PUBLIC ATTITUDES TOWARDS INTELLECTUAL DISABILITY AND INCLUSION ACROSS APAC



Press Release Deck

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Special Olympics Asia Pacific (SOAP)

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Study Overview & Methodology

Objective

- To establish a data-driven framework for SOAP's regional strategy by diagnosing public perceptions of disability, identifying psychological barriers to engagement, and benchmarking the organization's reputational standing across APAC.

Methodology

- **Sample:** n=4,500 total (n=500 per country).
- **Markets:** Australia, New Zealand, Singapore, Malaysia, Thailand, Philippines, Vietnam, Indonesia, India.
- **Approach:** Full online sample.
- **Fieldwork Period:** December 2025 (approx. 3 weeks).

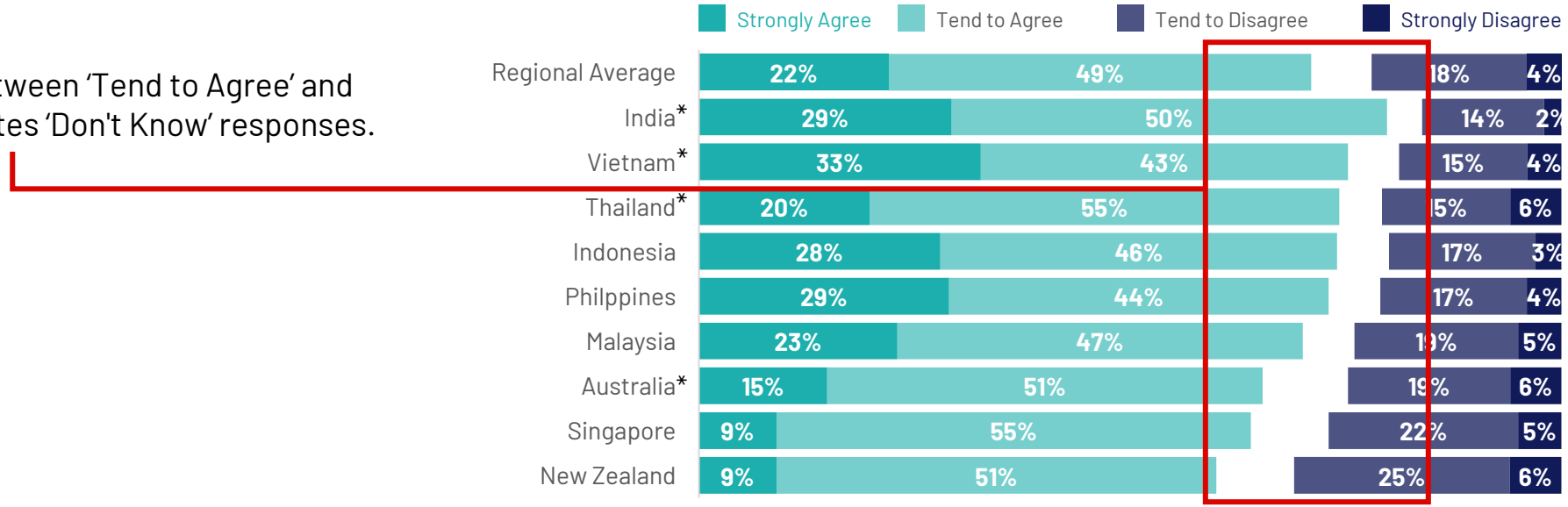


Note to Readers

- Due to rounding off, some chart figures may not add up to 100%. Countries marked with (*) indicate that totals for rating-scale questions may differ from 100% by up to ±1 percentage point.

- T2B% – T2B% refers to 'Top 2 Box %'. 'Top 2 Box' indicates the strongest sentiments in a 5-point scale question, for example 'Strongly agree' and 'Tend to agree'.

- In all charts, the gap between 'Tend to Agree' and 'Tend to Disagree' denotes 'Don't Know' responses.



Example chart taken from "In my area, people with all forms of disabilities are visibly present and active in everyday community life."

AT A GLANCE



At a glance

9-country average

55%



I have to admit that I **rarely consider the challenges** faced by people **different from me**

90%



Inclusive environments **benefit everyone** by promoting **understanding and empathy**.

84%



I would like to learn more about how to be a **confident ally** to people with intellectual disabilities

61%



I sometimes **hesitate to offer help** to a person with a disability because I'm **unsure of the best way to assist**

70%



The **government** has the primary **financial responsibility** to fund programs for people with disabilities

84%



I would be more likely to **support** Special Olympics if I knew more about **what they do specifically** in my country



COMMUNITY & INCLUSION

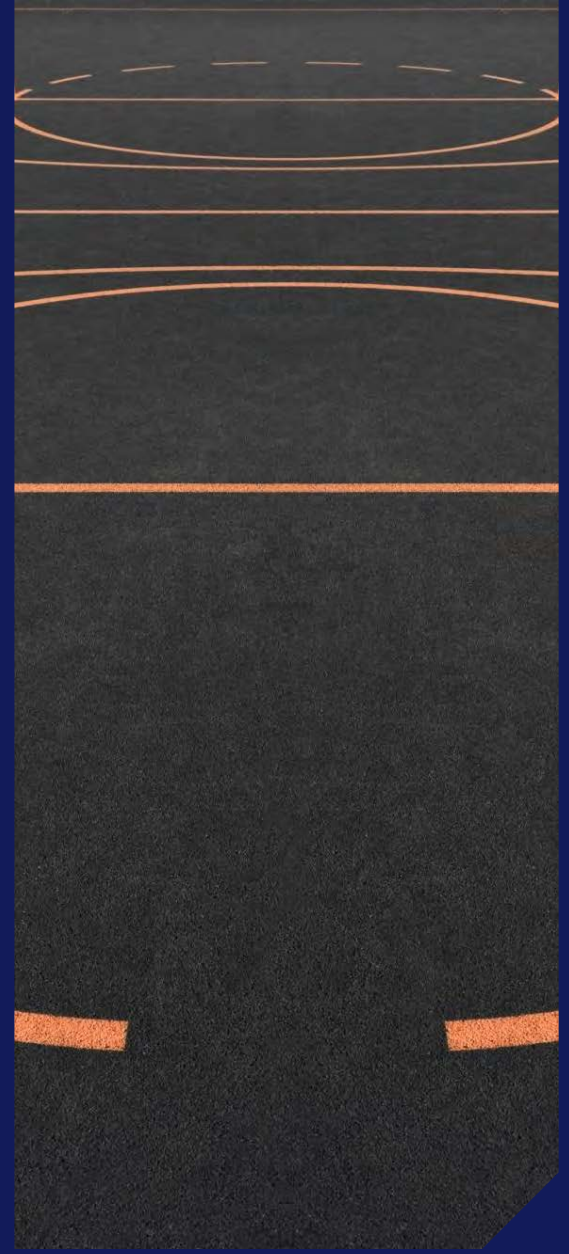
Community & Inclusion – Chapter Overview

What Did We Cover?

This section establishes the baseline of respondents' views on community and belonging, highlighting the gap between the ideal of inclusion and the reality of interactions with people with disabilities.

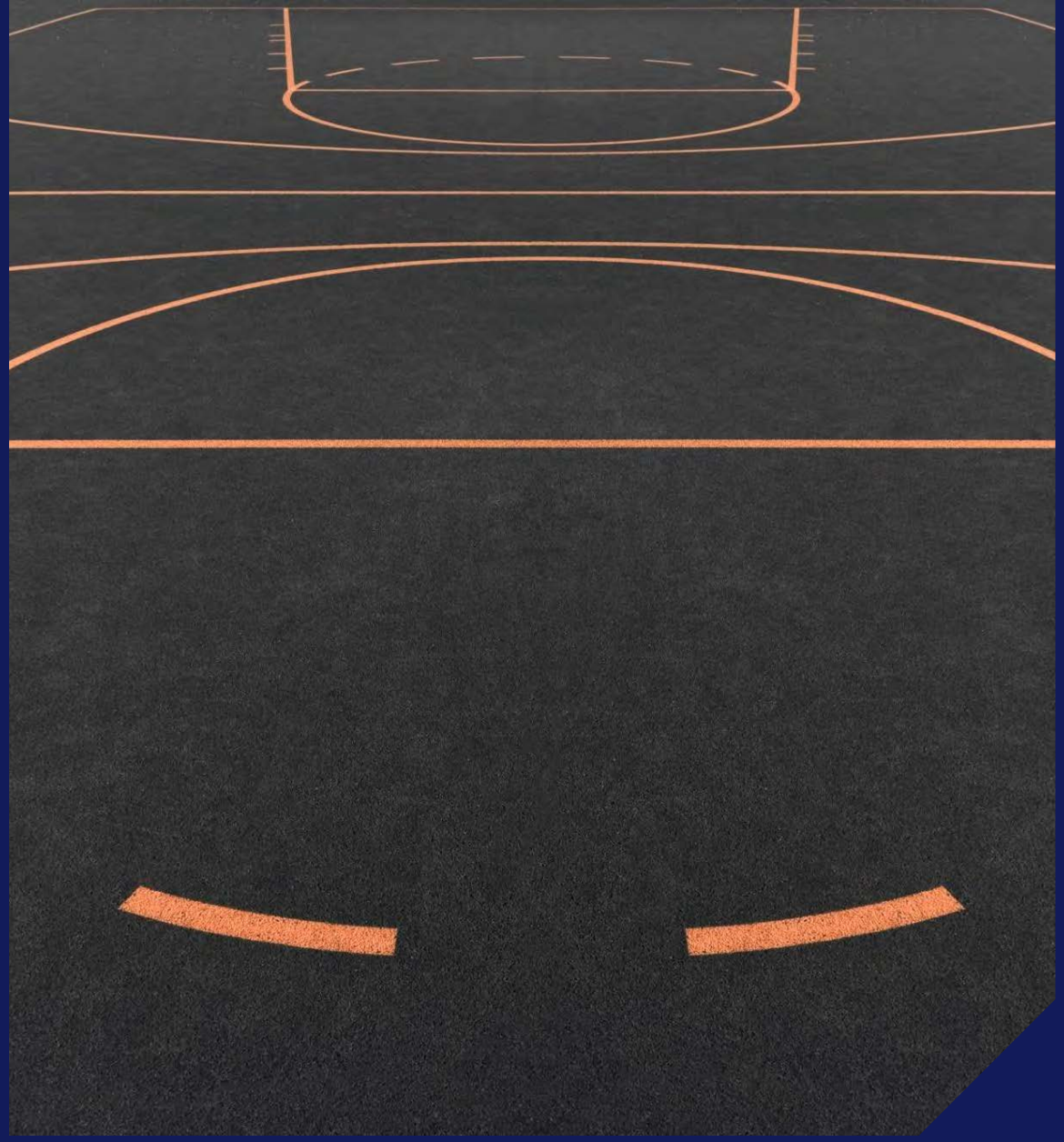
What Did We Learn?

- **The Ideal:** There is near-universal consensus that inclusion is a collective responsibility.
- **The Reality:** High levels of belonging and visibility exist in local areas.
- **The Hurdle:** Personal comfort zones create a barrier to connecting across differences.



Community & Inclusion – Statement Index

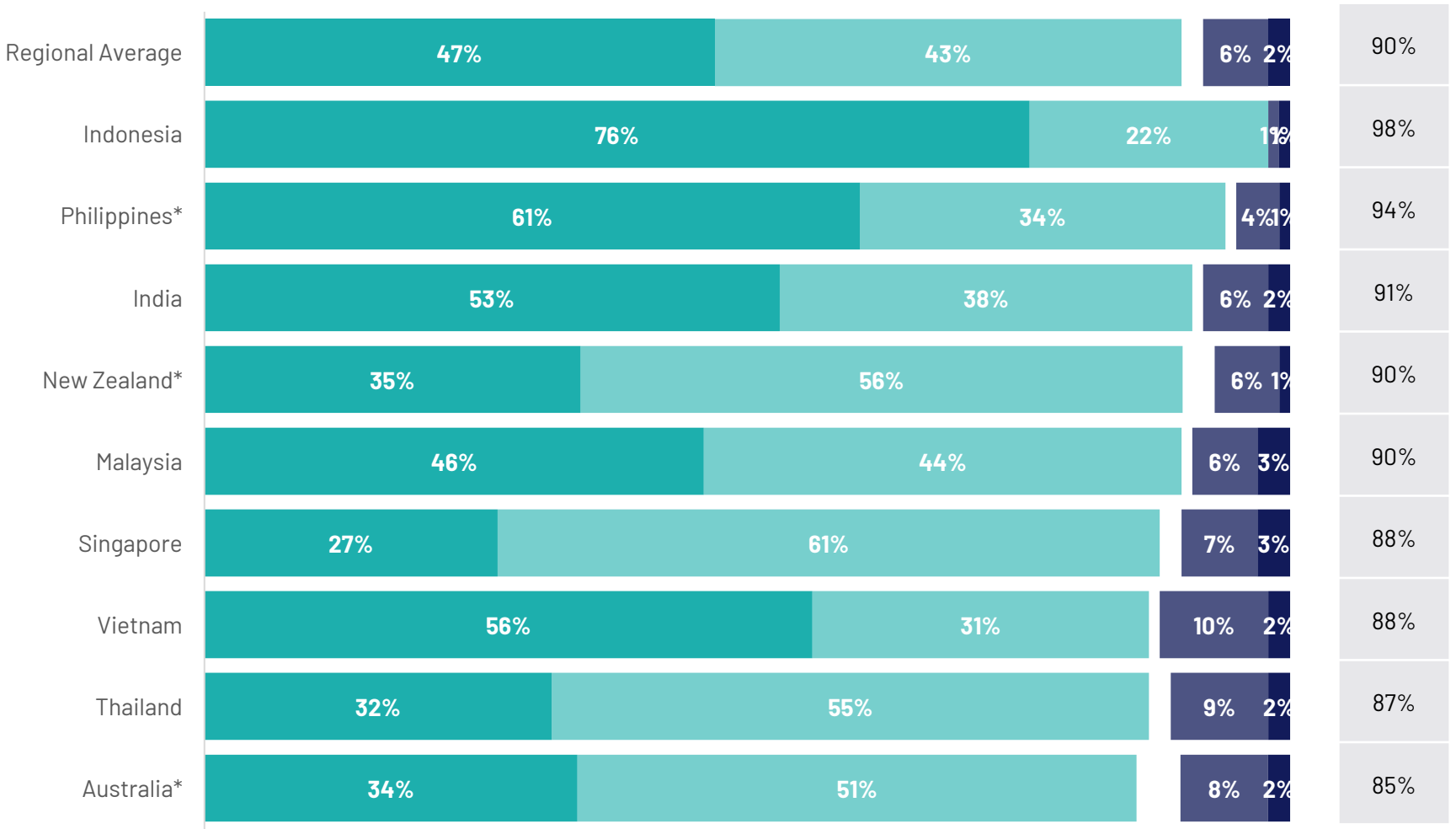
1. A strong sense of community is important for a strong society.
2. In my area, people with all forms of disabilities are visibly present and active in everyday community life.
3. I feel a strong sense of belonging in my local community.
4. I find it easier to connect with people who have similar life experiences to my own.
5. Creating an inclusive community for people of all abilities is a shared responsibility.
6. I have to admit that I rarely consider the challenges faced by people different from me.



Q.

Please indicate your level of agreement with the following statements:

A strong sense of community is important for a strong society.

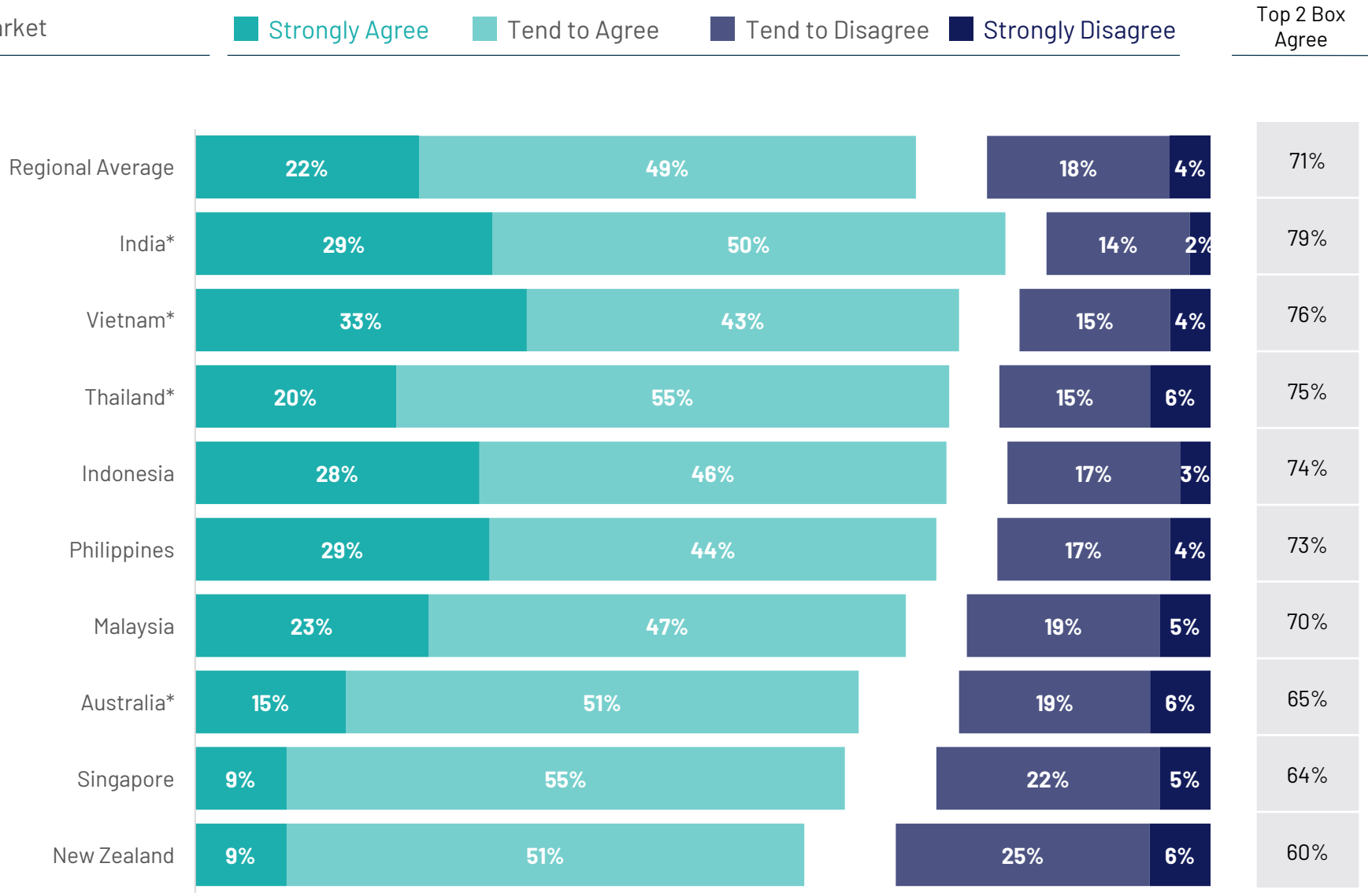


Base: Regional (n=4500), Per Country (n=500 each)

Q.

Please indicate your level of agreement with the following statements:

In my area, people with all forms of disabilities are visibly present and active in everyday community life.

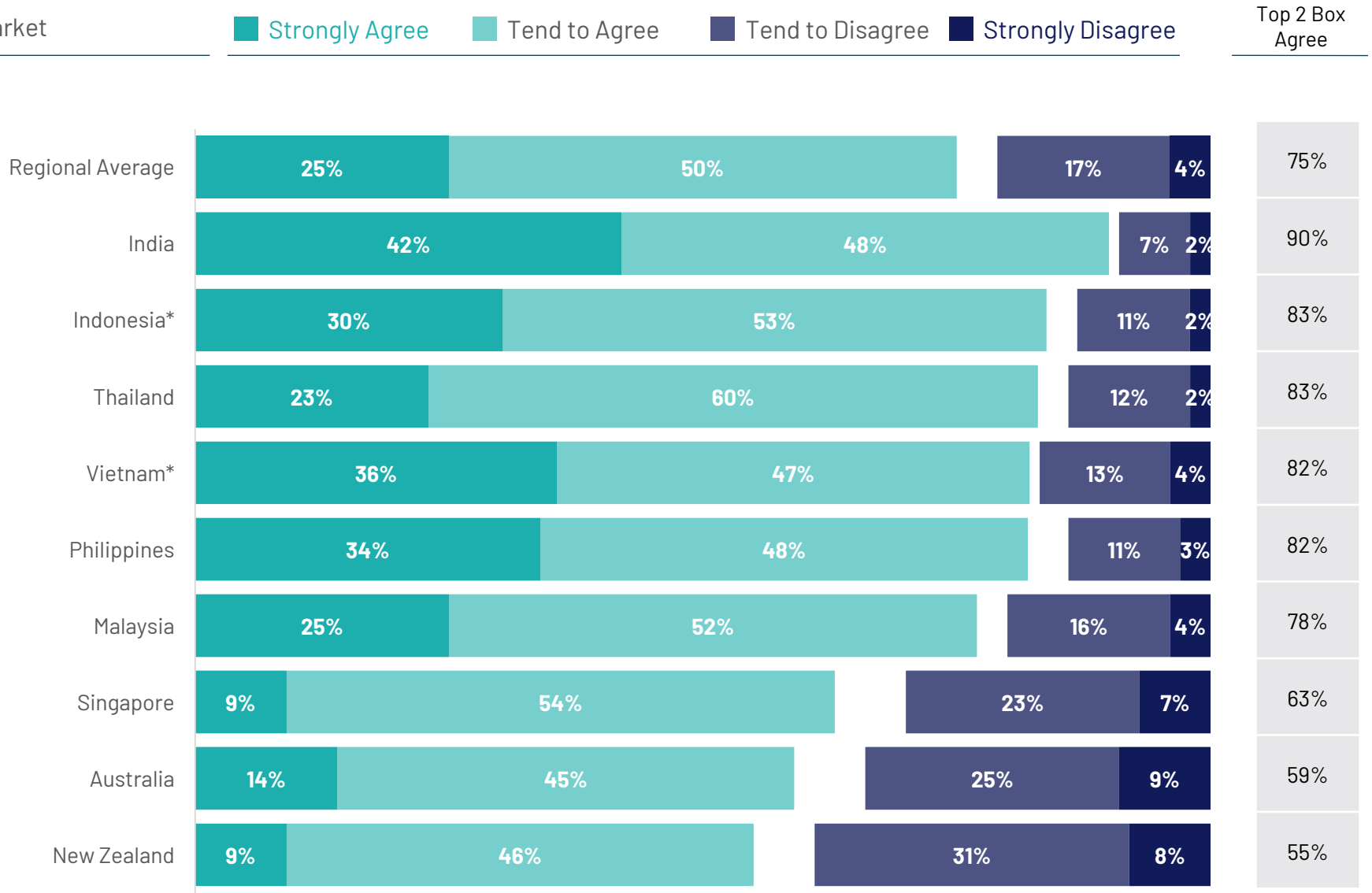


Base: Regional (n=4500), Per Country (n=500 each)

Q.

Please indicate your level of agreement with the following statements:

I feel a strong sense of belonging in my local community.

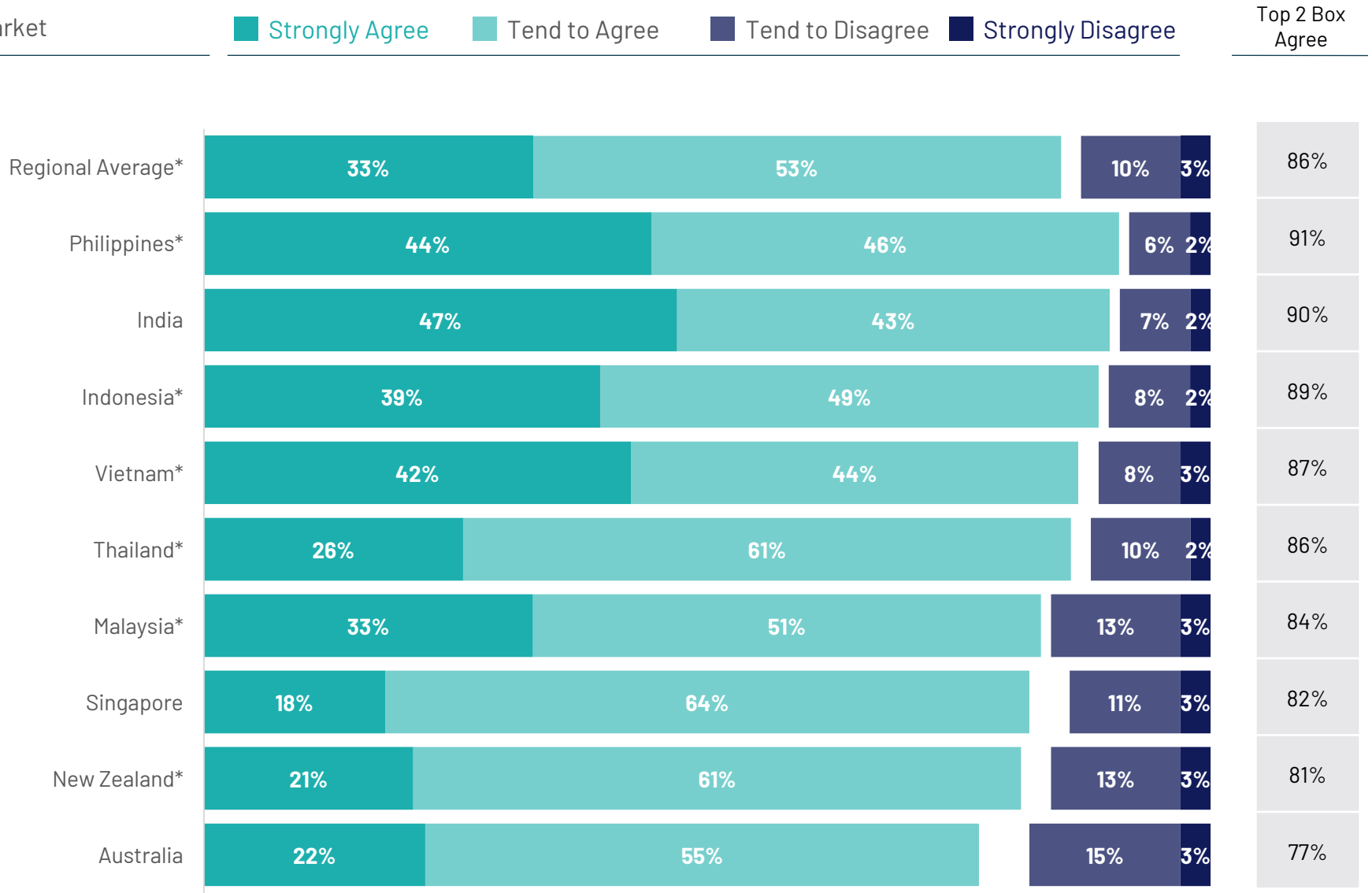


Base: Regional (n=4500), Per Country (n=500 each)

Q.

Please indicate your level of agreement with the following statements:

I find it easier to connect with people who have similar life experiences to my own.

