučilište u Zagrebu, Zagreb. (Kis-Glavas, L., Editor (2012), A Collection of Guidelines "Students with disabilities", University of Zagreb, Zagreb)

- The student should be asked if he/she will need assistance during an emergency evacuation and assist in making a plan if necessary.
- It is recommended that all notifications regarding the course, in addition to those being posted at the message board, to also be repeated out loud after each lecture; notifications should also be posted on the faculty/university web site.
- Presentation should always be short, concise and clear at normal intensity and speed of speech.
- The society and authorities should take into consideration to make it possible for the persons/students with partial and/or full visual loss to be allowed and enabled to use a guide dog. It should also be taken into consideration that laws, decrees and rulebooks should also provide that the person using guide dog shall need to use public transport, taxi, to be educated, to participate and/or be present at cultural and sports events, etc. and the dog should be also allowed to access these venues accordingly.

At the end of this part, again, we would like to remind you of some very successful and famous people with this type of disabilities, who already proved that their disabilities are not a limitation for successful life and career:⁸ **Helen Keller** (author, activist and lecturer); **Stevie Wonder** (American singer-songwriter, multi-instrumentalist, and record producer); **Franklin Delano Roosevelt** (32nd President of the United States of America); **Louis Braille** (inventor and designed Braille letter); **Galileo Galilei**, **Claude Monet** etc.

First contact with persons/ students with physical impairments

At the beginning we would like to refer to some principles of great importance that were deliberately not mentioned in the general disability etiquette concerning the persons with this type of disability, but the professor should follow when communicating with a student with physical impairment:

- During the first encounter, although overwhelmed with the sight and reflection of the visual perception, by no means the professor should conclude that this student, in addition/due to his/her physical impairment must also be intellectually impaired. That is, judging only by their first impression, professors should not immediately adjust their speech and attitude in accordance with “some imagined or estimated level of development” of this particular individual.
- Handshake should not be avoided when being introduced to a student with amputated arm(s), quadriplegia (paralysis of arms and legs) or using prosthesis instead of arm or hand. Handshake may be made by touch, with healthy arm or whatever is best for the person with disability.
- If a conversation with a student using wheelchair takes longer time, it is recommended the other party (professor/student) to sit, so that eye contact is established, for the professor to be at the eye level of the student with disability, thus avoid his/her excessive straining.
- Significant is the number of students with physical impairments that poses completely intact intellectual abilities and potentials. As a result, no special adaptation is needed in view of the curriculum. They only need adaptations with regard to the optimal spatial conditions both outside and inside the space where teaching takes place. These adaptations refer to the following:

⁸ <http://www.disabled-world.com/artman/publish/famous-blind.shtml>.

- Completely accessible space outside the university/faculty by means of a ramp built according to all normatives and standards providing unobstructed entrance for a person using wheelchair, with no threshold and/or stair(s).
- Completely accessible space inside the building by means of a lift reaching the highest floors.
- At least one completely accessible toilet in accordance with all the construction normative and standards enabling unobstructed entrance with no thresholds and/or stair(s).
- If there are stairs within the building, these to be provided with handrails also.

What the professor could do when some of these conditions have not been satisfied?

In addition to the permanent efforts made together with the students with disability all criteria in relation to accessibility of the whole building to be satisfied by the university authorities, the professor may also:

- make adjustments regarding all teaching classes for courses of study including student(s) with physical disability to be performed on the ground floor,
- select a classroom with door width in accordance with the standards for a wheelchair to enter without difficulty as well as enough space within to enable proper maneuvering with any aid (entrance, exit, passing by),
- provide without delay a special chair and desk for the person to feel comfortable during classes, if necessary due to the nature of the student's physical disability,
- make sure there is a proper toilet on the floor (in case there is no adapted one) which may be used on daily basis with the assistance of another person,
- make sure there is always enough space in the first rows of the classroom so that the persons using a wheelchair can be seated comfortably.

Although no special adaptations are needed during the teaching process, nevertheless, below we list some modifications that might be applied, such as:

- In cases when the student with disabilities does not have a personal assistant, and until the student with physical impairment finds one, the professor may assign another student from the same group to temporary act as an assistant, and help him/her overcome all the barriers both inside and outside the building. The assigned student may be awarded several credits.
- Having completed the lecture it is necessary that you have a hard copy of the material prepared in advance in particular if dictation is practiced during classes, since some persons with physical impairments have problems with upper limbs motor skills in particular the fingers resulting in very slow writing.
- Always use a computer as an alternative form of writing, allow its hardware and software adaptations (voice activated word processing, word prediction, keyboard and/or mouse modification, taped texts⁹.)
- In the past the exams and tests were conducted only orally. Today, however, with the development of computer technology, persons with physical impairment are also in a position to answer tests without difficulties, whether it is an assignment or theory.
- Students with physical impairments should not be exempted from taking written exam. They should only be given the time they need to answer the test.

⁹ "Open the Windows", an NGO involved in hardware and software adaptations for persons with disabilities www.openthewindows.org

- All the notifications related to a particular subject should be posted on the bulletin board in the eye level of the person using a wheelchair or lower, and of course, these notifications should always be posted on the faculty/university web site.
- When a lot of field work is demanded by the course outside the faculty premises (other faculties, labs, companies, halls, rooms, etc.), allow the student with disabilities to have a lab assistant; in no case the student should be completely exempted from practicing these classes and awarded the required number of credits without taking that part; make an effort and find a proper room fully satisfying the needs of the student with physical disability where these classes shall be conducted.
- Adjustable lab or drafting tables should be provided.
- Advance planning for field trips to ensure accessibility should be performed.
- This refers to all types of disability but has been emphasized here since the student with physical disability should make extra physical efforts to attend these classes, and because physical disability by no means remains unnoticed by the professors.

Famous people affected by different physical disabilities:¹⁰

- ❖ Spina bifida: **Frida Khalo** (Mexican painter); **Judy Woodruff** (chief White House correspondent for NBC); **Jean Driscoll** (athlete; professional speaker) etc.,
- ❖ Cerebral palsy: **Geri Jewell** (Comedian and Actress); **Christy Brown** (Irish author, painter and poet); **Chris Fonseca** (Comedian) etc.
- ❖ Amyotrophic lateral sclerosis: **Mao Zedong** (Chinese military and political leader); **Lou Gehrig** (American baseball player);
- ❖ Polio: **Franklin Delano Roosevelt** (32nd President of the United States of America); **Mia Farrow** (actress); **Frida Khalo** (Mexican painter), **Wilma Rudolph** (an American athlete, the first woman to win three gold medals in track and field during a single Olympic Games);
- ❖ Wheelchair users: **Christopher Reeve** (American actor); **Franklin Delano Roosevelt**; **Stephen Hawking** (professor).

First contact with persons/ students with mental illnesses and persons with Autism

Although due to the nature of impairment, the level of intellectual disability and other accompanying specifics, previously discussed in Chapter 2, persons with intellectual impairments (mental disorders) as well as persons with autism in Macedonia and Croatia, very rarely or almost never reach the higher education level. Nevertheless, there are some persons that succeeded in this and we feel obliged to explain how to interact with these persons. :

- During the teaching process, very interesting materials that can keep student's attention should be used.
- Presentations should always be short, concrete and clear using simple terms and expressions.
- When new teaching items are being covered, it is recommended to use visual aids as much as possible.

¹⁰ http://www.disabled-world.com/artman/publish/article_0060.shtml

- Methods of demonstration and presentation should always be used; teaching contents or assigned topic should be repeated several times so that the student can easily and faster remember and adopt them.
- Tests and exams may both be oral and written; questions should be prepared in advance according to the individual capabilities of the student.
- Oral tests should frequently include demonstration, counting of items or explained with simple operations by the instructor.
- A personal assistant who shall be present on a regular basis during the teaching process or a special educator by vocation should be engaged. They should act as a TUTOR/MENTOR who will help these students in adopting teaching materials.
- Teaching and taking exams is a rather complex process that requires communication and coordination with the student's parents as well as the university/faculty administration on regular basis in case a need to engage expert teams arises.
- Students with psychiatric disabilities might not be comfortable disclosing the specifics of their disability.
- If a student does disclose, be willing to discuss how the disability affects him/her academically and what accommodations would be helpful.
- With treatment and support, many students with psychiatric disabilities are able to manage their mental health and benefit from college classes.
- If students seem to need counseling for disability-related issues, encourage them to discuss their problems with a Disability Coordinator.
- Sometimes students may need to check their perceptions of a situation or information you have presented in the class to be sure they are on the right track.
- Sequential memory tasks, such as spelling, math, and step-by-step instructions may be more easily understood by breaking up the tasks into smaller ones.
- Drowsiness, fatigue, memory loss, and decreased response time may result from prescription medications.

Accommodations that shall assist a student with mental illnesses (may include):

- Extended time for exams
- Quiet, distraction-free testing area
- Exams divided into segments with rest breaks
- Note takers, readers, or tape recorders in class
- Use of a computer or scribe for essay tests
- Extensions, incompletes, or late withdrawals in the event of prolonged illness
- Some flexibility in the attendance requirements in case of health related absences
- Modification of seating arrangement (near the door or at the back of the classroom)
- Beverages allowed in class due to medications which may cause extreme thirst
- Referral to a counselor for assistance with time management and study skills

Famous people with this disorder:^{11,12}

¹¹ <http://www.disabled-world.com/artman/publish/famous-ocd.shtml>

- Epilepsy: **Hugo Weaving** (actor); **Vincent van Gogh** (painter); **Napoleon Bonaparte**, **Agatha Christie**; **Alexander the Great**; **Leonardo da Vinci**; **Alfred Nobel**; **Richard Burton**
- Obsessive Compulsive Disorder: **Charles Darwin** (naturalist); **Jessica Alba & Cameron Diaz** (actress); **Donald Trump**, **Nikola Tesla**, **Bill Gates** etc.

Students with Attention Deficit Hyperactivity Disorder (ADHD)

Below, we provide a list of considerations and instructional strategies that could be utilized when working with a student with ADHD:¹³

- Since these students often have learning disabilities, effective accommodations may include those used for students with learning disabilities.
- Effective instructional strategies include providing opportunities for students to learn using visual, auditory and hands-on approaches.

Accommodations (may include):

- Copies of classmates and/or instructor's notes or overheads
- Extended time for exams
- Exams in a quiet, distraction-free environment
- Breaks during exam; exam given by page or by section
- Clear arrangement of test items on paper
- Calculator, spellchecker, thesaurus, reader, and/or scribe during exams
- Use of blank card or paper to assist in reading
- Tape recorders and/or laptop computers
- Taped texts and classroom materials
- Use of handouts and visual aids
- Extended time for in class assignments to correct spelling, punctuation, grammar
- Word processor with spell check and/or voice output to provide auditory feedback
- Instructions or demonstrations presented in more than one way
- Concise oral instructions
- Syllabus provided before the start of the semester

Even lecturers' and academic society are sometimes reserved and restrained of the idea that people with ADHD can study. However, the famous people with ADHD prove that they can have an interesting and successful career:¹⁴ **Justin Timberlake** (singer); **Jamie Oliver** (chef); **Will Smith** (singer, actor); **Jim Carrey** (actor); **Sir Richard Branson** (**Virgin** founder) etc.

¹² <http://www.celebrities-with-diseases.com/celebrities/bill-gates-richest-man-in-the-world-and-presumed-adhd-sufferer-2044.html>.

¹³ http://web.jhu.edu/disabilities/faculty/types_of_disabilities/adhd.html

¹⁴ <http://www.parenting.com/gallery/famous-people-with-add-or-adhd>

First contact with persons/ students with speech issues/impairments

The problems most frequently found throughout following the teaching contents in these students appear to be of social character, therefore the role of the professor in building a proper positive interaction between him/her and other students is of great importance. Assistance and support are also needed to encourage these students how to be independent in their expression and show their real abilities and skills.

Interpretation of the new teaching contents does not require special adaptations by the professor. Testing to be done exclusively by means of written exams, but oral questioning not to be neglected also in order to stimulate his/her speech and its continuous development accordingly

First contact with persons/ students with emotional problems and learning problems

The Rulebook on Assessment of the Specific Needs of Persons with Physical or Intellectual Disability (Official Gazette of R.M. number 30/2000)¹⁵ does not include two more types of disability characterized with specific problems noticeable during the whole teaching process. These are the **persons with learning disabilities** and **persons with emotional problems**. Due to the increasing number of these students and the inability of the professors to identify if some impairments are in question i.e. paying greater attention is required, herewith we discuss some useful and fundamental recommendations that would be of significant assistance in the work with these persons during achieving their higher education level and having success at the same time¹⁶.

1) Contact with a person/ student with emotional problems¹⁷

These persons possess certain characteristics that have negative impact on the whole learning process, such as:

- hyperactivity
- aggression
- immature behavior
- inability to socialize
- depression
- irregular types of behavior under normal conditions
- tendency to develop certain fears arising from educational environment

These students should be allowed greater freedom of movement and provided interesting activities that shall occupy their attention.

Educational programs should be focused on managing their cognitive skills, developing social skill, raising awareness of themselves, creating a positive image of themselves and self-control.

¹⁵ Правилник за оцена на специфичните потреби на лицата со пречки во физичкиот или психичкиот развој (Службен весник на РМ бр. 30/2000, 1777-1779).

¹⁶ <http://www.youtube.com/watch?v=1iTBu34HtBg&feature=share>

¹⁷ Интерен прирачник за професори од СОУ “Димитар Влахов“-Интернет издание Scribd. (Internal Guidelines for lecturers of the Special elementary school “Dimitar Vlahov”, internet edition, Scribd)

2) Contact with a person/student with learning disability¹⁸

Learning disabilities may be manifested in inadequate listening ability, thinking, speech and mainly in reading and learning – impairment known as **dyslexia**, impaired ability to learn to write – **dysgraphia** as well as impaired ability to learn mathematics known as **dyscalculia** and degradation of the existing speech.

