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*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**

<b>D1.1</b>	<b>Identify and analyse the needs of Employers</b>
<b>Prepared by :</b>	University of Montenegro
<b>Contributors</b>	All partners
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13	University of Donja Gorica (UDG)	
14	Association of Youth with Disabilities of Montenegro (AYDM)	
15	EMPLOYMENT AGENCY OF MONTENEGRO (EAM)	
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20	Profil Management Consulting d.o.o (Profil MC d.o.o.)	
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## 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
HE	Higher Education
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 .....	10
2.3.1 Description of the entire sample .....	12
2.3.2 Description of sample from Serbia .....	13
2.3.3 Description of sample from Bosnia and Herzegovina .....	14
2.3.4 Description of sample from Montenegro .....	15
2.4 Research tool .....	15
2.5 Procedure .....	17
2.5.1 Design and development of the research tool .....	17
2.6 Data analysis .....	17
3. Analysing needs of Employers in Serbia .....	18
3.1 Results concerning employers from Serbia .....	21
3.1.1. Results concerning employers from Serbia who do have EwD .....	21
3.1.2. Results concerning employers from Serbia who do not have EwD .....	28
3.1.3 Results concerning the total of employers from Serbia .....	34
4. Analysing needs of Employers in Bosnia and Hercegovina .....	38
4.1 Results concerning employers from Bosnia and Herzegovina .....	40
4.1.1. Results concerning employers from BiH who do have EwD .....	40
4.1.2. Results concerning employers from BiH who do not have EwD .....	47
4.1.3 Results concerning the total of employers from Bosnia and Herzegovina ..	52
5. Analysing needs of Employers in Montenegro .....	57
5.1 Results concerning employers from Montenegro .....	59
5.1.1. Results concerning employers from Montenegro who do have EwD .....	59
5.1.2. Results concerning employers from Montenegro who do not have EwD ...	66
5.1.3 Results concerning the total of employers from Montenegro .....	71



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

6. Conclusion .....	76
Annex I .....	78
Questionnaire for employers .....	80
References.....	88



## 1. Introduction

This is the first report in a series of anticipated three interrelated reports that makes part of WP1 within the Trans2Work project. The aims of WP1 are:

- Dev 1.1: Identify and analyze the needs of employers in order to investigate and form the Methodologies for pioneering categorization and analysis of employers' needs that can be used for further studies, as well as to identify and analyze the needs of employers;

- Dev 1.2: Identify and analyze the educational needs of students with disabilities that should ensure Methodologies for pioneering categorization and analysis of IwDs needs that can be used for further studies, and as well as in the case of Dev 1.1 to identify and analyze the needs of SwD in the transition process from school to work;

- Dev 1.3: Benchmarking transition and employment policy as a main result should offer Assessment of the initiatives in regional, national and international level that could be adopted in partner countries in order to facilitate the transition of IwD from HE into the labor market.

Due to the above mentioned aims, it is clear that WP1 is a basis for the entire Trans2Work project, and on this assumption the rest of work packages will rely on. In addition, the results obtained from the research analysis conducted in WP1 need to formulate strategies and activities designed to achieve the overall objectives of the project:

- upgrade and prepare HEIs services to support SwD to their transition from HE to Work following the EU policies;
- link Higher Education to “disability friendly work environments, assimilate transition opportunities and skills with EU practices and policie;
- to prepare employers on understanding the needs of employees with disabilities in order to offer new jobs.

With broader assessment of the tasks that are set before the first work package, we can note that WP1 should have:

- Descriptive role: because it should review the relevant legislative, regulations and rules in the sphere of inclusion of the highly educated students from education point to the employment;
- Analytical role, where it is necessary to look at the similarities and differences in the legislation and their practical application in three partner countries: Serbia, BiH and Montenegro;
- Benchmarking role: giving an answer to the question "Where is our position compared to other countries in the EU from the transition standpoint of SwD", i.e. to compare the current situation in the three partner countries with the situation in EU and to propose a sphere in which there is a space for improvement.

The document is structured as follows:

- A short introduction is followed by Section 2 with the applied methodology used to capture the current legal regulations and analyze the needs of employers in Serbia, BiH and Montenegro. In addition, here is given an overview of the instruments and tools used in the data collection and analysis.
- Section 3 provides an overview of the current situation in the SwD transition to the employment from the perspective of employers in Serbia.
- An overview of the employers from BiH is given in Section 4.





- Section 5 summarizes the main situation in Montenegro when it comes to the needs of employers regarding SwD transition from higher education to their first job.
- The last Section (6) provides conclusions that emerged from the consideration of the legislation and the collection of data through questionnaires done by employers.

## 2. Methodology

### 2.1 Realist review

The researchers, who deal with areas of complex social processes that should give an overview of the legislation and the facts from practice, are mainly encountered with the following issues: Potential loss of information that should be collected and assessed.

In an environment that is highly contextual and whose parts vary in terms of relevance and quality, it is difficult to select only relevant data.

Using traditional methods, such as the systematic review<sup>1</sup> does not give well results because the social impacts are too complex and too deeply rooted in the system; they are contextual in nature and are changable. In order to overcome these problems, Ray Pawson<sup>2</sup> has developed a realistic review that allows considering the context of the decision-making process and the formation of opinion. This process is more focused on finding individual strategies that are applicable in specific situations, and relies on answering the question of how something works and under what conditions.

In addition to Pawson, other important researchers in this field<sup>3</sup> focus on the so-called "recursive discontinuous process" which looks through the issues in more steps that can be repeated rather than research problem seen as a one-way process with predefined logic. The realist review creates a path for a policy or an approach in the course of their changes as well as the nature of the changes, with special emphasis on the impact of these changes. The process of realist review starts with the identification of research objectives, based on the key issues on which research should provide the answer. This phase of the research is mainly conducted in the procedure of conversation between the research team and actors who have the necessary knowledge about the investigated issues and want to get answers on how to improve the current approach and practice. The main objective of this phase is to identify areas of research and define its key issues.

Subsequent stages of the review entail an iterative process of:

- mapping the key 'theoretical drivers' that shape policy and practice;
- searching the field for 'evidence', including 'grey' literature;
- applying quality criteria to the material identified, based on relevance and rigour;
- extracting data from the final shortlist of material;

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<sup>1</sup> Jadad, Alejandro R.; Enkin, Murray (2007). *Randomized Controlled Trials: Questions, Answers and Musings* (2nd ed.). Blackwell.

<sup>2</sup> Pawson R, Greenhalgh T, Harvey G, Walshe K. (2005), *Realist review--a new method of systematic review designed for complex policy interventions*. J Health Serv Res Policy. 2005 Jul;10 Suppl 1:21-34.

<sup>3</sup> Weiss, C 1995. "Nothing as Practical as Good Theory: Exploring Theory-Based Evaluation for Comprehensive Community Initiatives for Children and Families." In *New Approaches to Evaluating Community Initiatives: Concepts, Methods, and Contexts*, ed. James P. Connell et al. Washington, DC: Aspen Institute.



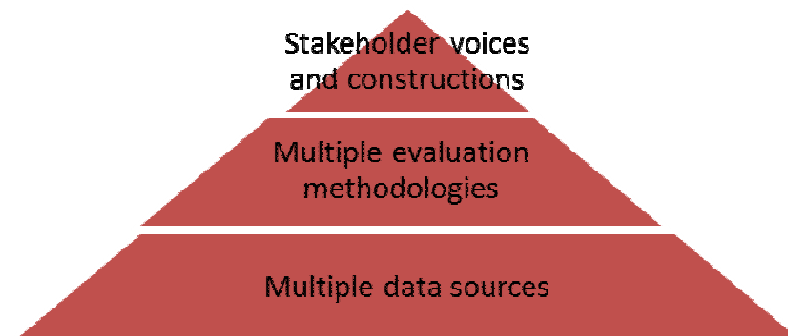
- synthesising the results of the data extraction and analysis to re-assess the original ‘map’ of the field, and to produce conclusions and recommendations.

## 2.2 Triangulation

Triangulation allows the synthesis of various indicators obtained from different sources, by different research techniques in order to form conclusions in situations where the attribution of causality is very complicated (Figure 1). In the basis of triangulation lies the allocation of opinions of various factors with the aim of identifying and understanding different viewpoints and perspectives in perceiving the same problems. Triangulation is naturally associated with the realist review from the following reasons:

- Allows consideration of complex contextual information;
- Avoid reliance on expert knowledge and experience;
- Represent a tool for the consideration of ideology, values and power relations between the different actors.

Generalization and transfer of knowledge is supported by triangulation in situations where the evidences are uneven and when it can not be described as robust. As a matter of fact, by triangulation the robustness and portability of skills may be increased when collected data from different sources are cross-checked, which is achieved by increasing the validity of the research<sup>4</sup>.



**Figure 1: Triangulation**

Triangulation can be understood as the penultimate step in the realist review process. In accordance with the principles of realist review, triangulation can detect the key factors for success and failure, key variables and conditions which will enable to answer the questions such as: "what works, for whom, under what conditions", when it comes to employers' needs but also involved in the SwD higher education in the transition process from school to work.

## 2.3 Description of the sample

The process of data collection inside the process of identifying the needs of employers from the standpoint of SwD employment is formed by filling out a structured questionnaire of 25

<sup>4</sup> O'Donoghue and Punch K, (2003). *O'Donoghue, T., Punch K. (2003). Qualitative Educational Research in Action: Doing and Reflecting.* Routledge



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questions. In the process of distributing the questionnaire, it was contacted a total of 341 employers from Serbia, 45 employer from BiH and 40 employer from Montenegro. The surveys were attended by employers who employ people with disabilities as well as employers who do not employ them. Contacted employers were public and private companies.

In all three partner countries where a research of employers needs were implemented (Serbia, BiH and Montenegro), the process of distributing the questionnaire was the same. Contacted employers are registered in the national employment agencies, in such manner that the initial contact was made by e-mail. In this first appeal, employers are informed about the objectives of the project and asked to complete questionnaires in one of two offered ways:

- Online (the address is forwarded via email)
- One-on-one in the form of hardcopy questionnaire in the national employment agencies, or if it was convenient, a representative of the project was able to visit the employer in his company.

Employers have signed a letter of consent if the survey was in hardcopy or it was assumed to voluntarily approach the survey themselves by going to the link attached to the online questionnaire. Employers have been informed that at any moment they can close the process of completing the questionnaire and give up the survey. The survey was completely anonymous and voluntary. Surveying was at their disposal for 2 months. Based on the data available to the national employment agencies, during the research period employers were contacted by e-mail. Accordingly, they contacted employers who have already employed SwD and those who had no such experience. All employers who voluntarily responded to the call to complete the questionnaire were surveyed. The majority of examinees were surveyed via online questionnaire, in the way that a link was forwarded via e-mail. Official link for online questionnaire was made for each partner country. Then, in the survey, twice was sent a reminder asking examinees to fill in the online questionnaire, in order to increase the response to the survey and thereby increase the validity of the data obtained. Employers who have expressed a wish to be surveyed one-on-one, they got the hardcopy version of the questionnaire prior to signing the letter of consent. In this additional document they are informed about the confidentiality of their personal data and the examinees agreed that the results of the survey can still be used in the process of research and data processing. Both versions of questionnaire were completely anonymous.

The questionnaire was unanimously accepted by all partners, and all partners of the project participated in its creation. In the development phase, the questionnaire was exposed to few changes and complying with the specifics of the area, but also adapted to the specific requirements of all three partner countries where the surveys were conducted. The final version of the questionnaire and its accompanying letter of consent have been translated into partners' languages in which the survey was conducted. Questionnaires are adapted to the specifics of the particular local languages and follow the prescribed terminology in the partner countries. The questionnaire is completely adapted to the demands of employers' needs from the standpoint of the SwD employment.

Because of the respect of procedural deadlines in the project as well as for practical reasons, the period for completing the questionnaire was during two months (March and April). During this period, employers were repeatedly reminded via e-mail of the possibility of completing the questionnaire. Before the beginning of questionnaire's filling in, each examinee was informed in detail about the project objectives, the activities of the project, the content and purpose of the present research through questionnaires, even though these data were sent to email or are



presented in a direct conversation between the examinee and project member, if there was this possibility. Once the data were collected, it started with their analysis.

After being collected, data was analyzed using Content Analysis. The content analysis procedure is described below in Section 2.6.

### 2.3.1 Description of the entire sample

A total of 426 employers from RS (341, 80.05 %), BiH (45, 10.56 %) and MNE (40, 9.39 %) participated in the project. The highest frequency is from RS (due to the total number of citizens). MNE is the smallest country among others which explains the smallest sample that is reported. Within the entire sample, 221 participants were male (51.88 %) and 205 participants were female (48.12 %). As concerns participants' age it was ranged from 23 to 71 ( $M = 40.34$ ,  $SD = 9.405$ ). Concerning the sector in which participants traded in, 89 (20.89 %) were public sector employers, 261 (61.27 %) were private sector employers, 15 (3.52 %) were non-profit, CSO or NGO employers while 61 (14.32 %) participants had identified themselves as employers in other sector. In relation to the mean number of employees corresponded to each participant, this was 105.26 ( $SD = 174.23$ ). As concerns participants' distribution based on the employment of PwD, 310 (72.77 %) participants had EwD and 116 (27.23 %) did not have EwD when data collection was undertaken. The main demographic data of the entire sample are presented below (see Table 1).

Table 1  
Demographics of the entire sample of employers

<b>Gender</b>	<b>Male</b> Frequency 221 (52.37 %) <b>Female</b> Frequency 201 (47.63 %)
<b>Age</b>	<b>Min age 23 to Max age 71</b> ( $M = 40.34$ , $S.D. = 9.405$ )
<b>Organization/ company/ professional status</b>	<b>Public sector employer</b> Frequency 88 (20.71 %) <b>Private sector employer</b> Frequency 302 (71.06 %) <b>Non-profit, CSO and NGO</b> Frequency 21 (4.94 %) <b>Other sector employer</b> Frequency 14 (3.29 %)
<b>Total number of Employees</b>	<b>Min total number of employees 0 to Max total number of employees 3246</b> ( $M = 105.26$ , $S.D. = 174.23$ )
<b>Number of participants who have/not have EwD</b>	<b>Participants who have EwD</b> Frequency 310 (72.77 %) <b>Participants who do not have EwD</b> Frequency 116 (27.23 %)
<b>Number of participants from each partner</b>	<b>RS</b> Frequency 341 (80.05 %) <b>BiH</b> Frequency 45 (10.56 %) <b>MNE</b> Frequency 40 (9.39 %)
<b>Total number of participants</b>	<b>426</b>



Based on the sample and collected data, Private sector employs the most of PwDs as it was expected, the highest frequency is from RS (due to the total number of citizens). MNE is the smallest country among others which explains the smallest sample that is reported.

### 2.3.2 Description of sample from Serbia

A total of 341 employers from RS (80.05 %), participated in the project. 184 participants were male (53.96 %) and 157 participants were female (46.04 %). As concerns participants' age it was ranged from 23 to 71 (M = 44.57, SD = 10.0005). Concerning the sector in which participants traded in, 71 (20.82 %) were public sector employers, 246 (72.14 %) were private sector employers, 12 (3.52 %) were non-profit, CSO or NGO employers while 12 (3.52 %) participants had identified themselves as employers in other sector. In relation to the mean number of employees corresponded to each participant, this was 90.235 (SD= 215.7575). As concerns participants' distribution based on the employment of PwD, 264 (77.42 %) participants had EwD and 77 (22.58 %) did not have EwD when data collection was undertaken. The main demographic data of the sample from RS are presented below (see Table 2).

Table 2  
Demographics of the sample of employers from Serbia

<b>Gender</b>	<b>Male</b> Frequency 184 (54.60 %) <b>Female</b> Frequency 153 (45.40 %)
<b>Age</b>	<b>Min age 23 to Max age 71</b> (M = 44.57, S.D. = 10.0005)
<b>Organization/ company/ professional status</b>	<b>Public sector employer</b> Frequency 71 (20.82 %) <b>Private sector employer</b> Frequency 246 (72.14 %) <b>Non-profit, CSO and NGO</b> Frequency 12 (3.52 %) <b>Other sector employer</b> Frequency 11 (3.52 %)
<b>Total number of Employees</b>	<b>Min total number of employees 0 to Max total number of employees 3246</b> (M = 90.235 , S.D. = 215.7575)
<b>Number of participants who have/not have EwD</b>	<b>Participants who have EwD</b> Frequency 264 (77.42 %) <b>Participants who do not have EwD</b> Frequency 77 (22.58 %)
<b>Number of participants from each partner</b>	<b>RS</b> Frequency 341 (80.05 %) <b>BiH</b> Frequency 45 (10.56 %) <b>MNE</b> Frequency 40 (9.39 %)
<b>Total number of participants</b>	<b>426</b>

The S.D. regarding min total number of employees to max total number of employees is higher with respect to the entire sample. Also, it is evident that the frequency of participants who have EwD is higher than in the total sample.



### 2.3.3 Description of sample from Bosnia and Herzegovina

A total of 45 employers from BiH (10.56 %), participated in the project. 22 participants were male (48.89 %) and 23 participants were female (51.11 %). As concerns participants' age it was ranged from 26 to 57 ( $M = 38.405$ ,  $SD = 8.916$ ). Concerning the sector in which participants traded in, 4 (8.89 %) were public sector employers, 36 (80 %) were private sector employers, 5 (11.11 %) were non-profit, CSO or NGO employers while 0 (0 %) participants had identified themselves as employers in other sector. In relation to the mean number of employees corresponded to each participant, this was 144.165 ( $SD = 180.193$ ). As concerns participants' distribution based on the employment of PwD, 21 (46.67 %) participants had EwD and 24 (53.33 %) did not have EwD when data collection was undertaken. The main demographic data of the sample from BiH are presented below (see Table 3).