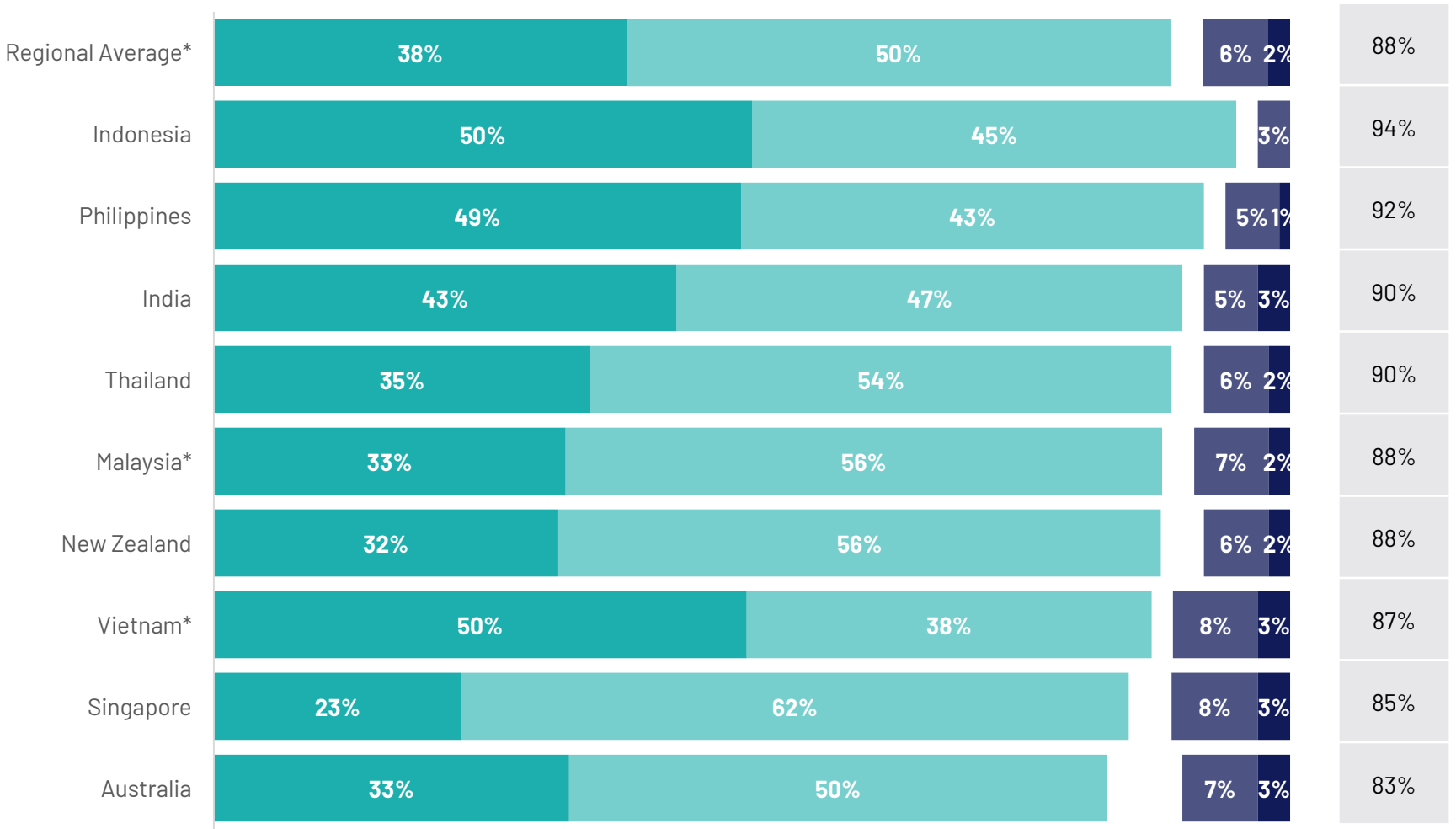


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Please indicate your level of agreement with the following statements:

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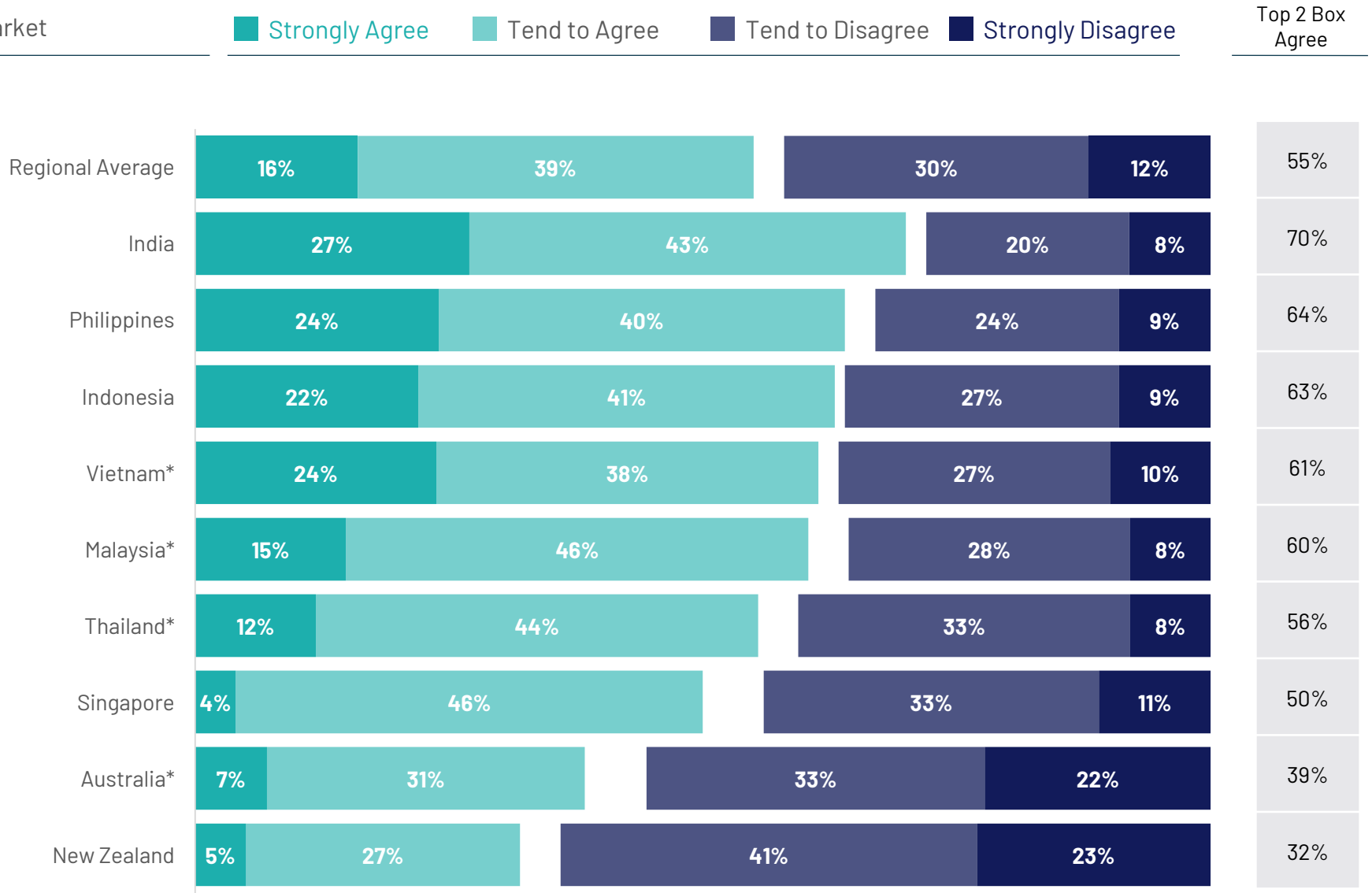


Base: Regional (n=4500), Per Country (n=500 each)

Q.

Please indicate your level of agreement with the following statements:

I have to admit that I rarely consider the challenges faced by people different from me.



Base: Regional (n=4500), Per Country (n=500 each)

PERCEPTIONS OF DISABILITY

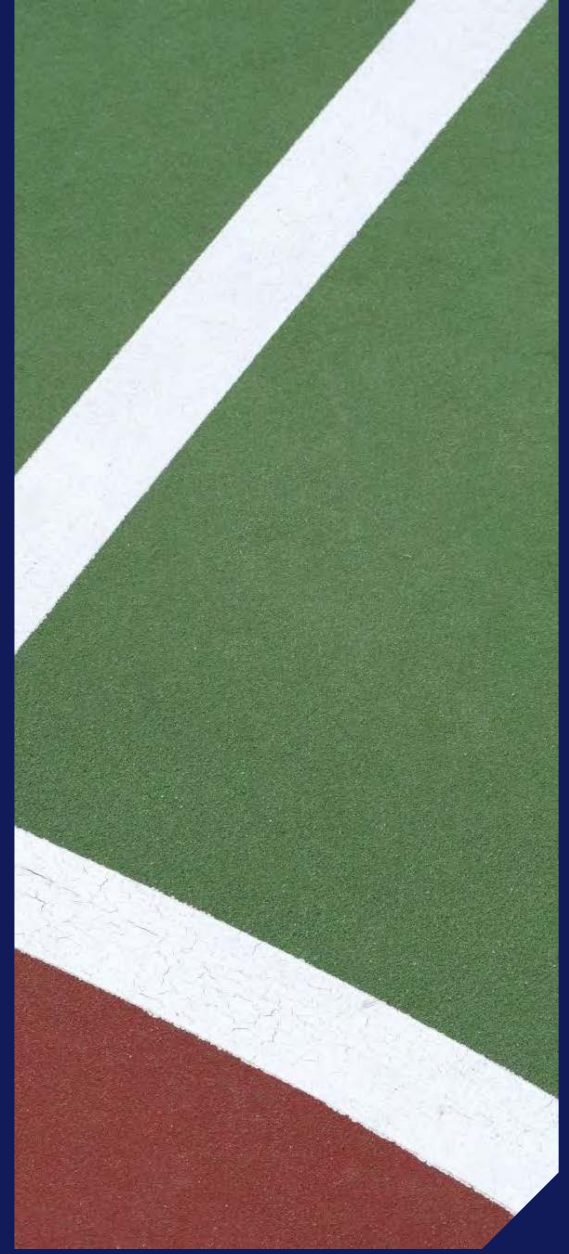
Perceptions of Disability – Chapter Overview

What Did We Cover?

This section examines whether the public views intellectual disability through the lens of capability or limitation—and tests understanding, empathy, and hesitation in real-world interactions.

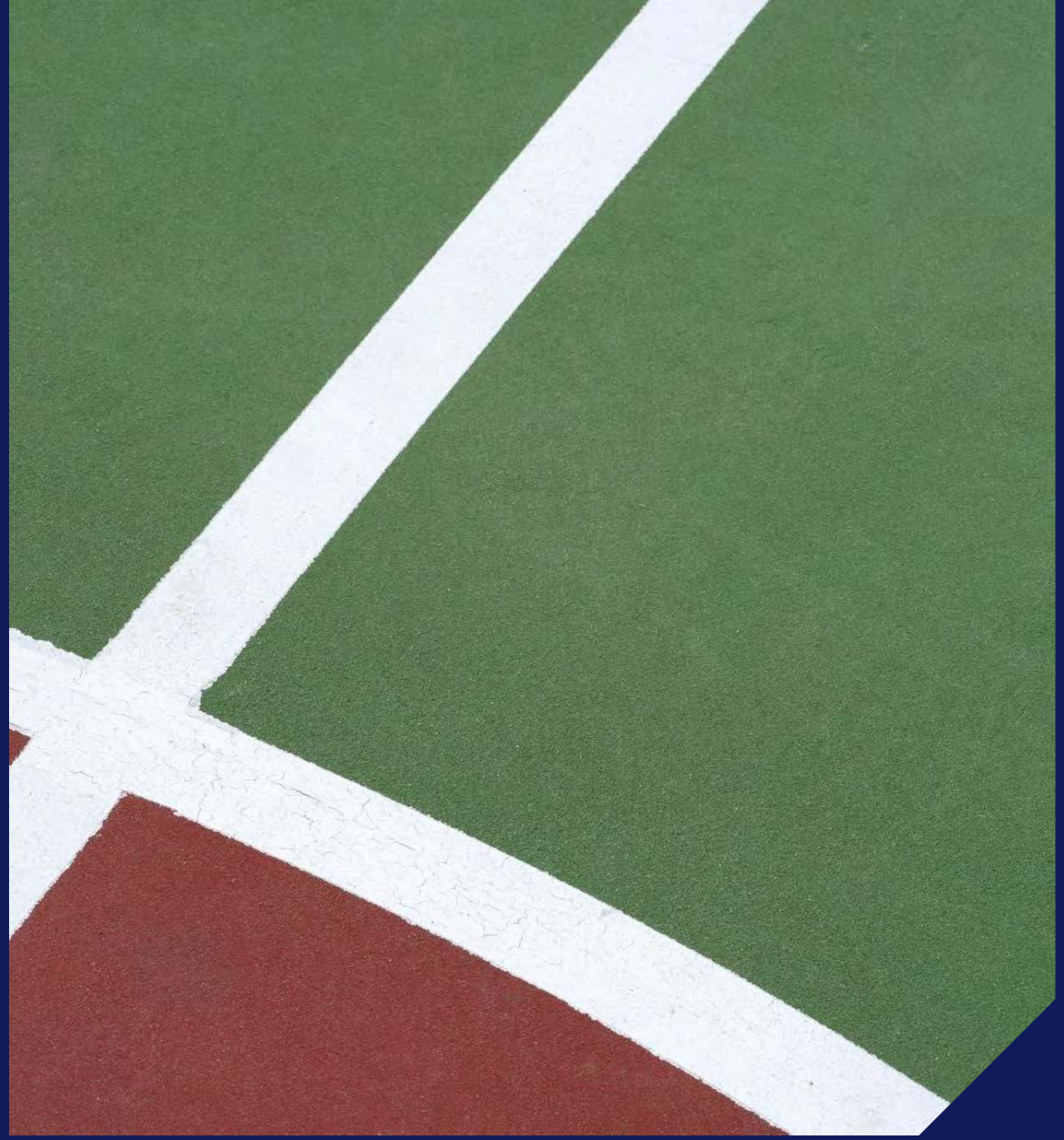
What Did We Learn?

- **The Ideal:** Support for inclusion is high, with widespread recognition that diversity enhances the community.
- **The Reality:** Acceptance is perceived to be rising, though society focuses on limitations over capabilities.
- **The Hurdle:** A lack of knowledge creates uncertainty and hesitation in everyday interactions.



Perceptions of Disability – Statement Index

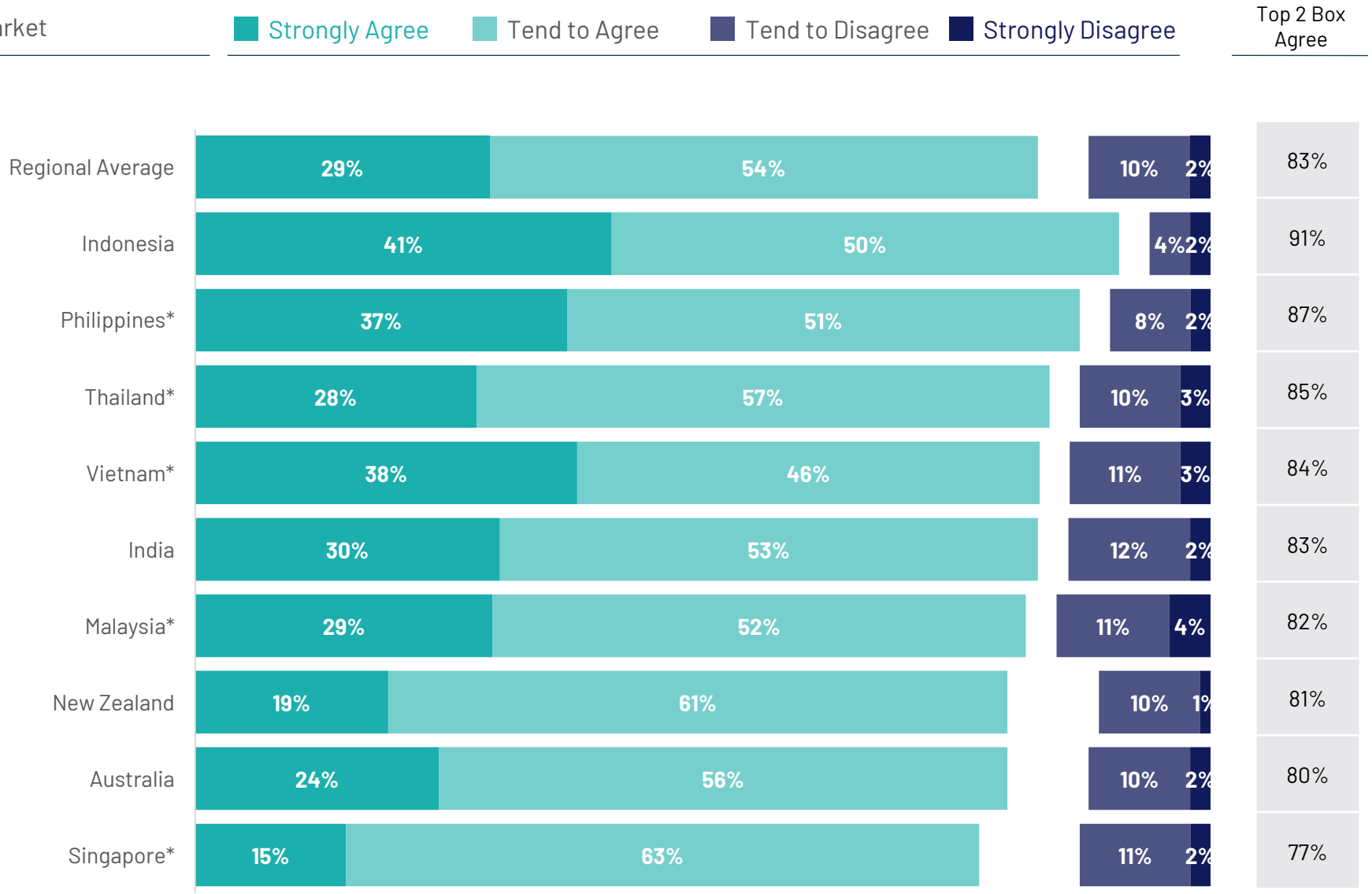
1. Interacting with people who have intellectual disabilities broadens my perspective.
2. Our society often overlooks the capabilities of people with disabilities, focusing instead on limitations.
3. The media in my country shows people with disabilities in a positive and respectful way.
4. I sometimes hesitate to offer help to a person with a disability because I'm unsure of the best way to assist.
5. My country has become more accepting of people with disabilities at work and in the community.
6. People with intellectual disabilities bring unique perspectives that enhance our community.
7. I support initiatives that include people with intellectual disabilities in schools, workplaces, and community life.
8. I am not sure what the term 'intellectual disability' really means.
9. People sometimes avoid individuals with intellectual disabilities in public places.
10. I don't know enough about intellectual disabilities to understand their everyday impact.
11. With the right support, people with intellectual disabilities can live independently and succeed at work or in sports.



Q.

Please indicate your level of agreement with the following statements:

Interacting with people who have intellectual disabilities broadens my perspective.

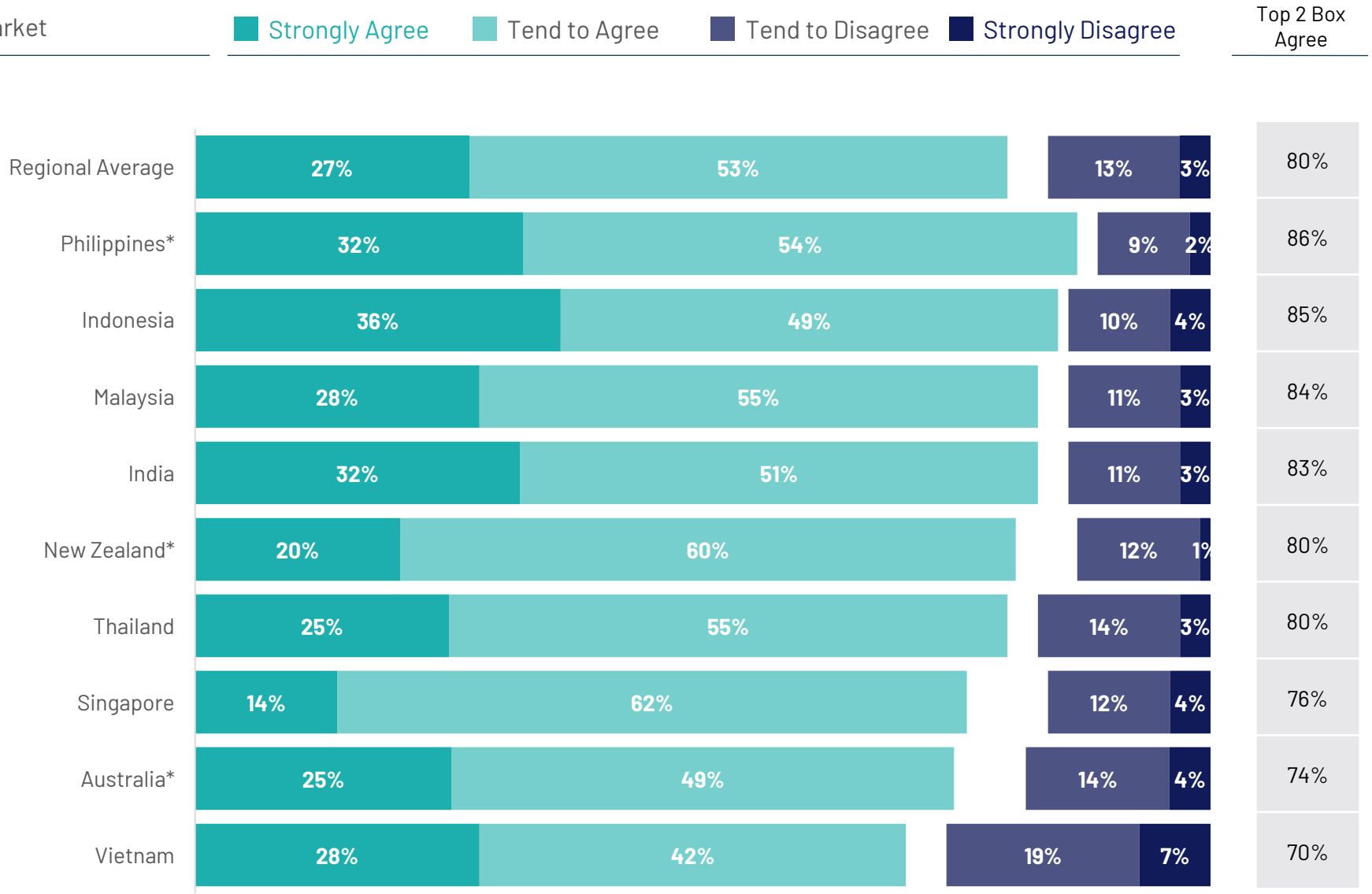


Base: Regional (n=4500), Per Country (n=500 each)

Q.

Please indicate your level of agreement with the following statements:

Our society often overlooks the capabilities of people with disabilities, focusing instead on limitations.

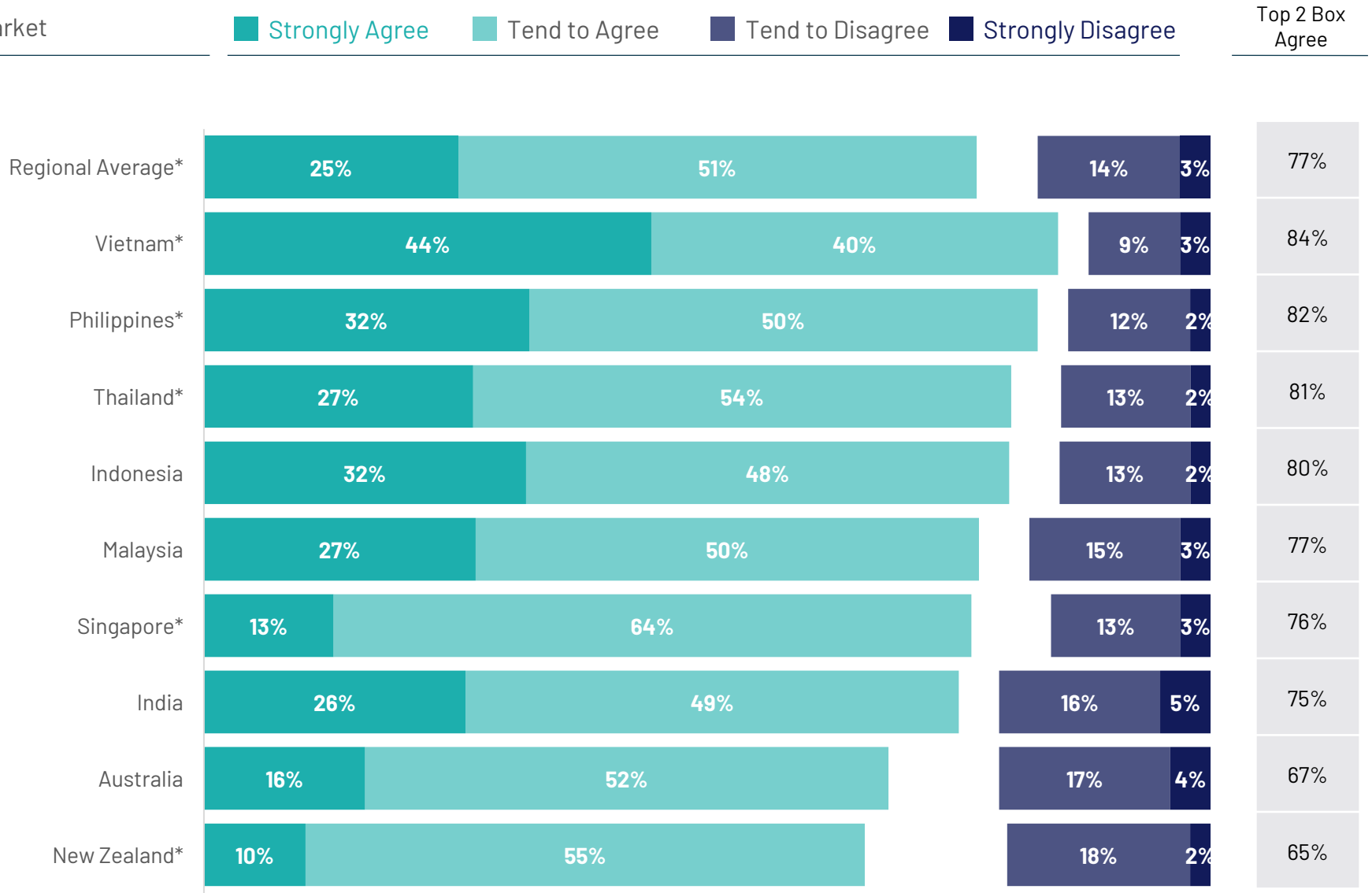


Base: Regional (n=4500), Per Country (n=500 each)

Q.

Please indicate your level of agreement with the following statements:

The media in my country shows people with disabilities in a positive and respectful way.

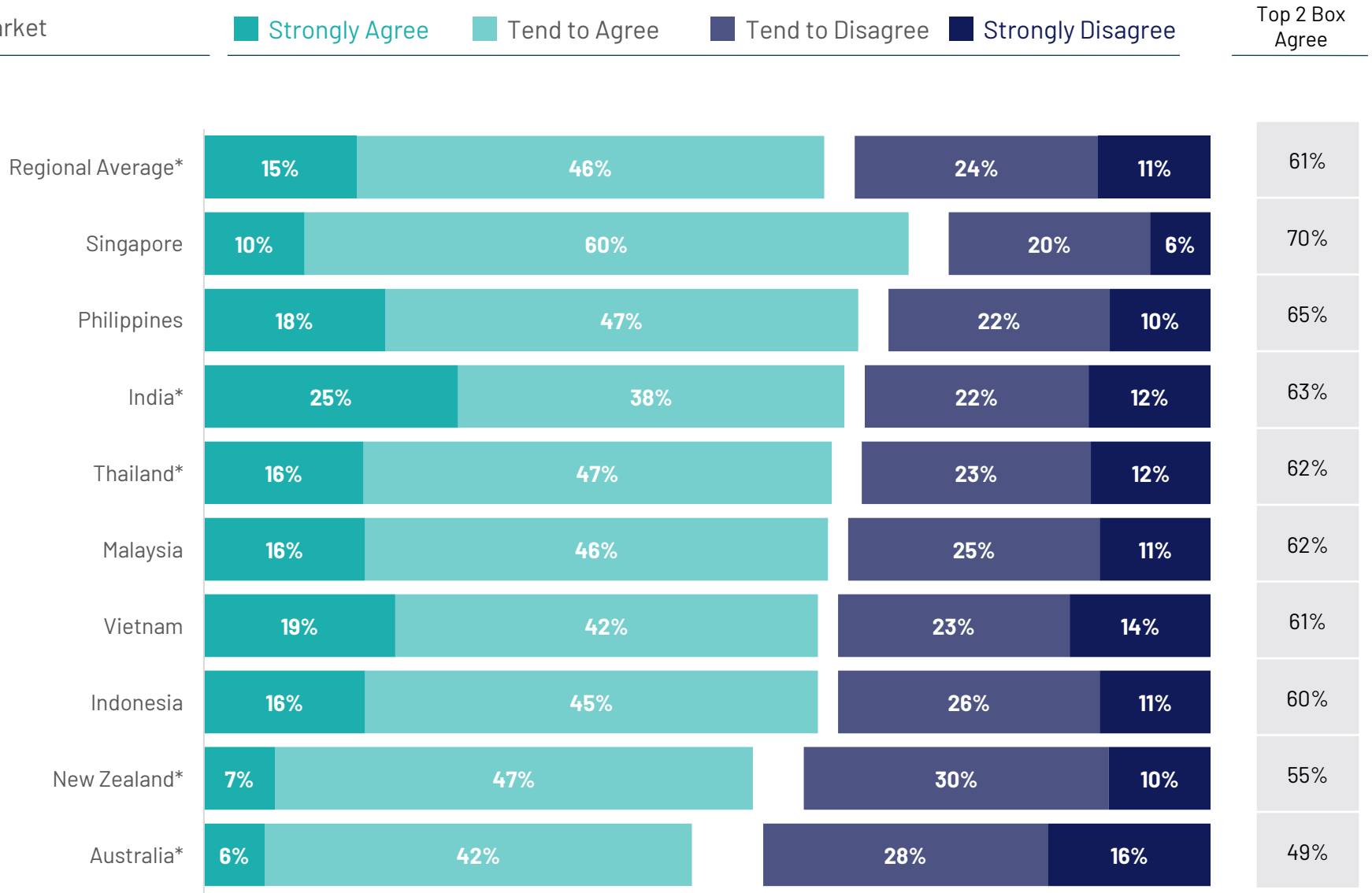


Base: Regional (n=4500), Per Country (n=500 each)

Q.

Please indicate your level of agreement with the following statements:

I sometimes hesitate to offer help to a person with a disability because I'm unsure of the best way to assist.

