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REPORT

ACCESS AND INCLUSION TO HIGHER EDUCATION FOR YOUTH DISABILITIES IN KOSOVO

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1. Introduction

Young people with disabilities in Kosovo are one of the most marginalized groups in regards to equal opportunity in education. These young people go through similar struggles as low-income persons, ethnic minorities, and women. According to Constitution, the Law against discrimination, Law for preschool education, Law for pre-university education, Law for education in Municipalities and the Law for higher education, and in all bylaws it is prohibited the discrimination of people with disabilities in all aspects of life, as well as it is in education. Based on those lawyers and legislation acts each person with disabilities has the right to education as the each other person, and it is the duty of the state to secure the right approach, quality education, and accessible infrastructure for them.

However, Kosovo is still facing challenges on the concept of inclusive education. The inclusive education supports the students to have the opportunity to study in a class with everyone else without exceptions. In order to achieve to manage these challenge institutions need to take responsibility and work towards the creation of a proper infrastructure, curriculum and framework. It is important that we take action to provide better education opportunities for young people with disabilities and emphasize how crucial is to continue higher education.

This report focuses on the barriers that young people with disabilities face to equal educational opportunities in higher education in Kosovo. It also emphasizes the struggle of transition to higher education including several barriers such as architectural barriers, student financial struggles, transportation and lack of awareness of existing opportunities. Each of these topics is treated through several questions on the questionnaire, in order to get the full perception of all the respondents.

The report consists of three parts, the responses of students in higher education, responses of people not included in higher education and the comparison between the two groups. The results of the research explain the barriers and opportunities for each group. Both groups were asked similar question, in order to understand the reasons to why some of the respondents have no continued higher education. At the end this report recommends several steps to be taken in order to enhance the higher education opportunities of students with disabilities.

2. Research Methodology

In the initial phase of the project, HandiKos with the random method picked a sample of 100 younger with disabilities for interviewing. During this phase were held some meetings to planning the interviews and for selection of respondents. Respondents were selected in a random way through a database that HandiKos has provided. The questionnaires have been distributed in 7 regions of Kosova: Pristina, Peja, Prizren, Mitrovica, Gjakova, Gjilan and Ferizaj. The questionnaire sample was stratified based on:

- o Location
- o Gender (Male and Female);

Each interview lasted 20 to 30 minutes, depending on the number of questions and the time taken to answer each question. All the questions were designed to understand the full concerns of the respondents in order to come up with the appropriate solutions. Considering the numerous data sources, the collected data was properly and carefully organized, stored, and analysed. The collected data was compiled and organized so that it could easily be used to answer all questions and be comparable to already known information. After the gathering of all data and inputting all of the quantitative data into the Statistical Package for Social Sciences (SPSS) system and validating findings, extensive analysis were undertaken. The research has some important implications in regard to addressing the issues of students with disabilities in the college community. Based on the data results, this report will further identify, elaborate and clarify the challenges that young people with disabilities face during their academic experience. The questionnaire was prepared based on several dimensions in order to come up with the necessary information about the respondents. The dimensions were:

Demographics/Personal Info	Barriers
<ul style="list-style-type: none"> - Age - Gender - Location - Level of Education - Accessibility 	<ul style="list-style-type: none"> - Schools (Entryway, corridors, bathrooms, classroom) - Transportation (Bus) - Finances - Accomodation
Attitudes	Opportunity awareness
<ul style="list-style-type: none"> - Attitudes towards disability - Teachers and students - Cultural/Community norms - School staff and student approach 	<ul style="list-style-type: none"> - Semester tuition - Government rights - Admission priorities - Scholarship opportunities - Financial help
Family Influence	Future plans
<ul style="list-style-type: none"> - Family motivation - Family pressure - How many family members 	<ul style="list-style-type: none"> - Professional plans - Financial plans

All the respondents had to answer the questions based on two different versions of the questionnaire. One version was compiled for young people who have not continued higher education, whereas another was compiled for those who have continued higher education. The questionnaires were divided in different sections based on potential elements that are part of our daily lives. The sections include the financial abilities and struggles that young people with disabilities may face, their attitudes towards the community, living conditions, future career plans etc. Based on these sections our team of experts has proposed a few recommendations at the end of the final report.

The data was collected by the questionnaires which have been distributed in 7 regions of Kosovo: Pristina, Peja, Prizren, Mitrovica, Gjakova, Gjilan and Ferizaj.

Sample size														
Region	Ferizaj		Gjakove		Gjilan		Mitrovica		Peje		Prishtine		Prizren	
Gender	F	M	F	M	F	M	F	M	F	M	F	M	F	M
University	1			1	1	1	1	1	1	1	7	3	1	1
High School	4	4	4	4	5	7	6	6	6	5	4	6	7	12
Sample by sex	5	4	4	5	6	8	7	7	7	6	11	9	8	13
Sample by region	9		9		14		14		13		20		21	

Based on the above sample table, there were 100 participants, from which 20 were included in higher education, whereas 80 were not. There was a quasi-equal gender division, and the groups were invited to participate on the interview from the seven above mentioned regions. However, there were slightly more male respondents in the study than females; (52) were male compared to (48) who were female. Most of the interviews were conducted in Prizren, with 21 participants. The second city region with the most respondents was Prishtina, with 20 respondents. Prishtina was followed by Gjilan, Mitrovica, Ferizaj and Gjakove. A few of the confirmed respondents could not attend the sessions, therefore they were asked to provide their answers through the phone calls. All the respondents who have travelled from rural places were reimbursed, so they did not have to cover the travelling expenses.

3. Results of the research

Students with disabilities in higher education

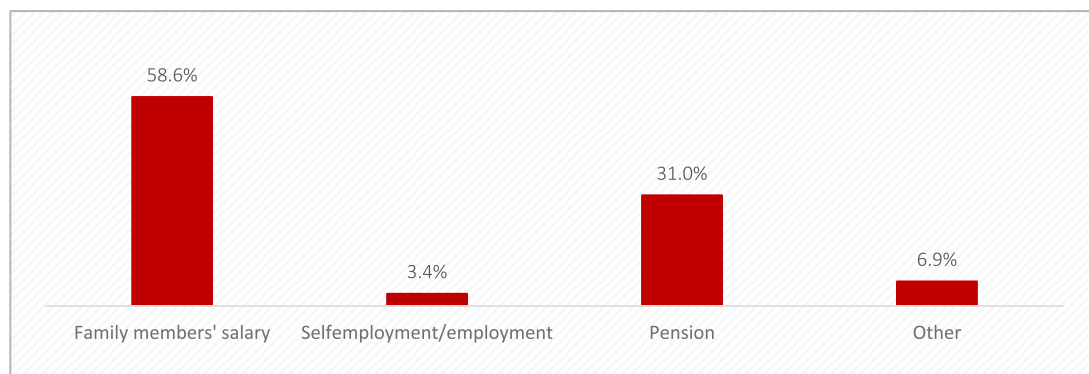
All the students included in higher education had to answer similar questions to those that were asked to respondents who are not included in higher education, however there were some slight adjustments in the questions design. The students had to share their experience, thoughts and decisions regarding financial conditions, living expenses, tuition expenses, transportation, physical structures of the institutions, attitudes, motivation and lastly future plans.

