

ORIGINAL ARTICLE OPEN ACCESS

Unlocking Pathways: Revealing Professionals' Transition Preparation Experiences for Inclusive Higher Education in Türkiye

Neslihan Unluol Unal¹  | Muhammed A. Karal²  | A. Emel Sardohan Yildirim³ 

¹Dr., Special Education Department, Karamanoğlu Mehmet Bey University, Education Faculty, Karaman, Turkey | ²Dr., Special Education Department, Sinop University, Education Faculty, Sinop, Turkey | ³Dr., Special Education Department, Akdeniz University, Education Faculty, Antalya, Turkey

Correspondence: A. Emel Sardohan Yildirim (emelsardohan@gmail.com)

Received: 24 December 2024 | **Revised:** 27 March 2025 | **Accepted:** 22 April 2025

Funding: The authors received no specific funding for this work.

Keywords: accessibility coordinators | higher education | intellectual disabilities | transition | vocational schools

ABSTRACT

The 2021 amendment to Türkiye's Special Education Service Legislation marked a milestone by repealing the statement excluding Special Education Vocational School graduates from pursuing higher education. This granted students with intellectual disabilities (ID) the right to attend higher education. However, both schools and universities lack adequate support services for students with ID. Research on the transition preparation experiences of university accessibility service coordinators and vocational school principals is limited but essential for effective transition processes. The study's purpose is to unveil the experiences of school principals serving at vocational schools for students with ID and the accessibility services coordinators serving at universities. Transcendental phenomenology was selected as the overarching framework for this study. The findings are organised into three structural themes that were the reaction to the decision, issues with the decision, and suggestions for improvement. The discussion contextualises the findings within existing literature and provides recommendations for policy, practice, and future research.

1 | Introduction

The number of individuals with disabilities pursuing higher education is increasing (Agarwal et al. 2021; National Center for Education Statistics 2006). Laws supporting inclusive practices have positively impacted their community involvement, which is essential for both individuals and society. The participation of individuals with disabilities contributes to the creation of a more robust and inclusive society and strengthens the sense of justice and equality in society (Bigby and Wiesel 2018; Collins et al. 2022). In 2019, only 19.3% of individuals with disabilities held a bachelor's degree (Bureau of Labor Statistics 2020). This low rate is partly due to inadequate preparation in high schools (Uretsky et al. 2019) and poor transition planning

(Fernández-Batanero et al. 2022; Griffin and Papay 2017). Other contributing factors include a lack of non-academic skills—like perseverance and motivation—and insufficient knowledge of their rights and available services (Gothberg et al. 2015; Newman and Madaus 2015).

Studying at universities poses unique challenges for all students, especially for those with intellectual disabilities (ID), due to the diverse skills and experiences required (Björnsdóttir 2017; Hillier et al. 2019). ID is characterised by significant limitations both in intellectual functioning and in adaptive behaviour affecting social, conceptual, and practical skills (Schalock et al. 2010). The classification of ID may vary across various countries, but Türkiye follows the

[Correction added on 17 November 2025, after first online publication: The manuscript received date was incorrectly published as “27 March 2025” due to a metadata error and has been corrected to “24 December 2024”.]

This is an open access article under the terms of the [Creative Commons Attribution-NonCommercial](https://creativecommons.org/licenses/by-nc/4.0/) License, which permits use, distribution and reproduction in any medium, provided the original work is properly cited and is not used for commercial purposes.

© 2025 The Author(s). *European Journal of Education* published by John Wiley & Sons Ltd.

ICD-11 and the Special Education Services Regulation by the Ministry of National Education (MoNE). Individuals with ID often require additional support to navigate academic and social demands at all levels of education. Changes like separation from supportive family and friends and the need for self-regulation and self-management can create significant difficulties (Roberts 2010; Squires and Countermine 2018). However, higher education positively impacts personal development and self-identity for students with ID, fostering their active participation in society (Yssel et al. 2016; Björnsdóttir and Jónsson 2015). While literature supports their participation in higher education, challenges in real-life environments can arise (Bunbury 2020). Students with disabilities encounter barriers in both the curriculum and the physical campus (Hong 2015).

The 2021 amendment (Official Gazette No. 31528) on higher education for students with ID represents a major step towards inclusivity, pointing out that the availability and effectiveness of support systems for applicants with disabilities and their families are critical factors for transition to higher education. The Council of Higher Education (CoHE) and universities have established accessibility service units to provide academic accommodation and guidance for students with disabilities. However, awareness of and access to these resources depend on the institution, leading to disparities among students' experiences. Families play a crucial role in the transition process (Francis et al. 2018), yet they frequently encounter economical and bureaucratic challenges (e.g., Hirano et al. 2018) in securing necessary accommodation, financial support, and accessible campus.

International models with well-structured transition programs and mentorship (e.g., Grigal et al. 2024; Hatfield et al. 2017; Kubiak et al. 2018; Rogan et al. 2014) demonstrate that higher education institutions can create high-quality transition programs for students with ID. For example, the Model Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) in the United States provides individualised support and services to help students with ID engage in academic courses, extracurricular activities, and other elements of typical postsecondary programs at higher education institutions (Grigal et al. 2024). Similarly, a model in European countries like Dublin fosters innovative higher education programs for students with ID, offering meaningful employment opportunities (Kubiak et al. 2018). In contrast, Türkiye is still in the early stages of developing a framework for inclusive higher education (Kara 2021).

