



## **TRANSFORMATIONAL LEADERSHIP PROGRAM – SCHOLARSHIPS AND PARTNERSHIPS**

### **Advisory Committee**

“Improving Inclusion for Persons with Disabilities at the University of Prishtina”

June 28, 2018

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This report is made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of the TLP-SP Advisory Committee and do not necessarily reflect the views of USAID or the United States Government.

## **Introduction**

The Bologna Process, outlined in the Prague Ministerial Conference in 2001, mandates that a population's diversity should be represented at all higher-education levels. It states that all inequalities in accessing higher education should be removed – and education should be equal for everyone.

The University of Prishtina (UP), Kosovo's largest public university in Kosovo, caters to almost 50,000 students, on the bachelor, master and PhD levels. It is the largest producer of Kosovar graduates and, arguably, an important force in shaping the population's mindset towards many social and economic issues. The university, however, makes very little mention of inclusion in its statute. While they do strive to be inclusive towards gender, the needs of persons with disabilities are rarely mentioned or addressed in the university's improvement agenda.

The TLP-SP Advisory Committee's subcommittee on social inclusion has a mission to assist the University of Prishtina in improving its inclusion for persons with disabilities. To do this, the subcommittee reached out to the University of Prishtina, the Ministry of Education, Science and Technology in Kosovo, and leading NGOs serving persons with disabilities to assess the current level of inclusion at UP.

This paper proposes several recommendations to the University of Prishtina that will directly impact the inclusion of persons with disabilities at the university. The recommendations can be reviewed by the Ministry of Education, Science and Technology as well and distributed to Kosovo's other public higher education institutions.

## **Literature Review and National Context**

The University of Prishtina's statute mentions inclusion and the guarantee of equal rights for persons with disabilities only minimally.

The statute to Kosovo's largest public university mentions persons with disabilities only under one article (article 150), where it explains that university students can lose their "regular student"<sup>1</sup> status if they do not attend classes regularly. In relation to persons with disabilities, the article explains that if the "regular student" is a person with disabilities, then the student can keep their "regular student" status even if they cannot manage to attend classes regularly (Universiteti i Prishtinës "Hasan Prishtina", 2012, p. 42).

The university also mentions their commitment to "creating equal opportunities for everyone", which implies some commitment to the principles of social inclusion. Two articles showcase how the University of Prishtina guarantees equal opportunities within the institution.

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<sup>1</sup> A "regular student status" is equivalent to a "full time student status", meaning a student who attends classes regularly.

### **Article 7**

The university is obliged to create equal opportunities for everyone without discrimination on the basis of gender, race, sexual orientation, marital status, language, religion, political affiliation or something else, nationality, ethnicity, social standing, wealth, status of birth or any other status.

### **Article 8**

The university guarantees and supports gender equality. In the case where a male and female candidate have the same qualifications and professional achievements, the female candidate will be prioritized (Universiteti i Prishtinës "Hasan Prishtina", 2012, p. 2).

While this is better than not mentioning “equal opportunities” at all, the university nevertheless only guarantees equality on the basis of gender, and equal opportunities on the basis of a range of variables, excluding and specific mention of disabilities. ***The fact that guaranteed human rights and inclusion for persons with disabilities is not mentioned in the University of Prishtina’s statute supports the working groups aim of improving inclusion at universities.***

In 2013, with the aim of empowering and advancing persons with disabilities in Kosovo, the Government of Kosovo published a national strategy on the rights of persons with disabilities for the next ten years. Education was among the strategy’s priority areas. The strategy’s third objective states:

### **Strategic Objective 3**

Creating an inclusive environment in education and supporting the professional development of persons with disabilities (Republika e Kosovës, 2013, p. 15).

Five years after adopting the strategy, Kosovo still has a long way to go to improve inclusion for persons with disabilities in education. In fact, the literature suggests that not only do persons with disabilities not benefit from inclusion policies, but higher-education institutions in Kosovo essentially don’t even think about persons with disabilities when developing policies and systems.