○ Financial Conditions



The respondents were asked whether they were able to afford the continuation of higher education on their own. On a 5-point rating scale, where one equaled “strongly affordable” and 5 equaled “not affordable,” Surprisingly, 80% of the students rated this question with number 5, meaning they could afford the higher education on transport possibilities. The other answers were equally distributed with 5% of the respondents for each answer.

○ Financial Sources

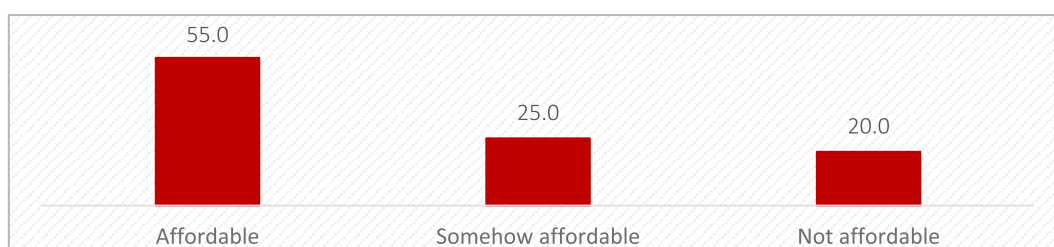


About 58% of the respondents said that their main financial source is the salary of their family. The second biggest source of funds was the money gotten from the pension and the third fund comes from relative's help most important factors which affected their decision to not continue higher education are financial issues.

Additionally, 50% of the students were asked if they are informed regarding the scholarship opportunities, whereas 35% of them did not have any information regarding any kind of opportunity. On the other hand 15% of the respondents, had an idea that some opportunities “exist” but did not have a lot of information. Another, question asked about their knowledge on municipal scholarship existence, and 70% of the students with disabilities confirmed that they know that these kind of scholarships exist, however none of them knew that the municipality provides scholarships every year. On the other hand, 85% of them knew that private and public universities provide students with scholarships. When they were asked whether they knew that different non-governmental organizations and foundations provide scholarships, half of them confirmed that they know about the opportunities, whereas the other half had no idea.

- **Living Expenses**

Other questions in the “financial conditions” section included the students' abilities to cover university expenses such as books, scripts, notebooks etc. Based on the responses, 45% of the participant said that those expenses are affordable, 30% said that they are somehow affordable and lastly 25% of the students with disabilities said that these university expenses were not affordable at all. The students were also asked how affordable the expenses of accommodation, food and other living expenses were. The chart below shows that 55% of the students rated the living expenses as affordable, 25% rated the expenses as somehow affordable and 20% of the students that the living expenses were not affordable at all.



- **Infrastructure**

When the students with disabilities were asked whether they have visited universities before getting enrolled in higher education in order to understand the institution's condition, 55% of the respondents said that they have never visited. On the other hand 45% of the students said that they have visited the university before starting higher education degree. This brings to the conclusion that t of the students decide for their university degree and future career without experiencing the environment or communicating to anyone in the campus.

- **Transportation**

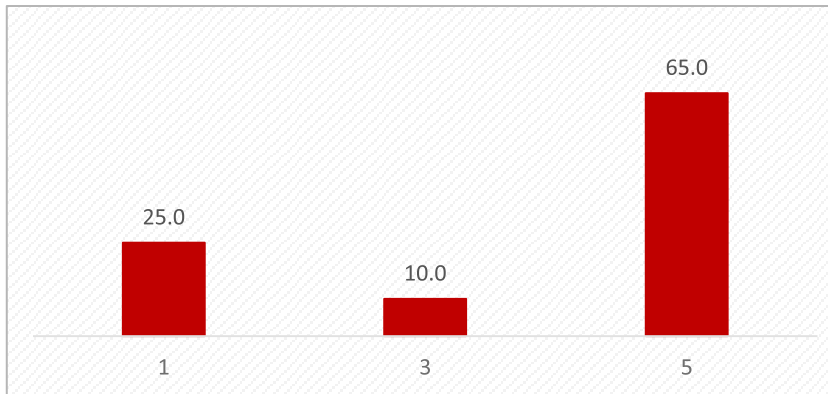
One of the most significant means which affects the decision to continue higher education is the transportation possibilities. The students showed their concern regarding the transport abilities, however they still somehow managed to go to the university. More than half of the students said that their families cannot support them with transport therefore they have to manage using the public transport.

In the question 'Is there any public transportation from habitation to university', 65% of the students show that there is a public transportation to university, and 35% shows that there is no public transportation to university.

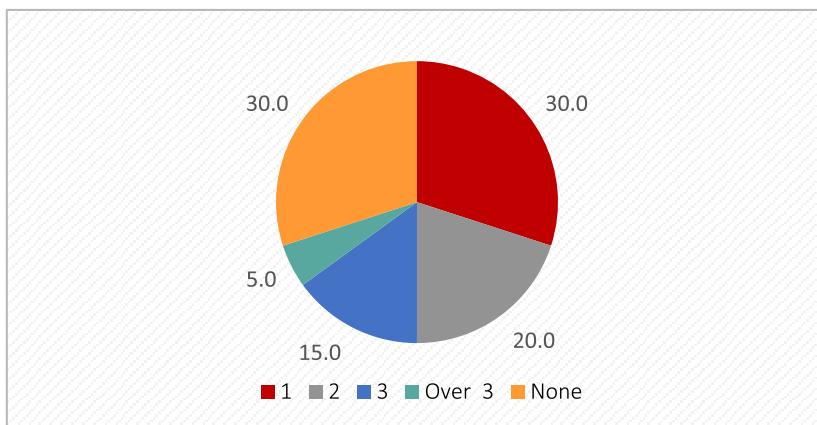
Most of the students claim that the public transportation fulfills their needs that they have. In addition, it is needed to mention as well that almost none of the respondents were a wheelchair user. It is identified that most of those respondent were using other auxiliary tools such as orthopedic shoes, crutches and prostheses.

In the question that ask about the impact of transportation in attending education (1 not so much affected, 5 very much affected) from the following graph we see that 65% of respondent claim that the access in transportation affected a lot their willingness for continuing education. While 25% of respondents claim that public transportation wasn't the crucial factor that affected their willingness for continuing education. In addition, 10% of respondents claim that their willingness continuing for education was affected in an average way from public transportation.

