

Current Status of Vocational Education Programs for Hearing Impaired Students in Kosovo

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ABSTRACT Programs for the hearing impaired should provide meaningful, purposeful, and functional educational environments. Vocational courses should be carried out in collaboration with language courses and product-focused studies. When studies about vocational education in Kosovo are examined, it is evident that there is a need for improvement and reinforcement for the hearing impaired. This paper is the first step in an action research project, which aims to examine the current situation of vocational programs and educational environments of the hearing impaired in Kosovo. An emerging method, maximum variation sampling, was used to define stakeholders. The data were collected via qualitative and quantitative techniques. Descriptive statistics and descriptive and inductive analyses were utilized. Based on the findings, the following themes were determined: physical environment, qualities of teachers, training education, qualities of students, family-school cooperation, graduates, and employment. Positive and negative aspects are discussed and recommendations are made in relation to these themes.

INTRODUCTION

Vocational education provides knowledge, skills, and work habits in relation to a specific profession, and enhances various aspects of one's ability (Alkan et al. 2001). Prosser and Quigley (1949) state that the total knowledge, skills and experiences of an individual in a field form vocational education. Vocational education consists of the activities to ensure that individuals are prepared for their future professions (Prosser and Quigley 1949; Barlow 1971; Alkan et al. 2001).

The three main elements of vocational education include the individual, vocation, and education. In this process, individuals constitute the primary element. Secondly, individuals' decisions to get an education in a specific field or profession is required. After determining the elements of individuals and vocation, a suitable educational process for the profession is necessary. Only when vocational education involves all three elements does it qualify as education in

areal sense (Alkan et al. 2001; Simsek and Unal 2001; Tufan et al. 2007).

The process of vocational education, which is carried out to prepare young people for life, should provide a relevant learning environment, improvement of required basic competences and skills, and establishment of desired behaviors. In relation with the goals of vocational education, the qualities and skills, which students are provided in this process, are important in enabling them to work in their chosen careers after graduation (SCANS 1991; Campbell 1997; Alkan et al. 2001). Considering that vocational education requires lifelong learning, it is important to follow the strategies set by the European Commission for this process (European Commission 2007). These strategies for lifelong learning include collaborative work, overview of learning demands, sufficient resources, facilitating access to learning opportunities, and creating a culture of learning. Additional qualities have been determined to be important within these strategies, and they include the importance of collaboration, regarding predictable trends of labor market by defining basic skills, the importance of increasing investments in education and of providing adequate resources, increasing local learning centers and removal of barriers to access information, providing necessary incentives to in-

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dividuals to learn, and creating quality control of the studies conducted.

Vocational Education of the Hearing Impaired

It is also important for hearing-impaired people to find a job, have confidence in their work environment and establish professional communication with their colleagues. In this sense, research has indicated that vocational education programs should provide meaningful, purposeful, and functional educational environments, in which product-oriented works should be offered (Karasu 2011; Uzuner et al. 2011; Kaya 2012). Based on the literature review, although vocational education for hearing-impaired students differentiates country by country, in accordance with initiated diverse educational policies, in general, it follows a similar course with the vocational education for normal hearing students (Greinert 1989; Baloglu 1990; Kosan 2003; Binici and Ari 2004). In countries that have implemented inclusive education, hearing-impaired students have benefited from the educational opportunities with support services, which are provided in the process of vocational education (Lang 2001; Woll et al. 2002; Boutin 2009; Boutin and Wilson 2009). To provide more effective education, there is need for educational plans, which are individualized and prepared according to the student level (Kyere 2009).

Vocational Education in Kosovo

The educational system in Kosovo includes four divisions (Ipek and Topsakal 2009):

1. Central Government (Ministry of Education, Science, and Technology (MEST))
2. Regional Management
3. Municipality (Municipal Education Authorities)
4. Educational Institutions (School Directorates)

In the educational system of Kosovo, MEST works in collaboration with other stakeholders in order to improve education and implement related innovations (Ipek and Topsakal 2009). The stages of the educational system of Kosovo are listed as follows (Kuhn and Dragidella 2007; Zengin and Topsakal 2008; Ipek and Topsakal 2009):

- ♦ *Pre-school education*: From nine months to six years

- ♦ *Compulsory education (elementary school and lower secondary education)*: Includes five years of elementary school and the first four years of lower level education
- ♦ *Upper secondary education*: Three or four years of education after completing compulsory education
- ♦ *Higher education*: Follows completion of secondary education and provides associate and undergraduate level education between two and six years, graduate level education, between two and three years, and doctorate education, between three and four years.

