



Research Article

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Assessment of Accessibility of Disabled Students in the Public University Infrastructure in Albania

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Abstract

This study was carried in the academic year 2018-2019, aiming at assessing the situation of infrastructure and social care for disabled students in public universities in Albania. The goal of this survey was to contribute toward providing effective academic services and upgrading the infrastructure access for disabled students, to help them to get access and mobility in university settings. Twelve public universities were surveyed for the accommodation and the nature of specialized services to pursue successfully a higher education program for disabled students. Specialized teaching, supportive offices regarding academic accommodation, transportation, and social care, and other educational equipment are missing in most public universities. This survey revealed special needs and possible access to university settings. Achieving equitable inclusion and the implementation of higher education actions within HES in Albania remains a permanent challenge to create adequate learning and teaching spaces for special needs for disabled students.

Keywords: *accessibility and mobility, disabled students, university infrastructure, learning and teaching methods, public universities, Albania*

1. Introduction

The purpose of higher education is to strengthen and deepen academic and scientific knowledge as well as to meet the social needs of all students (Riddell & Weedon, 2014). Student communities are facing many unsolved problems and necessities and so are students with disabilities (CRPD, 2016). Among many problems, students with special needs are encountering additional challenges such as inappropriate university infrastructure, social and economic difficulties, need for accommodation, mobility, transportation, and lack of leisure activities, career opportunities, and employment prospects (Braxton et al., 2000).

The number of universities offering services for students with disabilities has been growing considerably worldwide over the last decade, as the rights of this community are made a must by The Convention on Rights of Persons with Disabilities. Article 24 (1) of this Convention provides that states must ensure an inclusive education system at all levels, including the Higher Education System (CRPD, 2016). Nevertheless, not all students with disabilities are getting an adequate level of support, even within the same country. Providing effective academic services for students with disabilities remains a difficult process in higher education (Bickenbach et al., 1999). Inadequate auditoriums, classrooms and stairs, narrow walkways, heavy doors, elevator doors without delay mechanism, the absence of ramps and signs, ineffective regulations are among the common barriers for disabled students (Anastasiou & Kauffman, 2013).

Academic issues for disabled students consist in not only physical accessibility to university and faculty offices, laboratories, class location, and time restrictions to schedule classes, but also in limited participation in social and political activities (Basser, 2011). In this sense, institutions of higher education are not fulfilling all requests of the community of special needs' students. However, data indicate that disabled students tend to leave higher education programs without adequate qualifications. In addition, there are fewer people with disabilities in the workforce. The Institutions of Higher Education lack the policies and strategies to increase inclusion of disabled students (CRPD, 2014).

1.1 Theoretical Background

The university environment needs to be accessible, inclusive, and to have reasonable adjustments for all, creating organizational and personal challenges to enable all students to be developed professionally. That requires universities to be inclusive and responsive to the needs of the entire student community (Debrand & Salzberg, 2005). It is in the proclamation of the right to inclusive education that the Convention comes closest to advancing a social model of disability (Oliver, 2013; CRPD, 2016).

In recent years there has been a slight increase in the number of students with disabilities who consider postsecondary education necessary (Hill, 1992). However, inaccessible curricula, negative attitudes, and physical barriers restrict their participation in educational environments (Forni and Henning, 2006).

Disabled people face various kinds of discrimination that create difficulties and disadvantages for them (Connor & Ferri, 2007). Among these difficulties and challenges is the ability to access building infrastructure at university areas and campuses (Danso et al., 2017). Students with disabilities face constant embarrassments in the university infrastructure, inaccessible buildings and inadequate facilities, endless bureaucracy, unenforced regulations, etc. In the micro-institutional environment they face negative, non-inclusive attitudes, non-specific curricula, etc., (Moriña et al, 2014). They tend not to openly declare their disability, thinking that they may be negatively perceived in the student community (Riddell & Weedon, 2014).