- **Transport possibilities**

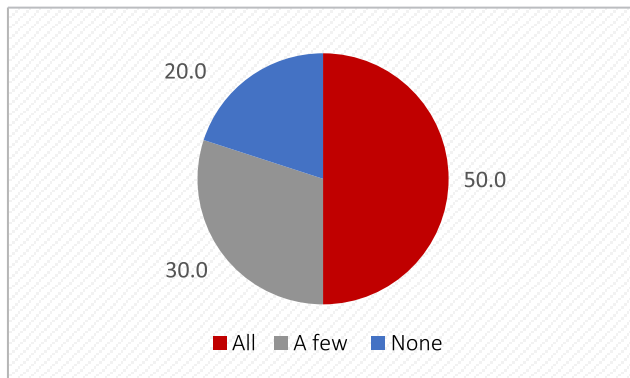


- **Bus Lines**



When it comes to the question whether the public transport has been a barrier to continuing higher education, 80% of them disaffirm the barrier. Based on the chart below, most of the students have to either go to school through one bus line or two. Around 30% of them did not use public transport at all, whereas 30% of them had to change 3 bus lines.

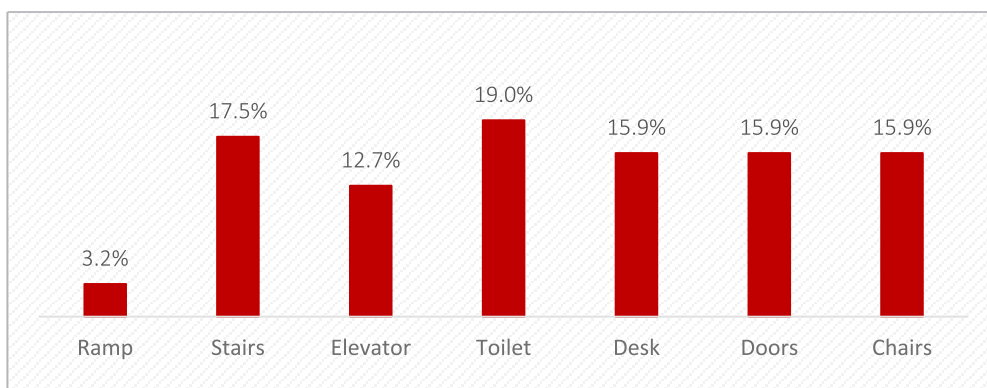
- **Physical structure of the institutions**



- **Fulfillment of university conditions**

In the question that is related with the accessibility of educational institutions, 75% of respondents that continue higher education claim that there is none of barriers that could it is an issue for them. The group from 15% claims that accessibility of those institutions is an issue for them, while just 5% of respondents see this as a big issue. It is needed to mention the fact, that most of people with disabilities that continue higher education are not wheelchair users.

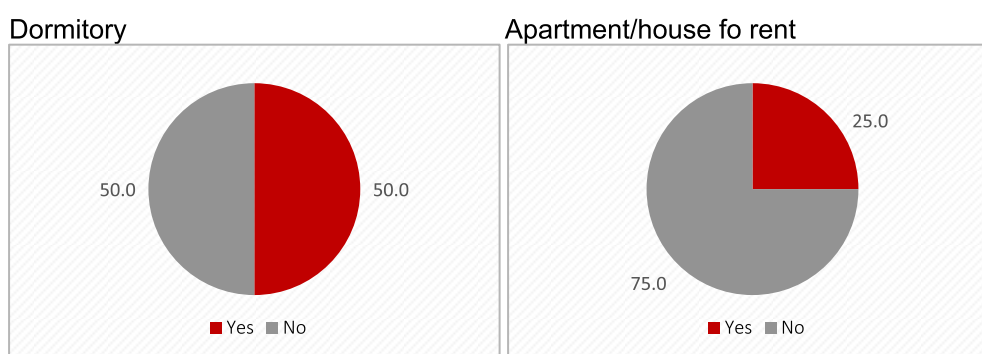
- **Main physical obstacles**



The findings indicate that the students who have continued higher education believed that one of the main obstacles to why they struggle during their experience in higher education is the physical structure of the institutions. What really concerned around 18% of the respondents were the unusable toilets. Some of them had difficulties with their movements and some of them were using equipment such as wheelchair, making

it impossible for them to go to the toilet. Where as the second concern was the inability to go to the classrooms through stairs. On the other hand, 15.9% said that the schools were struggling on having proper desks, doors and chairs for students with disabilities. When it comes to elevator 12.7% of them said that the lack of elevator was a real issue for them, whereas ramp was voted as the least most important element that schools should have.

- **Accommodation**

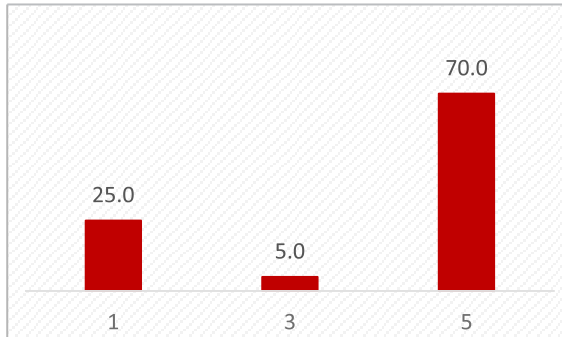


The respondents who have continued higher education were asked regarding their accomodation choices. What is interesting to emphesize, the repondents approached dormitory as a mean of accomodation in a very equal sense. While 50% did not see dorms as a means of accomodation, the other half affirmed the possibility to live in dorms. When the students were asked whether they see apartment and hourse for rent as a mean of accomodation, 75% of them gave a negative response and the other quarter gave a positive response. Most of the negative responses implied the inability to live by themselves and take care of everything else in these places for rent.

- **Attitudes**

Respondents who are already involved in higher education shared their experiences with faculty and students. They used a 5-point rating scale, where one equaled “strongly unsuitable” and 5 equaled “strongly suitable,” around 75% of the students with disabilities were highly satisfied with their relationships, rating the interaction with “strongly suitable.” The next most chosen answer (10% of respondents) rated their interaction with a 4-point or “very suitable.”

