HANDIKOS
SHOQATA E PARAPLEGJIKËVE DHE E PARALIZËS SË FËMIJËVE TË KOSOVËS
ASSOCIATION OF PARAPLEGICS AND PARALYSED CHILDREN OF KOSOVA
UDRUŽENJE PARAPLEGIČARA I DEČJE PARALIZE KOSOVA

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REPORT ON THE ACCESSIBILITY OF PRIMARY AND LOWER SECONDARY SCHOOL BUILDINGS FOR CHILDREN WITH DISABILITIES IN KOSOVO

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Author: Rozafa Basha, architect, &

HANDIKOS

CONTENT

LIST OF ABBREVIATIONS

EU – European Union
MES – Ministry of Education and Science
PWD – People with Disabilities
OCD – Objectives for Sustainable Development
PLSS – Primary and Lower Secondary School
A.I. – Administrative Instruction
UNICEF – United Nations International Children's Emergency Fund
CRC – Child Rights Convention
CRPD – Convention on the Rights of People with Disabilities
MED – Municipality Education Directorate

FOREWORD

Estimates from the World Health Organization show that people with disabilities make up about 15% of the total population. Based on these estimates, it turns out that 77.730 people from the total number of the last population census in Kosovo, are people with disabilities who face various barriers to participation in social life.

What does the term disability mean?

It is very difficult to define the boundary between a person with a disability and one without a disability. Indeed, in life abilities of each person change, whether due to age, injuries or illnesses that can sometimes make a person temporarily or permanently disabled. Disability can be grouped into four groups:

- People with physical disabilities
- Blind and visually impaired people
- Deaf people, and
- People with intellectual and mental disabilities

The opportunity for each individual, in every country and with the potential he has, to participate in various activities without encountering barriers in the environment that surrounds him/her, constitutes full access in the construction environment and also the opportunity of access to the social, educational and cultural circle. Children with disabilities in Kosovo are largely excluded from the educational process, which is clearly related to the creation of appropriate conditions in spaces that facilitate their full participation in society with their peers.

Lack of access in public spaces and facilities denies the free and independent movement of people with disabilities, especially in educational facilities which is a prerequisite for their full and equal participation in society. The inadequacy of public facilities, roads and transport excludes them from public services and goods, while denying them the right to access education, health services and other public services in general and leads them to involuntary isolation. The cause of this situation is also the lack of implementation of the legal framework by the country's institutions and the low awareness of society.

Free movement is also guaranteed by the United Nations Convention on the Rights of People with Disabilities (UNCRPD, 2006), which in Article 9, inter alia sets out the obligations of States to provide access in buildings, roads, transport and other facilities indoors or outdoors for people with disabilities, including schools, housing, health centers and workplaces.

Today in Kosovo, new constructions such as: institutional educational facilities, roads, sidewalks, means of transport and many others, although some positive movements can be noticed, still remain unsuitable for people with disabilities, despite the fact of the existence of Law No. 04 /L - 110 for construction, which among others regulates the access and adaptation of facilities, roads and environment for people with disabilities, specified in Administrative Instruction No. 33/2007 on Technical Conditions of Construction Facilities for Access for People with Disabilities. This administrative instruction has mandatory provisions for the access of people with disabilities, from the design phases to the technical admissions of construction facilities. There are also provisions for the adaptation of existing facilities, obliging all heads of institutions and other entities that provide services to the public, to adapt facilities in order to facilitate access for people with disabilities.

To achieve this, we aim to make appropriate access to public educational facilities and infrastructure a priority of local and national policies of our country. Let's increase the awareness and level of responsibility of public officials, responsible for creating access for all children in Kosovo, an approach that suits different needs and which enables the entire population to move freely and without obstacles.

Afrim Maliqi,
Director of HANDIKOS

INTRODUCTION

The context of the study

Many of us take for granted the free movement in the physical environment. Obstacles, narrow passages, thresholds, and stairs - we overcome them effortlessly many times during the day, both in open public spaces and in buildings.

Difficulties to move freely, to reach certain destinations in the city, as well as to use the environment, while performing daily tasks, then the lack of physical access to public spaces, buildings and services, are some of the problems faced by various groups of citizens, in particular people with physical and sensory disabilities. At certain moments, the elderly people, pregnant women, young children, the sick people, travelers, workers, etc., may also face these obstacles. All obstacles in the physical environment, constructive elements that impede the movement or use of the environment by certain citizens, are called architectural barriers [1].

The movement of people with disabilities is not limited only to physical barriers. Architectural barriers are present in the environment due to the barriers that we otherwise call cultural and institutional barriers. Cultural barriers in most cases consist of prejudiced attitudes that different citizens have about people with disabilities. Part of this group are also the architects and various municipal officials, who, driven by personal perceptions due to cultural prejudices against disability, produce, implement and authorize interventions in different public buildings which limit the integration of people with disabilities. Consequently, we can say that the inaccessible environment for people with disabilities is a direct product of careless planning and design of the constructions, which a priori excludes the spatial needs of this community in particular and other communities in need, guided by the belief that people with disabilities do not have the opportunity to contribute to social life.

With the increase of social awareness on the direct interconnection of various barriers, including environmental and social barriers, as the main agents of limiting the possibilities of integration into society for people with disabilities, as well as after the entry into force of a number of documents focused on human rights through the actions of civil society, the issue of enabling access to the constructions, but also access to information and communication, begins to be regulated through legal mechanisms and national inclusive policies. There are important international human rights instruments that exclusively protect the rights of people with disabilities.

Convention on the Rights of People with Disabilities,[2] so far has been embraced by a large number of worldwide countries and organization, as well it is included within national legislation.

The legal apparatus, as Casserly and Ormerod (2003) put it, enables the most convincing arguments to combat social discrimination,[3] which includes the impossibility of physical access for people with disabilities. Weak legal and administrative mechanisms create the right terrain that keeps architectural barriers alive, which we also call institutional barriers. All the above-mentioned barriers support the social divisions, additionally, isolate entire communities of citizens from economic and social development.

Access as a concept includes the ability of movement, reach, enter and usage of a public space/environment; orientation opportunities, communication and information as well. Physical access based on Titchkosky (2011) is related with strong political representation of participation and identity.[4]

The commitment to eliminate various barriers to enable access to the environment for all, today is in line with the global concerns that gather under the umbrella of the sustainability paradigm. Additionally to environmental concerns, increasingly depleting energy resources, this paradigm also encompasses concerns of social inequalities,[5] which, among other things, stem from environment that does not serve everyone equally, due to the planning and design process, which does not include the demands and needs of the entire population. International instruments guaranteeing the right to education for all children without distinction are numerous, starting with the Convention on the Rights of the Child (CRC, 1989),[6]

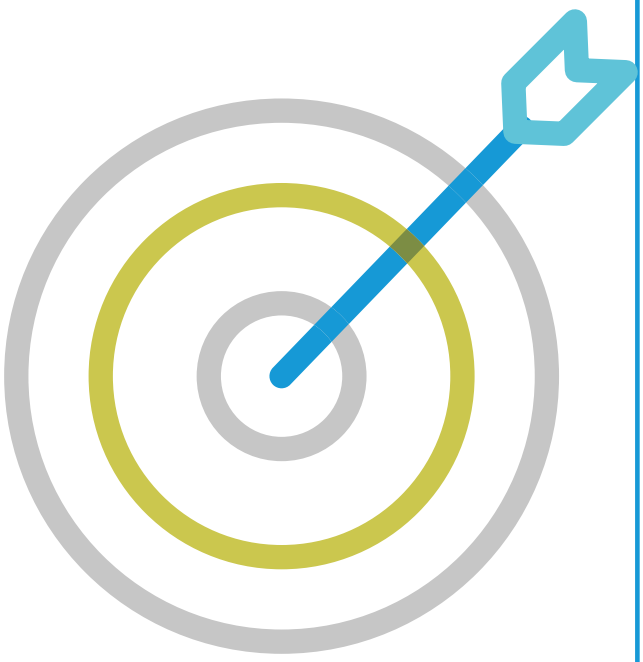
Convention on the Rights of People with Disabilities (CRPD, 2006), including the visions for global development of the new millennium represented by the Objectives for Sustainable Development (OSD, O. 4; T. 4. a, I. 4. a. 1.; 2015).[7]

Access includes the ability of movement, reach, enter and usage of a public environment; orientation opportunities, communication and information

The law on pre university education [8] of Kosovo within some articles regulates education for all. Article 3 within the same law ensures that all children in Kosovo have the right on education. Based on this, Ministry of Education and Science (MES) as well municipalities have the duty to create all conditions to implement this principle of this law. Articles 39 and 40 in particular deal with the basic definitions and criteria for the accommodation of all children in educational institutions regardless of physical, intellectual, social, etc., disabilities. This law also stipulates that municipalities must adapt school buildings to accommodate children with disabilities.

Although these legal provisions in Kosovo make it clear that there is a supportive legal framework for the inclusion of children with disabilities in the regular learning process in pre-university education, the small number of these children attending school as well as the unfriendly buildings to accommodate them, shows that Kosovo still has a lot of work to do, to achieve international standards for inclusion of children with disabilities in educational system in Kosovo.

STUDY GOAL AND OBJECTIVES



HANDIKOS with support of UNICEF, office in Kosovo, within the project "Enhancement of situation of children with disabilities in Kosovo" from November 2019 and through 2020 conducted a study evaluation of accessibility for children with disabilities in primary and lower secondary school buildings in Kosovo in seven main regions of Kosovo. This study aim to present a real situation of obstacles that children with disabilities face during the process of inclusion in regular educational system in Kosovo, mainly related with physical access that schools provide. Moreover, findings of the study will guide for opportunities on integration of children with disabilities into educational system in Kosovo.

Although regulated by the Administrative Instruction 33/2007, which is an Annex to the Law on Construction, regulated through the "Instruction on Norms and Standards for School Buildings" by the Ministry of Education and Science, and guaranteed by the Constitution of Kosovo and with some provisions of the Kosovo legal framework, due to the lack of mechanisms at local and central level, the current situation of access for children with disabilities to school buildings continues to be extremely problematic. In addition, children with disabilities find it impossible to fully exercise their rights guaranteed (respectively in the CRPD, CRC, OSD and the Law on Pre-University Education in Kosovo), as well as other documents for an independent and dignified life.

The study emphasizes architectonic barriers that make schools unfriendly for children with disabilities. Among the most critical problems that hinder the access and use of these buildings by children with disabilities are: access ramps with non-standard slopes and/or not equipped with standard handrails that are determined according to design norms; lack of accessible toilets, or toilets of inappropriate size and equipment; lack of parking for people with disabilities; lack of elevators or other auxiliary equipment for overcoming unevenness and floors inside the building, etc.

The study report presents a critical situation at the national level in primary and lower secondary schools and proves that it is the last moment for intervention to eliminate architectural barriers in these buildings, to enable free and unimpeded movement, and consequently the usage of school infrastructure by children with disabilities. All this as a precondition for providing access to education for children with disabilities and other communities. The ambition of an inclusive Kosovo would ensure a better future, built on the contribution of all and for all.

