



Co-funded by the
Erasmus+ Programme
of the European Union



*School-to-Work Transition for Higher education students with disabilities
in Serbia, Bosnia & Herzegovina and Montenegro*



School-to-Work Transition for Higher education students with disabilities in Serbia, Bosnia & Herzegovina and Montenegro Trans2Work

D1.2	Identify and analyse the needs of Students with Disabilities
Prepared by :	University of Montenegro
Contributors	All partners
Work Package :	WP1: State-of-the-art
Type:	Report
Date:	01/07/2016
Email:	fzp.trans2work@gmail.com
Form:	Final

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by the
Erasmus+ Programme
of the European Union



*School-to-Work Transition for Higher education students with disabilities
in Serbia, Bosnia & Herzegovina and Montenegro*

The TRANS2WORK consortium

No.	Partner Name	Logo
1	University of Macedonia (UOM) – Project Coordinator	
2	Gnosi Anaptixiaki NGO (Gnosi)	
3	University of Maribor, Faculty of Electrical Engineering and Computer Science (UM FERl)	
4	University of Warsaw (UW)	
5	DEKRA Akademie GmbH (DEKRA)	
6	University of Kragujevac (UNIKG)	
7	University of Novi Sad (UNS)	
8	BELGRADE METROPOLITAN UNIVERSITY (BMU)	



Co-funded by the
Erasmus+ Programme
of the European Union



*School-to-Work Transition for Higher education students with disabilities
in Serbia, Bosnia & Herzegovina and Montenegro*

9	Association of Students with Disabilities in Serbia (ASD)	
10	National Employment Service of Serbia (NES)	
11	Business Association "Unija Čačak 2000" (UNION 2000 Cacak)	
12	University of Montenegro, Faculty for Maritime Studies (UoM)	
13	University of Donja Gorica (UDG)	
14	Association of Youth with Disabilities of Montenegro (AYDM)	
15	EMPLOYMENT AGENCY OF MONTENEGRO (EAM)	
16	University of Sarajevo (UNSA)	
17	University of East Sarajevo (UES)	



Co-funded by the
Erasmus+ Programme
of the European Union



*School-to-Work Transition for Higher education students with disabilities
in Serbia, Bosnia & Herzegovina and Montenegro*

18	University of Banja Luka (UBL)	
19	Humanitarian Organization Partner (HO partner)	
20	Profil Management Consulting d.o.o (Profil MC d.o.o.)	
21	“PROCOM” d.o.o. za usluge, trgovinu i proizvodnju Gracanica (PROCOM ltd.)	
22	Balkan Distance Education Network (BADEN)	
23	College of Computer Science and Business Communication eMPIRICA (eMPIRICA)	



Co-funded by the
Erasmus+ Programme
of the European Union



*School-to-Work Transition for Higher education students with disabilities
in Serbia, Bosnia & Herzegovina and Montenegro*

Abbreviations

Term	Explanation
SR	Serbia
ME	Montenegro
BiH	Bosnia and Herzegovina
SwD	Student with Disabilities
PwD	People with Disabilities
IwD	Individual with Disabilities
EU	European Union
HEI's	Higher Education Institution's
ILO	International Labour Organization
EwD	Employees with Disabilities



Contents

The TRANS2WORK consortium	2
Abbreviations	5
1. Introduction	8
2. Methodology	9
2.1 Realist review	9
2.2 Triangulation	10
2.3 Description of the sample	11
2.3.1a Description of the entire sample of Employees with Disabilities (EwD) ...	12
2.3.1b Description of the entire sample of Students (current and graduate) with Disabilities (SwD)	13
2.3.2a Description of EwD sample from Serbia	14
2.3.2b Description of SwD sample from Serbia	15
2.3.3a Description of EwD sample from Bosnia and Herzegovina	16
2.3.3b Description of SwD sample from Bosnia and Herzegovina	17
2.3.4a Description of EwD sample from Montenegro.....	17
2.3.4b Description of SwD sample from Montenegro.....	19
2.4 Research tool	20
2.5 Procedure	21
2.5.1 Design and development of the research tool	21
2.5.2 Contact with target population (EwD, current and graduate SwD) - Distribution of the questionnaire -Data collection.....	21
2.6 Data analysis.....	22
3. Analyzing needs of Students with Disabilities in Serbia.....	22
3.1 Results concerning the sample from Serbia.....	24
3.1.1 Results concerning Current and graduate SwD from Serbia - Special demographic question (Section B, Q8 to Q11)	24
3.1.2 Results of the entire sample from Serbia.....	26
4. Analyzing needs of Students with Disabilities in Bosnia and Herzegovina.....	30
4.1 Results concerning the sample from BiH.....	33
4.1.1 Results concerning Current and graduate SwD from Bosnia and Herzegovina - Special demographic question (Section B, Q8 to Q11)	33



Co-funded by the
Erasmus+ Programme
of the European Union



*School-to-Work Transition for Higher education students with disabilities
in Serbia, Bosnia & Herzegovina and Montenegro*

4.1.2 Results of the entire sample from Bosnia and Herzegovina (Main research questions)	35
5. Analyzing needs of Students with Disabilities in Montenegro	38
5.1 Results concerning the sample from Montenegro	40
5.1.1 Results concerning Current and graduate SwD from Montenegro-Special demographic question (Section B, Q8 to Q11)	40
5.1.2 Results of the entire sample from Montenegro (Main research questions).	42
6. Conclusion	46
Questionnaire for current and graduate higher education students and employees with disability and special educational needs.....	49
References.....	55



1. Introduction

This document represents one of three reports from the first Work Package (WP1) on the project “School-to-Work Transition for Higher education students with disabilities in Serbia, Bosnia & Herzegovina and Montenegro”. The document includes a literature review, laws, rules and regulations, related to the transition of Students with Disabilities (SwD) from their high education to the employment in Serbia, Bosnia and Herzegovina and Montenegro.

The focus is on the identification of SwD’s needs in the transition process. The aim of the report is to identify the needs of students with disabilities, and to overcome the gap between the current situation and expected situation in the future, with an aim of facilitating the transition process for this sensitive population of students, and to enable a more qualitative process of employment, as well as to enable higher level of SwD inclusion into the manpower of partner Countries.

Information that are collected through structured questionnaire, were distributed in two ways:

- In the hardcopy version,
- In the electronic version (online questionnaire), uploaded on the project’s official web site.

Document is structured into six parts, as follows:

- Section 1: Introduction, with a short description of the Report and activities realized during its creation, as a part of Work Package 1.
- Section 2: Methodology that includes a review of methodologies used in creating of this report. Also, target population, research tool and research procedure are described here in detail, as well as a method for analyzing the collected data.
- Section 3: Analyzing needs of Students with Disabilities in Serbia describes current situation in Serbia, from the position of SwD’s transition, as well as a review of the research results of needs of SwD’s that are included in high education and that are also in the process of searching of the employment.
- Section 4: Analyzing needs of Students with Disabilities in Bosnia and Herzegovina represents a review of the research result and current situation of SwDs in the process of transition.
- Section 5: Analyzing needs of Students with Disabilities in Montenegro summarizes research results and reviews of collected information, describing a current situation of SwDs in Montenegro in the transition process of the state.
- A report ends with a Conclusion, including a review of the most important outputs, resulting from the research procedures showed in the Report.



2. Methodology

2.1 Realist review

Realist reviews are primarily used for the review of available literature (online sources, laws, rules, regulative, articles, interviews) primarily covering the SwD's transition from the period of education to the employment in partner countries, and also for interpretation of results obtained by analyzing the information collected in the questionnaire.

Realist review is usually used in the process of identification of the causal mechanisms, and for giving the answers to the questions how do they operate, and in which terms. In fact, realist review gives the answers to how it operates, for whom, how and in what circumstances. Realist review is using a wide range of different research methods, qualitative and quantitative, as well.

Unlike systematic reviews, realist reviews are not standardized or replicable. The key components of a realist review are:

- A focus on context and process,
- They draw on a range of methodologically diverse material,
- The protocol is iterative rather than pre-defined,
- The value of studies is established in synthesis,
- They are not standardized or replicable.

Content analysis classifies text material and reduces it on the data that are more relevant and easier for disposing. This method is usually used in social sciences. Content analysis is a research technique used to make replicable and valid inferences by interpreting and coding textual material. With systematic evaluation of a text (like as documents, communication, graphics...), the qualitative data can be converted to quantitative data, and in that manner we can conclude that the content analysis represents the class of research methods denoted as an intersection of quantitative and qualitative research. It is promising method in a complicated research, usually in the fields such as business policy and strategy, managerial and organizational cognition, organizational behavior, human resources, social-issues management, technology and innovation management, international management, and organizational theory (Duriu et al. 2007).

Content analysis is widely used in research of social phenomena, as it allows a possibility for testing a behavior and attitude of the participants, and social trends as well. However, it is a significant link that connects purely quantitative and qualitative research methods. In one side, content analysis offers a possibility of analyzing socio - cognitive and perceptual elements, which are usually complicated for detail testing and investigating by traditional quantitative methods. Meanwhile, on the other side, this method allows researchers to dispose with huge samples, complicated for processing by qualitative research only.

Content analysis becomes a popular tool and method for text and qualitative data analyzing. In those researches, it is necessary to take care to find adequate measures, developing proxy dictionaries and coding schemes, working with texts from various sources, ensuring reliability and validity, and conducting manual versus computer-aided content analysis.



Although the implementation of content analysis varies considerably, there are commonalities in the methodology that cut across the various approaches (Carley, 1993; Fielding & Lee, 1998; Gephart, 1993; Kelle, 1995; Wolfe et al., 1993). The basic phases of data collection, coding, analysis of content, and interpretation of results each introduce unique validity and reliability concerns (Holsti, 1969; Weber, 1990). Using content analysis, we examined the research themes, sources of data, theoretical stance, coding approaches, and analytical methods used in the management literature based on content analysis. Coding frame for analysis of policies and practices for transition from HE to work for students with disabilities is presented as Annex I at the end of the report.

2.2 Triangulation

The use of only one research method cannot provide the insight into some phenomenon. In order to achieve a deeper understanding of the defined problem, multiple methods are to be used, such as the triangulation. Triangulation means using more than one method to collect data on the same topic. By including the wide range of different samples and different research methods in the process of collecting data, it ensures the validation of the research. However, the purpose of the triangulation is not necessarily to cross-validate data but rather to capture different dimensions of the same phenomenon. Many researchers find triangulation as a method that confirms the findings arising from the research and also as a test for validity. But, in reality, the weakness of one method cannot imply the compensation with another one. Therefore, it is more efficient to see the triangulation as a method for validation or verification, qualitative researchers generally use this technique to ensure that an account is rich, robust, comprehensive and well-developed.

Denzin (1978) and Patton (1999) identify four types of triangulation:

- **Methods triangulation** - checking out the consistency of findings generated by different data collection methods.
- **Triangulation of sources** - examining the consistency of different data sources from within the same method.
- **Analyst Triangulation** - using multiple analysts to review findings or using multiple observers and analysts.
- **Theory/perspective triangulation**- using multiple theoretical perspectives to examine and interpret the data.

Triangulated techniques are helpful for cross-checking and used to provide confirmation and completeness, which brings 'balance' between two or more different types of research. The purpose is to increase the credibility and validity of the results.

Triangulation offers the possibility to the researchers to be more confident in obtained results and also to minimize the disadvantages that can result from the single-source research. In addition, triangulation represents an adequate tool to use the advantages of quantitative and qualitative methods as well as to expand the understanding of the research issue. Using triangulation, the support for the interdisciplinary research of the same issue is provided. However, effective 'triangulation' depends on coordination and collaboration; particularly those who are actively involved in collecting.



2.3 Description of the sample

The International Labor Organization (ILO) classifies individuals into three mutually exclusive categories: employed, unemployed and inactive (or out of the labor force).

Employment: Paid employment consists of two categories:

- I. those who, during the reference period of one week, worked for a wage or salary, and
- II. a person with a job but not working at the time of the survey (the criterion of formal employment was used). Self-employed people are those who, during the reference period, worked for profit or family gain including members of cooperatives and unpaid family workers.

Unemployment: ILO criteria were used to classify examinees as unemployed, that is, all those who were, at the time of the interview:

- I. without work (not in paid or self-employment) and did not work for even one hour in the preceding week;
- II. currently available for paid employment or self-employment, and iii) actively seeking work. Those who stated to be unemployed or looking for a job, but who, in fact, worked in the preceding period, were counted as employed.

Informal economy and informal working arrangement.

From the position of the transition from the education to the employment, the report includes three groups of SwD:

- I. SwD who did not start the transition, yet,
- II. SwD already in the transition process,
- III. SwD who have completed the transition.

The stage transition completed includes all examinees currently employed in a career job. The stage in transition comprises all examinees who are unemployed or seeking job, inactive and not in school. In the end, the transition term that does not started includes all examinees, which are still in the process of high education in the institution.

The research instrument used here was a questionnaire, which is attached at the end of a report. The questionnaire is translated to three local languages (Serbian, Bosnian and Montenegrin). For the hardcopy version, examinee firstly signed a letter of consent, and later informed about the anonymity during the research. Examinee is asked to sign an agreement for using his/her answers in the later research. Otherwise, there was no letter of consent for the examinees that used online approach to the questionnaire. As the examinee access the online version willingly, there was not needed to sign a letter of consent.



