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Accessing tertiary education: Rights and realities for students experiencing disabilities

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Although the right to higher education is ensured in the Education Acts of Sri Lanka, in practice, the challenges faced by persons with disabilities within the university system questions this assumed prerogative.

Anecdotally, the provision of special recording devices has enabled students with particular disabilities such as visual impairment, to better access the curriculum, while others such as those experiencing hearing difficulties or dyslexia may have inadequate support.

This study aims to identify the barriers and facilitators to accessing higher education within two universities: the University of Kelaniya and the University of Sri Jayawardenepura. It aims to gather information via individual semi-structured interviews and focus groups. The data will be analysed qualitatively using key principles of *Framework Analysis* (Ritchie & Spencer, 1994). The findings will have important implications for policy and practice.

Keywords: Access, Tertiary Education, Rights, Disabilities

References

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