HANDIKOS, Kosovo’s leading NGO serving persons with disabilities in Kosovo, conducted a study on the physical, economical and emotional barriers to accessing higher education for persons with disabilities, albeit with a small sample size. In one of their recent reports, the NGO mentions that while the government of Kosovo guarantees equal rights for persons with disabilities in a number of laws - the Law on Pre-School Education, the Law on Pre-University Education, the Law on Education in Municipalities, and the Law on Higher Education and in the constitution - the situation on the ground is very different from what the laws state (HANDIKOS, 2017, p. 4).

Their research showed that some of the barriers to persons with disabilities accessing higher education included financial constraints, high living expenses, poor

infrastructure, lack of transport options, lack of appropriate accommodation, admission requirements, motivation, and societal and family constrains (HANDIKOS, 2017, p. 16).

One of the study's major findings was that from the sample of persons interviewed, not a single person who uses a wheelchair has managed to enroll in a public higher education institution.

According to another study by HANDIKOS on physical accessibility of the University of Prishtina's buildings, the current situation does not provide satisfactory conditions for students with physical disabilities. There is a lack of infrastructure that would enable access to the facilities, such as having electronic doors in place, appropriate classroom layout for mobility, and challenges with navigation within the building and its different floors etc. The challenges with navigating within different floors were due to lack of elevators, inaccessible elevators (elevators that can only be used by university staff) and sets of stairs even within the same floor. Therefore, the current infrastructure does not meet the standards of accessibility (HANDIKOS, 2017).

Apart from the necessity for physical improvement of classrooms, it is imperative for the universities to apply principles of universal design when developing the coursework. This way, all students would be provided with equal opportunities for learning by using a flexible approach, universal design, that can be customized and meet different learning needs. Universal design entails an application of:

- **Multiple means of representation:**  
Presenting information and content in different ways;
- **Multiple means of action and expression:**  
Differentiate the ways that students can express what they know;
- **Multiple means of engagement:**  
Stimulate interest and motivation for learning (UDL center, 2017)

Universal design enables and guides educators to go beyond practices that center on ableism. Discursive practices applied in educational settings can be significantly centered on ableism. Hence, it is important to go beyond assumptions and beliefs of what 'normalcy' signifies and include different voices and experiences of people with disabilities in the university's official documents, classroom content and literature used (Evans, Broido, Brown & Wilke, 2017).

These deficiencies, lack of accessibility at the public universities' facilities and the lack of application of universal design principles, could be addressed and overcome by an institution such as a Disability Resource Center (DRC), which could be housed within the University's rectorate. A DRC would work in creating inclusive and sustainable learning and working environments that will enhance the development and growth opportunities for students with disabilities and would serve as a focal point for issues

concerning inclusion and access to the university's services (The University of Arizona, 2017).

### **Methodology**

To understand the level of inclusion at the University of Prishtina, the working group administered electronic surveys, and conducted semi-structured interviews with several representatives from relevant institutions and university students who are persons with disabilities.

Three sets of surveys were administered to three target groups separately, using an online survey tool: University of Prishtina administration staff, University of Prishtina faculty, and Ministry of Education Science and Technology representatives. The surveys assessed attitudes and existing knowledge on persons with disabilities at higher-education institutions in Kosovo (specifically, at the University of Prishtina) and awareness of existing support mechanisms available at those institutions. To maximize response rates, the surveys were administered in the Albanian language.

Both surveys administered to University of Prishtina administration and faculty staff generated moderate responses: nine faculty staff and 13 administration staff completed the respective surveys. The third survey administered to Ministry of Education Science and Technology staff generated no responses, which the working group believed to be a response in itself. For the full set of survey questions, see [Annex 1](#).

The working group followed up with semi-structured interviews. The following interviews were conducted to help with the assessment of inclusion at the University of Prishtina and higher education institutions:

1. An interview with two representatives from the Ministry of Education Science and Technology working in the department of higher education and department of special education;
2. An interview with a representative from HANDIKOS, Kosovo's leading NGO catering to persons with disabilities;
3. An interview with a representative from Down Syndrome Kosova, Kosovo's leading NGO catering to persons with down syndrome;
4. An interview with a representative from the University of Prishtina faculty, who is also an expert on inclusive education.
5. An interview with two university students who are persons with disabilities.

The interviews each lasted one hour and were conducted in Albanian. At least two working group members attended each interview. While the working group reached out to other representatives from the Ministry of Education Science and Technology,

however, no other person responded.