The amendment to the Special Education Service Legislation repealed the statement "... the right to continue higher education cannot be provided" on the graduation diploma of students who graduated from a special education vocational school or special education classroom implementing a vocational school program. In Türkiye, students with ID often attend vocational schools where they receive practical skills and workforce preparation rather than academic-focused training. These schools primarily serve students with ID and students with autism spectrum disorder, equipping them with hands-on experiences. This legislative change that revoked this statement marks a crucial shift towards educational

equity, meaning that students with ID gained the right to pursue higher education.

Research on transition in Türkiye primarily focuses on pre-school education (e.g., Kargın et al. 2001; Çiftçi Tekinaslan and Bircan 2009; Bakkaloğlu 2013). A few studies address challenges in planning transition processes for individuals with disabilities (Aktaş et al. 2020) and their implementation (Ulugöl and Erbaş 2020). However, there is a lack of research on the transition experiences of university accessibility service coordinators and vocational school principals. Understanding the perspectives of school administrators regarding preparations for higher education for students with ID and the views of university accessibility service coordinators about institutional readiness is crucial for the transition process. Therefore, this study aimed to explore these lived experiences and gather insights from stakeholders regarding their decision about the amendment. The following research questions (RQ)s were investigated:

- RQ 1: What were the perspectives of university accessibility service coordinators on the preparation for students with ID for the transition to higher education?
- RQ 2: What were the perspectives of special education vocational school principals on the preparation for students with ID for the transition to higher education?
- RQ 3: What were the suggestions of the university accessibility service coordinators and special education vocational school principals based on the amendment?

2 | Method

Qualitative research designs allow researchers to focus on the participants' views and help them interpret their own experiences (Merriam 2002). In this study, we utilised a qualitative research design to unveil the experiences of school principals serving at vocational schools for students with intellectual and developmental disabilities and the accessibility service coordinators serving at universities.

2.1 | Approach

This qualitative study is guided by an epistemological approach. By adopting a constructivist perspective, we aim to provide an in-depth understanding of the subject matter by focusing on how participants interpret their experiences (Feldman 2003). To reveal the experiences of the participants, phenomenology was used. This methodology involves extracting the meanings embedded within individuals' experiences to understand how they shed light on those experiences (Merriam 2002). Guided by Husserl's (1859–1938) philosophical perspective, researchers conducting phenomenological studies are advised to use the technique of bracketing (epoche), consciously setting aside their own experiences and beliefs. Specifically, transcendental phenomenology was selected as the overarching framework for this study, which aims to discern the vital components of participants' experiences (Moustakas 1994) and to build a comprehensive understanding of the phenomenon under study.

2.2 | Research Context

The participants of this study consisted of five school principals serving students with special needs in vocational schools and 11 coordinators responsible for accessibility service coordinators in various universities in Türkiye. These two distinct groups were selected as participants due to their essential roles in overseeing the transition process of students and serving as bridges between two different institutions involved in this transition.

A purposive sampling approach was used to obtain comprehensive information about the participants' experiences. The researchers selected participants who were considered to provide critical information about their experiences (Patton 2015). In this context, all participants (school principals and coordinators) were selected based on the criterion of having at least two years of experience in serving students with disabilities. Participants with less than two years of experience were intentionally excluded from consideration, as individuals in the early stages of their roles may still be in the process of acclimating to their responsibilities. Their perspectives might not offer sufficiently information-rich cases for the research study.

After identifying potential participants based on the established selection criterion, the third author of this study contacted them via either email and/or phone. Participants' contact information was sourced from the websites of the schools or universities where they were currently employed. A total of 6 school principals and 11 coordinators were initially contacted. Subsequently, a follow-up email was sent to those who responded affirmatively, aiming to finalise the date and time of the interview. An online interview schedule was then created. While conducting interviews online could affect the level of trust and rapport between the participants and the interviewer (Fontana and Frey 1998), as establishing trust with the interviewee is crucial in qualitative research (Lyon 2012), conducting the interviews online was more practical, given that the participants were from different regions. Ultimately, the study's sample comprised five school principals and 11 coordinators who were selected to contribute to the research study (see Table 1).

2.3 | Data Sources and Collection Procedures

Before data collection, the interview protocol was explained to the participants. The protocol included a statement of the purpose of the study, procedures, and assurances of confidentiality provided to the study participants. They were also clearly informed about the option to terminate their participation at any point if they wished. Approval for the data collection procedures was obtained from the ethics committee of the local university, thus ensuring that participant protections were in place. In addition, to ensure construct validity, the interview questions were reviewed by three experts in the field of special education for a comprehensive review. The experts have experience in the accessibility service coordinators of the universities where they are employed. The researchers asked the experts to evaluate the interview questions for their relevance to the purpose of

the study, clarity, and conciseness of terms and language used. Moreover, experts were encouraged to provide additional feedback and suggestions to improve the interview questions. Based on their feedback, necessary adjustments were made, and the final version of the interview questions was then presented to the participants.

The data collection procedures involved two parts. The first part consisted of demographic questions, including questions such as age, sex, and years of working experience in an assigned job. The second part included semi-structured interview procedures with the coordinators and the school principals.