Table 3

Demographics of the sample of employers from Bosnia and Herzegovina

<b>Gender</b>	<b>Male</b> Frequency 22 (48.89 %) <b>Female</b> Frequency 23 (51.11 %)
<b>Age</b>	<b>Min age 26 to Max age 57</b> ( $M = 38.405$ , $S.D. = 8.916$ )
<b>Organization/ company/ professional status</b>	<b>Public sector employer</b> Frequency 4 (8.89 %) <b>Private sector employer</b> Frequency 36 (80 %) <b>Non-profit, CSO and NGO</b> Frequency 5 (11.11 %) <b>Other sector employer</b> Frequency (0 %)
<b>Total number of Employees</b>	<b>Min total number of employees 3 to Max total number of employees 1400</b> ( $M = 144.165$ , $S.D. = 180.193$ )
<b>Number of participants who have/not have EwD</b>	<b>Participants who have EwD</b> Frequency 21 (46.67 %) <b>Participants who do not have EwD</b> Frequency 24 (53.33 %)
<b>Number of participants from each partner</b>	<b>RS</b> Frequency 341 (80.05 %) <b>BiH</b> Frequency 45 (10.56 %) <b>MNE</b> Frequency 40 (9.39 %)
<b>Total number of participants</b>	<b>426</b>

With regards to the output data, we notice the relative low frequency of participants who have EwD in BiH. Even though the S.D. regarding min total number of employees to max total number of employees is higher the reason is derived from the large difference between the sizes of the companies.



### 2.3.4 Description of sample from Montenegro

A total of 40 employers from MNE (9.39 %), participated in the project. 15 participants were male (37.5 %) and 25 participants were female (62.5 %). As concerns participants' age it was ranged from 25 to 62 ( $M = 38.055$ ,  $SD = 9.2985$ ). Concerning the sector in which participants traded in, 13 (32.5 %) were public sector employers, 20 (50 %) were private sector employers, 4 (10 %) were non-profit, CSO or NGO employers while 3 (7.5 %) participants had identified themselves as employers in other sector as based on the sample and collected data. In relation to the mean number of employees corresponded to each participant, this was 81.385 ( $SD = 126.7385$ ). As concerns participants' distribution based on the employment of PwD, 25 (62.5 %) participants had EwD and 15 (37.5 %) did not have EwD when data collection was undertaken. The main demographic data of the sample from MNE are presented below (see Table 4).

Table 4  
Demographics of the sample of employers from Montenegro

<b>Gender</b>	<b>Male</b> Frequency 15 (37.5 %) <b>Female</b> Frequency 25 (62.5 %)
<b>Age</b>	<b>Min age 25 to Max age 62</b> ( $M = 38.055$ , $S.D. = 9.2985$ )
<b>Organization/ company/ professional status</b>	<b>Public sector employer</b> Frequency 13 (32.5 %) <b>Private sector employer</b> Frequency 20 (50 %) <b>Non-profit, CSO and NGO</b> Frequency 4 (10 %) <b>Other sector employer</b> Frequency 3 (7.5 %)
<b>Total number of Employees</b>	<b>Min total number of employees 1 to Max total number of employees 689</b> ( $M = 81.385$ , $S.D. = 126.7385$ )
<b>Number of participants who have/not have EwD</b>	<b>Participants who have EwD</b> Frequency 25 (62.5 %) <b>Participants who do not have EwD</b> Frequency 15 (37.5 %)
<b>Number of participants from each partner</b>	<b>RS</b> Frequency 341 (80.05 %) <b>BiH</b> Frequency 45 (10.56 %) <b>MNE</b> Frequency 40 (9.39 %)
<b>Total number of participants</b>	<b>426</b>

Based on the sample and collected data, the most employers are coming from the private sector followed by public sector. In addition, it is obvious that most surveyed employers are involving EwD in their own business.

### 2.4 Research tool

A tailor-made research tool consisted of 25 questions was used in order to collect suitable data for identifying and analyzing the needs of employers participated in the project. Questionnaire was



properly constructed for tapping the different needs of the project’s target populations that is employers who *have* Employees with Disability (EwD) and employers who *have not* EwD. Specifically, the questionnaire was organized to four sections (A, B, C, D). Section A (6 questions) and Section D (8 questions) addressed to all employers participated in the study whether Section B (6 questions) and Section C (5 questions) addressed to specific group of employers. Specifically, Section B addressed only to employers who have EwD and Section C addressed only to employers who have not EwD.

Structured questionnaire is composed of 20 questions addressed to employers who employ SwD, and 19 questions for employers who do not employ SwD, respectively; it is a major tool for research in this part of the project. The questionnaire divides all questions in 4 large sections whose distribution can be seen in Table 5. This table also shows the flow of data and the manner of filling in the questionnaire, depending on the category employer belongs to. Average predicted time for completion of this questionnaire was 20 minutes.

If the questionnaire is filled in as a hardcopy option, read and sign the accompanying letter of consent, and move on to the section A	
Section	No. of questions
A - Demographic Data for Employees with Disabilities, after the filling in go to Section B if the Employer is already employing SwD; otherwise, move to Section C	6
B - research questions for Employers who DO have employees with disability; after the filling in go to Section D	6
C - research questions for Employers who DO NOT have employees with disability; after the filling in go to Section D	5
D - Research Questions FOR ALL employers	8

Table 5. Structure and the length of questionnaire for employers as well as a data flow in questionnaire

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 employers needs. All partners participated in the project used the research tool 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 in Table 5 while the entire research tool (in English) can be found in Appendix.





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## **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. 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.

### **2.5.2 Contact with target population (employers who have EwD and employers who have not EwD) - Distribution of the questionnaire-Data collection**

Following the aims of the project, employers which were registered in three partners' (RS, BiH, MNE) national employment agencies were contacted to participate in the project. The initial contact with employers was made via e-mail. Distributed e-mail informed employers about the objectives of the project and asked them to complete the questionnaire in one of the offered forms:

- Online (the address is forwarded via email)
- One-on-one in the form of hardcopy questionnaire in the national employment agencies, or if it was convenient, a representative of the project was able to visit the employer in his company.

Employers were also informed about the voluntary and anonymous character of their participation as well as their right to give up their participation at any time. A letter of consent has to be signed by employers who filled-in a hardcopy form of the questionnaire. Consent of participation for employers filled-in an online version of the questionnaire was assumed once the contacted employer proceeded to visit the link with the on-line questionnaire. Data collection lasted two months (March and April). During this period, where questionnaires remained at employers' disposal, reminding e-mails were sent to employers concerning their participation in the project. The data collected via the online questionnaire 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. The aforementioned procedures referred to contact with employers, distribution of the questionnaire and data collection were unanimously decided and faithfully followed by all partners.

## **2.6 Data analysis**

Content analysis procedure based on a realist review approach was used primarily in the analysis of national legislation for all three countries (Serbia, BiH and Montenegro). Realist review is also used in the interpretation of the statistical analysis of data collected through questionnaires for employers. The knowledge obtained from the review of relevant literature and statistical analysis of data collected in the process of surveying is consolidated with triangulation techniques described before.



The main task of the methodology that Content analysis is formed represents "a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding"<sup>5</sup>. Encoding rules on which is based Content analysis are compiled in the form of a coding frame which results in the systematic analysis of common and frequent construction (Thorndike, 1971; Nuendorf, 2002).

Each collected and relevant literature source was scanned 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;
- Codes and Examples or descriptors of how each construct is treated (described) in the material being analysed should be entered into Column 3. This could include direct quotations from the text/material to help illustrate the study research questions.

The obtained data through the online questionnaire used the instruments that provide automatic storage of collected data in Excel file. The questionnaires that were submitted in paper form are typed and added to existing Excel file, so that all the data together are placed in one file. By mathematical tools that support MS Office software itself, a statistical analysis of the data is carried out.

### **3. Analysing needs of Employers in Serbia**

After the analysis of most important laws by- laws and strategic documents<sup>6</sup> that regulate disability employment policy in the republic of Serbia, these are extracted characteristics of the model of active labour market policy:

Employment policy objectives:

The overall objective is to increase employment and establish an efficient, stable and sustainable trend of employment growth, and to fully harmonize employment policy and labor market institutions with the EU acquisitions. The specific objectives are: (1) enhancing employment in less developed regions; (2) promotion of the quality of human capital; 3) development of institutional capacities and expansion of active employment policy programs

Conceptual/theoretical model underlying employment approach of hard-to employ consists of following actions and principles:

- Equal opportunities and creation of conditions for employment of hard-to-employ and vulnerable categories;
- Affirmative action's, employment incentives and inclusion of hard-to-employ persons in the open labor market by providing financial and non-financial AEP measures
- increase of the volume and coverage of unemployed persons by active employment policy measures
- Larger amounts allocation to AEP measures;

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<sup>5</sup> Stemler, S (2001) An introduction to content analysis

<sup>6</sup> See Bibliography



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- Priority given to the most vulnerable groups to enter the open labor market;
- Special forms of employment and recruitment of PWDs: job centers and social enterprises/sheltered employment;
- Obligatory employment of persons with disabilities under a quota-based principle;
- Targeted support to the most vulnerable categories in the labor market through specialized service packages;

#### Law on professional rehabilitation and employment of persons with disabilities

The adoption of this Law has opened new possibilities for the inclusion of pwd on the open labor market and raised awareness on their capabilities and right to work. It contributed towards institutional capacity building and sensitization of employers for the disability issues in a field of work and employment. The Law introduced:

- broad definition of disability
- new procedure of assessment of working capabilities of pwd
- obligatory employment under a quota-based principle quota system of employment <sup>7</sup>
- new active labor market and professional rehabilitation measures
- Budget fund for professional rehabilitation and employment incitement
- special forms of employment and recruitment of PWDs:(job centers and social enterprises)

According to this Law, PWDs are entitled to:

- have their status established and work ability assessed
- incentives to employment, labor and social inclusion and affirmation of equal opportunities in the labor market
- measures and activities of employment and professional rehabilitation
- employment under general and special terms
- employment in specially organized forms of employment and recruitment of PWDs.

#### Professional rehabilitation

The Law determines the concept of professional rehabilitation of PWDs, as a part of overall rehabilitation of an individual, contains the following measures and activities aiming at training, employment, retaining employment, professional advancement and career change:

- career guidance, vocational counseling, individual employment plans;
- vocational training, additional training, retraining and programs for acquiring work / work and social abilities
- programs for enhancing labor and social integration
- motivation improvement, technical assistance, professional support, monitoring and assessment of professional rehabilitation results
- individual advice to facilitate the acceptance of disability
- education and training seminars for employers, experts in the area of professional rehabilitation and training of PWDs
- Proposals and training in application of adequate technical and technological solutions for increasing the efficiency of PWDs in learning and work processes.

#### Active employment policy measures for PwDs:

Active employment policy for PwDs encompasses employment and self-employment incentives, as well as professional rehabilitation measures and activities for the purpose of vocational training

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<sup>7</sup> New law proscribes that every employer who has more than 20 employees is obliged to employ one pwd on 50 employees



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provision, finding and retaining employment, advancement or career change. PwDs have priority for participation in active employment policy measures, in accordance with their needs, assessed professional abilities, work ability and identified labor market needs.

#### Assessment of Work Ability and Possibility of Finding/Retaining Employment of Persons with Disabilities

The assessment of work ability and possibility of finding/retaining employment consists of the analysis of medical, social and other criteria for defining the abilities of PwDs in order to include them in the labor market and enable them to perform specific jobs (independently or with support).

Depending on the assessment of work ability and professional abilities, a PwD may be included in the measures and activities of professional rehabilitation and active employment policy measures under general conditions, i.e. adapted programs. The assessment of work ability enables job retaining or job change according to identified difficulties and impediments.

#### NES activities

NES achieves significant measurable effects of following active labor market measures designed for pwd: working assistance, reimbursement of appropriate costs of adjustments of working place, subventions for employment of pwd without working experiences, public works, subventions for new job places, self-employment, on the job trainings and trainings for new skills, workshops for active job searching, club for unemployed persons, job fairs..

#### Challenges for Employment of PwD

Owing to the current economic crisis, the labour market in the Republic of Serbia is characterised by the high rate of overall unemployment, a large share of long-term unemployed persons, as well as insufficient number of vacancies. As far as PwD are concerned, their position in the labour market is even more unfavourable, in view of all barriers they encounter on daily basis in their private and professional life. The position of this disadvantaged group in the labour market is influenced by personal qualities, the complexity of their disability, the degree of rehabilitation, motivation, educational levels, existing skills and potentials and accessibility of their environment. Insufficient competency and competitiveness of persons with disabilities and obsolete occupations that are under-demanded in the labour market pose a great challenge for their employment. The inaccessibility of many educational institutions deprives them of the possibility to pursue tertiary education, which is why PwD usually have low levels of educational attainment and, consequently, very limited choice of occupations.

The current economic situation negatively affects the level of employers' social responsibility and their interest in issues that are not directly related to their economic benefit.

Employers' prejudices towards this target group are another hindrance for employment. They usually have a misconception that PwD are unreliable and inefficient workers, who only generate more costs and impose additional burden. One of the reasons behind poor recruitment of persons with disabilities is the absence of adequate jobs, while the adaptation of workplaces is costly.

The fact that the position of PwD in the labour market is unequal and worse compared to that of other job seekers translates into the need for a law that would regulate the field of employment of persons with disabilities and stipulate the obligation to recruit PwD under a quota-based principle.

Despite all negative economic trends in the labour market, this target group has increased its participation in the labour market, which led to an increased number of employed PwD and increased interest among employers to participate in active labour market measures for employment of persons with disabilities.



### 3.1 Results concerning employers from Serbia

#### 3.1.1. Results concerning employers from Serbia who do have EwD

As it has already been mentioned, Section B (6 questions) of the research tool addressed specifically to employers who have EwD. Below (see Table 6) are presented the main findings derived from analyzing data of Section B from employers with EwD in Serbia. A total of 264 employers from RS, participated in the project.

Table 6  
Demographics of employers who have EwD from Serbia

<b>Gender</b>	<b>Male</b> Frequency 141 (53.4 %) <b>Female</b> Frequency 119 (45.1 %) <b>Missing</b> Frequency 4 (1.5 %)
<b>Age</b>	<b>Min age 23 to Max age 71</b> (M = 43.49, S.D. = 10.287)
<b>Organization/ company/ professional status</b>	<b>Public sector employer</b> Frequency 45 (17 %) <b>Private sector employer</b> Frequency 204 (77.3 %) <b>Non-profit, CSO and NGO</b> Frequency 5 (1.9 %) <b>Other sector employer</b> Frequency 9 (3.4 %) <b>Missing</b> Frequency 1 (0.4 %)
<b>Total number of Employees</b>	<b>Min total number of employees 1 to Max total number of employees 3246</b> (M = 127.03, S.D. = 315.496)
<b>Total number of Employees WD</b>	<b>Min total number of employees 1 to Max total number of employees 117</b> (M = 4.20, S.D. = 9.937)

Based on the sample and collected data, Private sector is predominant for employing EwD.

Employees with disabilities work level's is shown in the next Table 7. As noticed, 87 (33 %) work as administrative level employees, 17 (6.4 %) as middle management level employees, 3 (1.1%) as high management level employees, and 185 (70.1 %) has other job positions. Concerning the type of disability their EwD have, 60 (22.7 %) of EwD have visual impairment, 71 (26.9 %) hearing impairment, physical disability or orthopedic impairment 157 (59.5 %), mental/ Intellectual disability 32 (12.1 %), and special Learning difficulties 5 (1.9 %).



Table 7

Data concerning EwD job/work position, work level, specific type of disability they have derived from employers from Serbia who do have EwD

	<b>Frequen cy</b>	<b>XX %</b>
<b>Work level</b>		
Administrative level	87	33
Middle management level	17	6.4
High management level	3	1.1
Other	185	70.1
<b>Type of disability</b>		
Visual impairment	60	22.7
Hearing impairment	71	26.9
Physical disability or Orthopedic impairment	157	59.5
Mental/ Intellectual disability	32	12.1
Special Learning difficulties	5	1.9
Other	52	19.7

When the percentages are summarized, the total sum is not 100% due to the fact that respondents had opportunity to choose more than one answer according to their disabilities. Also, EwD may work at more than one position in company that's why the total number is not equal to 264.

Employers who have EwD were also asked to report their prime consideration when they hire a PwD (see Tables 8 and 9). It was found that employers' top consideration was additional knowledge/skills (56.4 %), followed by working experience and mandatory employment (55.7 % and 53 %, respectively).

Table 8

Data concerning employers' with EwD prime considerations when they hire a person WD

<b>Prime considerations</b>	<b>Frequency</b>	<b>XX %</b>
Formal education	136	51.5
Working experience	147	55.7
Additional knowledge/skills	149	56.4
Mandatory employment	140	53
Other	46	17.4



Table 9

Data concerning employers' (with EwD) prime considerations when they hire a PwD according to the frequency (46.8 %) each answer placed to specific rank position from 1 to 5

<b>Considerations</b>	<b>1<sup>st</sup></b> Frequency (56.4 %)	<b>2<sup>nd</sup></b> Frequency (55.7 %)	<b>3<sup>rd</sup></b> Frequency (53 %)	<b>4<sup>th</sup></b> Frequency (51.5 %)	<b>5<sup>th</sup></b> Frequency (17.4 %)
Formal education				x	
Working experience		X			
Additional knowledge/skills	x				
Mandatory employment			x		
Other					x

The frequencies are equally distributed (approximately 50%). Based on the sample and collected data, the most important is additional knowledge/skills and working experience of EwDs.