2.3.1a Description of the entire sample of Employees with Disabilities (EwD)

A total of 77 EwD from RS (39; 50.65 %), BiH (3; 3.90 %) and MNE (35; 45.45 %) participated in the project. Within the entire sample, 29 participants were male (37.66 %) and 48 participants were female (62.34 %). As concerns participants' age it was ranged from 23 to 51 (M = 32.49, SD = 6.706). Concerning participants type of disability that better describes their condition 5 (6.49 %) identified themselves as having a visual impairment, 3 (3.9 %) as having a hearing impairment, 1 (1.3 %) as having a visual & hearing impairment, 6 (7.79 %) as having a visual & physical impairment, 2 (2.6 %) as having a visual & hearing & physical impairment, 50 (64.94 %) as having a physical impairment, 1 (1.3 %) as having a learning impairment, 1 (1.3 %) as having a visual & physical & learning impairment, 2 (2.6 %) as having other impairments and 7 (9.09 %) are not reported answers. Finally, concerning participants' current professional status, 26 (33.77 %) participants worked in public sector, 24 (31.17 %) worked in private sector, 19 (24.68 %) worked in non-profit, CSO or NGO sector while 5 (6.81 %) participants had identified themselves as employees in other sector, based on the sample and collected data. Detailed demographic data of the entire sample of EwD are presented below (see Table 1).

Table 1
Demographics of the entire sample of EwD

Gender	Male Frequency 29 (37.66 %) Female Frequency 48 (62.34 %)
Age	Min age - 23 to Max age - 51 (M =32.49 , S.D. = 6.706)
Type of disability	Visual impairment Frequency 5 (6.49 %)
	Hearing impairment Frequency 3 (3.9 %)
	Visual & hearing impairment Frequency 1 (1.3 %)
	Physical disability or Orthopedic impairment Frequency 50 (64.94 %)
	Visual & physical impairment Frequency 6 (7.79 %)
	Visual & hearing & physical impairment Frequency 2 (2.6 %)
	Mental/ Intellectual disability Frequency 0 (0 %)
	Learning difficulties Frequency 1 (1.3 %)
	Visual & physical & learning impairment Frequency 1 (1.3 %)
	Other Frequency 2 (2.6 %)
Current professional status	Public sector employer Frequency 26 (33.77 %)
	Private sector employer Frequency 24 (31.17 %)
	Non-profit, CSO and NGO Frequency 19 (24.68 %)
	Other sector employer Frequency 5 (6.81 %)
Number of participants from each partner	RS Frequency 39 (50.65 %)
	BiH Frequency 3 (3.90 %)
	MNE Frequency 35 (45.44 %)
Total number of participants	77



Presented analysis didn't concern statistics dealing with subject of studies participants head graduated in and main reasons for choosing their job/profession because it isn't reported. According to presented data there is disproportion between statistical results of total number of participants especially from BiH partner which is significantly low statistics comparing to total number of citizens in that country.

2.3.1b Description of the entire sample of Students (current and graduate) with Disabilities (SwD)

A total of 170 SwD from RS (65; 28.24 %), BiH (57; 33.53 %) and MNE (48; 28.24 %) participated in the project. Within the entire sample, 76 participants were male (44.71 %) and 93 participants were female (54.71 %) while one was missing. As concerns participants' age it was ranged from 18 to 42 (M = 25.74, SD = 4.287). In relation to participants' year of study, 26 (15.29 %) were in 1st year, 18 (10.59 %) were in 2nd year, 39 (22.94 %) were in 3rd year, 28 (16.47 %) were in 4th year, 17 (1 %) were in 5th year and 42 (24.71 %) were graduated. Concerning participants type of disability that better describes their condition 40 (23.53 %) identified themselves as having a visual impairment, 10 (5.88 %) as having a hearing impairment, 1 (0.6 %) as having a visual & learning impairment, 1 (0.6 %) as having a visual & physical impairment, 1 (0.6 %) as having a hearing & physical impairment, 1 (0.6 %) as having a visual & learning & physical impairment, 99 (58.24 %) as having a physical impairment, 3 (1.76 %) as having a learning impairment, 1 (0.6 %) as having a physical & learning impairment, 6 (3.53 %) as having other impairments and 7 (4.12 %) are not reported answers. Detailed demographic data of the entire sample of SwD are presented below (see Table 2).

Table 2
Demographics of the entire sample of SwD

Gender	Male Frequency 76 (44.71 %) Female Frequency 93 (54.71 %)
Age	Min age - 18 to Max age - 42 (M = 25.74 , S.D. = 4.287)
Year of study	1st Frequency 26 (15.29 %)
	2nd Frequency 18 (10.59 %)
	3rd Frequency 39 (22.94 %)
	4th Frequency 28 (16.47 %)
	5th Frequency 17 (1 %)
	Graduate Frequency 42 (24.71 %)
Type of disability	Visual impairment Frequency 40 (23.53 %)
	Hearing impairment Frequency 10 (5.88 %)
	Visual & learning impairment Frequency 1 (0.6 %)
	Physical disability or Orthopedic impairment Frequency 99 (58.24 %)



	Visual & physical impairment Frequency 1 (0.6 %)
	Visual & learning & physical impairment Frequency 1 (0.6 %)
	Mental/ Intellectual disability Frequency 0 (0 %)
	Learning difficulties Frequency 3 (1.76 %)
	Physical & learning impairment Frequency 1 (0.6 %)
	Other Frequency 6 (3.53 %)
Number of participants from each partner	RS Frequency 65 (28.24 %) BiH Frequency 57 (33.53 %) MNE Frequency 48 (28.24 %)
Total number of participants	170

Regarding final results there were no any significant disproportions.

2.3.2a Description of EwD sample from Serbia

A total of 39 EwD from RS participated in the project. In relation to participants' gender, 11 participants were male (28.2 %) and 28 participants were female (71.8 %). As concerns participants' age it was ranged from 25 to 44 (M = 31.64, SD = 4.704). Concerning participants type of disability that better describes their condition 2 (5.01 %) identified themselves as having a visual impairment, 3 (7.7 %) as having a hearing impairment, 1 (2.6 %) as having a visual & hearing impairment, 2 (5.1 %) as having a visual & physical impairment, 1 (2.6 %) as having a visual & hearing & physical impairment, 25 (64.1 %) as having a physical impairment, 1 (2.6 %) as having a learning impairment and 4 (10.3 %) are not reported answers. Finally, concerning participants' current professional status 13 (33.3 %) worked in public sector, 15 (38.5 %) worked in private sector, 3 (7.7 %) worked in non-profit, CSO or NGO sector while 5 (12.82 %) participants had identified themselves as employees in other sector, based on the sample and collected data. 3 data are missing. Detailed demographic data of EwD sample from Serbia are presented below (see Table 3).

Table 3
Demographics of EwD sample from Serbia

Gender	Male Frequency 11 (28.2 %) Female Frequency 28 (71.8 %)
Age	Min age - 25 to Max age - 44 (M = 31.64, S.D. = 4.704)
Type of disability	Visual impairment Frequency 2 (5.01 %)
	Hearing impairment Frequency 3 (7.7 %)
	Visual & hearing impairment Frequency 1 (2.6 %)



	Visual & physical impairment Frequency 2 (5.1 %)
	Physical disability or Orthopedic impairment Frequency 25 (64.1 %)
	Visual & hearing & physical impairment Frequency 1 (2.6 %)
	Mental/ Intellectual disability Frequency 0 (0 %)
	Learning difficulties Frequency 1 (2.6 %)
	Other Frequency 0 (0 %)
Current professional status	Public sector employer Frequency 13 (33.3 %) Private sector employer Frequency 15 (38.5 %) Non-profit, CSO and NGO Frequency 3 (7.7 %) Other sector employer Frequency 5 (12.82 %)
Total number of participants	39

Regarding the final results achieved from the analysis it is transparent that *Physical disability or Orthopedic impairment* has the highest value since there wasn't participants with mental or intellectual disability.

2.3.2b Description of SwD sample from Serbia

A total of 65 SwD from RS participated in the project. Within the entire sample, 30 participants were male (46.2 %) and 34 participants were female (52.3 %), one was missing. As concerns participants' age it was ranged from 21 to 42 (M = 27.45, SD = 4.363). In relation to participants' year of study, 3 (4.6 %) were in 1st year, 2 (3.1 %) were in 2nd year, 10 (15.4 %) were in 3rd year, 14 (21.5 %) were in 4th year, 10 (15.4 %) were in 5th year and 26 (40 %) were graduated. Concerning participants type of disability that better describes their condition 9 (13.8 %) identified themselves as having a visual impairment, 2 (3.1 %) as having a hearing impairment, 1 (1.5 %) as having a visual & learning impairment, 1 (1.5 %) as having a visual & physical impairment, 1 (1.5 %) as having a hearing & physical impairment, 43 (66.2 %) as having a physical impairment, 2 (3.1 %) as having a learning impairment and 6 (9.2 %) are not reported answers. Detailed demographic data of the entire sample of SwD from Serbia are presented below (see Table 4).

Table 4
Demographics of the SwD sample from Serbia

Gender	Male Frequency 30 (46.2 %) Female Frequency 34 (52.3 %)
Age	Min age - 21 to Max age -42 (M = 27.45 , S.D. = 4.363)
Year of study	1st Frequency 3 (4.6 %)
	2nd Frequency 2 (3.1 %)
	3rd Frequency 10 (15.4 %)
	4th Frequency 14 (21.5 %)
	5th Frequency 10 (15.4 %)



	Graduate Frequency 26 (40 %)
Type of disability	Visual impairment Frequency 9 (13.8 %)
	Visual & Physical impairment Frequency 1 (1.5 %)
	Visual & Learning impairment Frequency 1 (1.5 %)
	Hearing impairment Frequency 2 (3.1 %)
	Hearing & Physical impairment Frequency 1 (1.5 %)
	Physical disability or Orthopedic impairment Frequency 43 (66.2 %)
	Mental/ Intellectual disability Frequency 0 (0 %)
	Learning difficulties Frequency 2 (3.1 %)
	Other Frequency 0 (0 %)
Total number of participants	65

According to available results, there is significant disproportion regarding total number of SwD with physical disability or orthopedic impairment.

2.3.3a Description of EwD sample from Bosnia and Herzegovina

A total of 3 EwD from BiH participated in the project. In relation to participant's gender, 1 participants were male (33.3 %) and 2 participants were female (66.7 %). As concerns participants' age it was ranged from 24 to 38 (M = 32.33, SD = 7.371). Concerning participant's type of disability that better describes their condition 1 (33.3 %) is having a visual & physical impairment, 2 (66.7 %) as having a physical impairment. Finally, concerning participants' current professional status 3 (100 %) worked in public sector. Detailed demographic data of EwD sample from Bosnia and Herzegovina are presented below (see Table 5).

Table 5
Demographics of EwD sample from Bosnia and Herzegovina

Gender	Male Frequency 1 (33.3 %)
	Female Frequency 2 (66.7 %)
Age	Min age - 24 to Max age - 38 (M = 32.33, S.D. =7.371)
Type of disability	Visual & Physical impairment Frequency 1 (33.3 %)
	Physical disability or Orthopedic impairment Frequency 2 (66.7 %)
	Mental/ Intellectual disability Frequency 0 (0 %)
	Special Learning difficulties Frequency 0 (0 %)
	Other Frequency 0 (0 %)
Current professional status	Public sector employer Frequency 3 (100 %)
	Private sector employer Frequency 0 (0 %)
	Non-profit, CSO and NGO Frequency 0 (0 %)
	Other sector employer Frequency 0 (0 %)
Total number of participants	3

The sample is too small.



2.3.3b Description of SwD sample from Bosnia and Herzegovina

A total of 57 SwD from BiH participated in the project. Within the entire sample, 21 participants were male (36.8 %) and 36 participants were female (63.2 %). In relation to participants' year of study, 9 (15.8 %) were in 1st year, 8 (14 %) were in 2nd year, 10 (17.5 %) were in 3rd year, 9 (15.8 %) were in 4th year, 6 (10.5 %) were in 5th year and 15 (26.3 %) were graduated. Concerning participants type of disability that better describes their condition 18 (31.6 %) identified themselves as having a visual impairment, 5 (8.8 %) as having a hearing impairment, 1 (1.8 %) as having a visual & physical & learning impairment, 32 (56.1 %) as having a physical impairment, 1 (1.8 %) as other. Detailed demographic data of the entire sample of SwD from Bosnia and Herzegovina are presented below (see Table 6).

Table 6
Demographics of the SwD sample from Bosnia and Herzegovina

Gender	Male Frequency 21 (36.8 %) Female Frequency 36 (63.2 %)
Year of study	1st Frequency 9 (15.8 %)
	2nd Frequency 8 (14 %)
	3rd Frequency 10 (17.5 %)
	4th Frequency 9 (15.8 %)
	5th Frequency 6 (10.5 %)
	Graduate Frequency 15 (26.3 %)
Type of disability	Visual impairment Frequency 18 (31.6 %)
	Hearing impairment Frequency 5 (8.8 %)
	Visual & Physical & Learning impairment Frequency 1 (1.8 %)
	Physical disability or Orthopedic impairment Frequency 32 (56.1 %)
	Mental/ Intellectual disability Frequency 0 (0 %)
	Special Learning difficulties Frequency 0 (0 %)
	Other Frequency 1 (1.8 %)
Total number of participants	57

According to available results, there is significant disproportion regarding total number of SwD with physical disability or orthopedic impairment as well as high percent of SwD with visual impairment.