The **strengths** of the students with dyslexia are a good visual potential, strong presentable capacity, originality, creativity, intuitive problem solving, 'artistic' way of thinking, a strong understanding of global capacity. They are good in discussions and group activities.¹⁹

Usually, there is a discrepancy between the achievements of the person and his/her intelligence. For these reasons, when working with these students the professor should:

- create an individual approach of work based on previous observation and evaluation of student's real abilities and to motivate the students by emphasizing their positive prospects and potentials of development and strengthening their self-esteem, which in these persons at this age is rather insufficient or does not exist at all;
- use teaching auditory aids such as speech recorder and visual aids such as images, illustrations, models, etc. in the educational process;
- apply methods of demonstration, illustration and presentation as well as step-by-step adoption of new teaching materials;
- use short and clear sentences;
- agree to conduct exams both in writing or orally, however with concrete questions, requests and assistance by the professor;
- use materials that give immediate feedback;
- use the computer as alternative and/or assistive form of expression. There are certain standards for writing text on a computer by means of which the text is fully adopted to the person with dyslexia, these include:
 - use san-serif fonts that do not have the features (serif) at the end.
 - use font size 12, or bigger
 - increase the line spacing and character spacing, using bold and highlighted print, and avoiding italic or underline features in text since this may create visual blending i.e. joining the words.
 - use text style with short sentences avoiding large word count sections, writing in very short paragraphs, separated in small units;
 - use left text alignment;
 - make effort to create texts by numbering into separated lines;
 - use sentences separated by double space and sentence which begin at the end of previous line;
 - use wide margins;
 - use titles and subtitles (headings) by leaving empty space between sections i.e. paragraphs;

¹⁸ Дислексija (Dislexia) www.disleksija.rs.

¹⁹ Adopted according to Glavas, L., urednik (2012), Zbirka priručnika 'Studenti s invaliditetom', Sveučilište u Zagrebu, Zagreb (Adopted according to Glavas, L., Editor (2012), A Collection of Guidelines "Students with disabilities", University of Zagreb, Zagreb)

Presentation of information for this group of persons/students

- Use color instead of white paper for presentation of information.
- Page formatting to be simple, it is not recommended to use image as background or many different fonts, since this will make the text difficult to read.
- Leaflet or poster advertising some event should be created in a way that basic information such as time and venue of the event to be presented as a group.
- Leaflets are perfect for explaining a process or procedure, and when explaining a procedure it is useful to apply numbered list of instructions instead of uninterrupted text.
- Necessarily to explain what acronyms and dialect words mean, providing the table of contents at the beginning of the material as well as the index at the end.
- Always to use computer instead of handwritten text for notifications posted on bulletin (message) boards.
- Certain inclination of the board in vertical plane makes reading easier.
- All these standards apply also for persons with visual impairments i.e. severe low vision.

Web site design

- Website must be simple, and page contents not redundant.
- It is useful website to be designed for offline reading, enabling to user to be aware of the pages he/she has visited and is currently on.
- Persons with reading disabilities have problem with scrolling text.
- Some users prefer black or dark blue print on white or yellow background; ask them to find out what suits them best.
- Focus on accuracy and clarity of argument, not on the way of expression.
- Ignore their spelling and grammatical errors.
- Assess the student's actual knowledge; your assessment should include the topics that are subject of lectures.
- Enable students to be expressed in a way that is most acceptable to him, write in capital letters, and give them opportunities to take notes on their computer.
- They need at least 30% extra time for writing exams, tests and practical exercises.
- No short and rapid tests, noting is better than oral questioning for them, do that whenever is possible.
- Multiple-choice questions are not recommended, as well as copying answers on a sheet with the answers; essays would be desirable to replace other modes of writing tests.
- When they study foreign language, they should have significantly extended time up to 50% for reading.

Famous people with dyslexia: **Agatha Christie** (book writer); **Albert Einstein** (a great thinker); **Alexander Graham Bell** (inventor); **Cher** (Singer and actor) etc.

Chapter 4

The Experts' point of view

Authors: Daniela Stojanovska – Džingovska¹, Jerko Markovina²

The heterogeneous quality of developmental disorders and their treatment during children/persons with disability development require team work and multidisciplinary approach which in turn demands several different expert profiles to be included³.

Every person with disability should receive great attention and should be included in the early treatment either by:

1. **In-home work within families⁴** – In-home support provided by the special educator must always be highly professional and based on team work. The team consists of special educator, social worker and physiotherapist.
2. **Institutional work** – by rehabilitation in developmental counseling centres or pre-school institutions. Expert teams in Developmental counseling centres usually include other profiles also, such as: a doctor – pediatrician, several medical nurses, psychiatrist, otorhinolaryngologist, dentist, physiatrist; if needed other experts are engaged, although not subject of this chapter it is worth mentioning these profiles.

The Program for professional development of the education staff represents an integral part of the Macedonian National Programme for the Development of Education (2005-2015)⁵ where the specific competences of expert profiles have been regulated with respect to the age and maturity of pupils and students, herewith referring to the secondary and university education respectively. In this publication we are discussing only the work assignments of the special education teacher, psychologist and social worker within the secondary and university education respectively.

Special education and rehabilitation expert's perspective

1) Description of work and assignments of the special education teacher

- The special education teacher is involved in the implementation of the expert team's recommendation concerning the special education treatment.

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³ Prof. Ajdinski Lj., PhD.: Didactics of early treatment and pre-school education of children with mental disabilities, Faculty of Philosophy-Department of Special Education and Rehabilitation, Skopje, 1996.

⁴ The term in Macedonian language is "Патронажна работа во семејствата" which means that selected specialists visit the homes of the persons with disabilities and provide the necessary services.

⁵ Национална програма за развој на образованието во Р.М (2005-2015) www.mon.gov.mk. (National programme for Education Development in the Republic of Macedonia (2005 – 2015))

- The special education teacher applies measurement instruments during observations and based on the results, and in accordance with the team's recommendations, prepares individual work programs for students/persons with disability to be conducted during their education at that school.
- He/she prepares a working plan and program in respect of determining the ability and skillfulness of the person with disability, as well as the level of adoption of learning skills and new information.
- Keeps a logbook of his/her work and preparations for work.
- Prepares the pupil/student/person with disability to be included in organized working groups.
- The special education teacher should consult with other members of the experts' team.
- The special education teacher is an active liaison between the appropriate expert services (pedagogical-educational service, faculty/university, Social Work Centre, invalids' organizations, etc.) that can provide appropriate assistance regarding the special education teaching work and the consequent results.
- Participates in classification boards on assessment of students/person with a disability.

2) Specific competences of the special education teacher

Specific competences of the special educator as an expert within the school/university ⁶ have been structured in three levels:

Work aimed at monitoring teachers

- Monitoring the teacher/professors' approach in work with pupils/students with disability;
- Monitoring the teacher/professors' methods and means of work with pupils/students with disability;
- Monitoring the teacher/professors' level that all needs have been satisfied;
- Creating a working and teaching climate;
- Following the creativity and inventiveness of teachers/professors in their work with these pupils/students.

Work aimed at monitoring the level of pupils/students with disability integration in the education process

- Identification of pupils/students who need experts' assistance;
- Support in adaptation;
- Emotional state – special educational needs;
- Work with children/students (individual, group and collective);
- Psychomotor skills;
- Speech;
- Dyscalculia;
- Mobility and spatial orientation;
- The Braille alphabet (for persons with visual impairments);
- Oral communication and sign language (for persons with hearing impairments);
- Interpretation of teaching syllabi.

⁶ National Programme for the Development of Education in R.M. (2015-2015) www.mon.gov.mk, p. 353.

Counseling – consulting competences of the special education teacher

- Participation during preparation of the work program; concretization and operationalization of goals and assignments;
- Participation in adaptation of teaching materials;
- Expert specialization of teachers/professors who work with pupils/students with disability;
- Work towards understanding and tolerance between pupils/students;
- Parent counseling with respect to the pupils/students' socialization;
- Other expert support to parents in cooperation with other experts;
- Informing the social environment on the needs and problems these pupils/students are facing with;
- Professional orientation of students in accordance with their skills.

Psychologists' perspective: Psychological needs of the students

1) Psychological principles and psychologist's work

The essence of these principles is based on investigation, study and identification of the quality and quantity of psychological activities, both as a whole and in its individual functions. The goal of the psychological principles is to get to know better the personality of every pupil/student/person with disability, thus the individual with disabilities to receive instructions as to how and in what way to overcome the disability related issues and to accordingly adjust his/her attitude towards the reality. The psychological significance of the education of pupils/students with disability, in fact is in assisting the pupils/students with disability throughout education and making their transition from one environment into another easier.

2) Description of the psychologist's work and assignments

- The psychologist as a psycho diagnostician is responsible to adequately apply methods and techniques on collecting proper data from the patient (diagnosis and prognosis). Psychological tests should be distributed to groups in accordance to chronology or some other system of classification criteria of diagnosis.
- The psychologist should perform assessment of the psychopathological state and meaning of the symptom, its place and influence on mental state and adjustment.
- The psychologist should identify, discover and define patient's problems and should contribute in determining therapeutic indications and programs.
- The psychologist should take active part in various forms of psychotherapy and counseling. Furthermore, he/she should as well as actively cooperate with all institutions for the purpose of providing optimal development conditions for the person with disabilities.
- The psychologist should work together with the school psychological service in organization of the work in the area of mental hygiene and creating proper mental climate for a harmonized development and improved study results.
- The psychologist should work together with the Social Work Centre for the purpose of taking care of all those persons in need of care and social support.
- The psychologist should perform assessment of maturity of pupils/students/persons with disability and should participate in the work of the classification board on assessment of persons with disability.

- Upon the request of other institutions, the psychologist should prepare psychological findings of pupils/students/persons with disability.
- The psychologist should actively participate in team work and if needed to consult other experts as well.

3) Specific competences of the psychologist

The specific competences of the psychologist within the school/university⁷ have been structured in three levels:

Work aimed at teachers

- Studying the psychological climate within the classroom/course of study where there is a student with disability.
- Working together with teachers/professors in providing assistance to individual pupils/students.
- Encouraging the evaluation of learning.

Work aimed at students

- Work with pupils/students (individual/group and collective);
- Students repeating the class;
- Pupil/student issue;
- Gifted pupils/students;
- Pupils/students with social problems;
- Pupils/students with family problems;
- Pupils/students with personal problems;
- Pupils/students with inferior results;
- Pupils/students with disability;
- Periodically observing the students' conduct;
- Providing psychological support to pupils/students;
- Identifying causes for change in conduct;
- Help students in the first year of secondary school to adjust;
- Participate in the experts' team working with students in the final years of study.

Psychological competences

- Building interpersonal and interethnic communications among pupils/students within the collective;
- Working within the medical counseling service;
- Counseling support and working together with parents.

Social worker's perspective: Work and competences of the social worker

The social worker scopes of works include categories for protection of children, youth and adult persons (1) with disability, (2) within disturbed family situations, as well as (3) behavioral disorders. The social worker

⁷ National Programme for the Development of Education in R.M. (2015-2015) www.mon.gov.mk, p. 352.

- performs social survey on specific issues within the school/university and in the field;
- coordinates, researches, analyses and initiates participation in planning and organization activities in order to prevent certain unfavorable social conditions to occur;
- investigates the conditions and causes that led the person to a condition for a social need.
- focuses his/her activities towards establishing contacts with other institutions and working together on implementing appropriate measures in the field of social and health care.
- works on remediating possible or existing environment conflicts.
- conducts sociotherapy in accordance to individual or general programs for students/persons with disability in view of primary and secondary socialization; sometimes these persons have a potential to become sociopaths with moral deviations and behavioral disorders.
- investigates socioeconomic needs of persons with disability registered at counseling centres, as well as other persons coming to the health care services, their disorder being related to the poor social and economic status as well as providing support in implementation of their social rights.
- assists and organizes placement within specialized institutions in cooperation with the Social Work Centre in the municipality or town they live in.
- organizes individual and group work with parents.
- is obligated to consult other members of the expert team for each individual case.
- works on the program defined for the pupil/student.
- provides instructions to parents regarding work with the student and if need appears with the students also.
- participates in group work with parents.
- participates in the work of the classification board of assessment of persons with disability
- keeps a logbook on daily basis with reference to the work, including work preparations.
- is obliged to consult other members of the expert team by oral communication or a report in writing.

The role of the psychologist, social worker and special education teacher in defining the professional orientation of pupils/students

Professional orientation is the most important segment or field of interest of the psychologist, social worker and special education teacher, i.e. the three profiles dealing with the transition from secondary to university education level or from secondary education to employment. The professional orientation in general covers the following characteristics:

1. Professional orientation is an activity of providing assistance regarding vocation/profession, such as:
 - Providing assistance to all concerned parties directly or indirectly involved in the vocation or faculty related issue.^{8,9}

⁸ Prof. Risto Petrov, PhD., Lecture materials, subject “Professional orientation and training of persons with mental disabilities”, Skopje 1998.

⁹ Проф. д-р Ристо Петров, 2007, „Лица со инвалидност: Професионална оријентација, опособување и вработување“, Филозофски факултет, Скопје, Универзитет Св. Кирил и Методиј, Скопје.

- Providing assistance throughout the duration of the professional orientation process.
- 2. The aim of the professional orientation is to provide for the candidate guidance in terms of indicating and suggesting the profession/faculty with the best prospect of success.
- 3. Professional orientation may be organized and implemented only by engagement and coordination of all factors that can be of help.