Vocational education of Kosovo begins with the stage of upper secondary education. In this stage, students, between the ages of 15-18 years, are educated. This stage is divided into two parts. The first part involves upper general secondary education, and the second part involves vocational education (Zengin and Topsakal 2008). Topsakal and Koro (2007) emphasize the strong interest in vocational studies and state that these schools have the largest number of students (Zengin and Topsakal 2008; Kosovo Education Strategic Plan 2011).

Vocational education in Kosovo is the responsibility of the MEST. MEST has created a National Qualifications Framework, which is compatible with the European Qualifications Framework, and it aims to develop standards, content, and certifications of vocational education (Kosovo Education Strategic Plan 2011). Traditionally, school models are used for vocational education in Kosovo; however, the use of other models may be appropriate. People with special educational needs are provided effective support in the school model.

Vocational Education of Hearing Impaired Students: Current Situation in Kosovo

Developing countries may need external support in the field of vocational education as well as other fields of education. One of these developing countries, Kosovo, declared its independence in 2008. Unemployment is an important problem in the country. This situation makes it even more difficult to find a job for disabled people, making vocational education of disabled people an important issue. There are three options for vocational education of disabled people in Kosovo (OECD 2006):

1. *Lef Nosi*: This is a school that provides education for mentally disabled individuals and has 22 students. The school programs prepare students for work in the textile industry.
2. *Xheladin Deda*: This is a school for the hearing impaired in Peja and has 15 students. It provides physiotherapy education.
3. *Nene Tereza*: This is a school for the hearing impaired in Prizren and has 28 students. It provides programs for auto mechanics, graphic design, computers, and textiles.

It is estimated that there are around 150,000 disabled individuals in Kosovo (OECD 2006). Considering the population of hearing impaired students in this general disabled population, according to 2010-2011 MEST data, a total of only 89 students, including 58 female and 31 male, are getting special education services (Brina 2012). It is stated that there are seven private schools for special education (three of them are boarding schools) and seven special classes as of 2007 (Kuhn and Dragidella 2007). By 2011, there was no increase in the number of schools, but five of the schools were transformed resource centers, and supported special needs children. The number of attached classes has been increased to 73 (Kosovo Education Strategic Plan 2011).

Kuhn and Dragidella (2007), state that only a very small group of disabled children were able to attend the schools in the years 2001-2002. According to the 2007 MEST data, 503 students take advantage of special education schools and classes, while many students remain in other schools. According to the 2011-2016 Kosovo Education Strategic Plan, children with special needs can be trained in special education schools and inclusive environments in pre-school and compulsory education stages in Kosovo (Zengin and Topsakal 2008). In the secondary education level, after the compulsory education stage, training is provided in inclusive environments (OECD 2006; Kosovo Education Strategic Plan 2011). It is emphasized that for pre-university education, an effort should be made to improve inclusive education (Kuhn and Dragidella 2007; Kosovo Education Strategic Plan 2011). For advanced and intermediate level hearing-impaired children, education will be provided by private schools.

In addition, a national action plan from 2010 to 2015 was developed for children with special

educational needs, and a regulation was passed, which provides financial support for the families who have disabled children. Within these developments, for pre-university level children with special educational needs, the 2010-2015 Strategic Plan for Inclusive Education was developed (Kosovo Education Strategic Plan 2011). This plan includes the following provisions: early diagnosis and intervention in order to improve inclusion, provision of support mechanisms, reinforcement for inclusive education and accessible schools, provision of vocational development of educational staff, raising awareness of inclusive education and improvement of physical infrastructure of inclusive schools. The National Action Plan for children with special educational needs (2010-2015) creates opportunities for children with special needs to apply for university education and to enter professional life.