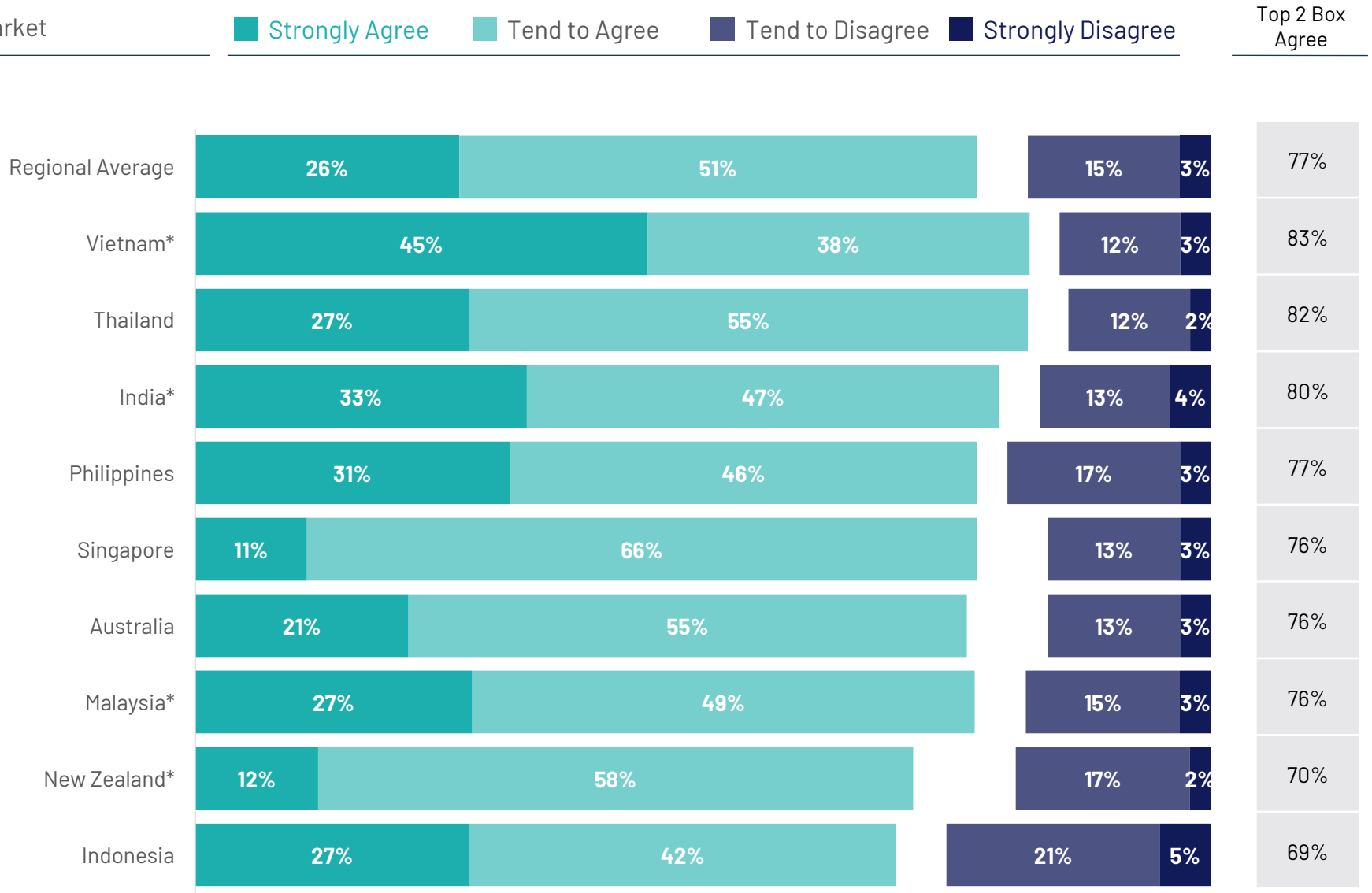


Base: Regional (n=4500), Per Country (n=500 each)

Q.

Please indicate your level of agreement with the following statements:

My country has become more accepting of people with disabilities at work and in the community.

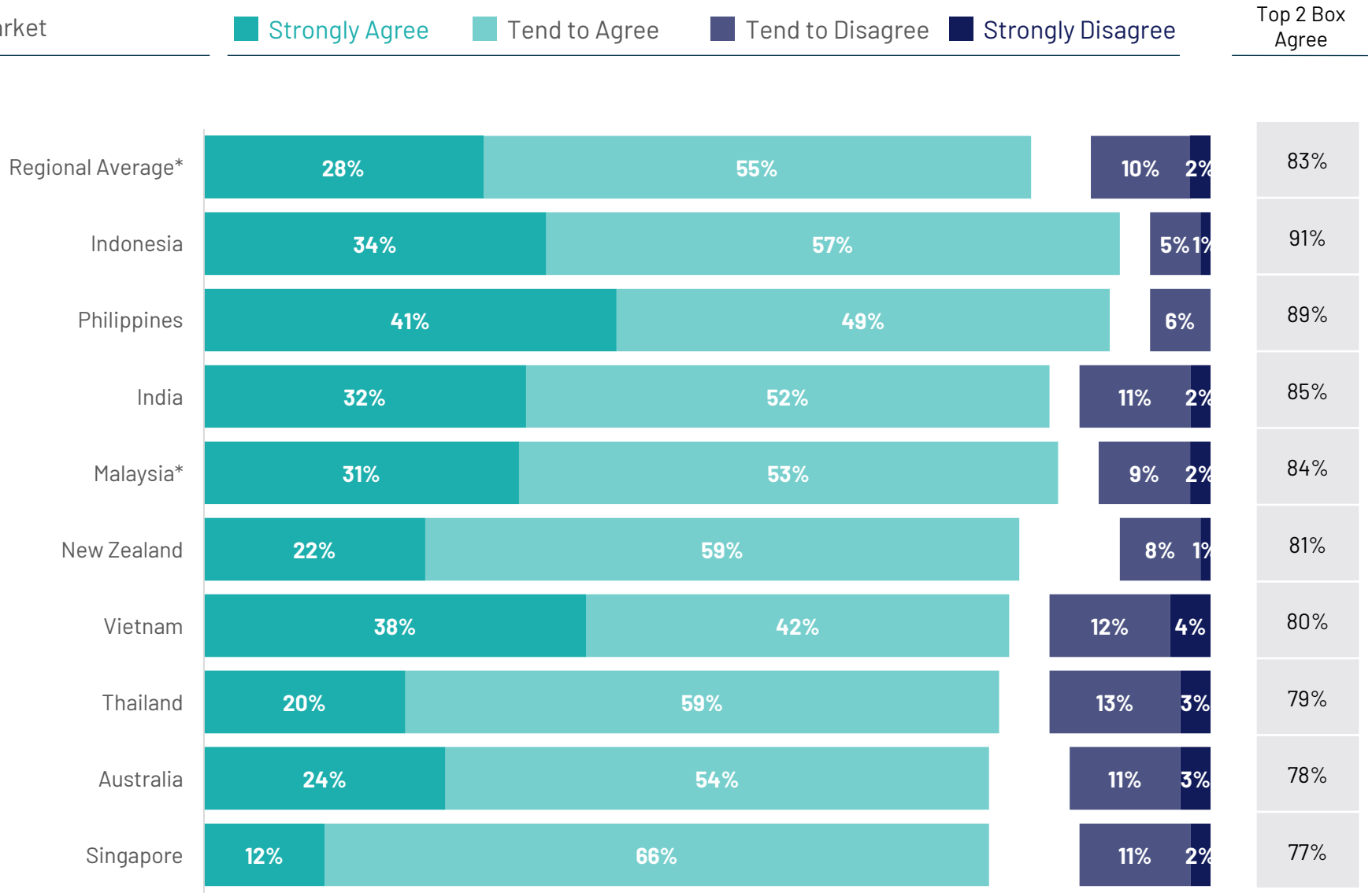


Base: Regional (n=4500), Per Country (n=500 each)

Q.

Please indicate your level of agreement with the following statements:

People with intellectual disabilities bring unique perspectives that enhance our community.

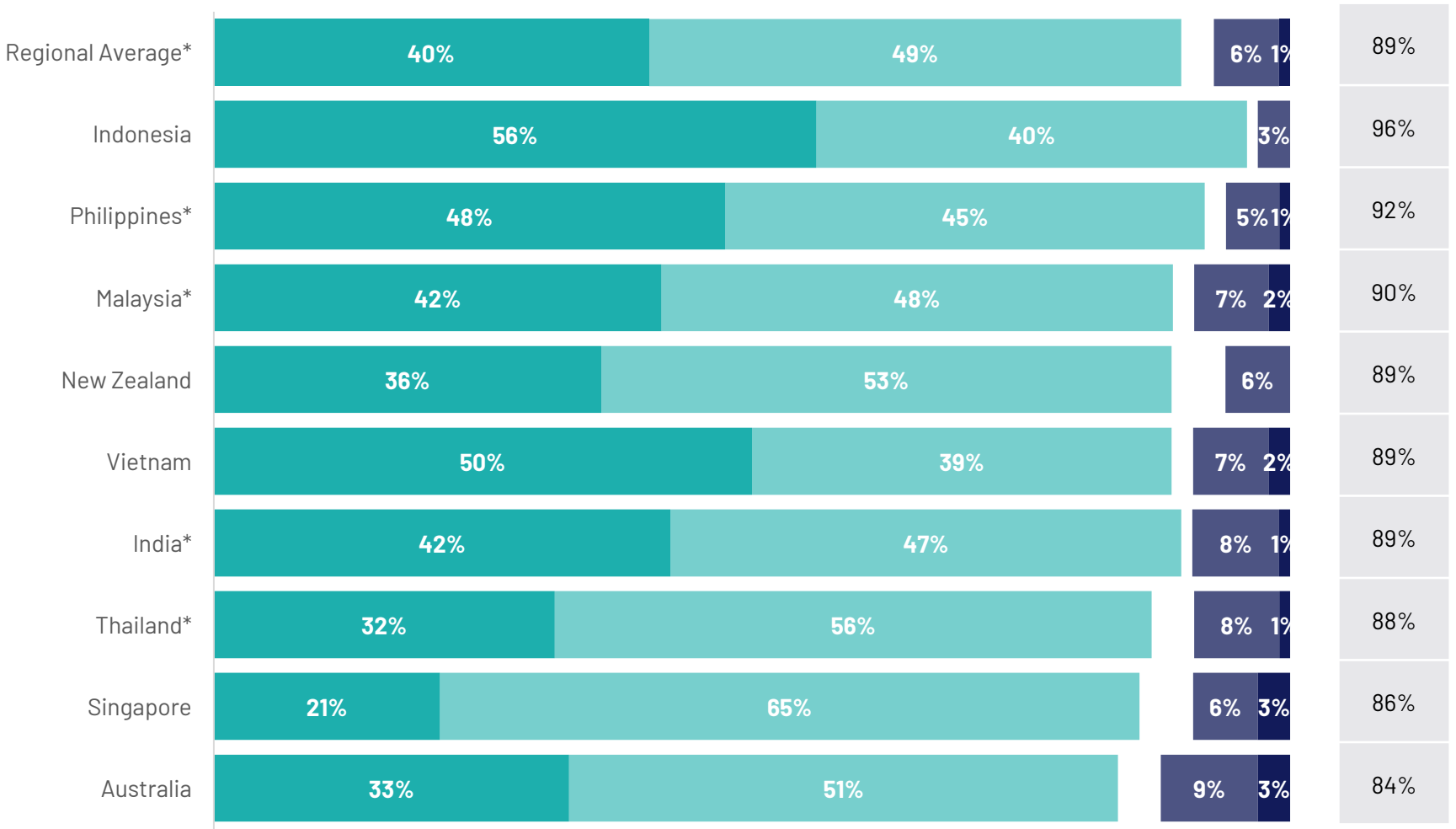


Base: Regional (n=4500), Per Country (n=500 each)

Q.

Please indicate your level of agreement with the following statements:

I support initiatives that include people with intellectual disabilities in schools, workplaces, and community life.

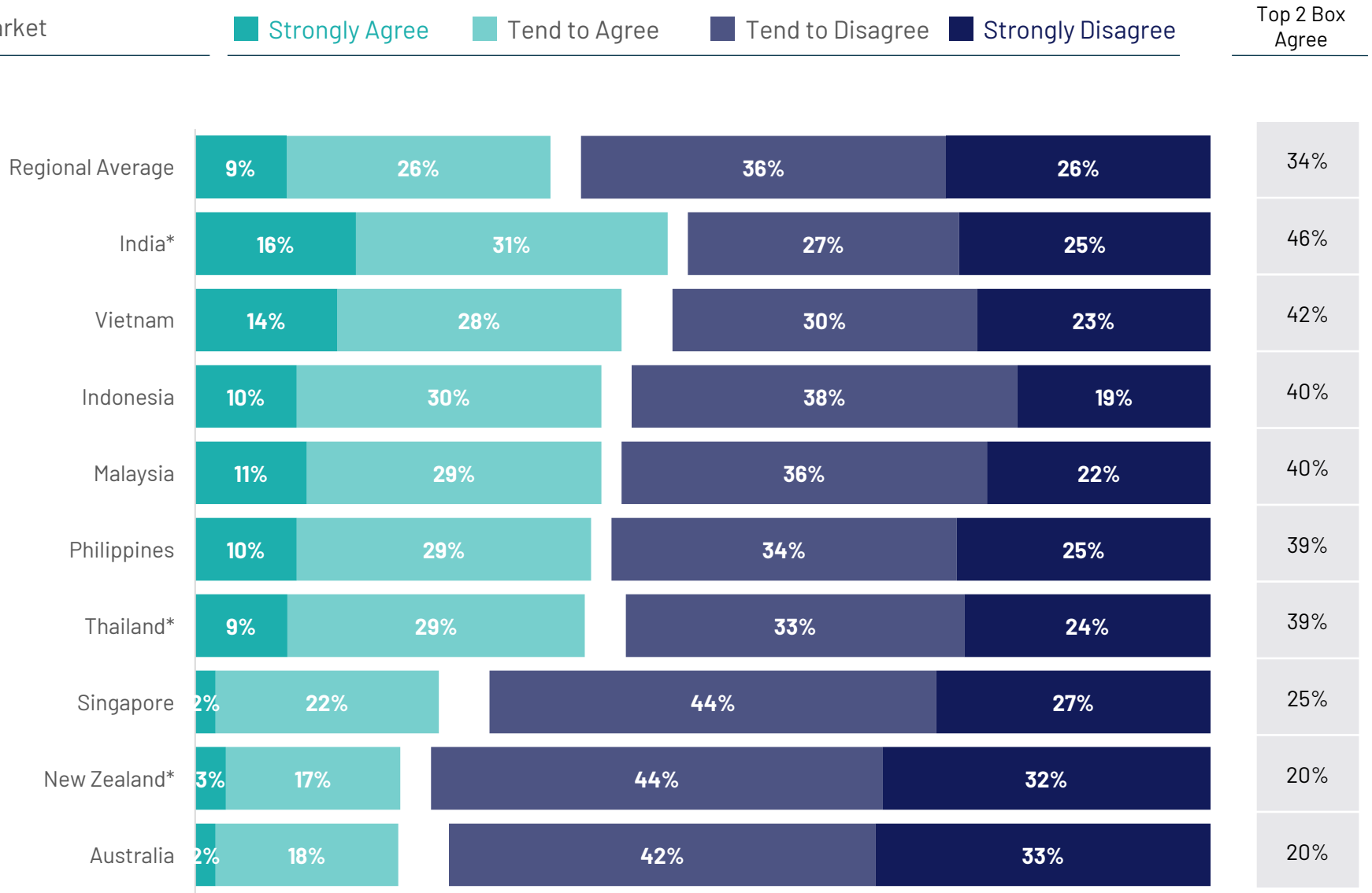


Base: Regional (n=4500), Per Country (n=500 each)

Q.

Please indicate your level of agreement with the following statements:

I am not sure what the term 'intellectual disability' really means.

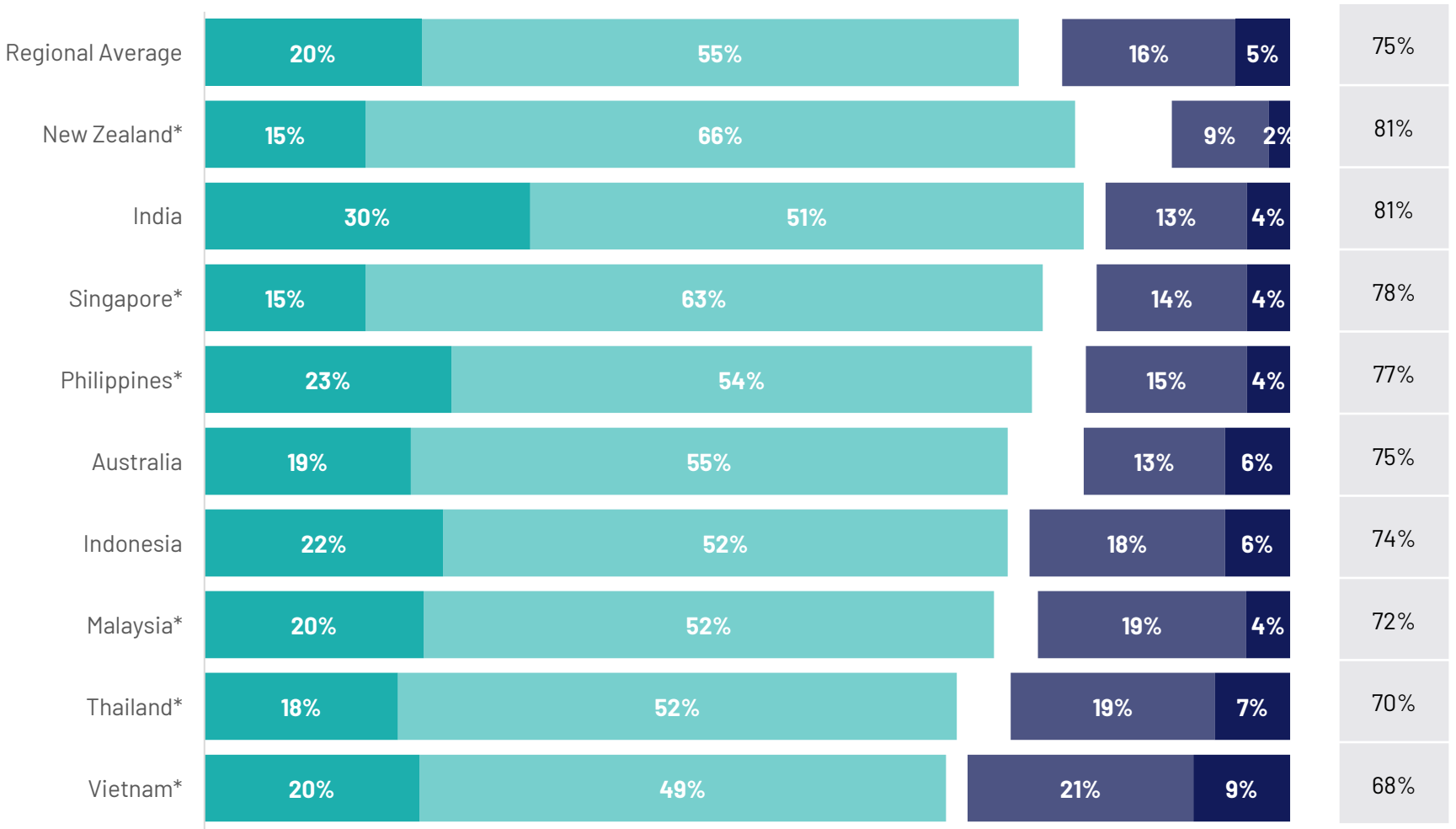


Base: Regional (n=4500), Per Country (n=500 each)

Q.

Please indicate your level of agreement with the following statements:

People sometimes avoid individuals with intellectual disabilities in public places.

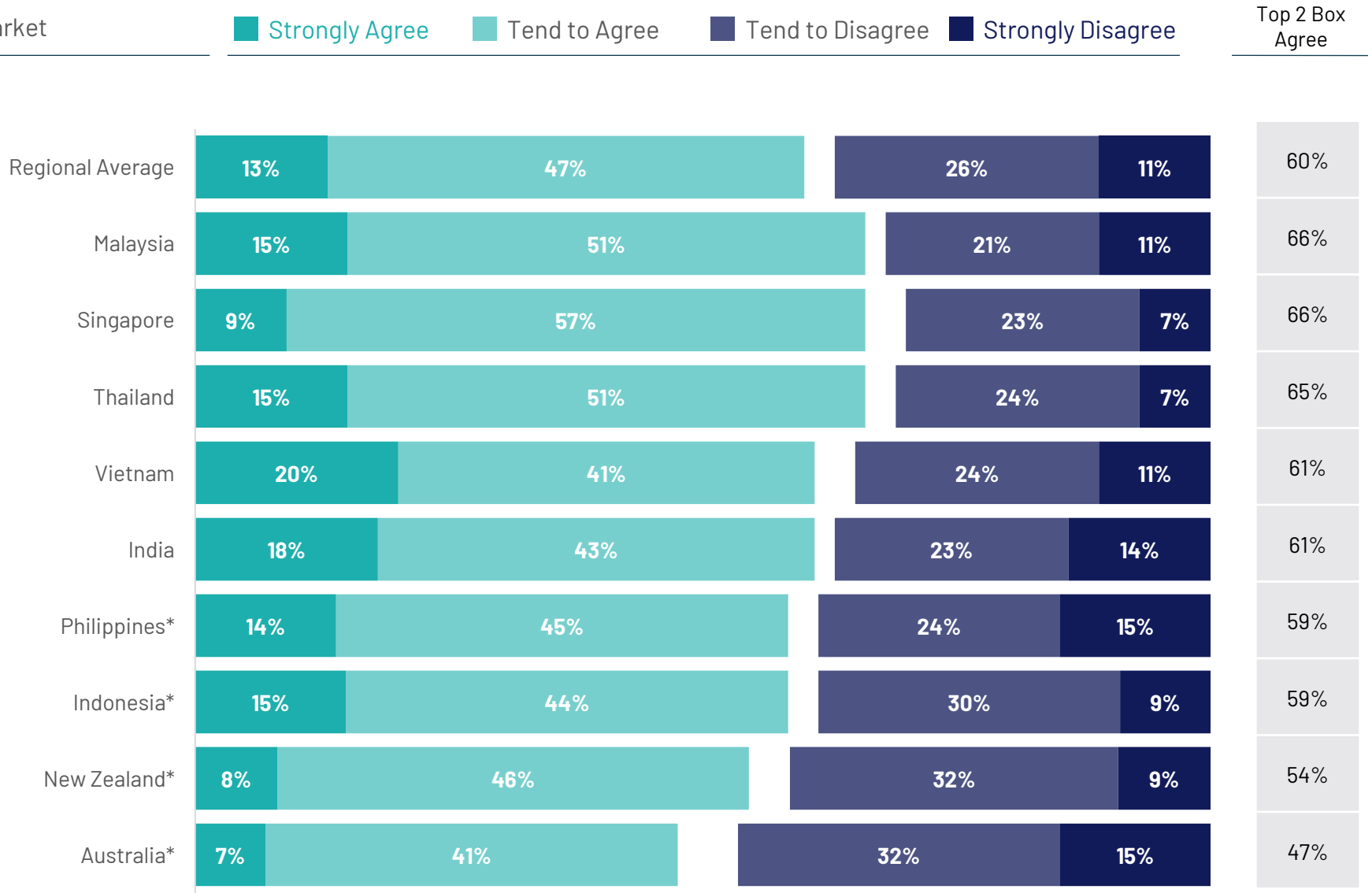


Base: Regional (n=4500), Per Country (n=500 each)

Q.

Please indicate your level of agreement with the following statements:

I don't know enough about intellectual disabilities to understand their everyday impact.

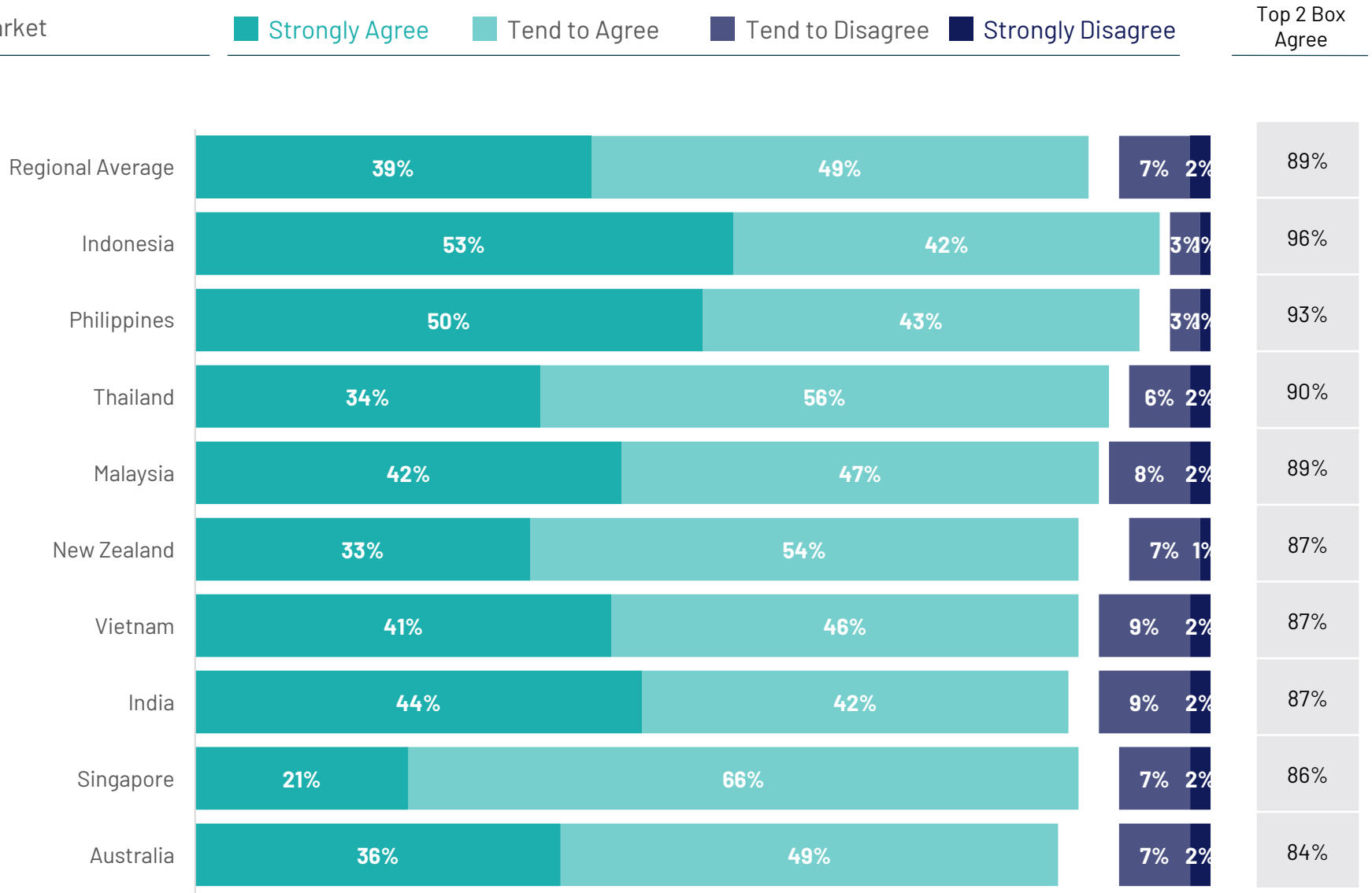


Base: Regional (n=4500), Per Country (n=500 each)

Q.

Please indicate your level of agreement with the following statements:

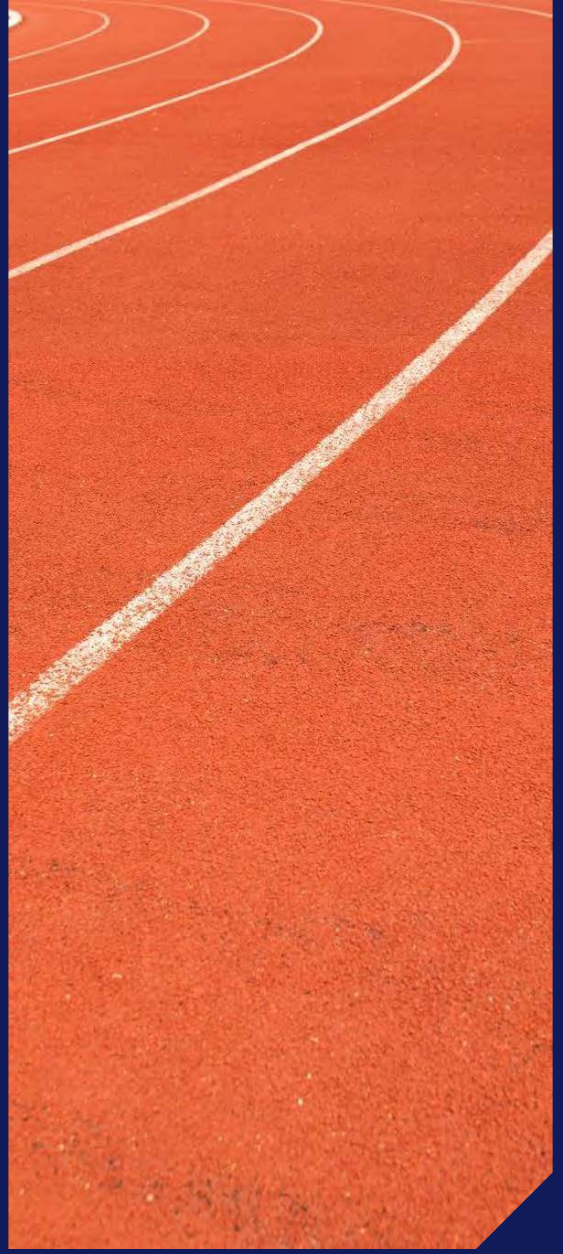
With the right support, people with intellectual disabilities can live independently and succeed at work or in sports.



