

Barriers to physical access for students with motor disability at the University of Granada

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Abstract

Introduction: For a number of years we have been witnessing the progressive incorporation of disabled students into the university. There are publications (Alcantud, 1995) which recount experiences of social and educational integration of the disabled in primary and secondary education. However, it is more difficult to find documentation on problems of the motor disabled in higher education, giving us justification to address the relevance of these problems in their integration process.

Method: This paper presents a study focused on understanding what physical barriers are faced by 23 students with motor disability at the University of Granada. For this purpose, we made use of *Escala de Transición de los Minusválidos Físicos y Sensoriales al Mundo Laboral* [Scale of Transition of the Physically and Sensorially Handicapped into the Work World] (I.D.E.O, 2003).

Results: Results show that more than 50% of these university students consider the services and accesses to the different university facilities to be adequate, although 47.8% express that parking spaces reserved for the handicapped are not honored.

Conclusion: the University of Granada has shown great sensitivity toward disabled persons who are enrolled. Likewise, there are incentives for measures toward eliminating access barriers to services, at least in the case of the participants who attend the faculties mentioned in this study. However, data should be interpreted with some caution, since they allude to a small percentage of the university population who are affected by motor disability. In this sense, we underscore the need to perform further studies along these lines, to see whether results are corroborated or not.

Key words: Motor disability, university, barriers, university students