There are **three stages in the professional orientation process**:

1. Preparatory stage;
 2. Counseling while selecting the vocation or faculty;
 3. Stage of monitoring the progress of the person being counseled.
1. Some important components of the **preparatory stage** i.e. the information on vocation/faculty include:
1. Short presentation and introduction to the candidate.
 2. Provision of information and suggestions for the candidate in regard to developing his/her dominant features while introducing him/her to the important issues concerning the choice of a vocation or faculty.
 3. Introducing the candidate with the vocations he/she should be working or the faculty he/she should be studying.
 4. Introducing the candidate with the requirements of the social community regarding labor market and employment possibilities.
 5. Ignoring certain prejudices and improper attitudes while choosing the vocation/faculty.
 6. Creating an active attitude in candidate towards his/her choice of vocation.
2. During the **counseling stage, while making the choice of a vocation or faculty**, special attention should be given to team work that has a very specific course:
1. Conducting an initial interview with the candidate to find out his/her wishes and suggestions;
 2. Conducting medical examinations in order to determine medical indications and contraindications concerning the choice of a vocation/faculty;
 3. Conducting psychological evaluation in order to collect data on the psychological state of the candidate (interview, test, questionnaire);
 4. Analysis of all the data collected during the preparatory stage (certificates, records);
 5. Data processing, comparison and adjustment in order to determine the diagnose and to predict vocations/faculties with the best prospects for the candidate to succeed;
 6. Conducting an interview with the candidate in order to inform him/her on the advice from the expert team.
3. The **third stage** i.e. the stage of monitoring the results, as far as professional orientation is concerned, is justifiable in several aspects:
1. Monitoring and control of the progress on the counseled person is necessary in order to check if the selected vocation/faculty is adequate for the candidate. The expert's advice is very likely to succeed but there is not absolute certainty for a success in the vocation/faculty being selected.¹⁰

(Prof. Risto Petrov, PhD., 2007, Persons with disabilities: "Professional orientation and training/capacitating and employment", Faculty of Philosophy, Ss. Cyril and Methodius University, Skopje.)

¹⁰ Prof. Risto Petrov, PhD., Lecture materials, subject "Professional orientation and training of persons with mental disabilities", Skopje 1998.

2. Even if it appears that the recommended vocation/faculty is not suitable for the candidate, further monitoring and control is needed in order to be able to take necessary steps for the candidate to better adjust to the appointment or the faculty.
3. Monitoring and control of the progress is also needed for observing possible errors, failures or advantages and dealing with these in time thus preventing the person to get frustrated as well as to undertake the required steps in order to completely eliminate the condition and upgrade the professional orientation process.

It is necessary that all three expert profiles – psychologist, social worker and special education teacher – are compulsory present during primary and secondary education, as well as, throughout higher education, irrespective of the age of maturity.

Professional orientation is required to monitor and control the complete process in higher education from beginning till end of a particular course of study. Should university professors find it necessary to consult the team of experts with regard to a student with disability who does not show sufficient level of skills and stays behind to change the course of study or even transfer to other faculty, action should be taken immediately for the student's own sake. Thus, in good time, he/she shall receive appropriate instructions with regard to the faculty where he/she shall respond to assignments well in accordance with his/her abilities.

Even when students with disability have very good results they must be permanently monitored, thus making it possible to find appropriate employment taking their potentials into account.

Regretfully, the professional orientation service(s) in the R. Macedonia have very small or no effect at all. Thus, full reorganization and establishing new standards, methods and way of work is required.

How to assess if a student needs professional expertise? Questionnaires for teachers on how to recognize a student with learning difficulties

The question: "How to assess if a student needs professional expertise?" has partially been dealt with in the previous chapters, i.e. Chapter 2 and Chapter 3 cover in details the classification of all types of disabilities and their characteristics and the correct approach when meeting for the first time a person with disability, respectively. Therefore, herewith we shall only elaborate a point not covered in the mentioned chapters i.e. what is the easiest way to identify those disabilities invisible at first sight, such as dyslexia and how to easily recognize them through appropriate tests (questionnaires).

1) Dyslexia Questionnaire¹¹

1. Does the child/person appear to often get confused and you do not know the reason for that?
2. Does he/she show inconsistency in his/her work standards?
3. Does he/she have difficulties in remembering few instructions?
4. Does he/she make unusual errors in reading and writing?
5. Does he/she have a problem in transcription (writing) from audio material from a tape or CD?
6. Does he/she have difficulties in dealing with mathematical operations and learning math's?
7. Are you surprised with the effort he/she is putting compared to the poor results achieved?
8. Is he/she clumsy in certain areas but very skillful in others?

¹¹ Dyslexia (Дислексija) www.disleksija.rs

9. Does he/she behave very often as a clown in the group, but it appears to you that he/she is not truly happy?
10. Does he/she appear not to listen to you?
11. Does he/she give the impression of being lazy and totally uninterested in what you are saying?
12. Does he/she give the impression of being not focused and not being able to maintain his/her attention for a longer period?
13. Does he/she appear to have good and bad moments during the day?
14. Does he/she appear to be confused in the space and time in particular with regard to left and right?
15. Is he/she significantly better in oral expression?

2) Specific indications with reference to reading related difficulties

- Difficulties in connecting grapheme-phoneme i.e. letter with sound;
- Difficulties in connecting sounds and syllables into words;
- Errors in structure, moving or inserting letters in words, substitution of similar letters (no - on)
- Substitution of phonetically similar letters as b-p, d-t, etc.;
- Substitution of syllables (animal - aminal);
- Substitution of words and guessing;
- Omission of letters and syllables and repeating unnecessary word parts;
- Difficulties to follow the line consisted of letters and numbers when written consequently in a line;
- Difficulty to follow reading direction both above-below and left-right;
- Re-reading the already started line;
- Omission of words as well as whole lines;
- Reading a word in several wrong ways.

3) Specific indications with reference to writing related difficulties

- Difficulties in connecting grapheme with phoneme i.e. letter with sound;
- Substitution of similar letters;
- Mirror writing and letter sketching;
- Errors in structure (adding, inserting and moving letters)
- Omission of letters, word parts or whole words;
- In addition to the reading and writing related difficulties, children with dyslexia often have problems with learning math's and mathematical operations.

4) Dyslexia symptoms in adults: General symptoms

- Discrepancy between general abilities and language skills;
- Mood variations: good and bad days;
- Confusion – difficulties in managing the daily routine (work and free time);
- Poor and short working memory;
- Insufficient accuracy and orientation in space and time (left – right or east - west)

- Difficulties in sequenced information (alphabetical order, months in the year, tables, list of instructions, birthdays);
- Difficulties in remembering time, wasting time;
- Difficulties in perceiving rhyme;
- Difficulties in understanding verbal humor;
- Difficulties in conversation, they need time to process and find the exact expression;
- Difficulties in coordination in space, time and experience;
- Irregular mainly poor perception of himself/herself and creating poor image (I am lazy and careless).

5) Symptoms related to learning and education difficulties

- Slow and insecure when reading in particular reading aloud;
- Difficulties to understand what he/she has read resulting in making wrong conclusions;
- Difficulties in decoding new unknown words, terms and facts;
- Brief memory of what has been learned and difficulty in finding the book topics already covered ;
- Poor strategies for transfer of knowledge and information in long-term memory, inability to write quickly, in particular taking notes during dictation since the persons with learning difficulties are unable to listen and write at the same time;
- Difficulties to independently express in writing (poor connection of ideas and concepts, poor vocabulary as well as grammar and syntax);
- Difficulties in learning management skills, in particular, data bases;
- Handwriting related difficulties (sloppy and unreadable)
- Tendency of using a calculator;
- Difficulties in generalization and application of new skills;
- Problems during work in a noisy and disturbing environment;
- Necessity to repeat information several times;
- Due to slow reading and poor understanding skills the persons with learning difficulties permanently lack time to do their work and are always in the nick of time.

CHAPTER 5

The Persons/Students' with disabilities point of view

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Personal experience, perspective and suggestions of a student with visual impairment

I graduated from the Faculty of Law “Iustinianus Primus” – Skopje, at the Ss. Cyril and Methodius University in Skopje with an average grade of 8,50 and I am currently enrolled in postgraduate studies at the same faculty with all exams passed so far in accordance with the curriculum and achieving the highest possible grade (10,00). Being a student with complete visual impairment herewith I am sharing my experience and suggest the following to be introduced with regard to the persons/students with visual impairment at higher education.

1) Accessibility of the faculty

- Every classroom, professors' office and any other premises having numeral signs, description of the room and/or name/title of the professor/staff, obligatory to be also signed in Braille. If all premises have proper designation in Braille, students with visual impairments will not be in a position to always ask their colleagues for assistance and/or to be escorted to the exact classroom or professor's office. At the beginning of my studies I needed more help from my colleagues. I asked for help and, I must admit, they unselfishly provided it. Since I have good spatial orientation, during my studies I have become familiar with the arrangement of the premises within the faculty, thus I became more independent in orientation. All the same, I am still receiving unselfish assistance from my colleagues which I accept wholeheartedly.
- As for the reading room and the library, it is obligatory at least one computer adapted for persons with visual impairment to be available there. It suffices to have a **speech synthesizer** or simply to install a **screen reader** on the computer. Thus, one of the biggest problems shall be resolved as far as blind persons' studying is concerned. Such an assistive technology will help the student cover the teaching materials in a proper way during longer breaks.

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- One of the most significant problems of the students with complete visual loss is related to attending classes. Namely, unlike the students with no visual impairment and able to take notes during lectures, this is difficult for the student with visual impairment. This obstacle could be easily overcome if the student possesses a speech recorder and is allowed to record during classes. On the other hand, this option is questionable since not every professor wishes to be recorded. It is therefore worth suggesting that all professors who come in contact with students with visual impairments be pointed out to allow recording during their lectures thus helping the students with visual impairment in comprehending what they are being taught. I am happy to say that during my undergraduate studies as well as currently as a postgraduate, many of the professors have allowed me to record their lectures. Only one or two professors would not allow their lectures to be recorded.
- As regards preparations for the exams it is in connection to the above i.e. it is the best when the student has a computer adapted to his/her needs with speech synthesis installed. Thus, the professors might send the exam materials by e-mail for the student to be completely independent in the process of learning and preparing for the exams. My experience in view of preparing exams during my undergraduate studies was a little complicated since every exam had to be audio recorded on CD. I had to buy every book which was then audio - recorded for me. Great is the contribution of the "Union of the Blind People in R. Macedonia" regarding recording of exam materials, but I must not forget to also mention the assistance from my colleagues and friends. All the materials were recorded at the Union in their professional studio. My colleagues and friends were "reading" the exam material, at the beginning without any compensation for their good will and humane gesture whereas later on the Union of the Blind People covered the compensation from their own budget and paid a symbolic amount of 120 denars per hour of reading. I am happy to say that currently, as postgraduate, this problem is a long overpassed history. Now, the professors send the exam materials to my e-mail which gives me a great relief and makes me completely independent. For this I am grateful to my professors and those that made it possible for me to use the screen reader (UNREADER).
- When taking the exams the same rule should be applied as with other students without visual impairment. Professors should always be fair and available for consultation at any time. They should take into consideration that when compared to students without visual impairment (preparations for the materials is easier for them as they have the book in front) the student with visual impairment shall need more time for preparation since either somebody will have to read the material to him/her or to use "screen reader", which also takes more time.
- In order to be able to realistically grade the student with visual impairment in accordance with his/her achievements, it would be advisable the student to take an oral exam, in accordance with the same rules that apply for all students, in front of all present at the exam. Thus an unpleasant situation both for the student and the professor would be avoided alluding to some benefits regarding higher grade on the account of the disability.
- As for the access to Students' Affairs Office, I would recommend that notifications posted on message boards be also written in Braille. In my experience my colleagues always used to read these notifications and announcements concerning the exam dates or some other information. Nevertheless, I must point out that whenever I asked the employees with the students' affairs office I had been adequately informed.
- Regarding the social life at the faculty I would like to mention that we use to go for a cup of coffee or have breakfast at the faculty canteen during breaks. It would be good if the menu was written in Braille as well. This would also be of great assistance to the students with visual impairments. The same could go for other coffee shops and restaurants also. It is worth mentioning that some of these in our capital have already accepted this practical method.

2) Arriving to/returning back from the faculty

- Arriving to the faculty and going back home is a real challenge for all blind persons. The problem exists even at the moment they leave their homes. Namely, to get to the faculty they need to come to the bus stop and on the way they are facing with many unpleasant situations such as: although the person has good spatial orientation, he/she is not sure if there is a hole or a car is parked or some other obstacle on the road.
- Having arrived at the bus stop they have to ask some of the people there to tell them when their bus arrives. Regretfully, there is no bus stop in any town in our country with voice announcement when the bus arrives. In developed countries, getting of the bus is automatically announced by a voice, thus making the person with complete visual loss to be independent and move around without problems.
- In view of the above resolving the problem regarding the coming to/from the faculty of persons with visual impairments in fact means resolving the existing traffic and infrastructure chaos. I have usually been accompanied by my friends and colleagues. Regretfully, I am still unable to do it on my own.

3) Accommodation and accessibility in boarding houses for students

- Boarding houses for students should be adapted or made accessible for persons with visual impairment. They should be granted accommodation in single or double rooms.
- It is required that voice announcement software is installed in elevators which will help persons with complete visual loss to be able to hear the voice and not ask other people on the floor they are at the moment the lift stops. Namely, it happens that a blind person is alone in the elevator and he/she is obliged to manage on his/her own and not every person with visual loss is able to do that. All elevator buttons must also be signed in Braille which is of great help to persons with visual impairment. This regretfully is not the case in our boarding houses.
- All signs, designations, names and numbers to be additionally written in Braille alphabet which would enable the persons with visual impairments to move around the student campus and boarding houses without problems.

Personal experience, perspective and suggestions of a student with hearing impairment

Having graduated from the Faculty of Natural Sciences and Mathematics, at the Ss. Cyril and Methodius University, Skopje and currently being enrolled as a postgraduate at the same Faculty, I will try to elaborate a few positive as well as negative issues I have experienced during my education so far, in particular during my studies. In order to facilitate communication with persons with hearing impairments I would recommend to the professors, as follows:

- The first and most important step is, above all, to treat equally the students with hearing impairment and students that have no such an issue. Otherwise, it would be a serious problem in communication both between the students themselves and students and professors as well. Regretfully, this will always be against the student with hearing impairment.
- Should the professor notice that a student has difficulties in following him/her during the class, the professor should immediately stop and try to establish a contact, talk about the problem and find a solution in view of overcoming the difficulties that have arisen in relation to attending the class. Although the right thing to do, and in fact it is recommended, is the

person himself/herself to approach and talk about his/her problems. Nevertheless, in the Balkan mentality is not easy to overcome and the students are not likely to step forward and talk about his/her problem. Unfortunately, our awareness on the issue is still very low and too many questions are to be answered and dealt with. We are to blame for neglecting and avoiding and very often not accepting this problem. The environment in general, the faculty, and most of all colleagues and professors that the student with hearing impairment communicates with on daily basis contribute to the complexity of the issue. For these reasons only they have the greatest responsibility to establish the correct attitude and approach which will result in certain initiatives to resolve step-by-step all the problems we are facing with every day.