The literature review revealed a limited number of studies on vocational education of the hearing impaired in Kosovo. These studies are descriptive and aim to define the current situation; they are not applied research based on actual needs. Bartlett et al. (2004) express the rebuilding studies of the educational system without paying attention to the ethnicity by the Department of Education and Science (DES) This was done before Kosovo declared its independence and while it was governed by United Nations and used a case study method. The paper, which provides war conditions of the country, gives insights about the situation of vocational education. In this paper, the conditions of deaf and hearing impaired students during the war and in the early days of DES are examined. They state in their research that the number of educational and housing units for disabled and the number of educators are insufficient. In addition, they stress that the United Nations, DES, voluntary organizations and school staff work heroically for the education of these students. They said that special education needs a lot more attention.

There is also a study which compares the educational system of Turkey and the educational system of Kosovo by Zengin and Topsakal (2008). They compared demographic, social/political structure, objectives of the educational system and the structure of Kosovo with the educational system of Turkey. As a result of the research, similarities were found in the following issues: objectives of educational system, man-

agement of educational system, the age of initiation for compulsory education, providing a degree after each specific stage, and teacher education. On the other hand, differences were found in the following areas: local educational management, the period of compulsory education, course terms, holidays, course hours, guidance system, entrance to higher education, community education in their own language, and mass education.

The general overview of vocational education studies in Kosovo reveals that it is necessary to improve and promote vocational education. This requirement is observed in the 2010-2015 National Action Plan for Children with Special Educational Needs, in addition to the 2011-2016 Kosovo Education Strategic Plan. The Republic of Kosovo requested cooperation from Anadolu University to support and develop special education in Kosovo. Based on the infrastructure of Anadolu University for special education and vocational education, a decision was made to implement cooperation, and a corresponding action research project was planned and supported by the Scientific Research Project Unit of Anadolu University. This paper provides the situation analysis part of this action research project.

The aim of the research is to develop significant, functional and realistic improvement applications based on the current education requirements. In this sense, answers were sought to the questions (1) "What is the current status of vocational education for hearing-impaired persons in Kosovo? (2) How are the vocational education programs applied for hearing-impaired persons in Kosovo? (3) What are the positive and negative aspects in the operation of the vocational education programs for the hearing impaired in Kosovo?"

METHODOLOGY

Research Design

Action research is a research approach that is conducted by a practitioner who is participating in the practice through school, institutions in the field of education, or directly with other researchers. It involves systematic data collection and analysis in order to uncover problems related to process of implementation or understanding and solving a current problem (Fraenkel and Wallen 2003; Uzuner 2005; Gay et al. 2006; Yildirim and Simsek 2013). The present study is

the situation analysis section of a larger project. It was planned as an action research, because it is compatible with the stages in the process of determining and evaluating the need for education and reflects the qualities of the qualitative research method (Fraenkel and Wallen 2003; Uzuner 2005; Johnson 2012; Yildirim and Simsek 2013).

Research Sample / Working Group

The environment of the paper consists of MEST, Nene Tereze, which provides vocational education to hearing-impaired persons, 28 NËNTORI Vocational High School, where vocational education is given to hearing impaired persons in an inclusive environment, and Kosovo Association for the Deaf. All are related to the vocational education of the hearing impaired in Kosovo.

The participants in this study include the deputy head of the Department of Special Education of the MEST, the director of Nene Tereze and teachers of vocations, language and sign language, the director and counselor of 28 NËNTORI Vocational High School and authors of this paper who are specialists in the education of the hearing-impaired. The research team has between 12-33 years' experience in education of the hearing impaired and takes part simultaneously in the committee of validity and reliability. The team is composed of professors from the field of special education and vocational education. Researchers are part of most of the studies: thesis, project, and research project based on qualitative research as directors, consultants, advisors, and researchers.

Data Collection Instrument and Procedure

The data for this study were collected through various quantitative and qualitative techniques. The validity and reliability work of the data collection means used in the paper were conducted by the study team. Research data were organized under the following titles: manager interview form, teacher questionnaire form, field notes, audio recordings of interviews and photographs (See Tables 1 and 2 and Fig. 1) for the process of the action research.)