- **Motivation**



In the motivation questions, the students used a 5-point rating scale, where one equaled “strongly self-motivated” and 5 equaled “strongly not motivated” when it comes to them making decisions. The highest percentage of the respondents 70%, said that they were strongly motivated by themselves. The second most answered scale was number 1, meaning that 25% of the respondents were strongly not self-motivated to continue higher education

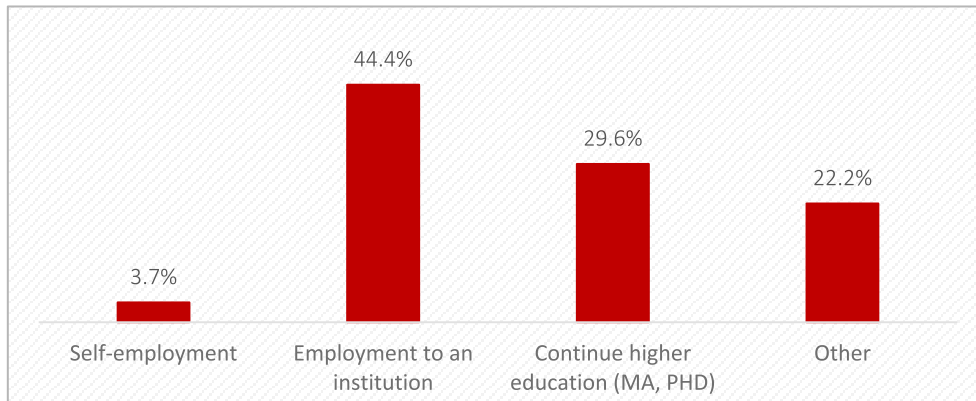
- **Family**

The findings show that family motivation is very important for students with disabilities that have continued higher education. The majority students (75%), said that they are strongly influenced by their family members' mentality, choices and decisions. On the other hand, 25% of the respondents rated the family influence as number 1, meaning they did not see family to be a huge source of motivation.

- **Society**

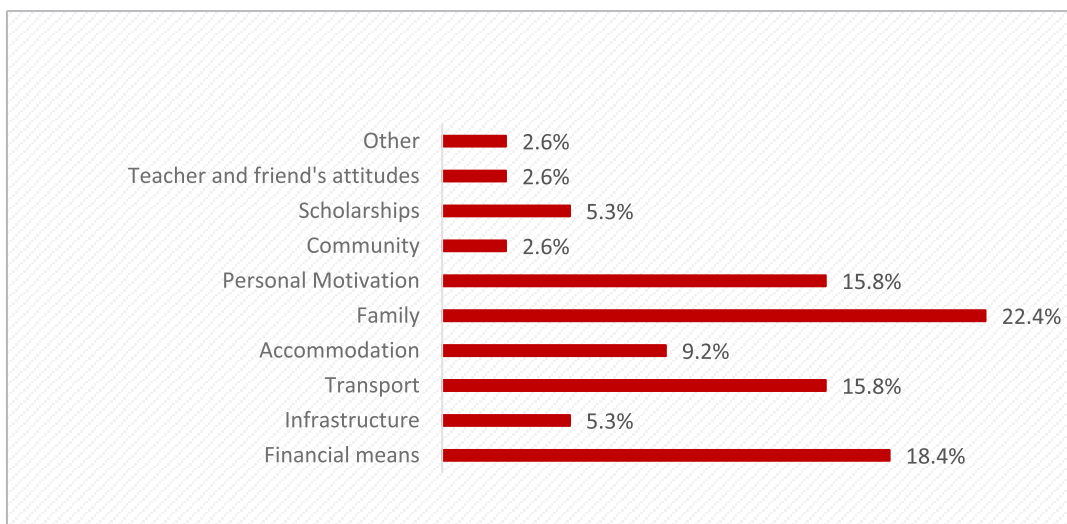
The students with disabilities were also asked whether they are influenced by the attitude of their friends and relatives from a scale 1 to 5, 1 being ranked as “not at all.” Over 50% of the students emphasized that they are not influenced by their relatives and friends' attitudes. On the other hand 45% said that they are strongly influences by the attitudes of the community towards them. These answers show that the young people who are already studying or have finished higher education are almost equally influenced by their families and friends & relatives.

○ **Future Plans**



Young students with disabilities who are involved in higher education, had future plans to either get employed, have their own business, continue higher education after they graduate, or other plans. The majority of them, summing up to a total of 44.4% approved that they would like to get hired in an institution, whereas 29.6% said that they would like to continue higher education. The least most answered question was "self-employment" or starting their own business.

○ **Overall satisfaction**



The respondents used a 5-point rating scale, where one equaled "strongly dissatisfied" and 5 equaled "strongly satisfied" on the questions regarding each of the elements which are daily part of higher education. These elements include financial means, infrastructure, transport, accommodation, family, personal motivation,

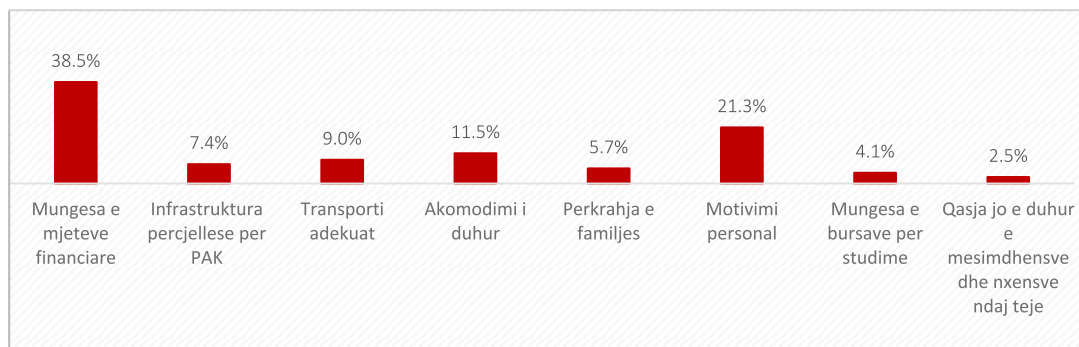
community, scholarships, teacher and friend's attitudes. Based on the findings above, the main responses to which these young people with disabilities have been satisfied with are family motivation (22.4%). Second, 18.4% said that the continuation of higher education was affordable regarding financial means, and 15.8% were satisfied with transport and personal motivation.

Not included in higher education

All the respondents not included in higher education had to answer similar questions to students with disabilities who are not included in higher education, however there were some slight adjustments in the question's design. The students had to share their experience, thoughts and decisions regarding obstacles, financial conditions, living expenses, tuition expenses, transportation, physical structures of the institutions, attitudes, motivation and lastly future plans.

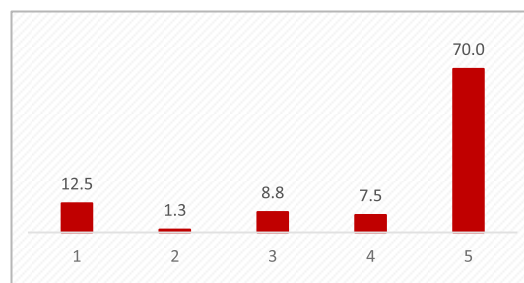
○ Obstacles

People with disabilities that are not pursuing higher education were asked for the major obstacles that pushed them to stop higher education. As it is showed in the graph below, the main obstacles for not continuing higher education is the lack of financial goods (38.5%) combined with the lack of personal motivation (21.3%). For more detail about that information, check the following graph:



○ Financial conditions

The respondents used a 5-point rating scale, where one equaled “strongly disagree” and 5 equaled “strongly agree” on the financial questions. The question rated the importance of financial means on the continuation of higher education.