2.3.1 | The Semi-Structured Interview Procedures

Hatch (2002) suggests that interviews are characterised by their depth, designed to thoroughly explore the understanding of the informants. We decided to conduct semi-structured interviews which are defined as "an interview with the purpose of obtaining descriptions of the life world of the interviewee in order to interpret the meaning of the described phenomena" (Brinkmann and Kvale 2015, 6). Our purpose was to gain more profound insight into the participants' real-life experiences and in-depth thoughts on the transition of the students with ID. Furthermore, the choice of semi-structured interviews aligns with its appropriateness when multiple open-ended questions necessitate probe questions (Adeoye-Olatunde and Olenik 2021). Thus, the authors opted to administer semi-structured interviews for this study. While the focus group interviews were administered for the coordinators, interviews were conducted for the school principals. Due to the limited flexibility in the working hours of the school principals, conducting focus group interviews was not possible and arranging one-on-one interviews became feasible option.

2.3.2 | Focus Group Interview (FGI) With Coordinators

We conducted three FGIs with universities' accessibility service coordinators, each comprising four, three, and four participants, respectively. The lead facilitator for all FGIs was the third author of the study. These interviews were carried out using an online meeting platform, with each interview lasting approximately 90 min. Before starting the semi-structured interviews, the author engaged in informal conversations with the participants to establish a bond and create a comfortable environment for sharing experiences in depth.

The interview questions were open-ended. The author initiated the discussion by presenting a statement regarding legislation concerning the transition of students with ID to higher education. Following this, a general question regarding the participants' thoughts on the legislation was posed. Subsequent inquiries delved into topics such as essential skills required for students enrolling in universities, measures universities should implement for a smooth transition, and plans and/or actions of the universities for students' career goals and job opportunities after graduation. Probe questions were employed to seek clarification and elaboration on the participants' responses.

TABLE 1 | Participant Demographics for Coordinators (N = 11) and School Principals (N = 5).

Accessibility service coordinators						School principals					
Experience as a coordinator						Experience as a principal					
Participants	Sex	Age span	(in years)	Education level	Certification type	Participants	Sex	Age span	(in years)	Education level	Certification type
C1	M	46–50	11	Master's degree	Special Education	SP1	M	46–50	5	Master's degree	Health Services
C2	M	40–45	4	Doctoral degree	Special Education	SP2	M	46–50	4	Master's degree	Special Education
C3	F	35–39	2	Doctoral degree	Special Education	SP3	M	46–50	6	Bachelor's degree	Physical Education
C4	M	40–45	2	Doctoral degree	Special Education	SP4	F	46–50	5	Bachelor's degree	Physical Education
C5	F	51+	5	Doctoral degree	Special Education	SP5	M	51+	9	Bachelor's degree	Special Education
C6	F	40–45	4	Doctoral degree	Physical Therapy						
C7	M	35–39	3	Doctoral degree	Special Education						
C8	F	40–45	9	Doctoral degree	Special Education						
C9	M	46–50	5	Doctoral degree	Special Education						
C10	M	46–50	14	Master's degree	Tourism						
C11	F	51+	7	Doctoral degree	Nursing						

2.3.3 | Interviews With School Principals

The individual interviews were conducted one-on-one through an online meeting platform, each lasting approximately 40 min. A total of five school principals contributed to the interviews. The third author of the study, who took the lead in conducting the interviews, worked to establish a rapport and create a comfortable sharing tone for the principals, facilitating the collection of rich information regarding their experiences.

The interviews were open-ended. Consistent with the FGIs, these individual sessions started with a statement addressing legislation regarding the transition of students with ID to universities. After presenting the statement, a general question about the participants' thoughts on the legislation was posed. Subsequent questions delved into topics in a similar manner with FGIs completed with coordinators.

2.4 | Data Analysis

In this study, a systematic approach for analysing data regarding the lived experiences of the participants (Moerer-Urdahl and Creswell 2004) was utilised through the lenses of transcendental phenomenology. Creswell and Poth (2016) explained that the modification of Moustakas's method of Stevick-Colaizzi-Keen is "the most practical and useful approach" (p.159). In accordance with Creswell and Poth's (2016) suggestions, we adhered to the following steps. First, the authors of this study elucidated their personal experiences related to the phenomenon of the transition of students with ID to universities. In doing so, the authors attempted to set aside their personal experiences. While it may not be entirely possible to completely bracket our experiences, this step aimed to help the authors focus on participants' understanding of the phenomenon. Second, horizontalization of the data (Moustakas 1994) was employed. In this step, the first and second authors listed critical statements or quotes from the participants to comprehend their experiences on the phenomenon. Following the reduction of data to its essential horizons, the authors formed clusters of meaning by organising significant sentences into themes. Then, the authors wrote a description of the participants' experiences to determine what happened regarding the phenomenon. This procedure facilitated the construction of textural descriptions. Next, the authors utilised structural description to unveil how the participants experienced the phenomenon within the specific context. The authors presented a structural description outlining why the participants experienced the phenomenon in this particular manner and discussed reasonable explanations. Last, both textual and structural descriptions of the phenomenon were combined to present the essence of the phenomenon.