Data Analysis

Descriptive and inductive methods were used in the analysis of the quantitative and qualita-

Table1: Types and contents of data collection tools

<i>Type of tool</i>	<i>Content of the tool</i>
<i>Manager Interview Form</i>	Composed of questions organized under 11 main titles: <ul style="list-style-type: none"> • history of the school, • information about current and graduated students, • vocational programs of the school and their features, • physical characteristics and equipments of the school, • information about hearing aids of students, • teaching approach for hearing-impaired students, • situation of teachers; their education, in-service training they get and family education. The form is written in the Word Program and 1,5 paper size long. Interviews are conducted as semi-structured interviews. In the process, researchers add new questions or change the location of a question according to the characters of the responses received.
<i>Teacher Interview Form</i>	Composed of 35 questions, categorized under the following titles; <ul style="list-style-type: none"> • information about education of teachers, • courses a teacher is carried out, • features of vocational education program, • support education, • physical situation of the classes, • information about hearing aids of students, • information about graduated students, • language courses, and • others (for general issues). When necessary, questions are enriched by sub-choices. Questionnaire form is eight pages long and written in Word Program.
<i>Field Notes</i>	These notes are prepared by two researchers, who collect research data in the institutions in Prizren and Prishtina. These notes are taken during the interviews and one researcher's notes are 35 A5 pages and the other's 37 A4 pages long. Audio recordings, kept during the interviews, are listened and merged with field notes by two researchers and based on this data, reflective reports are prepared and shared with other researchers via internet. The notes of interviews, between the dates 16-19 December, 2013, are written on the Word Program and 15 pages long.
<i>Audio Recordings of Interviews and Photographs</i>	These are kept by Sony IC Recorder, ICD PX720. Alongside the research, three hours and 11 minutes long audio recording is made. For the description of physical environment, 72 photographs are taken with a digital camera.

Table 2: The data collection chart

<i>Date</i>	<i>Place</i>	<i>Persons</i>	<i>Description</i>
16/12/2013	Prishtina	Kosovo Ministry of Education, Science, and Technology, Deputy Head of the Department of Special Education	Interview about vocational education and vocational education of hearing impaired in Kosovo
17/12/2013 18/12/2013	Prizren Prizren	Director of Nene Tereze Director of Nene Tereze, vocational education teachers, language and sign language teachers	Interview about Nene Tereze Questionnaire with Vocational education teachers and language teachers. After the questionnaire, interview with the director and the teachers
19/12/2013	Prishtina	28 NËNTORI Technical High School and Kosovo Association of the Deaf	Interview with the director of 28 NËNTORI Technical High School and Guidance teacher. Interview with the director and the council of Kosovo Association of the Deaf.
20/12/2013	Prishtina	Turkish Embassy in Kosovo	Briefing with Turkey Ambassador of Kosovo about the research.

tive data obtained. Interviews within this process were recorded by an audio recording de-

vice and conducted in the Albanian language. Translations were done by a certified translator.