Base: Regional (n=4500), Per Country (n=500 each)

SUPPORT & INFRASTRUCTURE

Support & Infrastructure – Chapter Overview



What Did We Cover?

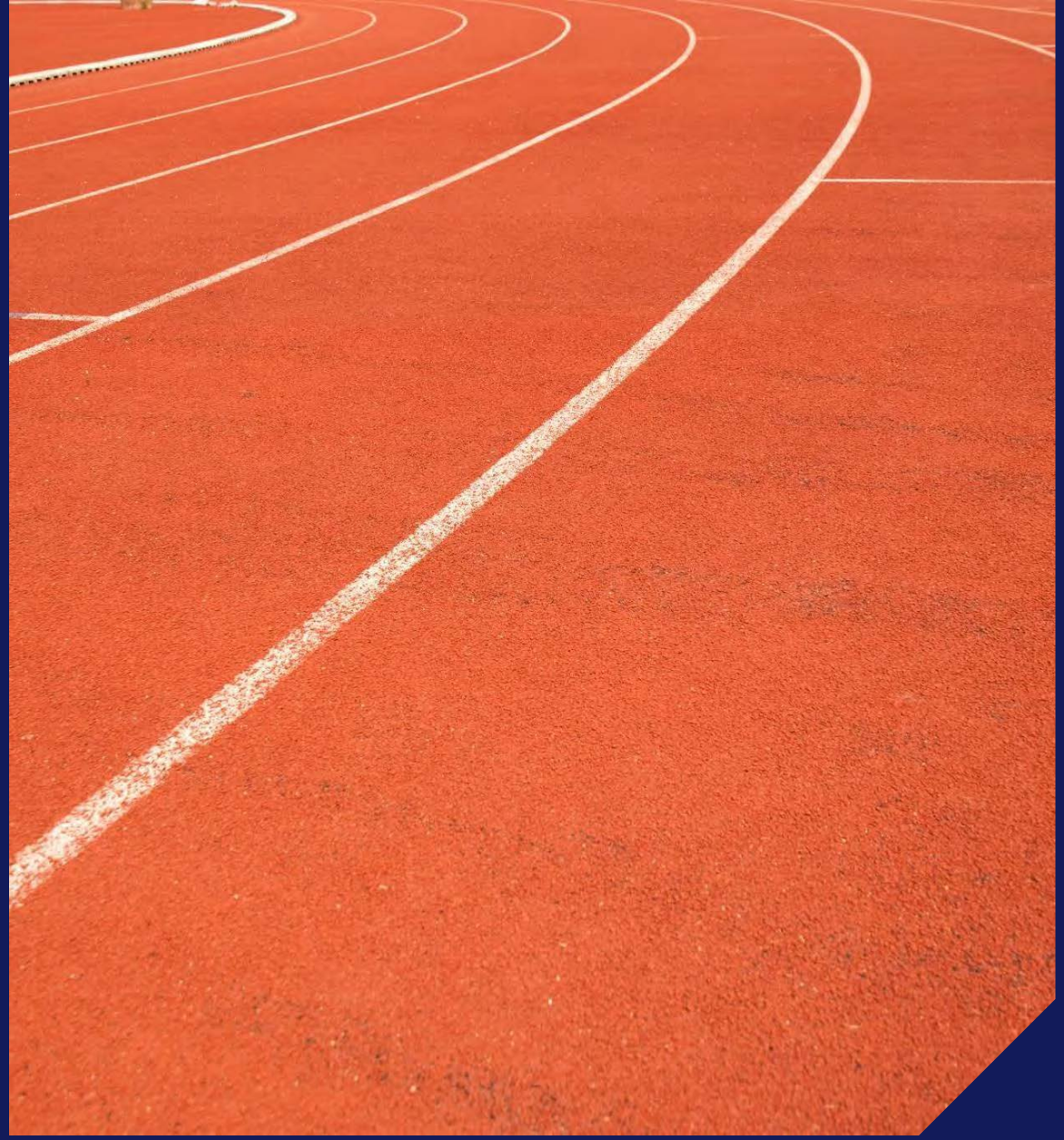
This chapter looks at the visible and practical side of inclusion, including the accessibility of public spaces, the availability of community programs, and attitudes toward financial investment.

What Did We Learn?

- **A Collective Effort:** Supporting people with disabilities is viewed as a partnership between families, communities, and the government—not the job of one entity alone.
- **Investment as a Social Good:** The public strongly backs increased investment in facilities, viewing it as a contribution to the long-term health of society.
- **Moving Beyond Basics:** Public spaces are seen as generally accessible, but there is clear demand to deepen inclusion through programming and community spaces.

Support & Infrastructure – Statement Index

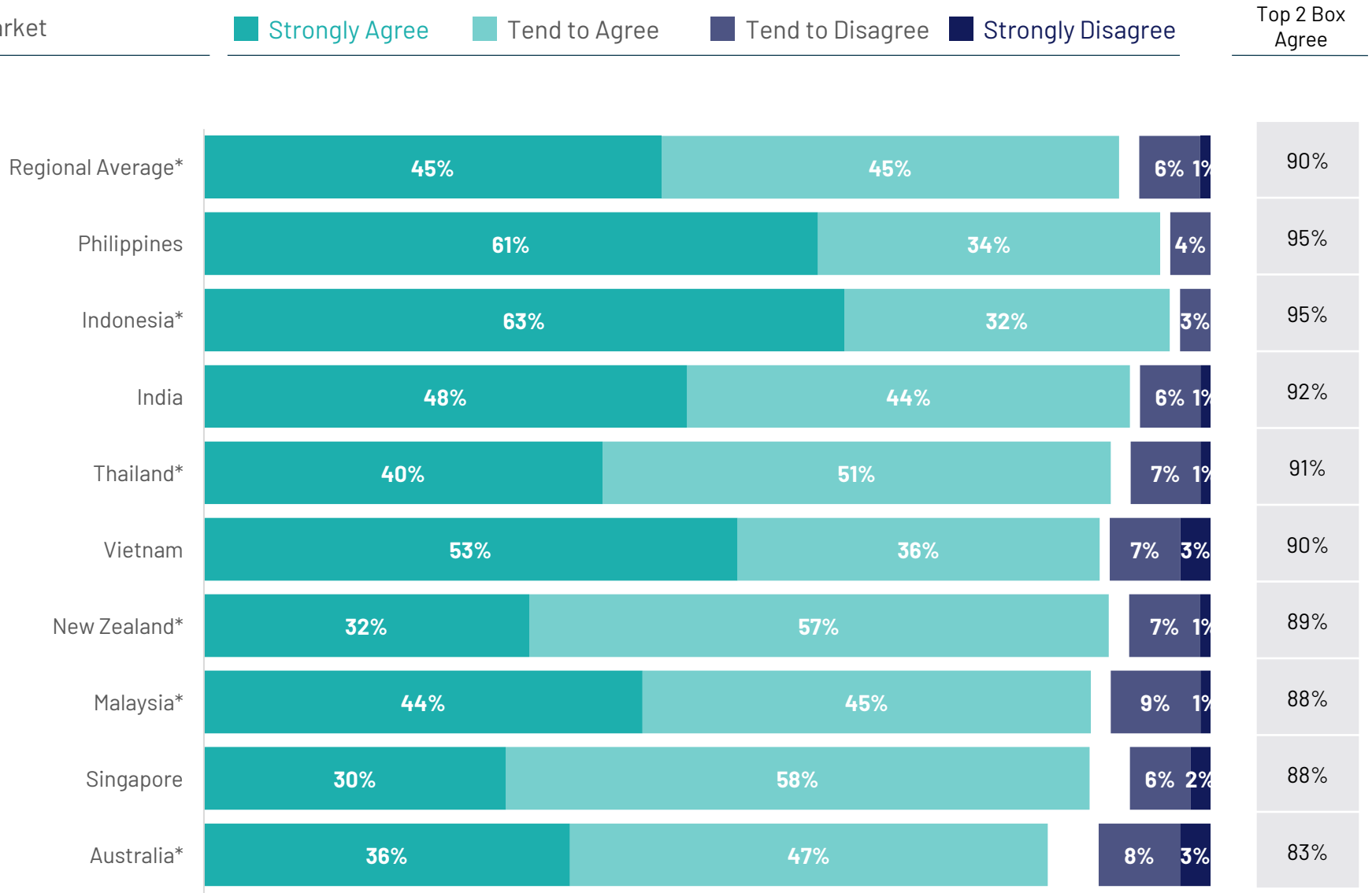
1. Supporting people with disabilities is a shared responsibility between families, communities, and government.
2. Public spaces in my area are generally designed with consideration for people with diverse abilities.
3. There are too few programs or community spaces for people with intellectual disabilities.
4. Society should invest more in facilities and programs that help people with intellectual disabilities take part in daily life.
5. Inclusive environments benefit everyone by promoting understanding and empathy.
6. Investing in comprehensive support for people with disabilities yields long-term benefits for society.
7. Our country should continue to improve accessibility and inclusion for people with all forms of disabilities.



Q.

Please indicate your level of agreement with the following statements:

Supporting people with disabilities is a shared responsibility between families, communities, and government.

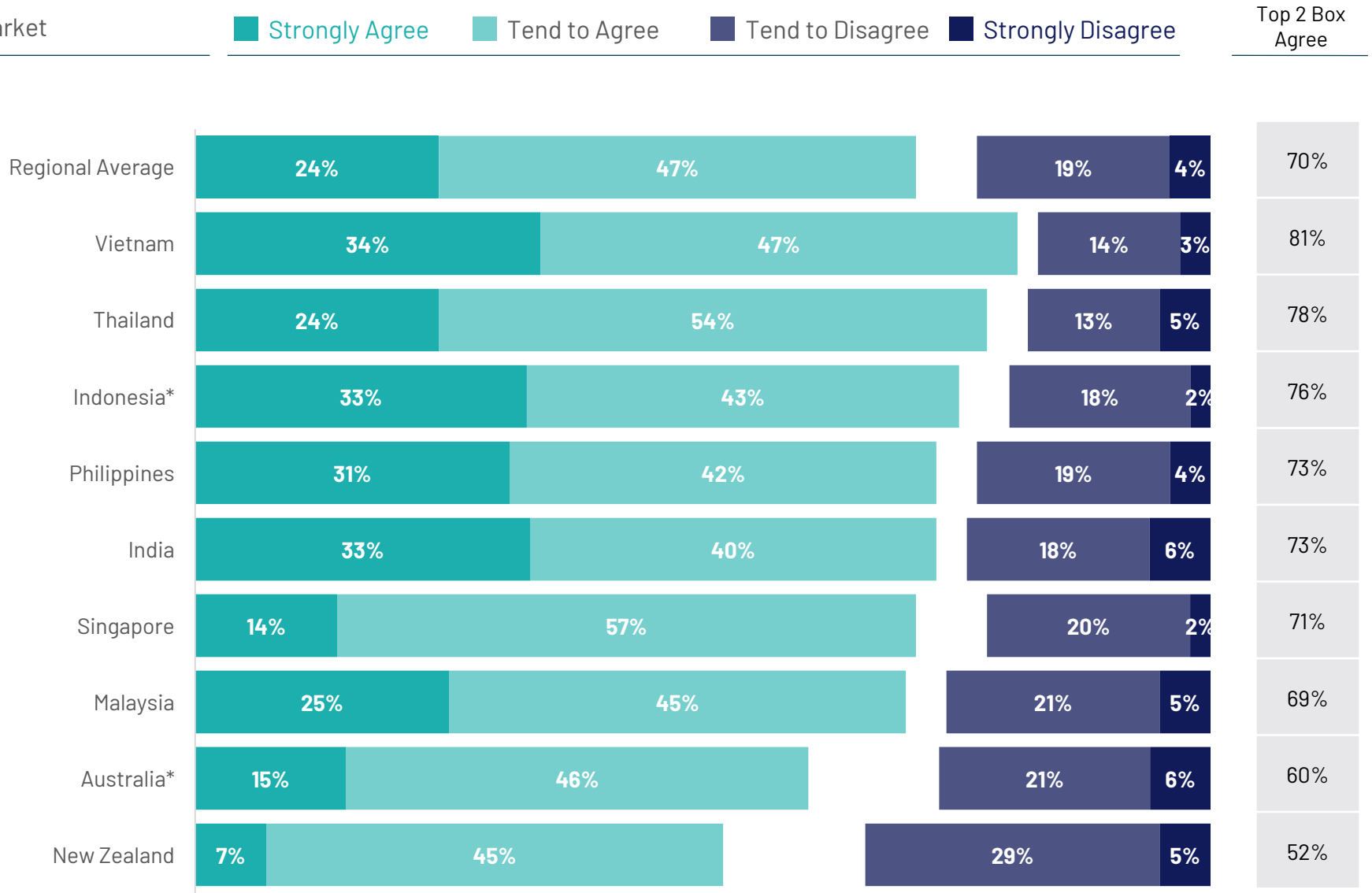


Base: Regional (n=4500), Per Country (n=500 each)

Q.

Please indicate your level of agreement with the following statements:

Public spaces in my area are generally designed with consideration for people with diverse abilities.

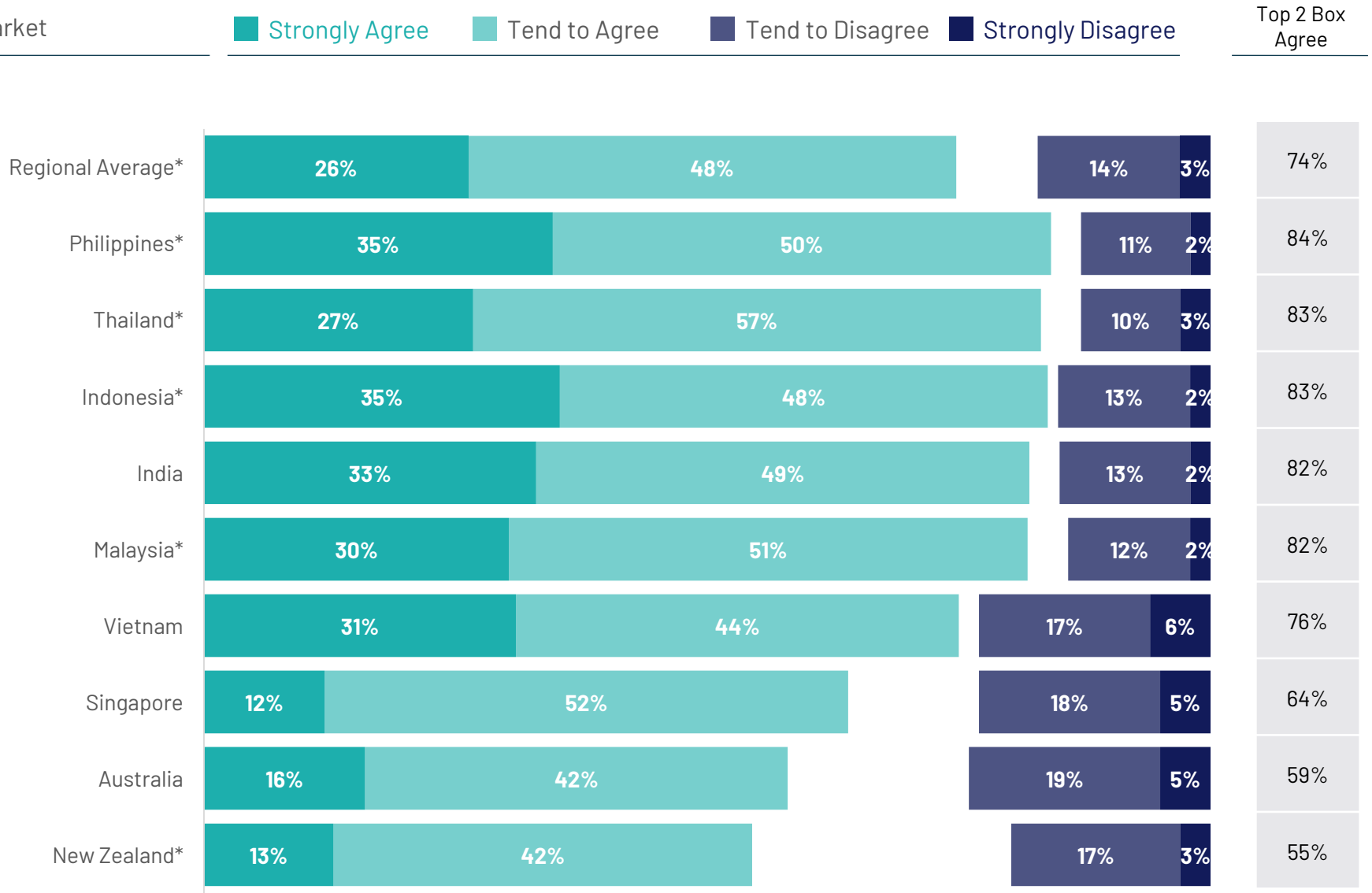


Base: Regional (n=4500), Per Country (n=500 each)

Q.

Please indicate your level of agreement with the following statements:

There are too few programs or community spaces for people with intellectual disabilities.

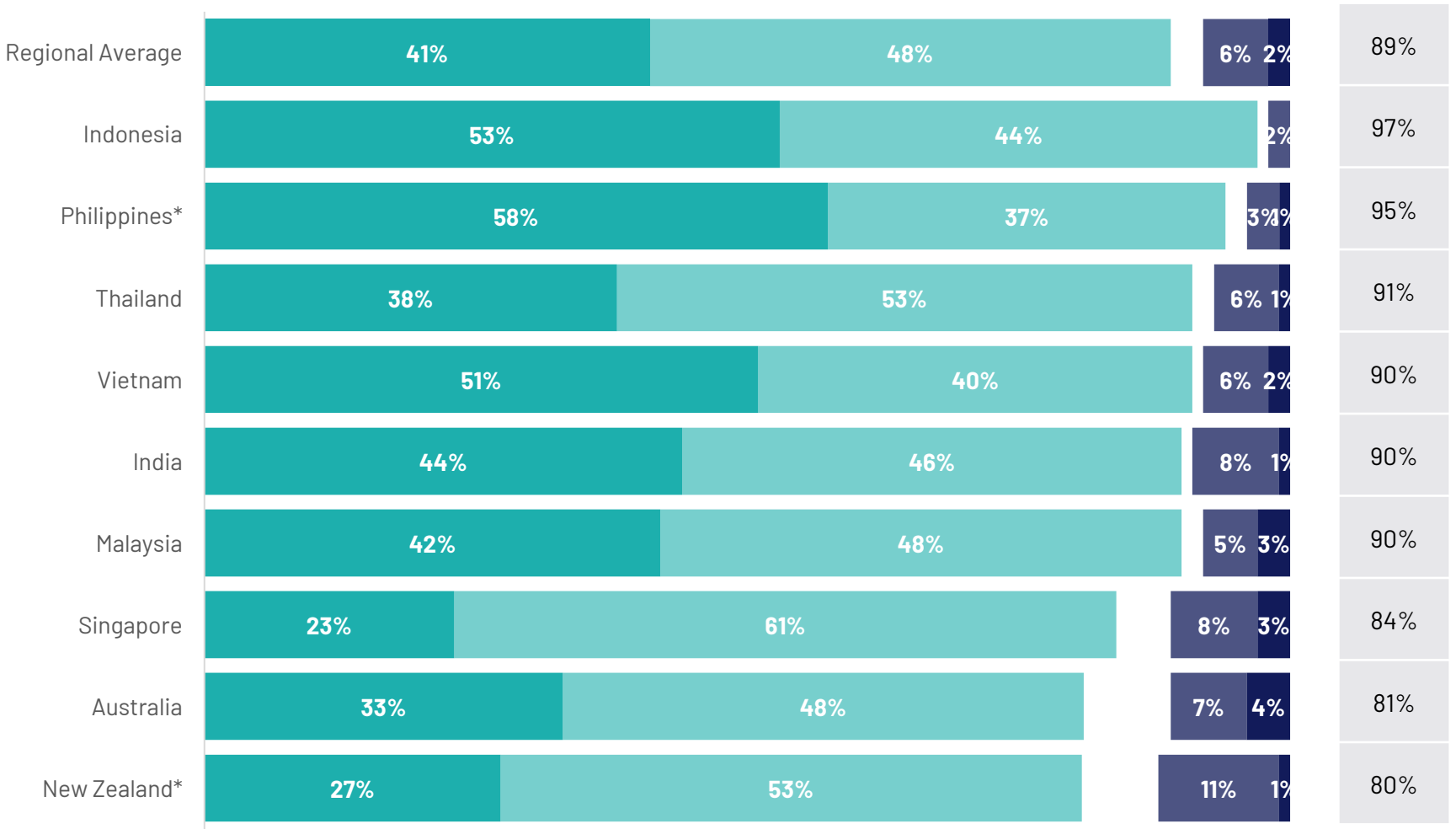


Base: Regional (n=4500), Per Country (n=500 each)

Q.

Please indicate your level of agreement with the following statements:

Society should invest more in facilities and programs that help people with intellectual disabilities take part in daily life.

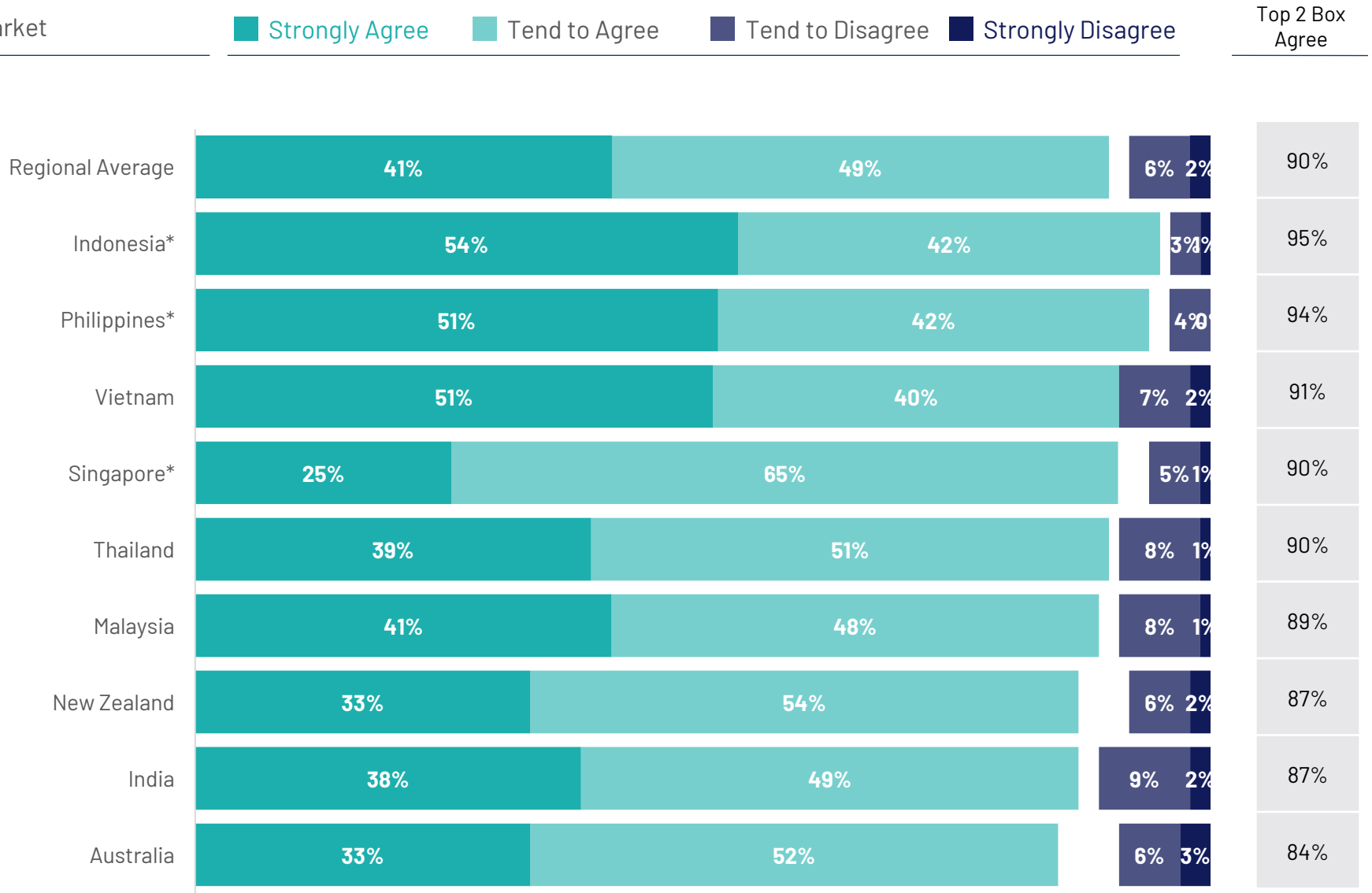


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Please indicate your level of agreement with the following statements:

Inclusive environments benefit everyone by promoting understanding and empathy.

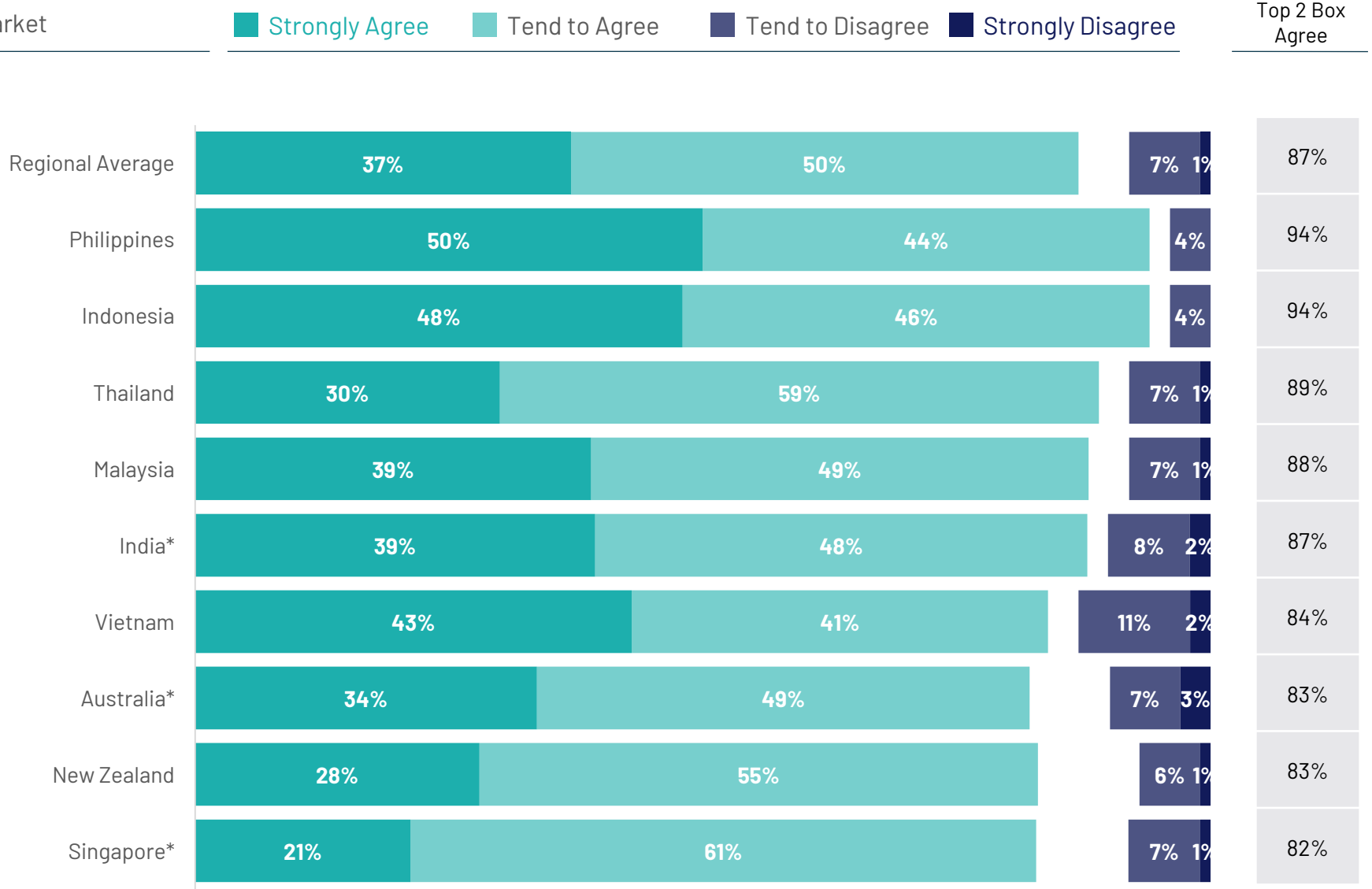


Base: Regional (n=4500), Per Country (n=500 each)

Q.

Please indicate your level of agreement with the following statements:

Investing in comprehensive support for people with disabilities yields long-term benefits for society.