- I would recommend that the professor talks with his/her fellow professors regarding the problem of the student with hearing impairment and work together to find a solution as to facilitating his/her studying. By this, the professor also helps himself/herself since when working together and communicating and counseling every day it is very likely to achieve the goal and make it possible for every student to complete with success his/her studies.
- The professor should show that he/she is willing and ready to cooperate. Thus the student will be able to feel free to come to him/her regarding his/her problem and obstacles or difficulties he is facing with during the teaching process. All this will contribute to better and easier feedback cooperation.
- We suggest that in no case one would start from feeling pity, contempt, mockery, go easy on somebody (for the purpose of getting a higher grade). On the contrary, it is necessary the students with hearing impairment to be given the same opportunity to present their knowledge and in no case the student be discriminated and doubted at that he/she is not able to complete his/her education. In fact, we recommend completely equal treatment as towards other students.
- During the classes, it is advisable the student with hearing problems to sit in the front, to be able to follow the lectures and practical part, the professor to be near him/her; when delivering the lecture, speech to be clear, at normal intensity, slow and fluent; always be facing him/her so that the student with hearing impairment be able to see your lips when you speak, thus enabling him/her to easily follow the classes. All these activities to be done in a normal fashion, without having to emphasize these in front of other students. It is also advisable to offer the student with hearing impairment consultations after the classes and exercises thus contributing any possible obstacles and unclearness during the class to be resolved.
- During exams whether it is an oral, written or practical, we kindly recommend the student with hearing impairment to be treated as equal to all other students not having that problem. It should not be a problem in case of a written exam; if, however, it is an oral exam, the professor should pay attention if the student has difficulties to follow him/her. The professor should repeat the question several times, be patient and allow the student to present his/her opinion without assisting or simply letting him/her go. I will mention herewith my experience. When I was taking oral exams I was usually handed a concept in writing in order to have sufficient time, the same as other students, to think about the questions before answering these. The same applies for the practical part of the exam.
- In no case the professor should allow the student to abuse his/her problem (handicap). His/her longtime experience as a professor will help him/her to estimate whether the student deserves to pass the exam or not and with what grade as well.
- In case of presentations being prepared during instructions, needed for upgrading the student's knowledge and skills and which is required as part of the final grade for that particular subject never to exempt the student with hearing impairment on the account of him/her not being able to do it. On the contrary, assigning this is very encouraging thus demonstrating that you treat him/her equally to other students.

- The same applies in cases when field work and/or activities are required offering an opportunity to upgrade the knowledge and interest in some area of science, preparing seminary papers, attending seminars, conferences, symposiums, congresses, activities within a scientific society, preparing scientific papers etc. All these activities contribute to student's upgrading his/her knowledge and quality and give them an opportunity to demonstrate his/her abilities and skills.
- The professor should always bear in mind that facing the problem of hearing impairment is not an easy task. On the contrary, it is a very challenging and demanding process and an affirmative attitude and humanity will offer the necessary support as a human being above all and then as a professor and educator.
- You should never forget that as there are different types of impairments, there are also students with different level of readiness to learn. The professors, as professional educators, are those who shall estimate whether the student has the potential and abilities to study or has average intellectual abilities accordingly. Nevertheless, it should not be forgotten that if the person/student with hearing impairment has already reached higher education this means that he/she is capable and feels ready to continue his/her education. The professor, as an intellectual and a human individual should only be trying his/her best to help the future colleague, associate and educated citizen find the right course in his/her life

I have the right reason of what I am talking and writing about here. It is not an imagination but a real life story, a situation I am trying to present by sharing my experience that in spite of my disability I have reached the level of graduating and currently am a postgraduate student.

Ever since I was born I have been using hearing aids in both my ears. I belong to the group of persons with severe hearing impairment in the range from 60 to 80dB, with hearing impairment occurring before speech was developed i.e. persons with no spontaneously developed verbal speech prior to the hearing impairment occurred but achieved it later with an intensive and systemic surdoaudiological treatment. The ten year intensive rehabilitation treatment at the Institute of Hearing, Speech and Voice – Skopje helped me develop my verbal communication and achieve good results during my education so far. I would not have done this without the support of my mother who helped me find the correct route in life and without her I would not be what I am today. Thanks to her immeasurable support, patience and love, I represent a success to her, to my family and myself. Each parent wishes the best for his child, nevertheless I can not find the words to describe her inexhaustible energy and patience that enabled me to develop into a normal person; to be accepted by society and thanks to the immeasurable support from my family above all, and then from my classmates, colleagues, teachers and professors; to live my life through the kindergarten, primary school, secondary education to the university level. It is not enough to say THANK YOU and there are no words to describe the bumpy road from the day I was born to date.

I sincerely hope that this sub-chapter that has been assigned to me as a person having this problem will help and make it easier for you in view of approaching the students with hearing impairment.

Personal experience, perspective and suggestions of a student with physical disability

Many years have passed since my studies at the Faculty of Philology, Department of English Language and Literature within the “Sv. Kiril and Metodij” University in Skopje, and I am happy to say that in the meantime many things have changed for the better. I am telling this as a person who uses the wheelchair on a regular basis due to a complete paralysis of the lower limbs. At the time when I was studying, the building of the Faculty of Philology was completely inaccessible (fortunately this is not the case today) for a person using a wheelchair unless he/she was assisted to climb the numerous stairs both outside and inside the building. My persistence and the unlimited unselfishness of my

parents would not let the obstacles in the form of stairs, narrow doors, absence of appropriate toilet be a hindrance for me to continue the studies and eventually graduate from the Faculty.

I must mention, herewith, that I was a part time student, this being the only possible opportunity for me as a citizen of another town. In view of this, I would like to mention one of the biggest problems a person with physical disability –in particular those with severe and very severe physical disability i.e. those persons that must use a wheelchair, are facing with – the absence of conditions for public transport in our country. Fortunately this problem is not that severe in Skopje since, as of recently there are low floor buses, thus significantly facilitating the life of these persons as far as public transport there is concerned. I regret having to say however, that this is not the case in other towns and I as well as my friends not living in Skopje am forced to use a car since public transport (train, bus) is absolutely not adjusted to this category of population. This is not only a proof of discrimination but also demands additional financial funds from persons with physical disability. Only a small comparison – the cost to travel by train or bus is by far lower than the cost when traveling by car.

Many of my colleagues drive cars with manual (hand) controls, but not all of them have that possibility. With respect to this, there should be a marked parking spot at every faculty where only the person having the appropriate disability sign on his/her car and appropriate width allowing car door to be completely open and the person safely transfer to his/her wheelchair and vice versa. I am pointing this out since it is very difficult for a person using a wheelchair to enter his/her car if the space between his/her and the neighboring car allows the door to be opened only partially, this being the habit of parking most frequently used in our environment. Many times I have been in a situation that the driver's side of my car is blocked by another car and being unable to do it myself I have to ask somebody else to move my car so that I transfer safely to the driver's seat. THEREFORE, if you notice that there is a disability sign on the parked car, please park appropriately leaving adequate space for a person using a wheelchair to enter his/her car without problems.

It is also worth mentioning here the numerous architectural barriers we are facing with in our everyday life, especially when moving outside in the streets where there are no proper paths, streets and pavements are with high curbs, very often with many obstacles on the way, e.g. if there is some intervention going on the sidewalk or the street it is usually simply dug with no reserve path where all citizens shall move safely in particular persons with some disability or impairment (blind, severe mobility). In conclusion, if a person using a wheelchair decides to come to the faculty on his/her own this would not be possible unless traffic infrastructure is fixed and this, with only small exceptions, applies to almost all towns in the Republic of Macedonia.

All above taken into consideration, my suggestions and recommendations in order to make the access for students with physical disability, especially those using a wheelchair easier at higher education would be as follows:

- First of all, regarding the physical accessibility to the building i.e., if there are stairs at the entrance, there must be a proper ramp built in accordance with the normative and standards so that the person using a wheelchair (manual or electric) be able to safely and without too much efforts enter the faculty building. Too steep ramp may be rather unsafe and even dangerous for a person who is climbing the same only using the power of his/her own arms. It is also advisable at least one side of the ramp to have a handrail at proper height which would be of great help to persons using crutches.
- Adapted lifts, elevators or stair platforms to make all premises within the faculty building accessible and reachable to the person using a wheelchair.
- Entrance door, as well as, all doors within the building to be wide enough and easy to open to avoid any damage to these or unwanted injury to the person that is unable to safely intervene if door closes suddenly, is not open widely or needs too much effort to open.

- Unobstructed access to all premises within the faculty building, i.e. to classrooms/ amphitheatres/ professors' offices/ libraries/ labs/ students affairs office/ canteen etc.
- Appropriately adapted toilet i.e., door of sufficient width, provided rails next to the toilet, enough space inside for the person to be able to safely maneuver and has the necessary privacy.
- Classrooms/ reading rooms/ libraries/ labs to provide sufficient space for the person using a wheelchair to be able to safely maneuver, move and pass by. It is also required that desks/ tables are of proper height to allow the person to be comfortably seated without having to lean forward or strain unnecessarily.
- Not all shelves in a library or lab are reachable, i.e., some of these are very high and this could be an insurmountable obstacle unless efforts are made and these are provided with sliding mechanism or possibly a lifting platform by which the person using a wheelchair would reach the desired object comfortably (I guess this is not likely to be designed here); otherwise, there should be a good will from the person working there or a colleague to assist the person using a wheelchair who may need an object, a book or material placed in a higher position.
- With respect to accessibility, I would like to share that during my studies there was only one lady professor who insisted the exam to be taken on the upper floor; other professors whose offices were on the upper floor or in the wing with stairs in front were very flexible and whenever I was taking an exam – both oral or written they showed good will and organized the exam at the library or some other premises on the ground floor. It goes without saying that the exams were the same as for other students, without any concessions or benefits on the account of my disability.
- If all requirements regarding accessibility are met there will be no significant problems for a person using a wheelchair to come to the faculty, attend the classes and take the exams (I must mention though that persons with quadriplegia and/or spasticity may have difficulties with their motor skills, especially hands and they should be allowed longer time for writing).
- If spending longer time with a person using a wheelchair it would be good the other party to sit, thus showing the due respect and attention towards the person.
- If the student comes from another place and wishes to stay at the student's boarding house instead of commuting by car (due to the lack of accessible inter-city public transport) it is necessary that the boarding house also has the same accessibility related specifics as mentioned above (i.e., access ramp, wide doors, bedroom with bed of sufficient height, it would be perfect if it is in the wheelchair height, adapted toilet and bathroom in the room, closet with adjusted low shelves, rails and hooks, power switches at proper low height, etc.)
- If you see a person/student using a wheelchair who seems to have a problem of some sort, offer your assistance and wait until it is politely accepted or not. In the first case, ask for instructions on how to assist the person in the best possible and safe way both for you and the person using a wheelchair, since he/she knows the best way, the technique, strength and without any problems and injuries/damage done to do the required activity (for example safely climb up or down a stair/stairs or put the wheelchair in the car). If, however, your offer to help is politely rejected, accept this without any remorse on your part. Do not insist, since it is quite normal the person using a wheelchair to know if he/she is able to manage an obstacle or not.
- In my longtime experience as a person using a wheelchair on regular basis in my everyday activities both in my home and outside my home, I have been in a few situations to ask or being offered assistance: (1) by those who wish to help but do not know how – it is easy to

communicate with and understand, it only takes to give them the correct instructions on the assistance required; (2) those who wish to help but have some health problem on their own (discopathy, heart condition); and, of course (3) there are those that do not wish to help, which is absolutely ok. This should also be accepted in the normal fashion since after all, we all are human with all our virtues and shortcomings.

- It is only human to ask for help, as it is human to accept or reject the offered help. In my opinion this goes for all people and all areas of life. Anybody has occasionally found himself/herself in a similar situation, no matter if it is a person with some impairment or not. However, it is also human to respect the wish of the person with a physical disability (and any other impairment as well) to keep his/her independence, freedom and privacy, and this is able only by raising awareness in people, their readiness to be people with openheartedness, without limitations and prejudices. And then follows changing of the environment, of course where it is possible, and in particular when new buildings are designed and constructed whether these being health, educational or social institutions or in the area of sports, entertainment and social life of the individual.
- Therefore, dear professors, do not refrain from establishing a contact with a person with physical impairment, this in a way is your responsibility as educators.
- Dear students, take the opportunity to get to know your colleague with some disability, including a person using a wheelchair. I am convinced that you will be pleasantly surprised in many cases and you will have an opportunity to learn that not always the appearance reflects the true essence we bear within ourselves. Any situation can be surmounted, in only takes a small portion of common sense and practicality, and most of the persons with physical disability possess that, you can trust me on that.

Personal experience, perspective and suggestions of a student with combined disabilities

”Hello, how are you?”⁷

I am often criticized by various people who say that I should be nicer to people who offer me help as I walk the street, and that I should work on my social skills, especially the ability to make small talk, and start conversations about the weather. I write these lines to show some of those situations from my own, quite unique perspective, because people often wrongly accuse me of rudeness or even snob-ism.