**Findings**

The overarching insight from the results of all three administered surveys was that ***inclusion for persons with disabilities is not widely understood with either of the three target groups.*** As mentioned above, the survey administered to staff from the Ministry of Education Science and Technology generated no response, therefore the results described in this section are in accordance with responses from administrative and faculty staff from the University of Prishtina.

Most survey questions that asked respondents to submit numerical data (i.e. numbers of persons with disabilities enrolled, or number of persons with disabilities graduating in a year) or that referred to rules or regulations pertaining to persons with disabilities and/or inclusion in general, were skipped by respondents. This indicates that neither target group had access to data on the number of persons with disabilities and that neither target group knew where to find rules and regulations that pertain to persons with disabilities. Generally, the quality of survey responses collected demonstrates a clear lack of understanding of the issue: persons with disabilities and inclusion are not topics that come up often at the university. Interestingly, respondents seemed very self-aware of this.

One question asked respondents to rate the University of Prishtina in terms of the support and facilities it offers to support inclusion for persons with disabilities, on a scale from 1 (“The university offers no support at all”) to 10 (“The university offers full support”). The average rating from administrative staff was 2.29. The average rating from faculty staff was a little higher at 3.58. Nevertheless, both target groups rated the university’s support as below average. The fact that UP’s statute and regulations fail to even mention persons with disabilities and inclusion, corresponds well with how its staff assesses the university on the matter.

A follow up question asked respondents to rate the University of Prishtina on how it offers support in six separate categories: transportation, literature and books, scholarships, infrastructure, mentoring, and student counseling. As with the other question, all ratings were well under average. The highest-rated category from administration staff was ‘Scholarships’, and the highest rated category from faculty staff was ‘Mentoring’. For a breakdown on the ratings, see Table 1.

*Table 1: Results for Q: Rate the support the University of Prishtina offers persons with disabilities on the following (1 to 10).*

	<b>Administration Staff Rating</b>	<b>Faculty Staff Rating</b>
Transportation	2.00	1.56
Literature and books	2.00	2.90
Scholarships	3.40	1.86
Infrastructure	2.67	2.73
Mentoring	3.25	3.80
Student counseling	1.00	2.89

When asked whether the respondents knew of any regulations that the University of Prishtina followed as guidelines for supporting persons with disabilities, a majority of respondents from both target groups answered with either a “No” or “I do not know”. One respondent answered that ‘Yes’ there were regulations, however, they did not specify what the regulation was.

The survey also asked if there were any activities that helped with the inclusion of persons with disabilities at the University of Prishtina. One respondent noted that previously, the university organized inclusive sports activities (“Sporti për të gjithë” / “Sports for all”) and another respondent mentioned that there have been awareness-raising exercises for staff in the past. One faculty staff mentioned that a study visit they organized to Prizren was inclusive and another one stated that the career fairs organized by the university were inclusive.

The faculty staff were also asked whether they applied alternative grading schemes to persons with disabilities. While a majority stated they had not had the opportunity to do so, three answered that they did through working one-on-one with the person and adjusting homework requirements based on their needs.

None of the respondents from both target groups knew of any preparatory programs offered to persons with disabilities before they join university. One faculty staff respondent however mentioned that the University of Prishtina’s Faculty of Education has one master’s program in inclusive education that helps students by providing information on inclusion.

A final question asked teaching staff to list services that they believed the university should offer to persons with disabilities to help with inclusion. The responses are summarized in Graph 1, with the size of the text corresponding to the frequency of the suggestion coming up.

*Graph 1: Results for Q: List services that the university should offer to persons with disabilities.*



The interviews served as a means to dive deeper into inclusion barriers at the university for persons with disabilities. The results helped cluster the working group’s



recommendations into four separate categories.

### **Recommendations**

Kosovo is always striving towards improvement, development, and integration into the European Union. Higher-education institutions must also work to achieve or exceed required standards. The Bologna Process mandates that all inequalities in higher education should be removed and that a population's diversity should be reflected in the pool of students. Therefore, the University of Prishtina must address inclusion issues, especially those for persons with disabilities.

Based upon the surveys and interviews, the working group proposes a number of recommendations.

