Abstract

In order for people with disabilities to lead economically independent, socially active lives, educational institutions play an important role. There are "special" educational institutions that cater to the specific needs of people with disabilities. However, such institutions cannot provide the development, learning experiences and interactions that mainstream educational institutions offer.

This dissertation discusses the degree of accessibility in mainstream educational institutions by examining the features of various elements and spaces found in these buildings: access considerations for classrooms, lecture halls, canteens, science laboratories and washrooms. A case study on two selected educational institutions, Catholic Junior College and Raffles Girls' School (Secondary) was conducted.

Generally, accessibility features in junior colleges are inadequate. However, with some small modifications and additions, the different elements and spaces in the colleges can be accessible and be connected to form accessible routes. Secondary schools (those designated to provide facilities for the disabled) on the other hand fare better.

It is hope that the public sector, together with the private sector, will continue with their efforts to promote and improve accessible learning environments for people with disabilities in Singapore.