Finally employers were asked about the ways in which they proactively recruit job applicants with disabilities. It was found that the most prominent way followed by the employers was posting job announcements in the job service or workforce employment center (53.4 %) and least preferred way were posting job announcements in the department of Vocational rehabilitation and contacting career centers at colleges and universities (both 0.8 %) while 35 (13.3 %) of employers were not fully aware of the recruitment processes of their company follows. Detailed data concerning ways followed by employers with EwD to proactively recruit job applicants wD are presented below (see Table 10).

Table 10

Data concerning ways followed by employers with EwD to proactively recruit job applicants with disability (*Data are presented in descending order*)

<b>Recruitment ways followed by employers with EwD</b>	<b>Frequency</b>	<b>XX %</b>
Posting job announcements in the job service or workforce employment center	141	53.4
Including PwDs in diversity recruitment goals	40	15.2
I am not fully aware of the recruitment process I follow	35	13.3
Creating partnerships with the organizations of/for PwD	35	13.3
Proactively recruit job applicants with disability by other ways	28	10.6
Posting job announcements in disability-related publications	21	8
Posting job announcements and/or hosting a table at disability-related job fairs	20	7.6
Establishing summer internship and mentoring programs targeted at youth with disabilities	6	2.3



Posting job announcements in disability-related web sites	5	1.9
Posting job announcements in centers for independent living (CILS) and other self-advocacy organizations of PwD	4	1.5
Posting job announcements in the department of Vocational rehabilitation	2	0.8
Contacting career centers at colleges and universities	2	0.8

More than half of employers prefer posting job announcements in the job service or workforce employment center. Only 2.3% of PwDs is establishing summer internship and mentoring programs targeted at youth with disabilities.

In the following Table 11, it is shown the distribution of answers on question regarding the most important reasons for employing PwD.

Table 11

Means and SDs concerning the most important reasons for employing persons with disability according to participants' (employers with AND without EwD) answers on a 5 point Likert scale (1= strongly disagree and 5= strongly agree)

<b>Reasons for employing PwD</b>	<b>M</b>	<b>S.D.</b>
Their employment helps the company fulfil its social responsibility to the community	4.31	0.804
They tend to be reliable to be on time and to turn up	4.11	0.748
They tend to be loyal employees	3.96	0.798
They have a strong motivation to work	3.93	0.887
They tend to be punctual and stay focused on one job for a long time, so they can be good employees.	3.92	0.794
They do good quality work	3.87	0.774
They give a positive image for the organization/company	3.86	0.905
They help all employees get on well socially	3.78	0.910
They are open for new knowledge and training	3.68	0.869
They are well qualified to do the job	3.52	0.913
We employ persons with disability because of their competence, not for any other reason	3.46	0.50

It is higher range between the statements. Mean values varying between 3.46 and 4.31.

Employers who employ PwD are asked how they see the reasons for not employing PwD in other companies and corresponding data are shown in Table 12.





Table 12

Means and SDs concerning the most important reasons for not employing persons with disability according to participants' (employers with AND without EwD) answers on a 5 point Likert scale (1= strongly disagree and 5= strongly agree)

<b>Reasons for NOT employing PwD</b>	<b>M</b>	<b>S.D.</b>
They take a lot of time to fit in a working environment	2.04	0.929
A person with disability does not have the same rights in the working place as a person without disability	1.75	0.956
It is better for them to work at home	1.72	0.815
Other employees will feel uncomfortable and unhappy if they have to work together with a person with disability	1.71	0.843
A person with disability has a lot of behavior problems, so it is best for them to work in private.	1.68	0.766
A person with disability should learn and do their job in a separate, protected environment.	1.68	0.807

Since mean values are low, the employers who employ PwD think that main reasons other companies have for not employing PwD are different than those suggested in questionnaire.

Further question was related to the role of universities in order to facilitate the transition to employment of students with disabilities in Table 13.

Table 13

Means and SDs concerning the most important reasons for employing persons with disability according to participants' (employers with AND without EwD) answers on a 5 point Likert scale (1= strongly disagree and 5= strongly agree)

<b>Role of universities in order to facilitate the transition to employment of students with disabilities</b>	<b>M</b>	<b>S.D.</b>
Inform employers on the provided support services that person with disabilities might need during their employment.	4.14	0.713
Raise awareness and sensitivity of employers towards employees who may have a disability/impairment.	4.13	0.717
Educate employers on the potential obstacles a person with disabilities might encounter during their or job.	4.09	0.763
Educate employers on issues concerning the needs of persons with disabilities.	4.08	0.761
Support the position of a mentor during their first time at work	4.04	0.787
Improve the knowledge and skills of persons with disabilities through additional training and education.	4.01	0.799

Employers see the universities as strong factors in transition to employment of students with disabilities.



Next Table 14 shows the opinion of employers about companies' duties related to the improvement of the employment of PwD.

Table 14

Means and SDs concerning the most important reasons for employing persons with disability according to participants' (employers with AND without EwD) answers on a 5 point Likert scale (1= strongly disagree and 5= strongly agree)

<b>Opinion of employers about companies' duties related to the improvement of the employment of PwD</b>	<b>M</b>	<b>S.D.</b>
Provide an accessible environment/work place to attract employees with disabilities.	4.04	0.698
Support the position of a mentor during their first time at work	3.99	0.774
Take targeted training/educational actions for improving working skills and knowledge of persons with disabilities,so they are better prepared for employment.	3.93	0.788

High marks show that companies have the strong awareness on employing PwD.

Next Table 15 is showing the Universities role in promoting transition of the SwD from Higher Education to Work life.

Table 15

Role of Universities in promoting transition of SwD from HE to Work life

<b>Role of Universities in promoting transition of SwD from HE to Work life</b>	<b>M</b>	<b>S.D.</b>
Work together with team members in a respectful and collaborative manner to complete tasks.	4.24	0.638
Be engaged within the community to make a difference in a civic life.	4.16	0.645
Present and write information clearly and effectively.	4.13	0.662
Integrate, experience, disciplinary and interdisciplinary knowledge and communicate this effectively.	4.12	0.683
Use appropriate technology to enhance and manage communication knowledge.	4.12	0.628
Exhibit personal organization, accountability and time management.	4.09	0.633
Gain intercultural knowledge so as to interact effectively in various cultural contexts.	4.07	0.672
Demonstrate leadership, including giving direction and guidance, as well as strategic visioning.	4.04	0.686
Obtain, critically evaluate and use information effectively	4.03	0.659



from a variety of resources and formats.		
Identify and solve problems, including evaluating alternatives and articulating reasoning.	4.02	0.686
Interpret, use and communicate numerical data and quantitative evidence.	3.93	0.735

All offered options are marked very high which imply the importance and the impact of universities on the development of social and business skills for PwD.

Next Table 16 is explaining strategies helpful in retaining in PwDs' jobs within companies. Questionnaire offered 13 answers and they are ranged as follows.

Table 16  
Strategies in retaining PwDs' jobs within organizations

<b>Strategies in retaining PwDs' jobs within organizations</b>	<b>M</b>	<b>S.D.</b>
Employer tax credits and incentives	4.22	0.861
Disability targeted internship program	3.80	0.943
Assistive technology	3.70	0.991
Disability awareness training	3.57	1.013
Flexible work schedule	3.55	0.989
On-site consultation or technical assistance	3.45	0.999
Visible top management commitment	3.43	1.016
Mentoring	3.43	1.020
Training existing staff	3.37	1.035
Reassignment	3.22	0.970
Other	3.08	1.210
Short-term "on the job" assistance with an outside job coach	2.87	1.094
Centralized accommodations fund IF NEEDED: A company-wide fund to provide accommodations for people with disabilities	2.81	1.092

Only first answer is marked with more than 4. There is a bigger difference in marks than in previous tables.

The last research question aimed at identifying employers' willingness to attend a training program on disability issues and further employers' desired topics of such a training program (see Table 17).

Table 17  
Participants' answers concerning their willingness/not willingness to attend a training program on disability issues

<b>Would you be willing to attend a training program on disability issues</b>			
<b>Yes</b>		<b>No</b>	
Frequency 30	11.4 %	Frequency 234	88.6 %



Unfortunately, the most (8/9) of employers are not willing to attend training programs on disability issues which imply the need for further steps in raising awareness for special needs and conditions for PwD on the working places.

### 3.1.2. Results concerning employers from Serbia who do not have EwD

As it has already been mentioned Section C (5 questions) of the researched tool addressed to employers who do not have EwD. Below are presented the main findings derived from analyzing data of Section C from employers in Serbia (see Table 18).

Table 18  
Demographics of employers who have not EwD from Serbia

<b>Gender</b>	<b>Male</b> Frequency 43 (55.8 %) <b>Female</b> Frequency 34 (44.2 %)
<b>Age</b>	<b>Min age 25 to Max age 67</b> (M = 45.65, S.D. = 9.714)
<b>Organization/ company/ professional status</b>	<b>Public sector employer</b> Frequency 26 (33.8 %) <b>Private sector employer</b> Frequency 42 (54.5 %) <b>Non-profit, CSO and NGO</b> Frequency 7 (9.1 %) <b>Other sector employer</b> Frequency 2 (2.6 %)
<b>Total number of Employees</b>	<b>Min total number of employees 0 to Max total number of employees 750</b> (M =53.44 , S.D. = 116.019)

Based on the sample and collected data, Private sector is dominant regarding the employing PwD. There is no difference between the number of male and female employees. Some employers are asked about the experience before about the employees with disabilities (see Table 19).

Table 19  
Ever had employees with disabilities

<b>Ever had employees with disabilities</b>	<b>Frequency</b>	<b>XX %</b>
Yes	21	27.3
No	56	72.7

Results indicate the level of experience of 27.3 % that employed employees with disabilities in the previous period.

As concerns employers' awareness/non-awareness regarding to the Provisions of the Law on Professional Rehabilitation and Employment of Persons with Disabilities concerning the incentives for employment of PwD, the results are in favor to the awareness of employers (see Table 20).



Table 20

Employers' (who have not employed PwD so far) awareness/non-awareness concerning the Provisions of the Law on Professional Rehabilitation and Employment of Persons with Disabilities concerning the incentives for employment of PwD

<b>Employers' awareness concerning the Provisions of the Law on Professional Rehabilitation and Employment of Persons with Disabilities</b>	<b>Yes</b>		<b>No</b>	
	Frequency 58	75.3 %	Frequency 19	24.7 %

More than two thirds of the employers are aware of the Provisions of the Law on Professional Rehabilitation and Employment of Persons with Disabilities.

In relation to employers' views concerning the adequacy of their organization/company conditions for the employment of people with disabilities it was found that 36.4 % are aware with organization/company conditions adequacy (see Table 21).

Table 21

Employers' (who have not employed PwD so far) views concerning the adequacy of their organization/company conditions for the employment of people with disabilities

<b>Organization/company conditions adequacy</b>	<b>Frequency</b>	<b>XX %</b>
Yes	28	36.4
No	48	62.3
Missing	1	1.3

The adequacy of organization/company's conditions is indicating that large amount is those that do not have the adequate conditions.

Below are presented the findings derived from analyzing data of the main research questions addressed to all employers participated in the project. As concerns participants, views for the most important reasons for employing PwD the top ranked reason was "Their employment helps the company fulfill its social responsibility to the company" (M= 4.32, SD= 0.640), the next reason was "They give a positive image for the organization/company" (M= 3.97, SD= 0.788) while the least important is "They are well qualified to do the job" (M= 3.48, SD= 1.005) (see Table 22).

Table 22

Means and SDs concerning the most important reasons for employing persons with disability according to participants' (employers with AND without EwD) answers on a 5 point Likert scale (1= strongly disagree and 5= strongly agree)

<b>Reasons for employing PwD</b>	<b>M</b>	<b>SD</b>
Their employment helps the company fulfill its social responsibility to the company	4.32	0.640
They give a positive image for the organization/company	3.97	0.788
They help all employees get on well socially	3.92	0.749



They tend to be loyal employees	3.91	0.720
They tend to be reliable to be on time and to turn up	3.87	0.794
They have a strong motivation to work	3.83	0.865
They tend to be functional and stay focus on one job for a long time, so that they can be good employees	3.79	0.722
They are open for new knowledge and training	3.75	0.699
They do good quality work	3.60	0.788
We employ persons with disability because of their competence, not for any other reason	3.48	1.005
They are well qualified to do the job	3.41	0.790

First, fourth and seventh reasons for employing PwD is marked only with 3, 4 and 5, while only “We employ persons with disability because of their competence, not for any other reason” is graded in interval between 1 and 5.

According the data derived from the first of the five targeted questions addressed to employers without EwD it was found that the main reasons be reported by employers for not having PwD so far was related to the reason of taking a lot of time to fit in a working environment (see Table 23).

Table 23

Means and SDs concerning the most important reasons for NOT employing persons with disability according to participants’ (employers with AND without EwD) answers on a 5 point Likert scale (1= strongly disagree and 5= strongly agree)

<b>Reasons for NOT employing PwD</b>	<b>M</b>	<b>SD</b>
They take a lot of time to fit in a working environment	2.43	0.966
PwD does not have the same rights in the working place like a person without a disability	2.22	1.131
Other employees will feel uncomfortable and unhappy if they have to work together with PwD	2.14	1.035
It is better for them to work at home	2.10	1.046
A PwD should learn and do their job in a separate, protected environment	1.97	1.038
A PwD has a lot of behavior problems, so it is best for them to work in private	1.91	0.969

Since mean values are low, the employers who employ PwD think that main reasons other companies have for not employing PwD are different than those suggested in questionnaire. More precisely, employers agree that the main reason for not employing PwD lies beyond this offered answers.

In relation to the next question, that is employers’ views concerning what the universities should do in order to facilitate the transition to employment of SwD based on the results, the most import is “Raise awareness and sensitivity of employers towards employees who may have a disability/impairment” marked with 4.31, and the least important is “Improve the knowledge and scales of PwD through additional training and education” (3.96) (see Table 24).



Table 24

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)

<b>In order to facilitate the transition to employment of SwD Universities should...</b>	<b>M</b>	<b>SD</b>
Raise awareness and sensitivity of employers towards employees who may have a disability/impairment	4.31	0.613
Educate employers on issue concerning the needs of PwD	4.22	0.641
Inform employers on the provided support service that PwD might need during their employment	4.22	0.599
Support the position of a mentor during their first time at work	4.19	0.629
Educate employers on the potential obstacles a PwD might encounter during their job	4.16	0.729
Improve the knowledge and scales of PwD through additional training and education	3.96	0.865

According to the employers' opinion, there is a strong influence of Universities for the employment of PwD. "Support the position of a mentor during their first time at work" is grade with marks between 3 and 5, while the most important initiative is "Raise awareness and sensitivity of employers towards employees who may have a disability/impairment".

In relation to the next question, that is employers' views concerning what companies can do in order to improve the employment off PwD it was found that the most important is "Take targeted training/educational actions for improving working skills and knowledge of PwD, so they are better prepared for employment" (4.16) (see Table 25).

Table 25

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)

<b>In order to improve the employment of PwD companies can...</b>	<b>M</b>	<b>SD</b>
Take targeted training/educational actions for improving working skills and knowledge of PwD, so they are better prepared for employment	4.16	0.713
Provide and accessible environment/work place to attract EwD	4.12	0.692
Support the position of a mentor during their first time at work	4.08	0.688

None of the mentioned tasks are graded with the mark 1, while the means values show the importance of companies in order to improve the employment.



Next, employers were asked to answer concerning where universities should focus on in order to better promote SwD transition from HE to work life. It was found that “Work together with team members in a respectful and collaborative manner to complete tasks” is the most reliable task and that all mean values are above 4 (see Table 26). The results show that the companies represent an important resource for improving the status of PwD.

Table 26

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)

<b>In order to promote transition of the SwD from HE to Work life Universities should focus on helping/training SwD to...</b>	<b>M</b>	<b>SD</b>
Work together with team members in a respectful and collaborative manner to complete tasks.	4.23	0.535
Use appropriate technology to enhance and manage communication knowledge.	4.18	0.506
Present and write information clearly and effectively.	4.18	0.579
Obtain, critically evaluate and use information effectively from a variety of resources and formats.	4.14	0.622
Exhibit personal organization, accountability and time management.	4.13	0.570
Gain intercultural knowledge so as to interact effectively in various cultural contexts.	4.12	0.632
Integrate, experience, disciplinary and interdisciplinary knowledge and communicate this effectively	4.10	0.575
Identify and solve problems, including evaluating alternatives and articulating reasoning	4.09	0.611
Demonstrate leadership, including giving direction and guidance, as well as strategic visioning.	4.08	0.644
Be engaged within the community to make a difference in a civic life.	4.06	0.675
Interpret, use and communicate numerical data and quantitative evidence.	4.00	0.649

None of the tasks are graded with mark 1. Mostly the dominant mark is 3.

Finally, employers’ were asked to evaluate the helpfulness of specific strategies in retaining PwD’s job within their organization/company. According to employers’ answers the most helpful strategy is considered “Assistive technology” (M=3.92, SD=0.912), followed by “Employer tax credits and incentives” (M=3.91, SD=1.117) (see Table 27).





Table 27

Means and SDs of participants' answers concerning which strategies would be helpful in retaining PwD' job within their organization/company. Answers provided on a 5 point Likert scale (1= not at all helpful and 5= a lot helpful)

<b>Strategies in retaining PwD' job within organization/company</b>	<b>M</b>	<b>SD</b>
Assistive technology	3.92	0.912
Employer tax credits and incentives	3.91	1.117
Disability targeted internship program	3.84	0.901
Disability awareness training	3.81	0.926
Mentoring	3.68	0.938
Flexible work schedule	3.67	1.004
Visible top management commitment	3.65	0.979
Training existing staff	3.56	0.904
On-site consultation or technical assistance	3.56	0.904
Reassignment	3.40	0.986
Centralized accommodations fund IF NEEDED: A company-wide fund to provide accommodations for people with disabilities	3.21	0.843
Short-term "on the job" assistance with an outside job coach	3.20	0.993
Other	3.10	1.188

The tasks are equally distributed varying M between 3.10, 3.92. "Training existing staff" is only answer not marked with 1.