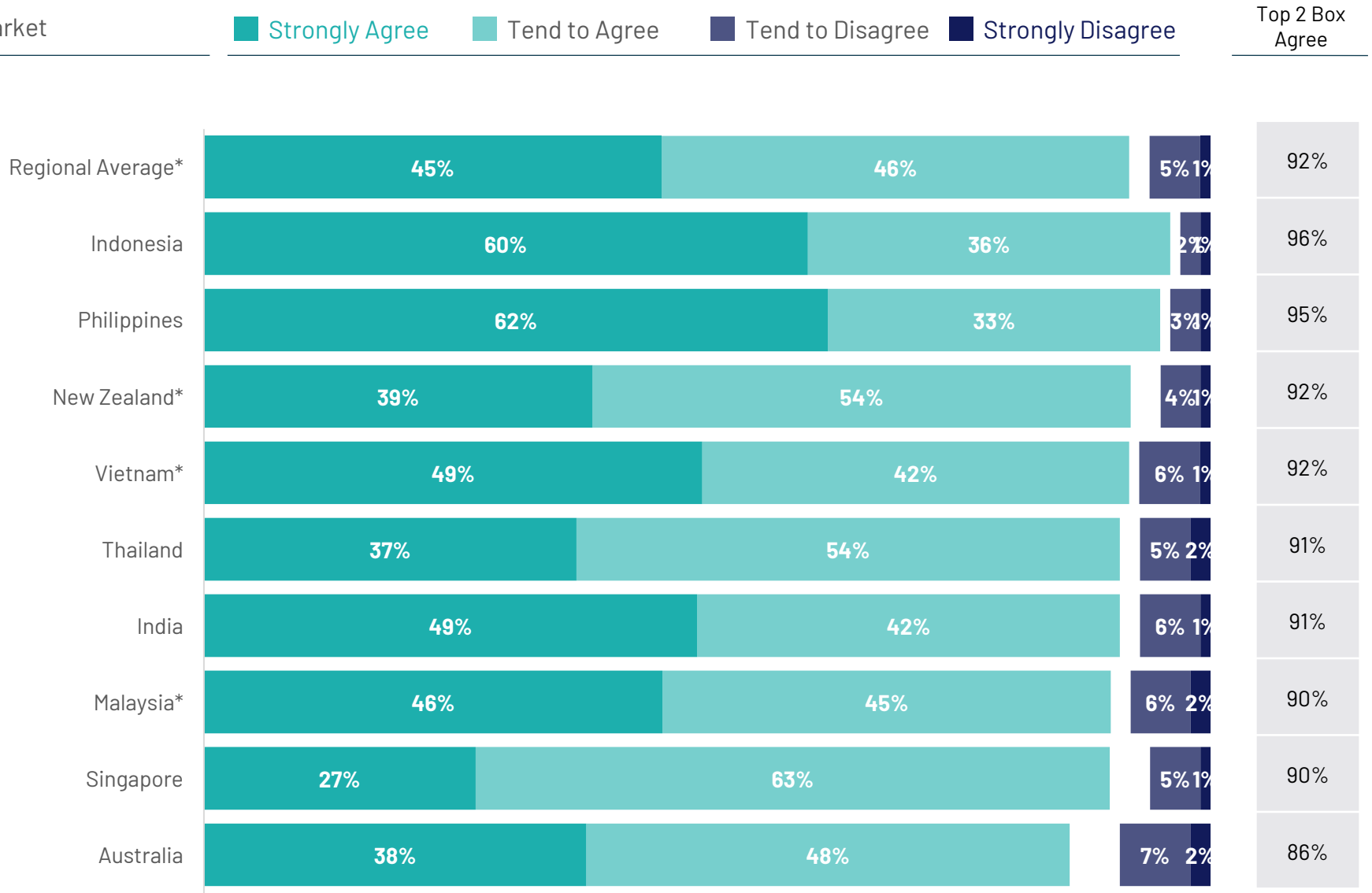


Base: Regional (n=4500), Per Country (n=500 each)

Q.

Please indicate your level of agreement with the following statements:

Our country should continue to improve accessibility and inclusion for people with all forms of disabilities.



Base: Regional (n=4500), Per Country (n=500 each)



ROLES OF GOVERNMENT, BUSINESS, & INDIVIDUALS

Roles of Government, Business, & Individuals – Chapter Overview

What Did We Cover?

This section explores who the public believes should lead inclusion efforts—from government to individual citizens—and assesses how effective these different groups are perceived to be.

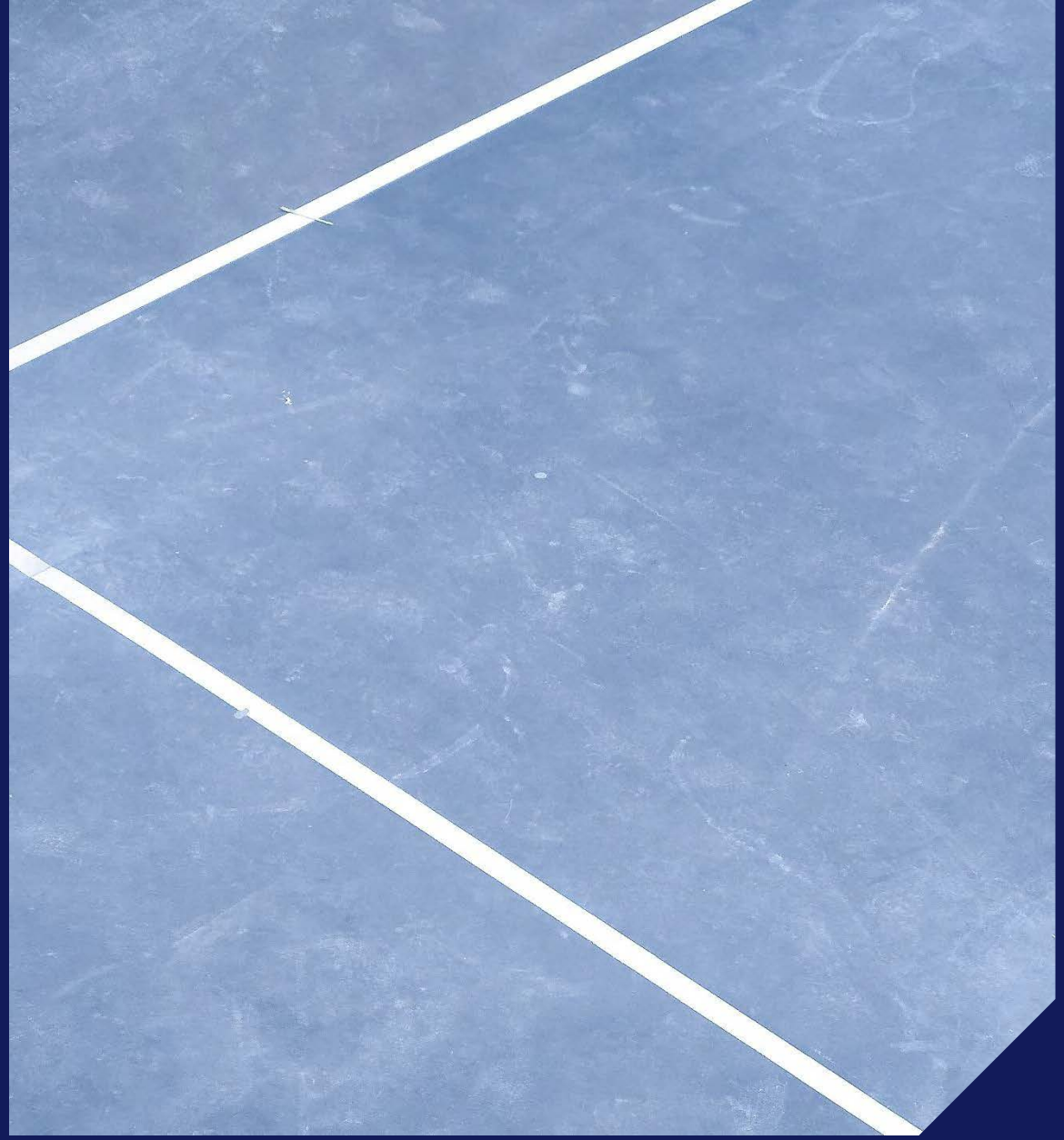
What Did We Learn?

- **Government Role:** The public views the state as the primary funder and supports increased budgetary priority.
- **Workplace Inclusion:** Diverse hiring is seen as beneficial, with broad agreement that businesses should be welcoming.
- **Creating Positive Change:** The influence of disability organizations is valued equally, whether operating at a local or national scale.



Roles of Government, Business, & Individuals – Statement Index

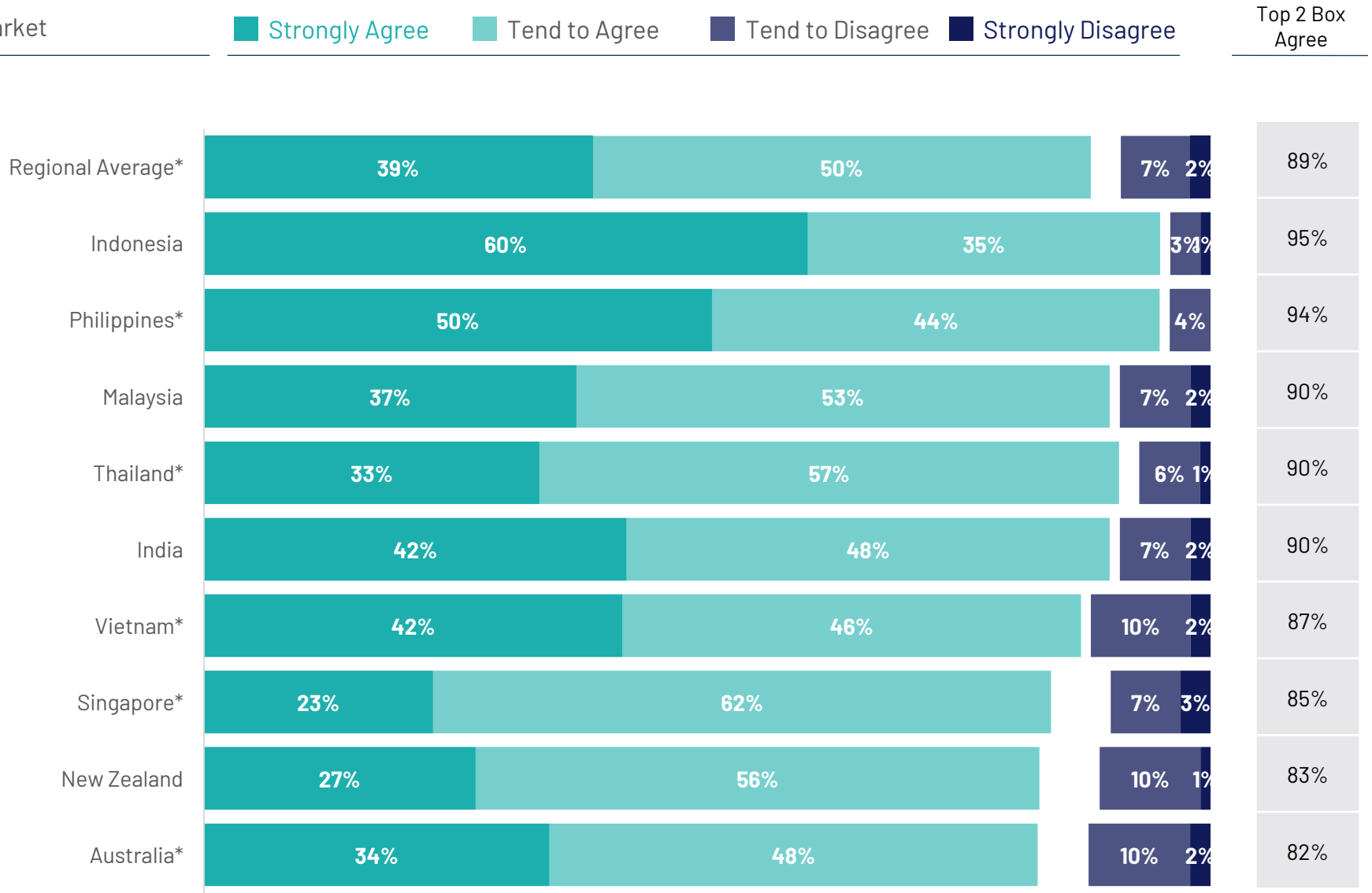
1. Businesses should make workplaces welcoming to people of all abilities.
2. Employers in my country are well-equipped to provide the support people with intellectual disabilities need.
3. Hiring people with all forms of disabilities can bring new perspectives that benefit organizations.
4. Both local and national disability organizations play important roles in creating positive change.
5. Local community organizations can create as much positive change as national or global ones.
6. Funding for disability programs and services should be a higher priority in government budgets.
7. Which statement is closer to your view?
   a. Government has the primary financial responsibility to fund programs for people with disabilities.
   b. Businesses and private citizens should lead the way in supporting people with disabilities through donations and employment.



Q.

Please indicate your level of agreement with the following statements:

Businesses should make workplaces welcoming to people of all abilities.

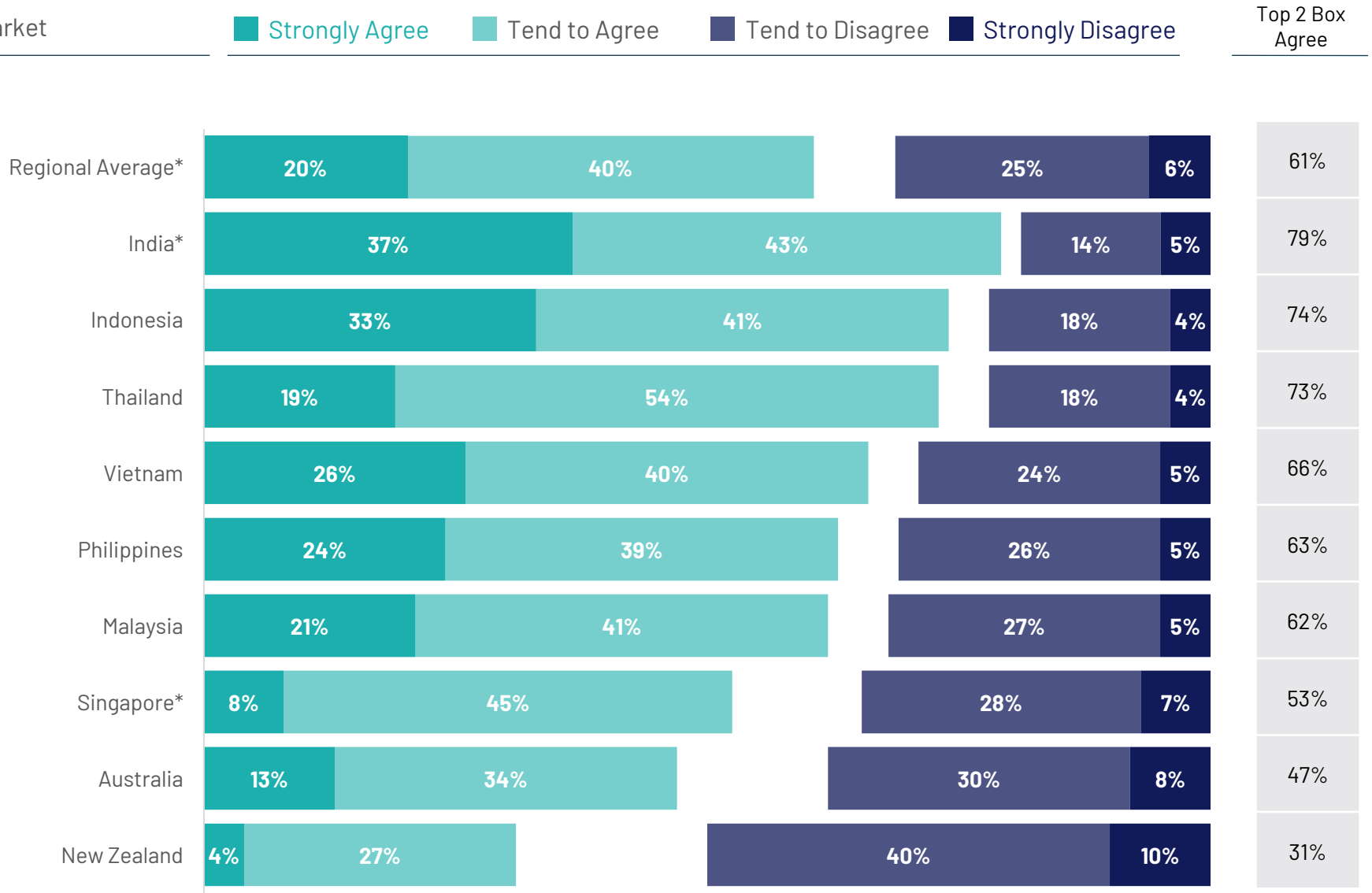


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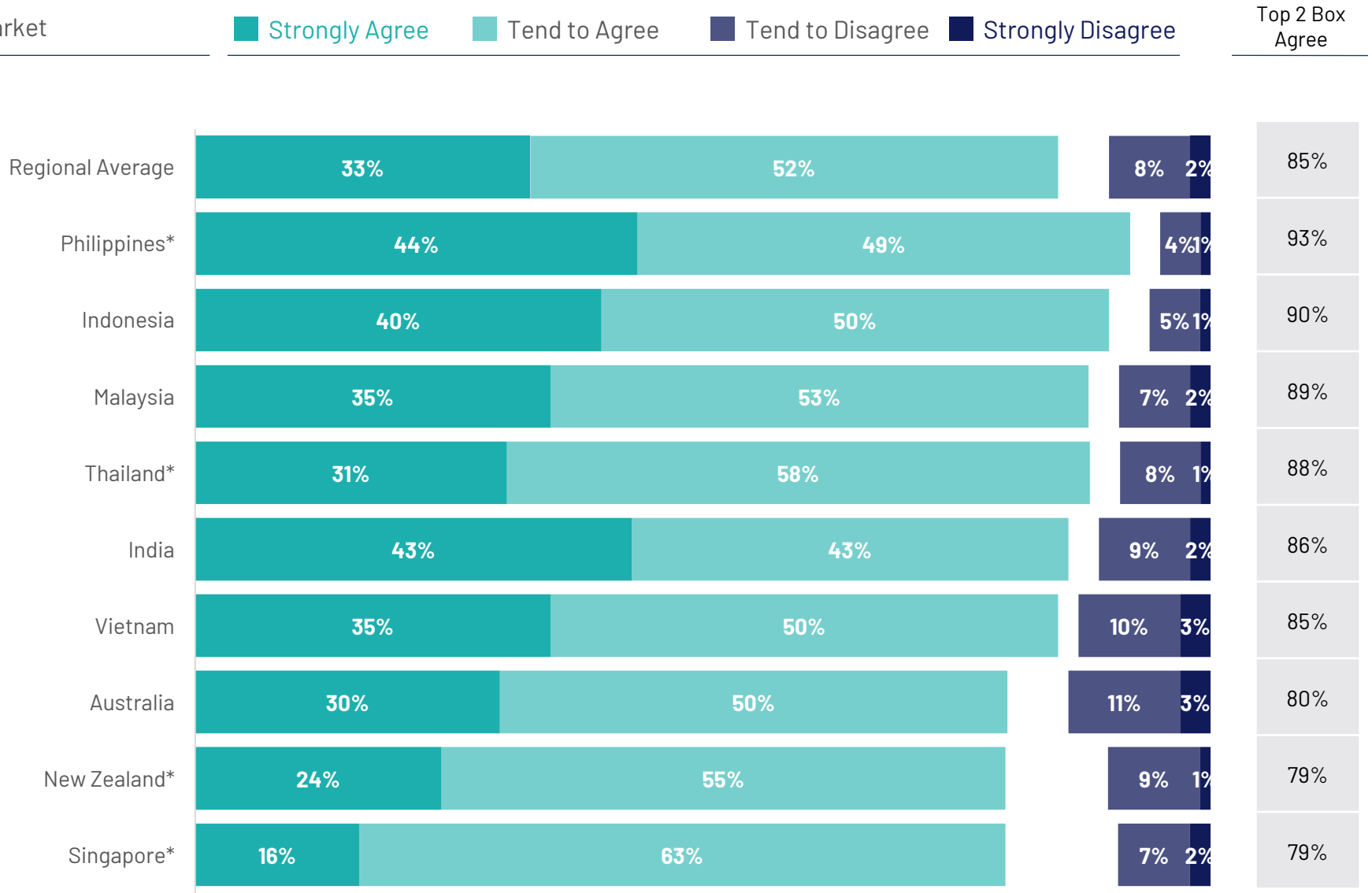


Base: Regional (n=4500), Per Country (n=500 each)

Q.

Please indicate your level of agreement with the following statements:

Hiring people with all forms of disabilities can bring new perspectives that benefit organizations.

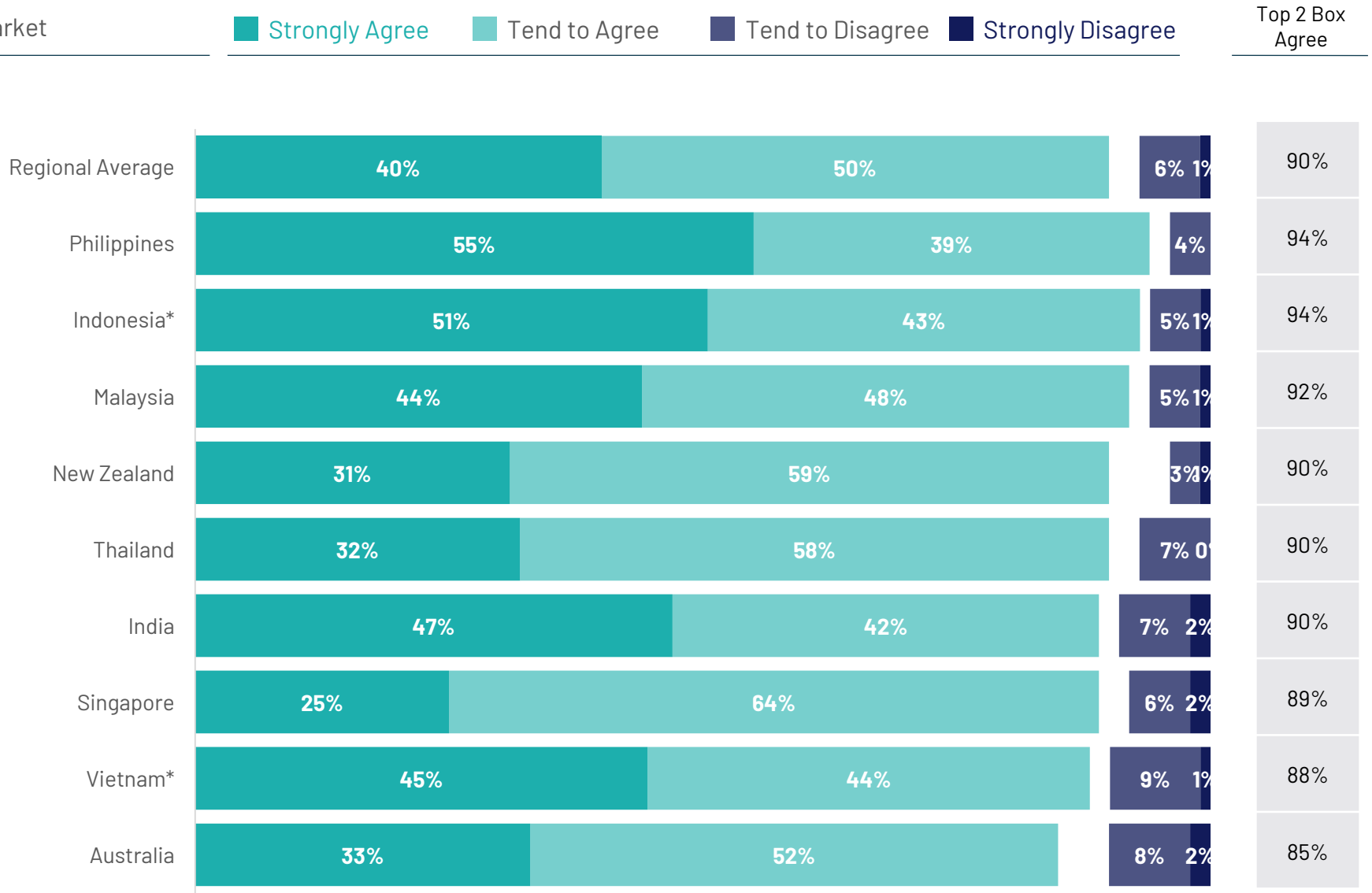


Base: Regional (n=4500), Per Country (n=500 each)

Q.

Please indicate your level of agreement with the following statements:

Both local and national disability organizations play important roles in creating positive change.

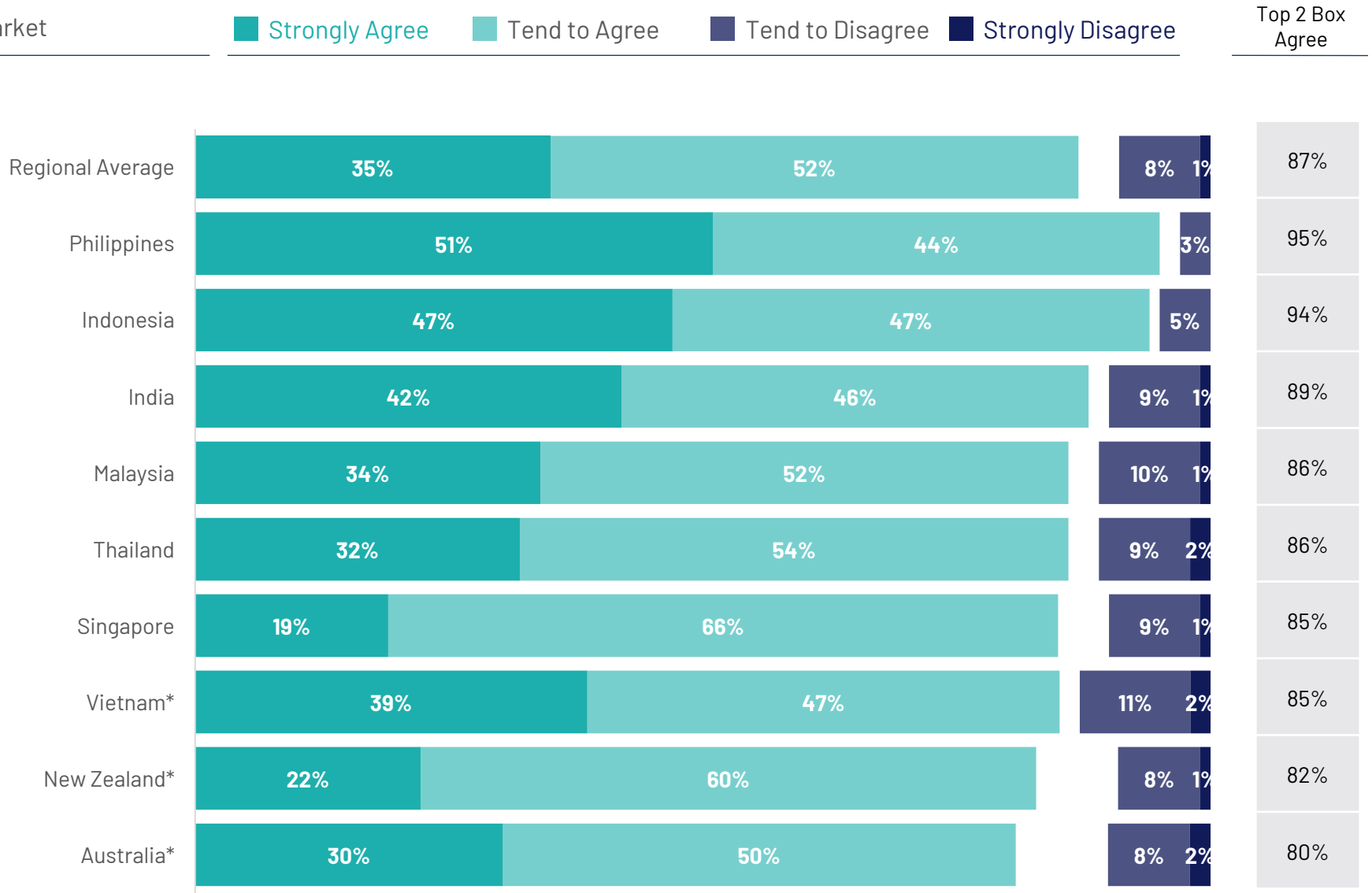


Base: Regional (n=4500), Per Country (n=500 each)

Q.

Please indicate your level of agreement with the following statements:

Local community organizations can create as much positive change as national or global ones.