Problems in the Higher Education System have been the subject of much debate recently in Albania. One such concern is the need for adjustment of educational programs and implementation of the right to inclusive education for those with special needs. Society should be organized in a way that takes

account of everyone's physical and mental characteristics (Norris et al, 2020). This has also led to reforming educational policy by changing curricula as well as university environments to assist people with disabilities across the country especially as the number of students with disabilities attending university audiences in recent years has increased. However, the Albanian higher education system is far from achieving the goal of education for all. Students with disabilities have a very low initial enrollment rate. In addition, they are more likely to drop out without graduating (Shima & George, 2014).

Students with disabilities are often exposed to situations with an unpleasant infrastructure and bullying, which often deprive them of their right to education (Kvam & Braathen, 2006). In attempts to implement the Stabilization and Association Agreement with the European Union, the Albanian government has regularly changed the country's legal framework and increased efforts towards inclusive education. Despite efforts to create inclusive education, it is not certain whether this objective has been met (UNDP, 2015).

They are often discouraged to apply in the higher education programs because universities do not provide services needed. Data indicate the importance of university facilities in matters concerning disabilities and new technologies, training the staff in regard to students with disabilities in higher education, the existence of specific services for support and the significance of improving a positive attitude in the campus toward the disability (Debrand & Salzberg, 2005). The services need to be diverse and multifaceted as the students themselves present a wide range of disabling conditions. The design of university facilities should provide a good approach for students with disabilities minimizing physical and social barriers (Stilwell & Perritt, 1983).

Albanian constitution and laws prohibit discrimination against persons with disabilities. As a result, government services at schools, universities, health care services, and other institutions have committed themselves to facilitating services and benefits for people with disabilities. Legislation for disabled people obliges public buildings to have the availability to access them. However, the law is sporadic, leaving the possibility of creating disparity for people with disabilities (Rusi, 2012).

1.2 *Students with Disabilities in Albania*

The Albanian government has supported social services agencies to supply public needs such as transportation, communication, or services such as electricity and water for people with disability conditions. However, funding for these agencies has been limited and, as a result, it has not been sufficient for them to implement programs adequately. In many cases, people with disabilities lack the infrastructure to fully participate in normal life. The situation, however, is more difficult for students, who do not find support from programs and projects for people with disabilities.

According to 2018 data and reports, there has been social discrimination and social stigmatization of people with mental and physical disabilities and others (USDS, 2018). There has been no attempt to examine the availability of services to disabled students attending universities, and there is no accurate information on the extent and nature of services for students with special needs.

The overall population census in Albania in 2011 recorded 6.2% of the Albanian population over 15 years of age that had some form of disability in at least one of the following: sight, hearing, mobility, sensory impairments, self-care, and communication (WVSC, 2018). The 2011 census data show that 79% of families with members with disabilities depend on the benefits of social care schemes. Mijatović in 2018, reported 108 students with hearing impairments enrolled in Albanian universities.

There is a large student community enrolled in public universities in Albania. The largest universities are located and operate in Tirana. There are public universities in other regions as well. All public higher education institutions receive funding from the state budget, student registration fees, revenues from third-party services, donations, scientific activities, international projects, bilateral or multilateral agreements, and other funding. Despite support from state funds and other donations, there is lack of donations or support for students with disabilities (USAID, 2019).

The official statistics of the Government of Albania show that there are 143,000 persons with disabilities. The community of students with disabilities, as part of the larger community of persons with

disabilities, experiences the same problems. In addition, they face university infrastructure difficulties, lack of special services in auditing, teaching materials, transportation, and personal care (USAID, 2019).