2.3.4a Description of EwD sample from Montenegro

A total of 35 EwD from Montenegro participated in the project. In relation to participants' gender, 17 participants were male (48.6 %) and 18 participants were female (51.4 %). As concerns



participants' age it was ranged from 23 to 51 (M = 33.49, SD = 8.042). Concerning participants type of disability that better describes their condition 3 (8.6 %) identified themselves as having a visual impairment, 3 (8.6 %) as having a visual & physical impairment, 1 (2.9 %) as having a visual & learning & physical impairment, 23 (65.7 %) as having a physical impairment, 2 (5.7 %) as other and 3 (8.6 %) are not reported answers. Finally, concerning participants' current professional status 10 (28.6 %) worked in public sector, 9 (25.7 %) worked in private sector, 16 (45.7 %) worked in non-profit, CSO or NGO sector while 0 (0 %) participants had identified themselves as employees in other sector, based on the sample and collected data. Detailed demographic data of EwD sample from Montenegro are presented below (see Table 7).

Table 7
Demographics of EwD sample from Montenegro

Gender	Male Frequency 17 (48.6 %) Female Frequency 18 (51.4 %)
Age	Min age - 23 to Max age - 51 (M = 33.49 , S.D. = 8.042)
Type of disability	Visual impairment Frequency 3 (8.6 %)
	Visual & Physical impairment Frequency 3 (8.6 %)
	Visual & Physical & Learning impairment Frequency 1 (2.9 %)
	Physical disability or Orthopedic impairment Frequency 23 (65.7 %)
	Mental/ Intellectual disability Frequency 0 (0 %)
	Learning difficulties Frequency 0 (0 %)
	Other Frequency 2 (5.7 %)
	Not reported Frequency 3 (8.6%)
Current professional status	Public sector employer Frequency 10 (28.6 %) Private sector employer Frequency 9 (25.7 %) Non-profit, CSO and NGO Frequency 16 (45.7 %) Other sector employer Frequency 0 (0 %)
Total number of participants	35

High percent of EwD have physical or orthopedic impairment as well as great number of them is engaged in Non-profit, CSO and NGO.



2.3.4b Description of SwD sample from Montenegro

A total of 48 SwD from Montenegro participated in the project. Within the entire sample, 25 participants were male (52.1 %) and 23 participants were female (47.9 %). As concerns participants' age it was ranged from 18 to 36 (M = 24.02, SD = 4.210). In relation to participants' year of study, 14 (29.2 %) were in 1st year, 8 (16.7 %) were in 2nd year, 19 (39.6 %) were in 3rd year, 5 (10.4 %) were in 4th year, 1 (2.1 %) were in 5th year and 1 (2.1 %) were graduated. Concerning participants type of disability that better describes their condition 13 (27.1 %) identified themselves as having a visual impairment, 3 (6.3 %) as having a hearing impairment, 1 (2.1 %) as having a learning impairment, 1 (2.1 %) as having a physical & learning impairment, 24 (50 %) as having a physical impairment, 5 (10.4 %) as other, 1 (2.1 %) not reported. Detailed demographic data of the entire sample of SwD from Montenegro are presented below (see Table 8).

Table 8
Demographics of the SwD sample from Montenegro

Gender	Male Frequency 25 (52.1 %) Female Frequency 23 (47.9 %)
Age	Min age to - 18 Max age - 36 (M 24.02 , S.D. 4.210)
Year of study	1st Frequency 14 (29.2 %)
	2nd Frequency 8 (16.7 %)
	3rd Frequency 19 (39.6 %)
	4th Frequency 5 (10.4 %)
	5th Frequency 1 (2.1 %)
	Graduate Frequency 1 (2.1 %)
Type of disability	Visual impairment Frequency 13 (27.1 %)
	Hearing impairment Frequency 3 (6.3 %)
	Physical disability or Orthopedic impairment Frequency 24 (50 %)
	Physical & Learning impairment Frequency 1 (2.1 %)
	Mental/ Intellectual disability Frequency 0 (0 %)
	Learning difficulties Frequency 1 (2.1 %)
	Other Frequency 5 (10.4 %)
	Not reported Frequency 1 (2.1%)
Total number of participants	48

According to available results there is significant disproportion regarding total number of SwD with physical disability or orthopedic impairment as well as high percent of SwD with visual impairment.



2.4 Research tool

The aim of this research was related to the detection of the transition and life challenges of which SwD is passing through. The main research issue covered the following:

1. Survey of the experience and opinions on the SwD transition;
2. Explore the impact of services on the lives of SwD;
3. Identify the type and range of service options available for SwD;
4. Mapping key challenges for service providers seeking to meet the needs of SwD.

A tailor-made research tool consisted of 21 questions was used in order to collect data for identifying and analyzing the needs of SwD. Aimed at gaining a holistic and in depth view of Ss'wD needs, the questionnaire was addressed to i) former SwD -currently employees- and ii) current or graduate SwD. In this context, questionnaire was organized to three sections (A, B, C). Section A (7 questions) addressed to EwD, tapping their basic demographic characteristics. Section B (11 questions) addressed to current or graduate SwD. The first 7 questions of Section B aimed at collecting data concerning current and graduate Ss'wD basic demographics. The remaining 4 questions of Section B were more targeted to Ss'wD needs. Specifically, these 4 questions aimed at providing detailed data concerning students' with disability a) views on i) whether and how their faculty had enabled/facilitated them to acquire knowledge and skills helpful for finding a job, ii) whether and how their studies increase their skills to find a job and become competitive on the labor market iii) any additional training needs they have for finding a job and b) level of awareness concerning several amenities they may have once they find a job and have assessed level of disability. The last section of the questionnaire (Section C) addressed to all the participants and covered the main research questions (5 questions). The questionnaire consisted of different types of questions (open ended, close ended, Likert type etc.) in order to better achieve a rich amount of data concerning participants' different needs. All partners participated in the project used the questionnaire with no modification to its structure or content with the only exception of the needed translation/linguistic adaptation to partners' national language. The detailed structure of the questionnaire is presented below (see Table 9) while the entire research tool (in English) can be found in Appendix.

Table 9
Structure, length and data flow of the research tool

Section – Description	Number of Questions
A - Demographic Data for Employees with Disabilities, after the filling in go to Section C	7
B - Demographic Data for Students (current and graduate) with Disabilities, after the filling in go to Section C	11
C – Research questions	5

Prior to the interview, each examinee was informed about the project, project activities, the purpose and content of the questionnaire and about the use of data. Interviews lasted 20 minutes, on average. After the filling in of questionnaire, the procedure for the data analysis is followed.



Co-funded by the
Erasmus+ Programme
of the European Union



*School-to-Work Transition for Higher education students with disabilities
in Serbia, Bosnia & Herzegovina and Montenegro*

2.5 Procedure

2.5.1 Design and development of the research tool

All partners of the project participated in research tool's design and development. During the development phase, several former versions of the questionnaire were exposed to few changes for better complying with the specifics of the area as well as to the specific requirements of all three partner countries where data collection would be conducted. The first draft version of the questionnaire was presented to the participants at the kick-off meeting that was held in Belgrade at Belgrade Metropolitan University from 26.-28. October 2015. After reviewing the questions and having detailed discussions, the first draft of the questionnaire was formed that meanwhile had a few modifications provided by email. The questionnaire has been modified mainly to provide the collection of all necessary data related to the specific problem of Ss'wD transition from schooling to employment and to detect as many as possible needs of SwD in the transition process. Once the final version of the questionnaire was achieved (Appendix) and unanimously accepted by all partners, questionnaire was translated into and adapted to partners' local languages where data collection would take place. Translated online questionnaires are placed on the official website of the project <http://www.trans2work.eu/>.

2.5.2 Contact with target population (EwD, current and graduate SwD) - Distribution of the questionnaire -Data collection

Following the aims of the project and trying to achieve a sufficient number of participants from all the target populations that is EwD, current SwD and graduate SwD, public and private Universities as well as several Associations and Organizations related to SwD and EwD, located in each partner country, were contacted to serve as sources of participants of our project.

Participants were informed about the objectives of the project, the voluntary and anonymous character of their participation and their right to give up their participation at any time. Two forms of the questionnaire were available to target populations:

- An online form
- A hardcopy form.

For those participants selected to fill-in a hardcopy version of the questionnaire, assistance were provided is case it was needed.

In the context of participants' briefing, a letter of consent has to be signed by participants who filled-in a hardcopy form of the questionnaire. Consent of participation of those filled-in an online version of the questionnaire was assumed once they proceeded to visit the link with the on-line questionnaire. Data collection lasted during March and April 2016. Data collected via the online questionnaires were automatically recorded in a properly adapted Excel type database. Data collected via hardcopy form of the questionnaire were also added to the aforementioned Excel database, so that all data are eventually placed in one common file. Once data collection was completed, analysis of collected qualitative and quantitative data was conducted.



2.6 Data analysis

The content analysis procedure was based on the realist review approach. Technically, this approach follows established content analysis procedures (Stemler, 2001) using “a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding”¹. These explicit rules of coding entailed constructing a coding frame that enables the text derived from the interviews to be systematically analyzed using common constructs (Thorndike, 1971; Nuendorf, 2002).

The analysis used a “manual inspection” method. This entails scanning each item of material manually, using a classification framework and coding constructs to map the occurrence of particular items, and the relationships between them. This classification frame and set of constructs are then modified and added to as the analysis develops. The coding frame is divided into two sections.

- A Thematic dimension, reflecting the key themes and research questions of the project,
- Each theme is broken down into a number of ‘constructs’ that should be searched for within each item being analyzed.

3. Analyzing needs of Students with Disabilities in Serbia

The *Constitution of the Republic of Serbia* (2006) guarantees that all citizens shall have access under equal conditions to the higher level of education (Article 71, paragraph 3). All persons who have completed the secondary education have the right to higher education, regardless of the race, skin color, gender, sexual orientation, ethnicity, national origin or social background, language, religion, political or any other opinion, birth, existence of a sensory or motor disability or financial status (*Law on Higher Education*, 2005). The candidates can be enrolled under the terms and conditions prescribed by the Law on Higher Education and the general act of the independent higher education institution - the university, academy of professional studies, university college and university college of professional studies.

The Law on Prohibition of Discrimination (2009) as a special case of discrimination, enlists the discrimination in the area of education and professional training, as it is prescribed that every person has the right to education and professional training under equal circumstances (Article 19, paragraph 1). The *Law on Prevention of Discrimination against Persons with Disabilities* (2006) prohibits the discrimination on the basis of disability, which is at the same time one of the basic principles of this law, together with the respect of the human rights and dignity of persons with disabilities, their inclusion on equal basis in all spheres of social life and in all processes in which the decisions are reached about their rights and obligations. As a part of the special cases, the discrimination relating to pedagogy and education is also regulated, where the discrimination due to disability on all levels of education is prohibited. Discrimination due to disability in the area of education includes the deprivation of enrollment of students with disabilities in the educational institution which corresponds to his/her previously acquired knowledge. It also applies to unequal educational opportunities, including the exclusion of the student with disability from the educational institution which is already enrolled in, due to his/her disability, as well as the

¹ Stemler, S (2001) An introduction to content analysis



Co-funded by the
Erasmus+ Programme
of the European Union



*School-to-Work Transition for Higher education students with disabilities
in Serbia, Bosnia & Herzegovina and Montenegro*

requirement of the lack of disability as a special condition for the enrollment in a educational institution (Article 20).

The Republic of Serbia implements systemic measures in order to make the higher education available for those who are not able to afford higher education for themselves or for the members of their household on their own. Apart from these measures designed for the entire student population, Serbia also has some affirmative action measures for particular categories of SwDs attention and special protection by the assessment of the state authorities. These categories include PwDs and other underrepresented groups, such as young people from lower education families, rural population and members of minority groups, especially Roma. In the main location of HEI's there have been implemented considerable measures to make the stay of the students in these places easier and more comfortable. However, there is no clear legislative framework application form for the affirmative measures in the level of the entire country for the students belonging to the "sensitive" groups in order to enrol the first year of studies and apply for accommodation in the dormitories.

The Ministry of Education and Science decides on the potential enrolment in studies of PwDs on the basis of the affirmative action. The requests for the enrolment of PwDs should be submitted to the associations of students with disabilities, and they should submit these requests to the Ministry of Education and Science together with their recommendation. If the candidates from this group address directly to the higher education institution, they should be directed to the abovementioned institution. In practice, the sole procedure of being exempted from tuition fee payment is very complicated and, in addition, its outcome is very uncertain. Requests to be exempt from paying the tuition fees are handed in to the Association of Students with Disabilities or to the Ministry for Human and Minority Rights (for the members of minority groups), which submit these requests together with their recommendation to the Ministry of Education. The Ministry then brings a decision suggesting to the higher education institution to exempt the applicant from paying the tuition fees. Apart from the fact that the request goes through three independent instances and three decision-making processes (recommendation of the association, recommendation of the ministry and the decision of the higher education institution), the decision-making process at each of these instances is not transparent, and the decisions, apart from the decision of HEI, are not mandatory to anyone. The scholarship expenses of the students enrolled in this way are completely transferred to the higher education institution, and that can, by itself, be a reason for the HEI not to follow the recommendation of the Ministry (Đorić, 2015).