Although walking as such is usually not a big problem for me, I move around in my own special way. For instance, I am unable to stop, without leaning on something or someone, or am able to do it only with maximum concentration, when I am focused on walking, and nothing else. Otherwise, when I stop, I automatically fall. I have traveled to Zagreb recently, and since my aunt works on a news stand in Rijeka's intercity bus station, she saw me and yelled something in my direction. I just went by the news stand, said "Hi!", and kept walking towards the bus, that had just come to the platform. When I came back home, there was this whole dramatic story about how I should have been polite to my aunt, who has complained about my behavior.

And here's what really happened: At the moment when my aunt saw me, I was mentally already in Zagreb, and I had neither noticed which news stand I was passing by, nor expected anybody to call me from that direction. When I noticed her, the only way I could stop was to throw myself full-weight on the darn kiosk, and make a mess of all the newspapers. That didn't seem like a smart idea. I was able to

⁷ The text has been sent by Dr. Ivana Bilić, as a courtesy of Mr. Raul Kevrić to our AEIF Project.

stop normally only when I leaned on the front door of the bus. From that moment on, I guess I could have returned, and found a point in space which would allow me to exchange a few words with my aunt. But to my shame, I didn't feel like doing all that just to answer a question like "How do you do?" or anything else that she could also ask me in some other, more convenient situation. I relatively often find myself in that same misunderstanding with different acquaintances who see me in town, and are shocked by what they see as my refusal to stop, have a few words, and reach a joint conclusion that we have nice weather today. One of the reasons why I don't make that extra effort is the notion that most people don't really care about how I am doing at the moment, or my opinion on today's weather. That doesn't necessarily imply that I have anything against talking to those people, but it's not always easy for me to lose my center of balance because of such formalities. One of my options in such a situation is to lean on the person that I meet, but I am not that close to everybody, and sometimes the other person is already carrying something, and is as unprepared for the situation as I am.

The problem also has a few other aspects, one of which is the fact that walking for me requires a bit more energy, than the average person. If I am walking, and thinking about something at the same time, I often don't have enough energy left to look around and notice somebody walking past me, and saying hello. I usually just hear "Hey Raul!" from a distance, and am unable to figure out whom it is coming from as I walk.

Another thing relevant for the issue is my need to protect my privacy and personal integrity. I know this sounds a bit over-dramatic but here is the essence of it: An average guy walking the street can usually count on enough privacy to concentrate on his own thoughts. If you don't run into anybody you know, most of you can rely on the assumption that your thoughts will not be rudely interrupted by a complete stranger. I don't have the luxury, and I have never had it, although I need that time to think and prepare myself for upcoming events, as much as anybody. Whether I like it or not, there is a small army of people coming into my life, who pass me by on the road, and would never speak to me, if by any chance I could walk normally. Some people approach me normally, so I find them nice and kind. Some are malicious, and have all kinds of weird things to say to me. Some cover me with excessive pity, and "trying to be merciful" approach, and end up only irritating the hell out of me. Some want me to educate them, and ask me questions about my medical condition, some of which make sense while others are completely pointless. Some are religious fanatics, who hand out fliers on spiritual seminars and healing sessions. Some offer me money, or a fistful of candy, because they take me for a beggar, or a homeless person. Some are dumb and aggressive, and want to force me into holding their hand. Some whisper among themselves thinking that I can't hear them. I once listened as two women expressed shock by the fact that my parents let me go outside without supervision. I was an adult when that happened.

I don't refuse communication with all of those people. I talk to some of them, and often educate the general population. It depends on how I feel, and where I am going at the moment. I really appreciate the people who offer their help with good intentions and a sense of discretion, as well as those who help me when I do need it. I don't have much respect for those who make a big fuss out of helping me, just to show the world how nice and merciful they are. I call them "good Samaritans" as a joke.

The Good Samaritans tend to offend me with their stupidity and aggression, and sometimes I just don't feel up to the task of educating a random person I see on the street. There are moments when I would be up to it, but don't feel like it, because I have other things on my mind. Sometimes my defense mechanisms work overtime and I am rude to someone who doesn't deserve it, but I can't judge every situation the right way. One of the little things that I truly lack because of my disability is the right to be alone in my own head, and that is something that most people take for granted. I don't think it's fair to expect me to smile at every random person, patiently respond to all questions and commentaries, and even ask "How do you do?" I know everybody does it sometimes, and so do I, but I am implicitly expected to do it all the time. And every single person is automatically offended because I chose to blow off him / her of all people in the world.

Somebody was once trying to solve this problem, and suggested that I should let all the people help me, whether I need it or not, to save myself from all the discussions. But then the people would be even more prejudiced towards me if they thought I was in need of their assistance all the time. Besides that, it's mostly easier for me to do things for myself than to be helped, because the people are mostly clumsy and ignorant, and tend to approach me like I'm completely paralyzed, trying to take on my entire body weight – which only makes it harder for me to do anything, while I am being handled like a corpse. I am neither small, weightless nor weak, and it's not easy to drag my body weight, nor it easy is for me to walk while being dragged. If you don't believe me, try it!

The last thing that makes these situations hard for me has little to do with my disability, and more with something that I find generally confusing: I am often approached by an elderly person that barely knows me, and asks me something like “Are your parents listening to you?” I didn't know how to respond to that even as a five year old. I always wondered what it would mean if I said yes, and what if I said no. And it's a question adequate for a five year old. As a 30 year old, I am twice as confused by the question, because I never know if a person thinks I'm retarded, or is just really not creative with asking questions.

So dear readers, how are you today? Yes, I agree, it's a nice day. I write this on a summer day, so it would be quite strange if it wasn't.

Chapter 6

Administrative Office for Students with disabilities: Access to information and services

Author: Daniela Stojanovska – Džingovska¹

Taking into consideration the current development in all areas of human thought and life in particular those evolving from the achievements of the global movement against all types of disability worldwide, various forms and modes have been invented and designed by which the state is protecting and implementing the rights of this population i.e. to assist and make it easier for them to participate in social life.

The services, in general are those referring to the social needs of all people requiring these (personal assistants, day care centres for children, social care, etc.) and speaking in wider terms these have a social impact covering a wide scope of services such as: education, primary health care, employment, etc. The final goal of each particular service for the persons with disabilities is to improve the quality of their life as well as to strengthen their active participation in social life.

The country is responsible, although not being the direct provider in some cases, for ensuring each citizen to have access to support services! In order to fulfill this role support services for persons with disabilities should mainly be developed on local level, to be of proper quality and sustainable, to respond to the needs of persons of any age, need, and category of disability.

As of recently, changes in paradigm social services are visible and moving into two directions: (1) from medical and protective model towards social and inclusive one, and, (2) from big institutions towards community services based on the opportunity to make a choice, the needs and interests of the persons.

There are several types of regular (general) support services: for employment, education, health care and social care.

Support Services:

- Orthopedic and assistive devices.
- Personal assistants.
- Mobile special education teachers.
- Sign language interpreters.
- Specialized services include: day care centres, rehabilitation institutions, sheltered workshops.

The “4-A” designation within the social services originates from the USA where these are said to represent:

- **Accessible**
- **Affordable**
- **Available**
- **Accountable**

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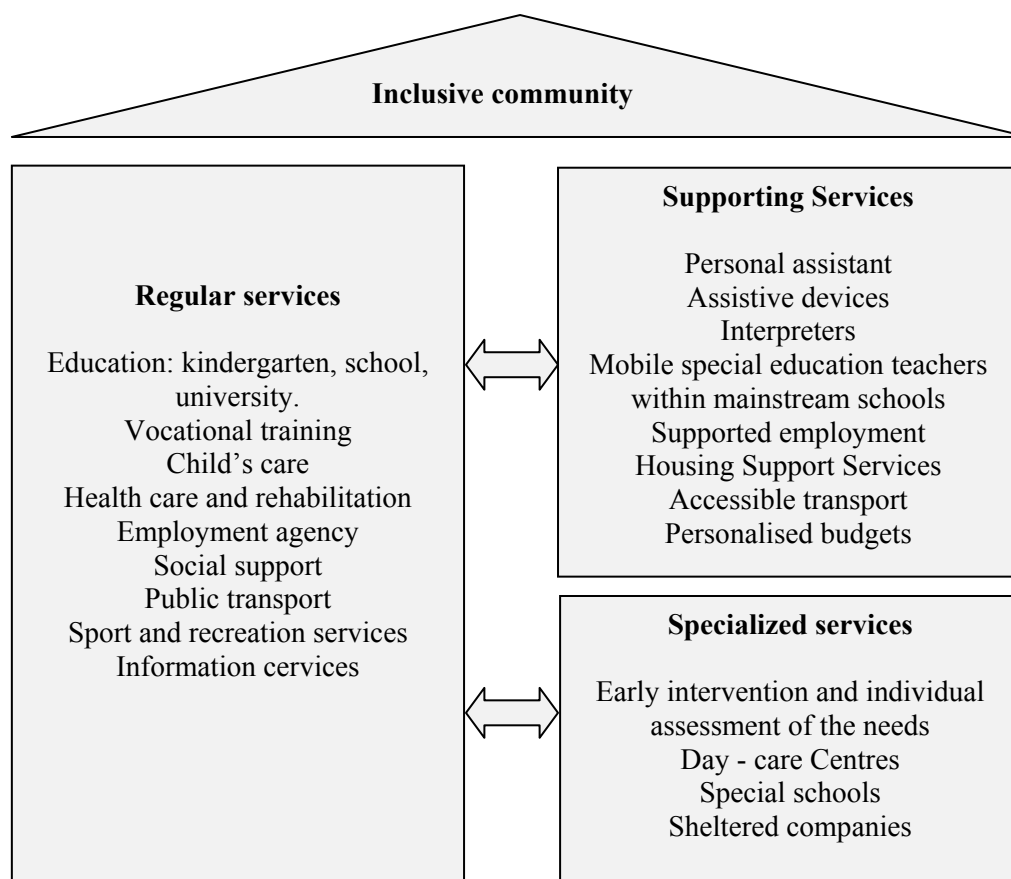


Figure: 6.1 Support services²

Based on this 4A designation, the so called twin-track³ approach was generated providing the following:

1. facilitate correct balance between the regular and specialized services within the community;
2. reduce the inequality between people with disability and those without;
3. emphasize the necessity of including the disability issue within all law regulations and initiatives;
4. encourage additional initiatives referring to more specific needs of persons with disability.

Article 24 of the Convention on the Rights of Persons with Disabilities, adopted by the General Assembly of the Organization of United Nations (UN) on 13 December 2006 and ratified by the Assembly of the Republic of Macedonia on 05 December 2011, **regulates the Education**. The following responsibilities have been stipulated by the Convention:

- State Parties recognize the right of persons with disabilities to education without discrimination and on the basis of equal opportunities and to ensure an inclusive education at all levels.
- In realizing this, State Parties shall provide and ensure reasonable adaptations, assistance and support to persons with disabilities within the general education system, enable learning in Braille and alternative alphabets and sign language, to employ teachers who are qualified in

² www.disability.org.

³ ibid.

Braille and/or sign language, to provide access to persons with disabilities to general higher education, vocational/professional training, adult learning and lifelong learning without discrimination.^{4,5}

Nevertheless, in spite of the fact that Macedonia has ratified the Convention, students with disabilities are still experiencing too many barriers, such as:

- Inaccessible classrooms, toilets, canteens, halls and students dorms
- Lack of personal assistance service.
- Lack of educational materials in alternative forms, such as textbooks in electronic, audio and “large print” or Braille print
- Lack of computer programs for students with visual impairments.
- Lack of organized transport for students using wheelchair.
- Lack of sign language interpreter for students having hearing impairment.
- Inability to recognize certain types of disability, such as learning disabilities.
- Segregation of students with disability/impairment in special student dorms.

All this reaching its climax in the fact that there is no statistical data on the total number of persons with disability in the Republic of Macedonia, not even official statistical data on the number of students with disabilities. As a matter of fact, there is no an Administrative Support Service for students with disability that shall regulate all the students with disability related issues within any of the state universities in the Republic of Macedonia

Positive examples of correct approach to students through establishing an Administrative Service for students with disabilities

Examples from abroad

Within the University of Illinois⁶, USA, there is an independent administrative service that regulates all the issues concerning the needs, rights and life of students with disabilities.

In Europe, there is a similar administrative service at the State University of Palermo (Universita Degli Studi di Palermo, Facoltà di lettere e filosofia), Italia within the Ministry of Education and Science providing all required services and support to the students with disabilities thus granting them full independence and equality in education process.⁷

In the Balkan area, nearest to us is the University Centre for Students with Disability⁸ that officially commenced its work on 20 March 2008. The centre was established by the University of Belgrade with the support of Telenor Foundation and in cooperation with the Association of Students with Disabilities in Serbia⁹. The aim of the centre is to provide support to students with disabilities at all levels as far as higher education is concerned. The activities of the centre are as follows:

- promoting and improving of the studying conditions for students with disabilities,
- providing support in reading, scanning and transferring books in audio and electronic formats,
- providing support in the process of sign language interpretation of instructions,

⁴ <https://www.un.org/disabilities/default.asp?id=150>.

⁵ UN Convention on the Rights of Persons with Disabilities; Source: www.poraka.org.mk.

⁶ www.uic.edu.

⁷ <http://portale.unipa.it/lettere/>

⁸ <http://www.bg.ac.rs/csrp/clanice/centri/csh.php>

⁹ www.seen-ysd.org

- providing information to students with disabilities regarding studying conditions as well as support in the process of choosing the faculty and the opportunities for employment after completing the studies,
- organizing seminars and conferences as well as appearance in the media in order to encourage students with disabilities to enroll in higher education and raising public awareness in Serbia regarding the condition of persons with disabilities,
- cooperating with respective institutions in order to improve the situation of persons with disabilities
- conducting other tasks concerning the needs of students with disabilities.

Examples within the Republic of Macedonia

In R. Macedonia the only administrative support service is in the South East European University¹⁰ in Tetovo where a comprehensive register is kept of students with some type of disability and/or impairment, all their needs during studying, and additionally providing counseling and consulting support in view of employment opportunities for graduated students with disabilities.

a) The Information – Support Service for students with disabilities in Skopje as an example of good practice

The Information-Support Service for students with disabilities in Skopje was established in December 2004 by the Association of Students and Youth with Disability – Skopje (ASYD)^{11,12}. Financial support has been provided by various home and foreign donations (USA Embassy in Skopje¹³, Rectorate of the Ss. Cyril and Methodius University in Skopje¹⁴, the business sector).