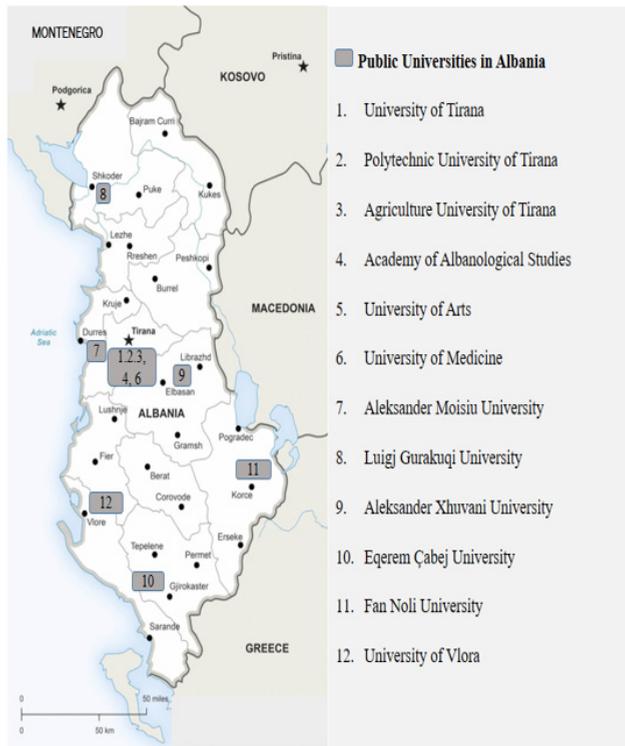


Fig. 1. Location of Public Universities in Albania

1.3 Study Aim

The purpose of this study was to assess the situation of infrastructure and services for students with disabilities in public universities in Albania. The evaluation of accommodating capacities as well as unique learning needs aimed to recognize problems and difficulties faced by universities and the community of disabled students. The main objective concerned assessment of the level of accessibility and mobility of disabled students in Albanian universities in order to identify required improvement in university settings.

2. Materials and Method

A survey was conducted to evaluate the accessibility and mobility of students with disabilities and the adequacy of public university infrastructure in Albania. Students from 12 public universities were interviewed by means of a survey during the academic year 2018-2019. According to the Ministry of Education, Sports and Youth statistics for 2019, the student community at the public university reached the total of 113, 277 students. Among 15 public universities in Albania, only 12 universities were selected for the study because of their enrollment of students with disabling conditions.

In this study, 148 students from 12 Albanian universities were interviewed about how universities make efforts to provide the needed infrastructure for disabled students and to guarantee no one is left

behind. Students responded to questions related to university services (accessibility, transportation, etc.) and teaching commodities for students with special needs.

Students were required to provide detailed information regarding the infrastructure of students with disabilities in public universities in Albania by means of a questionnaire. The methodology guaranteed critical evaluation of university services taking into account both infrastructure and individual accommodation approaches for disabled students. According to the study methodology, the model of formulating alternative hypotheses was selected and tested by defining variables such as: accessibility of university structure, transportation and moving facilities, provision of accessible university space, teaching and other educational equipment, personal and special needs, accessible workstations in libraries and labs, and structural arrangement of volunteer work for helping disabled students in public universities in Albania.

Specific questions were formulated for each of the above variables, which were used for interviewing students. The questions of each variable were created using the semi-structured model questionnaire. The content of these questions was simple and consisted of formulations such as:

- How many students with disabling conditions are among the general student population? What are their specific needs?
- How does public university infrastructure provide services for accessibility and mobility of students with disabling conditions? What are the nature and the extent of accessibility for those students on university campuses?
- Do public universities offer facilities to meet requirements of teaching commodities for students with disabilities? Are universities equipped with an office or staff designated to provide assistance to students with specific needs?
- Have universities developed relevant policies regarding students with disabilities? Does the social environment on public university campuses offer assistance and support for students with special needs?

2.1 Student's Interviews

The questionnaire questions aimed to fulfill the overall aims of the study. The information about accessibility and mobility of disabled students in public universities was gathered in collaboration with Student Career Offices. The distribution of the interviewed students included public universities in the country. Distribution of the interviewed students included most of the public universities in the country, taking into consideration the number of students enrolled and who were continuing their studies in the academic year 2018-2019.