METHODOLOGY

Aiming to evaluate the possibilities of integration of children with disabilities in pre-university education in Kosovo, starting from December 2019 and through the 2020, was conducted a detailed evaluation of schools regarding the access that they provide for all children. Aiming to identify main barriers that children with disabilities face on daily basis, an evaluation instrument was developed, which includes general information on location, activity and institution including:

- **Entrance on the building, environment around the building: architectural elements that enable access to the entrance of the building; parking lots for people with disabilities, access to the entrance, ramps (slopes), external stairs, tactical guiding and warning areas/areas leading to the main entrance (s) of the building, access signs, orientation plan;**
- **Interior environment of the building: the interior and the possibility of horizontal and vertical movement between the floors of the building, interior stairs, ramps, the dimensions of the spaces.**
- **Accessible toilets (including their equipment) for people with disabilities, leveling, tactile lines for horizontal movement in the building, as well as contrasting lines in stairs and leveling, elevator and its dimensions, access signs, counters (where they are), space for wheelchair movement in classrooms.**

The Instrument has been drafted by the author of current study for the same purpose, while has been administrated by seven (7) field researchers (see Annex 2) within targeted regions in coordination with a social worker from HANDIKOS. Researchers have been trained on implementation of the Instrument.

In coordination with HANDIKOS and based on the school number [9], was calculated the oriented sample that will be part of the evaluation. During the selection of schools, attention was paid to equal selection for those schools from rural and urban areas. The random selection method of schools for assessment at the regional level aimed to create an overview of the capacity of Kosovar schools to accommodate students with disabilities. An exception to this type of selection was made with the Prishtina region, which gathers a much larger number of municipalities. In this case a larger number of schools was taken in, while other municipalities have a smaller representation. The sample size of 144 schools was extracted as a value between the representative sample and the minimum sample, with a margin of error rate of 90%.

In total, part of the study were 144 school buildings, or 15% of the total number of the primary and lower secondary schools in Kosovo. Approximately, the overall number of children within 144 schools (part of the study) is 50.550, while only 2% of them are reported as children with disabilities, based on the information provided by Municipal Education Directorate for HANDIKOS.

Fieldwork includes a visit to each school selected for research. To complete the instrument, researchers had to visit the building on the exterior and interior (where allowed). In addition to this observation, the work also includes verification through measurements of the dimensions of some spaces or elements of vertical and horizontal communication. These dimensions are necessary to assess whether certain spaces or communication elements are suitable for usage by people with disabilities. Some problematic parts and elements in the observed buildings were also identified through photography (see Annex 5).

KEY PARAMETERS OF ACCESS

To assessed school buildings

In Kosovo, the issue of providing access for people with disabilities to the public environment is regulated through Administrative Instruction 33/2007, which is based on the Law on Construction. Neither the Law on Construction nor other laws covering construction and the environment have any articles, paragraphs or even words in the vocabulary used in their drafting related to the concepts of accessibility for people with disabilities, universal usage or universal design (for all). Therefore, A. I. 33/2007 remains the basic document summarizing national standards for providing access. As for pre-university education, as mentioned above, the provision of physical access to school buildings is specified in the law, but also in the A.I. that summarizes the national norms and standards for school construction in Kosovo. The first volume of the "Guide to Norms and Standards of School Buildings" specifies that in terms of norms for accommodating the needs of students with disabilities, the design norms summarized in the guide are based on Administrative Instruction 33/2007.

For the study purposes, in consideration were taken those parameters (parking; ramps; toilets; elevators; tactile; stairs; environment; entrances and access signs) illustrated with pictures as well (see Annex 3):

Parking

This important parameter of ensuring unimpeded access of people with disabilities to public buildings, according to A. I. 33/2007, requires that at least 1 in 50 parking spaces be designated for parking of cars for people with disabilities. In case of a smaller number of general parking lots, it is necessary to establish a parking lot with necessary size dimensions to accommodate enough space for entry and exit to the vehicle for people with disabilities. The standard dimensions of this parking lot are not less than 370 cm (220 + 150) x 500 cm according to the recommendation of A. I. 33/2007. Guide with norms and standards for school construction by MES, at 3.8.2. (a), gives dimensions for separate parking as 380 cm x 500 cm. These dimensions are 150 cm wider than the standard dimensions, necessary for wheelchair movement.

These parking lots according to international standards, additionally to the dimensions necessary for wheelchair access, must necessarily be marked with international disability symbol in horizontal (parking surface) and with vertical marking. In public buildings, including schools, these vehicle parks, which in this case can be used by parents/guardians of children, are usually reserved space in the immediate vicinity of the accessible entrance.

Based on this parameter, schools that do not provide dedicated space for parking, including horizontal and vertical international signs of accessibility, were evaluated as schools that do not provided parking lots for people with disabilities.

Accessible ramps

Ramps are the basic communication elements that enable the overcoming of unevenness in open environment and in buildings. To be easily surpassed by people with disabilities, their dimensions must be designed according to standards. The critical size of ramps is the slope or fall, which as a size is usually given as a percentage (%). Section 10 of A. I. 33/2007 sets out the applicable national criteria, based on international standards, for permitted heights and slopes that can be easily overcome by wheelchair users.

The permissible slope for unevenness of 120 cm is 5%. With exceptions up to 8.33% in cases when the height to be overcome is up to 76 cm. In some cases, exceptions are made even when the height is greater than 120 cm and there is sufficient space, where ramps with a slope of 5% can be realized.

According to the MES guide with norms and standards for school construction, a maximum ramp slope of 5% is recommended. Another condition for the ramp to be easily usable is the equipment with standard handrails on both sides of the ramp; the width of the ramp 120 cm, as well as in every 6 m length of the ramp must be placed the breaks with a minimum length of 150 cm.

On the current study, ramps that do not meet the mentioned above criteria were evaluated as ramps that do not meet standards for an accessible ramp for people with disabilities.

Accessible toilets

Accessible toilet for PWD is one of the main basic criteria for a building to be accessible for people with disabilities. Those toilets must have necessary equipment that facilitate the usage of the toilet from wheelchair users. Within Article 19 of A.I. 33/2007, are given national standards based on international standards on projecting those types of toilets.

In chapter 3.8.3., within the Guideline to national norms and standards for school buildings construction of MES, schools must have at least one (1) accessible toilet for children with disabilities with dimensions 170 cm x 170 cm, with 100 cm wide door as well with standard equipment to accommodate the needs of children with disabilities.

During the field visits in evaluated schools, when was noticed a lack of accessible toilet for PWD, dimensions out of the standard of space and blockage/closure of toilet space by the management, the researchers have estimated that the toilet for CWDs does not exist or is not accessible.

Accessible Elevator

In order to overcome the large levels of floors by the PWD in buildings that serve the general public, it is necessary to install an elevator. Section 12 of A. I. 33/2007 provides the dimensions and equipment of elevators to be usable by people with physical and sensory disabilities.

These parameters are also described in chapter 3.8.2 of the Guide to national norms and standards for the construction of school buildings.

Tactile surfaces and orientation plans

These are important elements for the movement and usage of a building by blind people. In A.I. 33/2007 the criteria for equipping public areas and buildings serving a general public are regulated by Article 8.

These should usually be presented in the form of guide strips leading to the entrances to the building, orienting the movement inside the building and contents important, as well as presented in the form of warning fields placed in front of the levels, elements of vertical communication in the building (stairs, elevator) and certain contents in the building. Their shape, depending on the function can be ribbed (when giving direction), and with "buttons" on the warning tactile.

While orientation plans, which are important information sources for space orientation, which are conducted in relief and Braille for blind people, in the same A.I., are regulated in Article 35.

Accessible stairs and unevenness

For people with visual difficulties, including the elderly, overcoming the differences is quite problematic. Often, these people may have problems with the perception of depth, but also with the clarity of horizontal surfaces. In such cases, to mark the potential dangers when crossing the levels, the marking of the edge of the stairs or unevenness with contrasting colored strips with a width of 2 cm is used. Some EU standards require that the color contrast of the strip be about 70% of the main floor covering of the floor or stairs.

Standard criteria are given to make the stairs accessible for the visually impaired, among many other criteria to make the stairs easily usable by other categories of people with disabilities in Article 11 of A.I. 33 / 2007. Whereas, in the MES Guideline with the national norms and standards for the construction of schools, in order to facilitate the overcoming of the unevenness, it is required that at the stairs each step has a different color. During the evaluation in schools, both of these criteria were taken into account.

Access marking

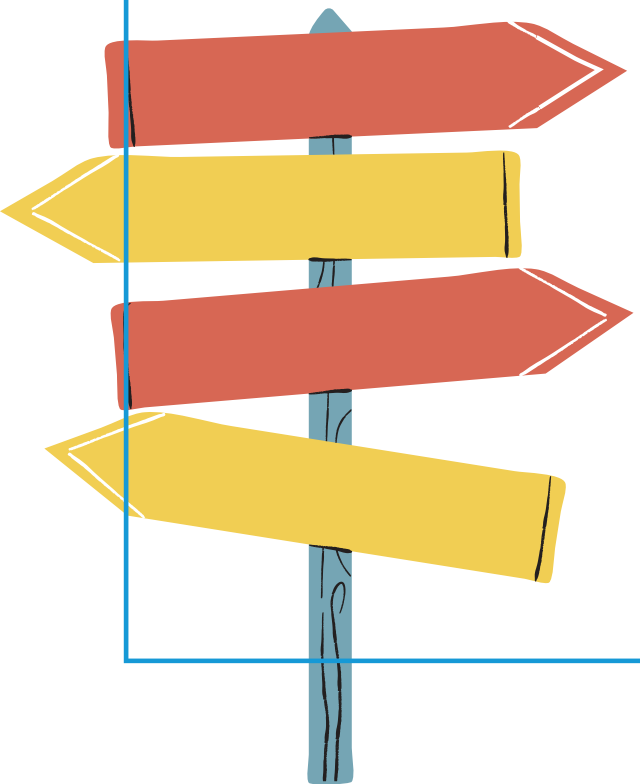
Access marking it is a very important information for people with disability to use and move around a surface or enter a building.

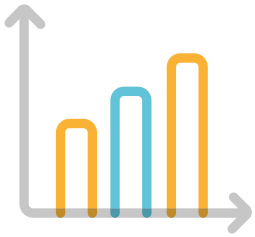
For marking usually it is used standard international symbols which show a space, building, environment is accessible for people with disabilities.

Spaces for movement in classroom

Article 21 of A. I. 33/2007 sets out the criteria for the usage of rooms and classrooms by people with disabilities, especially wheelchair users. Among other things, wheelchair users are required to have a minimum space of 120 cm around the classroom furniture. While the horizontal communication in the classroom should have a minimum width of 150 cm. These are also submitted by the MES Guideline with norms and standards for school buildings.

The MES's norms for the size of the classroom space and its capacity should be determined taking into account the requirements of students with disabilities.





SUMMARY OF FINDINGS

Within current study for accessibility of primary and lower secondary school buildings in Kosovo, were included 144 school buildings in seven (7) Kosovo regions with a total of 30 municipalities (see Annex 1). Schools were evaluated based on mentioned above parameters.
A summary of key findings for each parameter, results for 144 evaluated schools, is presented below.

Parking space

In none of the evaluated schools was reported for a parking lot dedicated for people with disabilities, designed with standard dimensions and marked on horizontal and vertical signs.

Accessible ramps

Out of 144 evaluated schools, in **10 (7%)** of them wasn't reported a need for a ramp, **27 (19)** schools, do not have any type of ramp, while in **81 (56%)** schools were reported ramp even though none of them doesn't meet the standard criteria. Only in **28** schools were identified ramps based on standards.