#### **Recommendation 1: Providing Accessible Infrastructure**

The first set of recommendations involve the University of Prishtina providing accessible infrastructure for all its students: throughout the subcommittee's interviews and surveys, staff and faculty stated that infrastructure support was very poor.

To combat this, the following recommendations are proposed:

- 1.1 The University of Prishtina should place guiding tactile paving within and outside the university's buildings, so that persons who are visually impaired can easily move around on campus.
- 1.2 The University of Prishtina should position work space countertops at various heights so that persons who use wheelchairs can comfortably access them.
- 1.3 The University of Prishtina should place movable desks and chairs within classrooms with adequate space between them for students to move freely, and easily adjusting the classroom layout depending on the activity.
- 1.4 The University of Prishtina should ensure access to elevators for students with mobility needs that fulfill the standards regarding space, friendly command options through voice and with braille, and, in line with recommendation 1.1, with guiding 'taktore' lines and signs in front.
- 1.5 The University of Prishtina should set up ramps for persons who use wheelchairs to access the buildings and move around different floors freely.
- 1.6 The University of Prishtina should designate parking spaces for persons with disabilities that are close to building entrances.
- 1.7 The University of Prishtina should replace manual entrance doors with electronic door openers.
- 1.8 The University of Prishtina should make library spaces accessible for persons who use wheelchairs and students with other specific accessibility needs and requirements.
- 1.9 The University of Prishtina should put up accessibility signs for guiding persons with disabilities to accessible areas within the buildings.
- 1.10 The University of Prishtina should make dormitories and restrooms across campus accessible for persons who use wheelchairs.

### **Recommendation 2: Ensuring accessible curricula and classroom management**

The first set of recommendations consider insights collected from faculty on working with persons with disabilities in the classroom and ensuring accessible curricula and effectively managing classrooms.

In this area, the following recommendations are proposed:

- 2.1 The University of Prishtina should allow for access to alternative forms of educational resources (both literature and lectures) in the university's libraries and classrooms, such as audio and braille books, recorded lectures, class syllabi and assignment guidelines offered in audio and braille.
- 2.2 The University of Prishtina faculty should use principles of universal design when developing coursework to provide all students equal opportunities for learning by using a flexible approach that can be customized and meet different learning needs, such as for the students with learning disabilities.
- 2.3 The University of Prishtina faculty should look into designing Individual Education Plans (IEPs) to document the learning priorities for the academic year, adjusting to the student's unique needs and goals regarding his or her participation in the general classroom curriculum for the upcoming academic year. The IEP should include the following information: present levels of performance, measurable goals and objectives, a statement of how the student's progress will be measured, and information about services offered to the students.
- 2.4 The University of Prishtina faculty should review current obligatory literature for their respective classes and diversify the perspectives presented by including perspectives of persons with disabilities in the course content, when applicable.
- 2.5 The University of Prishtina should look into providing assistive technologies (such as laptops in braille language, captioning for videos) for easing the access to literature and participation in classroom activity for persons with disabilities.
- 2.6 The University of Prishtina should offer a mandatory training for all faculty to go through inclusive education practices through the Center for Teaching Excellence, focusing on including inclusive literature in the classroom as well. The Center for Teaching Excellence can partner for expertise with one of the leading NGOs in Kosovo on persons with disabilities.
- 2.7 The University of Prishtina should offer student tutoring services to all of its students who are struggling, that can be administered through selected well-performing students.

### **Recommendation 3: Creating organizational policy, capacity and culture for disability inclusion**

Throughout reviewing the University of Prishtina's organizational policy on inclusion for persons with disabilities, the subcommittee understood that not much emphasis is placed there.

As a result of this, the following recommendations are proposed:

- 3.1 The University of Prishtina should review its university statute to reference that the university strongly supports and encourages the inclusion of persons with disabilities.
- 3.2 The University of Prishtina should establish a Disability Resource Center to serve students with disabilities and their families. This center would work to create an inclusive learning environment for students with disabilities and overcome the potential problems for accommodating them.
- 3.3 The University of Prishtina should consider conducting a study on the possibilities for applying principles and practices of universal design throughout the university's policies and practices.
- 3.4 The University of Prishtina should design an easily accessible website where prospective students with disabilities can get information on registering with the university.
- 3.5 The University of Prishtina should ensure that the language of official documents and platforms, such as the university's website, use non-discriminatory language towards persons with disabilities and is welcoming to all.
- 3.6 The University of Prishtina should offer financial aid to persons with disabilities who want to study there as motivation and to allow them to continue their higher education.
- 3.7 The University of Prishtina should work in establishing regulations that promote and support inclusion for persons with disabilities.