It is only a small office to the left of the entrance of the Faculty of Philosophy and Philology in Skopje, to be more precise next to the language professors' main office. The office is owned by the Student Association of the Faculty of Philology; however upon the request of the Association of Students and Youth with Disability – Skopje it has been given to them for the purpose of the Information-Support Service for students with disabilities working within the Ss. Cyril and Methodius University in Skopje.

¹⁰ www.seeu.edu.mk

¹¹ The Association of Students and Youth with Disability from Skopje (ASYD) was established in December 2002 by a group of enthusiasts, students – special education teachers, as well as students from other departments, faculties and universities in the Republic of Macedonia.

The mission of the Association is to promote inclusive secondary and higher education for young people and students with disabilities through providing all the necessary conditions, advocating the social model in the approach to disability/impairment and implementation of the Association's planned goals.

ASYD is the only association in R. M. exclusively dealing with the education process, lobbying and advocating equal rights, conditions and opportunities within education process for this category of population as well as taking concrete activities as to providing services to all members and beneficiaries. These services are mainly of sustainable character thus creating an "inclusive society" i.e. a society where all citizens live a life based on equality, dignity and full independence.

More information on the ASYD may be found on: www.zsmh.org.mk and www.seen-ysd.org.

¹² The activities of the ASYD are closely related to the activities of the South East European Network of Youth and Students with Disabilities. This was established in February 2004 consisting of four organizations: "Gaudemus" Association of Students with Disability - Republic of Moldova, Association of Students and Youth with Disabilities - Republic of Macedonia, Association of Youth with Disability - Montenegro and the Association of Students with Disability – Serbia. More information on www.seen-ysd.org.

¹³ www.macedonia.usembassy.gov.

¹⁴ www.ukim.edu.mk.

It has been almost 8 years since it started to work with some interruptions until financial support (foreign and home donations) was received. It is run based on the experiences of the persons engaged in the Centre (volunteers) but also by experiences of the students themselves and it mainly succeeds in implementing the activities and goals it was established for in the first place.

Why was this Centre founded? What are the ideas, goals, tasks and activities?

In fact, the centre/ service represents a kind of a students' affairs office intended for persons with disabilities. The services are being provided by three volunteers available to the students on a daily basis in the period from 11 to 14 hrs. Three students are engaged, one of which is a student with a disability, whereas the other two are not. This is some kind of an administrative service offering the students any other support in order to make the access to higher education for these students easier and at the same time to work on reducing the obstacles they are facing with every day. Very often the Service is also a place where students spend their free time and many friendships, companionship, exchange of experiences take place.

In concrete terms, the services provided by the support centre and ASYD include the following:

1. Communication to students' affairs office in view of providing information in relation to exam sessions, application dates and taking the exams as well as registration of the respective year of study.
2. Taking into account the schedule of lectures, consultations and taking the exams in certain courses of study with students with hearing and visual impairments respectively for the information to be provided to the students in time.
3. Transport to the faculty: As of March 2005 the ASYD, hence the Service, with permanent financial support by the Assembly of the City of Skopje and in cooperation with the Public Transportation Company (JSP) – Skopje provide transport of pupils and students with disabilities by adapted bus. In 2008 the Government of R. M. (the Ministry of Education and Science) through the City of Skopje additionally granted the use of a van fully adapted for persons using wheelchair. Thus, one of the hot issues for all students with disabilities (both present and those to come in the future) studying in Skopje has been resolved on an institutional level and the students will be able to attend the classes and practice on regular basis.
4. Development and promotion of conditions for studying of persons with disabilities.
5. Support in reading, scanning and transfer of textbooks in audio and electronic formats suitable for students with disabilities, and if need arises occasionally engaging a person to synchronize the materials for persons with visual impairments, transfer of books, scripts and notes in electronic, audio or other format required, making transcripts and text editing and creating other accessible formats.
6. Support in sign language interpretation and engaging a sign language interpreter for students with hearing impairment whenever need arises as regulated by the Law on the Use of the Sign Language (Official Gazette of R.M. no. 105 of 21 August 2009).
7. Providing information regarding conditions for studying and the support in view of selecting the proper faculty, as well as the opportunities for employment after completing the studies. (ASYD have realized several employments to date within public administration).
8. Information and support in relation to implementation of various rights during the studying. Namely, very often the students with disabilities are not familiar with their rights and how to implement those rights such as the right these students to be exempted from paying participation for undergraduate studies, as regulated by Article 87 of the Law on Higher Education of 14.03.2008. Insertion of this article within the law is the proof of the long-term

successful collaboration between the Ministry of Education and Science and the Association of Students and Youth with Disabilities.

9. Providing support by supplying information and counseling and finding ways on how these rights to be implemented, very often providing logistic and other support in communication with respective administrations (faculty, university etc.), collecting the required documents with regard to applying for a scholarship, information on open calls and scholarship related rights, providing favorable conditions for supplying different scholarships (granted by the respective ministries, city authorities and business sector) as well as support in collecting the required documents.
10. Informing the interested candidates on the studying possibilities by means of regular publications (internet presentations, mailing lists, newsletters, magazines) and by the media as well.
11. Organization of seminars and conferences and appearances in the media in order to encourage students with disabilities to enroll some faculty and raising public awareness in R. Macedonia concerning the status of the persons with disabilities.
12. Support in providing other academic requirements – finding a place in students' residence, access to students' residence, students clubs, canteens etc.
13. Collaboration with respective institutions in order to improve the status of students with disabilities.
14. Psychosocial support and encouraging young persons with disabilities through courses, trainings and workshops including conducting foreign language courses, trainings in the field of human rights, the approaching model to disability, organizational skills (communication skills, team work, project cycle etc.), psychological and peer counseling as well as workshops and other forms of work with young persons with disabilities.
15. Carrying out other assignments in relation to the needs of students with disabilities. As of recently the Support Service is offering photocopying at lower prices thus also avoiding the crowds at other photocopiers.

b) Service – Personal Assistance for Students and Youth with Disabilities

Yet, another type of support service has been implemented within the Information – Support Service – i.e. the Personal Assistance Service for Students and Youth with Disabilities. Initially, the Service was established in the period from April 2006 to June 2007 with the support of the USA Embassy in Skopje¹⁵ and the Rectorate of the Ss. Cyril and Methodius University in Skopje¹⁶ and later with the support of the CIVICA Mobilitas programme implemented by the Center for Institutional Development CIRa and the financial support by the Swiss Agency for Development and Cooperation it continued to work in the period from September 2010 to March 2011. In addition to the students with disabilities, this project also covers¹⁷ secondary education students with disabilities, i.e. total seven beneficiaries of which four secondary education students and three higher education students that used personal assistance.

Expanding the concept of personal assistance and support of the persons with disability in the territory of the Municipalities of Karpoš and Saraj respectively ASYD conducted a research in these municipalities and based on the results created an exact database regarding the number of persons that

¹⁵ www.macedonia.usembassy.gov.

¹⁶ www.ukim.edu.mk.

¹⁷ www.cira.org.mk.

need assistance, type of disability, level of disability and type of assistance needed. The data collected in the field are very strong indication that personal assistance is a must at all levels and all age categories. The major need for assistance in both municipalities proved to be the in-home assistance, but no less interest was shown in the assistance during education also¹⁸.

ASYD came to direct, concrete and exact indications on the necessity of such a service for persons with disabilities, potential beneficiaries.

Not only persons of different age and types of disabilities need this type of support. During the research in the Municipality Karpoš we encountered persons willing to fill in the questionnaire although not living in this municipality. This is a clear indication of the need to expand the proposed concept in other municipalities as well. The survey was conducted in the following municipalities: Aerodrom, Gjorche Petrov, Centar, Veles and Kisela Voda. All above facts taken into consideration the expansion of support services concept across the country is not only justified but also very necessary.

The discussions with parents and the survey questionnaires revealed the need for assistance to students in primary schools also. This is in particular obvious for the persons with intellectual impairments – they need a personal assistant, special education teacher who will be with the child all the time during classes and work with him/her additionally. This was also emphasized by all representatives of the pedagogical – psychological services within schools. For this purpose ASYD shall take into account all the suggestions and recommendations on the need for a personal assistant in various form.

This is exactly the goal of the Information-Service Office within the Faculty of Philology. However, for this to work on permanent and regular basis it is required that the Ministry of education and Science i.e. the state to do the following:

1. An Administrative Support Service to be opened at each state university in the Republic of Macedonia (at least one office) under the competence of the Ministry of Education and Science.
2. One person with disability to be compulsory employed within the service (not as a part time engagement but full time employment)

The management of the services to be assigned exclusively to the Association of Students and Youth with Disabilities – Skopje by means of granting a license to the ASYD by the Ministry of Education and Science (by this acquiring the right to conduct services in favor of the Ministry). Thus the ASYD shall become an organization of public interest (Law on Citizen Associations and Foundations, articles 73 to 90 regulate the methods and criteria on acquiring the status of a public interest organization)

¹⁸ ASYD Report for the Center for Institutional Development (CIRa) 2010 – 2011.

Chapter 7

Other opportunities for the Students/ Persons with disabilities: Extracurricular activities

Authors: Jagoda Risteska¹, Jasmina Risteska², Ana M. Lazarevska³:

This chapter is meant to address the issue of indicating, assisting and seeking opportunities for the students – Persons with Disabilities (PwDs), which are beyond the usual frame of consideration of a person conditionally “without” a certain type of disability, since all of us “suffer” from specific abilities and disabilities.

Students with disabilities have same extracurricular needs as other students, thus, they should be provided the same opportunities and conditions to practice them. This chapter is meant to answer questions such as:

1. What the professors and the colleague-students could do (how they could assist) to provide if not same, than at least similar conditions for the students with disabilities to be integrated in the life outside of the classroom? E.g. opportunities for
 - engaging in sports, sport teams within or even beyond the university;
 - engaging in arts, music (orchestra and chorus), craftwork, literature or other types of clubs/workshops that the professor or the colleagues have info about;
 - engaging in activities relating to ongoing projects part of the professors professional and/or curricular and/or extracurricular engagements (international activities, mobility, voluntarism etc.),
 - engaging in trainings for students not part of the regular lectures.
2. What we as individuals/ friends/ etc. could do to make the life of the students with disabilities more similar to the one of the “students without disabilities”, i.e. to enable their integration and equal access and opportunities in all levels and forms of societal life.
3. What the institutions should/could do/conform to/perform to enable/provide the above conditions for equal access and equal opportunities for the persons with disabilities (e.g. (physical/other) accessibility aspects necessary for the extracurricular activities.

There are many educational and professional development opportunities for PwDs beyond the regular education system. These opportunities can be on national or international level, depending on preferences of Persons with Disabilities (PwDs). Each person should learn more about all different opportunities and to decide what program is most appropriate for them. As much as it is possible, PwDs should gather information for different organizations and their programs, to see if there are some opportunities that fit their interests and needs.

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On **national level**, there are many options for PwDs to increase their knowledge and skills through attending different workshops, courses, trainings, etc. Some of these opportunities are part of programs that non-profit organizations working with PwDs developed and are free of costs for final beneficiaries. Other may require some small fee to be covered. Currently, in R Macedonia, most offered courses for PwDs through non-profit sector are courses for foreign languages, computer courses and workshops for different craft techniques.

For PwDs who have some basic knowledge of foreign language(s) and are interested to travel abroad and to experience living and developing their professional skills for a certain period of time, there is a wide spectrum of **international opportunities** for the PwDs through different exchange programs such as:

- Study Abroad
- Lifelong Learning Programme
- Fellowships
- Internships
- Volunteering
- Attending different national or international events, seminars, workshops, conference, etc.

Study Abroad

Despite disability- physical or psychiatric, everyone can find their place in study abroad opportunities. About three percent of study abroad participants today have disabilities, apparent and non-apparent, and that number is on the rise⁴. If the student with disability really wants to study abroad, he/she must think about what he/she would like to experience and what challenges he/she is ready to take on.

There are hundreds of study abroad programs all around the world, each able to serve different needs, some relating to disability and some not.

After finding few programs that the student may be interested in, he/she should try to find as much information and facts as it's possible for each of them, in direction:

- Will he/she meet their interests and academic needs?
- What are the possibilities to find accommodation that fits to their needs according to their disability?
- What funding options he/she has for each of the programs?

Programs vary widely in the way they are designed and operated, so it is very important to look for options in few different countries and for a few different academic terms, because program lengths range from a few weeks to a full academic year.

Funding of the Study Abroad

One of the most important conditions for studying abroad is finding financial support for the studies. There are just a few funding resources that are available exclusively to people with disabilities, but students with disabilities should not limit themselves only to these. Most scholarships and funded programs encourage people from diverse backgrounds to apply, and disability is an important part of diversity in the most of the developed countries. The funding list is so broad and requires extensive research, and many awards require applicant essays, so students often don't pursue all the scholarships available and some funding goes unused. When they see the number of different scholarships, it may

⁴ International Educational Exchange (CIEE) is a non-profit, non-governmental international exchange organization- www.ciee.org.

seem rather overwhelming, but if they take it one step at a time, doing a little bit every day, they may find the support that they need.

If they already have chosen a university which they want to attend, before they begin researching funding they should contact the financial aid offices at the schools where they would like to apply. They can advise them on scholarships and financial aid that are unique to the school, their field of interest, and scholarships specifically for international students or people with disabilities.

For Macedonian citizens there are great opportunities for study abroad in many countries, but concerning opportunities for which students with disabilities can receive funding, most of them are coming from education institutions in countries of European Union or countries in USA.

Lifelong Learning Program⁵

If a student with disability prefers to choose university in some of the European countries, the European Commission Lifelong Learning Program provides a variety of opportunities for educational and professional development of European citizens. Very important to note is that European Commission very openly stimulates and support participation of persons with disabilities in all its programs and projects.