Accessible toilets

In **107 (74%)** assessed schools, no accessible toilets for children with disabilities have been identified. In **27 (19%)** schools out of 144, were identified accessible toilets for CWDs, however they are in use for other needs of the school (mainly sanitary warehouses). On the other hand, in only **10 (7%)** schools were identified accessible toilets.

Accessible elevators

In none of evaluated schools were identified accessible elevators for children with disabilities, except in **one (1)** school were was identified one elevator, yet not usable. Out of 144 evaluated schools, in only **15** schools were evaluated no need for elevators due to the structure of the building (only one floor).

Tactile surfaces and orientation plans

None of the criteria for the mobility of blind children, such as tactical areas and orientation plans were presented in the assessed schools in the seven (7) regions of Kosovo. Also, none of the evaluated schools have stairs equipped with contrasting strips for the support of people with visual impairment. In some schools there are internal stairs with basams made of different colors (according to the MES norms for school buildings), but not according to A. I. 33/2007, which help the movement of students with visual problems. When painting basamaks with different colors, the degree of brightness and contrast from one basamak to another should be taken into account.

Access marking

From the evaluations of the parameters part of current study, access markings were identified in only **two (2)** schools, despite the other architectural barriers identified in these schools. Partial markings have been identified in very few schools.

Space for movement in classroom

From 144 evaluated schools, only in **33 (23%)** schools was identified lack of space for free movement of children, wheelchair users.

FINDINGS ON REGIONAL LEVEL

Below are presented findings from the evaluation of 144 schools of Kosovo, divided by seven (7) targeted regions. Findings below, reflect the level of accessibility for children with disabilities that schools provide. Moreover, below are presented key issues identified on the field within evaluated schools.

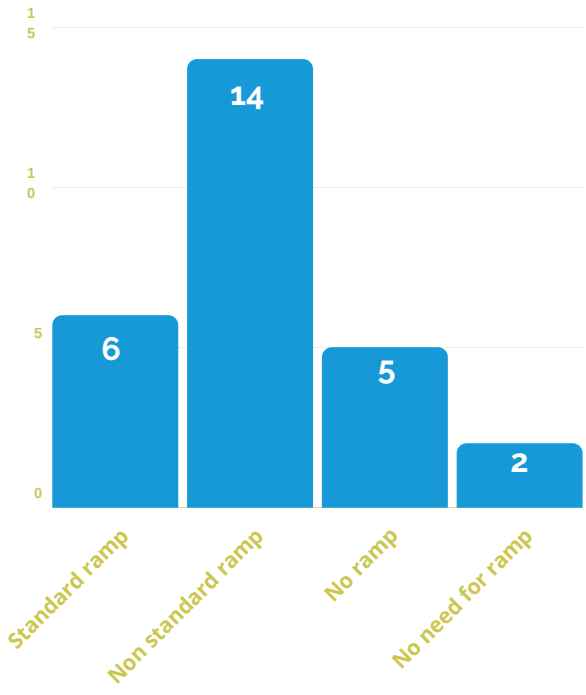
PRISHTINA REGION

In the region of Prishtina, 27 schools from seven (7) different municipalities were evaluated. From the evaluated schools, 11 schools were from urban areas and 16 from rural ones (see Annex 1). Below are presented the key findings identified in the evaluated schools in the region of Prishtina, divided according to the evaluation parameters.

In the Prishtina region, none of the evaluated schools has a standard size parking lot for people with disabilities and marked according to international standard symbols. On the other hand, out of the 27 schools assessed, 14 of them are equipped with ramps, but not according to the standards; five (5) schools do not have ramps at all; while in two (2) schools, the entrance is at ground level. Access ramps according to guidelines and standards were reported in only six (6) evaluated schools. See the chart below for more details:

In the city of Prishtina there are schools that are very large and usually have several entrances. From the assessment it was noticed that often only one entrance is equipped with standard ramp, while the others may not contain at all or may have ramps unsuitable for usage by pupils with disabilities. One of the most frequented schools in the city of Lipjan, has a ramp with a slope within the allowed percentage, but there is no side supporters at all.

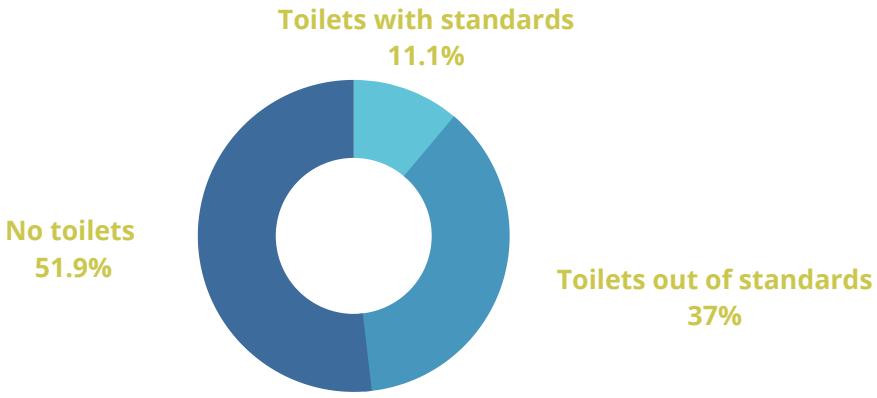
Schools were also evaluated in the parameter of accessible toilet for children with disabilities. One of the largest schools in Prishtina, does not provide accessible toilet for CWDs. A school in the village of Matiçan, which is already part of the urban area of Prishtina, has a toilet dedicated to people with disabilities, but the toilet door has a high threshold, which makes it impossible for students with disability (wheelchair users) to use it.



Graph 1. Number of schools with ramps in the region of Prishtina

During the field visits, were noticed spaces that probably, at the design stage, were dedicated for children with disabilities, but they do not have standard equipment inside of it. Moreover, those spaces are kept locked (usually are in usage of school personnel).

As was reported, in one (1) school in Prishtina, the accessible toilet is being kept closed during one shift, hence was reported that some pupils are damaging it, while during the other shift they open it. All those schools that have an accessible toilet, have not marked them with international disability symbol.
Marking is a very important criteria on the evaluation of the accessibility for PWDs on the building. Chart below, present clearly the situation of accessible toilets in the region of Prishtina:



Graph 2. Accessible toilets in schools of region of Prishtina

In 22 evaluated schools in the region of Prishtina, there was not identified any elevator, while in five (5) schools the elevator was estimated as not necessary (school building structure). The school "Naim Frashëri, in order to overcome the internal unevenness that is a consequence of the sloping terrain, has installed a folding platform in the stair wall.

None of the criteria for the mobility of blind people, tactical areas and orientation plans are presented in the evaluated schools in the region of Prishtina, nor are stairs equipped with contrasting strips identified. From the research in the region of Prishtina, in one school of the municipality of Novo Bërda there is an access sign above the accessible toilet door, and in another school in Prishtina there is an access sign at the entrance door, although this school does not have necessary accessible equipment to be qualified as an accessible building for children with disabilities.

Additionally, in 3 of the evaluated schools not enough space was reported for free movement by children with disabilities. In a school in the municipality of Prishtina it is estimated that due to the number of pupils and organization of interior furniture, there are classrooms that do not have enough space for wheelchair movement of children with disabilities.

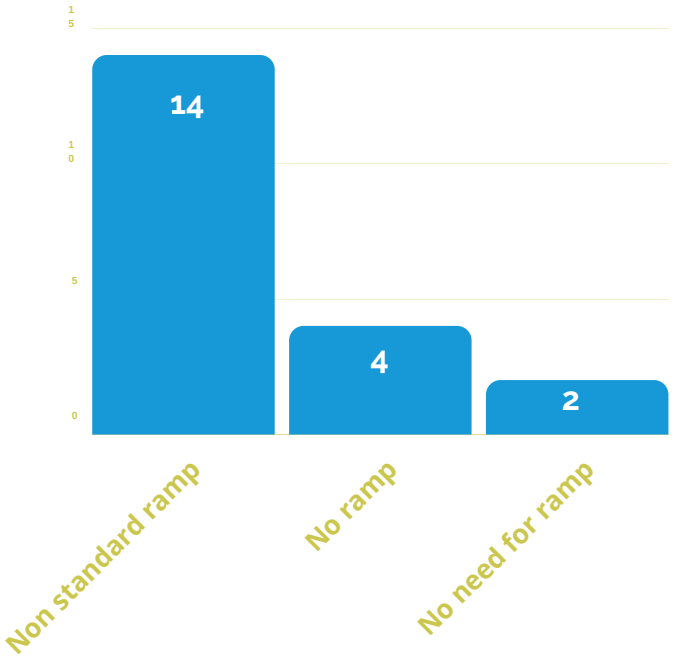
Irregularities identified during the field on evaluated schools from this region are also illustrated with photographs in Annex 4.

GJAKOVA REGION

In the Region of Gjakova, 20 schools were evaluated in four (4) different municipalities, of which 14 are in urban areas and 6 in rural areas. Below are presented the key findings identified in the evaluated schools in this region, divided according to the evaluation parameters.

In the region of Gjakova, none of the evaluated schools has a standard size parking lot for people with disabilities and marked according to international standard symbols.

The existence of a ramp was reported in 14 evaluated schools, however it was evaluated as out of standards. Meanwhile, out of 20 evaluated schools, four (4) of them do not have ramps at all and in other two (2) schools no ramps are needed (entrance is at ground level). The graph below presents a summary of the findings in the region of Gjakova, in the parameter of the accessible ramp for children with disabilities.

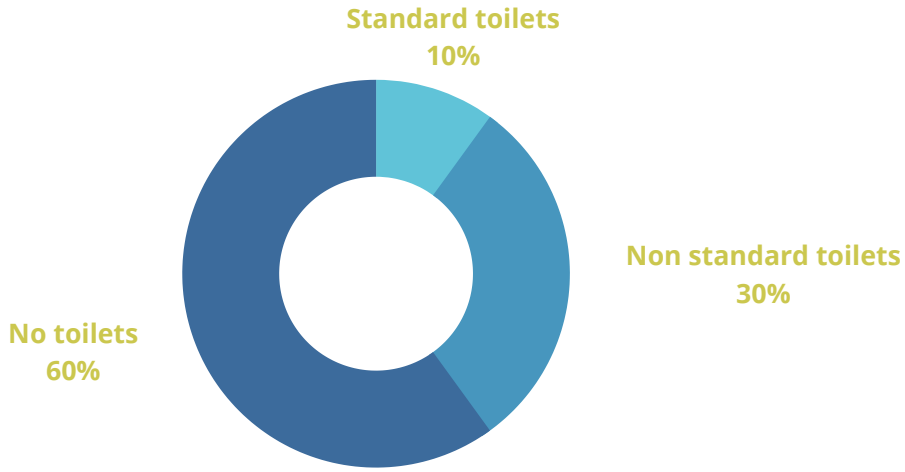


Graph 3. Number of schools with ramps in the region of Gjakova

The existence of an elevator has not been reported in 18 schools in this region, while none of the criteria for the mobility of blind people, such as tactical areas and orientation plans, are presented in the 20 evaluated schools, and also there are no stairs equipped with contrasting strips. Only in 13 schools is it estimated that there is sufficient space for free movement of children, wheelchair users.

Additionally, in 12 evaluated schools has not been reported the existence of an accessible toilet for children with disabilities, while only in two (2) evaluated schools was reported an accessible toilet.