Table 1. Students interviewed in public universities in the academic year 2018-2019

	Public Universities	Number of interviewed students
1	University of Tirana	19
2	Polytechnic University of Tirana	13
3	Agriculture University of Tirana	14
4	Academy of Albanian Studies	9
5	University of Arts	11
6	University of Medicine	16
7	"Aleksandër Moisiu" University in Durrës	9
8	"Luigj Gurakuqi" University in Shkodra	13
9	"Aleksandër Xhuvani" University in Elbasan	11
10	"Eqerem Çabej" University in Gjirokastra	10
11	"Fan Noli" University in Korça	14
12	University of Vlora	9
	Total	148

Table 1 shows the number of students interviewed for each public university. The number of students is a large sample that enables generalizations and recommendations based on the findings.

2.2 Data Analysis

A three-sectioned survey was constructed as a primary instrument for gathering the data. The first questionnaire section included general information about students with disabling conditions. The second section sought information regarding facilities and services provided to disabled students. It aimed to examine the degree of accessibility and infrastructure within public universities. The third part of the questionnaire contained questions about staff assistance, inclusive curricula, and teaching methods.

A structural analysis was done for comparative analysis of all information collected from interviewed students. Students that had not answered were not taken into consideration for data calculation. Frequencies and percentages of responses were computed for each survey question. The conclusions of the study are based on statistical descriptive analysis and they are provided below in a detailed discussion.

3. Results

The evaluation of the situation for accessibility and mobility of disabled students in the public universities in Albania was carried out during the academic year 2018-2019. From the results of interviews with 148 students of public universities, it is evident that accessibility and mobility of disabled students is not provided for all categories of disabled students. University infrastructure and services do not meet all requirements of disabled students. In some of the public universities, renovations of buildings have been made with the purpose of improving infrastructure and services. However, more than 2/3 of higher education buildings are old and need to be renovated and modified. There have been some attempts at building renovation and installation of ramps and automatic main entrance doors. However, results show that although access routes have been created, ramps, lifts, stairs, and signs to make buildings more accessible for disabled students are still missing. An accessible environment is essential for disabled students to enjoy their rights, to participate in the Institutions of Higher Education, and to have the possibility of realizing their full potential.

Table 2. Results of student interviews for the accessibility and mobility of disabled students in the public universities in Albania; Student interviews were carried out in the academic year 2018-2019

University infrastructure and services	Accessibility of university infrastructure (ramps, stairs, lifts etc.)	Transportation and moving access (special buses, vans, wheelchair, etc.)	Accessible university spaces (parking place, bus station, etc.)	Accessible workstations in libraries and labs (special tables and chairs, lifts etc.)	Teaching and other educational equipment (assistive devices and teaching materials etc.)	Access for personal and special needs (special chairs and tables, etc.)	Volunteer help for students with disabilities (students, university staff)
Good level of accessibility	14.2% (20/141)	11.6% (16/138)	18% (26/145)	4.7% (7/148)	16.6% (22/132)	8% (11/135)	33% (43/130)
Enough accessibility	10.6% (15/141)	26.1% (36/138)	9% (13/145)	7.4% (11/148)	18.2% (24/132)	12% (16/135)	25% (32/130)
Lack of accessibility	75.2% (106/141)	62.3% (86/138)	73% (106/145)	87.8% (130/148)	65.2% (86/132)	80% (107/135)	42% (55/130)

Note: Some students did not answer all the questions related to accessibility and mobility. They have been excluded from data calculation.

4. Discussion

In the academic year 2018-2019, 129,394 students attended all tertiary programs, marking a decrease of 7.3% compared to 2017-2018 (INSTAT, 2018). Findings show that the number of students with disabilities in Albanian public universities is increasing reaching 1.3% of the total student enrollment although they are still underrepresented in higher education (MoES & Y, 2019).

The number of students with disabling conditions interviewed is presented in Table 1. Students report varying degrees of disabilities, such as physical impairments, visual and hearing impairment, learning disabilities, speech and language physical impairment problems, and chronic health problems. Results of this study identified the demands of the different types of disability that universities need to raise awareness of the students with specific needs. All public universities provided graduated courses for disabled students without specific policy regarding admission of students with disabling conditions.