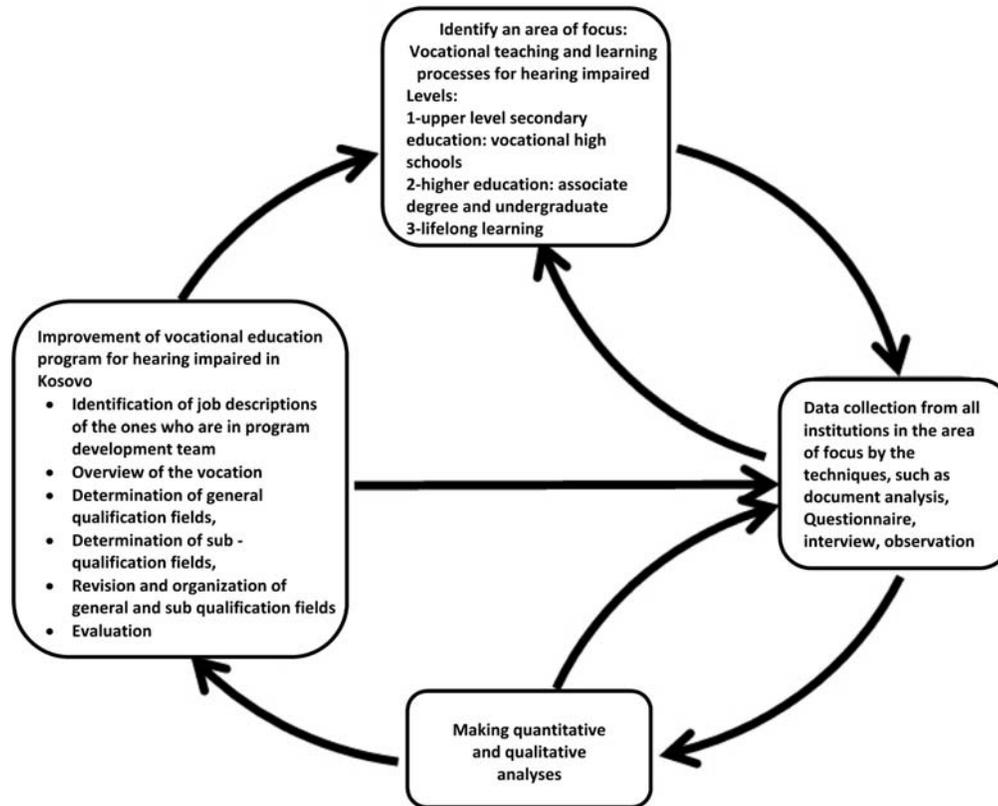


Fig. 1. Research process

Transcripts of interview were read and approved by the translator. After each interview, prepared reports were shared with other researchers, all of whom were active participants and contributors to the project. It is an important ethical rule to get permission from participants in the research environments where the research to be conducted. Also it is important to inform participants of their voluntary participation (Uzuner 2005; Ryan 2011). For that reason, and also for permission to use the photographs taken in the research permission was obtained. During the interviews, participant teachers were asked for permission to audio recording the procedures. Records of one teacher, who do not give permission, were carefully kept as written notes.

FINDINGS

The findings of the research were transmitted in relation to the research questions. Analyz-

ing the data in line with the objective of the paper, themes were developed. The findings for the first two sub-objectives generated the following themes: physical environment, qualities of teachers, training-education, qualities of students, family-school cooperation, graduates, employment. Positive and negative aspects, which is another sub-objective of the research, is examined under a separate title.

In Kosovo What is the Current Status of Vocational Education for Hearing Impaired Persons and How are Vocational Education Programs for Hearing Impaired Persons Applied?

Physical Environment

In 1999, after the intervention of NATO, "Standards for Kosovo," which were endorsed by the United Nations, became the basis of the

educational system in Kosovo. In Kosovo, MEST carried out the following tasks: development of educational system, making laws on this issue, and implementing and monitoring them. The vocational high schools that provided inclusive education to hearing-impaired students in Kosovo are located in Pristine, Gilan and Mitrovica.

Nene Tereze, in Prizren, is the only institution that provides vocational education to the hearing-impaired persons in Kosovo (OECD 2006). Although the management of is generally maintained by municipalities, in Prizren, Nene Tereze is administered by MEST (Director of Nene Tereze, personal communication December 17, 2013). The school, which provides education for hearing-impaired students, was firstly founded in 1951 in Mitrovica. In 1952, it moved to Prizren, which is its current location. While in the first years, only the Serbian and Croatian languages were used, but in 1971-1972, Albanian was added. Education at the school, which was interrupted in 1992, continued following NATO's intervention in 1999. To maintain the educational programs, in addition to foreign associations, the contribution of MEST was provided (Director of Nene Tereze, personal communication December 17, 2013).

There were a total of 22 students in the departments of carpentry, textiles and metal works. There were 3 workshops, 1 science laboratory, 1 audiology room, 2 computer laboratories, 17 classrooms, 1 physical training hall, 1 open football pitch, and 1 children in the field in the school.