On the other hand, six (6) schools are estimated to have accessible toilets for children, however they are used for other school purposes (sanitary, etc.). None of the accessible toilets were assessed to have access markings according to the standards. The graph below presents the general overview of the existence of toilets in the evaluated schools:



Graph 4. Accessible toilets in schools of region of Gjakova

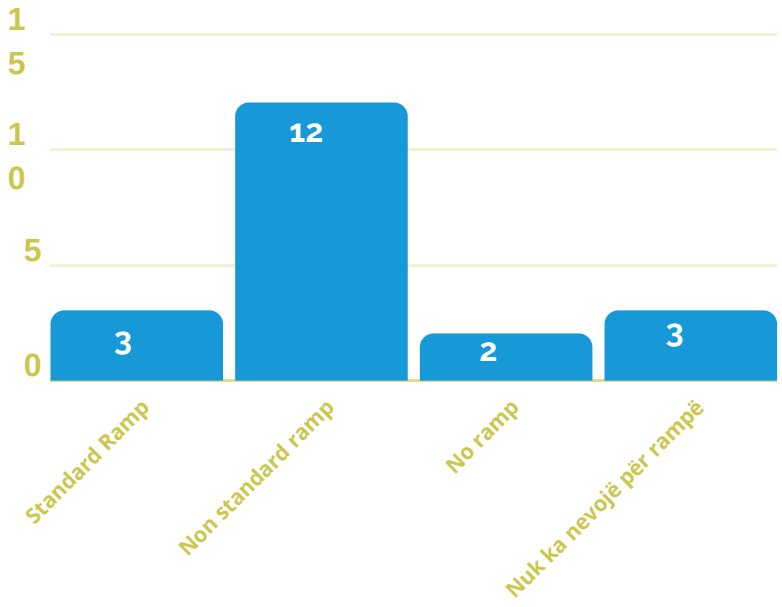
See Annex 4 for irregularities identified in the assessed schools.

PEJA REGION

In the region of Peja, 20 schools in 4 municipalities have been evaluated, out of which seven (7) schools are in urban areas and 13 others in rural ones. Below is presented a summary of the findings from the field assessments in this region, based on evaluated parameters.

In current region, none of the evaluated schools has a standard size parking lot for people with disabilities and marked according to international standard symbols.

Out of 20 evaluated schools in this region, in 12 of them the presence of the ramp has been identified, but it is estimated to be out of standards. An overview of those findings is presented in the chart below for the provision of ramps in the assessed schools in the region of Peja:



Graph 5. Number of schools with ramp in the region of Peja

In the evaluated school in the city of Istog, there is a ramp with standard slope, but there is no rest area after 6 m in length. In Vitomirica, the path to the main entrance is in the same level with the terrain, but the path has many damages and obstacles, which make it impassable for certain groups of people with disabilities. Also, behind the main entrance door, inside the school there are several stairs, so this school is classified as having no access at all for CWDs.

Additionally, out of 20 evaluated schools, no accessible toilet for children with disabilities has been identified. A school in Klina, despite the fact that it is a construction of 2019, is not at all equipped with accessible toilets, but also has a ramp with a slope out of the standards (13.8%) but equipped with standard handrails.

None of the criteria for the mobility of blind people, such as tactical areas and orientation plans are presented in the evaluated schools in the region of Peja, and also reported a complete lack of stairs equipped with contrasting strips, as well as a complete lack of accessible markings.

Out of 20 schools, in eight (8) of them the lack of space for free movement of students, wheelchair users, in the classroom was reported.

In 18 schools the lack of elevator was reported, while in two (2) others, the elevator was assessed as not necessary (building structure, one floor).

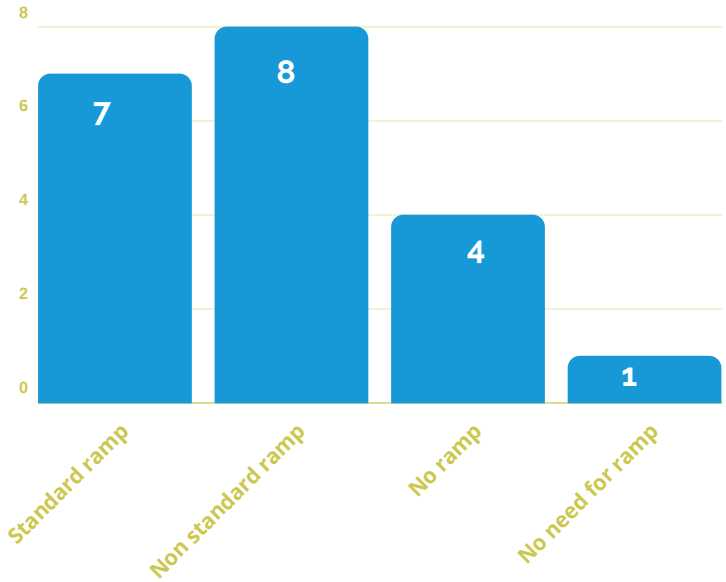
Some irregularities identified in the schools of the region of Peja are illustrated with photographs (see Annex 4).

FERIZAJ REGION

In this region, 20 schools have been evaluated in its 5 constituent municipalities. Out of these 20 schools, 12 schools are in urban areas and 8 schools in rural areas. Below are presented key findings according to the evaluation parameters.

None of the evaluated schools has standard parking size for people with disabilities and marked according to international standard symbols. In a school, there is a large space in front of the school entrance, which according to data obtained by the field researcher during the interview of the school's teachers, often serves as a space where vehicles that bring and pick up children with disabilities are stopped and parked. However, that space is not marked with international horizontal and vertical disability symbols to indicate that the space is dedicated exclusively to people with disabilities. Therefore, even this parking lot in this research does not qualify as parking place for PWDs.

In eight (8) evaluated schools the existence of ramps was reported, which were assessed as out of standards, while in seven (7) others the existence of ramps was identified and assessed according to the standards. The graph below presents the overall findings of the 20 evaluated schools in the access parameter:



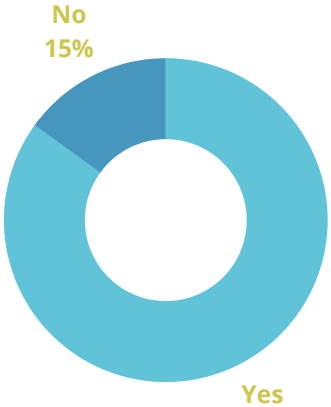
Graph 6. Number of schools with ramp in the region of Ferizaj

It should be noted that even those ramps that in this research we have qualified to meet the standards, in most cases do not meet all accessibility criteria. During the evaluation, if a ramp qualifies as "standard", the fulfillment of the criteria related to the slope of the ramp and the equipment with standard handrails was taken into account. We have assessed these as minimum conditions, necessary to ensure physical access to the building. The criteria of ramp width and number of breaks with rest space (every 6 m) versus ramp length, in the schools included in this research, are often not met.

For research purposes these criteria were not taken as determinants of the minimum access to the building, despite the fact that they are criteria that make the movement more comfortable. The criterion of the placement of rest places in every 6 m of ramp length is a very important criterion. Numerous studies shows that the physical effort of wheelchair users to cross the length of 6 m on a slope of 5% or 8.33% is very large, so there is a need to move on a flat surface for a minimum of 150 cm, to make it easier coping with the next slope.

Additionally, in 17 schools from this region the lack of accessible toilets for children with disabilities has been reported. A toilet designed for the CWDs in one (1) school in Ferizaj is kept closed and used as a warehouse by the school maintenance staff. Also, schools that have accessible toilets do not have them marked with international disability symbols. Marking is one of the important criteria that affects the degree of accessibility and usability of spaces by people with disabilities.

It was estimated that in four (4) evaluated schools the presence of the elevator is not needed (due to the structure of the building), while in other schools was not reported at all. None of the criteria for the mobility of blind people, such as tactical areas and orientation plans are presented in the evaluated schools. Also, they do not have stairs equipped with contrasting strips and also none of the schools has applied any of the international standard access signs.
The graph below presents the findings from the research on the parameter of free movement of children with disabilities, wheelchair users in 20 schools evaluated in this region:



Graph 7. Movement space within class of region of Ferizaj schools

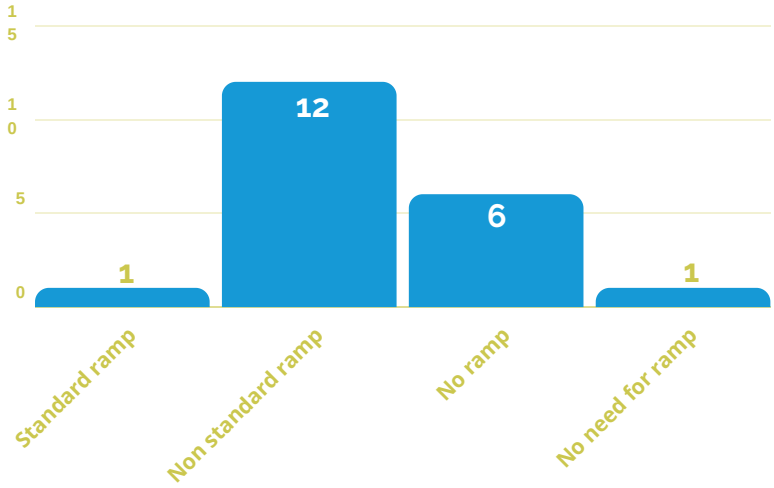
Some irregularities identified in the schools of the region of Ferizaj are illustrated with photographs (see Annex 4).

MITROVICA REGION

20 schools were evaluated according to evaluation parameters in three (3) municipalities of the region of Mitrovica. Out of these, 14 schools are in urban areas and six (6) others in rural areas. Below are presented the key findings in these schools according to the evaluation parameters.

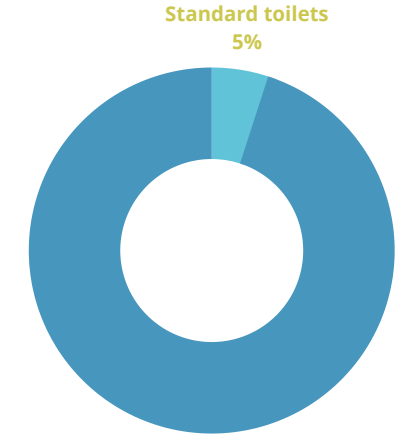
No accessible parking lots have been identified in any of the evaluated schools in the region of Mitrovica, according to the standards as well no marked signs were identified according to the international standard symbols.

The presence of a ramp was identified in 12 evaluated schools, however it was assessed as out of the standards, while only one (1) school is equipped with an accessible ramp, based on standards and guidelines. The graph below presents an overview of the situation of the access parameter in the 20 evaluated schools in the region of Mitrovica for CWDs.



Graph 8. Number of schools with ramp in the region of Mitrovica

In the evaluated school in the village of Shipol in the municipality of Mitrovica, there is a ramp about 30 m long, with a slope of 5%, but there are no breaks for rest at intervals of 6 m. In the city of Mitrovica, one (1) of the evaluated schools does not have a ramp at all, despite the fact that the entrance is raised from the ground level. Only one (1) school in this region (in the city of Mitrovica) was reported to have a toilet for children with disabilities, however the same was assessed as not accessible (used for other purposes). Also, in none of the evaluated schools is the presence of the elevator identified, despite the fact that all the evaluated schools are several floors high.