Respondents were also asked to specify if any kind of service or facilities is provided by designated persons or administrative staff member. Students report that there are no persons in charge of providing services for disabled students in order to facilitate their accommodation within academic settings. All data were provided by the Student Career Offices.

4.1 Accessibility and Mobility within University Infrastructure

An important section of the questionnaire was devoted to examining accessibility of tertiary programs. The disabled student interviewees were requested to provide information about the nature and the extent of infrastructure within universities. Some different services were listed in order of frequency, from most to least common, within university infrastructure. Students with disabilities, according to results, face difficulties in accessing and utilizing infrastructure offered by university buildings and facilities.

According to data from the survey, 24.8 % of respondents indicated that university infrastructure, such as buildings and other campus areas, was accessible. The majority of disabled students (75.2%) reported major physical barriers such as not having ramps, lifts, or other infrastructure facilities. Results suggest that the design and construction of university buildings did not take into account provision of facilities for access by students with disabilities. Respondents stated that there were no elevators, special equipment, separate entrances, or signs indicating the location of mobility vehicles of persons with disabilities. Many of the building were reported to be old and consequently difficult to modify.

According to study results on university campuses and in the area around universities buildings, there is lack of parking places and special bus stations to facilitate the availability of transportation and mobility of students with disabilities. Only 37.8% of students mentioned the existence of accessible university space for disabled students. Most students, 62.2% of them, reported that not all buildings were not accessible such as campuses, bookstores, libraries, and administrative offices. It is a necessity for public Albanian universities to modify existing buildings in order to be responsive in providing adequate services.

In terms of existing facilities and services provided for disabled students, some specific services were listed on the questionnaire. The interviewed students were asked to specify the types of facilities offered by universities from most to least common: 62.3% of disabled students confirmed that transportation by special buses, vans, and wheelchairs is missing in public universities. When students are unable to access standard modes of transportation, university officials must make special transportation arrangements. Transportation is an essential service for certain students with disabilities due to their physical impairments. Only 36% of disabled students confirmed the access to parking places, bus station, and other spaces used by people with special needs.

Education leaders should work closely to ensure that transportation plans for all students be designed to operate efficiently in meeting the demands of students. Accessibility should be a factor to be considered when making adaptations of building and university infrastructure. Specialized

equipment (such as special or adapted buses, lifts, and ramps), if required, are necessary to provide special transportation for a student with a disability in order to meet special-education programs (Charles et al, 2015).

In recent years, studies have reported numerous experiences of students with disabilities and support structures in higher education. In the UK, Holloway investigated in 2001 the experience of students with disabilities and identified the need for new access for students with disabilities and central policy making as part of the university's strategy and development perspectives. The difficulties of access to university infrastructure derive from the fact that experts who worked on the infrastructure design of the buildings have not respected the criteria required for students with disabilities. Referring to Sarsak 2018, collaborative professional teams should work together for improving access to buildings requiring synchronization among service providers, occupational therapists, physiotherapists, politicians, engineers, and architects in order to make university buildings even more accessible to anyone with a disability and to meet the needs of this community.

4.2 Accessible Workstations in Libraries and Labs

Data interpretation of this survey signifies that special tables and chairs, lifts in libraries, in laboratories have not been provided for most disabled students. According to study results, 12.1% of disabled students responded they have good and enough access to use these facilities. Answers of disabled students related to accessible workstations in libraries and labs showed that 87.8% of them have no access. The situation of accessible workstations in libraries and labs of public universities in Albania indicates lack of specific services for students with disabilities. There are some efforts by several universities regarding provision of software and networks for facilitating learning methods or installing workstations in library spaces.