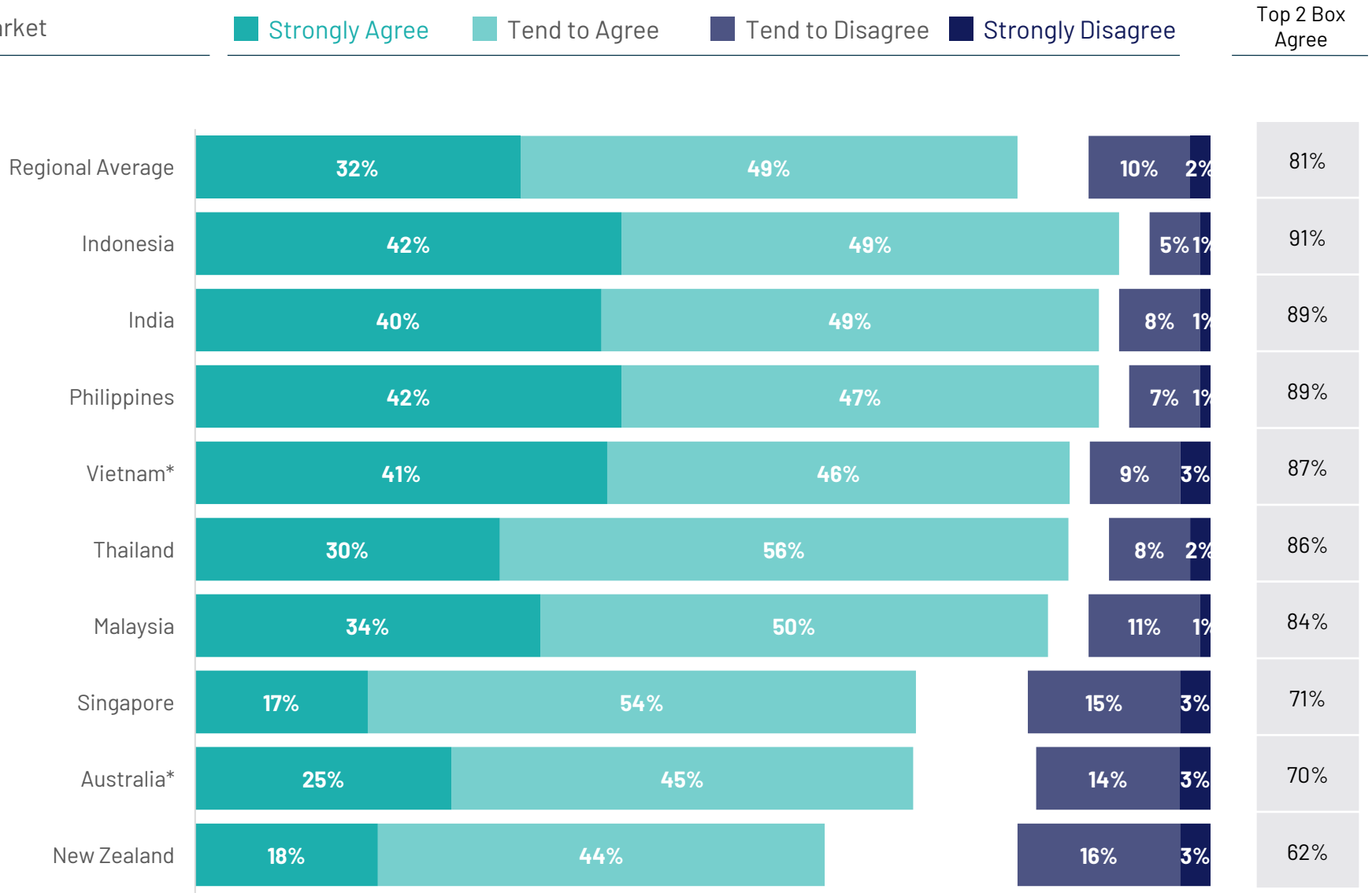


Base: Regional (n=4500), Per Country (n=500 each)

Q.

Please indicate your level of agreement with the following statements:

Funding for disability programs and services should be a higher priority in government budgets.



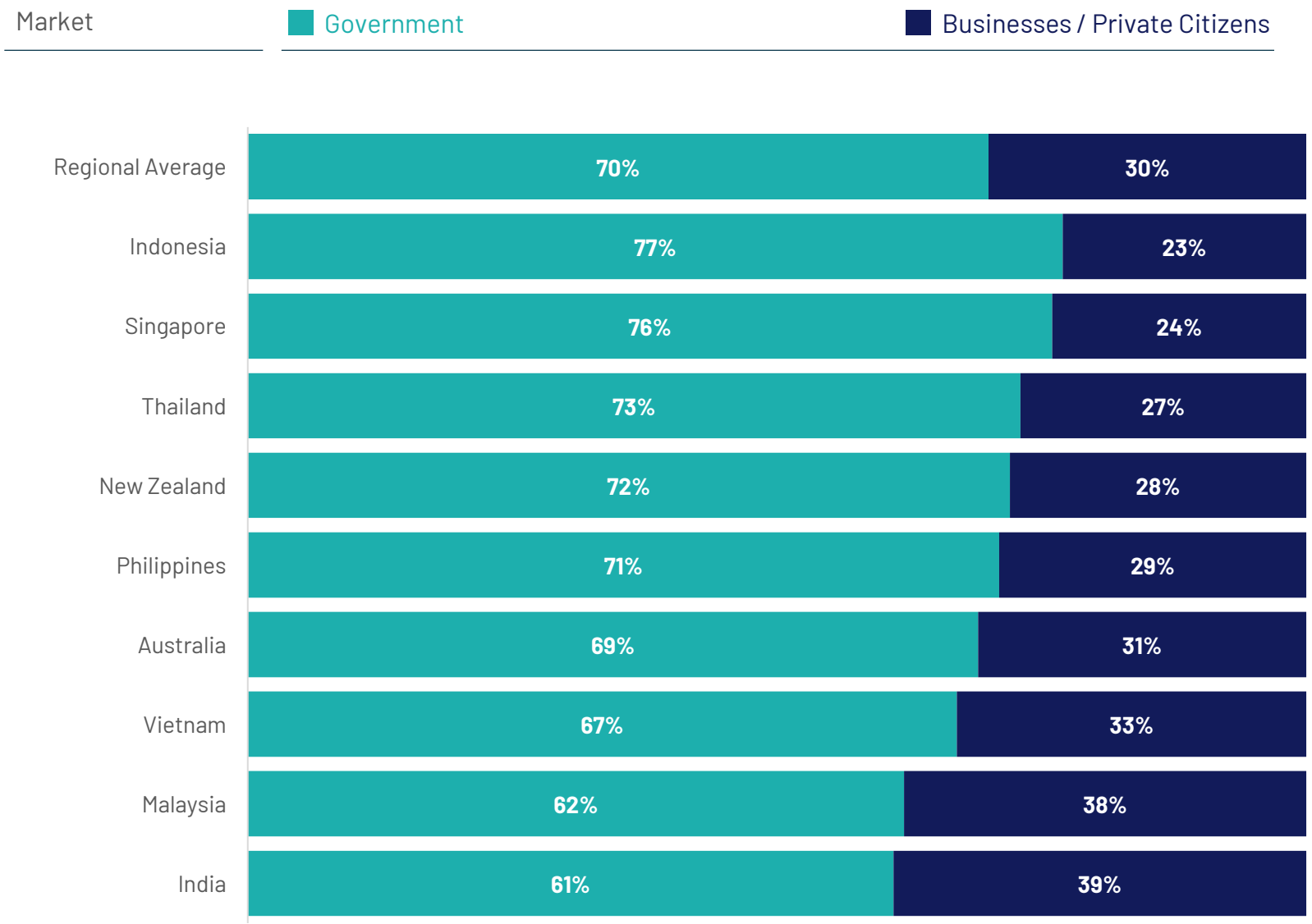
Base: Regional (n=4500), Per Country (n=500 each)

Q.

Which statement is closer to your view?

The government has the primary financial responsibility to fund programs for people with disabilities.

Businesses and private citizens should lead the way in supporting people with disabilities through donations and employment.



Base: Regional (n=4500), Per Country (n=500 each)

MOTIVATIONS & BARRIERS TO ENGAGEMENT

Motivations & Barriers to Engagement – Chapter Overview

What Did We Cover?

This chapter covers survey data regarding inspiration from the disability community, preferences for charitable transparency and personal connection, and the desire to learn confident allyship skills.

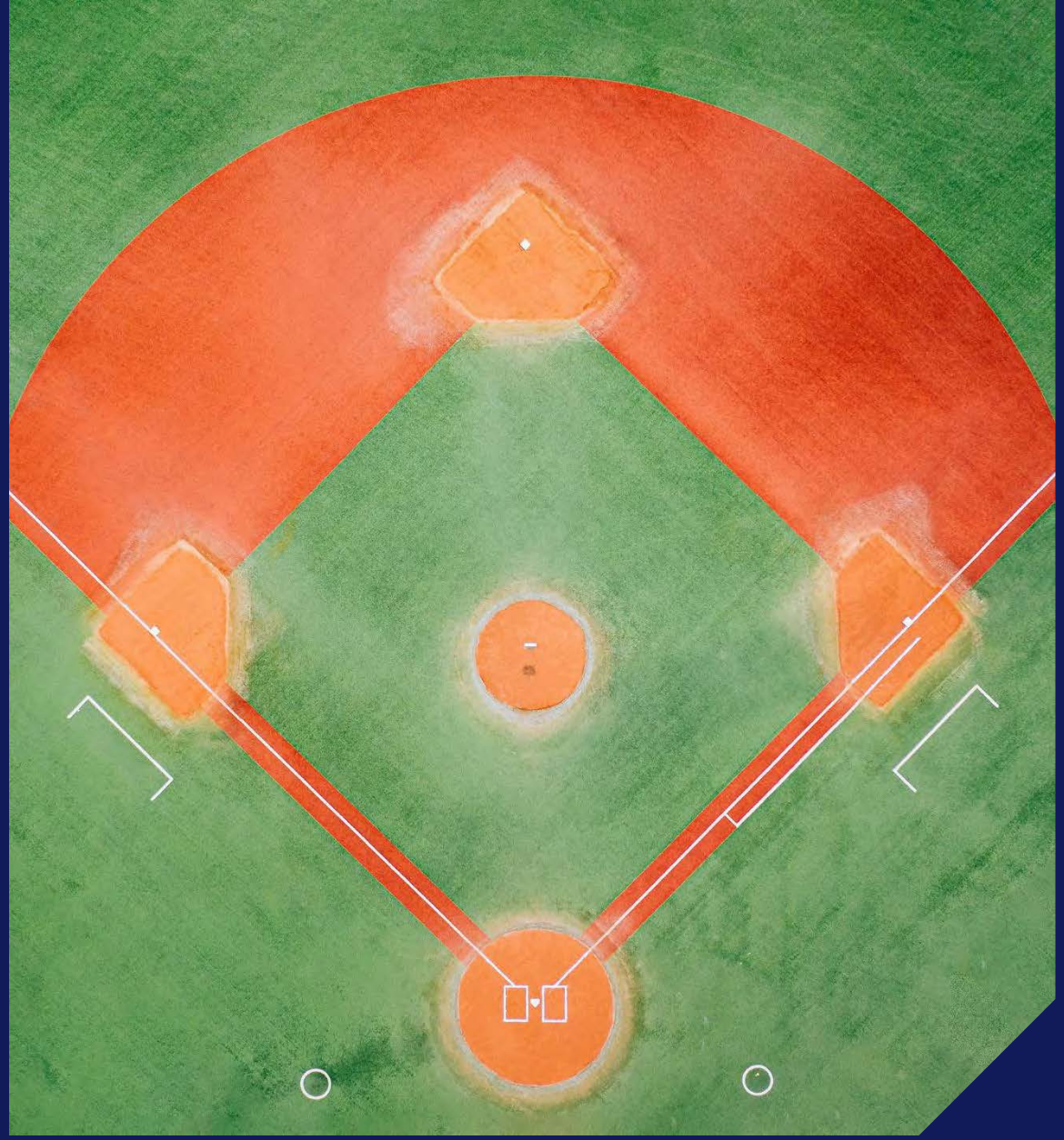
What Did We Learn?

- **Aspiring Allies:** Inspiration is widespread, driving a strong desire to learn how to better support the community.
- **Measurable Impact:** There is near-universal preference for charities that can clearly demonstrate the value of donations.
- **The Power of Connection:** A sense of personal relevance to a cause is a significant factor in determining support.



Motivations & Barriers to Engagement – Statement Index

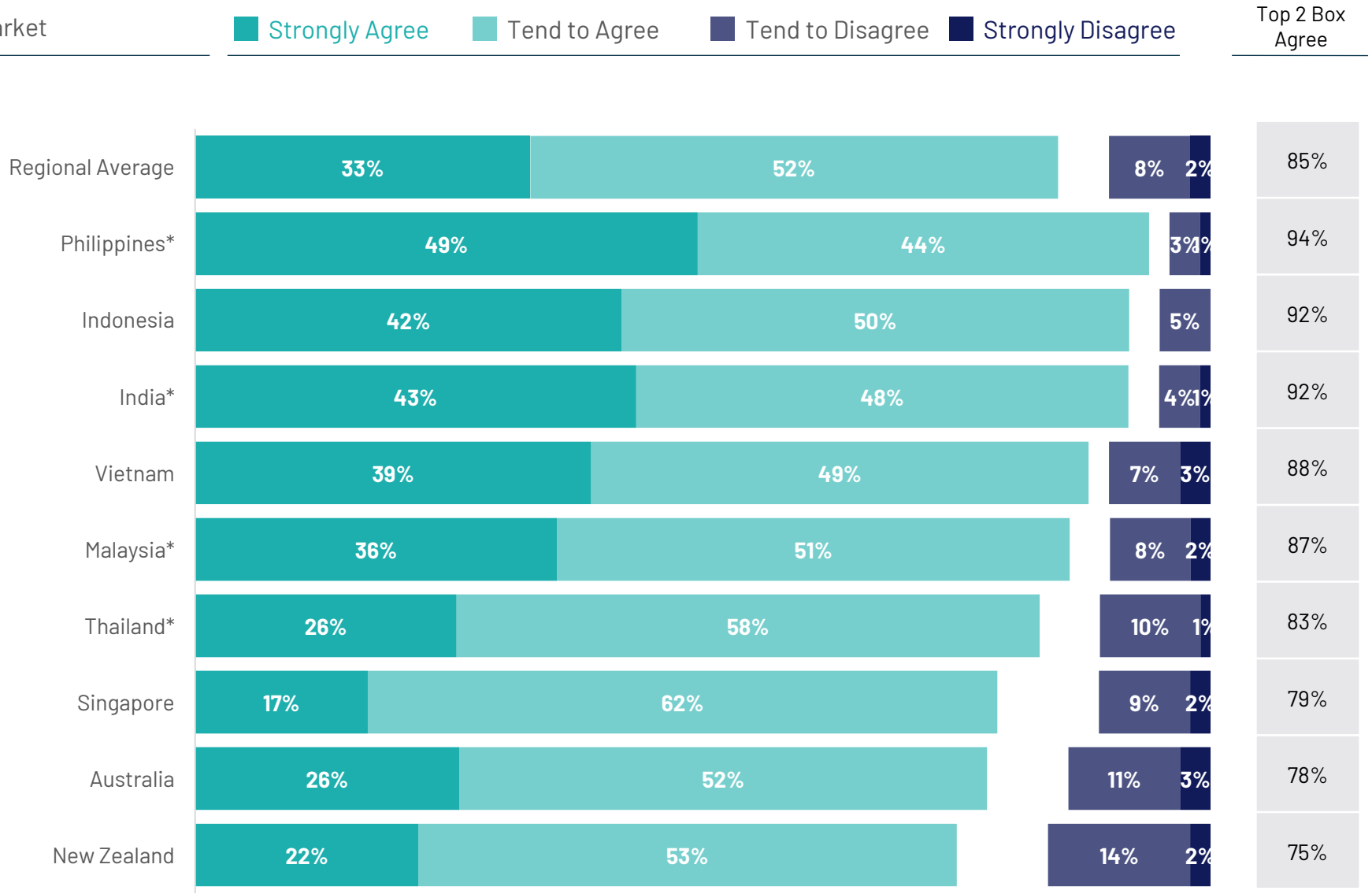
1. I am inspired by the unique abilities and contributions of people with disabilities.
2. I prefer to support charities that clearly show how donations make a difference.
3. I choose to support charitable organizations where I have a personal connection.
4. I would like to learn more about how to be a confident ally to people with intellectual disabilities.
5. I value organizations that demonstrate clear, measurable impact in supporting people with disabilities.



Q.

Please indicate your level of agreement with the following statements:

I am inspired by the unique abilities and contributions of people with disabilities.

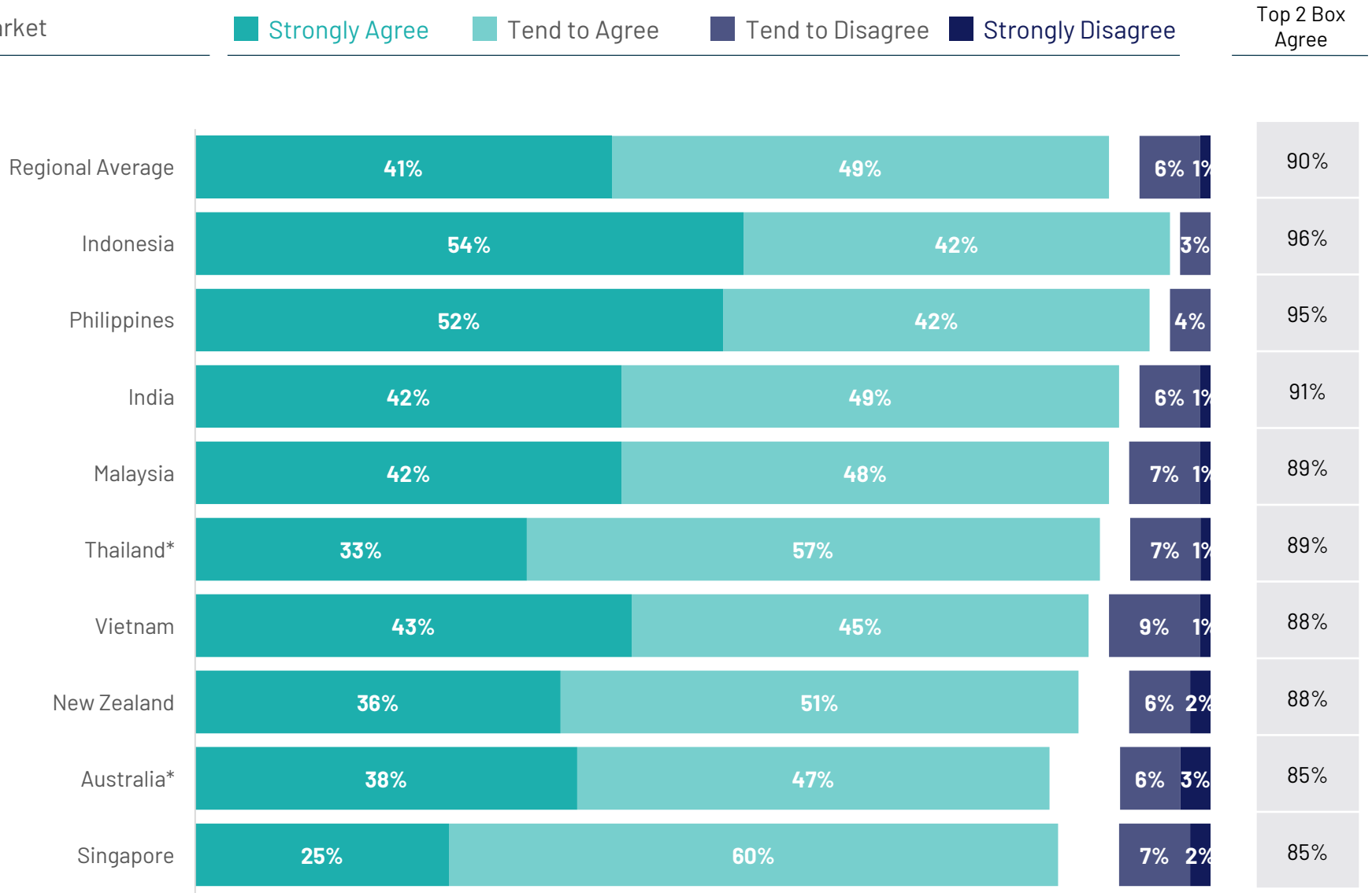


Base: Regional (n=4500), Per Country (n=500 each)

Q.

Please indicate your level of agreement with the following statements:

I prefer to support charities that clearly show how donations make a difference.

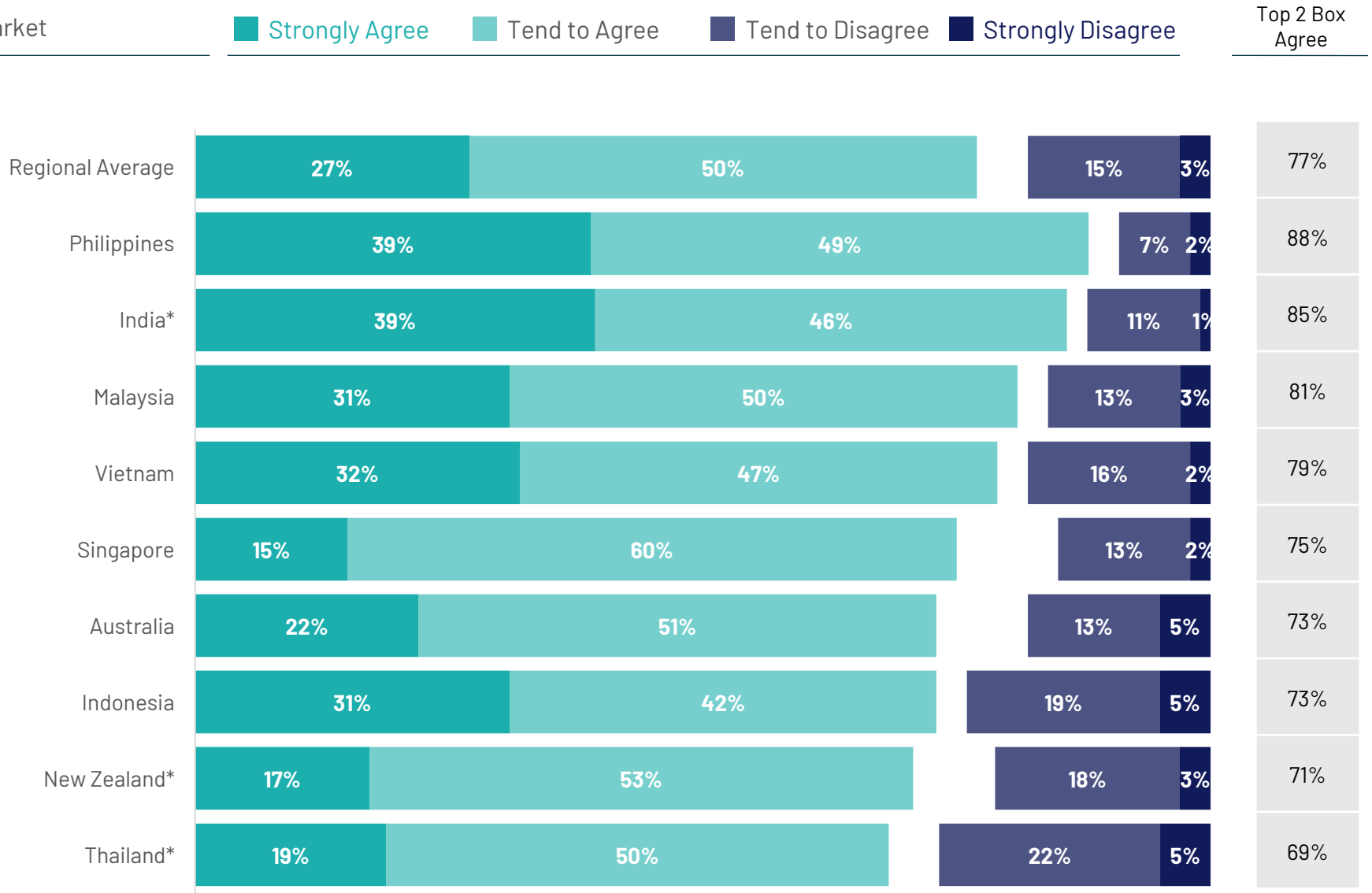


Base: Regional (n=4500), Per Country (n=500 each)

Q.

Please indicate your level of agreement with the following statements:

I choose to support charitable organizations where I have a personal connection.

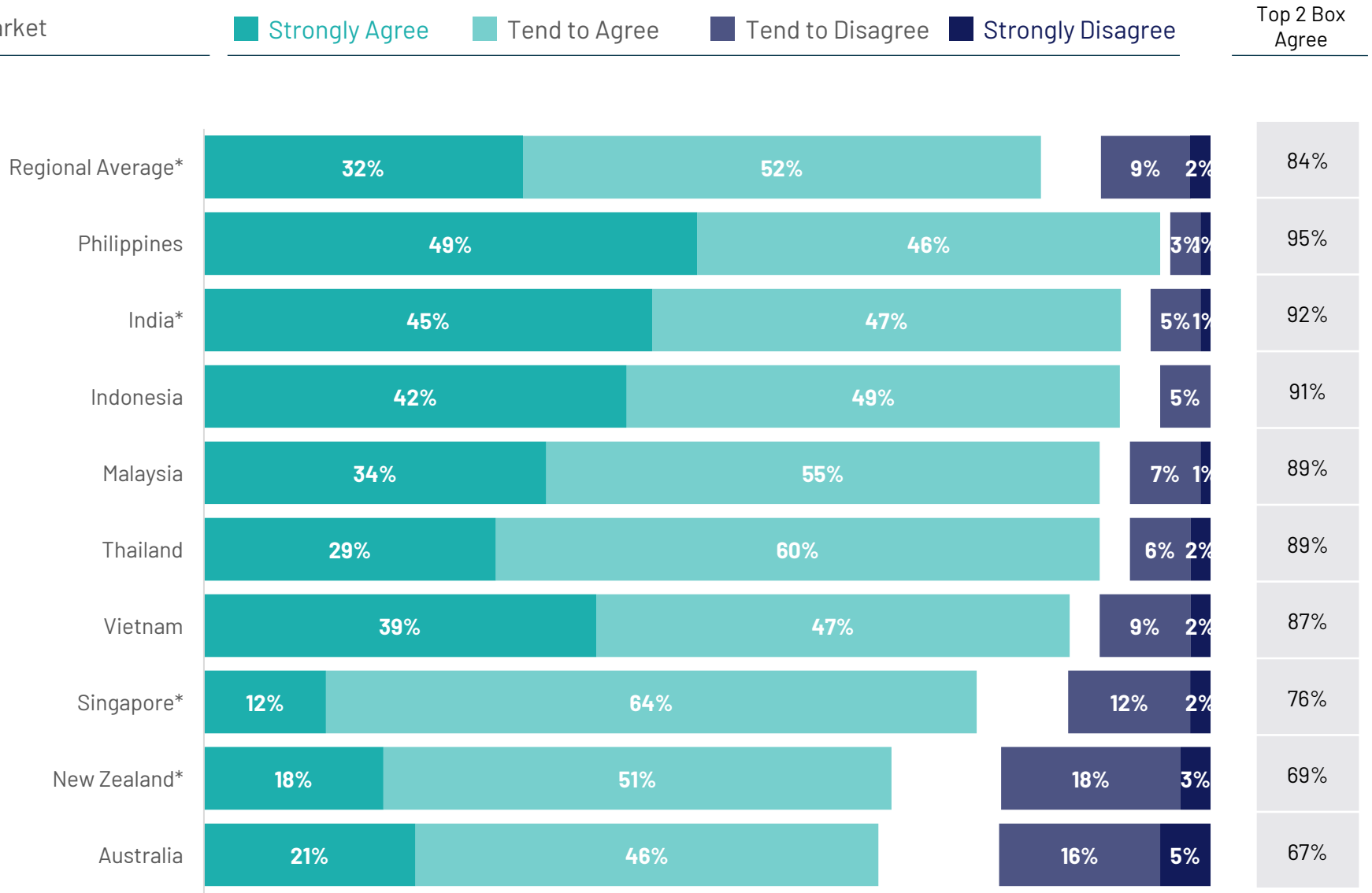


Base: Regional (n=4500), Per Country (n=500 each)

Q.

Please indicate your level of agreement with the following statements:

I would like to learn more about how to be a confident ally to people with intellectual disabilities.

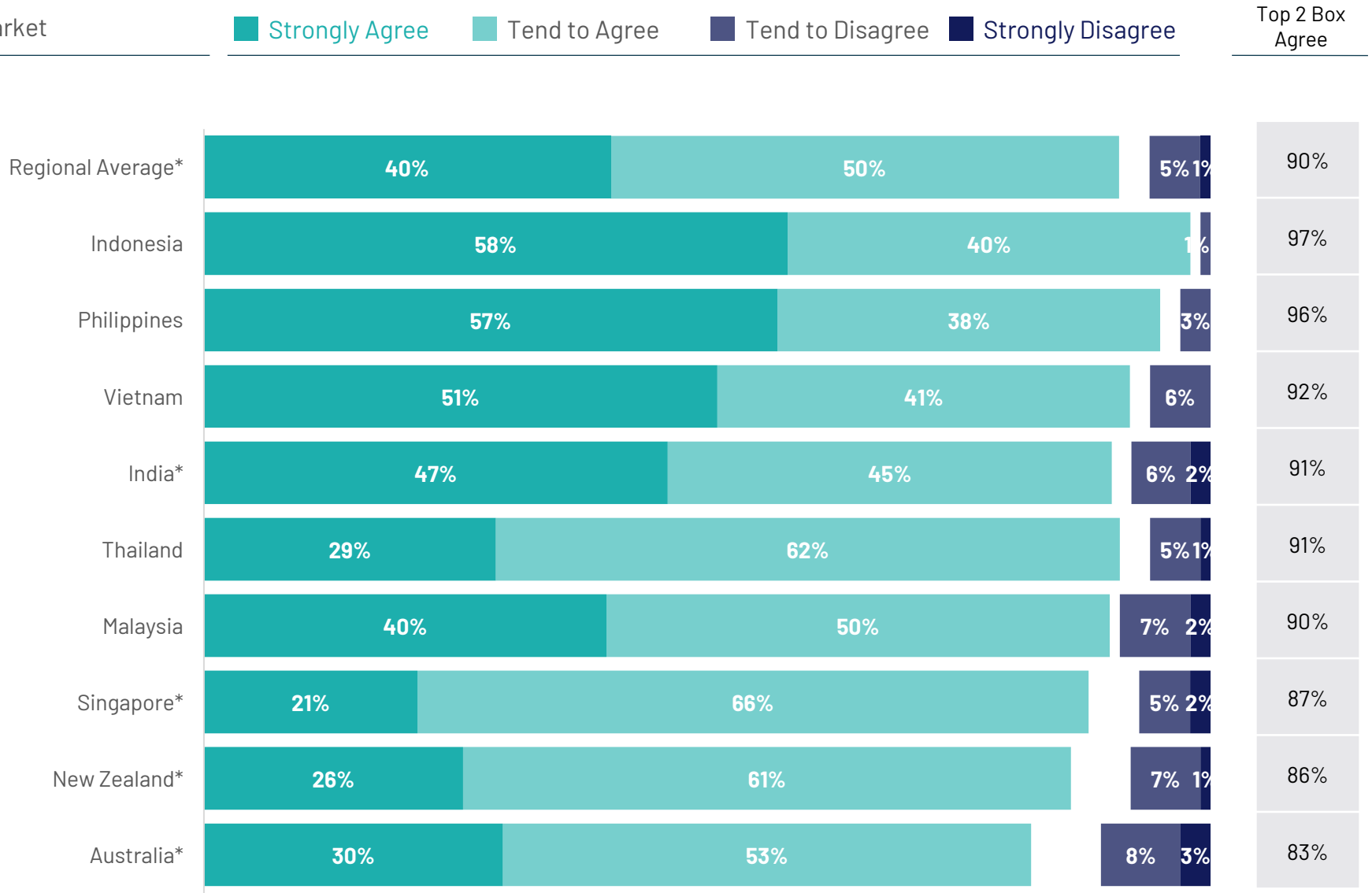


Base: Regional (n=4500), Per Country (n=500 each)

Q.