Graph 9. Accessible toilets in schools of region of Mitrovica

None of the criteria for the mobility of blind people, such as tactical areas and orientation plans are presented in the evaluated schools in the Mitrovica region. There are no stairs equipped with contrasting strips and access markings are completely missing.
Sufficient classroom space has been identified in all evaluated schools for free movement of students with disabilities (wheelchair users).

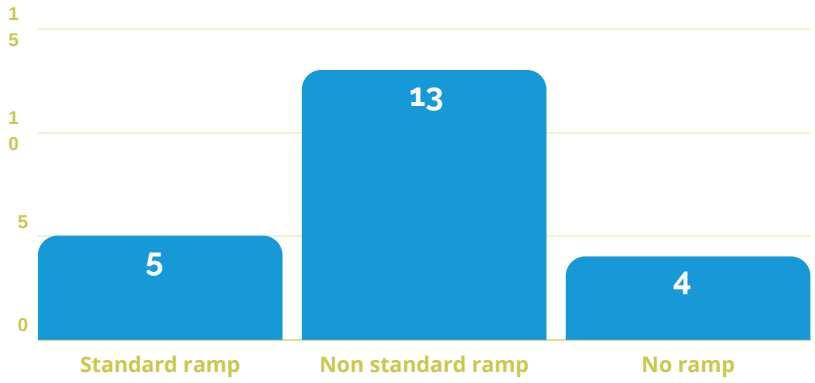
Irregularities from the field, illustrated by the photographs are presented in Annex 4.

PRIZREN REGION

A total of 20 primary and lower secondary schools in four (4) municipalities from the region of Prizren have been evaluated. Out of these, 14 schools are in urban areas and six (6) others in rural areas. Below are presented the key findings from the evaluated schools according to the evaluation parameters.

The presence of accessible parking lots with access signs for people with disabilities has not been identified in any school.

In 13 schools, ramps for children with disabilities have been identified but assessed as inaccessible due to the lack of other necessary equipment as well not within standard dimensions. The chart below presents an overview of the 20 evaluated schools in the access parameter:



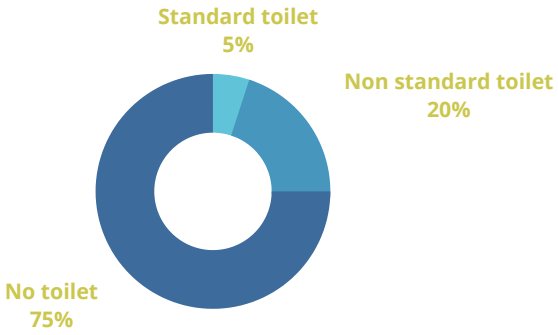
Graph 10. Number of schools with ramp in the region of Prizren

One of the evaluated schools in Suhareka has a ramp that meets the slope criteria (4.5%), but has no side supporters at all, therefore it is classified as a ramp that does not meet the standard criteria. The building of a school in the Ortakoll (neighborhood in Prizren), has a ramp that meets the slope criteria (5.5%), but similar to the school in Suhareka has no side supporters, so it is classified as a non-standard ramp.

In 17 evaluated schools, a complete lack of an elevator has been reported, while one school in Prizren has an elevator that is out of usage.

None of the criteria for the mobility of blind people, such as tactical areas and orientation plans are presented in the evaluated schools in the region of Prizren. None of the evaluated schools has contrasting strip scales, and a complete lack of access markings has also been reported for CWDs.

Findings from the parameter related with accessible toilet for children with disabilities are presented in the graph below:



Graph 11. Accessible toilets in schools of region of Prizren

In one of the evaluated schools in Prizren, the researcher was not able to access the toilet dedicated for CWDs and to assess whether it has the right size and equipment, as the toilet is kept closed by the teacher of a class with children with disabilities. It should be noted that students with disabilities attend this school, but the ramp of this school is out of standards (9.3%).

In 14 schools out of 20 evaluated schools, the lack of necessary spaces for the free movement of students with disabilities, wheelchair users, was reported.

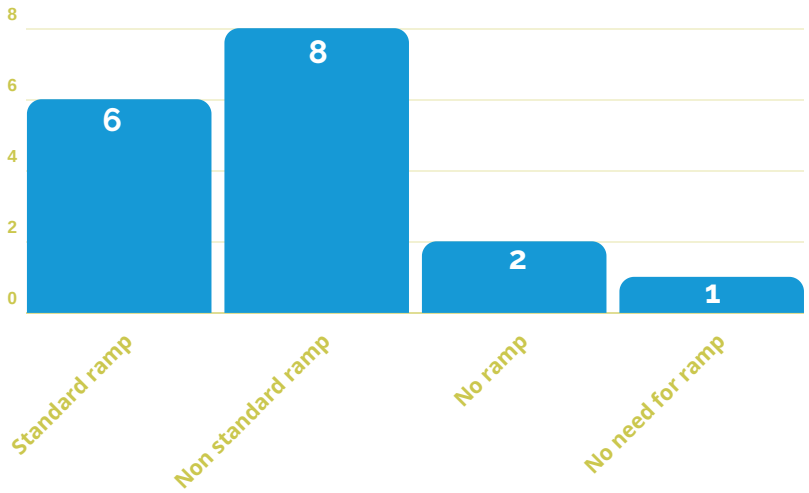
Other irregularities identified during the field research are also illustrated with photographs (see Annex 4).

RGJILAN REGION

A total of 17 schools from three (3) municipalities of the region of Gjilan were part of the study. Out of these, nine (9) are from urban areas and eight (8) others from rural areas. Below, are presented key findings from evaluated schools based on evaluation parameters.

In none of the evaluated schools (out of 17 evaluated) were accessible parking lots identified with access signs for people with disabilities.

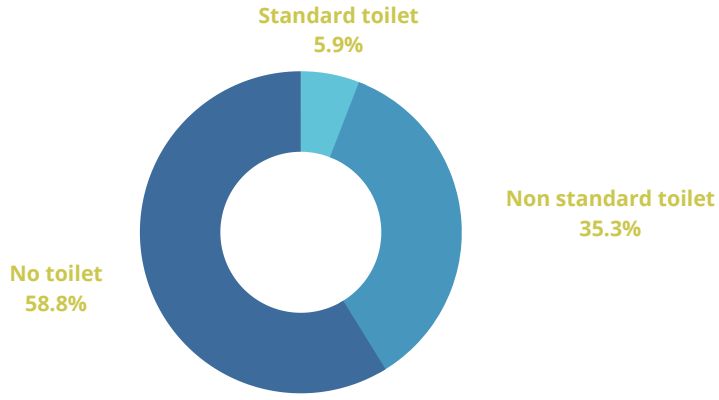
In eight (8) schools the presence of a ramp was identified but it was assessed as out of the standards, while in six (6) evaluated schools a ramp with standards was identified. The graph below presents the general overview of the situation of the evaluated schools related with the access parameter:



Graph 12. Number of schools with ramp in region of Gjilan

One (1) of the evaluated schools in Velekincë has a ramp that meets the slope criteria, but in its entire length of 8 m there is no space to rest. Likewise, a school in Kamenica has a 15 m long ramp that meets the slope criteria but has not a needed space to rest (as is within standards).

In 10 evaluated schools, no accessible toilets for students with disabilities have been identified at all, and none of them meets the accessibility criteria either in terms of size or the way of equipment. Schools that have accessible toilets are not marked with international disability symbols (except for "Selami Hallaqi" in Gjilan).



Graph 13. Accessible toilets in schools of region of Gjilan

In 15 evaluated schools, in which there should be an elevator, one (1) was not identified present, while in two (2) other schools this was considered unnecessary (building structure, one floor).

None of the criteria for the mobility of blind people, such as tactical areas and orientation plans are presented in the evaluated schools in the Gjilan region. Also, none of the evaluated schools have degrees equipped with contrasting stripes.

Research in the region of Gjilan shows that only in one (1) school the sign of accessible toilet is presented, but in other parts of the building, as in all evaluated schools in the region, none of the international standard access signs have been applied. It has been reported that all evaluated schools have sufficient classroom space for free movement of students with disabilities, wheelchair users.

Other identified irregularities are also illustrated with photographs (see Annex 4).

EVALUATION LIMITS

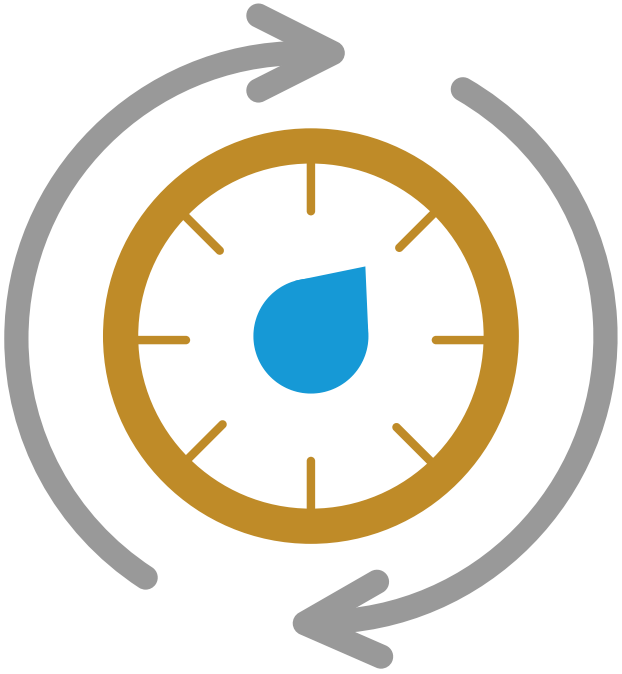
The limitations of the assessment/research are categorized into two main areas which limit the findings, at the same time they are lessons learned which should be considered in future studies of the same nature.

The selection of schools for evaluation was made by field researchers. This selection was conditioned by their knowledge of the terrain/region, the possibility of transport, the coverage of schools in a region by an individual/researcher, as well as the weather restrictions at the end of November and December 2019 and the short time of three (3) days provided by the project to cover the sample of 144 schools in all regions of Kosovo. Difficulties in the fieldwork process were also presented by the fact that one region was covered only by one researcher. All of these also constitute the limitations of research.

It should be noted that in terms of examining the environment around the building, only the immediate space that is part of the building property, or part of the public area near the building, has been taken into account. Public space, as well as its constituent elements, road infrastructure and urban transport are not addressed at all in this research/evaluation.

An assessment of the degree of physical access to the city and the presence of architectural barriers in it, should also contain this aspect of the environment in addition to the access inside the buildings. In the future, a comprehensive assessment of access at the city level should be carried out in order to identify architectural barriers, for which plans will then be drawn up for the elimination and adaptation of buildings and the environment in general, to enable movement and free usage of the environment by all children without distinction.

The research findings, in addition to generalization, are limited to interpretation, therefore, the whole study is descriptive in nature and does not offer practical intervention modalities that would affect directly the advancement of the situation of children with disabilities in the country in the field of education.



CONCLUSIONS

From the results of the evaluation conducted in selected schools in the seven (7) regions of Kosovo, it could be concluded that school buildings of primary and lower secondary education in Kosovo are full of architectural barriers that are a serious obstacle to the inclusion of children with disabilities in education. This result is worrying, given that since 2007 there is an Administrative Instruction 33/2007 that regulates the universally usable construction and adaptation of existing buildings for access of PWD and since 2015 within the norms and standards for school buildings there are defined parameters to accommodate all children, including those with disabilities.