In Prishtina, 28 NĚNTORI Technical High School, which educated hearing impaired students in an inclusive environment, has a 70-year history. In the 2013-2014 academic year, the school had 1418 students in five programs. 28 NĚNTORI Vocational High School in Prishtina provides education in the departments of geodesy, construction, architecture, PTT and graphical design (Director of 28 NĚNTORI, personal communication December 19, 2013).

Apart from these schools, the schools located in Mitrovica and Gilan, are not included with in the status of a vocational school. There were 72 students in the 2013-2014 academic year, in Nene Tereza central special education school in Mitrovica: however, there was only one hearing-impaired student in this school. There were disabled students in the 2013-2014 academic year in Rece Elmasi Elementary School in Gilan. Two of these students were educated in inclusive en-

vironments (MEST, personal communication-April 29, 2014).

Professional Qualities of Teachers

There are four vocational teachers at Nene Tereze, three of them holding bachelor's degree while one has a two-year degree. All students obtained in-service training while three of them hold certification in their fields. Teachers obtained training in sign language, and sign language interpreters also give lectures when necessary.

Education Training

The same content of training and education is applied to the hearing-impaired students and the hearing students. Cooperation of the ministry and the education directorates of municipalities was used to determine the content. Teachers were authorized to make 20 percent changes in the content.

Support education was provided to students. It was given in inclusion rooms (4) and in the house environment (2). Support was also provided by classroom teachers (4), school counselors (2), the Nene Tereze Inclusion Centre (2) and traveling teachers (1). It was stated that the language lessons in the school were conducted by "sign language, direct methods, audio-visual methods, writing-reading-sign language, and auditory-verbal language." It was also indicated that vocational education in the school was prepared mainly for traineeship and trainee education was given in 10th, 11th and 12th year classes.

Qualities of Students

It was determined that the hearing impaired students received education in the field of mail and communications as they had greater opportunities for employment in these areas. There were currently four hearing-impaired students. Two sign language teachers provided these students with support of sign language during courses and course notes were prepared.

School-Family Cooperation

At Nene Tereze, a teacher managed the classroom, following the achievements and attendance of students and maintaining communication with families. In addition, there was a "parents' council" and "school council" for communi-

cation with families. All teachers stated that they had family cooperation.

Graduates and Employment

Nene Tereze had 14 graduates in 2010-2011, 11 graduates in 2012-2013 and 6 prospective graduates in 2013-2014. Thirty hearing-impaired students were enrolled at the 28 NËNTORI Vocational High School since 2007; of this number, 14 graduated while the others went to Nene Tereze or left school. There is only partial information on Nene Tereze graduates, but it was indicated that employment was a general problem at the 28 NËNTORI Vocational High School.

What are the Positive and Negative Aspects in the Operation of Vocational Education Programs for Hearing Impaired Persons in Kosovo?

With respect to physical environment, it was determined that equipment was provided to hearing impaired students through various projects, but the devices were not effectively used due to insufficiencies in control, maintenance-repair and the students refused the use of devices.

In order to graduate from the secondary education level in Kosovo, it is compulsory to take the National Graduation Exam. However, hearing-impaired students, who are educated in Nene Tereze do not have to take this exam. This situation has resulted in students of Nene Tereze not being able to receive vocational high school diplomas. In the 2013-2014 academic year, MEST mandated that hearing-impaired students had to take the exam. For that reason, Nene Tereze graduates of the current year will be able to receive their diplomas. However, according to the Director of Nene Tereze (personal communication, December 17, 2013), this creates a disadvantage for hearing-impaired students because the level of the exam for normal hearing students is the same for the hearing impaired. For a solution to the problem, the director of Nene Tereze (Director of Nene Tereze, personal communication, December 17, 2013) said that they have struggled for an easier level exam for hearing-impaired students and to allow sign language interpreters to take part in the exam as support. Despite all these improvements, it is still thought that this new exam is not sufficient to measure and evaluate hearing-impaired students' level of knowledge.

Teachers made their own annual and weekly plans for courses and shared the plans through the director, which indicated cooperation among teachers, while the said cooperation was not significant, purposeful and functional. It was determined that the departments of vocational education were not sufficient for variability and employment.