- **Financial importance**

70% of the respondents strongly agreed that one of the most important factors which affected their decision to not continue higher education is financial issues.

- **Financial sources**

48.7% of the respondents said that their main financial source is the salary of their family. The second biggest source of funds was the money gotten from the pension and the third fund comes from relative's help most important factors which affected their decision to not continue higher education are financial issues.

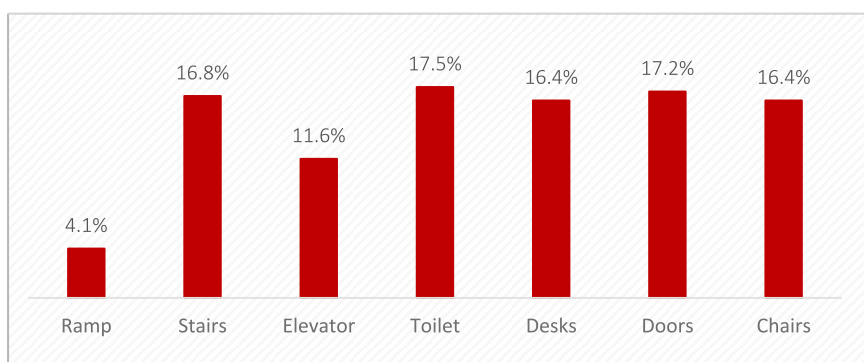
- **Living Expenses**

Other questions in the “financial conditions” section included the students' abilities to cover university expenses such as books, scripts, notebooks etc. Based on the responses, 27.5% of the participant said that those expenses are affordable, whereas 72.5% of the students with disabilities said that these university expenses were not affordable at all. The students were also asked how affordable the expenses of accommodation, food and other living expenses were. The chart below shows that 26.3% of the students rated the living expenses as affordable, whereas 73.8% of the students that the living expenses were not affordable at all.

- **Infrastructure**

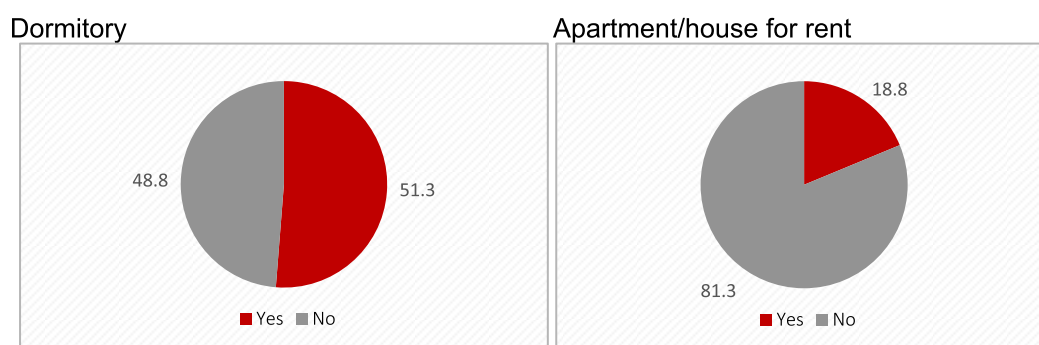
When the students with disabilities were asked that how important is good infrastructure in university, 65% of respondent appreciated as a very important barrier in not continuing education. In the other side 17.5% of respondent claim that infrastructure is not the main barrier for education.

- **Fulfillment of university infrastructure for PWD**



Respondents that were not including in higher education shows that one of the most challenges that they face and push them to stop the higher education is the inability of institutions to secure the appropriate infrastructure. Most of the universities have needs for special structures to facilitate their experience. The main issue of the respondents not included in higher education is the lack of accessible toilet in universities. Most of those respondent are using wheelchairs, crutches etc., by making impossible access to ordinary toilet. In addition, the second issues, after the toilets were claim the inability to go in to the classroom through the stairs. Around 16.8% of respondent stated that they can't reach the stairs, or they have difficulties to pass them. The third issue of respondent was the lack of appropriate chairs for the classroom.

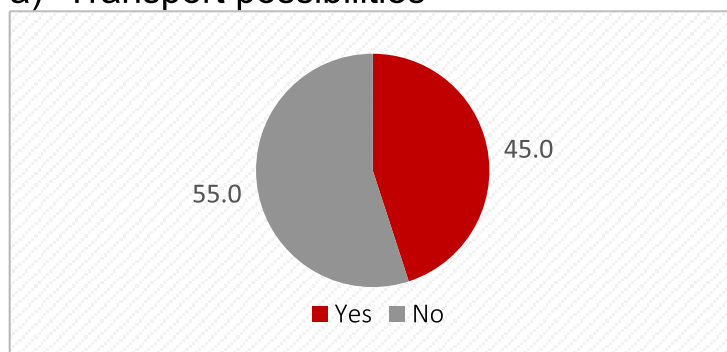
○ **Accommodation**



Respondent that are part of higher education were asked about their solution about accommodation. 51.3% of the respondents claim that they see accommodation as part of continuing higher education, while the rest of the respondent didn't saw accommodation as one of the factors that impact continuing higher education. When students were asked if they see apartment or houses for rent as part of accommodation, 75% from them denied rented accommodation. In addition, the rest quarter of respondents claimed that they see as part of accommodation apartments and houses for rent. Majority of respondents that were responded negatively for these questions explain that there are two main reason for that, the inability of living alone and financial conditions.

- **Transportation**

- a) **Transport possibilities**



Another major issue which holds the young people with disabilities to continue higher education is the lack of transport. Those who live in rural places have more difficulties to get to the university through public transport. Additionally, even those who live in the city need to travel to Pristina in order to be able to attend classes to their chosen field of profession. Around 55% of respondents claim that they have issues with transportation, and also that their families couldn't provide support for transportation.

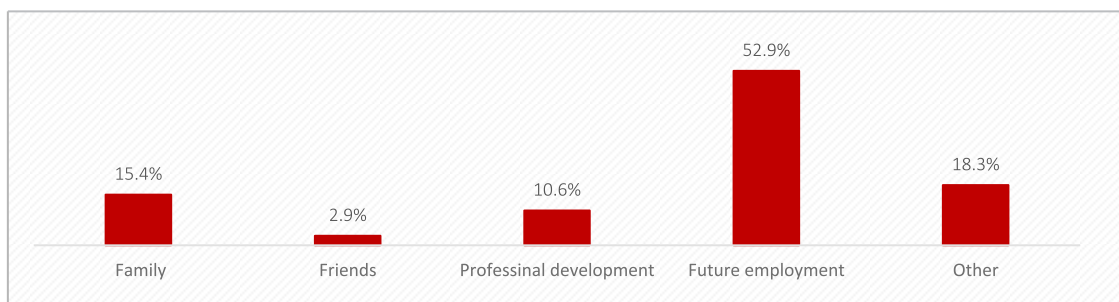
- **Attitudes**

Interaction between people with disabilities (that didn't continue higher education) and staff of the schools, supposed to be very affected by the type of disabilities of those persons. By asking about their evaluation towards the attitude of school staff and the society around them, it is shown that 54% claim that their approach it was good.