The last research question aimed at identifying employers' willingness to attend a training program on disability issues and further employers' desired topics of such a training program. It was found that more than 19.5 % of employers will to be trained of the program on disability issues (see Table 28).

Table 28

Participants' answers concerning their willingness/not willingness to attend a training program on disability issues are specified below.

<b>Would you be willing to attend a training program on disability issues</b>			
<b>Yes</b>		<b>No</b>	
Frequency 15	19.5 %	Frequency 62	80.5 %

Small number of respondents agreed to be educated on disability issues. The results show that there is no willingness of employers to actively participate in solving problems of PwDs' employment.



### 3.1.3 Results concerning the total of employers from Serbia

As it has already been mentioned, Section D (8 questions) of the researched tool addressed specifically to all surveyed employers in Serbia. Below are presented the main findings derived from analyzing data of Section D from employers with EwD in Serbia participated in the project (see Table 29).

Table 29  
Demographics of employers from Serbia

<b>Gender</b>	<b>Male</b> Frequency 184 (54.60 %) <b>Female</b> Frequency 153 (45.40 %)
<b>Age</b>	<b>Min age 23 to Max age 71</b> (M = 44.57, S.D. = 10.0005)
<b>Organization/ company/ professional status</b>	<b>Public sector employer</b> Frequency 71 (20.82 %) <b>Private sector employer</b> Frequency 246 (72.14 %) <b>Non-profit, CSO and NGO</b> Frequency 12 (3.52 %) <b>Other sector employer</b> Frequency 11 (3.52 %)
<b>Total number of Employees</b>	<b>Min total number of employees 0 to Max total number of employees 3246</b> (M = 90.235 , S.D. = 215.7575)
<b>Total number of Employees WD</b>	<b>Min total number of employees 1 to Max total number of employees 117</b> (M = 4.20, S.D. = 9.937)

Based on the sample and collected data, Private sector is predominant for employing EwD.

In the following Table 30, it is shown the distribution of answers on question regarding the most important reasons for employing PwD.

Table 30  
Means and SDs concerning the most important reasons for employing persons with disability according to participants' (employers with AND without EwD) answers on a 5 point Likert scale (1= strongly disagree and 5= strongly agree).

<b>Reasons for employing PwD</b>	<b>M</b>	<b>S.D.</b>
Their employment helps the company fulfil its social responsibility to the community	4.315	0.722
They tend to be reliable to be on time and to turn up	3.99	0.771
They tend to be loyal employees	3.935	0.759
They give a positive image for the organization/company	3.915	0.8465
They have a strong motivation to work	3.88	0.876
They tend to be punctual and stay focused on one job for a long time, so they can be good employees.	3.855	0.758
They help all employees get on well socially	3.85	0.8295
They do good quality work	3.735	0.781
They are open for new knowledge and training	3.715	0.784



We employee persons with disability because of their competence, not for any other reason	3.47	0.7525
They are well qualified to do the job	3.465	0.8515

The results for mean values are evenly distributed.

Employers who employ PwD are asked how they see the reasons for not employing PwD in other companies and corresponding data are shown in Table 31.

Table 31

Means and SDs concerning the most important reasons for not employing persons with disability according to participants' (employers with AND without EwD) answers on a 5 point Likert scale (1= strongly disagree and 5= strongly agree).

<b>Reasons for NOT employing PwD</b>	<b>M</b>	<b>S.D.</b>
A person with disability has a lot of behavior problems, so it is best for them to work in private.	3.59	1.735
They take a lot of time to fit in a working environment	2.235	0.9475
A person with disability does not have the same rights in the working place as a person without disability	1.985	1.0435
It is better for them to work at home	1.93	0.925
Other employees will feel uncomfortable and unhappy if they have to work together with a person with disability	1.905	0.9445
A person with disability should learn and do their job in a separate, protected environment.	1.825	0.9225

There are big deviations in the results of mean values of answers. Since some of mean values are low, the employers who employ PwD think that those suggested reasons are not the main reasons for not employing PwD. But, first ranked answer may be considered as important.

Further question was related to the role of universities in order to facilitate the transition to employment of students with disabilities in Table 32.

Table 32

Means and SDs concerning the most important reasons for employing persons with disability according to participants' (employers with AND without EwD) answers on a 5 point Likert scale (1= strongly disagree and 5= strongly agree).

<b>Role of universities in order to facilitate the transition to employment of students with disabilities</b>	<b>M</b>	<b>S.D.</b>
Raise awareness and sensitivity of employers towards employees who may have a disability/impairment.	4.22	0.665
Inform employers on the provided support services that person with disabilities might need during their employment.	4.18	0.656



Educate employers on issues concerning the needs of persons with disabilities.	4.15	0.701
Support the position of a mentor during their first time at work	4.115	0.708
Educate employers on the potential obstacles a person with disabilities might encounter during their or job.	4.1	0.758
Improve the knowledge and skills of persons with disabilities through additional training and education.	3.985	0.832

Employers see the Universities as strong factors and partners in transition to employment of students with disabilities. Employers think that companies have an important role in engagement PwD through the readiness to take different activities for improvement the status of PwD.

Next Table 33 shows the opinion of employers about companies' duties related to the improvement of the employment of PwD.

Table 33

Means and SDs concerning the most important reasons for employing persons with disability according to participants' (employers with AND without EwD) answers on a 5 point Likert scale (1= strongly disagree and 5= strongly agree).

<b>Opinion of employers about companies' duties related to the improvement of the employment of PwD</b>	<b>M</b>	<b>S.D.</b>
Provide an accessible environment/work place to attract employees with disabilities.	4.08	0.695
Take targeted training/educational actions for improving working skills and knowledge of persons with disabilities,so they are better prepared for employment.	4.045	0.7505
Support the position of a mentor during their first time at work	4.035	0.731

High marks show that companies have the strong impact on employment of PwD.

Next Table 34 is showing the Universities role in promoting transition of the SwD from Higher Education to Work life.

Table 34

Role of Universities in promoting transition of SwD from HE to Work life

<b>Role of Universities in promoting transition of SwD from HE to Work life</b>	<b>M</b>	<b>S.D.</b>
Work together with team members in a respectful and collaborative manner to complete tasks.	4.235	0.5865
Present and write information clearly and effectively.	4.155	0.6205
Use appropriate technology to enhance and manage	4.15	0.567



communication knowledge.		
Be engaged within the community to make a difference in a civic life.	4.11	0.66
Integrate, experience, disciplinary and interdisciplinary knowledge and communicate this effectively.	4.11	0.629
Exhibit personal organization, accountability and time management.	4.11	0.6015
Gain intercultural knowledge so as to interact effectively in various cultural contexts.	4.095	0.652
Obtain, critically evaluate and use information effectively from a variety of resources and formats.	4.085	0.6405
Demonstrate leadership, including giving direction and guidance, as well as strategic visioning.	4.06	0.665
Identify and solve problems, including evaluating alternatives and articulating reasoning.	4.055	0.6485
Interpret, use and communicate numerical data and quantitative evidence.	3.965	0.692

All offered options are marked very high which imply the importance of the universities' impacts on development of social and business skills for PwD.

Next Table 35 is explaining strategies helpful in retaining in PwDs' jobs within companies. Questionnaire offered 13 answers and they are ranged as follows.

Table 35  
Strategies in retaining PwDs' jobs within organizations

<b>Strategies in retaining PwDs' jobs within organizations</b>	<b>M</b>	<b>S.D.</b>
Employer tax credits and incentives	4.065	0.989
Disability targeted internship program	3.82	0.922
Assistive technology	3.81	0.9515
Disability awareness training	3.69	0.9695
Flexible work schedule	3.61	0.9965
Mentoring	3.555	0.979
Visible top management commitment	3.54	0.9975
On-site consultation or technical assistance	3.505	0.9515
Training existing staff	3.465	0.9695
Reassignment	3.31	0.978
Other	3.09	1.199
Short-term "on the job" assistance with an outside job coach	3.035	1.0435
Centralized accommodations fund IF NEEDED: A company-wide fund to provide accommodations for people with disabilities	3.01	0.9675



“Employer tax credits and incentives” reached the highest score. The results show that the best way to keep PwD in companies is providing financial incentives, tax incentives and subsidies to employers as well as an internship program, training and etc.

The last research question aimed at identifying employers’ willingness to attend a training program on disability issues and further employers’ desired topics of such a training program (see Table 36).

Table 36

Participants’ answers concerning their willingness/not willingness to attend a training program on disability issues is provided below.

<b>Would you be willing to attend a training program on disability issues</b>				
<b>Yes</b>			<b>No</b>	
Frequency	45	13.20 %	Frequency	296
				86.80 %

Unfortunately, most employers do not want to attend programs, training in relation to the PwD, which implies the need for further steps to raise awareness of the special needs and conditions of PwD at working place. It is necessary to further investigate the reasons for the lack of interest of employers to participate in training that are related to employment PwD.

## 4. Analysing needs of Employers in Bosnia and Hercegovina

By analysis of the responses received from the Ministry of Labor and Veterans Protection of RS and the Ministry of Labour and Social Protection of the Federation of BiH, all activities related to the creation of favorable conditions in the society for employment of disabled persons have been transferred to the Fund for Vocational Rehabilitation, Training and Employment. Ministry alone did generally not develop specific programs with a view to the implementation of policy measures in the field of disability, and entity strategies, and if they had activities related to the improvement of the employment field they were related to the projects implemented through the Fund for Vocational Rehabilitation, Training and Employment of Disabled Persons / persons with disabilities. The entities have no programs or legal grounds for giving priority in employment of persons with disabilities in public institutions, under the conditions that they possess the equal qualifications, what place them in the disadvantage.

The Ministry of Labour and Social Protection of the Federation of BiH stated "quota system which is difficult to apply" as the sole basis that gives preference in employment to persons with disabilities.

The monitoring of the employment of persons with disabilities in both entities is in charge of funds for vocational rehabilitation, training and employment. 137 people with disabilities are employed in 2013 according to the data of Fund for Vocational Rehabilitation and Employment of Disabled in RS (Republic of Srpska). However, there is not a major breakthrough in this field in the practice, as confirmed by the data and opinions gathered from organizations of persons with disabilities. In the Federation, after the adoption of the policy in 2010, passed the Law on Vocational Rehabilitation, Training and Employment of Persons with Disabilities (Fig. Gazette FBiH 9/10), and in Republic of



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Srpska - Law on Vocational Rehabilitation, Training and Employment of Disabled Persons (Official Gazette of RS 37/12). These two laws constitute the legal framework pertaining to the employment of persons with disabilities.

This area is regulated by numerous by-laws (Regulation on keeping records of employed disabled persons, the Ordinance on jobs and jobs for priority employment of the disabled, and so on) and all of them were generally compliant with the policy in the field of disability.

The laws stipulate that the employment of persons with disabilities in BiH takes place on the basis of two basic models: employment in the open market under equal conditions and employment under special conditions (special programs, accelerated employment conditions, enterprises for employment of persons with disabilities, sheltered workshops), and after based on the contract of employment or self-employment. Without a deeper legal analysis, legal measures were similar in both entities, provides for a legal obligation of government agencies and institutions that for every 16 employees employ 1 person with a disability, or incentives to private employers if they employ the persons with disabilities, in the form of tax relief.

If they do not act in that way, they should allocate certain amount of gross salaries of employees in Funds for vocational rehabilitation, training and employment. Legal entities that do not have the obligation of employment (eg. Non-governmental organizations) can also allocate certain amount of money, the percentage is less than in the case of government entities. Special status is defined for the companies for employment of persons with disabilities; Companies for employment of persons with disabilities in FBiH should have at least 40% of employees with such status, and in RS at least 51%. Despite the fact that the law provides that a person may be named as a person with a disability if have 40% of disability or 70% of physical damage, very rarely employ persons with greater functional impairment.

Disability Policy in RS, and its objectives relating to the employment of persons with disabilities are not recognized as a separate item in budget creation. The funds for vocational rehabilitation and employment planned and allocated, but not as a result of the efforts of implementing policies or strategies in the field of disability.

Activities promoting employment and self-employment of persons with disabilities shall be carried out mainly through funds for vocational rehabilitation and employment. Fund for Vocational Rehabilitation and Employment of Disabled RS every year carried out 17 activities to promote incentives for employment and self-employment of disabled persons. These activities include primarily the organization and holding of round tables on this subject through the participation of representatives of disability organizations, employers and representatives of local communities throughout the Republic of Srpska. The responsible entity ministries take the initiative in the field of promotion, recognizing the importance of the same, including the Ministry of Labor and Veterans Welfare. The local communities do not have direct obligations in relation to employment and did not give any specific example of activity. DPOs on local and entity levels low evaluate progress achieved on the field of employment since the adoption of the Disability Policy.

The seven organizations consider that there has been progress in employment compared to the period before the adoption of the Disability Policy and evaluates the grade 3 (on a scale of 1 to 5). We can assume that the laws and subordinate legislation is responsible for this average grade. 137 persons with disabilities were employed in 2013 according to the RS Fund. The organizations said that the workplace adapted for 30 people with disabilities. The fact is that a number of persons with disabilities actually employed, but these are mostly persons with less functional impairments who need no adjustment of the position. The most of the organizations negatively assessed part-



time hiring people with disabilities, which indicates that the possibility of economy of the persons with disabilities in all areas is very small.

The relevant institutions have identified the factors that could positively influence on the implementation of the Disability Policy:

- frequent consultation with disabled people and their organizations,
- better distribution of resources that are available to the local community,
- timely and systematic planning activities,
- more funds available for the implementation of policies,
- better vertical information flow and providing clear guidelines on the implementation by the carrier.

Analysing the responses of the organizations of the persons with disabilities, we can say that the greatest progress in their opinion has been made in the social protection, followed by health care, while the education and the employment are of equal value, and the least progress is made in the area of the family life. Also, they point out that there is a good legal basis in all areas so the persons with disabilities have the space and the mechanisms for action, which they should use.

The both entities have developed the Strategy that determines the direction to improve the position and equal opportunities for citizens with disabilities, but there is still no official report on the progress in implementing the strategies.

## 4.1 Results concerning employers from Bosnia and Herzegovina

### 4.1.1. Results concerning employers from BiH who do have EwD

As it has already been mentioned, Section B (6 questions) of the researched tool addressed specifically to employers who have EwD. Below are presented the main findings derived from analyzing data of Section B from employers with EwD in Bosnia and Herzegovina, a total of 45 employers from Bosnia and Herzegovina participated in the project (see Table 37).

Table 37  
Demographics of employers who have EwD from Bosnia and Herzegovina

<b>Gender</b>	<b>Male</b> Frequency 8 (48.89 %) <b>Female</b> Frequency 13 (51.11 %)
<b>Age</b>	<b>Min age 26 to Max age 57</b> (M = 38.405, S.D. = 8.916)
<b>Organization/ company/ professional status</b>	<b>Public sector employer</b> Frequency 2 (8.89 %) <b>Private sector employer</b> Frequency 17 (80 %) <b>Non-profit, CSO and NGO</b> Frequency 2 (11.11 %) <b>Other sector employer</b> Frequency 0 (0 %)
<b>Total number of Employees</b>	<b>Min total number of employees 9 to Max total number of employees 1400</b> (M = 144.165, S.D. = 180.193)
<b>Total number of Employees WD</b>	<b>Min total number of employees 1 to Max total number of employees 573</b> (M = 39.61, S.D. = 133.456)





Based on the sample and collected data, Private sector is predominant for employing EwD.

Employees with disabilities work level's is shown in the next Table 38. As noticed, concerns EwD work level, 12 (57.1 %) work as administrative level employees, 3 (14.3 %) work as middle management level and high management level was not selected. Concerning the type of disability their EwD have, 1 (4.8 %) of EwD have visual impairment, 2 (9.5 %) hearing impairment, physical disability with 16 (76.2 %), mental disability 1 (4.8 %) and other 3 (14.3 %).

Table 38

Data concerning EwD job/work position, work level, specific type of disability they have derived from employers from Bosnia and Herzegovina who do have EwD

	<b>Frequen cy</b>	<b>XX %</b>
<b>Work level</b>		
Administrative level	12	57.1
Middle management level	3	14.3
High management level	-	-
Other	12	57.1
<b>Type of disability</b>		
Visual impairment	1	4.8
Hearing impairment	2	9.5
Physical disability or Orthopedic impairment	16	76.2
Mental/ Intellectual disability	1	4.8
Special Learning difficulties	-	-
Other	3	14.3

Summarized percentages are not equal to 100 % due to the fact that respondents could choose more than one answer. EwD may work at more than one position in company so the total number in table is not equal to the number of respondents.

Employers who have EwD were also asked to report their prime consideration when they hire a PwD. It was found that employers' top consideration was "Additional knowledge/skills" (81 %), followed by "Working experience" (52.4 %) (see Tables 39 and 40).