Although in recent years HEIs adjust their facilities to the easier mobility of persons with disabilities in increasingly large numbers, most facilities in dormitories are not adjusted to the needs of SwDs. HEIs are still insufficiently equipped with assistive technology and there are no regulations about the provision of the assistive technology (Popović, 2012). The universities in Serbia are in the process of establishing a Student Support Services in order to meet the students' needs for various forms of support. The analysis of the University Statute, carried out within the framework of Tempus projects EQUI-ED, indicate broadly defined provisions that make possible for universities to open different centres that would meet the needs of students. Most HEIs have the Centre for Career Development and Counselling Centre for students, while only Belgrade University has established the University Centre for Students with Disabilities. At other universities have more or less active associations of students with disabilities which first mediate in recognition of the students who belong to this vulnerable group (*Service support to students: analysis of options*, 2013). However, the general assessment is that the Student services and



Co-funded by the
Erasmus+ Programme
of the European Union



*School-to-Work Transition for Higher education students with disabilities
in Serbia, Bosnia & Herzegovina and Montenegro*

student organizations have not played a particularly important role in the process of gathering information and advice. It is a very aggravating factor for the establishment of any future support services to the students. At the level of colleges and universities there are almost no data that are useful for monitoring the relations between the institutions and vulnerable groups of students. Despite the fact that the officially permitted minimum number of freshmen who belong to vulnerable groups is proscribed, it is still not the standard for the accreditation of the faculty (Đorić, 2015).

Coalition Against Discrimination made a report on discrimination in Serbia for the year 2014. This document consisted of six independent reports made by the organization representing vulnerable social groups in Serbia. Association of Students with Disabilities has presented an extensive report identifying important issues regarding the problems that students with disabilities face in Serbia. When planning the project activities, it must be taken into account the types/ forms of discrimination towards SwD reported in this document, as follows: (1) lack of books and other written contents in the formats accessible for blind students; (2) a significant architectural barriers at HE institutions, mostly affecting students who use wheelchairs and students with physical impairments; (3) assistive technologies are basically non-existent in HE institutions in Serbia; (4) inadequate solution of public transportation and door to door transportation for SwD; (5) insufficiently developed system of personal assistance services in HE; (6) discrimination has been detected also in the process of enrolment at HE institutions, when applying for students' accommodation and nutrition, as well as participation of SwD in relevant students' organizations. (Gajin, 2015). These findings suggest that SwDs are not treated equally in HE as majority of other students in Serbia. Main implication: if Trans2Work project aims to ensure quality transition from HE to labour market, it must focus on lowering some of these discrimination factors.

3.1 Results concerning the sample from Serbia

3.1.1 Results concerning Current and graduate SwD from Serbia - Special demographic question (Section B, Q8 to Q11)

As it has already been mentioned questions 8 to 11 of Section B were addressed to current and graduate SwD and aimed at a) *providing useful information for their views on* i) whether and how their faculty had enabled/facilitated them to acquire knowledge and skills helpful for finding a job, ii) whether and how their studies increase their skills to find a job and become competitive on the labor market iii) any additional training needs they have for finding a job and b) *assessing their level of awareness concerning several amenities they may have once they find a job* (and have assessed level of disability). In relation to participants' views concerning whether and how their faculty had enabled/facilitated them to acquire knowledge and skills helpful for finding a job it was found that 42 (64.6 %) participants reported that faculty enabled/facilitated them to acquire knowledge and do practical work or other activities that may help them to find a job while 23 (35.4 %) reported that they disagree with this statement (see Table 10). There were no further clarifications provided by the participants.



Table 10

SwD views concerning whether and how their faculty had enabled/facilitated them to acquire knowledge and skills helpful for finding a job

Has your faculty enabled/facilitated you to acquire knowledge and do Practical work or other activities that may help you find a job?	Frequency	XX %
Yes	42	64.6
No	23	35.4

About a half of participants appreciate that faculty enabled them adequate knowledge and professional skills necessary for seeking a job.

In relation to participants' views concerning whether and how their studies increase their skills to find a job and become competitive on the labor market it was found that 45 (69.2%) participants reported that their faculty enabled/facilitated them to acquire knowledge and do practical work or other activities that may help them find a job while 20 (30.8 %) reported that they disagree with previous statement (see Table 11). There is now further clarification provided.

Table 11

SwD views concerning whether and how their studies increase their skills to find a job and become competitive on the labor market

Do you think that your studies will increase your skills to find a job and become competitive on the labour market?	Frequency	XX %
Yes	45	69.2
No	20	30.8

From presented results, about half of participants reported that their studies enabled them to become competitive on the labor market.

In relation to participants' views concerning any additional training needs they may have for finding a job, it was found that 43 (66.2 %) participants reported that they certainly need additional training while 21 (32.3 %) reported that they don't need the it (see Table 12). System reported one missing data. Further clarifications are not provided.

Table 12

SwD views concerning additional training needs they may have for finding a job

Do you need additional training in order to find a job?	Frequency	XX %
Yes	43	66.2
No	21	32.3
Missing	1	1.5



Approximately half of the participants reported that they need some additional training in order to get a job.

Finally, in relation to question 11 which was aimed at assessing participants' level of awareness concerning several amenities they may have once they find a job, it was found that 32 (49.2 %) participants reported that they know that if they have assessed level of disability and they find a job their salary is subverted from the Fund for professional rehabilitations and employment for people with disabilities while 33 (50.8 %) didn't know, 33 (50.8 %) participants reported that they know that in the same situation their costs for assistive equipment and technical and technological adaptation of working place are covered while 32 (49.2 %) didn't know that and 18 (27.7 %) participants reported that in the situation that they are employed earnings to their assistant are covered in case they have 80% or more disability rating while 47 (72.3 %) reported that they didn't know that. Detailed data from question 11 are presented below (see Table 13).

Table 13

SwD awareness concerning several amenities they may have once they find a job

Do you know that if you have assessed level of disability and you find a job...	Yes		No	
	Frequency	XX %	Frequency	XX %
Your salary is subverted from the Fund for professional rehabilitations and employment for people with disabilities?	32	49.2	33	50.8
Costs for assistive equipment and technical and technological adaptation of working place are covered?	33	50.8	32	49.2
Earnings to your assistant are covered in case you have 80% or more disability rating?	18	27.7	47	72.3

The statistics show that participants are mostly uninformed regarding specific details about regulations dealing with their employment.

3.1.2 Results of the entire sample from Serbia

Questions in Section C addressed to all participants (EwD, current SwD, and graduate SwD) and aimed at gaining a better insight on several core issues concerning the transition from schooling to work. Below are presented the findings from the main research questions of the entire sample of Serbia. Concerning participants' views on the most important things an employer could do to facilitate a PwD to do his/her job best the top ranked thing was to make certain facilities accessible (M= 4.33, SD= 1.137), to make their work schedule more flexible (M= 3.46, SD=1.356), to purchase or change equipment (M= 3.42, SD= 1.221), to reassign them to a vacant position (M= 3.035, SD= 1.357), to leave them to do their job and provide supervision (M= 2.96, SD= 1.299), to change a company policy (M= 2.795, SD= 1.212), to assign part of the their job duties to a co-worker (M= 2.005, SD= 1.093) (see Table 14).



Table 14

Means and SDs concerning participants' views on the most important things an employer could do to facilitate a PwD to do his/her job best. (Answers provided on a 5 point Likert scale with 1= strongly disagree and 5= strongly agree)

The most important things an employer could do to facilitate a PwD to do his/her job best...	M	SD
Assign part of the my job duties to a co-worker	2.005	1.093
Make certain facilities accessible	4.33	1.137
Purchase or change equipment	3.42	1.221
Reassign me to a vacant position	3.035	1.357
Make my work schedule more flexible	3.46	1.356
Change a company policy	2.795	1.212
Leave me to do my job and provide supervision	2.96	1.299

Within achieved results there were answers from minimum 1 to maximum 5 according to the Likert scale.

In relation to the next question, that is participants' views concerning what the universities should do in order to facilitate the transition to employment of SwD based on the results statement Raise the awareness and sensitivity of the employers towards employees who may have a disability/impairment has the highest value (M= 4.6, SD= 0.725), followed by Educate employers on issues concerning accessibility, assistive technologies, individualized support (trainings, working assistance, flexible working time and workplace) (M= 4.55, SD= 0.758), Inform employers on the provided support services that person with disabilities might need during their employment (M= 4.38, SD= 0.873), Educate employers on issues concerning the obstacles a person with disabilities may encounter during their employment (M= 4.365, SD= 0.841), Support the position of mentor during their first period at work (M= 4.28, SD= 0.727), Improve the knowledge and skills of persons with disabilities through additional training and education (M= 4.045, SD= 1.126) (see Table 15).

Table 15

Means and SDs of participants' answers concerning what universities need to do in order to facilitate the transition to employment of SwD. Answers provided on a 5 point Likert scale (1= strongly disagree and 5= strongly agree)

In order to facilitate the transition to employment of SwD Universities should...	M	SD
Improve the knowledge and skills of persons with disabilities through additional training and education	4.045	1.126
Raise the awareness and sensitivity of the employers towards employees who may have a disability/impairment	4.6	0.725
Support the position of mentor during their first period at work	4.28	0.727
Educate employers on issues concerning accessibility,	4.55	0.758



assistive technologies, individualized support (trainings, working assistance, flexible working time and workplace)		
Inform employers on the provided support services that person with disabilities might need during their employment	4.38	0.873
Educate employers on issues concerning the obstacles a person with disabilities may encounter during their employment	4.365	0.841

Within achieved results there were answers from minimum 2 to maximum 5 according to the Likert scale.

In relation to the next question, that is participants' views concerning what companies can do in order to improve the employment of PwD it was found that statement to provide an accessible environment/work place to attract employees with disabilities has the greatest result (M= 4.68, SD= 0.531), to support the position of a mentor during the first period at work the smallest result (M= 4.27, SD= 0.781) and to take targeted training/educational actions for improving working skills and knowledge of persons with disabilities, so they are better prepared for employment (M= 4.21, SD= 0.889) has the smallest result (see Table 16).

Table 16

Means and SDs of participants' answers concerning what companies can do in order to improve the employment of PwD. Answers provided on a 5 point Likert scale (1= strongly disagree and 5= strongly agree)

In order to improve the employment of PwD companies can...	M	SD
Take targeted training/educational actions for improving working skills and knowledge of persons with disabilities, so they are better prepared for employment	4.21	0.889
Provide an accessible environment/work place to attract employees with disabilities	4.68	0.531
Support the position of a mentor during the first period at work	4.27	0.781

Within achieved results there were answers from minimum 1 to maximum 5 according to the Likert scale.

Next, participants were asked to answer where universities should focus on in order to better promote SwD transition from HE to work life. It was found that statement integrate, experience, disciplinary and interdisciplinary knowledge and communicate this effectively has the best score (M= 4.43, SD= 0.811), obtain, critically evaluate and use information effectively from a variety of resources and formats (M= 4.37, SD= 0.743), work together with team members in a respectful and collaborative manner to complete tasks (M= 4.37, SD= 0.829), present and write information clearly and effectively (M= 4.35, SD= 0.87), be engaged within the community to make a difference



in a civic life (M= 4.35, SD= 0.855), use appropriate technology to enhance and manage communication knowledge (M= 4.33, SD= 0.883), demonstrate leadership, including giving direction and guidance, as well as strategic visioning (M= 4.24, SD= 0.812), gain intercultural knowledge so as to interact effectively in various cultural contexts (M= 4.23, SD= 0.944), identify and solve problems, including evaluating alternatives and articulating reasoning (M= 4.16, SD= 0.911), exhibit personal organization, accountability and time management (M= 4.13, SD= 0.929), interpret, use and communicate numerical data and quantitative evidence (M= 3.88, SD= 1) as the lowest result (see Table 17).

Table 17

Means and SDs of participants' answers concerning where universities need to focus in order to promote transition of the SwD from HE to work life. Answers provided on a 5 point Likert scale (1= strongly disagree and 5= strongly agree)

In order to promote transition of the SwD from HE to work life Universities should focus on helping/training SwD to...	M	SD
Work together with team members in a respectful and collaborative manner to complete tasks.	4.37	0.829
Demonstrate leadership, including giving direction and guidance, as well as strategic visioning.	4.24	0.812
Exhibit personal organization, accountability and time management.	4.13	0.929
Identify and solve problems, including evaluating alternatives and articulating reasoning.	4.16	0.911
Obtain, critically evaluate and use information effectively from a variety of resources and formats.	4.37	0.743
Interpret, use and communicate numerical data and quantitative evidence.	3.88	1
Use appropriate technology to enhance and manage communication knowledge.	4.33	0.883
Gain intercultural knowledge so as to interact effectively in various cultural contexts.	4.23	0.944
Be engaged within the community to make a difference in a civic life.	4.35	0.855
Present and write information clearly and effectively.	4.35	0.87
Integrate, experience, disciplinary and interdisciplinary knowledge and communicate this effectively.	4.43	0.811

Within achieved results there were answers from minimum 1 to maximum 5 according to the Likert scale.