From the results we understand that the effort of the municipalities in adapting the buildings for the access of PWDs is focused on the construction of access ramps at the entrances of schools. Except in the case of very old schools, or in some other cases, the schools have an external ramp. However, in most cases, as is the case with many public utility buildings in Kosovo, these are instant interventions, which in reality do not solve but only mask the problem. This results in the ramps that have a slope out of the standard (above 5%, respectively 8.33%), do not have standard handrails to assist the usage of the ramps, the coating material is inadequate, etc.

Therefore, such situations encountered during the evaluation process, were assessed as incomplete ramps according to the standards, consequently unsuitable for usage by people with disabilities. Schools do not have dimensioned places, marked with international horizontal and vertical accessibility signs for parking lots dedicated for PWDs. Toilets for people with disabilities are another critical criterion for the usage of public buildings by people with disabilities. As set out in the above sections, based on applicable national norms, there are many spatial, organizational and equipment parameters that qualify a toilet space as accessible/usable by PWDs.

Based on the evaluation data, almost none of the schools have toilets that meet all accessibility parameters.

But there are schools that have adapted (in the case of old schools) or have built-in spaces for usage by PWDs. In most cases, the dimensions of the counters (spaces) and equipment are deficient, these counters are blocked, locked by maintenance staff or teachers, and used as storage. This is a barrier created by school mismanagement.

Most urban schools are multi-floors, and except in some cases where there is an elevator (non-functional) or a lifting platform (only one case) to cross the floors, none of the schools have the opportunity to organize classes for students with physical disabilities to the upper floors.

While the situation for the usage of buildings by people with visual disabilities, whether blind or with low visual capacity, is the most critical. The entire evaluated school infrastructure is unfriendly for usage and movement by blind people. While some cases have internal stairs with steps made of different colors (as specified by the norms and standards of MES for school buildings), but not according to A.I. 33/2007 and international standards, with steps with contrasting strips, which help movement for visually impaired students.

The situation presented in this research that illustrates the presence of countless architectural barriers in the evaluated school buildings proves the insufficient commitment of local and central institutions towards creating opportunities for physical access for people with disabilities, in primary and lower secondary education buildings, as a prerequisite for the inclusion of CWDs in education. Therefore, this report should signal the different levels of administration of pre-university education in Kosovo, that it is time to take measures to eliminate barriers that hinder the integration of children with disabilities in education, and consequently the integration of PWDs on Kosovar society.

RECOMMENDATIONS

Based on the presented results and findings, related with the accessibility for children with disabilities that schools in Kosovo provide, recommendations have been targeted into three (3) levels that it is estimated to have impact on advancing the situation of CWDs in Kosovo, as well as technical recommendations.

Recommendations for central level

- The Ministry of Economy and Environment to gather a working group consisting of key actors in the field of construction, administrative officials from different levels of government, representatives of disability organizations, people with disabilities, the elderly, etc., and to draft and submit to the Assembly for voting a law on the construction and universal usage of buildings, which would integrate the basic requirements of the United Nations Convention on the Rights of People with Disabilities to provide access to buildings and design principles universal, as well as applicable international standards for access and good practices from EU countries;

- The Ministry of Economy and Environment to review the Law on Construction and add provisions for the elimination of architectural barriers in the environment;

- The Government of the Republic of Kosovo, within the annual laws of the state budget, to appoint a special item within the budget for infrastructure improvements, which would address the elimination of architectural barriers;

- The Ministry of Education, in the shortest possible time, through a comprehensive working group, where important actors represented will be people with disabilities, to create a strategy and action plan for the elimination of architectural barriers in school buildings. In connection with this strategy, to allocate parts of the annual budget of the Ministry dedicated to infrastructure, which will be used for the adaptation of schools for children with disabilities;

- The Ministry of Education, in cooperation with the relevant municipal departments, should build mechanisms for the implementation of the Guideline for the Design of School Buildings (vol. 1 and vol.2)[10], during the process of design and construction of school buildings. These two guidelines refer to A. I. 33/2007, as well as provide very clearly the standards for accommodating the requirements of children with disabilities in educational buildings.

Recommendations for civil society

- Continuation of advocacy for the rights of the community of people with disabilities to access education as well as to improve and adapt the physical infrastructure of schools.

- Continuation of civic advocacy to central and local institutions to ensure the implementation of regulations and the legal framework in general, which enables the integration of the community of people with disabilities in society.

- Facilitate and mediate communication between local government and the community of PWDs regarding the needs and problems of access to the environment.

Recommendations for local level

- Establishment of commissions composed of professionals and representatives of the community of people with disabilities to identify architectural barriers in schools and provide solutions for their elimination.

- Design an evaluation tool, which would contain solutions and costs of remedial interventions aimed at removing architectural barriers in school buildings.

- Involvement of community representatives of people with disabilities in project evaluation commissions, technical acceptance commissions for school building projects, to ensure the representation of the interests of the community of PWDs and the implementation of technical regulations for physical access to unhindered and free movement in these buildings.

Technical recommendations

- It is recommended that parking lots for people with disabilities be provided for each school as provided within A. I. 33/2007. According to this guide, 5% of total parking spaces are foreseen to be parking spaces for PWDs, but not less than one parking space[11]. The dimensions of these parking lots should be 370 x 500 cm.[12] It is recommended that these parking lots be located as close as possible to the entrance of the building. In addition to designating parking spaces for the community of people with disabilities, they should be marked with access signs. The municipality in cooperation with the police should apply penalties to other vehicles, which block, or park on places marked for exclusive usage of the community of people with disabilities.

- It is recommended that all entrances to school buildings be made accessible to CWDs through ramps or hoisting platforms (depending on the height of the entrance from the ground level). Ramps to be constructed according to the conditions provided in the provisions of A. I. 33/2007.

- In the case of existing ramps, which turn out to be inaccessible due to the steep slope, or due to the lack of brackets, or any other parameter, it is recommended to improve these parameters in accordance with the standards.

- It is recommended that in school buildings, along the entrance stairs and internal ones, handrails are provided designed in size and shape that would facilitate communication across the stairs for people who have difficulty moving on foot. Ladders should be at two heights, in order to make it easier for people of different lengths to climb the stairs without any problems.

- It is recommended that in large schools, which have adequate space, elevators to be installed as described in the provisions of A. I. 33/2007. In the impossibility of this intervention, to be planned the installation of the folding platform.

- It is recommended that schools that do not have toilets for CWDs, organize them within the existing set of toilets, or in a suitable space. Toilets must be sized to accommodate wheelchair users (see Article 18 of A.I. 33/2007), and be equipped with standard sanitary fittings.

- In some cases, the schools identified in the research had toilets for people with disabilities that were not fully equipped or used as material depots. Through municipal inspections, or other municipal mechanisms, these practices should be stopped which make the existing infrastructure for people with disabilities inaccessible.

- It is recommended to place the necessary access signs (Article 4. 10) for marking the obligatory access elements (ramps, parking lots, toilets, buildings that have access elements, elevators, etc.).

- It is recommended to place an orientation plan at the entrances of public buildings, to help the movement and orientation in the building of blind people. Section 35 of A. I. 33/2007 defines the dimensions and types of construction.

ANNEX 1

List of evaluated schools

No.	School Name	Municipality
1	PLSS "Gjon Serreçi"	Ferizaj
2	PLSS "Jeronim de Rada"	Ferizaj
3	PLSS "Ahmet Hoxha"	Ferizaj
4	PLSS "Tefik Çanga"	Ferizaj
5	PLSS "Vezir Jashari"	Ferizaj
6	PLSS "Astrit Bytyçi"	Ferizaj
7	PLSS "Ganimete Tërbeshi"	Ferizaj
8	PLSS "Besim Rexhepi"	Ferizaj
9	PLSS "Emin Duraku" – cikli i ulët	Kaçanik
10	PLSS "Emin Duraku" – cikli i lartë	Kaçanik
11	PLSS "Idriz Seferi"	Bob, Kaçanik
12	PLSS "Jusuf Gërvalla"	Gajre, Kaçanik
13	PLSS "Idriz Seferi"	Gajre, Kaçanik
14	PLSS "Jusuf Gërvalla"	Nikë, Kaçanik
15	PLSS "Idriz Seferi"	Trimor, Kaçanik
16	PLSS "Qamil Ilazi"	Kaçanik i vjetër
17	PLSS "Staja Markovic"	Shtërpce
18	PLSS "Emin Duraku"	Shtime
19	PLSS "Ilaz Thaçi"	Hani i Elezit
20	PLSS "Kështjella e diturisë"	Paldenicë, Hani i Elezit
21	PLSS "Abaz Ajeti"	Gjilan
22	PLSS "Thimi Mitko"	Gjilan
23	PLSS "Selami Hallaqi"	Gjilan
24	PLSS "Sadulla Brestovci"	Gjilan
25	PLSS "Nazim Hikmet"	Dobërçan, Gjilan
26	PLSS "Rexhep Elmazi"	Dheu i Bardhë, Gjilan
27	PLSS "Mulla Idriz Gjilani"	Velekincë, Gjilan
28	PLSS "Besim Rexhepi"	Livoç i Poshtëm, Gjilan
29	PLSS "Vatra e diturisë"	Livoç i Epërm, Gjilan
30	PLSS "Dëshmorët e Kombit"	L. Malësia, Kamenicë
31	PLSS "Fan Stilian Noli"	Kamenicë
32	PLSS "Hasan Prishtina"	Busavatë, Kamenicë
33	PLSS "Avdullah Krashnica"	Koretin, Kamenicë
34	PLSS "Rexhep Mala"	Topanicë, Kamenicë
35	PLSS "Bafti Haxhiu"	Viti
36	PLSS "Dëshmorët e Vitisë"	Viti
37	PLSS "Nazmi Pajaziti"	Radivojc, Viti
38	PLSS "Emin Duraku"	Prizren
39	PLSS "Fatmir Berisha"	L. Bajram Curri, Prizren
40	PLSS "Fadil Hisari"	Prizren
41	PLSS "Mustafa Bakiu"	Prizren
42	PLSS "Lidhja e Prizrenit"	Prizren
43	PLSS "Mati Logoreci"	Prizren
44	PLSS "Motrat Qiriazi"	Prizren
45	PLSS "Lekë Dukagjini"	Prizren
46	PLSS "Ibrahim Fehmiu"	L. Arbanë, Prizren
47	PLSS "Abdyl Frashëri" ndërtesa 1	Prizren
48	PLSS "Abdyl Frashëri" ndërtesa 2	Prizren
49	PLSS "Dëshmorët e Zhurit"	Zhur, Prizren
50	PLSS "Besim Ndrecaj"	Lutogllavë, Prizren