Table 39

Data concerning employers' with EwD prime considerations when they hire a person WD

<b>Prime considerations</b>	<b>Frequency</b>	<b>XX %</b>
Formal education	10	47.6
Working experience	11	52.4
Additional knowledge/skills	17	81
Mandatory employment	5	23.8
Other	9	42.9



Table 40

Data concerning employers' (with EwD) prime considerations when they hire a PwD according to the frequency (49.54 %) each answer placed to specific rank position from 1 to 5

<b>Considerations</b>	<b>1<sup>st</sup> Frequency (81 %)</b>	<b>2<sup>nd</sup> Frequency (52.4 %)</b>	<b>3<sup>rd</sup> Frequency (47.6 %)</b>	<b>4<sup>th</sup> Frequency (42.9 %)</b>	<b>5<sup>th</sup> Frequency (23.8 %)</b>
Formal education			x		
Working experience		x			
Additional knowledge/skills	x				
Mandatory employment					x
Other				x	

Predominant is “Additional knowledge/skills” with 81 %. While the least used answer is “Mandatory employment” with 23.8 %.

Finally employers were asked about the ways in which they proactively recruit job applicants wD. It was found that the most prominent way followed by the employers was “Creating partnerships with the organizations of/for PwD” (42.9 %) and least preferred way was “Posting job announcements in centers for independent living (CILS) and other self-advocacy organizations of PwD” and “Posting job announcements in the department of Vocational rehabilitation” (both with 4.8 %) while 4 (19 %) of employers were not fully aware of the recruitment processes of their company follows. Detailed data concerning ways followed by employers with EwD to proactively recruit job applicants with disability are presented below (see Table 41). Also, we wish to point out that answer “Establishing summer internship and mentoring programs targeted at youth with disabilities” was not selected by any employer.

Table 41

Data concerning ways followed by employers with EwD to proactively recruit job applicants with disability (*Data are presented in descending order*)

<b>Recruitment ways followed by employers with EwD</b>	<b>Frequency</b>	<b>XX %</b>
Creating partnerships with the organizations of/for PwD	9	42.9
Including PwDs in diversity recruitment goals	7	33.3
Proactively recruit job applicants with disability by other ways	7	33.3
Posting job announcements in disability-related publications	6	28.6
Contacting career centers at colleges and universities	5	23.8
Posting job announcements in the job service or workforce employment center	4	19
I am not fully aware of the recruitment process I follow	4	19



Posting job announcements in disability-related web sites	4	19
Posting job announcements and/or hosting a table at disability-related job fairs	2	9.5
Posting job announcements in centers for independent living (CILS) and other self-advocacy organizations of PwD	1	4.8
Posting job announcements in the department of Vocational rehabilitation	1	4.8
Establishing summer internship and mentoring programs targeted at youth with disabilities	-	-

There is no big difference in frequency values for all answers, based on the sample and collected data.

In the following Table 42, it is shown the distribution of answers on question regarding the most important reasons for employing PwD.

Table 42

Means and SDs concerning the most important reasons for employing persons with disability according to participants' (employers with AND without EwD) answers on a 5 point Likert scale (1= strongly disagree and 5= strongly agree)

<b>Reasons for employing PwD</b>	<b>M</b>	<b>S.D.</b>
They give a positive image for the organization/company	4.17	0.618
Their employment helps the company fulfil its social responsibility to the community	4.17	0.618
They tend to be loyal employees	4.11	0.471
They have a strong motivation to work	4.11	0.583
They tend to be punctual and stay focused on one job for a long time, so they can be good employees.	4.00	0.485
They do good quality work	4.00	0.485
They tend to be reliable to be on time and to turn up	4.00	0.594
They help all employees get on well socially	3.94	0.639
We employ persons with disability because of their competence, not for any other reason	3.78	0.647
They are well qualified to do the job	3.72	0.669
They are open for new knowledge and training	3.61	0.608

The results for mean values are evenly distributed.

Employers who employ PwD are asked how they see the reasons for not employing PwD in other companies and corresponding data are shown in Table 43.

Table 43

Means and SDs concerning the most important reasons for employing persons with disability according to participants' (employers with AND without EwD) answers on a 5 point Likert scale (1= strongly disagree and 5= strongly agree)



<b>Reasons for NOT employing PwD</b>	<b>M</b>	<b>S.D.</b>
They take a lot of time to fit in a working environment	2.00	0.840
A person with disability should learn and do their job in a separate, protected environment.	1.67	0.686
A person with disability does not have the same rights in the working place as a person without disability	1.61	0.502
Other employees will feel uncomfortable and unhappy if they have to work together with a person with disability	1.61	0.608
It is better for them to work at home	1.56	0.616
A person with disability has a lot of behavior problems, so it is best for them to work in private.	1.56	0.511

Since mean values are low, the employers who employ PwD think that main reasons other companies have for not employing PwD are different than those suggested in questionnaire. More precisely, employers agree that the main reason for not employing PwD lies beyond this offered answers.

Further question was related to the role of universities in order to facilitate the transition to employment of students with disabilities in Table 44.

Table 44

Means and SDs concerning the most important reasons for employing persons with disability according to participants' (employers with AND without EwD) answers on a 5 point Likert scale (1= strongly disagree and 5= strongly agree)

<b>Role of universities in order to facilitate the transition to employment of students with disabilities</b>	<b>M</b>	<b>S.D.</b>
Educate employers on issues concerning the needs of persons with disabilities.	4.21	0.535
Raise awareness and sensitivity of employers towards employees who may have a disability/impairment.	4.21	0.713
Educate employers on the potential obstacles a person with disabilities might encounter during their or job.	4.16	0.602
Support the position of a mentor during their first time at work	4.16	0.501
Inform employers on the provided support services that person with disabilities might need during their employment.	4.11	0.459
Improve the knowledge and skills of persons with disabilities through additional training and education.	3.89	0.937

Employers see the Universities as strong factors in transition to employment of students with disabilities. Only the last answer was marked between 1 and 5.



Next Table 45 shows the opinion of employers about companies' duties related to the improvement of the employment of PwD.

Table 45

Means and SDs concerning the most important reasons for employing persons with disability according to participants' (employers with AND without EwD) answers on a 5 point Likert scale (1= strongly disagree and 5= strongly agree)

<b>Opinion of employers about companies' duties related to the improvement of the employment of PwD</b>	<b>M</b>	<b>S.D.</b>
Support the position of a mentor during their first time at work	4.06	0.539
Provide an accessible environment/work place to attract employees with disabilities.	4.00	0.577
Take targeted training/educational actions for improving working skills and knowledge of persons with disabilities, so they are better prepared for employment.	3.95	0.405

High marks show that companies have the strong impact on employment of PwD.

Next Table 46 is showing the Universities role in promoting transition of the SwD from Higher Education to Work life.

Table 46

Role of Universities in promoting transition of SwD from HE to Work life

<b>Role of Universities in promoting transition of SwD from HE to Work life</b>	<b>M</b>	<b>S.D.</b>
Present and write information clearly and effectively.	4.12	0.600
Be engaged within the community to make a difference in a civic life.	4.11	0.583
Integrate, experience, disciplinary and interdisciplinary knowledge and communicate this effectively.	4.06	0.639
Use appropriate technology to enhance and manage communication knowledge.	4.06	0.639
Gain intercultural knowledge so as to interact effectively in various cultural contexts.	4.00	0.594
Exhibit personal organization, accountability and time management.	3.94	0.556
Work together with team members in a respectful and collaborative manner to complete tasks.	3.89	0.676
Identify and solve problems, including evaluating alternatives and articulating reasoning.	3.83	0.618
Demonstrate leadership, including giving direction and guidance, as well as strategic visioning.	3.83	0.514



Obtain, critically evaluate and use information effectively from a variety of resources and formats.	3.78	0.647
Interpret, use and communicate numerical data and quantitative evidence.	3.61	0.698

All offered options are marked very high and values are ranging between 4.12 for first answer and 3.61 for the last one.

Next Table 47 is explaining strategies helpful in retaining in PwDs' jobs within companies. Questionnaire offered 13 answers and they are ranged as follows.

Table 47  
Strategies in retaining PwDs' jobs within organizations

<b>Strategies in retaining PwDs' jobs within organizations</b>	<b>M</b>	<b>S.D.</b>
Employer tax credits and incentives	4.26	0.872
Disability awareness training	4.18	0.809
Reassignment	4.00	0.577
Disability targeted internship program	3.95	0.524
Visible top management commitment	3.94	0.854
Assistive technology	3.89	0.758
Flexible work schedule	3.61	0.979
Mentoring	3.56	1.042
Training existing staff	3.56	0.784
On-site consultation or technical assistance	3.56	0.784
Short-term "on the job" assistance with an outside job coach	3.17	0.985
Centralized accommodations fund IF NEEDED: A company-wide fund to provide accommodations for people with disabilities	3.12	0.857
Other	3.00	0.000

Only "Mentoring" and "Centralized accommodations fund" have minimum value 1.

The last research question aimed at identifying employers' willingness to attend a training program on disability issues and further employers' desired topics of such a training program (see Table 48).

Table 48  
Participants' answers concerning their willingness/not willingness to attend a training program on disability issues

<b>Would you be willing to attend a training program on disability issues</b>			
<b>Yes</b>		<b>No</b>	
Frequency	2	9.5 %	Frequency 19
			6 %



Unfortunately, the most (8/9) of employers are not willing to attend training programs on disability issues.

#### 4.1.2. Results concerning employers from BiH who do not have EwD

As it has already been mentioned Section C (5 questions) of the researched tool addressed to employers who do not have EwD. Below are presented the main findings derived from analyzing data of Section C from employers in Bosnia and Herzegovina (see Table 49).

Table 49  
Demographics of employers who have not EwD from Bosnia and Herzegovina

<b>Gender</b>	<b>Male</b> Frequency 14 (58.3 %) <b>Female</b> Frequency 10 (41.7 %)
<b>Age</b>	<b>Min age 26 to Max age 50</b> (M = 36.71, S.D. = 8.094)
<b>Organization/ company/ professional status</b>	<b>Public sector employer</b> Frequency 2 (8.3 %) <b>Private sector employer</b> Frequency 19 (79.2 %) <b>Non-profit, CSO and NGO</b> Frequency 3 (12.5 %) <b>Other sector employer</b> Frequency 0 (0%)
<b>Total number of Employees</b>	<b>Min total number of employees 3 to Max total number of employees 127</b> (M = 31.00, S.D. = 35.874)

Based on the sample and collected data, Private sector is dominant regarding the employing EwD. Slightly more male EwD were surveyed than female EwD.

Some employers are asked about the experience before about the employees with disabilities (see Table 50).

Table 50  
Ever had employees with disabilities

<b>Ever had employees with disabilities</b>	<b>Frequency</b>	<b>XX %</b>
Yes	5	20.8
No	18	75.0
Missing	1	4.2

Results indicate the level of experience of 20.8 % that employed employees with disabilities in the previous period.



As concerns employers' awareness/non-awareness regarding to the Provisions of the Law on Professional Rehabilitation and Employment of Persons with Disabilities concerning the incentives for employment of PwD, 62.5 % of respondents are aware (see Table 51).

Table 51

Employers' (who have not employed PwD so far) awareness/non-awareness concerning the Provisions of the Law on Professional Rehabilitation and Employment of Persons with Disabilities concerning the incentives for employment of PwD

<b>Employers' awareness concerning the Provisions of the Law on Professional Rehabilitation and Employment of Persons with Disabilities</b>	<b>Yes</b>		<b>No</b>	
	Frequency 15	62.5 %	Frequency 8	33.3 %

There is one missing answer which represents 4.2 %.

In relation to employers' views concerning the adequacy of their organization/company conditions for the employment of people with disabilities it was found that 25 % are aware of organization/company conditions adequacy (see Table 52).

Table 52

Employers' (who have not employed PwD so far) views concerning the adequacy of their organization/company conditions for the employment of people with disabilities

<b>Organization/company conditions adequacy</b>	<b>Frequency</b>	<b>XX %</b>
Yes	6	25
No	16	66.7
Missing	2	8.3

Employers answered "No" with a percentage of 66.7 %.

Below are presented the findings derived from analyzing data of the main research questions addressed to all employers participated in the project. As concerns participants, views for the most important reasons for employing PwD the top ranked reason was "They give a positive image for the organization/company" (M= 4.39, SD= 0.722), the next reason was "They have a strong motivation to work" (M= 4.22, SD= 0.736) while the least important is "They are well qualified to do the job" (M= 3.22, SD= 0.518) (see Table 53).

Table 53

Means and SDs concerning the most important reasons for employing persons with disability according to participants' (employers with AND without EwD) answers on a 5 point Likert scale (1= strongly disagree and 5= strongly agree)

<b>Reasons for employing PwD</b>	<b>M</b>	<b>SD</b>
They give a positive image for the organization/company	4.39	0.722
They have a strong motivation to work	4.22	0.736
Their employment helps the company fulfill its social responsibility to the company	4.13	0.757
They help all employees get on well socially	4.09	0.900





They tend to be loyal employees	3.91	0.668
They tend to be functional and stay focus on one job for a long time, so that they can be good employees	3.83	0.650
They are open for new knowledge and training	3.74	0.689
They tend to be reliable to be on time and to turn up	3.61	0.722
We employ persons with disability because of their competence, not for any other reason	3.55	0.912
They do good quality work	3.50	0.512
They are well qualified to do the job	3.22	0.518

There is no answer grade with 1. All marks remained high.

According the data derived from the first of the five targeted questions addressed to employers without EwD it was found that the main reasons be reported by employers for not having PwD so far was “They take a lot of time to fit in a working environment” with  $M = 2.21$  and  $SD = 0.721$  (see Table 54).

Table 54

Reasons provided by employers who have not employed PwD so far Distinct categories would be formulated after data collection based on employers’ provided answers

<b>Reasons for NOT employing PwD</b>	<b>Mean</b>	<b>S.D.</b>
They take a lot of time to fit in a working environment	2.21	0.721
PwD does not have the same rights in the working place like a person without a disability	2.08	1.100
A PwD should learn and do their job in a separate, protected environment	1.92	0.881
It is better for them to work at home	1.87	0.797
Other employees will feel uncomfortable and unhappy if they have to work together with PwD	1.83	0.637
A PwD has a lot of behavior problems, so it is best for them to work in private	1.71	0.751

Since mean values are low, the employers who employ PwD think that main reasons other companies have for not employing PwD are different than those suggested in questionnaire. More precisely, employers agree that the main reason for not employing PwD lies beyond this offered answers.

In relation to the next question, that is employers’ views concerning what the universities should do in order to facilitate the transition to employment of SwD based on the results, the highest results is achieved by “Raise awareness and sensitivity of employers towards employees who may have a disability/impairment” (4.52) while the lowest one is “Improve the knowledge and scales of PwD through additional training and education” (3.61) (see Table 55).

Table 55



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)

<b>In order to facilitate the transition to employment of SwD Universities should...</b>	<b>M</b>	<b>SD</b>
Raise awareness and sensitivity of employers towards employees who may have a disability/impairment	4.52	0.665
Educate employers on issue concerning the needs of PwD	4.26	0.689
Inform employers on the provided support service that PwD might need during their employment	4.23	0.685
Educate employers on the potential obstacles a PwD might encounter during their job	4.17	0.650
Support the position of a mentor during their first time at work	4.09	0.996
Improve the knowledge and scales of PwD through additional training and education	3.61	0.891

According to the employers' opinion, there is a strong influence of Universities for the employment of PwD.

In relation to the next question, that is employers' views concerning what companies can do in order to improve the employment of PwD it was found that the most important is "Provide and accessible environment/work place to attract EwD" (see Table 56).

Table 56

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)

<b>In order to improve the employment of PwD companies can...</b>	<b>M</b>	<b>SD</b>
Provide and accessible environment/work place to attract EwD	4.21	0.588
Support the position of a mentor during their first time at work	4.04	0.806
Take targeted training/educational actions for improving working skills and knowledge of PwD, so they are better prepared for employment	4.00	0.659

None of the mentioned tasks are not graded with the marks 1 and 2.

Next, employers were asked to answer concerning where universities should focus on in order to better promote SwD transition from HE to work life. It was found that "Use appropriate technology to enhance and manage communication knowledge" ranks the first position with mean value 4.41 (see Table 57).



Table 57

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)

<b>In order to promote transition of the SwD from HE to Work life Universities should focus on helping/training SwD to...</b>	<b>M</b>	<b>SD</b>
Use appropriate technology to enhance and manage communication knowledge.	4.41	0.503
Present and write information clearly and effectively.	4.24	0.436
Be engaged within the community to make a difference in a civic life.	4.09	0.684
Gain intercultural knowledge so as to interact effectively in various cultural contexts.	4.05	0.653
Work together with team members in a respectful and collaborative manner to complete tasks.	4.05	0.653
Integrate, experience, disciplinary and interdisciplinary knowledge and communicate this effectively	4.00	0.617
Obtain, critically evaluate and use information effectively from a variety of resources and formats.	4.00	0.535
Exhibit personal organization, accountability and time management.	3.95	0.653
Identify and solve problems, including evaluating alternatives and articulating reasoning	3.91	0.750
Interpret, use and communicate numerical data and quantitative evidence.	3.68	0.477
Demonstrate leadership, including giving direction and guidance, as well as strategic visioning.	3.50	0.740

None of the tasks are graded with mark 1. Important fact is that first two answers were graded with 4 and 5 which show their importance according to the opinion of employers.

Finally, employers' were asked to evaluate the helpfulness of specific strategies in retaining Ps'wD job within their organization/company. According to employers' answers the most helpful strategy is considered "Assistive technology" (M=4.39, SD=0.941), followed by "Visible top management commitment" (M=4.14, SD=0.990) (see Table 58).