2.4.1 | Trustworthiness and Credibility of the Research

To build trustworthiness and credibility, we followed three ways. First, we bracketed our thoughts and experiences while interpreting the data. Given that all authors possess a minimum of 3 years of experience as coordinators of university accessibility

service coordinators, we delved into a discussion on how our experiences could potentially influence data description and interpretation. Embracing the transcendental perspective articulated by Moustakas (1994) wherein "everything is perceived freshly as if for the first time" (p.34), we engaged in a thorough reflection of our thoughts before delving into participants' experiences. We concluded that we have sceptical thoughts towards the legislation and its implementation in the universities. This discussion helped us critically examine how our biases and prior experiences might have influenced our interpretation of the data. This practice aimed to bracket our thoughts and cultivate a novel perspective for interpreting the data. Thus, the authors ensured reflexivity by attaining an *épôche*. Second, we employed peer-debriefing to cross-check the themes and codes derived from the data. The second author initially developed clusters of meaning, and the first author meticulously reviewed all the data, taking note of the identified themes. Then, all the authors met to discuss the findings to strengthen themes. Last, we utilised member checking. We emailed the findings of the study to all participants to ensure our results reflected their experiences accurately. The feedback received from participants affirmed that our findings precisely mirrored their experiences.

2.5 | Findings

This study aimed to reveal the perceptions of school principals and coordinators on the decision of transition of students with ID to higher education and unveil their experiences regarding the transition preparations of special education vocational schools and universities for students with ID. The data obtained from the interviews were examined and the essence of the phenomenon is presented through three structural themes including the *reaction to the decision*, *issues with the decision*, and *suggestions for improvement*.

2.6 | Theme 1: Reaction to the Decision

The reactions are decisive in terms of having a perspective about whether the process will be continued by its stakeholders (i.e., principals and the accessibility service coordinators). Two specific reactions underlined by participants are *the rights-based perspective* and *the benefit-based perspective*.

2.6.1 | The Rights-Based Perspective

Almost all coordinators mentioned that this decision to accept students with ID to universities is their right. A coordinator (C4) described this as "Actually, the idea is very nice. It is their right and a natural process for individuals with special needs and be at every level of education and everywhere in society." (FGI 1). A school principal (SP2) indicated "I see this as an achievement. It's their right. Before this, our students were left unable to do anything after high school". Another school principal (SP1) expressed concern regarding the diagnosis and placement of students with ID:

... some of our students have the academic ability to be in regular schools as inclusive students... Families

might especially request their children be placed in special education vocational school after diagnosis. If the economic status is low and/or families know how to take advantage of the opportunities the government provides for special education schools. In fact, there is no need for the child, but they enroll and graduate from these schools. This decision is excellent for providing a university opportunity for such children.

2.6.2 | The Benefit-Based Perspective

Even though most coordinators and some of the school principals highlighted the rights of students with ID, all school principals discussed whether this decision was beneficial or not. Some of the school principals said that they thought students with ID should go to higher education and that it would be more beneficial for them. A school principal (SP2) stated “They must go to the university. Even some typically developed people are unemployed after university graduation. So, it [being employed] is not ensured for anyone”. However, some of the school principals said that they thought it would be more beneficial for students with ID to start working after their high school years. A school principal (SP5) expressed “How much is it important whether they have a university diploma or not? If the important thing is to earn a living, it would be more appropriate to work and earn a job after graduating from high school.”. Another school principal (SP3) reinforced this with the following:

Our students' ages inevitably reach 20 until they graduate. At 20, they are going to go to university for 2-4 years. As they get older, difficulties in adapting to working life increase. They don't want to work, they show incompatibility, etc. So it would be more appropriate to enter employment life directly after graduating from high school.

2.7 | Theme 2: Issues With the Decision

The participants identified the potential issues and any problems they experienced with the decision and the transition of the students. Based on the findings, issues were gathered under three specific common codes that are *issues concerning the vocational schools and the students*, *issues concerning the universities*, and *issues concerning the system*.

2.7.1 | The Issues Concerning the Vocational Schools and the Students

Most participants from both groups criticised the education that vocational schools provide students with ID. A coordinator (C7) described this as “The education during the high school period needs to be much more qualified so that it prepares for university education.” (FGI 3). A school principal (SP1) expressed

“Students must understand what they read or know four operations. Unfortunately, in a class of 10 students, at least 3 or 4 of them are illiterate.”. Another school principal (SP5) stated:

In terms of academic skills, those children are not at the level that the university expects... These children have many deficiencies in terms of social skills and they will directly enter an unstructured environment. I believe that in the university environment, of course, there will be many difficulties.

Some participants also mentioned the negative perspective of family members towards their children going to higher education. A school principal (SP4) expressed:

I don't have any students who took the university exam for two years. Let me tell you that first. Why? Their families don't want them to take the exam. What is going to be after the exam? Even if they pass, where will I send my child? This is their expression.