**Recommendation 4: Inter-institutional cooperation led by the Ministry of Education, Science and Technology to enforce regulations at educational institutions**

The subcommittee recognizes that inclusion for persons with disabilities is an area that goes beyond the University of Prishtina. Throughout the research process, a major finding was that not many students make it to higher education in the first place.

Hence, the following recommendations are made for the Ministry of Education, Science and Technology:

- 4.1 The Ministry of Education, Science and Technology should make the 'Matura' exam, at the end of high school, accessible for all students. Not being able to attend this exam makes it impossible to register at public universities.
- 4.2 The Ministry of Education, Science and Technology should develop information management system and data collecting procedures focused on the demographics of persons with disabilities in the K12 system, and subsequently provide public universities with this data so that the latter can have a clear overview of the potential number of incoming students who are persons with disabilities.
- 4.3 The Ministry of Education, Science and Technology should use affirmative action language in their platforms and publications to encourage participation of persons with disabilities in higher education.
- 4.4 The Ministry of Education, Science and Technology should work in establishing

administrative instructions that promote and support inclusion for persons with disabilities in higher education.

4.5 The Ministry of Education, Science and Technology should ensure that relevant administrative instructions and regulations are supported with appropriate allocation of financial resources to allow for successful implementation.

## **Conclusion**

Through the proposed recommendations in the organizational policy, capacity and use of resources, and culture for inclusion, the University of Prishtina would position itself as an institution capable of providing the environment that would support its most marginalized individuals, students and staff with disabilities.

While the task seems large, recommendations include cost effective and implementable changes that can have an immediate impact in increasing participation and improving experience of student with disabilities attending the University of Prishtina.

This paper could be used to inform evidence-based decision-making at higher education institutions and the recommendations can be adopted to the needs of other higher education institutions in Kosovo.

Empowerment of persons with disabilities through higher education attainment would ensure that persons with disabilities fully realize their academic potential, enabling them to contribute to the society as a whole.

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## Annexes

### Annex 1: Survey Questions

#### Survey for administration staff (University of Prishtina):

Q1: Cilin universitet publik në Kosovë e përfaqësoni?

Q2: Sa është numri i studentëve me aftësi të kufizuar të cilët janë duke vijuar studimet në universitetin tuaj?

Q3: Sa është numri i studentëve me aftësi të kufizuara të cilët kanë diplomuar në universitet?

Q4: Vlerësoni kushtet dhe mundësitë që ofrohen për gjithë përfshirjen e personave me aftësi të kufizuar në universitet.

Q5: Vlerësoni mbështetjen që ofron universiteti juaj për studentët me aftësi të kufizuar për të përmirësuar performancën e tyre gjatë studimeve.

Q6: Çfarë aktivitete ekstra-kurrikulare zhvillohen në universitetin tuaj ku mund të marrin pjesë edhe studentët me aftësi të kufizuara?

Q7: A ka akte nënligjore të miratuara dhe të zbatuara për të mbështetur studentët me aftësi të kufizuara?

Q8: Cekni ndonjë prej praktikave të mira e cila ka dhënë rezultate në gjithë përfshirjen e studentëve me aftësi të kufizuara në universitetin tuaj?

Q9: A ofron universiteti juaj bursa për të mbështetur studentët me aftësi të kufizuara për të ndjekur arsimin e lartë?

Q10: A aplikon universiteti juaj kriterë fleksibile për regjistrimin e studentëve me aftësi të kufizuara?

Q11: Nëse "Po", cilat janë ato:

Q12: A ofron universiteti juaj ndonjë program përgatitor për studentët me aftësi të kufizuara para fillimit të studimeve?

Q13: Sa janë profesorët të përgatitur për të përshtatur metodat e mësimdhënies dhe vlerësimit, sipas nevojave të studentëve me aftësi të kufizuar?