For students with disabilities, it is important to interact with library staff who are sensitive and understanding to their needs and who are aware of accessible information, services, and available equipment which would ensure equal access. In addition, adapting a multidisciplinary teaching style that utilizes a variety of visual, auditory, and tactile techniques that meet the needs of groups of students with disabilities is one of the strategies pursued by many higher education institutions. Universities are creating websites that are accessible to people with disabilities. Using a desktop browser, a mobile phone, or working in a hands-free environment are part of a new approach of most university libraries (Carter, 2004). Survey results show that universities administration spaces do not include an office for disabled students.

4.3 Teaching and other Educational Equipment

Criteria for gaining access to services varied widely. The situation regarding use of specialized equipment and teaching materials by disabled students is not what is expected. Findings identified the need to train staff in matters concerning disabilities and the necessity of teaching staff awareness towards disability. Faculty members may not recognize the type of requirements of disabled students, such as audio books, extra time to complete exams, or designing inclusive curricula. They require a flexible approach to a more inclusive pedagogy. Enhancing awareness of disability may help in evaluating the current level of service and identifying those not provided that could be available in the future.

Another study identified significant difference in inclusive practices among individuals and departments (Fuller et al, 2004). The importance of staff training, particularly training for academic staff on specific disability issues and inclusive practices are important to improving accessibility and inclusion of disabled students in academic education (Williams et al, 2019).

Regarding provision of appropriate learning opportunities, Albanian public universities are making efforts to establish a communication that encourages dialogue among interested parties in the wellbeing of disabled students while involving them in all decisions. Universities should pay attention

to staff development especially with regard to potential health issues and for the long term, and they should move away from justified individual adjustments to inclusive education for all (Redpath et al, 2013).

In our survey, 34.8% of students confirmed that the needed technology is provided by public universities. Special tablets, computers, and teaching materials are missing in almost all Albanian public universities. This is claimed by 65.2% of disabled students interviewed during the survey time. Only a few educational equipment and teaching materials, mostly provided as donations by the projects, are used in sporadic cases. The responses of interviewed students seem to indicate indifference of Higher Education Programs in supporting special needs students.

Different findings related to teaching materials and other equipment are mentioned by other authors in developed countries (Mor, 2006; Simonson & Ellen, 2013). After 2006, universities have made progress towards implementing schemes with objectives and goals to achieve equality for staff and students with disabilities. Promotional methods have been used in developed countries to meet the objectives, and projects have been implemented to guarantee equality of students with disabilities to the student communities. Such systems have been created to distinguish people with disabilities from the rest of student communities, which are likely to have effects on student education (Riddell & Weedon, 2014).

Disabled students need to be trained in new technologies in order to overpass barriers they find in the classroom. Some others are claiming that higher education programs are unprepared to handle certain situations where students require curriculum adaptation. It requires a more inclusive curricula and embracing diverse learning styles. In some universities, there are no differences based on type of disability or field of study. Students require not only training but also good conditions in the classroom. In addition, university should inform them about legislation that has been developed to guarantee their inclusion, their rights, etc. (Morgado et al., 2016).

4.4 Personal and Special Needs

At all universities, findings show that facilities used by students with disabilities were funded by student's families or some international organization grant. Depending on the type of disability, students may need an assistive device or technology to facilitate their interaction or participation within tertiary education. However, offices were not accessible to students with mobility impairments. A small number of interviewed students, about 20% of them, reported good and enough availability for special requirements and the others, or 80% of interviewees stated there are no personal and special facilities provided by universities that would facilitate their academic accommodation. In the university buildings, there are no roads and campus infrastructure provided, such as toilets, special chairs, tables, and other facilities to be used by disabled students.

Students with disabilities need different services depending on the type of disability, ranging from basic help in the case of students with a motor disability to specialized equipment and teaching materials for students with visual impairments (Hill, 1992, Kendall, 2016).

All university buildings and other university areas must be equipped with personal and special facilities fulfilling all needs of disabled students (Basser, 2011). However, many Albanian Institutions of Higher Education were negligent in providing adequate special needs and did not manage to give specialized requirements so the disabled students could attend courses.