2.7.2 | The Issues Concerning the Universities

Participants pointed out that most universities are not ready for the implementation of the decision. A coordinator (C2) underlined this as “... not just for faculty members, no one is ready” (FGI 1). Another coordinator (C8) mentioned that “Projects can be developed by faculty members but none of them want to be involved in the process” (FGI 3). Participants also highlighted the lack of resources and lack of preparation related to special education in universities. A school principal (SP4) indicated this as “...There should be special educators in university. Special educators should be involved in a class with a special education student”. A coordinator (C10) described that “... it is especially problematic for universities that do not have a Special Education Department” (FGI 3). Another school principal (SP5) reinforced this with the following:

So now, the departments that our students enroll in will generally be technical departments. To be honest, I don't think these departments can handle the process. In other words, I do not think that technical universities have enough information about special education.

2.7.3 | The Issues Concerning the System

Participants specified some problems that are related to the system in general and could be solved through the involvement of bureaucracy and policymakers rather than school principals or coordinators. School principals highlighted the issues with the curriculum of vocational schools. A school principal (SP1) stated “They gave such a right, but they didn't change the school's annual curriculum so that children could go to university. They did not align the school curriculum with the university exam”. Another school principal (SP4) explained:

The school's policy is, first of all, this is a big disadvantage since our curriculum lacks many courses. Because the questions to be asked in the university entrance exam or related courses are not in the curriculum of vocational schools.

On the other hand, coordinators underlined that the slowness of the workflow between university offices and the lack of willingness of students to participate in accessibility service unit activities are important problems. A coordinator (C10) said "Students do not report their situation, they hide it since they think that he/she is being singled out when they come to this accessibility service unit" (FGI 3). Another coordinator (C8) indicated:

We also have a problem; information about students with special needs comes from Student Affairs at the earliest after 1 to 2 months. We ask for the information, and they give it to us, but this process takes up to a month earliest.

(FGI 3)

2.8 | Theme 3: Suggestions for Improvement

This theme described solutions that are recommended by participants according to their experiences. The suggestions were gathered under the same three specific common codes as in the second theme of issues with the decision.

2.8.1 | Suggestions for the Vocational Schools and the Students

The majority of participants criticised the quality of education; thus, they also made suggestions related to improving the quality of education and preparing students for the higher education. A school principal (SP4) said "...it is necessary for our schools to try to ensure that students are better academically to handle the expectations of university courses". A coordinator (C5) indicated:

Skills related to independent living are essential... Families provide so much support and they normally become dependent. They need to go from one place to another and solve a problem on their own. I don't know... skills like how to pay a bill....

(FGI 2)

The majority of coordinators also mentioned conveying the students' information to the university as an essential improvement. A coordinator described (C2) "If a preparation such as development files or portfolio is made and sent to the university by the school, we can at least make the adaptations here beforehand" (FGI 1). A coordinator (C8) specified "Well, step by step. But in my opinion, these portfolios, that is, the inventories showing students' development, need to be written clearly and seriously reflect the facts" (FGI 3).

2.8.2 | Suggestions for the Universities

Almost all of the participants from both groups mentioned orientation, organising field trips to the universities, and informative documents prepared by the university personnel. A school principal (SP4) stated "Both the university and the school need to do some orientation activities together for the transition from this environment to that environment". A coordinator (C8) expressed:

They visit and be informed about what will be done at the university and how you will come to the university. Booklets and brochures can be prepared by the university. At this point, parents can be informed by the university, too.

(FGI 3)

Many coordinators highlighted the significance of training other stakeholders such as faculty members, other university personnel, and typically developing students. A coordinator underlined (C7) "Seminars can be given, or meetings can be held for personnel in the university, especially to inform faculty members" (FGI 3). Another coordinator (C6) said "... it is necessary to provide other students prior training. We must also have the student's friends ready for this situation" (FGI 2).

2.8.3 | Suggestions for Improving the System

All participants made some suggestions to make the system work better. One of the most important ones was the issue of ensuring the transfer of student information during the transition process. A coordinator (C4) described this as "I wish there was a system and they would register through that system like MEBBİS [an online information system for teachers]. It would be much better if we could see the whole status and inventories of the students" (FGI 1). A school principal (SP1) supported this with the following:

A student comes from a vocational school, but for example, when he/she takes the university entrance exam... system makes the necessary adaptations for him/her before the exam... but the same system doesn't notify the university when they enroll in the university.

Almost all participants specified that the decision was a good one, albeit using different expressions in different questions. However, some of them proposed different ideas that there should be some alterations regarding the decision. A coordinator (C7) stated "...it is a very late and incomplete decision... all disability groups, not only those with ID but also those with autism and those with other disabilities should have the right. Regulations need to be made in this regard." (FGI 3). A school principal (SP5) suggested "Honestly, those who graduate from vocational schools should attend 2-year vocational higher education without examination. They can continue their education in 2-year programs according to their fields in vocational schools without any exams".

3 | Discussion

The participants' reactions to the amendment about the transition of students with ID to higher education were twofold: rights-based and benefit-based perspectives. Most emphasised the importance of equity in education, highlighting that institutions must provide reasonable accommodations for all students (Toutain 2019). Conversely, some school principals suggested that entering the workforce directly after high school might be more beneficial for certain students. Given the poor transition from higher education to employment for students with disabilities (Fuller et al. 2004; Redpath et al. 2013) and the increasing challenges of adapting to work at older ages (Chiang and Howe 2021), this viewpoint may have influenced their preference for bypassing higher education.