Please indicate your level of agreement with the following statements:

I value organizations that demonstrate clear, measurable impact in supporting people with disabilities.



Base: Regional (n=4500), Per Country (n=500 each)

AWARENESS AND PERCEPTIONS OF SPECIAL OLYMPICS



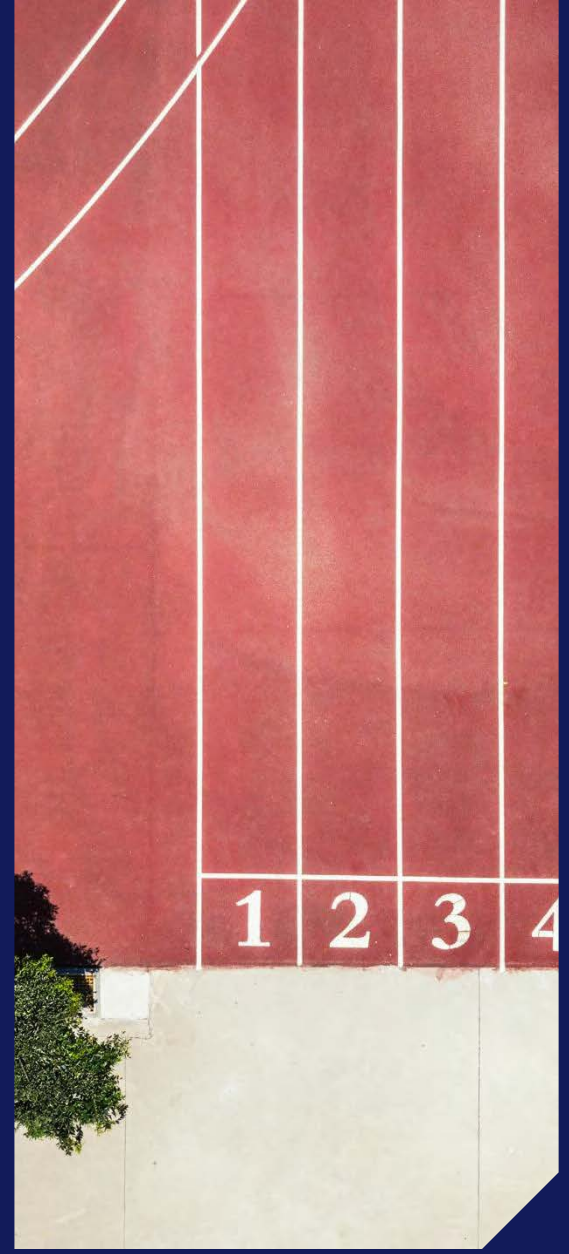
Motivations & Barriers to Engagement – Chapter Overview

What Did We Cover?

This section considers key questions about Special Olympics as an organization, along with how the public perceives the organization against reputation-related measures.

What Did We Learn?

- **Mission Recognition:** Special Olympics is widely viewed as a transformative global movement for inclusion.
- **Potential for Support:** There is broad agreement that increased awareness of local activities would increase likelihood of support.
- **Brand Visibility:** The organization is seen more as a global entity than a local one, and is often viewed as synonymous with the Paralympics.



Motivations & Barriers to Engagement – Statement Index

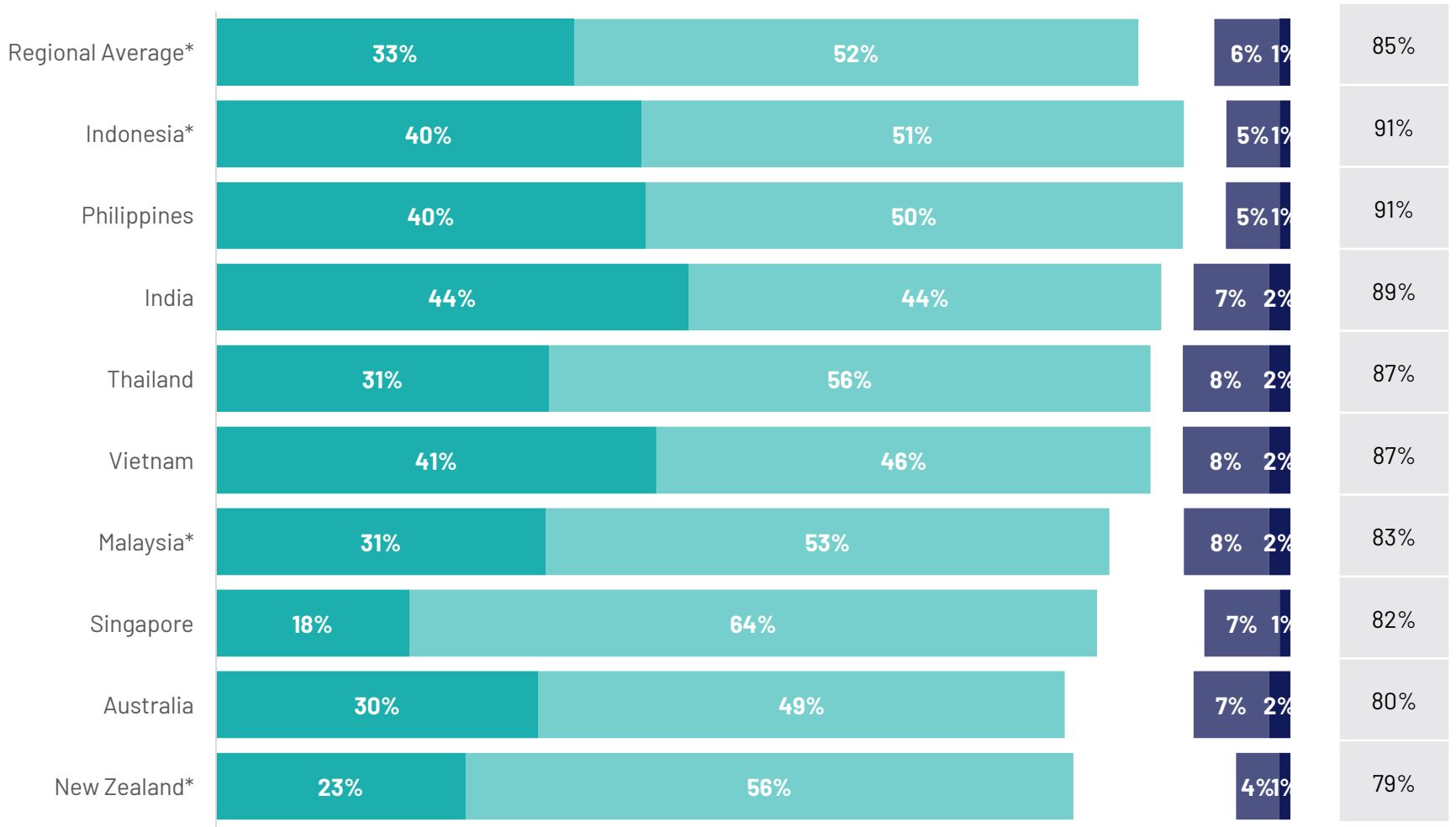
1. Special Olympics is a global movement for inclusion.
2. Special Olympics uses the power of sports to transform lives.
3. I would be more likely to support Special Olympics if I knew more about what they do specifically in my country.
4. Special Olympics is more visible as a global brand than as an active organization within my community.



Q.

Please indicate your level of agreement with the following statements:

Special Olympics is a global movement for inclusion.

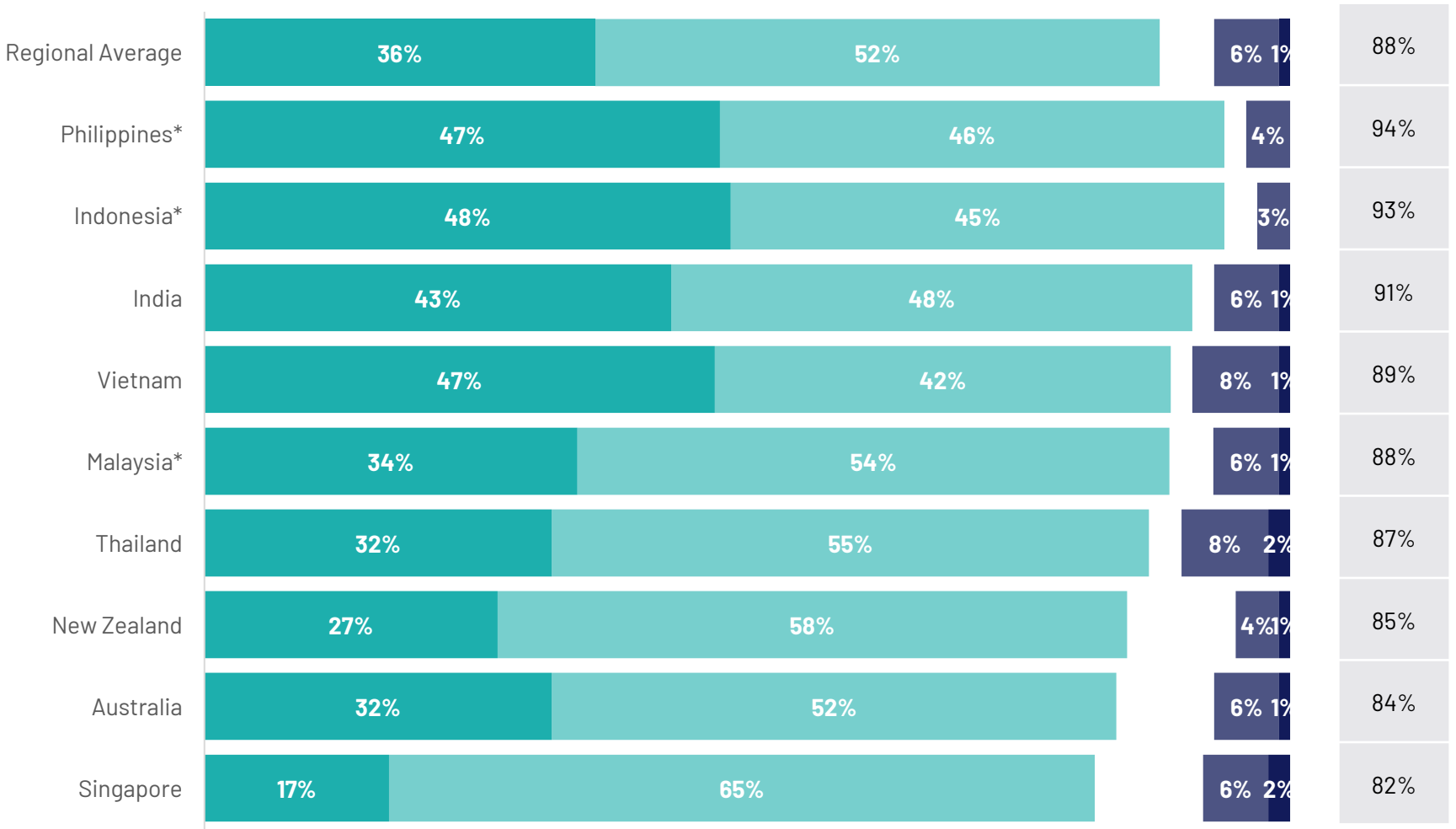


Base: Regional (n=4500), Per Country (n=500 each)

Q.

Please indicate your level of agreement with the following statements:

Special Olympics uses the power of sports to transform lives.

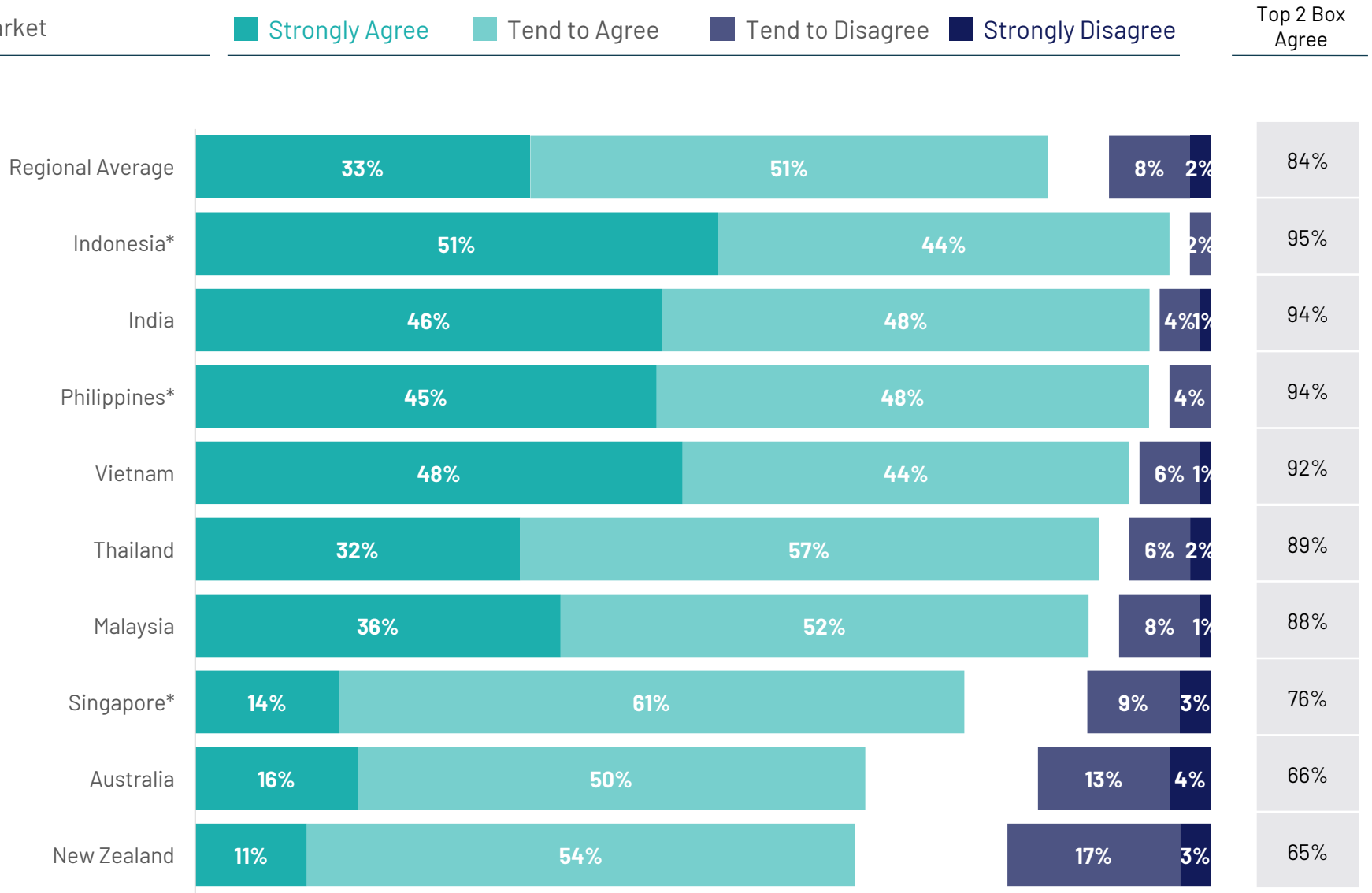


Base: Regional (n=4500), Per Country (n=500 each)

Q.

Please indicate your level of agreement with the following statements:

I would be more likely to support Special Olympics if I knew more about what they do specifically in my country.

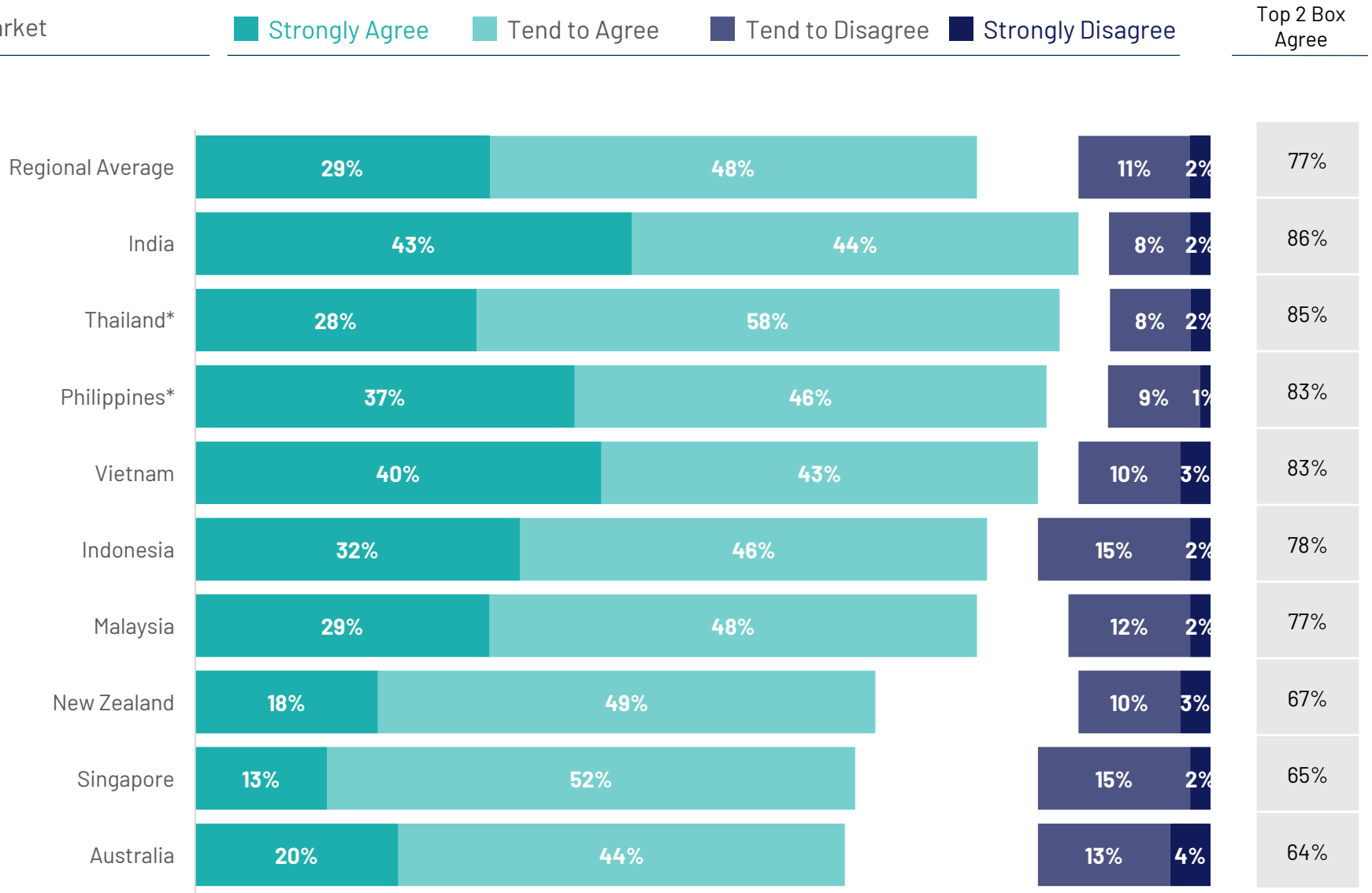


Base: Regional (n=4500), Per Country (n=500 each)

Q.

Please indicate your level of agreement with the following statements:

Special Olympics is more visible as a global brand than as an active organization within my community.



Base: Regional (n=4500), Per Country (n=500 each)

THANK YOU

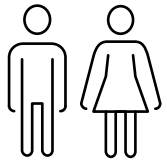
© Ipsos | Special Olympics Asia Pacific | Press Release

APPENDIX



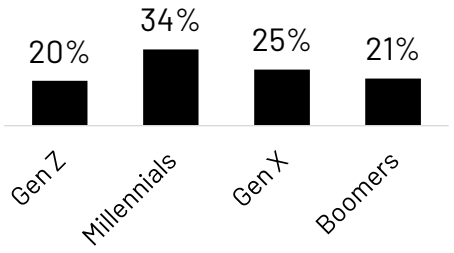
Demographics – Australia

Gender

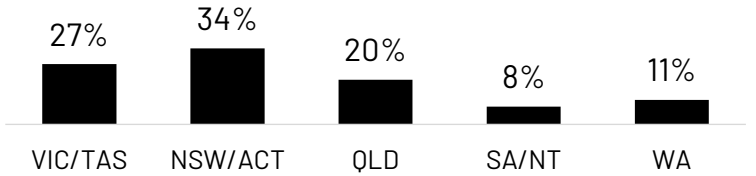


49% **Males** 51% **Females**

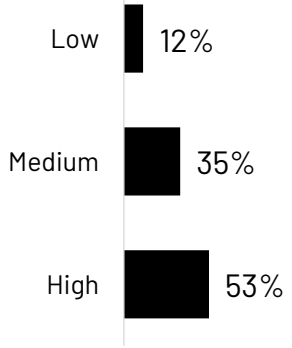
Age



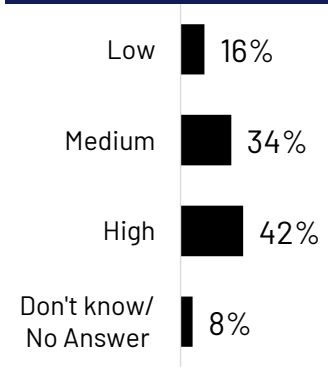
Region



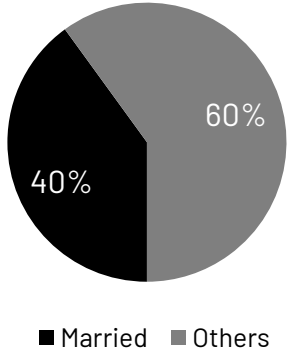
Education



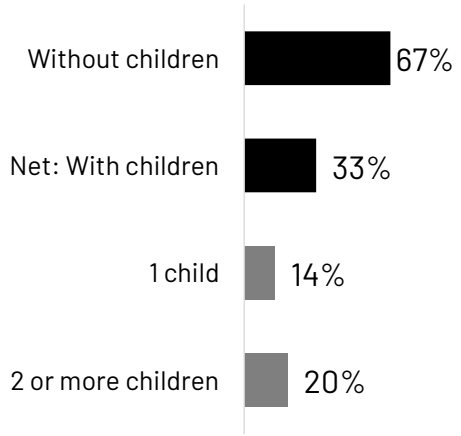
Household Income



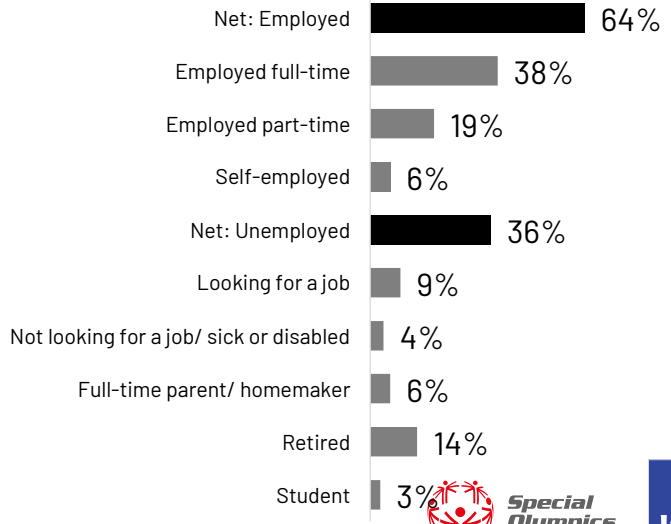
Marital Status



Children



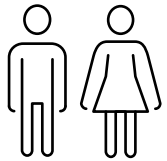
Employment Status



Base: Australia (n=500)

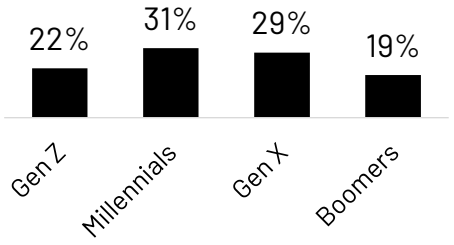
Demographics – New Zealand

Gender

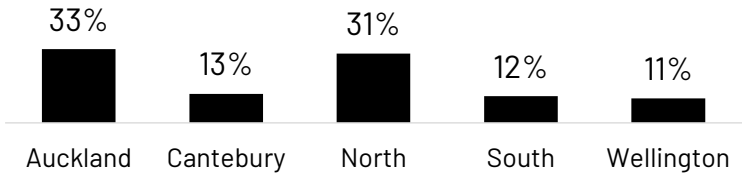


48% **Males** 52% **Females**

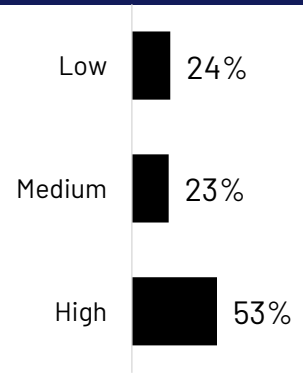
Age



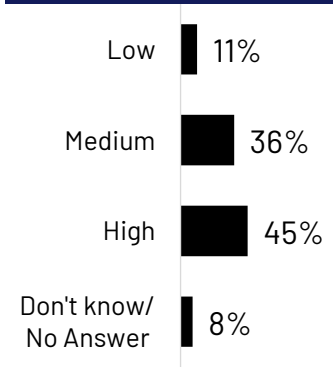
Region



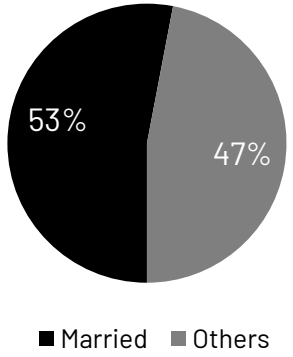
Education



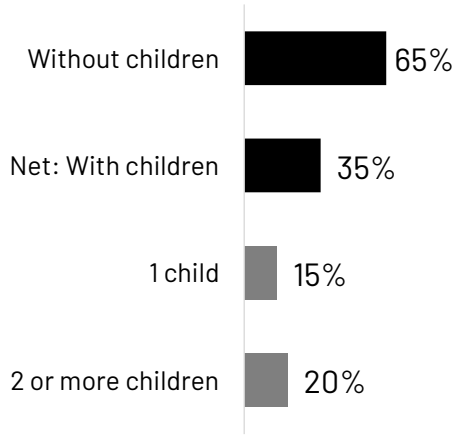
Household Income



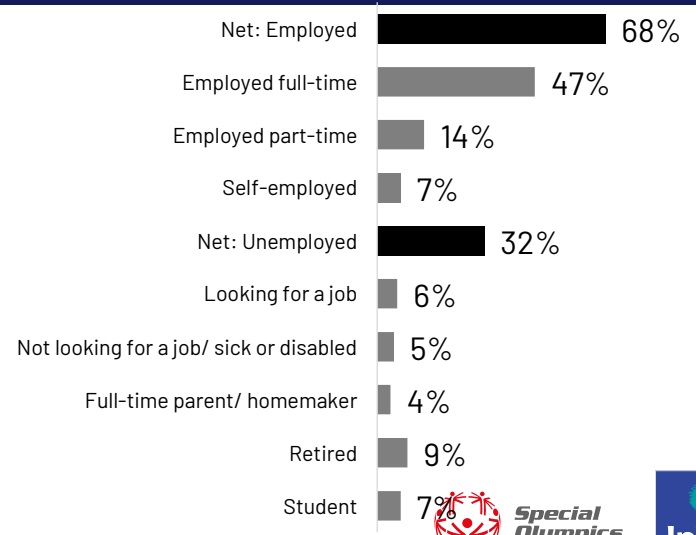
Marital Status



Children



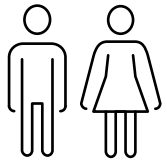
Employment Status



Base: New Zealand (n=500)