Furthermore, there are no designated funds for staff and resources allocated to serve students with special needs. Universities were not providing learning support plans and they had miss specific needs for each individual. In developed countries, support services for disabled students within the university are considered positive, providing good support since the first week of commencing university. Other barriers were identified related to untrained staff for students' disabilities, lack of desire to serve and select the necessary tools and services (Kendall, 2016).

A study in the UK shows that students with disabilities entering university tend to identify themselves as soon as possible in order to adapt to the conditions of teaching and other social care

services. Enrollment at the university is properly coordinated with the University Disability Assistance Service Centers and within the department where students with disabilities continue their studies. The importance of staff training, particularly training for academic staff on specific disabilities meeting specific needs of students, services provided, and inclusive practice are very important for improving accessibility and inclusion of disabled students in academic education (Taylor & al, 2010).

4.5 Supporting Disabled Students and Volunteering

Key focus within public universities should be on the wellbeing of disabled students. The data of this study, in table 2, showed the support for disabled students by volunteers. Survey results show that volunteer help for disabled students is casually offered by peers, university employees, and others. Interviewees stated that in 58% of disabled students was offered assistance and help. Volunteering among students and academic staff is a good opportunity to help disabled students in Higher Education Institutions and to keep them engaged effectively.

However, in universities there is too much to do from caretaking administrative staff for supporting the community of disabled students. In UK, USA and other developed countries, there are more organized volunteer people offering assistance and help for the community of disabled students (DSAE, 2019). At university, students enjoy a wide range of opportunities through volunteering. An example of academic volunteerism has been identified for the nature of student support.

Regarding the need for personal support for students with disabilities, students have found the use of social media, multimedia, digital systems, social networks, etc. It is argued that university-based volunteering allows students to apply theoretical learning, transfer, and skills development, and enables students to engage in the local community, improving knowledge and awareness of social issues. The benefits of volunteering are considered surprising. That said, this is not a central feature of all university programs. Students have set up volunteer groups and associations to help people with disabilities, including the disabled students' community. Volunteering today is becoming more organized and oriented towards social groups with disabilities (Weston & Guardini, 2013).

Regarding volunteer help for disabled students, this study was only focused on the community of students. Volunteer activity could be better assessed by interviewing different communities, such as teachers, professors, and other citizens. Moreover, the benefits for the universities themselves have been identified in establishing community ties and involvement in local affairs.

5. Conclusions

Public university authorities in Albania should meet the needs of students with disabilities by offering them access to the physical environment and transportation, information and communication, including university infrastructure and communications technologies.

Disabled students in public universities need more accessible university space, varied facilities and services. Very often, the availability of services required to meet a student's unique learning needs might impede them from accessibility of university programs.

Improvement of strategy by public university authorities, including the care of students with disabilities by unifying it as part of the National Higher Education Strategy, remains one of the challenges of higher education social policies in Albania. University policy-makers should include in future policy all inclusive practices across the university, in order to increase access and mobility for all students. These practices should ensure that lectures, relevant materials, classroom accommodation, and training related to disability awareness be available for disabled students.

Disability issues should be considered important challenges for university communities and other social groups aiming to create for them facilities and access to the education process and social life. Successful use of methods with specific tools for accessibility of disabled students depends not only on their technical nature but also on teaching factors. The use of new technologies for students with disabilities is a necessity to promote inclusion of students with disabling conditions. It is time for

universities to address financial support required for supporting the disabled student community. That should be achieved through appropriate organizational schemes, human resources with specialized expertise and training, advanced technological support on an equal basis with others, and integration into the university life.

Setting up the Office for Students with Disabilities in Albanian universities will provide facilities and services encouraging the participation of students with disabilities in all education programs and university activities.

The conclusion reached is that disabled students in Albanian universities encounter different forms of exclusion related to inappropriate infrastructure, lack of university services and social care in university campuses, as well as limited participation in student organizations.

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