Table 58

Means and SDs of participants' answers concerning which strategies would be helpful in retaining PwD' job within their organization/company. Answers provided on a 5 point Likert scale (1= not at all helpful and 5= a lot helpful)

<b>Strategies in retaining PwD' job within organization/company</b>	<b>M</b>	<b>SD</b>
Assistive technology	4.39	0.941
Visible top management commitment	4.14	0.990



Employer tax credits and incentives	4.04	1.147
Disability targeted internship program	4.04	0.976
Flexible work schedule	3.78	1.085
Reassignment	3.78	0.850
Disability awareness training	3.78	1.278
Training existing staff	3.65	0.982
Mentoring	3.61	1.033
Other	3.50	0.707
On-site consultation or technical assistance	3.35	1.027
Centralized accommodations fund IF NEEDED: A company-wide fund to provide accommodations for people with disabilities	3.30	0.974
Short-term “on the job” assistance with an outside job coach	3.09	1.063

The tasks are equally distributed varying M between 3.09, 4.39.

The last research question aimed at identifying employers’ willingness to attend a training program on disability issues and further employers’ desired topics of such a training program. It was found that almost half of employers will to be trained of the program on disability issues (see Table 59).

Table 59

Participants’ answers concerning their willingness/not willingness to attend a training program on disability issues

<b>Would you be willing to attend a training program on disability issues</b>			
<b>Yes</b>		<b>No</b>	
Frequency	11	45.8 %	Frequency 13
			54.2 %

Almost half of respondents agreed to be educated on disability issues.

### 4.1.3 Results concerning the total of employers from Bosnia and Herzegovina

Section D (8 questions) of the researched tool addressed specifically to all surveyed employers in Bosnia and Herzegovina. Below are presented the main findings derived from analyzing data of Section D from employers with EwD in Bosnia and Herzegovina participated in the project (see Table 60).

Table 60

Demographics of employers from Bosnia and Herzegovina

<b>Gender</b>	<b>Male</b> Frequency 22 (48.89 %) <b>Female</b> Frequency 23 (51.11 %)
<b>Age</b>	<b>Min age 26 to Max age 57</b> (M = 40.10, S.D. = 9.738)
<b>Organization/ company/ professional status</b>	<b>Public sector employer</b> Frequency 4 (8.89 %) <b>Private sector employer</b> Frequency 36 (80 %)



	<b>Non-profit, CSO and NGO</b> Frequency 5 (11.11 %) <b>Other sector employer</b> Frequency 0 (0 %)
<b>Total number of Employees</b>	<b>Min total number of employees 3 to Max total number of employees 1400</b> (M = 144.165, S.D. = 180.193)
<b>Total number of Employees WD</b>	<b>Min total number of employees 1 to Max total number of employees 573</b> (M = 39.61, S.D. = 133.456)

The most of surveyed employers in BiH are form private sector.

In the following Table 61, it is shown the distribution of answers on question regarding the most important reasons for employing PwD.

Table 61

Means and SDs concerning the most important reasons for employing persons with disability according to participants' (employers with AND without EwD) answers on a 5 point Likert scale (1= strongly disagree and 5= strongly agree).

<b>Reasons for employing PwD</b>	<b>M</b>	<b>S.D.</b>
They give a positive image for the organization/company	4.28	0.67
They have a strong motivation to work	4.165	0.6595
Their employment helps the company fulfil its social responsibility to the community	4.15	0.6875
They help all employees get on well socially	4.015	0.7695
They tend to be loyal employees	4.01	0.5695
They tend to be punctual and stay focused on one job for a long time, so they can be good employees.	3.915	0.5675
They tend to be reliable to be on time and to turn up	3.805	0.658
They do good quality work	3.75	0.4985
They are open for new knowledge and training	3.675	0.6485
We employ persons with disability because of their competence, not for any other reason	3.665	0.7795
They are well qualified to do the job	3.47	0.5935

The results for mean values are evenly distributed.

Employers who employ PwD are asked how they see the reasons for not employing PwD in other companies and corresponding data are shown in Table 62.

Table 62

Means and SDs concerning the most important reasons for employing persons with disability according to participants' (employers with AND without EwD) answers on a 5 point Likert scale (1= strongly disagree and 5= strongly agree).

<b>Reasons for NOT employing PwD</b>	<b>M</b>	<b>S.D.</b>
They take a lot of time to fit in a working environment	2.105	0.7805



A person with disability does not have the same rights in the working place as a person without disability	1.845	0.801
A person with disability should learn and do their job in a separate, protected environment.	1.795	0.7835
Other employees will feel uncomfortable and unhappy if they have to work together with a person with disability	1.72	0.6225
It is better for them to work at home	1.715	0.7065
A person with disability has a lot of behavior problems, so it is best for them to work in private.	1.635	0.631

Since mean values are low, the employers who employ PwD think that main reasons other companies have for not employing PwD are different than those suggested in questionnaire. More precisely, employers agree that the main reason for not employing PwD lies beyond this offered answers.

Further question was related to the role of universities in order to facilitate the transition to employment of students with disabilities in Table 63.

Table 63

Means and SDs concerning the most important reasons for employing persons with disability according to participants' (employers with AND without EwD) answers on a 5 point Likert scale (1= strongly disagree and 5= strongly agree).

<b>Role of universities in order to facilitate the transition to employment of students with disabilities</b>	<b>M</b>	<b>S.D.</b>
Raise awareness and sensitivity of employers towards employees who may have a disability/impairment.	4.365	0.689
Educate employers on issues concerning the needs of persons with disabilities.	4.235	0.612
Inform employers on the provided support services that person with disabilities might need during their employment.	4.17	0.572
Educate employers on the potential obstacles a person with disabilities might encounter during their or job.	4.165	0.626
Support the position of a mentor during their first time at work	4.125	0.7485
Improve the knowledge and skills of persons with disabilities through additional training and education.	3.75	0.914

Employers see the Universities as strong factors in transition to employment of students with disabilities.

Next Table 64 shows the opinion of employers about companies' duties related to the improvement of the employment of PwD.



Table 64

Means and SDs concerning the most important reasons for employing persons with disability according to participants' (employers with AND without EwD) answers on a 5 point Likert scale (1= strongly disagree and 5= strongly agree).

<b>Opinion of employers about companies' duties related to the improvement of the employment of PwD</b>	<b>M</b>	<b>S.D.</b>
Provide an accessible environment/work place to attract employees with disabilities.	4.105	0.5825
Support the position of a mentor during their first time at work	4.05	0.6725
Take targeted training/educational actions for improving working skills and knowledge of persons with disabilities,so they are better prepared for employment.	3.975	0.532

High marks show that companies have the strong impact on employment of PwD.

Next Table 65 is showing the Universities role in promoting transition of the SwD from Higher Education to Work life.

Table 65

Role of Universities in promoting transition of SwD from HE to Work life

<b>Role of Universities in promoting transition of SwD from HE to Work life</b>	<b>M</b>	<b>S.D.</b>
Use appropriate technology to enhance and manage communication knowledge.	4.235	0.571
Present and write information clearly and effectively.	4.18	0.518
Be engaged within the community to make a difference in a civic life.	4.1	0.6335
Integrate, experience, disciplinary and interdisciplinary knowledge and communicate this effectively.	4.03	0.628
Gain intercultural knowledge so as to interact effectively in various cultural contexts.	4.025	0.6235
Work together with team members in a respectful and collaborative manner to complete tasks.	3.97	0.6645
Exhibit personal organization, accountability and time management.	3.945	0.6045
Obtain, critically evaluate and use information effectively from a variety of resources and formats.	3.89	0.591
Identify and solve problems, including evaluating alternatives and articulating reasoning.	3.87	0.684
Demonstrate leadership, including giving direction and guidance, as well as strategic visioning.	3.665	0.627
Interpret, use and communicate numerical data and	3.645	0.5875



quantitative evidence.		
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All offered options are marked very high and values are ranging between 4.235 for first answer and 3.645 for the last one.

Next Table 66 is explaining strategies helpful in retaining in PwDs' jobs within companies. Questionnaire offered 13 answers and they are ranged as follows.

Table 66  
Strategies in retaining PwDs' jobs within organizations

Strategies in retaining PwDs' jobs within organizations	M	S.D.
Employer tax credits and incentives	4.15	1.0095
Disability awareness training	3.98	1.0435
Reassignment	3.89	0.7135
Disability targeted internship program	3.995	0.75
Visible top management commitment	4.04	0.922
Assistive technology	4.14	0.8495
Flexible work schedule	3.695	1.032
Mentoring	3.585	1.0375
Training existing staff	3.605	0.883
On-site consultation or technical assistance	3.455	0.9055
Short-term "on the job" assistance with an outside job coach	3.13	1.024
Centralized accommodations fund IF NEEDED: A company-wide fund to provide accommodations for people with disabilities	3.21	0.9155
Other	3.045	0.5315

"Employer tax credits and incentives" reached the highest score.

The last research question aimed at identifying employers' willingness to attend a training program on disability issues and further employers' desired topics of such a training program (see Table 67).

Table 67  
Participants' answers concerning their willingness/not willingness to attend a training program on disability issues is provided below.

Would you be willing to attend a training program on disability issues					
Yes			No		
Frequency	13	28.89 %	Frequency	32	71.11 %

Unfortunately, more than 71 % of employers are not willing to attend training programs on disability issues.





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## **5. Analysing needs of Employers in Montenegro**

The database for persons with disabilities makes an integral part of the unemployment register application programme, established and maintained in the Employment Agency of Montenegro (EAM). The register is harmonised with the defined work technology in the EAM, in compliance with the EU and national rules and standards.

The activity and creative efforts and results of the EAM represent a significant potential and provide a major contribution to the life of the Montenegrin community, though it is worth noticing that the website of the EAM is not adapted to the needs of PwD who might require specific programmes to be able to read the contents (e.g. persons with visual impairment).

Generally speaking, Montenegro has made significant progress regarding the adoption of laws that govern the employment of PwD, but the progress is somewhat less visible in practice. From one hand, the PwD seem to encounter various forms of unequal position compared to the rest of the population, and one of them refers to difficulties or barriers regarding their access to labour market and employment. From the other hand, in line with the Law on Employment and Exercising of Unemployment based Rights and the Law on Professional Rehabilitation and Employment of Persons with Disability, the EAM implements a range of incentives for employment of PwD, particularly university graduates. Those who mainly remain at the register are PwD with various types of severe intellectual disability who have completed education in specialized educational institutions, while both them and their families are reluctant towards inclusion into professional rehabilitation measures and other active measures provided by the EAM, since the financial allowances they are entitled to according to the law discourage them from inclusion into the labour market.

According to the evidence of the EAM, total number of employers employing PwD in April 2016 was 113, out of which there were 17 NGOs working in the area of protecting the rights of PwD. The Fund for Professional Rehabilitation and Employment of PwD (in the EAM) administers the subsidies provided to employers for employing PwD in line with the Law on Professional Rehabilitation and Employment of PwD, as this law provides for the system aiming at motivating employers to employ PwD. According to the report of the Fund, there is an increasing number of employers employing PwD and exercising the rights in line with the Law on Professional Rehabilitation and Employment of PwD.

The Law on Professional Rehabilitation and Employment of PwD is harmonized with all EU directives and is being constantly improved through the practice, and the relevant institutions show continuous readiness to improve this law and its enforcement in practice. The main objective of this law is to create conditions for increasing employment of PwD and their equal participation in the labour market, with the removal of barriers and creation of equal opportunities. However, despite significant subsidies, employers still prefer to pay special contributions to the Fund for Rehabilitation and Employment of PwD.

This law regulates the manner and procedure of exercising the right to professional rehabilitation of PwD, measures and incentives for their employment, financing and other issues. The law stipulates that the employer with 20 to 50 employees is obliged to employ at least one PwD. If an employer hires a person with 80% disability, it is considered as if they have employed two PwD. Furthermore, according to the law, an employer who hires a PwD shall be entitled to



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subsidies that are implemented through the following forms: grants for adapting the workplace and working conditions for employment of PwD; credit funds under favorable conditions for purchase of the apparatus, equipment and tools required for the employment of PwD; participation in the financing of personal expenses of an assistant to PwD; wage subsidies to PwD in employment. The wages of employees with disability are subsidized according to the following arrangement: an employer who employs a person with at least 50% disability is entitled to 75% of the paid gross wage of the employee for the entire employment period; an employer who employs a person with under 50% of disability, the subsidy amounts 75% of the paid gross wage of the employee in the first year, 60% in the second year and 50% in the third and every subsequent year.

The employers who fail to follow the above procedures are obliged to pay the special contribution for professional rehabilitation and employment of persons with disabilities. However, according to the work reports of the EAM for the previous 3 years, there is an increasing number of employers employing PwD, particularly private businesses (Ltd, etc.).

According to the data of the EAM, in 2015 there was 41 PwD employed for indefinite period at 33 employers and 67 were employed for definite period at 41 employers. The employers were entitled to the right for subsidizing the wages of employees. The right to subsidy – grants for adaptation of workplace and work conditions in 2015 was exercised by 17 employers for 26 employees, while 17 employers exercised the right to subsidy – funding of expenses of personal assistant for 24 employees with disability. As of 31/12/2015, 93 employers exercised the right to wage subsidy for 128 employees with disability (49 women) out of which 97 persons were employed for indefinite period.

The jobs where PwD were employed are the following: executive director, assistant to technician in graphics, technician in law and administration, administrator in accounting, control and billing of fees in insurance company, controller in insurance company, assistant worker in wood processing, warehouse worker, assistant hairdresser, hygiene worker, worker in food preparation and serving, custodian, manager in marketing, bookstore worker – librarian, accountant, TC central operator, physiotherapist, commercialist-interpreter, etc.

As of 15/04/2016, 112 employers exercised the right to wage subsidy for 164 employees with disability (67 women and 97 men). Out of total 164 employees with disability, 111 were employed for indefinite period, and 53 persons were employed for a definite period. Regarding the situation on the unemployment register of the EAM, there were 1596 PwD on the register on 15/04/2016. Out of this number, the number of persons who gained I and II category disability at work is 1028 (299 women) and the number of categorized youth is 568 (212 women). It is worth mentioning that the majority of these persons have II, III or IV educational level, while there is rather small percentage of university graduates with disability at the unemployment register.

The quality of life of PwD is mostly dependent on employment that can be achieved through quality education and adaptation of working environment for this population. In addition to prejudice and stereotypes regarding PwD on the labour market, the problem is also their level of qualifications, due to which persons without particular education diploma can hardly find job and must undergo various professional rehabilitation measures and programmes in order to increase their employability and competitiveness on the labor market.

In addition to implementing professional rehabilitation programmes and measures in line with the law, the EAM organized the Fair for Employment of Persons with Disabilities in 2015. The programme implemented by the EAM aims at encouraging and motivating employment of PwD and facilitating their access to employment, education and skills necessary for entry, retention and



progression in the labor market. The goals that the EAM wanted to achieve by organizing the fair for employment of persons with disabilities were the following:

- to establish link between employers who want to hire PwD and unemployed persons with disabilities who are seeking for employment;
- to introduce to employers the laws and by-laws that precisely define all their tasks, as well as the right to use subsidies in case of engaging PwD, that is also expected to affect the increase of corporate social responsibility;
- to help the unemployed PwD with the CV writing, presentation and interview with the employers, as well as to help them familiarize with their rights in line with legal regulations.

It should be noted that the Law on Budget of Montenegro for 2014, for the first time, within the budget of the EAM for 2014, appointed a special programme: Fund for professional rehabilitation and employment of persons with disabilities. According to the law, the financing from the Fund may be used for the following: measures and activities of professional rehabilitation for the unemployed and employed PwD, co-financing of special organizations for employment, active employment policy programmes where the PwD participate, subsidies, financing of grant schemes and financial assistance for the users of professional rehabilitation measures.

When it comes to strategic policy in the area, the Ministry of Labour and Social Welfare has adopted a Strategy for the integration of persons with disabilities from 2008 to 2016, which represents a strategic plan of action at all social actors in Montenegro, towards including the persons with disabilities in all society areas on an equal basis. The strategic operation areas are health care, social protection and pension insurance, education, vocational rehabilitation and employment, accessibility, culture, sport and recreation, as well as organizations of persons with disabilities and civil society. Thus, the strategy covers the areas that should be improved, upgraded, with the aim of improving the situation of persons with disabilities and their equal participation in society.

## 5.1 Results concerning employers from Montenegro

### 5.1.1. Results concerning employers from Montenegro who do have EwD

As it has already been mentioned, Section B (6 questions) of the research tool addressed specifically to employers who have EwD. Below are presented the main findings derived from analyzing data of Section B from employers with EwD in Montenegro, a total of 40 employers from Montenegro participated in the project (see Table 68).

Table 68

Demographics of employers who have EwD from Montenegro

<b>Gender</b>	<b>Male</b> Frequency 9 (36 %) <b>Female</b> Frequency 16 (64 %)
<b>Age</b>	<b>Min age 25 to Max age 59</b> (M = 36.24, S.D. = 9.378)
<b>Organization/ company/ professional status</b>	<b>Public sector employer</b> Frequency 8 (32 %) <b>Private sector employer</b> Frequency 12 (48 %)



	<b>Non-profit, CSO and NGO</b> Frequency 2 (8 %) <b>Other sector employer</b> Frequency 3 (12 %)
<b>Total number of Employees</b>	<b>Min total number of employees 1 to Max total number of employees 689</b> (M = 101.84, S.D. = 161.348)
<b>Total number of Employees WD</b>	<b>Min total number of employees 1 to Max total number of employees 8</b> (M = 2.24, S.D. = 2.087)

Based on the sample and collected data, Private sector represents almost half of employers that employing EwD.

Employees with disabilities work level's is shown in the next Table 69. As noticed, 10 (40 %) work as administrative level employees, 3 (12 %) as middle management level employees, 3 (12 %) as high management level employees, and 9 (36 %) has other job positions. Concerning the type of disability their EwD have, 3 (12 %) of EwD have visual impairment, 5 (20) hearing impairment, physical disability or orthopedic impairment 14 (56 %), mental/ Intellectual disability 32 (12.1 %), and other 4 (16 %).