The shortcomings in the transition planning process within the educational system present a predicament between the standpoints of families and educational stakeholders, which also impedes universities and students from offering adequate solutions to their respective needs. Most participants criticised vocational schools for inadequately preparing students with ID for higher education. This inadequacy stems from the lack of systematic transition planning in Türkiye. Although there are some regulations supporting the employment of individuals with disabilities, the absence of a structured transition process poses significant challenges for all stakeholders and society (Karal 2021). Additionally, students often lack awareness of support services (Lyman et al. 2016), and bureaucratic issues within institutions (Strnadová et al. 2015) further hinder integration.

Inadequate preparation by both vocational schools and universities, along with insufficient reporting of identity issues, contributes to the challenges students face in their educational journeys. The current study found that universities are unprepared to implement the decision regarding students with ID, lacking the necessary academic and social support. Limited training and knowledge among faculty, administrators, and staff about students' special needs further complicates their adjustment to university life. This aligns with existing literature, which indicates that many campus staff do not receive disability-related training, emphasising the need for professional development to support students with disabilities effectively (Lalor 2017; Murray et al. 2008). Additionally, universities often fail to raise awareness of available services among students with disabilities. Transitioning to higher education shifts the responsibility from institutions to students, who must actively seek accommodations for their disabilities (Office for Civil Rights 2011). This underscores a recurring theme in the literature: students' lack of awareness of available services is a significant barrier to accommodation (Chiu et al. 2019).

While it is important to note that some students are unaware of available services, a more critical finding is that those who are aware often choose not to utilise accessibility services. This aligns with literature indicating that nearly two-thirds of post-secondary students do not disclose their disabilities (Newman et al. 2011), leading to under-reporting (Brett 2016; Grimes et al. 2021). Reasons for this reluctance include fear of stigma

(Cage et al. 2020), fear of discrimination (Strnadová et al. 2015), discomfort (Denhart 2008), lack of self-advocacy experience (Lightner et al. 2012), and the belief that disclosure may not be beneficial (Couzens et al. 2015). In Türkiye, the terminology used—such as referring to accessibility services as the “Disabled Students Unit”—can be perceived as offensive, further discouraging students from engaging with these resources. A study (Kayhan et al. 2015) revealed that many students felt the unit's name was stigmatising and should be changed.

Inadequacies between the CoHE and the MoNE exacerbate transition issues and highlight the need for careful consideration of influencing factors. Most participants noted that systemic problems can only be addressed through the involvement of lawmakers and policymakers, rather than school principals or coordinators. School principals pointed out that vocational schools lack courses relevant to the university entrance exam, stemming from differing regulations: vocational schools follow MoNE guidelines, while higher education institutions adhere to CoHE legislation. Consequently, the school curriculum remains outdated despite the decision's implementation. Another significant issue is the lack of a standardised system for transferring information about students with disabilities from high school to universities. Accessibility service coordinators reported slow workflows among university offices. Kayhan et al. (2015) found that the chaotic enrollment process is exacerbated by a lack of systematic planning. Delays due to registration and the subsequent need for students to disclose their status result in accessibility coordinators receiving critical information only by mid-semester.

Enhancing awareness and collaboration between families and academic personnel is crucial for improving transition processes in education. Some participants noted that family members and faculty members often hold negative views about students with ID pursuing higher education, echoing findings from previous studies that report similar parental concerns (Lightner et al. 2012). These negative perspectives may stem from worries about students' social and academic skills, self-management, and independent living. Regarding faculty, literature reveals that students with disabilities frequently encounter educators who are either unable or unwilling to provide necessary accommodations (Dowrick et al. 2005). Students have reported negative reactions from faculty when requesting support (Denhart 2008; Hong 2015). This study further suggests that a lack of training, knowledge, and experience may contribute to faculty members' reluctance to accommodate students.

Several limitations should be noted. The findings of this study cannot be generalised due to the small sample size. Although we engaged with accessibility service coordinators from various universities and principals from several vocational schools, their experiences may not fully represent those of other coordinators and principals with more extensive backgrounds. Additionally, our study focused solely on the experiences of vocational school principals and accessibility service coordinators. To gain a broader understanding of transition preparation for students with ID, future research should incorporate perspectives from teachers, students, caregivers, and staff. Moreover, scheduling interviews was challenging due to the heavy workloads of faculty members and principals; future research should allow more time for participant recruitment to address this issue.

4 | Implications for Practice and Policy

Strategies designed to improve the transition of students with ID to universities are becoming increasingly commonplace. Providing continuous training and expanding career development opportunities for applicants is essential to better understand the needs of students with ID and offer appropriate support. Thus, we propose that implementing systematic transition planning and fostering an inclusive perspective throughout education can help address these unfavourable attitudes. Services such as orientation programs, advising meetings, and first-year experience programs may facilitate better integration for students with disabilities as well (Wessel et al. 2009).

Additionally, it is crucial to prioritise the development of self-awareness, self-knowledge, and self-defence skills for students since self-stigma is found to be a significant predictor of a lack of help-seeking behaviour (Cage et al. 2020). To create more accessible learning environments for students with ID, educational institutions must establish inclusive arrangements and might employ universal design for learning principles to promote the use of hybrid models and technologies that cater to diverse learning needs. Furthermore, factors such as providing more programmes, resources, incentives, disability-related policies, and social skill development opportunities should be a priority to support students with ID (Griffin and Papay 2017) in both vocational schools and universities. These strategies will help facilitate a smoother transition process and provide more opportunities for students with ID to have successful educational experiences.