Co-funded by the
Erasmus+ Programme
of the European Union



*School-to-Work Transition for Higher education students with disabilities
in Serbia, Bosnia & Herzegovina and Montenegro*

4. Analyzing needs of Students with Disabilities in Bosnia and Herzegovina

At all levels of government enabled are equal rights and opportunities for persons with *disabilities* from pre-school to adult education. Strategic Directions of Development of Education in Bosnia and Herzegovina with the implementation plan 2008- 2015 as one of the main directions of development of the education sector see improvement in process of inclusion in the education of children/students with special needs, through the provision of adequate school infrastructure, programs and teacher training, and the establishment of special institutions as resource centres and expertise for children and young people with profound disabilities and development and learning. In order to analyse the implementation of the Disability Policy in the field of education created is a questionnaire which was distributed to relevant ministries in Bosnia and Herzegovina, both entities and the Brcko District, and to six local communities. This data shows that local communities are still not aware that they can contribute to their role in the implementation of the Disability policy as they were mainly directing us to the Pedagogical Institute as the main instance, which has all the information on education of persons with disabilities. Republic of Srpska through the relevant ministry makes maximum effort to improve inclusive practice, policy and culture in the education system when it comes to people with disabilities. In their view, there was a positive change in the past in relation to education of children with disabilities. The number of persons with disabilities in the educational system is increasing daily, and in accordance with prescribed laws and regulations all children are entitled to education in the regular education system without discrimination and separation. Inclusive education is accessible at all levels of education and information are available in the annual work programs of educational institutions. A significant number of schools have an access ramp at the entrance, but no elevators and adequate toilet facilities for disabled people. In practice, there are more approved assistants in schools through the education system for all, but still not enough. The situation is similar in the Federation of BiH and it is highlighted in most reports that there is lack of specialized observation institutions for the purpose of comprehensive assessment in most cantons. Still, in both entities a significant number of children with disabilities is educated in specialized institutions because schools do not have the capacity to provide them adequate support. Education of children with special needs in the Brcko District is the responsibility of the Department for Education within which is the Pedagogical institution which works an expert adviser for social and mental health protection who coordinates and monitors the work of expert teams in schools (pedagogue, psychologist, special education teacher, speech therapist, tiflopedagogue, social pedagogue, surdoaudiologist, oligophrenologist and others) and in pre-school. The District has no special schools, but in the sense of Article 50, paragraph 3 of the Act on education in primary and secondary schools in BDBiH children with severe developmental difficulties are attending classes in special departments in schools according adapted curriculum.

The *Ministry* of Education and Culture of RS does not have special budget line to support inclusion, but does allocate funds to support educational institutions through the funding of special education teachers and speech therapists who provide support to mainstream primary and secondary schools, pays the assistants for children with autism, as well as compensation for teachers who have children with disabilities in their classes. Currently engaged is up to 12 special education teachers who are part of the mobile team for support to inclusion and they are available to the teaching staff in 45 schools. The education system supports assistants for children with



Co-funded by the
Erasmus+ Programme
of the European Union



*School-to-Work Transition for Higher education students with disabilities
in Serbia, Bosnia & Herzegovina and Montenegro*

pervasive developmental disorders and assistants are hired in accordance with the number of enrolled students with autism in mainstream schools. It is not yet clearly defined what is the role of assistants in inclusive schools (they only help the child and have no liabilities to the teacher). The education system does not recognize the personal assistance due to the fact that this is a social component which requires the support of the social aspect. There remains the question of defining the pedagogical/teaching assistants to support the teacher in the organization and implementation of time in classes where there are children with disabilities. The Ministry of Education and Culture covers the cost of transportation for all children attending primary schools, while the cost of food and accommodation is funded by the local community.

The programs of life skills are woven into the goals of education that teachers implement within the content of the curriculum. Currently, there are special curricula for primary and secondary schools in order to enable better accessibility, and appropriate use of teaching materials, appliances, literature. These plans and programs commit to the implementation of the contents in accordance with the difficulties that the student has (hearing impairment, visual impairment, etc...), as well as the use of sign language, Braille and the like. There is no information on how these created plans and programs are justified and useful for teaching staff due to the fact that each child is an individual for himself and that according to the specific needs one should create an individual plan for him/her. In working with students who have sensory impairments, teachers use textbooks from regular classes with the adjustment.

It is in preparation of the project to be supported by UNICEF, which will be focused on the development of new curricula. In addition to the Pedagogical Institute, who usually prepares proposals of curricula, the preparation will include 200 experts from the schools. We hope that the new curricula will be more flexible for teachers and that it will be a framework for action, while each of the students will have an individual plan and program prepared according to their individual needs, and that the minister will not make special plans and programs according to the type and the degree of disability as required under article 87 of the Law on primary education of RS. Additional education of teachers is not adequately solved, there are no annual professional development plans. Pedagogical Institute of Republic of Srpska in accordance with their capabilities implements educational programs with the support of the competent Ministry and the NGO sector. Most of the seminars, which were realized in recent years focused on inclusive education in order to raise awareness about inclusion as a philosophy of life and raise the level of competence of teachers and professional associates. One of the most important training programs is being implemented in 2014 organized by the Ministry of Education and Culture, with financial support from UNICEF, which refers to the implementation of inclusion in primary schools. The project includes training of the teaching staff to create individualized plans and programs in 10 local communities and equipping and opening of two resource rooms in two geographically focused local communities, and the establishment of resource centres in schools. The issue of support services remained at the level of support offered and provided by specialised institutions. So in areas where there is no specialised institution, there is no support. The resources which currently exist, but are not sufficiently exploited as a Documentation centre or Centre for educational documentation and innovation which was established with the support of Educated, but it has not started functioning and is not used as the existing resource and service to support inclusion. Institute for the Blind in Derventa due to the needs of teachers print textbooks in Braille and supports schools that address them for support. Union of deaf of RS and the local association in Banja Luka occasionally organize trainings for sign language for teachers and other stakeholders. It



Co-funded by the
Erasmus+ Programme
of the European Union



*School-to-Work Transition for Higher education students with disabilities
in Serbia, Bosnia & Herzegovina and Montenegro*

is a great success that at the University of Banja Luka was started Centre for support to students with disabilities, but this is still under-utilized resource. There is also a library for the blind in the Union of the Blind RS, which has a capacity to produce adapted textbooks and the currently implemented project Talking Books.

As priorities for action towards improving access to education and quality of education of persons with disabilities respondents stressed systematic training of teachers to work with children with disabilities (until now was only partially organized through projects), followed by the creation of new curricula and textbooks more adjusted to children with different needs, and full implementation of pedagogical standards and norms, as well as creation of new laws on primary and secondary education and related regulations which will more clearly define education of children with disabilities. As particularly important need, stated is networking of schools with other systems in order to be better informed about the available support systems.

As the main obstacle in the implementation of the objectives of the Disability Policy given is the lack of financial resources. Organization of adequate training of teachers and development of curriculum and educational programs were pointed out as steps that can be implemented with current resources. Organisations of persons with disabilities in this study assessed the progress in the field of education from the adoption of the Policy until today in several segments. In their opinion, there was small progress in the education of persons with disabilities primarily in legislation, while the implementation of the same in practice does not exist. Progress on the availability of an adequate number of teaching assistants representatives of organizations evaluated with average grade of 1.84, which represents certain progress in this segment. However, the largest percentage of respondents stated that it is definitely small progress in relation to the needs. Slightly higher mean score was recorded in responses to the question about whether the children with disabilities are enabled to attend regular classes (mean score 2.11). Almost 50% of respondents gave a score of 2 out of a possible 5 in the evaluation of progress in this area. Assessing the results and outcomes of the educational process of persons with disabilities, organizations of persons with disabilities are finding that there had been improvements in the number of educated persons with disabilities (mean score 2.21). A significant percentage of respondents gave a score of 2 and 3 to this indicator of inclusion of persons with disabilities in the educational process. The same average score of 2.21 was recorded in responses to the question on whether the persons with disabilities are being provided access to extracurricular activities (computer courses and classes, different sections, etc.). The largest percentage of respondents gave the score 2 for progress in this segment. In terms of professional rehabilitation of persons with disabilities, the organization representing its members concluded that there had been no significant progress in this segment by giving the mean score of improvement of 1.84. The answers are evenly distributed on the first three steps of progress. Assessing the factors that could affect the improvement of the implementation of the Disability Policy in the field of education we have received answers that it is needed to have better networking and cooperation between the Ministry of Education and Culture with representatives of local authorities and stakeholders of social protection in local communities. Three factors that could positively influence the implementation of the Disability Policy in education are:

- Better vertical flow of information and provision of clear guidelines for implementation by the institutions implementing certain policy areas
- More funds available for the implementation of policies
- More frequent consultations with organizations of persons with disabilities and people with disabilities on the priorities in the implementation.



4.1 Results concerning the sample from BiH

4.1.1 Results concerning Current and graduate SwD from Bosnia and Herzegovina - Special demographic question (Section B, Q8 to Q11)

As it has already been mentioned questions 8 to 11 of Section B were addressed to current and graduate SwD and aimed at a) providing useful information for their views on i) whether and how their faculty had enabled/facilitated them to acquire knowledge and skills helpful for finding a job, ii) whether and how their studies increase their skills to find a job and become competitive on the labor market iii) any additional training needs they have for finding a job and b) assessing their level of awareness concerning several amenities they may have once they find a job (and have assessed level of disability). In relation to participants' views concerning whether and how their faculty had enabled/facilitated them to acquire knowledge and skills helpful for finding a job it was found that 35 (61.4 %) participants reported that faculty enabled/facilitated them to acquire knowledge and do practical work or other activities that may help them to find a job while 21 (36.8 %) reported that they disagree with this statement (see Table 18). System reported 1 missing data (1.8%). There were no further clarifications provided by the participants.

Table 18

SwD views concerning whether and how their faculty had enabled/facilitated them to acquire knowledge and skills helpful for finding a job

Has your faculty enabled/facilitated you to acquire knowledge and do practical work or other activities that may help you find a job?	Frequency	XX %
Yes	35	61.4
No	21	36.8
Missing System	1	1.8

About a half of participants appreciate that faculty enabled them adequate knowledge and professional skills necessary for seeking a job.

In relation to participants' views concerning whether and how their studies increase their skills to find a job and become competitive on the labor market it was found that 41 (71.9 %) participants reported that indeed their studies increase their professional skills to find a job and become competitive on the labor market while 15 (26.3 %) reported that they disagree with it (see Table 19). System reported one missing data (1.8%). Further clarifications are not provided.



Table 19

SwD views concerning whether and how their studies increase their skills to find a job and become competitive on the labor market

Do you think that your studies will increase your skills to find a job and become competitive on the labour market?	Frequency	XX %
Yes	41	71.9
No	15	26.3
Missing System	1	1.8

According to the presented results a great number of participants really believes that studies will increase their skills to find a job and become competitive on the labour market.

In relation to participants' views concerning any additional training needs they may have for finding a job it was found that 28 (49.1 %) participants reported that they need additional training in order to find a job while 28 (49.1 %) reported that they don't need it (see Table 20). System reported one missing data (1.8%). Further clarifications are not provided.

Table 20

SwD views concerning additional training needs they may have for finding a job

Do you need additional training in order to find a job?	Frequency	XX %
Yes	28	49.1
No	28	49.1
Missing system	1	1.8

According to the presented results it is possible to conclude that there is same percent of those who think that they need additional training and those who don't need it.

Finally, in relation to question 11 which was aimed at assessing participants' level of awareness concerning several amenities they may have once they find a job, it was found that 30 (52.6 %) participants reported that they know that if they have assessed level of disability and they find a job their salary is subverted from the Fund for professional rehabilitations and employment for people with disabilities while 26 (45.6 %) didn't know (missing - 1), 20 (35.1 %) participants reported that they know that in the same situation their costs for assistive equipment and technical and technological adaptation of working place are covered while 36 (63.2 %) didn't know that (missing - 1) and 9 (15.8 %) participants reported that in the situation that they are employed earnings to their assistant are covered in case they have 80% or more disability rating while 47 (82.5 %) reported that they didn't know that (missing - 1). Detailed data from question 11 are presented below (see Table 21).



Table 21

SwD views concerning additional training needs they may have for finding a job

Do you know that if you have assessed level of disability and you find a job:	Yes		No	
	Frequency	XX %	Frequency	XX %
Your salary is subverted from the Fund for professional rehabilitations and employment for people with disabilities?	30	52.6	26	45.6
Costs for assistive equipment and technical and technological adaptation of working place are covered?	20	35.1	36	63.2
Earnings to your assistant are covered in case you have 80% or more disability rating?	9	15.8	47	82.5

The statistics show that participants are mostly uninformed regarding specific details about regulations dealing with their employment.

4.1.2 Results of the entire sample from Bosnia and Herzegovina (Main research questions)

Questions in Section C addressed to all participants (EwD, current SwD, graduate SwD) and aimed at gaining a better insight on several core issues concerning the transition from the schooling to the work. Below are presented the findings from the main research questions of the entire sample of Bosnia and Herzegovina. Concerning participants' views on the most important things an employer could do to facilitate a PwD to do his/her job best the top ranked thing was to make certain facilities accessible (M= 4.68, SD= 0.468), to purchase or change equipment (M= 4.17, SD= 0.818), to leave them to do their job and provide supervision (M= 3.6, SD= 1.53), to make their work schedule more flexible (M= 2.99, SD=1.063), to change a company policy (M= 2.64, SD= 1.242), to reassign them to a vacant position (M= 2.49, SD= 1.204), to assign part of the their job duties to a co-worker (M= 1.72, SD= 0.861) (see Table 22).

Table 22

Means and SDs concerning participants' views on the most important things an employer could do to facilitate a PwD to do his/her job best. (Answers provided on a 5 point Likert scale with 1= strongly disagree and 5= strongly agree)

The most important things an employer could do to facilitate a PwD to do his/her job best...	M	SD
Assign part of the my job duties to a co-worker	1.72	0.861
Make certain facilities accessible	4.68	0.468
Purchase or change equipment	4.17	0.818
Reassign me to a vacant position	2.49	1.204
Make my work schedule more flexible	2.99	1.063
Change a company policy	2.64	1.242
Leave me to do my job and provide supervision	3.6	1.53



Within achieved results there were answers from minimum 1 to maximum 5 according to the Likert scale.