Table 69

Data concerning EwD job/work position, work level, specific type of disability they have derived from employers from Montenegro who do have EwD

	<b>Frequen cy</b>	<b>XX %</b>
<b>Work level</b>		
Administrative level	10	40
Middle management level	3	12
High management level	3	12
Other	9	36
<b>Type of disability</b>		
Visual impairment	3	12
Hearing impairment	5	20
Physical disability or Orthopedic impairment	14	56
Mental/ Intellectual disability	-	-
Special Learning difficulties	-	-
Other	4	16

There were no answers for mental and learning disabilities. The most number of respondents have physical disability and also the most of respondents are working on administrative level.

Employers who have EwD were also asked to report their prime consideration when they hire a PwD. It was found that employers' top consideration was not precisely provided (84 %), followed by additional knowledge/skills (52 %) (see Tables 70 and 71).

Table 70

Data concerning employers' with EwD prime considerations when they hire a person WD

<b>Prime considerations</b>	<b>Frequency</b>	<b>XX %</b>
-----------------------------	------------------	-------------



Formal education	9	36
Working experience	4	16
Additional knowledge/skills	13	52
Mandatory employment	6	24
Other	21	84

Table 71

Data concerning employers' (with EwD) prime considerations when they hire a PwD according to the frequency (42.4 %) each answer placed to specific rank position from 1 to 5

<b>Considerations</b>	<b>1<sup>st</sup> Frequency (84 %)</b>	<b>2<sup>nd</sup> Frequency (52 %)</b>	<b>3<sup>rd</sup> Frequency (36 %)</b>	<b>4<sup>th</sup> Frequency (24 %)</b>	<b>5<sup>th</sup> Frequency (16 %)</b>
Formal education			X		
Working experience					X
Additional knowledge/skills		X			
Mandatory employment				X	
Other	X				

The most significant answers were not provided in the questionnaire so respondents checked option "Other". Between suggested answers, the most valuable is Additional knowledge/skills.

Finally employers were asked about the ways in which they proactively recruit job applicants with disabilities. It was found that the most prominent way followed by the employers was "Posting job announcements in disability-related publications" (100 %) and least preferred way were "Contacting career centers at colleges and universities" and "Posting job announcements in disability-related web sites" (both with 4 %). Detailed data concerning ways followed by employers with EwD to proactively recruit job applicants with disability are presented below (see Table 72).

Table 72

Data concerning ways followed by employers with EwD to proactively recruit job applicants with disability (Data are presented in descending order)

<b>Recruitment ways followed by employers with EwD</b>	<b>Frequency</b>	<b>XX %</b>
Including PwDs in diversity recruitment goals	10	40
Creating partnerships with the organizations of/for PwD	4	16
Contacting career centers at colleges and universities	1	4
Posting job announcements in disability-related publications	25	100
Posting job announcements in disability-related web sites	1	4
Posting job announcements and/or hosting a table at disability-related job fairs	2	8
Establishing summer internship and mentoring programs	-	-



targeted at youth with disabilities		
Posting job announcements in centers for independent living (CILS) and other self-advocacy organizations of PwD	-	-
Posting job announcements in the department of Vocational rehabilitation	2	8
Posting job announcements in the job service or workforce employment center	5	20
Proactively recruit job applicants with disability by other ways	6	24
I am not fully aware of the recruitment process I follow	5	20

Two answers “Establishing summer internship and mentoring programs targeted at youth with disabilities” and “Posting job announcements in centers for independent living (CILS) and other self-advocacy organizations of PwD” were not considered by employers.

In the following Table 73, it is shown the distribution of answers on question regarding the most important reasons for employing PwD.

Table 73

Means and SDs concerning the most important reasons for employing persons with disability according to participants’ (employers with AND without EwD) answers on a 5 point Likert scale (1= strongly disagree and 5= strongly agree)

<b>Reasons for employing PwD</b>	<b>M</b>	<b>S.D.</b>
We employ persons with disability because of their competence, not for any other reason	4.32	0.690
They are open for new knowledge and training	4.28	0.542
Their employment helps the company fulfil its social responsibility to the community	4.28	0.614
They tend to be loyal employees	4.24	0.523
They have a strong motivation to work	4.24	0.597
They give a positive image for the organization/company	4.20	0.408
They tend to be punctual and stay focused on one job for a long time, so they can be good employees.	4.16	0.473
They tend to be reliable to be on time and to turn up	4.08	0.640
They help all employees get on well socially	4.00	0.577
They are well qualified to do the job	3.84	0.624
They do good quality work	3.84	0.688

All answers are considered as very important because the minimum level of marking was 3 while “They give a positive image for the organization/company” has only the highest marks 4 and 5.

Employers who employ PwD are asked how they see the reasons for not employing PwD in other companies and corresponding data are shown in Table 74.



Table 74

Means and SDs concerning the most important reasons for employing persons with disability according to participants' (employers with AND without EwD) answers on a 5 point Likert scale (1= strongly disagree and 5= strongly agree)

<b>Reasons for NOT employing PwD</b>	<b>M</b>	<b>S.D.</b>
They take a lot of time to fit in a working environment	1.76	0.970
A person with disability does not have the same rights in the working place as a person without disability	1.64	0.860
It is better for them to work at home	1.64	0.757
A person with disability has a lot of behavior problems, so it is best for them to work in private.	1.44	0.712
Other employees will feel uncomfortable and unhappy if they have to work together with a person with disability	1.36	0.490
A person with disability should learn and do their job in a separate, protected environment.	1.24	0.436

Since mean values are low, the employers who employ PwD think that main reasons other companies have for not employing PwD are different than those suggested in questionnaire. More precisely, employers agree that the main reason for not employing PwD lies beyond this offered answers.

Further question was related to the role of universities in order to facilitate the transition to employment of students with disabilities in Table 75.

Table 75

Means and SDs concerning the most important reasons for employing persons with disability according to participants' (employers with AND without EwD) answers on a 5 point Likert scale (1= strongly disagree and 5= strongly agree)

<b>Role of universities in order to facilitate the transition to employment of students with disabilities</b>	<b>M</b>	<b>S.D.</b>
Raise awareness and sensitivity of employers towards employees who may have a disability/impairment.	4.40	0.577
Support the position of a mentor during their first time at work	4.28	0.542
Educate employers on the potential obstacles a person with disabilities might encounter during their or job.	4.16	0.554
Inform employers on the provided support services that person with disabilities might need during their employment.	4.12	0.440
Educate employers on issues concerning the needs of persons with disabilities.	4.08	0.640
Improve the knowledge and skills of persons with disabilities through additional training and education.	3.96	0.978



Only last answer was marked with levels between 1 and 5 while most of them (except “Educate employers on issues concerning the needs of persons with disabilities”) were marked between 3 and 5. Mean values are very high which shows the importance of universities in transition process.

Next Table 76 shows the opinion of employers about companies’ duties related to the improvement of the employment of PwD.

Table 76

Means and SDs concerning the most important reasons for employing persons with disability according to participants’ (employers with AND without EwD) answers on a 5 point Likert scale (1= strongly disagree and 5= strongly agree)

<b>Opinion of employers about companies’ duties related to the improvement of the employment of PwD</b>	<b>M</b>	<b>S.D.</b>
Provide an accessible environment/work place to attract employees with disabilities.	4.44	0.507
Support the position of a mentor during their first time at work	4.24	0.723
Take targeted training/educational actions for improving working skills and knowledge of persons with disabilities, so they are better prepared for employment.	4.12	0.781

High marks show that companies have the strong impact on employment of PwD. The first one is graded with the highest grades (4 and 5).

Next Table 77 is showing the Universities role in promoting transition of the SwD from Higher Education to Work life.

Table 77

Role of Universities in promoting transition of SwD from HE to Work life

<b>Role of Universities in promoting transition of SwD from HE to Work life</b>	<b>M</b>	<b>S.D.</b>
Use appropriate technology to enhance and manage communication knowledge.	4.20	0.500
Work together with team members in a respectful and collaborative manner to complete tasks.	4.20	0.577
Identify and solve problems, including evaluating alternatives and articulating reasoning.	4.16	0.374
Gain intercultural knowledge so as to interact effectively in various cultural contexts.	4.08	0.493
Obtain, critically evaluate and use information effectively from a variety of resources and formats.	4.08	0.640
Present and write information clearly and effectively.	4.08	0.572
Exhibit personal organization, accountability and time	4.08	0.400





management.		
Integrate, experience, disciplinary and interdisciplinary knowledge and communicate this effectively.	4.04	0.455
Be engaged within the community to make a difference in a civic life.	4.00	0.707
Interpret, use and communicate numerical data and quantitative evidence.	4.00	0.577
Demonstrate leadership, including giving direction and guidance, as well as strategic visioning.	4.00	0.408

All offered options are marked very high and values are ranging between 4.20 for first answer and 4.00 for the last one.

Next Table 78 is explaining strategies helpful in retaining in PwDs' jobs within companies. Questionnaire offered 13 answers and they are ranged as follows.

Table 78  
Strategies in retaining PwDs' jobs within organizations

<b>Strategies in retaining PwDs' jobs within organizations</b>	<b>M</b>	<b>S.D.</b>
Disability targeted internship program	4.28	0.737
Assistive technology	4.12	0.927
Disability awareness training	4.04	0.978
Mentoring	4.00	0.913
Training existing staff	3.64	1.150
Flexible work schedule	3.60	1.190
Employer tax credits and incentives	3.56	1.261
Visible top management commitment	3.52	1.122
On-site consultation or technical assistance	3.48	1.085
Reassignment	3.28	1.137
Short-term "on the job" assistance with an outside job coach	3.24	0.970
Centralized accommodations fund IF NEEDED: A company-wide fund to provide accommodations for people with disabilities	2.92	0.954
Other	2.76	1.300

There is a bigger difference in mean values than in previous tables.

The last research question aimed at identifying employers' willingness to attend a training program on disability issues and further employers' desired topics of such a training program (see Table 79).

Table 79



Participants' answers concerning their willingness/not willingness to attend a training program on disability issues

<b>Would you be willing to attend a training program on disability issues</b>			
<b>Yes</b>		<b>No</b>	
Frequency	10	40 %	Frequency 15
			60 %

Unfortunately, 60 % of employers are not willing to attend training programs on disability issues.

### 5.1.2. Results concerning employers from Montenegro who do not have EwD

As it has already been mentioned Section C (5 questions) of the research tool addressed to employers who do not have EwD. Below are presented the main findings derived from analyzing data of Section C from employers in Montenegro (see Table 80).

Table 80

Demographics of employers who have not EwD from Montenegro

<b>Gender</b>	<b>Male</b> Frequency 6 (40 %) <b>Female</b> Frequency 9 (60 %)
<b>Age</b>	<b>Min age 26 to Max age 62</b> (M = 39.87, S.D. = 9.219)
<b>Organization/ company/ professional status</b>	<b>Public sector employer</b> Frequency 5 (33.3 %) <b>Private sector employer</b> Frequency 8 (53.3 %) <b>Non-profit, CSO and NGO</b> Frequency 2 (13.3 %) <b>Other sector employer</b> Frequency 0 (0 %)
<b>Total number of Employees</b>	<b>Min total number of employees 1 to Max total number of employees 312</b> (M = 60.96, S.D. = 92.129)

Based on the sample and collected data, Private sector is dominant regarding the employing PwD. There is a difference between the number of male and female employees. Some employers are asked about the experience before about the employees with disabilities (see Table 81).

Table 81

Ever had employees with disabilities

<b>Ever had employees with disabilities</b>	<b>Frequency</b>	<b>XX %</b>
Yes	2	13.3
No	13	86.7

Results indicate the level of experience of 13.3 % that employed employees with disabilities in the previous period.



As concerns employers' awareness/non-awareness regarding to the Provisions of the Law on Professional Rehabilitation and Employment of Persons with Disabilities concerning the incentives for employment of PwD, the results are in favor to the awareness of employers (see Table 82).

Table 82

Employers' (who have not employed PwD so far) awareness/non-awareness concerning the Provisions of the Law on Professional Rehabilitation and Employment of Persons with Disabilities concerning the incentives for employment of PwD

<b>Employers' awareness concerning the Provisions of the Law on Professional Rehabilitation and Employment of Persons with Disabilities</b>	<b>Yes</b>		<b>No</b>	
	Frequency	80 %	Frequency	20 %
	12		3	

80 % of the employers are aware of the Provisions of the Law on Professional Rehabilitation and Employment of Persons with Disabilities.

In relation to employers' views concerning the adequacy of their organization/company conditions for the employment of people with disabilities it was found that organization/company conditions adequacy is predominant regarding the percentage (see Table 83).

Table 83

Employers' (who have not employed PwD so far) views concerning the adequacy of their organization/company conditions for the employment of people with disabilities

<b>Organization/company conditions adequacy</b>	<b>Frequency</b>	<b>XX %</b>
Yes	2	13.3
No	13	86.7

Employers answered "No" with a percentage of 86.7 %.

Below are presented the findings derived from analyzing data of the main research questions addressed to all employers participated in the project. As concerns participants, views for the most important reasons for employing PwD the top ranked reason was "They give a positive image for the organization/company" (M= 4.27, SD= 0.458), the next reason was "Their employment helps the company fulfill its social responsibility to the company" (M= 4.13, SD= 0.834) while the least important is "They are well qualified to do the job" (M= 3.60, SD= 0.737) (see Table 84).

Table 84

Means and SDs concerning the most important reasons for employing persons with disability according to participants' (employers with AND without EwD) answers on a 5 point Likert scale (1= strongly disagree and 5= strongly agree)

<b>Reasons for employing PwD</b>	<b>M</b>	<b>SD</b>
They give a positive image for the organization/company	4.27	0.458
Their employment helps the company fulfill its social responsibility to the company	4.13	0.834
We employ persons with disability because of their	4.07	0.799



competence, not for any other reason		
They help all employees get on well socially	4.07	0.704
They tend to be functional and stay focus on one job for a long time, so that they can be good employees	4.00	0.535
They are open for new knowledge and training	3.93	0.704
They have a strong motivation to work	3.87	0.834
They tend to be loyal employees	3.73	0.594
They do good quality work	3.67	0.488
They tend to be reliable to be on time and to turn up	3.67	0.724
They are well qualified to do the job	3.60	0.737

First option is marked only with 4 and 5, while all other remained also high marked (level 1 is not selected on any answer).

According the data derived from the first of the five targeted questions addressed to employers without EwD it was found that the main reasons be reported by employers is “PwD does not have the same rights in the working place like a person without a disability” (see Table 85).

Table 85

Reasons provided by employers who have not employed PwD so far Distinct categories would be formulated after data collection based on employers’ provided answers

<b>Reasons for NOT employing PwD</b>	<b>Mean</b>	<b>S.D.</b>
PwD does not have the same rights in the working place like a person without a disability	2.33	1.543
They take a lot of time to fit in a working environment	1.87	0.743
A PwD should learn and do their job in a separate, protected environment	1.40	0.737
Other employees will feel uncomfortable and unhappy if they have to work together with PwD	1.40	0.507
It is better for them to work at home	1.33	0.488
A PwD has a lot of behavior problems, so it is best for them to work in private	1.20	0.414

Since mean values are low, the employers who employ PwD think that main reasons other companies have for not employing PwD are different than those suggested in questionnaire. More precisely, employers agree that the main reason for not employing PwD lies beyond this offered answers. Employers think that PwD does not have the same rights in the working place like a person without a disability. Only this top ranked answer is marked with all levels between 1 and 5 while other remains with low levels (with 2 or 3).

In relation to the next question, that is employers’ views concerning what the universities should do in order to facilitate the transition to employment of SwD based on the results of the “Educate employers on issue concerning the needs of PwD” that scores the biggest mean value (see Table 86).



Table 86

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)

<b>In order to facilitate the transition to employment of SwD Universities should...</b>	<b>M</b>	<b>SD</b>
Educate employers on issue concerning the needs of PwD	4.40	0.910
Raise awareness and sensitivity of employers towards employees who may have a disability/impairment	4.33	0.816
Support the position of a mentor during their first time at work	4.27	0.799
Inform employers on the provided support service that PwD might need during their employment	4.13	0.990
Educate employers on the potential obstacles a PwD might encounter during their job	4.07	0.799
Improve the knowledge and scales of PwD through additional training and education	4.07	0.961

According to the employers' opinion, there is a strong influence of Universities for the employment of PwD.

In relation to the next question, that is employers' views concerning what companies can do in order to improve the employment of PwD it was found that "Provide and accessible environment/work place to attract EwD" hits the biggest mean value (see Table 87).

Table 87

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)

<b>In order to improve the employment of PwD companies can...</b>	<b>M</b>	<b>SD</b>
Provide and accessible environment/work place to attract EwD	4.33	0.488
Support the position of a mentor during their first time at work	4.33	0.488
Take targeted training/educational actions for improving working skills and knowledge of PwD, so they are better prepared for employment	4.20	0.561

All three options were marked very high. First only marked with 4 and 5 and third additionally with 3.

Next, employers were asked to answer concerning where universities should focus on in order to better promote SwD transition from HE to work life. It was found that "Use appropriate technology to enhance and manage communication knowledge" is predominant (see Table 88).