Stakeholders in higher education, including parents, educators, and administrators, are the primary sources of guidance for students seeking assistance in academic settings. There was a significant association between early registration with the accessibility service unit and higher academic performance compared to late registration (Chiu et al. 2019). Moreover, parents' guidance and suggestions play a crucial role in influencing students' choices to access resources such as academic advising, counseling, and tutoring (Lowe and Dotterer 2018). This underscores the importance of cooperation between parents and educational institutions in fostering awareness and utilisation of available support services, ultimately leading to improved academic success and overall well-being for students (Rappaport 2023). In this study, some principles believe that adapting to employment is more difficult for students with disabilities after a certain point of age. Even if this might be true for some individuals with or without disability, higher education offers more than potential future employment. Several stakeholders might have certain expectations about higher education to help individuals towards employment; however, faculty members think that an increased focus on employability takes away the purpose of the university and creates unintended consequences on the way higher education functions (Hewitt 2020).

Policymakers must give priority to strategies that facilitate the transition of students with ID to higher education. Establishing legal and policy frames for transition processes is essential. Modifying the curriculum and creating appropriate educational programmes to better support the students with ID are necessary. Developing a system to transfer information would help alleviate the inefficiencies experienced by students during the

transition process and make these processes more transparent. Considering the opinions and feedback of students with ID, their families, and educators during the decision-making process is crucial to creating more comprehensive and effective policies. The implementation of these strategies would facilitate the transition of students with ID to higher education and contribute to the development of an educational system that supports them.

Disclosure

Declarations: Originality of the work the author confirm that the work submitted here is not published or submitted for publication elsewhere.

Ethics Statement

Data collection from school principals and unit coordinators was conducted with utmost consideration for ethical standards. Ethic approval is granted for the authors from the local university's ethical board. Participation in the study was entirely voluntary, and very effort was made to create a comfortable and supportive environment for the participants.

Consent

Written informed consent was obtained from all participants by providing detailed information about the purpose, process, and possible effects of the study. During the consent process, it was clearly stated that the participants had the right to withdraw from the study at any stage, and that this decision would not lead to any negative consequences. In addition, all participants were assured that their data would be kept confidential and that the research results would be anonymized. This approach ensures that participants' rights and privacy are protected, and guarantees that the research is conducted in accordance with ethical principles.

Conflicts of Interest

The authors declare no conflicts of interest.

Data Availability Statement

However, researchers who wish to obtain additional data or conduct further analysis may contact the relevant authors to request supplementary information or materials. The author is willing to collaborate and provide the necessary information to support the results presented in the article.

References

- Adeoye-Olatunde, O. A., and N. L. Olenik. 2021. "Research and Scholarly Methods: Semi-Structured Interviews." *Journal of the American College of Clinical Pharmacy* 4, no. 10: 1358–1367. <https://doi.org/10.1002/jac5.1441>.
- Agarwal, R., L. Heron, M. Naseh, and S. Burke. 2021. "Mentoring Students With Intellectual and Developmental Disabilities: Evaluation of Role-Specific Workshops for Mentors and Mentees." *Journal of Autism and Developmental Disorders* 51, no. 4: 1281–1289. <https://doi.org/10.1007/s10803-020-04599-w>.
- Aktaş, B., K. O. T. Mehtap, and A. Yıkılmış. 2020. "Özel Eğitimde Geçiş Planlama ve Hizmetleri." *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi* 21, no. 1: 149–170. <https://doi.org/10.21565/ozeleitimdergisi.441254>.
- Bakkaloğlu, H. 2013. "Ebeveynlerin Gözüyle Özel Gereksinimli Çocukların Erken Müdahaleden Okul Öncesi Programlara Geçiş Süreci." *Eğitim Ve Bilim* 38, no. 169: 311–327.