In relation to the next question, that is participants' views concerning what the universities should do in order to facilitate the transition to employment of SwD based on the results statement followed by Educate employers on issues concerning the obstacles a person with disabilities may encounter during their employment (M= 4.79, SD= 0.283) with the highest result, Inform employers on the provided support services that person with disabilities might need during their employment (M= 4.78, SD= 0.313), Raise the awareness and sensitivity of the employers towards employees who may have a disability/ impairment has the highest value (M= 4.65, SD= 0.582), Educate employers on issues concerning accessibility, assistive technologies, individualized support (trainings, working assistance, flexible working time and workplace (M= 4.65, SD= 0.532), Support the position of mentor during their first period at work (M= 4.46, SD= 0.672), and Improve the knowledge and skills of persons with disabilities through additional training and education (M= 4.46, SD= 0.802) with the lowest result (see Table 23).

Table 23

Means and SDs of participants' answers concerning what universities need to do in order to facilitate the transition to employment of SwD. Answers provided on a 5 point Likert scale (1= strongly disagree and 5= strongly agree)

In order to facilitate the transition to employment of SwD Universities should...	M	SD
Improve the knowledge and skills of persons with disabilities through additional training and education	4.46	0.802
Raise the awareness and sensitivity of the employers towards employees who may have a disability/ impairment	4.65	0.582
Support the position of mentor during their first period at work	4.46	0.672
Educate employers on issues concerning accessibility, assistive technologies, individualized support (trainings, working assistance, flexible working time and workplace	4.65	0.532
Inform employers on the provided support services that person with disabilities might need during their employment	4.78	0.313
Educate employers on issues concerning the obstacles a person with disabilities may encounter during their employment	4.79	0.283

Within achieved results there were answers from minimum 3 to maximum 5 according to the Likert scale.

In relation to the next question, that is participants' views concerning what companies can do in order to improve the employment of PwD it was found that statement to take targeted



training/educational actions for improving working skills and knowledge of persons with disabilities, so they are better prepared for employment (M= 4.48, SD= 0.7), to provide an accessible environment/work place to attract employees with disabilities has the greatest result (M= 4.65, SD= 0.622) and to support the position of a mentor during the first period at work the smallest result (M= 4.48, SD= 0.680) has the lowest result (see Table 24).

Table 24

Means and SDs of participants' answers concerning what companies can do in order to improve the employment of PwD. Answers provided on a 5 point Likert scale (1= strongly disagree and 5= strongly agree)

In order to improve the employment of PwD companies can...	M	SD
Take targeted training/educational actions for improving working skills and knowledge of persons with disabilities, so they are better prepared for employment	4.48	0.7
Provide an accessible environment/work place to attract employees with disabilities	4.65	0.622
Support the position of a mentor during the first period at work	4.48	0.680

Within achieved results there were answers from minimum 1 to maximum 5 according to the Likert scale.

Next, participants were asked to answer where universities should focus on in order to better promote SwD transition from HE to work life. It was found that statement integrate, work together with team members in a respectful and collaborative manner to complete tasks (M= 4.36, SD= 0.901), integrate, experience, disciplinary and interdisciplinary knowledge and communicate this effectively has the best score (M= 4.24, SD= 1.166), be engaged within the community to make a difference in a civic life (M= 4.23, SD= 1.181), use appropriate technology to enhance and manage communication knowledge (M= 4.08, SD= 1.033), present and write information clearly and effectively (M= 4.07, SD= 1.049), identify and solve problems, including evaluating alternatives and articulating reasoning (M= 4.035, SD= 1.045), exhibit personal organization, accountability and time management (M= 3.98, SD= 1.076), obtain, critically evaluate and use information effectively from a variety of resources and formats (M= 3.97, SD= 1.139), gain intercultural knowledge so as to interact effectively in various cultural contexts (M= 3.88, SD= 1.077), demonstrate leadership, including giving direction and guidance, as well as strategic visioning (M= 3.83, SD= 1.119) and interpret, use and communicate numerical data and quantitative evidence (M= 3.72, SD= 1.197) with the lowest result (see Table 25).



Table 25

Means and SDs of participants' answers concerning where universities need to focus in order to promote transition of the SwD from HE to work life. Answers provided on a 5 point Likert scale (1= strongly disagree and 5= strongly agree)

In order to promote transition of the SwD from HE to work life Universities should focus on helping/training SwD to...	M	SD
Work together with team members in a respectful and collaborative manner to complete tasks.	4.36	0.901
Demonstrate leadership, including giving direction and guidance, as well as strategic visioning.	3.83	1.119
Exhibit personal organization, accountability and time management.	3.98	1.076
Identify and solve problems, including evaluating alternatives and articulating reasoning.	4.035	1.045
Obtain, critically evaluate and use information effectively from a variety of resources and formats.	3.97	1.139
Interpret, use and communicate numerical data and quantitative evidence.	3.72	1.197
Use appropriate technology to enhance and manage communication knowledge.	4.08	1.033
Gain intercultural knowledge so as to interact effectively in various cultural contexts.	3.88	1.077
Be engaged within the community to make a difference in a civic life.	4.23	1.181
Present and write information clearly and effectively.	4.07	1.049
Integrate, experience, disciplinary and interdisciplinary knowledge and communicate this effectively.	4.24	1.166

Within achieved results there were answers from minimum 1 to maximum 5 according to the Likert scale.

5. Analyzing needs of Students with Disabilities in Montenegro

Montenegro in 2009 ratified the UN Convention on the Rights of Persons with Disabilities and the Optional Protocol thereto². The purpose of the Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity (Art. 1(1))³. The *Constitution of Montenegro* prohibits direct or indirect discrimination on any grounds (Art. 8) and special

² "Sl. list CG" – International Treaties, 02/09

³ Act Ratifying the UN Convention on the Rights of Persons with Disabilities and the Optional Protocol Thereto, adopted on 15 July 2009.



Co-funded by the
Erasmus+ Programme
of the European Union



*School-to-Work Transition for Higher education students with disabilities
in Serbia, Bosnia & Herzegovina and Montenegro*

protection of the persons with disability shall be guaranteed (Art. 68). *The Law on the prohibition of discrimination* (Art. 2) and *the Law on prohibition of discrimination of persons with disabilities* (Art. 15, 18) contain anti-discrimination provisions in the field of education. *General Law on education* prohibits any form of discrimination but does not contain the provisions of discrimination of persons with disabilities (Art. 9a). *Law on higher education* contains the provision for prohibition of invalidity (Art. 7). Also, in this law it is defined that the higher education is available to all persons under the under conditions prescribed by this law and the statute of the institution (Art. 6). The law stipulates that the Government of Montenegro should provide special funds to institutions to create equal conditions for exercising the right to higher education "for disabled persons - students" (Art. 9).

It is also provided that students with disabilities are exempted from paying tuition fees, as well as that students with disabilities have the right to take the exam in the way adapted to their educational needs in accordance with the Articles of Association of the institution. The key objective of the law is to create conditions for studying and student with a disability has the right to take the exam in a manner adapted to their educational needs in accordance with the statute of the institution. While persons with disabilities are enrolling, it is implemented the principle of affirmative action in enrolment to the study program (Art. 93).

About 80 students with disabilities attend institutions of higher education (school year 2014/2015). There are a number of reasons for such situation, first of all architectural barriers and lack of adaptation of teaching (books and practicum), and testing students with disabilities, their needs, and the lack of adequate support services that further complicate their study conditions. However, it is important to point out that equal opportunities policy recognizes the right of all persons with disabilities to education.

SwD mainly perform their needs in person or through AYDM. In the academic life of students with disabilities, the main problems are concerning the environment and the inaccessibility of facilities in which students live and learn. At the individual faculties SwD almost do not enroll because buildings are not accessible (such as, for example, Civil Engineering, Architecture, Faculty of Science, Faculty of Engineering).

Faculty of Maritime studies, Faculty of Economics and Faculty of Philosophy are partially accessible, while at the beginning of 2010 a lift was installed in the building of the Faculty of Law and Faculty of Political Science. Faculties at the Mediterranean University Montenegro are partially accessible, while the building of University of Donja Gorica is fully accessible to wheelchair users. In November 2010, a board with plan of the building and office in Braille alphabet was placed at the Faculty of Law in Podgorica.

A particular problem is the lack of available transportation. Libraries do not have adapted literature, and in a particularly bad situation are people with hearing impairments, primarily because of the lack of service of sign language interpreters. The lack of adequate equipment and teaching aids (primarily, the lack of textbooks in appropriate form), undeveloped system of support (lack of instruction in the languages and forms of communication that are adapted: Braille, sign language, etc., lack of teaching assistants), inadequate equipment and teaching resources (primarily the lack of textbooks in appropriate form: the most frequently used material is reduced from the existing textbooks, exams, inaccessibility ways of lectures and tests for students with damage to hearing and speech, are just some of the obstacles faced by SwD during their high education. There is hardly a cultural and entertainment facility that is accessible to people with disabilities.



5.1 Results concerning the sample from Montenegro

5.1.1 Results concerning Current and graduate SwD from Montenegro- Special demographic question (Section B, Q8 to Q11)

As it has already been mentioned questions 8 to 11 of Section B were addressed to current and graduate SwD and aimed at a) providing useful information for their views on i) whether and how their faculty had enabled/facilitated them to acquire knowledge and skills helpful for finding a job, ii) whether and how their studies increase their skills to find a job and become competitive on the labor market iii) any additional training needs they have for finding a job and b) assessing their level of awareness concerning several amenities they may have once they find a job (and have assessed level of disability). In relation to participants' views concerning whether and how their faculty had enabled/facilitated them to acquire knowledge and skills helpful for finding a job it was found that 26 (54.2 %) participants reported that faculty enabled/facilitated them to acquire knowledge and do practical work or other activities that may help them to find a job while 21 (43.8 %) reported that they disagree with this statement (see Table 26). System reported 1 missing data (2.1%). There were no further clarifications provided by the participants.

Table 26

SwD views concerning whether and how their faculty had enabled/facilitated them to acquire knowledge and skills helpful for finding a job

Has your faculty enabled/facilitated you to acquire knowledge and do practical work or other activities that may help you find a job?	Frequency	XX %
Yes	26	54.2
No	21	43.8
Missing	1	2.1

About a half of participants appreciate that faculty enabled them adequate knowledge and professional skills necessary for seeking a job.

In relation to participants' views concerning whether and how their studies increase their skills to find a job and become competitive on the labor market it was found that 38 (79.2 %) participants reported that indeed their studies increase their professional skills to find a job and become competitive on the labor market while 9 (18.8 %) reported that they disagree with it (see Table 27). System reported one missing data (2.1). Further clarifications are not provided.



Table 27

SwD views concerning whether and how their studies increase their skills to find a job and become competitive on the labor market

Do you think that your studies will increase your skills to find a job and become competitive on the labour market?	Frequency	XX %
Yes	38	79.2
No	9	18.8
Missing	1	2.1

According to the presented results, a great number of participants really believes that studies will increase their skills to find a job and become competitive on the labour market.

In relation to participants' views concerning any additional training needs they may have for finding a job it was found that 33 (68.8 %) participants reported that they need additional training in order to find a job while 12 (25 %) reported that they don't need it (see Table 28). System reported three missing data (6.3%). Further clarifications are not provided.

Table 28

SwD views concerning additional training needs they may have for finding a job

Do you need additional training in order to find a job?	Frequency	XX %
Yes	33	68.8
No	12	25
Missing	3	6.3

According to the presented results it is possible to conclude that there is same percent of those who think that they need additional training and those who don't need it.

Finally, in relation to question 11 which was aimed at assessing participants' level of awareness concerning several amenities they may have once they find a job, it was found that 36 (75 %) participants reported that they know that if they have assessed level of disability and they find a job their salary is subverted from the Fund for professional rehabilitations and employment for people with disabilities while 11 (22.9 %) didn't know (missing – 1 (2.1%), 24 (50 %) participants reported that they know that in the same situation their costs for assistive equipment and technical and technological adaptation of working place are covered while 20 (41.7 %) didn't know that (missing – 4 (8.3%) and 25 (52.1 %) participants reported that in the situation that they are employed earnings to their assistant are covered in case they have 80% or more disability rating while 18 (37.5 %) reported that they didn't know that (missing – 5 (10.4%). Detailed data from question 11 are presented below (see Table 29).



Table 29

SwD views concerning additional training needs they may have for finding a job

Do you know that if you have assessed level of disability and you find a job...	Yes		No		Missing System	
	Frequency	XX %	Frequency	XX %	Frequency	XX %
Your salary is subverted from the Fund for professional rehabilitations and employment for people with disabilities?	36	75	11	22.9	1	2.1
Costs for assistive equipment and technical and technological adaptation of working place are covered?	24	50	20	41.7	4	8.3
Earnings to your assistant are covered in case you have 80% or more disability rating?	25	52.1	18	37.5	5	10.4

The statistics show that participants are mostly informed regarding specific details about regulations dealing with their employment.

5.1.2 Results of the entire sample from Montenegro (Main research questions)

Questions in Section C addressed to all participants (EwD, current SwD, graduate SwD) and aimed at gaining a better insight on several core issues concerning the transition from the schooling to the work. Below are presented the findings from the main research questions of the entire sample of Montenegro. Concerning participants' views on the most important things an employer could do to facilitate a PwD to do his/her job best the top ranked thing was to make certain facilities accessible (M= 4.415, SD= 1.046), to purchase or change equipment (M= 4.11, SD= 1.115), to leave them to do their job and provide supervision (M= 3.47, SD= 1.298), to reassign them to a vacant position (M= 3.02, SD= 1.265), to make their work schedule more flexible (M= 2.915, SD=1.118), to assign part of the their job duties to a co-worker (M= 2.825, SD= 1.193) and to change a company policy (M= 2.6, SD= 1.229) with the lowest result (see Table 30).