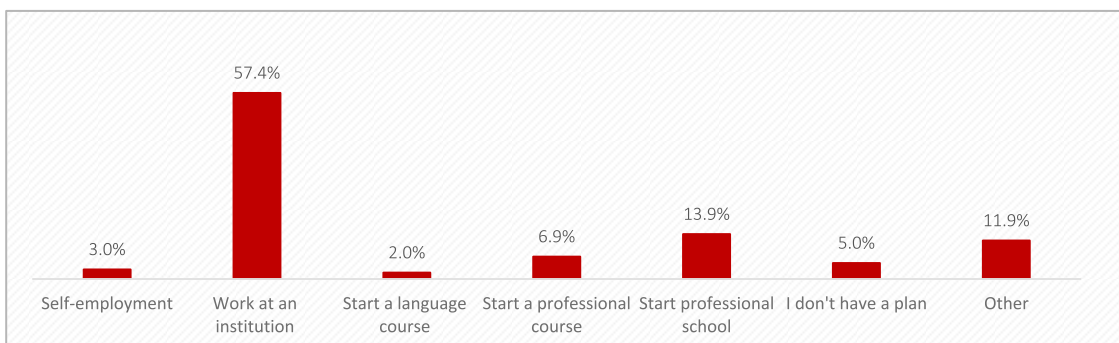
Young people with disabilities were asked also if they are affected by thoughts of family members and friends while making decisions. More than 40% claim that they are not affected by thoughts of family members or friend on that topic.

- **Motivation**

People with disabilities, regardless that they couldn't attend high school education, were asked about their willingness for continuing higher education, most of them (77.5%) have or have a lot of will to continue higher education. In addition, those who claim that have a huge will to continue higher education, were asked: 'Which are the main factors that raise willingness for continuing higher education'. The results shows that employment is the most important factor that raise their willingness to continue higher education. For more details see the following graph:

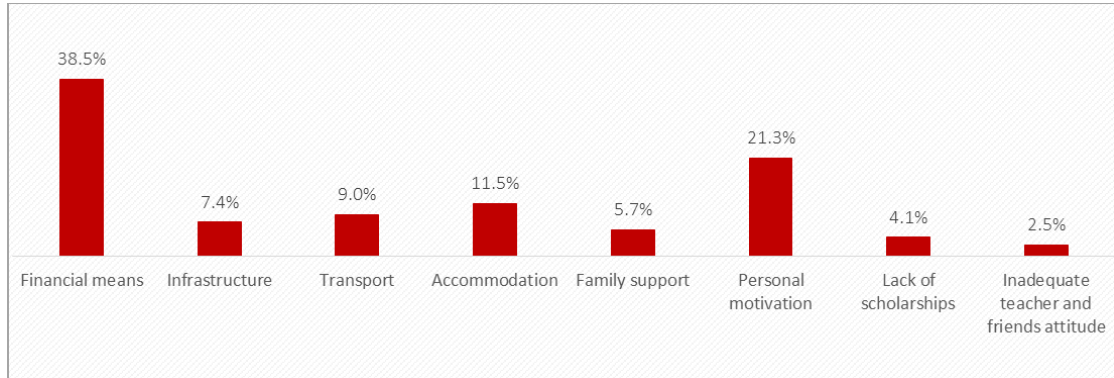


- **Future plans**



Young people with disabilities that are not included in higher education were asked about their future plans of employment in an institution, to have their own businesses, to continue studies or have other plans. Most of them, based on the results, 57.4% said that they plan to work for an institutions. In addition, 13.9% says that they will continue higher education.

○ Overall satisfaction

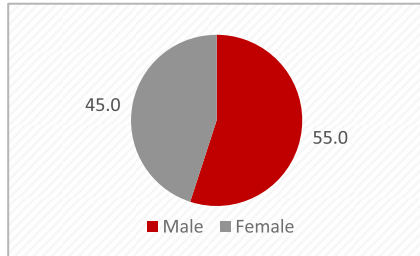


Based on the findings above, the main reasons to why young people with disabilities (38.5%) have decided to quit higher education is lack of finances to support themselves. These students did not have enough funds to cover all the expenses such as tuition, books, food, accommodation etc. because their family members were either supporting another person who is currently studying in the family, or did not have funds at all. The second main reason to why they decided to quit higher education was personal motivation. Most of the responses showed a lack of will, wish and motivation to continue university (21.3%). On the other hand 11.5% of the respondents said that they could not leave in dormitories or private apartments due to lack of physical abilities or finances. Other reasons to why they do not attend are listed as follow: Lack of transport, infrastructure, family support, lack of scholarships and inadequate teacher and friends approach.

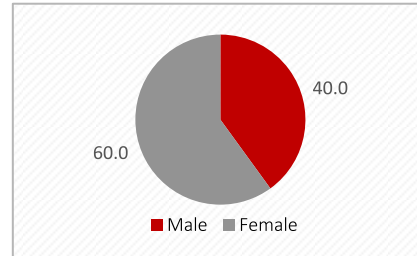
Comparison between two groups

- **Demographics**

- Not Included in higher education**
 - Gender**



- Included in higher education**

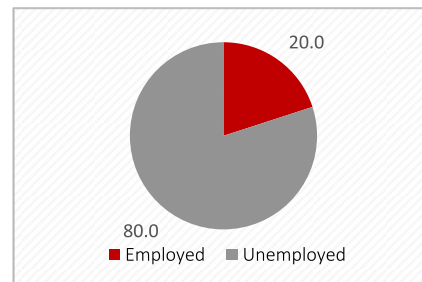
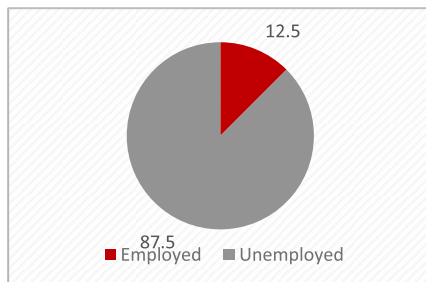


Based on the graphs above, the majority of the respondents who have not continued higher education were male gendered, corresponding to 55%. On the other hand the majority of people who have continued higher education were female gendered corresponding to 40%. Findings show that female are more likely to continue higher education compared to men.

- **Family status**

The study shows that the majority of both groups have responded the same. Around 75% of people in higher education and 90% of people not included in higher education are single.