It was determined that hearing-impaired persons graduating from vocational education had employment problems. With respect to this matter, the government adopted some laws, applied tax deductions for corporations employing disabled people and imposed a condition for employing one disabled person for every 50 employees. However, these conditions were not sufficient for the graduates to find employment.

DISCUSSION

In line with these research findings and literature review, although recently established, the Republic of Kosovo has made positive developments in vocational education of the hearing impaired. However, it still requires improvements and support.

In an interview with the Kosovo Association of Deaf, it was stated that in 2010 research was conducted, and they concluded that 96 percent of hearing-impaired individuals in Kosovo are illiterate, which is due to the educators who do not know sign language. In Kosovo, it was observed that hearing-impaired students mainly communicate with sign language during their education, and this is supported by the issuance of new laws. It is the fact that students are educated with sign language as the main language of education and supported by sign language interpreters in the process of education, that the development of students' oral and written language skills is adversely affected. This is a significant problem for the hearing impaired in their vocational education and in their careers following graduation. In the literature, the disadvantages of sign language are indicated as follows (Tufekcioglu 1998):

- ♦ Sign language directs the perception to visual stimuli without listening. For that reason, there are problems in the development of listening skills, and thus in the development of spoken language.
- ♦ Sign language has a different syntax. When sign language is the first language, devel-

opment of literacy skills are affected negatively. Considering education in Nene Tereze, in conducted an interview with the director, use of sign language in education is strongly emphasized. In questionnaires, teachers said that “they use sign language, direct instructions, audiovisual methods, writing-reading-sign language, auditory verbal.” However, to increase and diversify the training will be impede the development of literacy skills. Sign language is important in terms of becoming independent, literate and increasing employability.

Special education is one of the fields in which disciplinary study is unavoidable. In the interviews with vocation and language teachers, they expressed that collaboration between teachers is limited. Activities to enhance cooperation between vocation and language must be planned and carried out (Uzuner et al. 2009; Karasu 2011; Kaya 2013). They also added that in-service trainings in relation to special education are for teaching sign language and in these trainings there is a lack of information about the issue of effective teaching-learning. It was determined that the programs in Nene Tereze are not sufficient in terms of both diversity and work placement. For that reason, considering the needs of the work environments, new programs must be initiated and teaching staff must be trained. Following technology and use in educational settings are important for the employment of graduates; therefore, it is suggested that schools initiate programs, such as computer use, graphic and web design, and architectural drafting.

CONCLUSION

In conclusion, this study showed that there are positive and insufficient aspects of Kosovo in regard to the vocational education of hearing-impaired individuals. The positive aspects can be listed as: school-family cooperation, the attitudes of the school teachers to improve their learning, and the governmental attempts for research. On the other hand, the lack of necessary features of the physical environment for listening is one of the primary problems. Although teachers are educated in sign language and vocational education, they seem to have limited knowledge in terms of instructional strategies and techniques for hearing-impaired individuals. In addition, school programs do not provide appropriate in-service training.

Therefore, the poor qualities of the students and graduates are inevitable in terms of communication, vocational knowledge and experience. Although the government adopted some laws employing disabled people, the rate of unemployment remains high.

RECOMMENDATIONS

For vocational education of the hearing impaired, educational settings for the needs of the hearing impaired must be organized in Kosovo. Current models to carry out courses of language and vocation as meaningful, purposeful, and functional must be examined. Appropriate model suggestions for the hearing impaired in Kosovo must be developed and implemented.

Greater collaboration among teachers would be beneficial for the students. Literacy instruction should be revised. The instructional program of vocational education could be developed based on the principles of balanced literacy instruction. It would also be beneficial to provide vocational apprenticeship training at authentic work places outside of the school setting.

This descriptive research provides the current situation of vocational education in Kosovo for the deaf. In order to improve these conditions, immediate action plans for vocational education programs of hearing-impaired students are needed. The nature of action research is systematic, cyclical and reflective. The outside support is insufficient. Therefore, Kosovo should conduct further research in qualitative and quantitative methodologies.

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