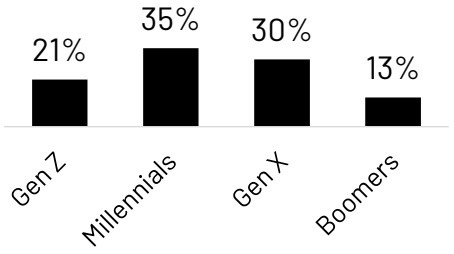
Demographics – Singapore

Gender

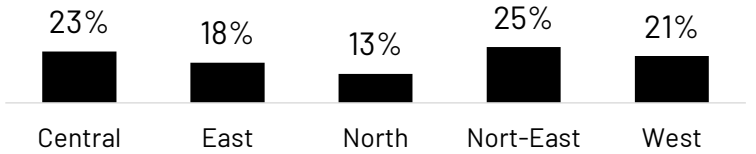


49% **Males** 51% **Females**

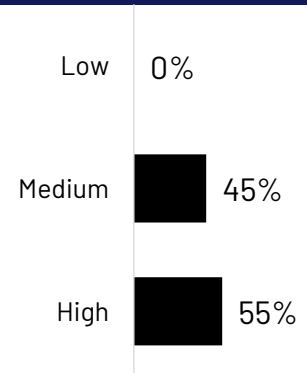
Age



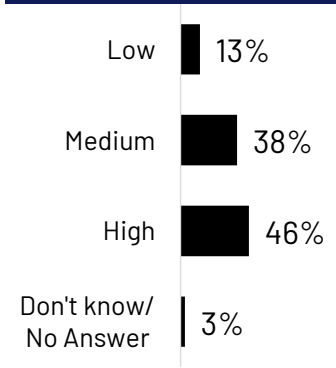
Region



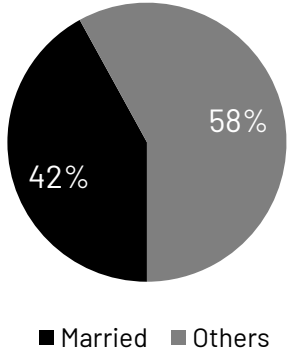
Education



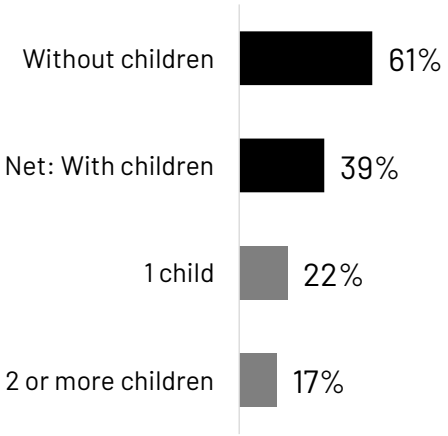
Household Income



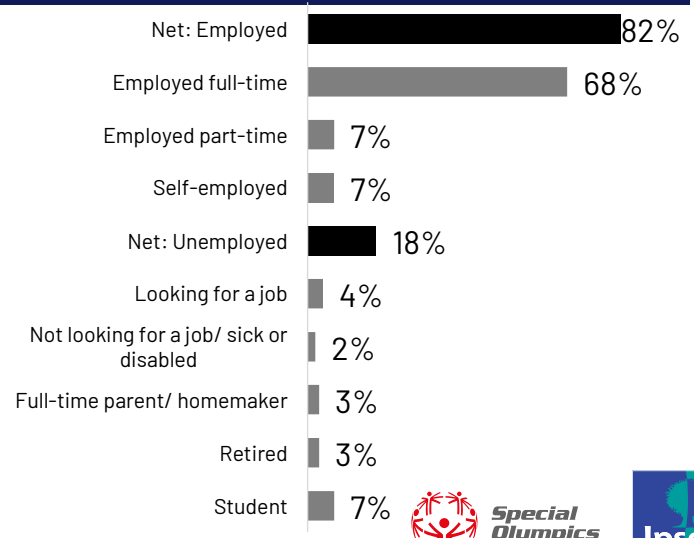
Marital Status



Children



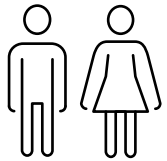
Employment Status



Base: Singapore (n=500)

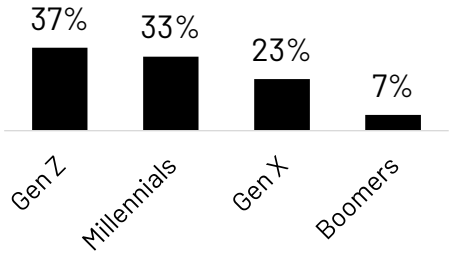
Demographics – Malaysia

Gender

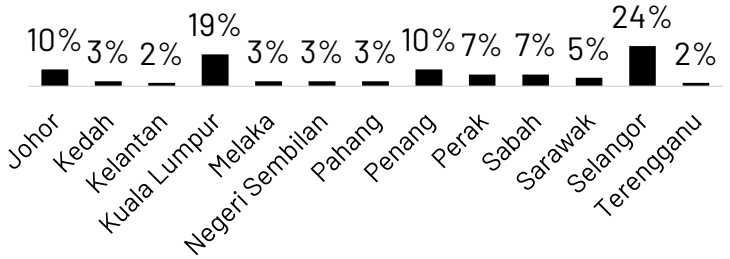


52% **Males** 48% **Females**

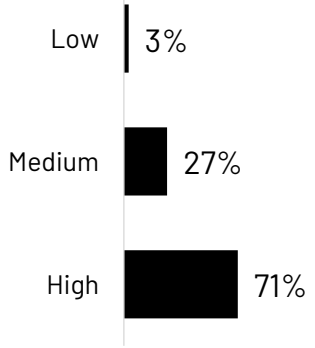
Age



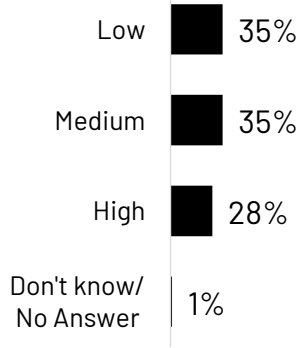
Region



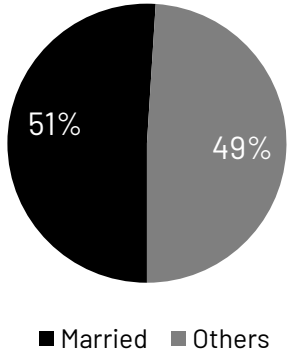
Education



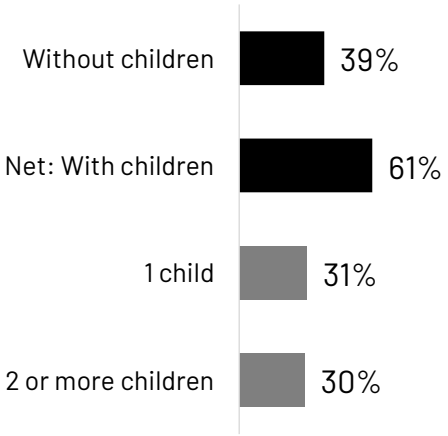
Household Income



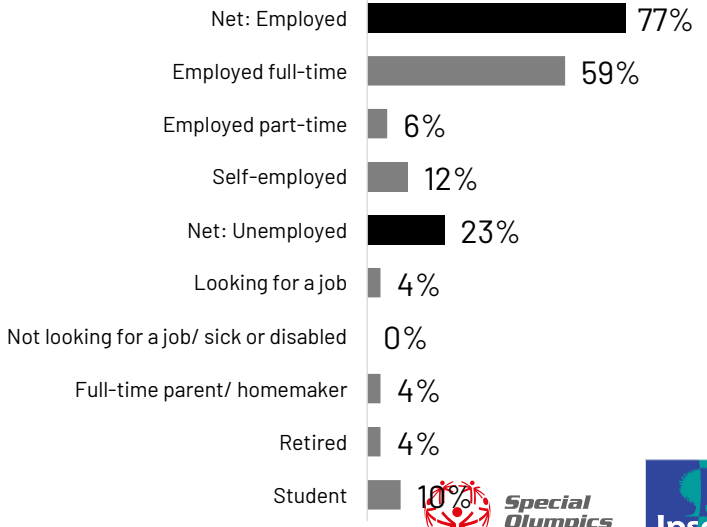
Marital Status



Children



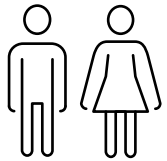
Employment Status



Base: Malaysia (n=500)

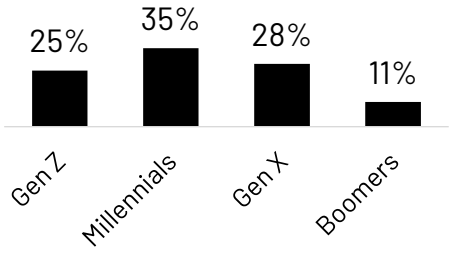
Demographics – Thailand

Gender

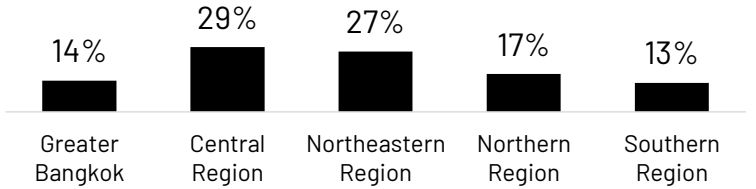


49% **Males** 51% **Females**

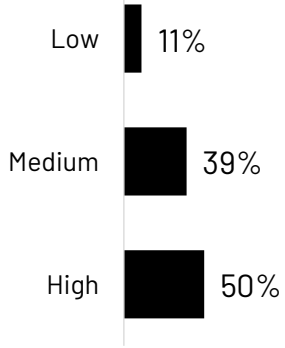
Age



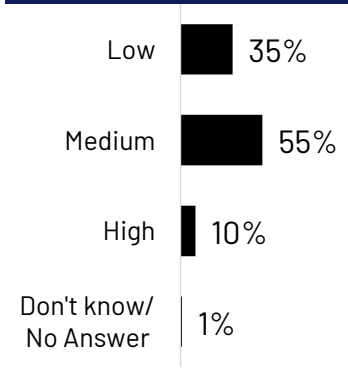
Region



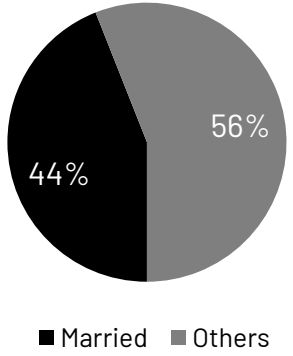
Education



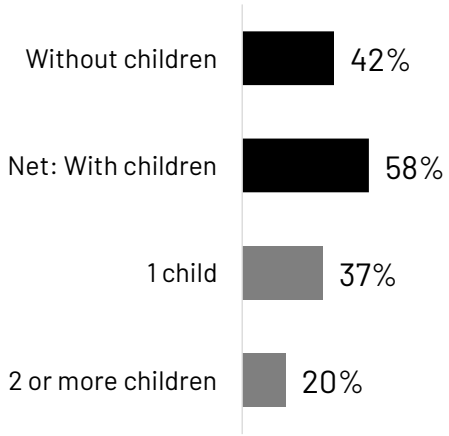
Household Income



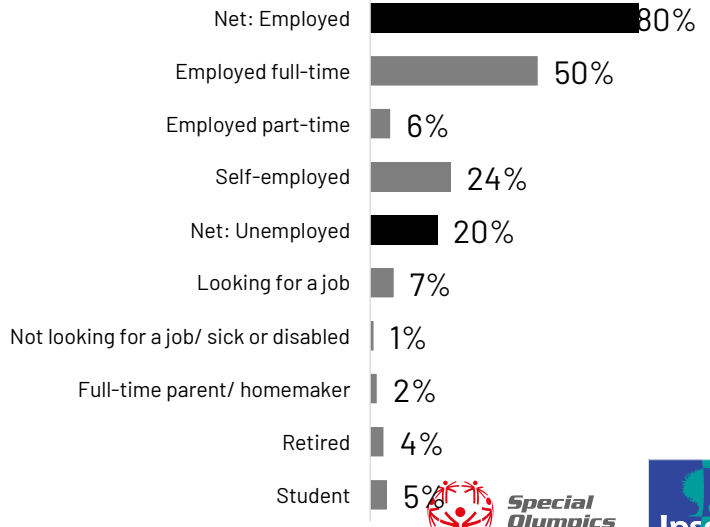
Marital Status



Children



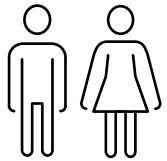
Employment Status



Base: Thailand (n=500)

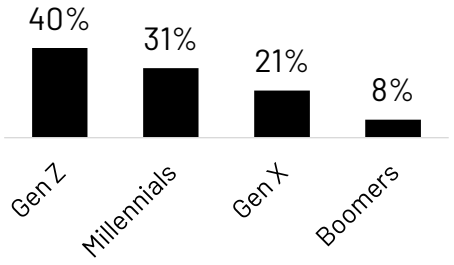
Demographics – Philippines

Gender

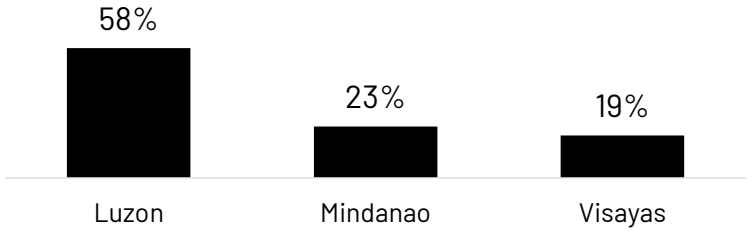


50% **Males** 50% **Females**

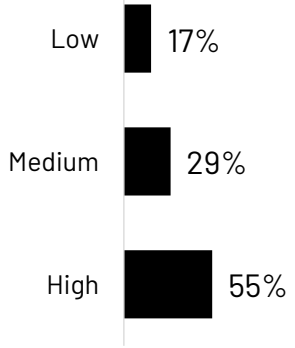
Age



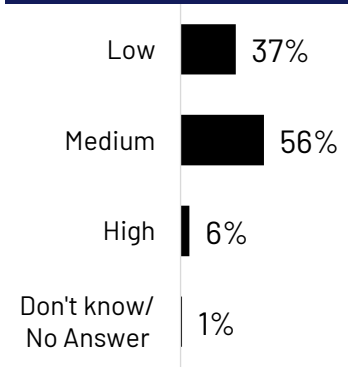
Region



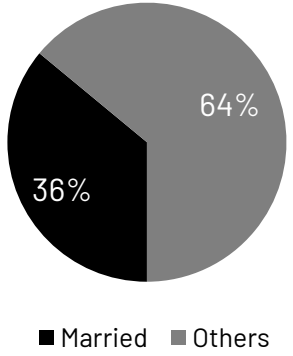
Education



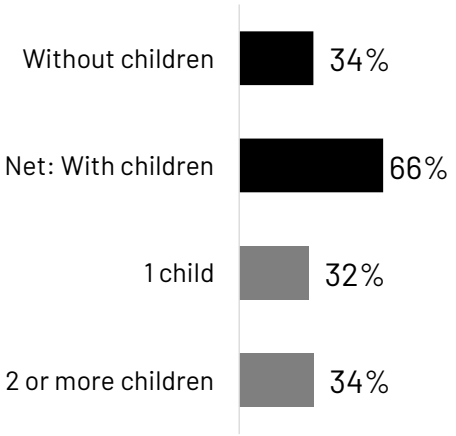
Household Income



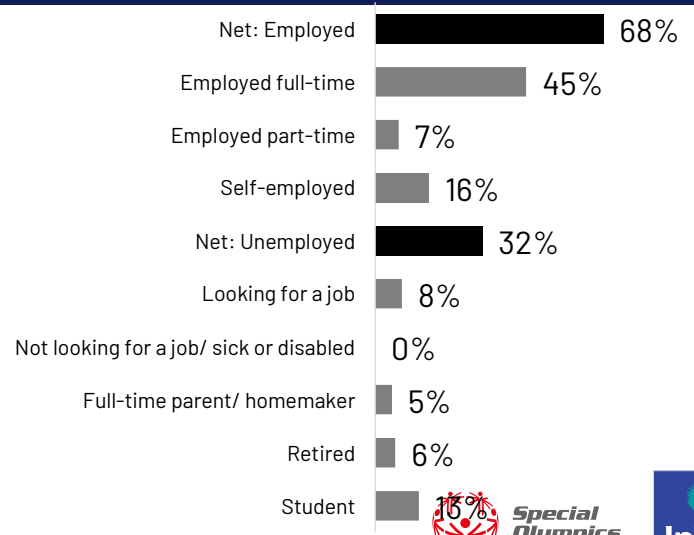
Marital Status



Children



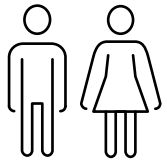
Employment Status



Base: Philippines (n=500)

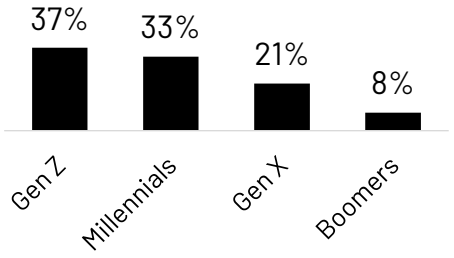
Demographics – Vietnam

Gender

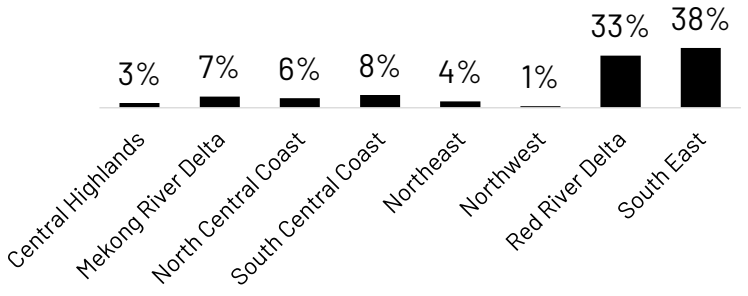


49% **Males** 51% **Females**

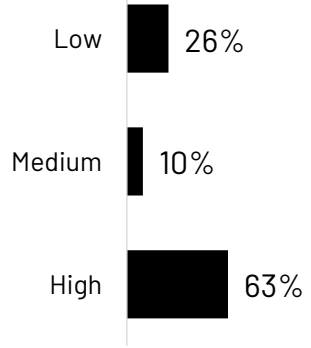
Age



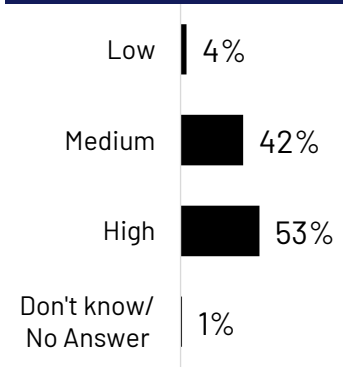
Region



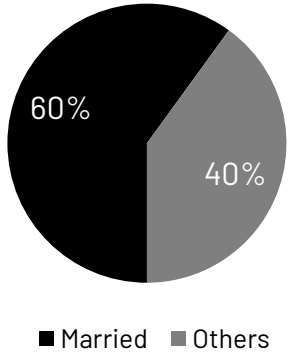
Education



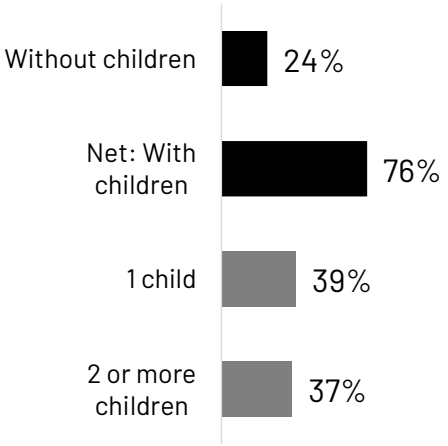
Household Income



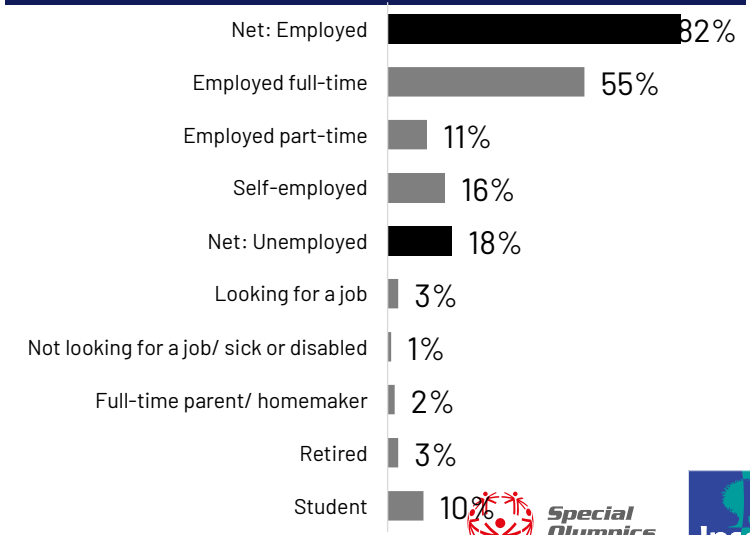
Marital Status



Children



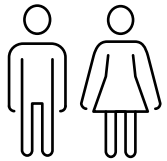
Employment Status



Base: Vietnam (n=500)

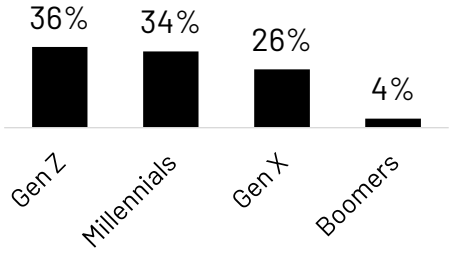
Demographics – Indonesia

Gender

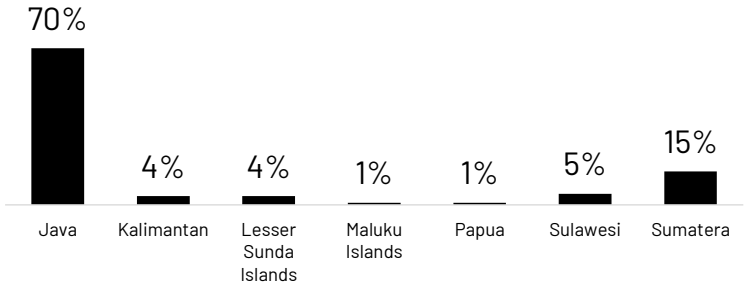


50% **Males** 50% **Females**

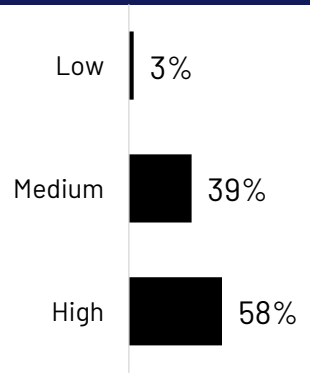
Age



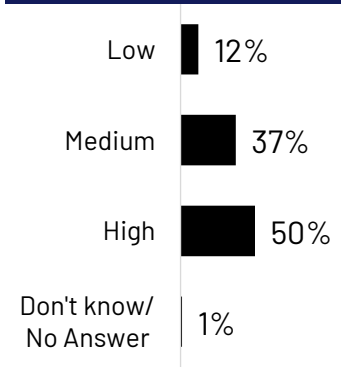
Region



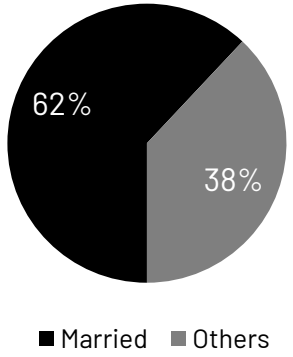
Education



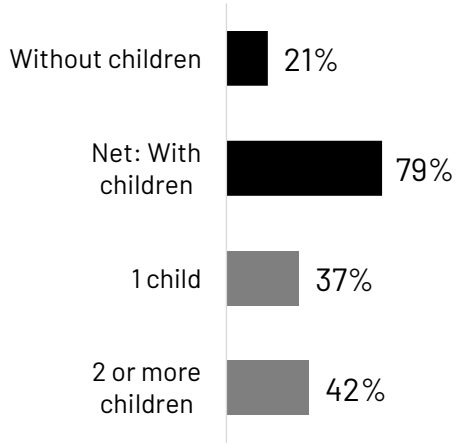
Household Income



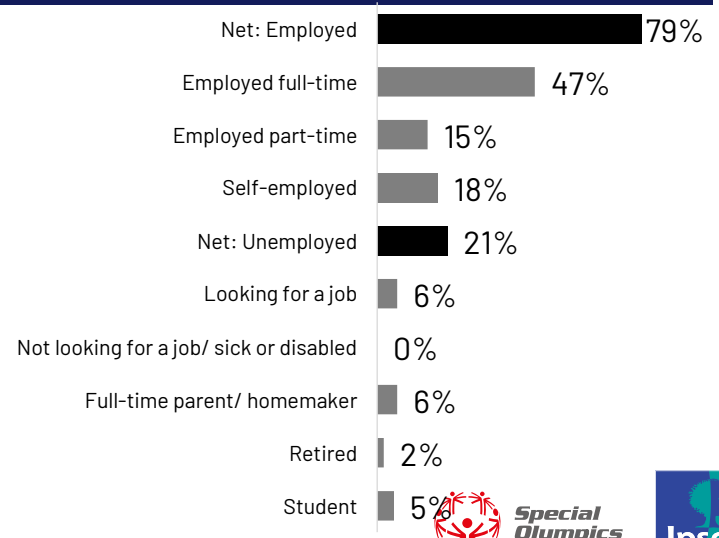
Marital Status



Children



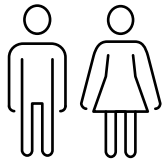
Employment Status



Base: Indonesia (n=500)

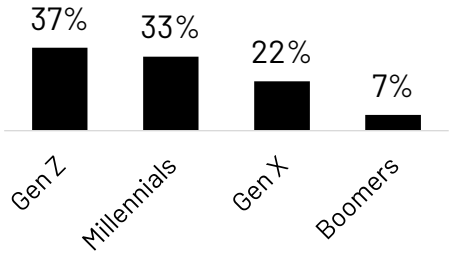
Demographics – India

Gender

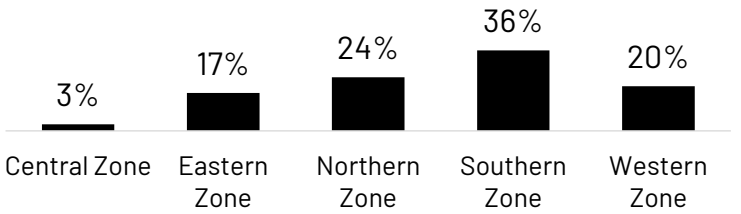


51% **Males** 49% **Females**

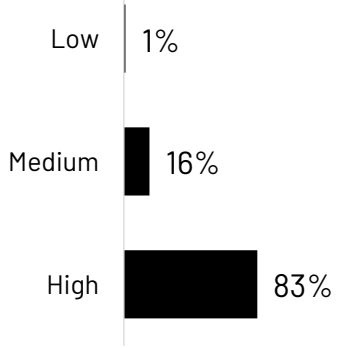
Age



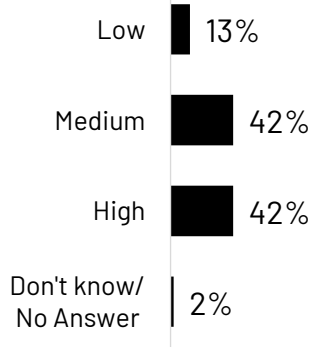
Region



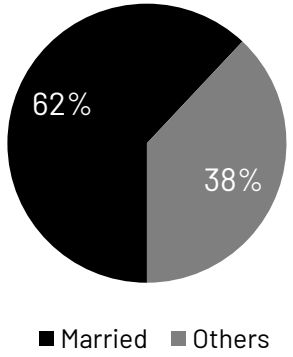
Education



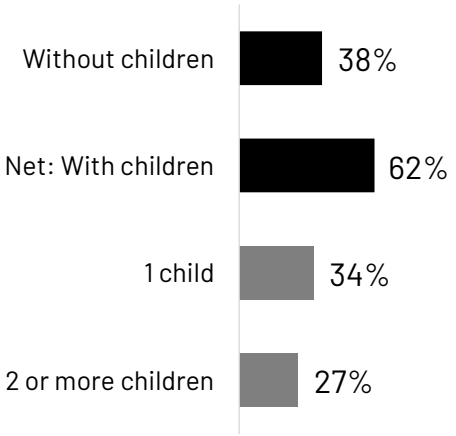
Household Income



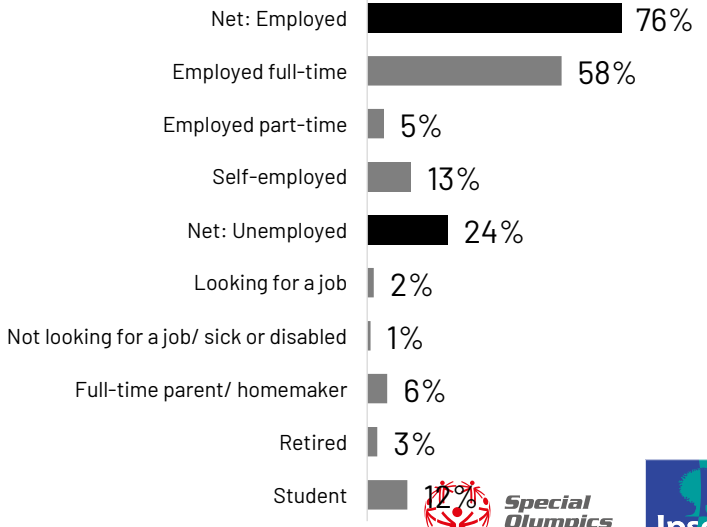
Marital Status



Children



Employment Status



Base: India (n=500)