- **Employment status**

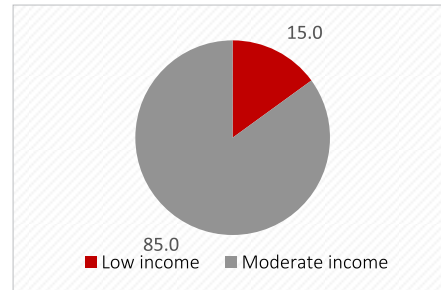
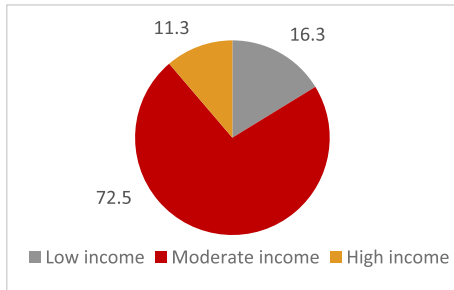


Over 80% people young people of both groups were unemployed. Around 87.5% of people who have not continued higher education were not employed, while 80% of people in higher education were also unemployed. Only a small group of people 12.5% and 20% were employed.

- **Disability support pension**

The study shows that the majority of both groups get pension support. Around 70% of people in higher education and around 63% of people not included in higher education get financial help through pensions.

- **Economic status in your family**

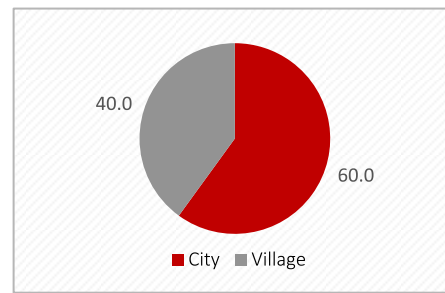
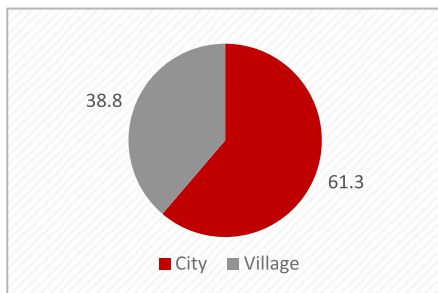


Both groups the one which included people who have not continued higher education and that with people who have continued higher education show that they come from moderate income families. The data corresponds to 72.5% for the group who have not continued higher education and 85% for those who have completed higher education.

- **Current family members in higher education**

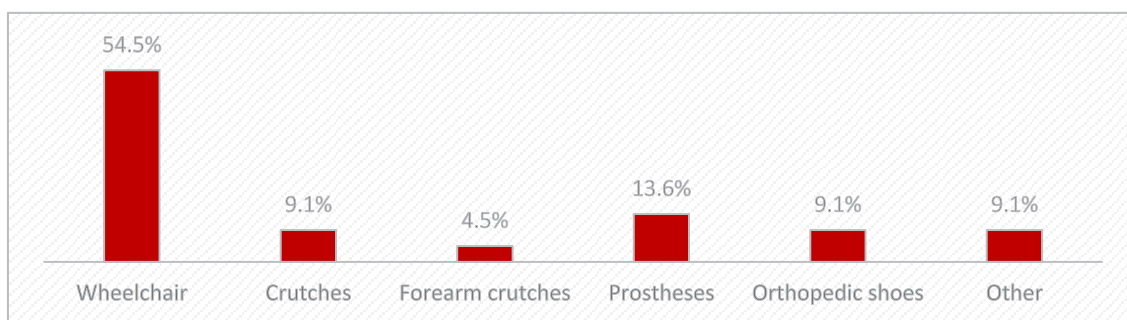
The study shows that the majority of people in higher education have siblings who are currently studying, whereas a lower percentage of 43.8% of people not included in higher education approved that they have siblings currently studying.

- **Location**

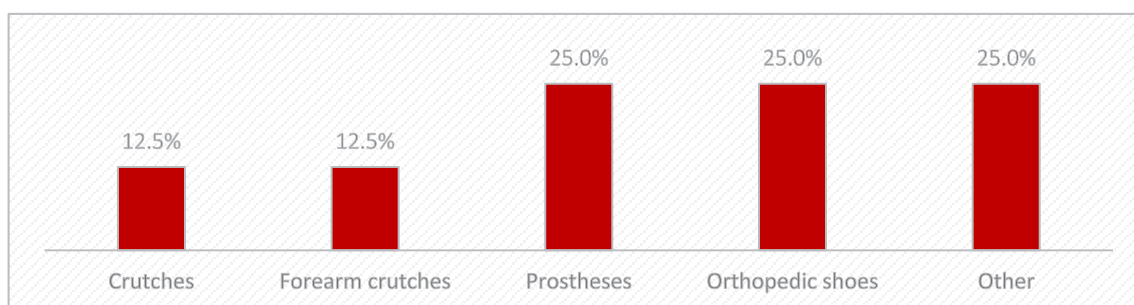


Most of the respondents from both groups lived in the city. Based on the data, 61.3% of young people who have not continued higher education and 60% of people who have completed higher education.

- Use of assistive devices



Most of the respondents, around 54.5% who have not continued higher education are users of the wheelchair, thus contributing on the inability to continue higher education. The second most applied supporting element that the young people with disabilities use is prostheses (13.6%), followed by the third most used elements orthopedic shoes and crutches (9.1%).



Compared to graph a) which describes the needs of respondents without higher education, graph b) shows that respondents who have completed higher education are mostly users of orthopedic shoes and prostheses (25% each). The following most used devices are crutches and forearm crutches. The findings show that none of the respondents who continued higher education used wheelchair.

Comparison based on other dimensions

- Financial Conditions

When the students with disabilities were asked whether they were able to afford the continuation of higher education on their own, 80% of the students said that they could afford the higher education on transport possibilities. On the other hand 70% of the respondents who have not continued higher education said that the main issue on their decision to quit their studies was the lack of financial means. This implies that financial sources are a significant barrier to continue further education.

- **Transportation**

When it comes to compare thoughts of both groups that have the issue of transport, most of them agreed that transportation is not a crucial factor that affect them to continue higher education. All those studnets were not wheelchair users, a tool that helps them for movement. Around 65% of the students that continue higher education were respond that transportation fulfill their needs. **While it is necessary to mention that those repsonednet were not wheelchair users.**

35% of respondent (that didn't attend higher education) were respind that transportation is not the main issue for continuing higher education for them.

- **Physical structure of the institutions**

Both groups, the respondents that have continued higher education and the respondents that have not, agreed that the most problematic physical barriers in the academic institutions are the lack of proper toilets, stairs and doors. These barriers limit them on experiencing the same activities and programs as the other peers without disabilities.