Q14: Vlerësoni nivelin e vetëdijes së stafit mbi nevojat e studentëve me aftësi të kufizuar në institucionin tuaj dhe shërbimet mbështetëse që janë të dedikuara për ata studentë me aftësi të kufizuara.

#### Survey for faculty staff (University of Prishtina):

Q1: Cilin universitet publik në Kosovë e përfaqësoni?

Q2: Sa është numri i studentëve me aftësi të kufizuar të cilët janë duke vijuar studimet në klasat ku ju ligjëroni?

Q3: Nëse ka pasur studentë me aftësi të kufizuar në klasat e juaja, çfarë keni bërë për të akomoduar nevojat e tyre?

Q4: Vlerësoni kushtet dhe mundësitë që ofrohen për gjithë përfshirjen e personave me aftësi të kufizuar në universitet.

Q5: Vlerësoni mbështetjen që ofron universiteti juaj për studentët me aftësi të kufizuar për të përmirësuar performancën e tyre gjatë studimeve.

Q6: Çfarë aktivitete ekstra-kurrikulare (aktivitete që zhvillohen përveç mësimit) zhvillohen në universitetin tuaj ku mund të marrin pjesë edhe studentët me aftësi të kufizuara?

Q7: A ka ndonjë akt nënligjor (rregullore, udhëzime) të miratuar dhe të zbatuar nga institucioni juaj për të mbështetur studentët me aftësi të kufizuara?

Q8: Cekni ndonjë prej praktikave të mira e cila ka dhënë rezultate në gjithë përfshirjen e studentëve me aftësi të kufizuara në universitetin ose klasat e juaja?

Q9: A ofron universiteti juaj bursa për të mbështetur studentët me aftësi të kufizuara për të ndjekur arsimin e lartë?

Q10: A praktikoni metoda alternative për vlerësimin e studentëve me aftësi të kufizuara? Nëse po, cilat janë ato?

Q11: A ofron universiteti juaj ndonjë program përgatitor për studentët me aftësi të kufizuara para fillimit të studimeve?

Q12: Sa gjeni mbështetje nga menaxhmenti i universitetit për të përshtatur metodat e mësimdhënies dhe vlerësimit, sipas nevojave të studentëve me aftësi të kufizuar?

Q13: Vlerësoni nivelin e shërbimeve mbështetëse që janë të dedikuara për studentë me aftësi të kufizuara në universitet.

Q14: Listoni shërbimet që ju mendoni se universiteti duhet t'i ofrojë studentëve me aftësi të kufizuar:

**Survey for Ministry of Education Science and Technology staff:**

Q1: A është arsimi në Kosovë një instrument për mobilitet social për studentë me aftësi të kufizuara?

Q2: Çfarë është duke bërë MEST dhe Institucionet e Arsimit të Lartë për të ofruar/krijuar kushte më të mira dhe adekuate për mësim për studentë me aftësi të kufizuara?

Q3: Vlerësoni përpjekjet e MEST dhe institucioneve të arsimit të lartë për të mbështetur gjithë përfshirjen e personave me aftësi të kufizuar në arsim të lartë.

Q4: Gjatë një viti akademik, sa është përqindja e numrit të studentëve në të gjitha institucionet publike të arsimit të lartë janë persona me aftësi të kufizuar? (%)

Q5: Gjatë një viti akademik, është përqindja e numrit të të diplomuarve në të gjitha institucionet publike të arsimit të lartë janë persona me aftësi të kufizuar? (%)

Q6: A ka ndonjë akt nënligjor (rregullore, udhëzim administrativ) të miratuar nga MEST për të siguruar përkrahjen e studentëve me aftësi të kufizuar?

Q7: Nëse po, listo aktet nënligjore:

Q8: Sipas jush, sa zbatohen këto akte nënligjore?

Q9: A ofron MEST bursa individuale për të mbështetur studentë me aftësi të kufizuara për të ndjekur arsimin e lartë?

Q10: Çfarë resurse ndan Qeveria e Kosovës për financimin dhe mbështetjen e gjithë përfshirjes së personave me aftësi të kufizuar në arsim të lartë?

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