The European Commission's Lifelong Learning Program enables people at all stages of their lives to take part in stimulating learning experiences, as well as helping to develop the education and training sector across Europe. There are four sub-programs which fund projects at different levels of education and training:

Comenius Program aims to help young people and educational staff to better understand the range of European cultures, languages and values. They also help young people to acquire the basics life skills and competences necessary for personal development, future employment and active citizenship. The Comenius Program focuses on all levels of school education, from pre-school and primary to secondary schools. It is relevant for everyone involved in school education, mainly pupils and teachers but also local authorities, representatives of parent's associations, non- government organizations, teacher training institutions and universities.

Leonardo da Vinci Program funds practical projects in the field of vocational education and training. This includes mobility initiatives, enabling people to train in other countries, to gain new skills and qualifications. The people able to benefit from the program range from trainees in initial vocational training, to people who have already graduated, as well as VET professionals and anyone from organizations active in this field.

Erasmus Program is education and training program that enables students to study and work abroad. In addition, it funds co-operation between higher education institutions across Europe. The program not only support students, but also professors and business staff who want to teach abroad, as well as helping university staff to receive training.

Grundtvig Program aims to strengthen the European dimension in adult education and lifelong learning across Europe. The program specifically seeks to address the educational challenge of an ageing population and to provide adults with alternative pathways to updating their skills and competences. 'Adult' in the Grundtvig program refers to all persons over the age of 25 and all persons aged 16-24 who are no longer undergoing initial education within the formal education system. The

⁵ Funded by the European Commission, the Lifelong Learning Program (LLP) supports a wide range of education and training activities across Europe and provides opportunities for all stages of life-long-learning.

Grundtvig program provides funding for a wide range of activities. Some examples are basic skills, foreign languages, parental education, arts and culture projects.

If students with disabilities want to travel and explore another continent, far from their home country, some of USA colleges or universities may be the best opportunity for them, according chances for finding financial support for their studies, through receiving scholarship. U.S. colleges and universities are obligated by law to provide access for PwDs on their programs. Almost all U.S. education institutions have a Disability Services Office, that will provide accommodation that students with disabilities may need during their studies.

If they are interested to know more about exchange programs in USA, they can learn more about all different exchanges programs and funding opportunities from the Mobility International USA⁶

Fellowships opportunities for people with disabilities

A fellowship is a monetary award connected to specific field, usually given at graduate or postgraduate level. Fellowships can vary from amount awarded, period, what offers and what it requires. The most common types of fellowships are temporary teaching posts, advanced research positions or study opportunities. Fellowships are most commonly available to professionals, teachers, researchers and graduate students.

Fellowships are generally awarded based on applicant's:

- Previous academic performance or research;
- The significance of proposed research or study;
- English proficiency if English is not native her/his native language;
- Other qualities.

Person who receives the fellowship is called a fellow or scholar and he/she receives this funding from a private organization, government or university. This funding, which varies according to the duration of the fellowship, may be provided to cover the following costs:

- The cost of air travel;
- Lodging and meals;
- Health Insurance;
- Tuition;
- Books and other materials;
- Other costs.

Bellow we provide a list of some fellowships opportunities:

Atlas Service Corps, Inc

1133 19th Street NW, 9th Floor
Washington DC, 20036 USA
Email: info@atlascorps.org

Deadline: Between February 15 and April 15 for the Fall fellowship or between August 15 and October 15 for the Spring fellowship.

⁶ Mobility International USA is a disability organization and its mission is to empower people with disabilities around the world to achieve their human rights through international exchange and international development. More information you can find on their web page www.miusa.org.

Atlas Service Corps seeks for nonprofit leaders from around the world to apply for their fellowship positions. Applicants need to have two or more years of experience in the nonprofit sector, a college degree, fluency in English, be 35 years of age or younger and a commitment to return to their home country after their 12-18 month Fellowship.

Emerging Leaders International Fellow Program

The Graduate Center
The City University of New York
365 Fifth Avenue, Suite 5401
Email: info@philanthropy.org

Deadline: September

The Center on Philanthropy and Civil Society sponsors a three-month program of leadership training through applied research and professional mentorship to young scholar/practitioners under the age of 36 working in the non-governmental organization sector globally. Fellows are based at The Graduate Center of The City University of New York, where they design and pursue an individualized research project and participate in a seminar with Third-Sector leaders. Specific topical areas are chosen each year. Each fellowship covers the cost of tuition and includes a \$1,300-per month stipend to cover living expenses. Housing is provided in dormitories, and roundtrip airfare provided. Must have a college or university degree and speak and write English fluently.

Internship opportunities

An internship is opportunity to apply the knowledge gained from academic studies in a practical, workplace setting. Internships may be part of a formal internship program, but many students create their own internships. Research and volunteer positions can both be a form of internships.

Internships give an opportunity to:

- Find out what it is like to work in a specific field;
- Make contacts with professionals in the field;
- Strengthen the intern's resume. Related experience is often necessary before an employer/graduate program will consider application.
- Be hired in the future, as employers often hire their interns..

Students who want to apply for internship should also have a plan for how an internship fits into their future goals. It's important that internship give experience in a field that students would like to work in after graduation. Their first internship may simply provide exposure to a field to help them make a more informed decision about a major or career path.

Bellow we provide a list of some internship opportunities:

CDS USA Internship Program

440 Park Avenue South
New York, NY 10016
Web: cshintl.org
Email: usabroad@cshintl.org

Deadline: Email for more information

The USA Internship Program gives students and young professionals from around the world the opportunity to intern or train in the United States. Programs may last from 6 weeks to 18 months and are designed to promote professional development and cross-cultural understanding.

In addition to J-1 visa assistance, the USA Internship Program provides arrival assistance to the United States, help obtaining a Social Security Number, networking opportunities and cultural events, and support throughout student program. The USA Internship Program is only available to those who have already found an internship with a U.S. company. Once they have an internship, CDS will guide them through every step of the J-1 visa process.

Volunteering opportunities for people with disabilities

Many times people with disabilities are seen as the ones who need help, and rarely as ones who can offer help to others. Accordingly to that, very rare PwDs volunteer in realizing projects or work of some civil society organization.

Volunteerism is an opportunity to spend quality time by showing their abilities, improve their skills and in the same time to help to other people or organizations in achieving noble goals. They can decide between volunteering on:

- National level and
- International level.

If they decide to volunteer **nationally**, they can involve themselves in realization of some project or administrative work in civil society organization nearby. In this case PwDs need to search for organization, which work on field they are interested in, and take in consideration their abilities, skills and opportunities where they can contribute.

Internationally, in the countries all over the world is ongoing need for caring individuals that can contribute in different ways to build strong communities. PwDs should not limit themselves to volunteer only in organizations that work for people with disabilities. They may also choose to:

- Teach or work with children or seniors;
- Contribute to ecological or animal welfare;
- Assist with social or community issues.

In return, they will foster international friendships, meet others who share similar passions and make positive contribution to their world.

Before the PwDs decide to undertake a volunteer position, they need to take time to ask themselves the following questions:

Why do they want to volunteer?

People decide to volunteer for different reasons. Sometimes they feel dedicated to social change, sometimes they just want to deepen their understanding about the world or to add new experience to their personal growth. What is his/her reason? Why does he/she want to spend time volunteering in some organization, nationally or internationally?

What are their expectations?

What does he/she expect from volunteering? What are his/her expectations from placement in specific organization?

What do they have to offer?

What are his/her gifts and skills with which he/she can contribute in the organization? Which are his/her strengths/weaknesses?

How do they handle changes?

Have that student with disability ever been far from your family and supportive system? Being a volunteer internationally brings huge change. They are away from their family, living in different place with different people and they will not earn salary. How he/she will handle with that situation?

How do they relate with others?

How does he/she integrate with others? How does he/she react on problems and disagreements?

What gives them satisfaction?

At the end of the day, what makes him/her feel good? How he/she spend time when is alone? What does he/she find comfort in?

Most of the organizations that look for volunteers are nonprofit organizations and they could not afford finances to pay to volunteers. That means that volunteers are responsible for making their own travel, lodging and meal arrangements.

Sometimes an organization may offer a small stipend to help to volunteers with their lodging, meals or travel. In that case, the volunteer may be asked to make a longer time commitment with that organization.

Depending on the organization, there may also be a fee they need to pay to the organization, to cover costs for hosting volunteers. In that case, PwDs need to ensure that organization is legitimate. Other organizations, especially those with great deal of experience with hosting volunteers, might offer lodging and meals for its volunteers, though there may be a fee for this service.

People with physical disability, before they go for this adventure called, volunteering internationally, they need to prepare themselves in a great percent. They need to make sure they did enough search and you have right information about:

- Accessible accommodation;
- Their placement, responsibilities and tasks;
- Accessibility of the organization where they will be volunteering;
- In town transport and accessibility.

Nowadays, using online opportunities to gather information helps a lot in obtaining the right information about the place, organization and work before they commit to their volunteering position. It is important to use all resources they can, to prepare themselves before they went to foreign country for volunteering engagement.

If they want, PwDs can choose to use services of some agency or organization who correspondents and finds volunteering placement, organize accommodation, meals and transfer to and from volunteer placement. If they decide to use these services offered from some agency they will most probably pay high fee, things will be set for you them this agency, but PwDs need to ensure that accommodation, placement and transport will be accessible to their needs.

PwDs may choose to organize their volunteering adventure by themselves. In that case, they will need to spend many months searching for the right organization, accommodation and possible accessible transport in the place where they travel. They may try to contact person in charge in the organization interested to volunteer in and express their interest. After they will receive positive feedback from the organization, they can start to organize their accommodation and transport. Most of the organizations that are willing to accept volunteers from abroad are also eager to help with suggestions about

accommodation, and to send invitation letter for visa application. It is for their own benefit if they collect as much information as they can about that organization and the place they will travel.

Bellow is information about a volunteering opportunity:

United Nations Volunteers

Postfach 260 111
D-53153 Bonn, Germany
Email: information@unvolunteers.org

Deadline: Ongoing registrations accepted

United Nations Volunteers are sent on assignments related to the mission of the United Nations. Most assignments are humanitarian and peacekeeping operations or development assistance. Requirements stipulate that volunteers need to be 25 or older; hold a university degree or a higher technical diploma; a working knowledge of English, Spanish or French; and several years of relevant working experience. Support includes a volunteer living allowance, health and life insurance, annual leave, and a settling-in-grant paid at the beginning of the assignment. The majority of UNV assignments are based on 6-12 months of renewable service, with the understanding that the UNV will commit to a minimum of one year of service.

Attending national and international seminars, workshops and exchanges

Other opportunities for persons with disabilities are many short- time projects and events that they can attend for their personal and professional development. Great numbers of foundations, national or international non- profit organizations all around the world, who have disability as focus of their work, very often are organizing events for exchanging experiences, building new strategies and increasing knowledge of persons with disabilities. PwDs may connect with disability organizations in their hometown and can follow their current activities in aim to get involved and increase their chances for being part of some future events. This kind of events can be organized in form of seminars or conferences, for bringing certain group of people to meetings and discussions on specifics topics. Other possibilities are organized workshops and exchanges of group of people with similar interests for exchanging experiences and developing strategies for reaching certain goals. European Commission's Youth in Action Programs⁷ provides a big range of opportunities for involving in different exchanges for young people till age of 25. PwDs are strongly encouraged to apply and participate in projects supported from this Program.

Webinar- online education presentation

Webinar is a way to attend a conference without leaving home. PwDs can participate by using computer and telephone; they can hear a presentation (like a conference call) and also see the presenter's slides (watching over an internet connection). They won't be able to see the presenter or the moderator, or others attending the program.

For most webinars registration ahead of time is needed in order to reserve space and obtain instructions for how to join the program on the scheduled day and time. PwDs need to keep the email confirmation handy because they will need the information it provides at the time of the program. The

⁷ Youth in Action is the Program the European Union has set up for young people. It aims to inspire a sense of active European citizenship, solidarity and tolerance among young Europeans and to involve them in shaping the Union's future. More info can be found on following web page- <http://eacea.ec.europa.eu/youth/>

registration form might request some basic information about participants, and give the opportunity to answer some questions to help the presenters prepare for the needs and expectations of the audience.

Just before the scheduled time of the presentation, participants need to sign on to the URL specified for the webinar in the confirmation email they receive. PwDs will have to download some software to computer, and need to make sure their security firewall settings allow for this. This software gives the ability to see the presenters' slides on computer, plus any highlighting or drawing he/she might do during the presentation.

Traveling with disabilities

People with disabilities who are about to study abroad, do international volunteering or internship need to give a special effort to organize their trip. Depending what type of disability they face with, special attention should be devoted to:

- organizing flight if using an air transport;
- finding accessible accommodation in place where he/she will study or volunteer;
- organizing local transport during his/her engagement.

1) Organizing air transport

Whenever possible, PwDs need to plan and book flights well in advance and inform travel agents and airline representatives of the following:

- Type of disability and equipment aids such as canes, crutches or wheelchairs (manual or power). If person is wheelchair user, he/she need to have information if batteries are liquid acid or dry batteries.
- Special dietary requirements or need for assistance at meals (airline personnel are not permitted to assist with eating, but should assist with opening packages and identifying food items on a meal tray).
- Whether another person will accompany the disabled traveler.

Airport personnel in some countries may not be familiar with the disability policy and traveling acts, so it is important for PwDs to know these tips:

- They can ask for an escort, which will help them on the airport.
- It is recommended to arrive at the airport one hour earlier than normally advised. This will allow time for accommodations to be made and avoid delays.
- PwDs may want to consider varying the lengths of your flights depending on disability-related needs. Long flights may be uncomfortable, especially for people who cannot use inaccessible airplane toilets. Shorter connecting flights may be a better alternative.
- They need to allow at least 90 minutes between connecting flights (or longer if required to pass through immigration and customs during a layover) in order to ensure enough time to transfer between gates.