Table 88

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)

<b>In order to promote transition of the SwD from HE to work life Universities should focus on helping/training SwD to...</b>	<b>M</b>	<b>SD</b>
Use appropriate technology to enhance and manage communication knowledge.	4.40	0.507
Work together with team members in a respectful and collaborative manner to complete tasks.	4.40	0.507
Exhibit personal organization, accountability and time management.	4.33	0.488
Interpret, use and communicate numerical data and quantitative evidence.	4.33	0.488
Obtain, critically evaluate and use information effectively from a variety of resources and formats.	4.33	0.488
Gain intercultural knowledge so as to interact effectively in various cultural contexts.	4.27	0.594
Integrate, experience, disciplinary and interdisciplinary knowledge and communicate this effectively	4.27	0.594
Be engaged within the community to make a difference in a civic life.	4.27	0.458
Identify and solve problems, including evaluating alternatives and articulating reasoning	4.27	0.458
Present and write information clearly and effectively.	4.20	0.561
Demonstrate leadership, including giving direction and guidance, as well as strategic visioning.	4.20	0.676

None of the tasks are graded with marks 1 and 2.

Finally, employers' were asked to evaluate the helpfulness of specific strategies in retaining Ps'wD job within their organization/company. According to employers' answers the most helpful strategy is considered "Mentoring" (M=4.20, SD=0.561), followed by "Assistive technology" (M=4.13, SD=0.990) (see Table 89).

Table 89

Means and SDs of participants' answers concerning which strategies would be helpful in retaining PwD' job within their organization/company. Answers provided on a 5 point Likert scale (1= not at all helpful and 5= a lot helpful)

<b>Strategies in retaining PwD' job within organization/company</b>	<b>M</b>	<b>SD</b>
Mentoring	4.20	0.561
Assistive technology	4.13	0.990
Employer tax credits and incentives	4.00	1.000



On-site consultation or technical assistance	4.00	0.756
Disability targeted internship program	4.00	0.926
Visible top management commitment	3.87	0.743
Disability awareness training	3.87	0.990
Flexible work schedule	3.80	1.014
Training existing staff	3.73	1.100
Short-term “on the job” assistance with an outside job coach	3.67	1.047
Reassignment	3.60	1.056
Centralized accommodations fund IF NEEDED: A company-wide fund to provide accommodations for people with disabilities	3.60	0.828
Other	3.47	1.187

“Mentoring” took the top position and additionally and was not considered under level 1 or 2. The last research question aimed at identifying employers’ willingness to attend a training program on disability issues and further employers’ desired topics of such a training program. It was found that 40 % agreed to the training program (see Table 90).

Table 90

Participants’ answers concerning their willingness/not willingness to attend a training program on disability issues

<b>Would you be willing to attend a training program on disability issues</b>			
<b>Yes</b>		<b>No</b>	
Frequency	6	40 %	Frequency 9
			60 %

40 % agreed to the training program on disability issues.

### 5.1.3 Results concerning the total of employers from Montenegro

Section D (8 questions) of the researched tool addressed specifically to all surveyed employers in Montenegro. Below are presented the main findings derived from analyzing data of Section D from employers with EwD in Montenegro participated in the project (see Table 91).

Table 91

Demographics of employers from Montenegro

<b>Gender</b>	<b>Male</b> Frequency 15 (37.5 %) <b>Female</b> Frequency 25 (62.5 %)
<b>Age</b>	<b>Min age 25 to Max age 62</b> (M = 38.05, S.D. = 9.299)
<b>Organization/ company/ professional status</b>	<b>Public sector employer</b> Frequency 13 (32.5 %) <b>Private sector employer</b> Frequency 20 (50 %) <b>Non-profit, CSO and NGO</b> Frequency 4 (10 %) <b>Other sector employer</b> Frequency 3 (7.5 %)



<b>Total number of Employees</b>	<b>Min total number of employees 1 to Max total number of employees 689</b> (M = 81.385, S.D. = 126.7385)
<b>Total number of Employees WD</b>	<b>Min total number of employees 1 to Max total number of employees 8</b> (M = 2.24, S.D. = 2.087)

In Montenegro's survey, dominant was private sector. It is small number of employed PwD.

In the following Table 92, it is shown the distribution of answers on question regarding the most important reasons for employing PwD.

Table 92

Means and SDs concerning the most important reasons for employing persons with disability according to participants' (employers with AND without EwD) answers on a 5 point Likert scale (1= strongly disagree and 5= strongly agree).

<b>Reasons for employing PwD</b>	<b>M</b>	<b>S.D.</b>
They give a positive image for the organization/company	4.235	0.433
Their employment helps the company fulfil its social responsibility to the community	4.205	0.724
We employ persons with disability because of their competence, not for any other reason	4.195	0.7445
They are open for new knowledge and training	4.105	0.623
They tend to be punctual and stay focused on one job for a long time, so they can be good employees.	4.08	0.504
They have a strong motivation to work	4.055	0.7155
They help all employees get on well socially	4.035	0.6405
They tend to be loyal employees	3.985	0.5585
They tend to be reliable to be on time and to turn up	3.875	0.682
They do good quality work	3.755	0.588
They are well qualified to do the job	3.72	0.6805

The results for mean values are evenly distributed.

Employers who employ PwD are asked how they see the reasons for not employing PwD in other companies and corresponding data are shown in Table 93.

Table 93

Means and SDs concerning the most important reasons for employing persons with disability according to participants' (employers with AND without EwD) answers on a 5 point Likert scale (1= strongly disagree and 5= strongly agree).

<b>Reasons for NOT employing PwD</b>	<b>M</b>	<b>S.D.</b>
--------------------------------------	----------	-------------





A person with disability does not have the same rights in the working place as a person without disability	1.985	1.2015
They take a lot of time to fit in a working environment	1.815	0.8565
It is better for them to work at home	1.485	0.6225
Other employees will feel uncomfortable and unhappy if they have to work together with a person with disability	1.38	0.4985
A person with disability should learn and do their job in a separate, protected environment.	1.32	0.5865
A person with disability has a lot of behavior problems, so it is best for them to work in private.	1.32	0.563

Since mean values are low, the employers who employ PwD think that main reasons other companies have for not employing PwD are different than those suggested in questionnaire. More precisely, employers agree that the main reason for not employing PwD lies beyond this offered answers. There are no big deviations in the results of mean values. It varies from 1.32 to 1.985. Further question was related to the role of universities in order to facilitate the transition to employment of students with disabilities in Table 94.

Table 94

Means and SDs concerning the most important reasons for employing persons with disability according to participants' (employers with AND without EwD) answers on a 5 point Likert scale (1= strongly disagree and 5= strongly agree).

<b>Role of universities in order to facilitate the transition to employment of students with disabilities</b>	<b>M</b>	<b>S.D.</b>
Raise awareness and sensitivity of employers towards employees who may have a disability/impairment.	4.365	0.6965
Support the position of a mentor during their first time at work	4.275	0.6705
Educate employers on issues concerning the needs of persons with disabilities.	4.24	0.775
Inform employers on the provided support services that person with disabilities might need during their employment.	4.125	0.715
Educate employers on the potential obstacles a person with disabilities might encounter during their or job.	4.115	0.6765
Improve the knowledge and skills of persons with disabilities through additional training and education.	4.015	0.9695

Employers see the Universities as strong factors in transition to employment of students with disabilities.

Next Table 95 shows the opinion of employers about companies' duties related to the improvement of the employment of PwD.

Table 95



Means and SDs concerning the most important reasons for employing persons with disability according to participants' (employers with AND without EwD) answers on a 5 point Likert scale (1= strongly disagree and 5= strongly agree).

<b>Opinion of employers about companies' duties related to the improvement of the employment of PwD</b>	<b>M</b>	<b>S.D.</b>
Provide an accessible environment/work place to attract employees with disabilities.	4.385	0.4975
Support the position of a mentor during their first time at work	4.285	0.6055
Take targeted training/educational actions for improving working skills and knowledge of persons with disabilities,so they are better prepared for employment.	4.16	0.671

High marks show that companies have the strong impact on employment of PwD.

Next Table 96 is showing the Universities role in promoting transition of the SwD from Higher Education to Work life.

Table 96

Role of Universities in promoting transition of SwD from HE to Work life

<b>Role of Universities in promoting transition of SwD from HE to Work life</b>	<b>M</b>	<b>S.D.</b>
Use appropriate technology to enhance and manage communication knowledge.	4.3	0.5035
Work together with team members in a respectful and collaborative manner to complete tasks.	4.3	0.542
Identify and solve problems, including evaluating alternatives and articulating reasoning.	4.215	0.416
Obtain, critically evaluate and use information effectively from a variety of resources and formats.	4.205	0.564
Exhibit personal organization, accountability and time management.	4.205	0.444
Gain intercultural knowledge so as to interact effectively in various cultural contexts.	4.175	0.5435
Interpret, use and communicate numerical data and quantitative evidence.	4.165	0.5325
Integrate, experience, disciplinary and interdisciplinary knowledge and communicate this effectively.	4.155	0.5245
Present and write information clearly and effectively.	4.14	0.5665
Be engaged within the community to make a difference in a civic life.	4.135	0.5825
Demonstrate leadership, including giving direction and guidance, as well as strategic visioning.	4.1	0.542



All offered options are marked very high and values are ranging between 4.3 for first answer and 4.1 for the last one.

Next Table 97 is explaining strategies helpful in retaining in PwDs' jobs within companies. Questionnaire offered 13 answers and they are ranged as follows.

Table 97  
Strategies in retaining PwDs' jobs within organizations

<b>Strategies in retaining PwDs' jobs within organizations</b>	<b>M</b>	<b>S.D.</b>
Disability targeted internship program	4.14	0.8315
Assistive technology	4.125	0.9585
Mentoring	4.1	0.737
Disability awareness training	3.955	0.984
Employer tax credits and incentives	3.78	1.1305
On-site consultation or technical assistance	3.74	0.9205
Flexible work schedule	3.7	1.102
Visible top management commitment	3.695	0.9325
Training existing staff	3.685	1.125
Short-term "on the job" assistance with an outside job coach	3.455	1.0085
Reassignment	3.44	1.0965
Centralized accommodations fund IF NEEDED: A company-wide fund to provide accommodations for people with disabilities	3.26	0.891
Other	3.115	1.2435

"Disability targeted internship program" reached the highest score.

The last research question aimed at identifying employers' willingness to attend a training program on disability issues and further employers' desired topics of such a training program (see Table 98).

Table 98  
Participants' answers concerning their willingness/not willingness to attend a training program on disability issues is provided below.

<b>Would you be willing to attend a training program on disability issues</b>			
<b>Yes</b>		<b>No</b>	
Frequency	16	40 %	Frequency 24
			60 %

Unfortunately, 60 % of employers are not willing to attend training programs on disability issues.



## 6. Conclusion

Partly ignorance of people with disabilities about their rights, insufficient training for certain jobs, lack of partnership between civil society and institutions to implement various additional training, finding a job and funding social entrepreneurship are some of the barriers for employment of persons with disabilities.

Some of the issues and barriers faced by PwD as people who are looking for job and employers who offer jobs are:

- Employers often have prejudices and negative stereotypical attitudes regarding the employment of PwD;
- Lack of adequate awareness among employers about the needs and possibilities of PwD as employees;
- Inadequate work environment and the architectural and physical unavailability of jobs;
- Inaccessibility of the most web addresses for PwD, because sites that offer jobs are not user-friendly to the point of need;
- Lack of cooperation between employers and NGO that gather PwD in the process of recruitment of future employees;
- Underdeveloped services providing practical training and education in order to acquire the necessary skills for certain types of jobs;
- Understanding of employers that employees must perform several tasks at once, and the fear that PwD will not be able to fulfill this type of request;
- Undeveloped network of support and services for PwD and employers;
- Most of the PwD does not receive support in the process of employment and they are not trained how to efficiently access the necessary information on how to write a CV, how to respond to the requirements of applications for a job;
- Departments and centers for employment does not always understand the needs of employers;
- A small number of submitted applications for the job by PwD meet the strict criteria set by employers.

There is a need to support SwD but also employers who employ or want to hire PwD. To meet their needs, it is necessary to:

- At an early stage of transition provide adequate assistance to SwD who are looking for work in order to overcome existing barriers;
- Ensure the early development of skills and knowledge, as well as the availability of jobs in order to increase employability of SwD;
- Provide that the transition from education to employment is easier and it is not subject to the risks;
- Educate employers on the way to better understand PwD and to better comprehend what it means to recruit PwD;
- Establish a centralized system which will comprehensively displays information of interest to the PwD, employers but also for institutions and centers of employment;
- Services provided in the process of education and the transition should be adapted to individual needs;



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- Organize seminars and workshops with regards to raise awareness of PwD in the employers sector;
- Connect employers who do not yet employ PwD with employers who took advantage of this opportunity to share information and providing support;
- Provide seasonal jobs, employment over the summer for the SwD to acquire the necessary experience and knowledge;
- To give recognition to leading employers in the labor market who employ PwD to encourage employers and others to similar activities;
- Make brochures and guidelines for employers to help them in more efficiently PwD employment.



## Annex I

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

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



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in Serbia, Bosnia & Herzegovina and Montenegro*

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



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in Serbia, Bosnia & Herzegovina and Montenegro

## Questionnaire for employers

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

1. Country

RS                       BiH                       MNE

2. Gender

Male                       Female

3. Age \_\_\_\_\_

4. Which of the following better describes your organisation/ company/ professional status?

- Public sector employer  
 Private sector employer  
 Non-profit, CSO and NGO employer  
 Other sector employer

5. Total Nr of Employees \_\_\_\_\_

6. Does your company have employees with disabilities?

If **YES** please go to Section B and D

If **NO** please go to Section C and D





**SECTION B**  
**Employers who DO have employees with disability**

1. How many employees with disability do you have? \_\_\_\_\_

2. What is their job/work position?  
\_\_\_\_\_  
\_\_\_\_\_

3. The work they do belongs to:

- Administrative level
- High management level
- Middle management level
- Other (describe i.e. expert jobs, assistive jobs) \_\_\_\_\_

4. What disability do they have? (you can choose more than one)

- 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)  
\_\_\_\_\_

5. Which of the following do you **primarily** take into consideration when you hire a person with disability? You can chose more than one, but please rank them with 1 identifying your top priority and 5 your last priority:

- Formal education
- Working experience
- Additional knowledge and skills, necessary for performing job related tasks
- Mandatory employment (legal obligation)
- Other (please describe) \_\_\_\_\_



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**6. How do you proactively recruit job applicants with disability?(you can chose more than one)**

- Including people with disabilities in diversity recruitment goals
- Creating partnerships with the organisations of/for people with disabilities
- Contacting career centres at colleges and universities when vacancies arise
- Posting job announcements in disability-related publications
- Posting job announcements in disability-related websites
- Posting job announcements and/or hosting a table at disability-related job fairs
- Establishing summer internship and mentoring programs targeted at youth with disabilities
- Posting job announcements in centres for independent living (CILS) and other self-advocacy organisations of persons with disabilities
- Posting job announcements in the department of Vocational rehabilitation
- Posting job announcements in the job service or workforce employment center (if needed: unemployment Offices)
- Other ways
- I'm not fully aware of the recruitment processes I follow



**SECTION C**  
**Employers who DO NOT have employees with disability**

**1. Can you please describe three reasons why you have not employed persons with disabilities so far?**

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_

**2. Have you ever had employees with disabilities?**                     Yes    No

**3. Are you aware of the provisions of the Law on Professional Rehabilitation and Employment of Persons with Disabilities concerning the incentives for employment of persons with disabilities (wage subsidies, reimbursements of workplace adjustment and work assistance costs)?**                     Yes                     No

**4. Do you think that your organization/company has adequate conditions for the employment of people with disabilities?**                     Yes                     No

**Please explain/specify your answer**

\_\_\_\_\_

\_\_\_\_\_

**5. Please briefly describe the procedures you follow when opening new job positions and hiring staff?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**SECTION D**  
**Research Questions FOR ALL employers**

**(1) In your experience, how strongly do you agree (or disagree) with the following statements regarding the most important reasons for employing persons with disabilities? (1=strongly disagree to 5=strongly agree)**

	1 strongly disagree	2 disagree	3 undecided	4 agree	5 strongly agree
I. They have a strong motivation to work					
II. They tend to be loyal employees					
III. They tend to be reliable to be on time and to turn up					
IV. They are well qualified to do the job					
V. They do good quality work					
VI. They give a positive image for the organization/company					
VII. They help all employees get on well socially					
VIII. Their employment helps the company fulfil its social responsibility to the community					
IX. They tend to be punctual and stay focused on one job for a long time, so they can be good employees.					
X. They are open for new knowledge and training					
XI. We employ persons with disability because of their competence, not for any other reason					

**(2) In your opinion, how strongly do you agree (or disagree) with the following statements regarding which are the most important reasons for NOT employing persons with disabilities? (1=strongly disagree to 5=strongly agree)**

	1 strongly disagree	2 disagree	3 undecided	4 agree	5 strongly agree
I. Other employees will feel uncomfortable and unhappy if they have to work together with a person with disability					
II. A person with disability should learn and do their job in a separate, protected environment.					
III. A person with disability has a lot of behavior problems, so it is best for them to work in private.					
IV. It is better for them to work at home					
V. They take a lot of time to fit in a working environment					



VI. A person with disability does not have the same rights in the working place as a person without disability

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**(3) 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 awareness and sensitivity of employers towards employees who may have a disability/impairment.					
III. Support the position of a mentor during their first time at work					
IV. Educate employers on issues concerning the needs of persons with disabilities.					
V. Inform employers on the provided support services that person with disabilities might need during their employment.					
VI. Educate employers on the potential obstacles a person with disabilities might encounter during their or job.					

**(4) What do you think companies can do in order to improve the employment of persons 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. 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 their first time at work					







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Izveštaj o radu Fonda za profesionalnu rehabilitaciju i zapošljavanje lica sa invaliditetom za 2015. godinu.



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

Project Coordinator



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Capacity Building in Higher Education

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