Table 30

Means and SDs concerning participants' views on the most important things an employer could do to facilitate a PwD to do his/her job best. (Answers provided on a 5 point Likert scale with 1= strongly disagree and 5= strongly agree)

The most important things an employer could do to facilitate a PwD to do his/her job best...	M	SD
Assign part of the my job duties to a co-worker	2.825	1.193
Make certain facilities accessible	4.415	1.046
Purchase or change equipment	4.11	1.115
Reassign me to a vacant position	3.02	1.265
Make my work schedule more flexible	2.915	1.118
Change a company policy	2.6	1.229
Leave me to do my job and provide supervision	3.47	1.298

Within achieved results there were answers from minimum 1 to maximum 5 according to the Likert scale.

In relation to the next question, that is participants' views concerning what the universities should do in order to facilitate the transition to employment of SwD based on the results statement followed by Raise the awareness and sensitivity of the employers towards employees who may have a disability/ impairment has the highest value (M= 4.46, SD= 0.882), Inform employers on the provided support services that person with disabilities might need during their employment (M= 4.3, SD= 0.915), Educate employers on issues concerning accessibility, assistive technologies, individualized support (trainings, working assistance, flexible working time and workplace (M= 4.29, SD= 0.902), Educate employers on issues concerning the obstacles a person with disabilities may encounter during their employment (M= 4.2, SD= 1.008), Improve the knowledge and skills of persons with disabilities through additional training and education (M= 4.085, SD= 1.078) and Support the position of mentor during their first period at work (M= 3.99, SD= 1.021) (see Table 31).

Table 31

Means and SDs of participants' answers concerning what universities need to do in order to facilitate the transition to employment of SwD. Answers provided on a 5 point Likert scale (1= strongly disagree and 5= strongly agree)

In order to facilitate the transition to employment of SwD Universities should...	M	SD
Improve the knowledge and skills of persons with disabilities through additional training and education	4.085	1.078
Raise the awareness and sensitivity of the employers towards employees who may have a disability/ impairment	4.46	0.882
Support the position of mentor during their first period at work	3.99	1.021
Educate employers on issues concerning accessibility,	4.29	0.902



assistive technologies, individualized support (trainings, working assistance, flexible working time and workplace)		
Inform employers on the provided support services that person with disabilities might need during their employment	4.3	0.915
Educate employers on issues concerning the obstacles a person with disabilities may encounter during their employment	4.2	1.008

Within achieved results there were answers from minimum 1 to maximum 5 according to the Likert scale.

In relation to the next question, that is participants' views concerning what companies can do in order to improve the employment of PwD it was found that statement to provide an accessible environment/work place to attract employees with disabilities has the greatest result (M= 4.365, SD= 0.942), to support the position of a mentor during the first period at work the smallest result (M= 4.105, SD= 1.015) and to take targeted training/educational actions for improving working skills and knowledge of persons with disabilities, so they are better prepared for employment (M= 4, SD= 1.065), with the lowest result (see Table 32).

Table 32

Means and SDs of participants' answers concerning what companies can do in order to improve the employment of PwD. Answers provided on a 5 point Likert scale (1= strongly disagree and 5= strongly agree)

In order to improve the employment of PwD companies can...	M	SD
Take targeted training/educational actions for improving working skills and knowledge of persons with disabilities, so they are better prepared for employment	4	1.065
Provide an accessible environment/work place to attract employees with disabilities	4.365	0.942
Support the position of a mentor during the first period at work	4.105	1.015

Within achieved results there were answers from minimum 1 to maximum 5 according to the Likert scale

Next, participants were asked to answer where universities should focus on in order to better promote SwD transition from HE to work life. It was found that statement use appropriate technology to enhance and manage communication knowledge (M= 4.265, SD= 0.914) has the highest result, followed by integrate, experience, disciplinary and interdisciplinary knowledge and communicate this effectively has the best score (M= 4.245, SD= 0.832), present and write information clearly and effectively (M= 4.23, SD= 0.807), exhibit personal organization, accountability and time management (M= 4.185, SD= 0.879), work together with team members in



a respectful and collaborative manner to complete tasks (M= 4.165, SD= 0.859), gain intercultural knowledge so as to interact effectively in various cultural contexts (M= 4.12, SD= 0.903), obtain, critically evaluate and use information effectively from a variety of resources and formats (M= 4.05, SD= 0.878), identify and solve problems, including evaluating alternatives and articulating reasoning (M= 4.02, SD= 0.9), demonstrate leadership, including giving direction and guidance, as well as strategic visioning (M= 3.99, SD= 0.881), be engaged within the community to make a difference in a civic life (M= 3.905, SD= 1.12) and interpret, use and communicate numerical data and quantitative evidence (M= 3.86, SD= 1.014) with the lowest result (see Table 33).

Table 33

Means and SDs of participants' answers concerning where universities need to focus in order to promote transition of the SwD from HE to work life. Answers provided on a 5 point Likert scale (1= strongly disagree and 5= strongly agree)

In order to promote transition of the SwD from HE to work life Universities should focus on helping/training SwD to...	M	SD
Work together with team members in a respectful and collaborative manner to complete tasks.	4.165	0.859
Demonstrate leadership, including giving direction and guidance, as well as strategic visioning.	3.99	0.881
Exhibit personal organization, accountability and time management.	4.185	0.879
Identify and solve problems, including evaluating alternatives and articulating reasoning.	4.02	0.9
Obtain, critically evaluate and use information effectively from a variety of resources and formats.	4.05	0.878
Interpret, use and communicate numerical data and quantitative evidence.	3.86	1.014
Use appropriate technology to enhance and manage communication knowledge.	4.265	0.914
Gain intercultural knowledge so as to interact effectively in various cultural contexts.	4.12	0.903
Be engaged within the community to make a difference in a civic life.	3.905	1.12
Present and write information clearly and effectively.	4.23	0.807
Integrate, experience, disciplinary and interdisciplinary knowledge and communicate this effectively.	4.245	0.832

Within achieved results there were answers from minimum 1 to maximum 5 according to the Likert scale



Co-funded by the
Erasmus+ Programme
of the European Union



*School-to-Work Transition for Higher education students with disabilities
in Serbia, Bosnia & Herzegovina and Montenegro*

6. Conclusion

Employment is hardly available for SwD than for the rest of the population, and in addition, SwD are more exposed and treated of long-term unemployment. These are just some of the reasons which point out to strengthen the links between educational institutions and the labor market in the process of transition to the employment of SwD. It is important to facilitate the acquisition of professional experience in higher education, to give a better chance for employment. There are various mechanisms that can overcome the gap between the world of education and the world of work. It seems that the mutual cooperation between the universities and partner organizations would be useful. Seminars, conferences and the meetings aimed at the issue of transition of SwD, where it would participate both academic staff and managers of firms and companies and could form the knowledge that greatly help the successfully start, duration and finish the transition of SwD and the rest of the population.

When comparing participants' (EwD, current SwD, and graduate SwD) views on the most important things an employer could do to facilitate a PwD to do his/her job best the top ranked thing was in all three countries to make certain facilities accessible. The second top ranked thing was in Montenegro and Bosnia and Herzegovina to purchase or change equipment, while in Serbia participants viewed making work schedule more flexible as more important thing. In all three countries participants viewed assigning part of their job duties to a co-worker the last important thing, which may indicate that EwD, current SwD, and graduate SwD are motivated to be included into the working process and are willing to take their responsibility to perform their assigned work.

Moreover, mean values on participants' views concerning what the universities should do in order to facilitate the transition to employment of SwD based on the results statement were different across countries. For instance, in Serbia and Montenegro, the top ranked thing was raising awareness and sensitivity of the employers towards employees who may have a disability/impairment, while in BiH participants assigned the highest values to educating employers on issues concerning the obstacles a person with disabilities may encounter during their employment.

The main objective of these activities should be encouraging dialogue and activation of all participants in the transition. Universities need to expand the area of operation and its role in the formation of SwD who will become successful employees. After that, it is necessary to continue to actively participate in the process of transition itself.

The transition from academic education to the inclusion in the work force is very complex and demanding process that has profound impacts primarily on SwD and subsequently at universities and organizations that offer jobs. If the society and the labor market have not been positioned in front of university requirements to modernize curricula and study programs from the point of transition, the universities themselves need to take the necessary steps in this direction. If the transition is examined widely from the period between education and employment, it will have a great opportunity to be involved in the curriculum mechanisms that will enable SwD to get the best possible education in the applicable professional purposes, but also enable them to have a positive experience with the process of transition. Closing the gap between the educational institutions and employers, universities are not only helping the SwD, labor market and the society, but also have the opportunity to further strengthen its influence on employers and portray itself as a trusted service to the vulnerable part of the population.



Annex I

Coding frame for analysis of policies and practices for transition from HE to work for students with disabilities

Template compiled by:		Item Name	
Item Type (policy; programme; project; practice)		Source (Where information obtained (e.g. book; website url))	
Summary (give a brief description of the content of the item)			
Content Analysis			
Theme	Construct	Code/Descriptor/Example	
Policy domain	Employment policy areas		
	Transition policy areas		
	Disability policy areas		
	Other (e.g. youth policy)		
Evolution	Date originated		
	Original key focus and objectives		
	Changes to key focus and objectives		
Targeting strategy	Groups targeted		
	Legal basis of strategy		
	Conceptual/theoretical model underlying employment approach		
Implementation strategy	Support principles for employment		
	Employment Accessibility measures: transport		
	Employment Accessibility measures: built environment		
	Employment Accessibility measures: ICT		
	Employment Accessibility measures: fundamental rights		
	Rights of employees with disabilities		
Outcomes and Impacts	Evaluation approach and measures		
	Outcomes identified for SwDs while entering the		



Co-funded by the
Erasmus+ Programme
of the European Union



*School-to-Work Transition for Higher education students with disabilities
in Serbia, Bosnia & Herzegovina and Montenegro*

	work life	
	Outcomes identified for employees with disabilities	
	Longer term impacts Outcomes identified for employees with disabilities	
Good practices and learning	Innovative aspects	
	Good practices identified	
	What learning can be transferred to Trans2Work	



Co-funded by the
Erasmus+ Programme
of the European Union



School-to-Work Transition for Higher education students with disabilities
in Serbia, Bosnia & Herzegovina and Montenegro

Questionnaire for current and graduate higher education students and employees with disability and special educational needs

Project "Trans2Work" is co-funded by the ERASMUS+ Programme of the European Union. The consortium consists of 23 partners from EU, Serbia, Bosnia and Herzegovina and Montenegro. Coordinator of this project is University of Macedonia in Thessaloniki (GREECE).

Aim of the project is to improve the quality and relevance of school to work transition of HE SwD in Serbia, Montenegro and Bosnia and Herzegovina. Main objectives are (a) upgrading and preparing HEIs services to support SwD to their transition from HE to Work following the EU policies (b) linking Higher Education with the work environments, (c) assimilating transition opportunities and skills with EU practices and policies and (d) preparing employers on understanding the needs of employees with disabilities in order to offer new jobs.

According to this, we kindly ask you to participate in this questionnaire and show your willingness to help us with your response.

The information collected with this questionnaire will be used only for need of this project

SECTION A

Demographic Data for Employees with Disabilities

1. Country

RS BiH MNE

2. Gender

Male Female

3. Age _____

4. What did you graduate in?

5. Why did you choose this job/profession? Please explain

6. Please choose the adequate term for disability. It is not obligatory to answer but it will help us identify your needs.

Visual Impairment (if necessary please describe)

Hearing Impairment (if necessary please describe)



Physical Disability or Orthopaedic impairment (if necessary please describe)

Mental/Intellectual disability (if necessary please describe)

Specific learning difficulties (if necessary please describe, i.e. dyslexia)

Other (please describe)

7. Which of the following describe your current professional status?

Working in public sector

Working in private sector

Self-employed

Working for a non-profit or non-governmental organization

Other (please specify)

SECTION B

Demographic Data for Students (current and graduate) with Disabilities

1. Country

RS

BiH

MNE

2. Gender

Male

Female

3. Age _____

4. What have you studied or are you studying (faculty and major)?

5. What year of study are you in?

1st

2nd

3rd

4th

5th

Graduate

6. Why did you choose this subject of studies? Please explain.

7. Please choose the adequate term for disability. It is not obligatory to answer but it will help us identify your needs



Visual Impairment (if necessary please describe)

Hearing Impairment (if necessary please describe)

Physical Disability or Orthopaedic impairment (if necessary please describe)

Mental/Intellectual disability (if necessary please describe)

Specific learning difficulties (if necessary please describe: i.e. dyslexia)

Other (please describe)

8. Has your faculty enabled/facilitated you to acquire knowledge and do practical work or other activities that may help you find a job?