2) Accessible accommodation

Finding accessible accommodation that will answer to needs of PwDs can be a challenge even in developed world. For this reason, accommodation should be organized way in advance before official arriving. If there is a dormitory accommodation that students with disabilities can use during the studies it's much easier to have right information about accessibility that is provided.

As a volunteer PwDs can choose to use the service of a Volunteering Agency, which usually, in exchange for certain fee, provides accommodation and meals. But, unfortunately, very rarely, the Agency will consider the accessibility of the accommodation they offer. In such case, the best solution is to search for affordable accommodation near the organization where the volunteer is accommodated and to directly organize accommodation for the whole period. Using internet service for searching and contacting possible accommodation can make this much easier.

3) Accessible local transport

Apart from air travel, PwDs need to be well prepared with information about accessible transport in the place where he/she will have study or volunteer placement. In more developed countries in Europe or USA, it can be expected that the public transport is completely or partially accessible for PwDs. If he/she prefers to volunteer, intern or study in some of the developing countries, it is most probably that there will not be accessible public transport. In that case, PwDs need to research about other possibilities to find private companies, taxi or van, which will be accessible for them. It is good to contact some of the local disability organizations and find out what kind of transport people with disabilities from that community are using and what kind of support they can provide during the stay.

Disability and Sports⁸

As explained in *Disabled world towards tomorrow* "...while sport has value in everyone's life, it is even more important in the life of a person with a disability. This is because of the rehabilitative influence sport can have not only on the physical body, but also on rehabilitating people with a disability into society. Furthermore, sport teaches independence. Nowadays, people with a disability participate in high performance as well as in competitive and recreational sport."

As many times repeated, all of us have similar needs. We only realize and satisfy them in different manners and ways and through various assistive means and technologies. The same counts for sports. Especially, in this era of technology development instead of using the technological achievements for wars and conflicts, we should address the urgent issues of putting this technology into service for the persons with disabilities. And it is true! The persons with disabilities are utilizing this technology to equally take part in sports activities, even in competition. A real proof of this are the achievements of numerous sportists with various types of disabilities and handicaps, starting from individuals who individuals riding the bike or running across the state with a prosthetic-leg or crossing countries on their wheelchair, only to take a stand for a certain cause relating to the equal rights of the persons with disabilities; and concluding with the achievements of the sportists taking part in the Paralympics or the special Olympic games. "The number of people with disabilities involved in sport and physical recreation is steadily increasing around the world with organized sports for athletes with disabilities divided into three main disability groups, sports for the deaf, sports for persons with physical disabilities, and sports for persons with intellectual disabilities. From the late 1980s, organizations began to include athletes with disabilities in sporting events such as the Olympic Games and Commonwealth Games. However, many sports are practiced by persons with a disability outside the formal sports movements, for example: Wheelchair basketball, Wheelchair dancing, Weightlifting, Swimming, and many other sporting activities you can join if you are mentally or physical disabled."⁹

As an example, below we list the major disability sporting events as per *Disabled World*¹⁰:

⁸ Adopted but retained in a significant part in the original form and text from <http://www.disabled-world.com/sports/> (Retrieved Aug 17, 2012).

⁹ *ibid.*

¹⁰ *ibid.*

Paralympic Games¹¹: A multi-sport event for athletes with physical, mental and sensorial disabilities. This includes mobility disabilities, amputees, visual disabilities and those with cerebral palsy.

Deaflympics¹²: The Summer and Winter Deaflympics are among the world's fastest growing sports events.

Special Olympics¹³: The concept of Special Olympics was born, when Eunice Kennedy Shriver started a day camp for people with intellectual disabilities at her home in 1962.

Disability Commonwealth Games¹⁴: For the first time in the Games history a number of Para-Sports were included in a fully inclusive Sports Program in Manchester 2002 when 20 countries sent both male and female elite athletes with a disability to compete in 10 events across 5 different Para-Sports; Athletics, Lawn Bowls, Swimming, Table Tennis and Weightlifting. "The Commonwealth has always said it wants to play a lead role in social issues," says Steadward, who is president of the International paralympic Committee. "*What better way than by becoming the first major sports competition to integrate athletes with disabilities?*"

Therefore, as members of the university campus, it is of utmost importance to encourage and support your/our students and/or colleagues with disabilities, to involve themselves in the sport life and to enable their equal access to the sports facilities and activities. For those interested in more insight on this matter, we recommend the following texts and online resources:

- Sport and Persons with Disabilities: Fostering inclusion and well-being;¹⁵
- Disabled Sports USA;¹⁶
- UN Enable;¹⁷
- The International platform on Sports and Development;¹⁸
- Official web site of the Department of Sports and Recreation of Western Australia;¹⁹
- The English Federation of Disability Sport.²⁰

As a proof to the value, stamina and worthiness of the sportists with disabilities is the latest achievement of the Macedonian Paralympic sportist Mrs. Olivera Nakovska Bikova, who won the gold medal on the last Paralympic games 2012 in London and brought greater honor, joy and recognition for Macedonia than the participants of the regular Olympic Games 2012.

Another bright star on the Macedonian sky is the young activist Dejan Zafirov and the non-governmental organization led by him – Gaia²¹, who are real pioneers in utilizing both sports, arts and crafts to promote and fight for equal access of the persons with disabilities in all spheres of the social life.

This is a real proof that the disability, although representing a significant challenge, does not represent an obstacle for great and worthwhile achievements. IT IS THE PERSON AND HER/HIS DETERMINATION AND STAMINA THAT MAKE THE DIFFERENCE!!!

¹¹ <http://www.disabled-world.com/sports/paralympics/>.

¹² <http://www.disabled-world.com/sports/deaflympics/>.

¹³ <http://www.disabled-world.com/sports/special-olympics/>.

¹⁴ <http://www.disabled-world.com/sports/commonwealth-games/>.

¹⁵ http://www.righttoplay.com/International/news-and-media/Documents/Policy%20Reports%20docs/Harnessing%20the%20Power%20-%20FULL/Chapter5_SportandDisability.pdf.

¹⁶ <http://www.dsusa.org/>.

¹⁷ <http://www.un.org/disabilities/default.asp?id=1563>.

¹⁸ http://www.sportanddev.org/en/learnmore/sport_and_disability2/.

¹⁹ <http://www.dsr.wa.gov.au/disabilities>.

²⁰ <http://www.efds.co.uk/>.

²¹ <http://mkgaiia.weebly.com/gaias-team.html>.

Arts and Craftwork vis-à-vis Disability

As pointed out in ArtsQueensland²²

- “People with a disability have lower attendance rates at cultural and leisure venues than the general population and for people with core activity limitations attendance is lower still.
- In 2006, only 20.5% of people with a disability and a core activity limitation attended an art gallery compared to 30.0% of the general population.
- Similar lower rates of attendance were experienced for museums (22.5% vs. 29.2%), theatre (14.4% vs. 24.8%) dance (10.8% vs. 17.9%), musicals (17.9% vs. 25.1%) and libraries (40.4% vs. 48.0%).”

This clearly points out of the obstacles the persons with disabilities face on a daily basis and the necessity to facilitate and initiate changes in attitudes, norms, traditions, laws etc.

The right of enjoying arts is only one of the guaranteed human rights. Moreover, by having some type of disability it does not mean that a particular person does not have the need to enjoy art. On the contrary, performing a certain type of activities related to art requires concentration and this is shown to be a very useful therapy for persons with psychiatric and/or mental diseases. On the other hand, listening or even performing music of any kind has been proved to have significant influence on a person’s mood and general psychological condition. Thus, exempting the possibility to use the music for negative purposes, music has a healing and rejuvenating impact.

As mentioned in Chapter 3, there are a significant number of artists of any kind that are persons with some type of disabilities. This fact again proves that the disability can and should not be considered as an obstacle to perform and/or enjoy arts. On the contrary, involvement and engagement in arts can only be of benefit to the persons with disabilities.

Therefore, as members of the university campus it is of utmost importance to encourage and support your/our students and/or colleagues with disabilities, to involve themselves in practicing and enjoying arts and crafts and to enable their equal access to the museums, theatres, music halls, workshops etc. For those interested in more insight on this matter, we recommend the following texts and online resources:

- Kinder Art;²³
- Buzzle;²⁴
- SASIX;²⁵
- Art and Craft – City of Mitcham;²⁶
- Gauteng North Services to People with Disabilities – SPD;²⁷
- Business.UN.org;²⁸
- Trade and Investment: Arts of New South Wales;²⁹
- Living made easy;³⁰

²² <http://www.arts.qld.gov.au/publications/people-disability.html>

²³ <http://www.kinderart.com/special/>.

²⁴ <http://www.buzzle.com/articles/craft-ideas-for-adults-with-disabilities.html>

²⁵ <http://www.sasix.co.za/projects/view/VP-GP-AUG09-0001/>

²⁶ http://www.mitchamcouncil.sa.gov.au/webdata/resources/files/No1_2004__Art_and_Crafts_2.pdf

²⁷ <http://www.disabilitygauteng.org/Artista.htm>

²⁸ <http://business.un.org/en/documents/299>

²⁹ <http://www.arts.nsw.gov.au/index.php/news-and-publications/news/new-arts-funding-for-people-with-a-disability-in-nsw/>

³⁰ <http://www.livingmadeeasy.org.uk/leisure/arts-and-crafts-3705/>.

Chapter 8

Concluding Remarks and Guidelines for possible future Activities

Author: Ana M. Lazarevska¹

Some might argue that most of the presented information in this Guide is well known. However, as pointed out in the Preface of the Editor-in Chief and in the Chapter 1 to this publication, based on the feedback we obtained during the planning stage of the project, as well as during the project workshops 1 through 4, we realized that a significant number of students and faculty actually never had a chance to really get acquainted with a person with a certain type of disability. They do not possess even general knowledge for certain types of disabilities/impairments and their main characteristics, less the needs and the necessities a person having such disabilities. Thus, they feel uncomfortable, uneasiness, hardship, even fear to approach a certain person with disabilities.

Therefore, we are of the opinion that, it was the exact time and place for such Guidelines to be published. Throughout these Guidelines, it was our attempt

- to make closer the “issue” of disabilities for the “main-stream” population,
- to present the characteristics of the most frequent types of disabilities,
- thus, to assist, mainly the faculty, staff and students but, as well, the wider population in the complex and “difficult” task of better understanding, communicating with, including and accepting our fellow citizens – the persons with disabilities.

The **main idea** of these Guidelines was/ is to provide more insight in the ways, means of proper conduct and attitude towards the persons with disabilities/ impairments. Its **purpose** is to motivate faculty not only to expand on their imagination in seeking new ways and methods of teaching, but to as well, instigate and utilize diverse extra-curricular activities which enable incorporating persons with disabilities, primarily in the campus, but on a longer run, facilitating horizontal inclusion of the persons with disabilities in all fields of the every-day societal life. Finally, its **main goal** was/ is to assist the faculty in their main work description, i.e. teaching and facilitating to gain knowledge – and to motivate the faculty, staff and students in their human and fellow attitude –correctness, assistance, facilitation, empathy and last but not least, HUMANITY!

This Guide represents a comprehensive work covering several aspects of key importance to all parties concerned. All the authors, members of the team involved in preparing these Guidelines, have done their best in finding the most up-to-date, true, existing and valid information, to the best of their knowledge. However, due to the ever-changing conditions in our society in respect of legal regulations, social environment, economy, public awareness, it is possible that some information provided herein might be slightly outdated and/or not transferred accordingly.

In the previous chapters, we tried to explain the meaning of disability, classification, how to interact when we meet a person with some type of disability. The contribution of persons with disability should not be neglected, their point of view, their experiences and challenges they are facing with on

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everyday basis, their enormous wish to be respected and valued not by the way they look but by the way, they contribute to the society. And their absolute zeal for living an independent life, keeping their privacy as much as possible and be the citizens of our country in the true meaning of the word. Don't we all strive for that??

These Guidelines is meant to be an interactive and open communication between all parties involved. All suggestions/recommendations as far as disability/accessible education/ independence and privacy of the persons with disability are concerned are welcome. We consider that this approach was/ is the only way for us to contribute towards

- unveiling/ considering/ looking beyond our fears and taboos,
- overcoming false and "true" answers about persons with disabilities and
- strengthening the awareness that we should all join our efforts to fight for common needs and a better and more meaningful life, as well as extend over to guaranteeing, securing, maintaining, promoting and fighting for equal rights of the persons with disabilities, in general.

Thus we believe that a significant part of the population shall benefit from these guidelines, e.g. persons with disabilities and their families/guardians, educational institutions, community and society in general.

This publication should be utilized as means to build a multidimensional and multifold synergy between the faculty, the students, the institutions and the wider community, bringing them all together in their mutual endeavors to fight for common needs and a better and more meaningful life. It aims at strengthening the awareness that we all should join our efforts to fight for common needs and a better and more meaningful life, as well as extend over to guarantee, secure, maintain, promote and fight for equal rights of the persons with disabilities in all levels and sections of life and society, in general.

Therefore, at the very end, we would like to invite the policy-makers primarily in, but not limited, to the fields of education, social work and labor to provide 'fertile soil' for incorporating our gained experiences and to facilitate and promote practicing our approaches in the systems of higher education in Macedonia and Croatia. Moreover, our experiences and learnt lessons – regardless of their positive or negative outcomes – could be of utmost significance for future attempts to address the needs and problems of the people with disabilities which were beyond the frames of our project.

For example, relevant institutions in Macedonia and/or Croatia, such as the Ministries of Education and Science, of Labour and Social Policies, might consider:

- including these Guidelines in the publications that each educational or public institution should possess thus, facilitate more immediate communication between and a better attitude amongst all parties involved, furthermore of advising and including the service-learning methodology in the educational programs at the State and/or private universities in Macedonia and Croatia, as well as
- integrating the multiaspect and multifold approach presented and utilized in these Guidelines in all levels of education in Macedonia and/or Croatia, or even wider in the countries of East and South-East Europe aspiring for accession and membership in the European Union.

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