No.	School Name	Municipality
51	PLSS "7 marsi"	Suharekë
52	PLSS "Shkëndija"	Suharekë
53	PLSS "Destan Bajraktari"	Suharekë
54	PLSS "Migjeni"	Gjinoc, Suharekë
55	PLSS "17 shkurti"	Shirokë, Suharekë
56	PLSS "Sadri Duhla"	Duhël, Suharekë
57	PLSS "Fetah Sylejmani" Cikli i U.	Dragash
58	PLSS "Fetah Sylejmani" Cikli i L.	Dragash
59	PLSS "Anadolu"	Mamushë
60	PLSS "Zekerja Rexha"	Gjakovë
61	PLSS "Emin Duraku"	Gjakovë
62	PLSS "Fehmi Agani"	Gjakovë
63	PLSS "Mustafa Bakija"	Gjakovë
64	PLSS "Kelmend Rizvanolli"	Gjakovë
65	PLSS "Mazllom Këpuska"	Gjakovë
66	PLSS "Yll Morina"	Gjakovë
67	PLSS "Ardhmëria"	Ramoc, Gjakovë
68	PLSS "Dy dëshmorët"	Sheremet, Gjakovë
69	PLSS "Ganimete Tërbeshi"	Ponoshec, Gjakovë
70	PLSS "Luigj Gurakuqi"	Korenicë, Gjakovë
71	PLSS "Zef Lush Marku"	Mejë, Gjakovë
72	PLSS "Bekim Sylka"	Rahovec
73	PLSS "Isa Boletini"	Rahovec
74	PLSS "Gëzim Hamza - Piktori"	Rahovec
75	PLSS "Ibrahim Mazreku"	Malishevë
76	PLSS "Emin Duraku"	Dragobil, Malishevë
77	PLSS "Ganimete Tërbeshi"	Astrazup, Malishevë
78	PLSS "Edmond Hoxha"	Junik
79	PLSS "Jahë Salihu"	Molliq, Junik
80	PLSS "Dardania"	Pejë
81	PLSS "Ramiz Sadiku"	Pejë
82	PLSS "Lidhja e Prizrenit"	Pejë
83	PLSS "28 Nëntori"	Raushiq, Pejë
84	PLSS "7 shtatori"	Vitomiricë, Pejë
85	PLSS "28 nëntori"	Lybeniq, Pejë
86	PLSS "Bajram Curri"	Istog
87	PLSS "Avni Rustemi"	Zallq, Istog
88	PLSS "Hysni Zajmi"	Vrellë, Istog
89	PLSS "Trepça"	Bajë e Pejës, Istog
90	PLSS "Martin Camaj"	Gurrakoc, Istog
91	PLSS "Ismet Rraci"	Klinë
92	PLSS "Motrat Qiriazi"	Klinë
93	PLSS "Atë Shtjefën Gjeçovi"	Zllakuqan, Klinë
94	PLSS "Lidhja e Prizrenit"	Deçan
95	PLSS "Dëshmorët e Kombit"	Strellc i U. Deçan
96	PLSS "Bajram Curri"	Strellc i E. Deçan
97	PLSS "Verrat e Llukës"	Llukë, Deçan
98	PLSS "Sylejman Vokshi"	Prejlep, Deçan
99	PLSS "Isa Boletini"	Isniq, Deçan
100	PLSS "Abdullah Shabani"	Mitrovicë
101	PLSS "Andon Zako Çajupi"	Mitrovicë
102	PLSS "Abdullah Shabani"	Mitrovicë
103	PLSS "Eqrem Çabej"	Mitrovicë
104	PLSS "Ismail Qemaili"	Mitrovicë
105	PLSS "Migjeni"	Mitrovicë
106	PLSS "Musa Hoti"	Mitrovicë

No.	School Name	Municipality
107	PLSS “Nonda Bulka”	Mitrovicë
108	PLSS “Bislim Imeri”	Kçiç i M. Mitrovicë
109	PLSS “Enver Hadri”	Kçiç i V. Mitrovicë
110	PLSS “Skënderbeu”	Shipol, Mitrovicë
111	PLSS “Andon Zako Çajupi”	Vushtrri
112	PLSS “Mustafë Venhari”	Vushtrri
113	PLSS “Naim Frashëri”	Vushtrri
114	PLSS “SHMU2”	Vushtrri
115	PLSS “Ahmet Delija”	Skënderaj
116	PLSS “Shaban Jashari”	Skënderaj
117	PLSS “Idriz Barani”	Klinë e E. Skënderaj
118	PLSS “Azem Bejta”	Prekaz i E. Skënderaj
119	PLSS “Faik Konica”	Prishtinë
120	PLSS “Hasan Prishtina”	Prishtinë
121	PLSS “Xhemal Mustafa”	Prishtinë
122	PLSS “Dardania”	Prishtinë
123	PLSS “Naim Frashëri”	Prishtinë
124	PLSS “Meto Bajraktari”	Prishtinë
125	PLSS “Andon Zako Çajupi”	Bardhosh, Prishtinë
126	PLSS “Nexhmi Mustafa” 1	Besi, Prishtinë
127	PLSS “Nexhmi Mustafa” 1	Besi, Prishtinë
128	PLSS “Nëna Tereze”	Vranidoll, Prishtinë
129	PLSS “Ganimete Tërbeshi”	Llukar, Prishtinë
130	PLSS “Teuta”	Grashticë, Prishtinë
131	PLSS “Mitrush Kuteli”	Matiçan, Prishtinë
132	PLSS “Afrim Gashi”	Hajvali, Prishtinë
133	PLSS “Dëshmorët e 1921”	Prapashticë, Prishtinë
134	PLSS “Rilindja”	Keqekollë, Prishtinë
135	PLSS “Xheladin Rekaliu”	Podujevë
136	PLSS “Zenel Hajdini”	Lupç i Poshtëm, Podujevë
137	PLSS “Afrimi e Fahriu”	Lluzhan, Podujevë
138	PLSS “Daut Bogujevci”	Fushë Kosovë
139	PLSS “Ibrahim Rugova”	Obiliq
140	PLSS “Halil Bajraktari”	Drenas
141	PLSS “Gjergj Fishta”	Lipjan
142	PLSS “Minatori”	Koloni e re, Novobërdë
143	PLSS “Hanumshahe e Tefik Z”	Pasjak, Novobërdë
144	PLSS “Asdreni”	Llabjan, Novobërdë

ANNEX 2

List of researchers

Name and surname	Profession	Covered Region
Eljesa Bela	Architecture student	Ferizaj
Nita Hasimja	Architecture student	Gjakova
Arba Shushka	Architecture student	Prishtina
Diellza Breznica	Architecture student	Mitrovica
Alberitë Hylaj	Social worker	Peja
Rigon Çollaku	Architecture student	Prizren
Lindon Mustafa	Architecture students	Gjilan

ANNEX 3

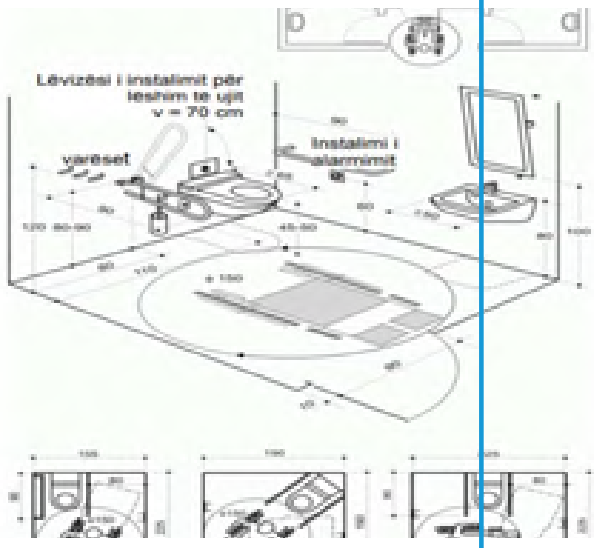
Photographs of ideal cases of access in schools

Below are illustrated photographs which reflect the ideal cases of access for children with disabilities to school, according to the parameters that were considered during the evaluation in this research.

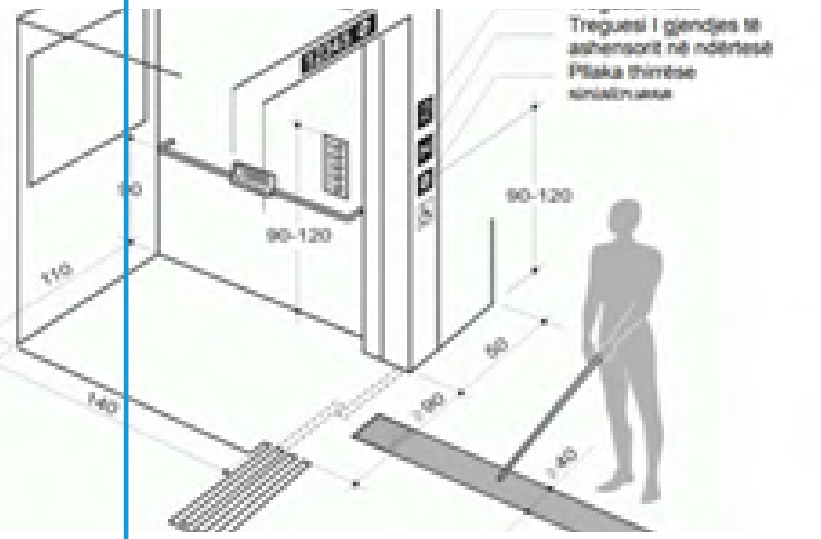
Pirmary school in Sasebo, Japan, from HIBINOSEKKEI, Kids Design Labo, Youji no Shiro, 2019. Photo: T. Suga. Source: https://www.archdaily.com/924188/kb-primary-and-secondary-school-hibinosekkei-plus-youji-no-shiro-plus-kids-design-labo?ad_ (accessed on, 17.02.2020)

School Margarete Steiff, Stuttgart, OHO Architekten GbR, 2017. Source: https://www.dormakaba.com/cn-en/knowledge-center/success-stories/margarete-steiff-school---stuttgart--ger--423504 (accessed on, 17.02.2020)

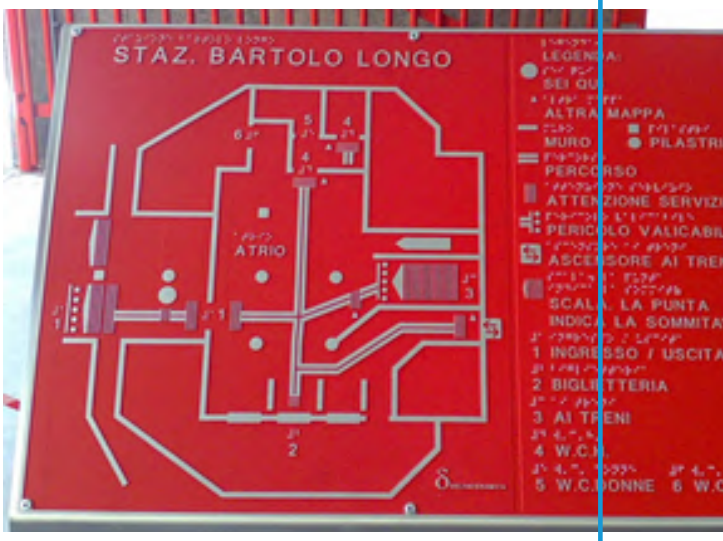
Enabling Village- Community Center in Singapur, from WOHA. Photo: E. Hendricks, Source: https://www.archdaily.com/801850/enabling-village-woha/5858aba0e58ecebf57000848-enabling-village-woha-photo (accessed on, 17.02.2020)



Outline of the organization and dimensioning of the accessible toilet for people with disabilities, according to the criteria of I. A. 33/2007. Source: Administrative Instruction on the technical conditions of construction facilities for access of people with disabilities, https://gzk.rks-gov.net/ActDetail.aspx?ActID=7480 (accessed on, 17.02.2020)