Yes (please describe)

No (please describe)

9. Do you think that your studies will increase your skills to find a job and become competitive on the labour market?

Yes (please describe)

No (please describe)

10. Do you need additional training in order to find a job?

Yes (please describe)

No (please describe)

11. Do you know that if you have assessed level of disability and you find a job:



- Your salary is subverted from the Fund for professional rehabilitations and employment for people with disabilities? Yes No
- Costs for assistive equipment and technical and technological adaptation of working place are covered?
 Yes No
- Earnings to your assistant are covered in case you have 80% or more disability rating?
 Yes No

SECTION C
Research Questions

(1) In your experience, how strongly do you agree (or disagree) with the following statements regarding the most important things an employer could do to facilitate you to do your job best? (1=strongly disagree to 5=strongly agree)

	1 strongly disagree	2 disagree	3 undecided	4 agree	5 strongly agree
I. Assign part of the my job duties to a co-worker					
II. Make certain facilities accessible.					
III. Purchase or change equipment					
IV. Reassign me to a vacant position					
V. Make my work schedule more flexible					
VI. Change a company policy					
VII. Leave me to do my job and provide supervision					

(2) What should universities need to do in order to facilitate the transition to employment of students with disabilities? Please mark how strongly do you agree (or disagree) with the following statements.

	1 strongly disagree	2 disagree	3 undecided	4 agree	5 strongly agree
I. Improve the knowledge and skills of persons with disabilities through additional training and education.					
II. Raise the awareness and sensitivity of the employers towards employees who may have					



- a disability/ impairment.
- III. Support the position of mentor during their first period at work
 - IV. Educate employers on issues concerning accessibility, assistive technologies, individualized support (trainings, working assistance, flexible working time and workplace.
 - V. Inform employers on the provided support services that person with disabilities might need during their employment.
 - VI. Educate employers on issues concerning the obstacles a person with disabilities may encounter during their employment.

(3) What do you think companies can do to improve the employment of persons with disabilities? Please mark how strongly do you agree (or disagree) with the statements below.

	1 strongly disagree	2 disagree	3 undecided	4 agree	5 strongly agree
I. Take targeted training/educational actions for improving working skills and knowledge of persons with disabilities, so they are better prepared for employment					
II. Provide an accessible environment/work place to attract employees with disabilities.					
III. Support the position of a mentor during the first period at work.					

(4) Where should universities need to focus in order to promote the transition from Higher Education to Work life of the students with disabilities? Please mark how strongly do you agree (or disagree) with the following statements.

	1 strongly disagree	2 disagree	3 undecided	4 agree	5 strongly agree
I. Work together with team members in a respectful and collaborative manner to complete tasks.					
II. Demonstrate leadership, including giving direction and guidance, as well as strategic					



visioning.					
III. Exhibit personal organization, accountability and time management.					
IV. Identify and solve problems, including evaluating alternatives and articulating reasoning.					
V. Obtain, critically evaluate and use information effectively from a variety of resources and formats.					
VI. Interpret, use and communicate numerical data and quantitative evidence.					
VII. Use appropriate technology to enhance and manage communication knowledge.					
VIII. Gain intercultural knowledge so as to interact effectively in various cultural contexts.					
IX. Be engaged within the community to make a difference in a civic life.					
X. Present and write information clearly and effectively.					
XI. Integrate, experience, disciplinary and interdisciplinary knowledge and communicate this effectively.					

(5) Is there anything else you may want to add regarding the transition from higher education to employment of the students with disability? Please note it here:



Co-funded by the
Erasmus+ Programme
of the European Union



School-to-Work Transition for Higher education students with disabilities
in Serbia, Bosnia & Herzegovina and Montenegro

References

Duriau, Vincent J., Rhonda K. Reger, and Michael D. Pfarrer. "A content analysis of the content analysis literature in organization studies: Research themes, data sources, and methodological refinements." *Organizational research methods* 10.1 (2007): 5-34.

Pawson, Ray, et al. "Realist review—a new method of systematic review designed for complex policy interventions." *Journal of health services research & policy* 10.suppl 1 (2005): 21-34.

Carley, Kathleen. "Coding choices for textual analysis: A comparison of content analysis and map analysis." *Sociological methodology* 23.1 (1993): 75-126.

Fielding, Nigel GG, Nigel Fielding Raymond M. Lee, and Raymond M. Lee. *Computer analysis and qualitative research*. Sage, 1998.

Gephart, Robert P. "The textual approach: Risk and blame in disaster sensemaking." *Academy of Management journal* 36.6 (1993): 1465-1514.

Kelle, Udo, and Katherine Bird, eds. *Computer-aided qualitative data analysis: Theory, methods and practice*. Sage, 1995.

Wolfe, Richard A., Robert P. Gephart, and Thomas E. Johnson. "Computer-facilitated qualitative data analysis: Potential contributions to management research." *Journal of Management* 19.3 (1993): 637-660.

Holsti, Ole R. "Content analysis." *The handbook of social psychology* 2 (1968): 596-692.

Weber, Robert Philip. *Basic content analysis*. No. 49. Sage, 1990.

Ahmed, Jashim U. "An Overview of Triangulation Research." *North South Business Review* 2.1 (2007): 72-83.

Hussein, Ashatu. "The use of triangulation in social sciences research: Can qualitative and quantitative methods be combined?." *Journal of Comparative Social Work* 4.1 (2015).

Mathison, Sandra. "Why triangulate?." *Educational researcher* 17.2 (1988): 13-17.

Olsen, Wendy. "Triangulation in social research: qualitative and quantitative methods can really be mixed." *Developments in sociology* 20 (2004): 103-118.

Denzin, Norman K. "The Research Act." *A Reader in Social Psychology* (1978).

Patton, Michael Quinn. "Enhancing the quality and credibility of qualitative analysis." *Health services research* 34.5 Pt 2 (1999): 1189.

Stemler, Steve. "An Introduction to Content Analysis. ERIC Digest." (2001).

Elder, S. "ILO school-to-work transition survey: A methodological guide. module 4-key indicators of youth labour markets: Concepts, definitions and tabulations." *International Labour Organization*. http://www.ilo.org/wcmsp5/groups/public/@_ed_emp/documents/instructionalmaterial/wcms_14860 (2009).

Constitution of the Republic of Serbia. *Official Gazette of the Republic of Serbia*, No. 98/2006.



Co-funded by the
Erasmus+ Programme
of the European Union



*School-to-Work Transition for Higher education students with disabilities
in Serbia, Bosnia & Herzegovina and Montenegro*

Service support to students: analysis of options. TEMPUS project EQUI-ED - Equal access for all: strengthening the social dimension for a stronger European higher education area, 2013. Retrieved on 10th February 2016 from <http://www.equied.ni.ac.rs/en/radni-paketi/radni-paket-4/radni-paket-4-dokumenti/>

Dorić, Gorana (ed.). *Social dimension of higher education in Serbia: Analyses and recommendations.* Equal access for all: strengthening the social dimension for a stronger European higher education area - EQUI-ED, 2015. Niš: Filozofski fakultet Univerziteta u Nišu. Retrieved on 10th February 2016 from <http://www.equied.ni.ac.rs/en/component/jdownloads/finish/8/302>

Gajin, Saša (ed.). *Discrimination in Serbia 2014:* Raport Coalition against discrimination, Beograd: Centar za unapređivanje pravnih studija. Retrieved on 10th February 2016 from www.stopdiskriminaciji.org/wp-content/uploads/2015/05/Diskriminacija-u-Srbiji-2014.pdf

Education - Chapter 5. *Statistical yearbook of the Republic of Serbia in 2015.* Statistical Office of the Republic of Serbia, 2015.

Law on Higher Education. *Official Gazette of the Republic of Serbia*, No. 76/2005

Law on Prevention of Discrimination against Persons with Disabilities. *Official Gazette of the Republic of Serbia*, No. 33/2006

Law on Prohibition of Discrimination. *Official Gazette of the Republic of Serbia*, No. 22/2009

Popović, Nenad. *Social Dimension of Higher Education in Serbia: Baseline Study*, Equal access for all: strengthening the social dimension for a stronger European higher education area- EQUI-ED Tempus project, 2012.

Mastikosa, Olivera, et al. *Analiza primjene politike u oblasti invalidnosti BiH 2008-2013.* Balkan Civil Society Development Network, 2014.

Okvirna politika unapređenja ranog rasta i razvoja djece u Bosni i Hercegovini (2012).

Okvirni zakon o predškolskom odgoju i obrazovanju u BiH (Službeni glasnik BiH, broj 88/07).

Okvirni zakon o osnovnom i srednjem obrazovanju u BiH (Službeni glasnik BiH, br. 18/03).

Okvirni zakon o visokom obrazovanju u BiH (Službeni glasnik BiH, br. 59/07).

Okvirni zakon o srednjem stručnom obrazovanju i obuci u BiH (Službeni glasnik BiH, br. 63/08).

Politika za unapređenje ranog rasta i razvoja djece u Republici Srpskoj 2011-2016.

Porodični zakon Republike Srpske (Službeni glasnik RS, broj 54/02, 41/08).

Pravilnik o pravu na ortopedska i druga pomagala (Službeni glasnik RS 42/09, 51/09, 64/09, 101/09, 02/10, 10/10, 73/10, 101/10, 17/11, 42/11).



Co-funded by the
Erasmus+ Programme
of the European Union



*School-to-Work Transition for Higher education students with disabilities
in Serbia, Bosnia & Herzegovina and Montenegro*

Pravilnik o minimalnim uslovima za početak rada zdravstvene ustanove RS.

Pravilnik o bližim uvjetima prostora, opreme i kadra za osnivanje i obavljanje zdravstvene djelatnosti u zdravstvenim ustanovama (Službene novine Federacije BiH 26/12).

Pravo na socijalnu zaštitu u Bosni i Hercegovini, OSCE, 2012.

Strateški pravci razvoja obrazovanja u BiH sa planom implementacije 2008 –2015 (Službeni glasnik BiH, br. 63/08).

Strategija razvoja obrazovanja Republike Srpske 2010-2014.

Ustav BiH.

Ustav Federacije BiH.

Ustav Republike Srpske.

Zakon o socijalnoj zaštiti Republike Srpske (Službeni glasnikRS, br.37/12).

Zakon o dječijoj zaštiti Republike Srpske("Službeni glasnik RS", br. 4/02, 17/08, 1/09).

Zakon o osnovama socijalne zaštite, zaštite civilnih žrtava rata i zaštite porodica sa djecom FBiH, Službene novine FBiH 36/99, 54/04, 42/06

Zakon o dječijoj zaštiti u Brčko distriktu BiH, prečišćen tekst, 51/11

Zakon o izmjenama i dopunama Zakona o socijalnoj zaštiti u Brčko distriktu BiH (Službeni glasnik Brčko distrikta br. 4/04).

Zakon o socijalnoj zaštiti u Brčko distriktu BiH, (Službeni glasnik Brčko distrikta,br. 1/03).

Zakon o pravima boraca, vojnih invalida i porodica odbrambeno-otadžbinskog rata RS (Službeni glasnik RS br. 134/11, 09/12 i 40/12).

Zakon o zdravstvenoj zaštiti (Službene Novine Federacije BiH, br. 29/97).

Zakon o zdravstvenom osiguranju RS (Službeni glasnik Republike Srpske, br.18/99, 51/01, 70/01, 51/03, 57/03, 17/08, 01/09, 01/09, 106/09).

Zakon o zdravstvenom osiguranju Brčko Distrikta BiH („Službeni glasnik Brčko Distrikta BiH”, br. 1/02 7/02 19/07 2/08 i 34/08).

Zakon o zdravstvenoj zaštiti Federacije BiH (Službene novine Federacije BiH 46/10).

Zakon o zdravstvenoj zaštiti (Službeni glasnik RS broj 106/09)

Zakonom o predškolskom vaspitanju i obrazovanju (Službeni glasnik Republike Srpske, br. 119/08 i 1/12).



Co-funded by the
Erasmus+ Programme
of the European Union



*School-to-Work Transition for Higher education students with disabilities
in Serbia, Bosnia & Herzegovina and Montenegro*

Zakon o osnovnom obrazovanju i vaspitanju (Službeni glasnik Republike Srpske, br. 74/08, 71/09 i 104/11).

Zakonom o srednjem obrazovanju i vaspitanju (Službeni glasnik RS, br. 74/08, 106/09 i 104/11).

Zakon o visokom obrazovanju u Republici Srpskoj (Službeni glasnik RS, br.73/10 i 104/11).

Zakon o obrazovanju odraslih (Službeni glasnik Republike Srpske, br. 59/09).

Zakon o radu Federacije BiH (Službene novine FBiH, br. 43/99 i 32/00).

Zakon o radu – prečišćeni tekst (Službeni glasnik RS 55/07).

Zakon o profesionalnoj rehabilitaciji, osposobljavanju i zapošljavanju invalida RS (Službeni glasnik RS 54/09, Banja Luka).

Zakon o profesionalnoj rehabilitaciji, osposobljavanju i zapošljavanju osoba sa invaliditetom (Službene novine FBiH 34/10).

Zakon o zapošljavanju (Službeni glasnik RS 54/05 i 64/06).

Zakon o posredovanju pri zapošljavanju i socijalnoj sigurnosti nezaposlenih osoba FBiH (Službene novine FBiH 41/01).



Co-funded by the
Erasmus+ Programme
of the European Union



*School-to-Work Transition for Higher education students with disabilities
in Serbia, Bosnia & Herzegovina and Montenegro*

Project Coordinator



Project contact person:
Lefkothea Kartasidou, Assistant Professor
lefka@uom.edu.gr

Project email 561847.trans2work@gmail.com

Project website
www.trans2work.eu



Co-funded by the
Erasmus+ Programme
of the European Union

Erasmus+ KA2
Capacity Building in Higher Education

Project duration:
15th October 2015-14th October 2018

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.