- **Motivation**

The majority students (75%), said that they are strongly influenced by their family members' mentality, choices and decisions, similarly the majority of the respondents who have not continued higher education said that they are strongly influenced by their family members. Additionally, 41.3% said that their family motivates them to continue the university. The outcome of the study shows that the respondents are highly motivated and influenced by their family members, however they are not as affected by their relatives and friends' attitudes towards their decisions.

- **Overall satisfaction**

The results show that the students who have continued higher education were motivated by their family members to go to the university, additionally the financial means were somehow manageable to cover all the expenses, however the other group implied that the lack of financial and personal motivation have negatively affected their decision on continuing higher education. The study shows that, while both groups are influenced by their families, students who have continued higher education tend to be more self-motivated and optimistic in regards to covering all the expenses.

- **Future plans**

While 44.4% of the students approved that they would like to get hired in an institution, 57.4% of the respondents who have not continued higher education said that they also have the same future plans. On the other side, a lower number of both groups were aiming to have their own businesses or start a professional program.

4. Conclusion

The aim of this research was to explore the educational experiences of young people with physical disabilities, and in particular the experiences that they go through after finishing high school. The goal of the research was to identify the factors which effect their decision on continuing higher education and summarize the main findings leading to certain recommendations which are based on the information provided by respondents.

The findings are based on the interviews of 100 people with disabilities, specifically young people aged between 18 and 28 years old. From 100 respondents, 80 people were not included in higher education, whereas 20 people were included in higher education. The respondents met the target criteria in relation to age, having primarily a physical disability and experience or not on educational institutions. There was a wide range of physical disabilities amongst respondents, involving different degrees of difficulty with certain activities, such as moving hands, walking etc. There were slightly more male respondents in the study than females (52) were male compared to (48) who were female. Young people in the study are drawn from many different cities and rural areas around Kosovo. Therefore, the experiences of this group reflected the issues that young people face in both geographical locations. The respondents provided demographic information which was collected for reporting purposes only and confidentiality of their responses was guaranteed. Respondents completed the survey in approximately 20 minutes. Based on the interviews, students with disabilities fall behind their counterparts without disabilities in their preparation for university during their high school academic year. While, students without disabilities are more prepared emotionally and academically to continue higher education as a consequence students with disabilities are less likely to be qualified for admission in university, specifically to undertake college level courses. Some of the main findings in this study, which compare the decisions and choices of the two groups: those included in higher education and those not show that the majority of respondents are influenced by these factors:

- Financial Conditions – The study shows that both groups are concerned with financial means, and they see it as a threat and barrier of the continuation of further education.
- Transportation - The majority of the respondents of both groups agreed that the transport was not the main barrier to their decision to continue higher education, however they deal with struggle to use public transport on daily basis.
- Physical structure of the institutions– The lack of proper physical structures in our institutions is a challenge for all the respondents with disabilities. The structures which scored the highest from both groups are: toilets, stairs and doors. Interestingly, both groups had the same approach regarding the importance of each of the physical barriers.
- Motivation – Students with disabilities in higher education and those not included in higher education were strongly influenced by their family members, however the students attending the university were more likely to be self-motivated.
- Future plans – Both groups showed the highest interest on getting employed on some kind of institutions, however there was a low percentage of respondents aim to get self-employed or start a professional program.

In conclusion, young people with disabilities go through a lot of barriers therefore they face difficulties on decision making regarding the continuation of higher education. While a very few of them continue higher education, the others are usually left on financial support of their family members, or the little support that they get from their pensions. Barriers such as financial issues, lack of transportation, lack of physical structure of the institutions, accommodation issues and lack of self-and family motivation are very emphasized in both groups, however respondents who have not continued higher education are more concerned on such matters. .Based on the researched barriers, certain structured regulations and mechanisms have to be taken in order to improve the incentives of people with disabilities to continue higher education. A few recommendations may be taken in consideration on the section below.

5. Recommendations

Recommended steps to be taken to support the continuation of higher education of students with disabilities

Recommendation 1: Develop Financial Aid Policies to reduce barriers For Graduate Students

We recommend the development of policies, practices and resources aimed at removing financial barriers to graduate education. One of most significant issues that the respondents dealt in this research, was the lack of financial stability. Most of the respondents (70%) who have not continued higher education agreed that the biggest influencer of such decision was the financial inability to support tuition, school supplies and overall living expenses.

Recommendation 2: Improve the physical accessibility of school buildings and facilities

We recommend that the schools change and improve their physical infrastructure, in order to allow the students with disabilities have easy access in the halls, classrooms, restrooms etc. Based on the respondents, none of the people who used wheelchairs have continued higher education. Most of the respondents were concerned about the lack of toilets, desks and doors which are not useful for them

Recommendation 3: Incorporating equal access to housing and dormitory

Provide with specific types of housing/dormitory rooms to allow the disabled students to fully experience the university life. About half of the respondents don't see dorms as a solution considering the lack of physical structures suitable for people with disabilities.

Recommendation 4: Improve access to information regarding supports, entitlements etc.

We recommend that students with disabilities need to be provided with information regarding financial support, additional help offered to them, resource possibilities etc. Additionally, during the interview most of the people who have not continued higher education showed their concern on the schools expenses such as books, scripts etc, and help in this regard would be highly supportive.

Recommendation 5: Provide accessible transport

Ensure cost-effective transport services to students with disability and encourage

independent travel programs. Additionally, travel vehicles must be accessible by wheelchairs or other supporting equipment's.

Recommendation 6: Equal opportunity to access school services, programs and activities

Providing qualified applicants with a disability an equal opportunity to access the benefits and privileges of school services, programs and activities. Most of the young people involved or not in higher education are not aware of scholarships and programs that they could get into, therefore offering education opportunities and other activities to support them would enhance their will to continue higher education.

Recommendation 7: Improve access alternative format materials

We recommend that academic departments and university libraries work together to determine ways to enhance the provision of alternative format materials to graduate students with disabilities. Whether the material is used, electronic, hardcopy, it is important to further education.

Recommendation 8: Ensure accessibility and awareness to charitable funds and scholarship programs

We recommend that institutions provide more information and resources to how scholarships can be received, and how to have access to charitable funds.

Recommendation 9: Recognize academic achievement as a boost for motivation

We recommend that institutions recognize student success through different methods such as rewards and programs to enhance participation and motivate students with disabilities. Most of the participant showed a high interest on motivation, either by their families or self-motivation. A boost and support to that motivation would positively serve as stimulant to continue higher education.

Recommendation 10: Organize Media Campaign

A multi-media campaign would be highly recommended considering that people need to get educated on the importance of higher education if further professional development. Considering that most of the respondents were influenced by their family culture and decisions and also the society, the campaign would be a great opportunity to improve the current situation of higher education in Kosovo. Multimedia, such as mobile marketing, live casting and podcasting, photo, video and file sharing, social media, TV and radio can spread the word about the importance of higher education and help build awareness in a very unique and powerful way.

REPORT

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