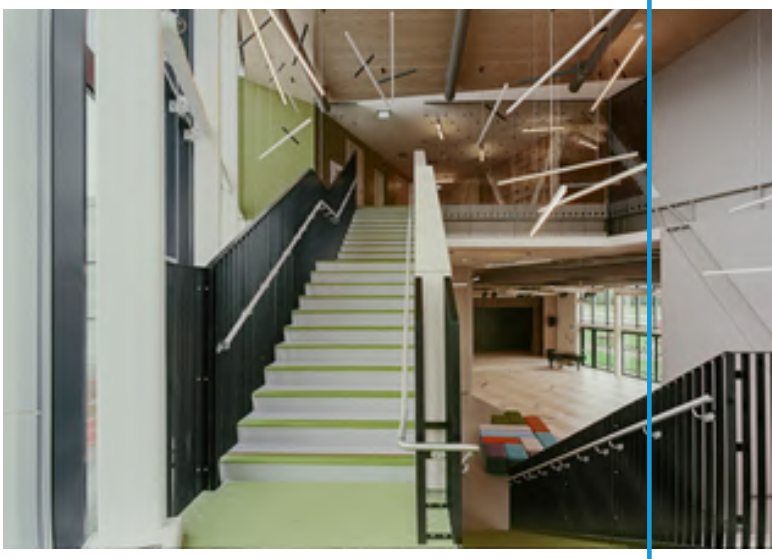


Accessible elevator for people with disabilities according to I. A. 33/2007. Source: https://gzk.rks-gov.net/ActDetail.aspx?ActID=7480 (accessed on, 02.04.2020)



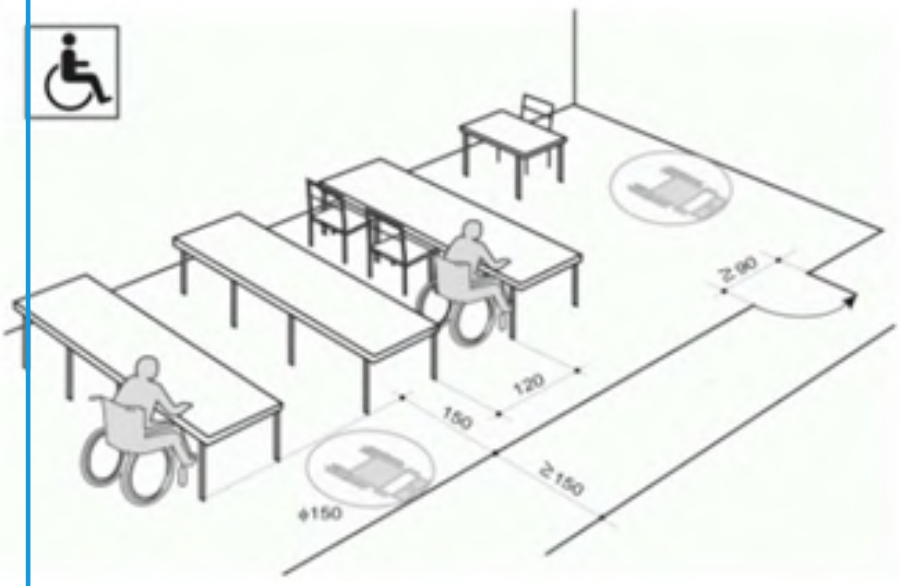
Example of an orientation plan for movement in a building. Source: http://www.deltaceramica.it/mappe.html (accessed on, 02.04.2020)

Outdoor contrasting strips at a school in Orewa, New Zealand. Source: https://www.totaltactilez.co.nz/projects/orewa-primary-school/ (accessed on, 17.02.2020)



Interior stairs with contrasting strips and holders suitable for small children. Exupery International School in Pinki, Latvia. Project: 8 A.M. Year 2016. Photo: I. Sturmanis. Source: https://www.archdaily.com/803016/exupery-international-s (accessed më, 17.02.2020)

Access signs for PWDs according to l. A. 33/2007. Source: https://gzk.rks-gov.net/ActDetail.aspx?ActID=7480 (accessed on, 02.04.2020)

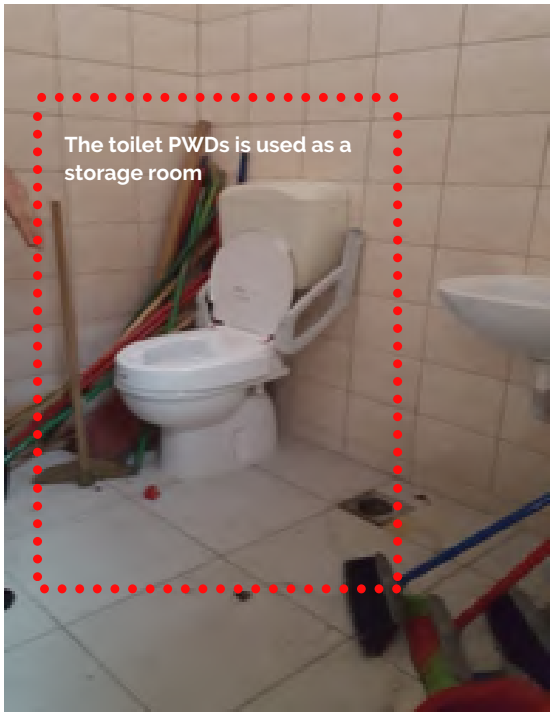


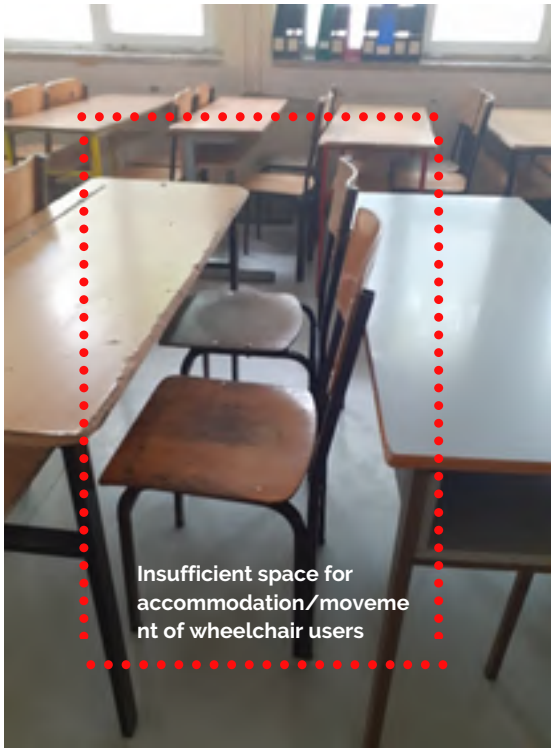
Organizing accessible classes for people with disabilities according to l. A. 33/2007. Source U. A. 33/2007, https://gzk.rks-gov.net/ActDetail.aspx?ActID=7480 (accessed on, 02.04.2020)

ANNEX 4

Photographs of problems identified in field

Below are pictures of the most common problems encountered during the field assessments:

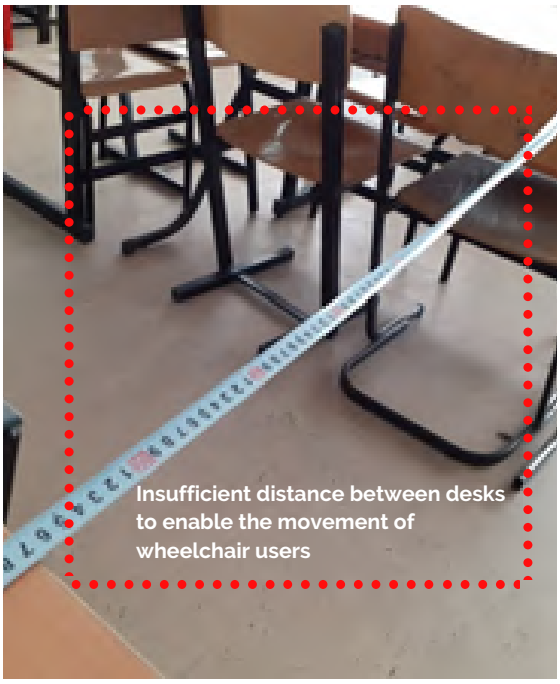





Unevenness before entering school


Ramp without standard handrails and with unsuitable slope

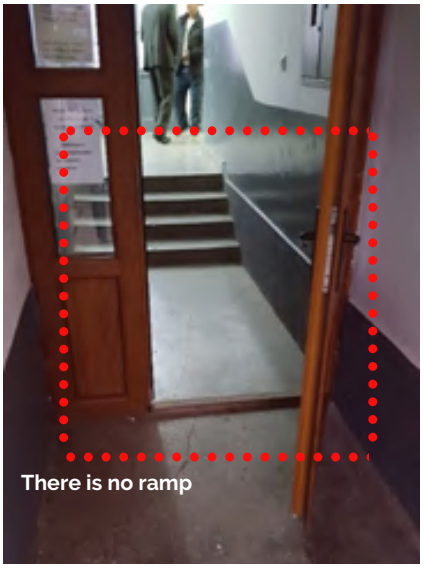

Steps without markings with contrasting stripes


Insufficient distance between desks to enable the movement of wheelchair users


Non-standard ramp handrails leading to the school entrance

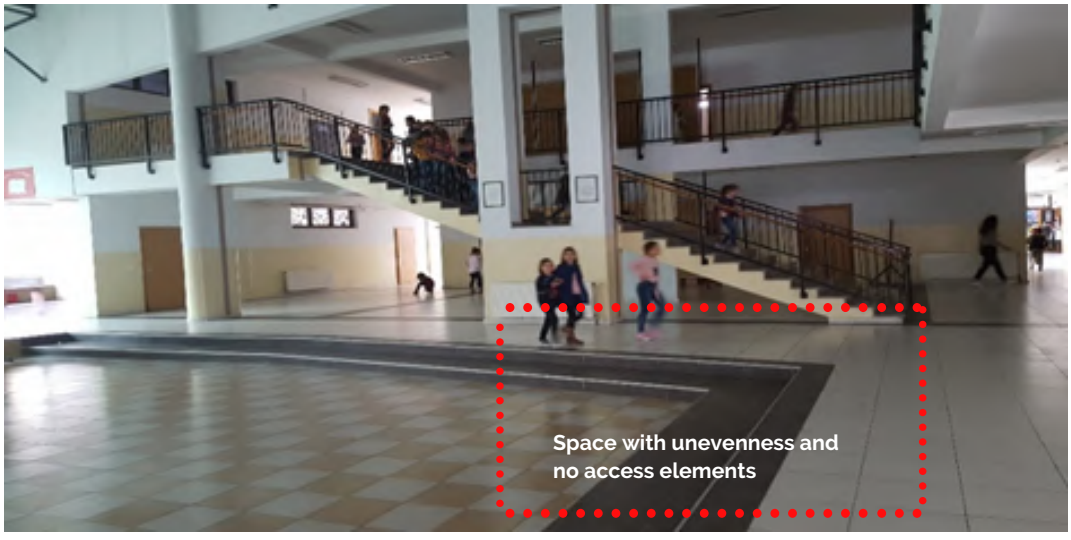

Planned toilet for PWDs not equipped with necessary sanitation and used as a maintenance room


The toilet for PWDs is used as a storage


There is no ramp


There is no ramp


The school entrance has no access ramp at


Space with unevenness and no access elements

ANNEX 5

Literature

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[12] Article 38, I. A. 33/2007 https://gzk.rks-gov.net/ActDocumentDetail.aspx?ActID=7480 (accessed on, 15.09.2016)