- Bigby, C., and I. Wiesel. 2018. "Using the Concept of Encounter to Further the Social Inclusion of People With Intellectual Disabilities: What has Been Learned?" *Research and Practice in Intellectual and Developmental Disabilities* 6, no. 1: 39–51. <https://doi.org/10.1080/23297018.2018.1528174>.
- Björnsdóttir, K. 2017. "Belonging to Higher Education: Inclusive Education for Students With Intellectual Disabilities." *European Journal of Special Needs Education* 32, no. 1: 125–136. <https://doi.org/10.1080/08856257.2016.1254968>.
- Björnsdóttir, K., and S. Jónsson. 2015. "Social (In)equality: Collaborative Reflection." *Icelandic Journal of Education* 24, no. 2: 99–118.
- Brett, M. 2016. "Disability and Australian Higher Education: Policy Drivers for Increasing Participation." In *Student Equity in Australian Higher Education: Twenty-Five Years of a Fair Chance for all*, edited by A. Harvey, C. Burnheim, and M. Brett, 87–108. Springer. https://doi.org/10.1007/978-981-10-0315-8_6.
- Brinkmann, S., and S. Kvale. 2015. *InterViews: Learning the Craft of Qualitative Research Interviewing*. 3rd ed. SAGE Publications.
- Bunbury, S. 2020. "Disability in Higher Education: Do Reasonable Adjustments Contribute to an Inclusive Curriculum?" *International Journal of Inclusive Education* 24: 964–979. <https://doi.org/10.1080/13603116.2018.1503347>.
- Bureau of Labor Statistics. 2020. *Employment Projections: 2019–2029 Summary*. U.S. Department of Labor. <https://www.bls.gov/news.release/ecopro.nr0.htm>.
- Cage, E., M. Stock, A. Sharpington, E. Pitman, and R. Batchelor. 2020. "Barriers to Accessing Support for Mental Health Issues at University." *Studies in Higher Education* 45, no. 8: 1637–1649. <https://doi.org/10.1080/03075079.2018.1544237>.
- Chiang, C., and T. Howe. 2021. "Bridge to the Future: A Career Exploration Frame of Reference for Students With Disabilities." *Open Journal of Occupational Therapy* 9, no. 4: 1–13. <https://doi.org/10.15453/2168-6408.1724>.
- Chiu, Y. C. J., H. Y. V. Chang, A. Johnston, M. Nascimento, J. T. Herbert, and X. M. Niu. 2019. "Impact of Disability Services on Academic Achievement Among College Students With Disabilities." *Journal of Postsecondary Education and Disability* 32, no. 3: 227–245.
- Çiftçi Tekinaslan, İ., and Ö. Bircan. 2009. "Zihin Engelli Çocukların Anasınıfına Geçiş Sürecinde Ebeveyn Gereksinimlerinin Belirlenmesi." *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi* 9, no. 1: 63–77.
- Collins, A., R. Rentschler, K. Williams, and F. Azmat. 2022. "Exploring Barriers to Social Inclusion for Disabled People: Perspectives From the Performing Arts." *Journal of Management & Organization* 28: 308–328. <https://doi.org/10.1017/jmo.2021.48>.
- Couzens, D., S. Poed, M. Kataoka, A. Brandon, J. Hartley, and D. Keen. 2015. "Support for Students With Hidden Disabilities in Universities: A Case Study." *International Journal of Disability, Development and Education* 62, no. 1: 24–41. <https://doi.org/10.1080/1034912X.2014.984592>.
- Creswell, J. W., and C. N. Poth. 2016. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. SAGE Publications.
- Denhart, H. 2008. "Deconstructing Barriers: Perceptions of Students Labeled With Learning Disabilities in Higher Education." *Journal of Learning Disabilities* 41, no. 6: 483–497. <https://doi.org/10.1177/0022219408321151>.
- Dowrick, P. W., J. Anderson, K. Heyer, and J. Acosta. 2005. "Postsecondary Education Across the USA: Experiences of Adults With Disabilities." *Journal of Vocational Rehabilitation* 22, no. 1: 41–47.
- Feldman, R. 2003. *Epistemology*. Upper Saddle River.
- Fernández-Batanero, J. M., M. Montenegro-Rueda, and J. Fernández-Cerero. 2022. "Access and Participation of Students With Disabilities: The Challenge for Higher Education." *International Journal of Environmental Research and Public Health* 19, no. 19: 11918. <https://doi.org/10.3390/ijerph191911918>.
- Fontana, A., and J. H. Frey. 1998. "Interviewing: The Art of Science, Collecting and Interpreting Qualitative Materials." In *Handbook of Qualitative Research*, 47–78. Sage Publications.
- Francis, G. L., A. Stride, and S. Reed. 2018. "Transition Strategies and Recommendations: Perspectives of Parents of Young Adults With Disabilities." *British Journal of Special Education* 45, no. 3: 277–301.
- Fuller, M., M. Healey, A. Bradley, and T. Hall. 2004. "Barriers to Learning: A Systematic Study of the Experience of Disabled Students in One University." *Studies in Higher Education* 29, no. 3: 303–318. <https://doi.org/10.1080/03075070410001682592>.
- Gothberg, J. E., L. Y. Peterson, M. Peak, and J. M. Sedaghat. 2015. "Successful Transition of Students With Disabilities to 21st-Century College and Careers: Using Triangulation and Gap Analysis to Address Nonacademic Skills." *Teaching Exceptional Children* 47, no. 6: 344–351. <https://doi.org/10.1177/0040059915587890>.
- Griffin, M. M., and C. K. Papay. 2017. "Supporting Students With Intellectual and Developmental Disabilities to Attend College." *Teaching Exceptional Children* 49, no. 6: 411–419. <https://doi.org/10.1177/0040059917711695>.
- Grigal, M., D. Hart, C. Papay, C. Bukaty, B. Choiseul-Praslin, and S. Pound. 2024. "Annual Report of the Cohort 3 TPSID Model Demonstration Projects (Year 3, 2022–2023)." <https://doi.org/10.1177/0040059917711695>.
- Grimes, S., E. Southgate, J. Scevak, and R. Buchanan. 2021. "Learning Impacts Reported by Students Living With Learning Challenges/Disability." *Studies in Higher Education* 46, no. 6: 1146–1158. <https://doi.org/10.1080/03075079.2019.1661986>.
- Hatch, J. A. 2002. *Doing Qualitative Research in Education Settings*. SUNY Press.
- Hatfield, M., N. Murray, M. Ciccarelli, T. Falkmer, and M. Falkmer. 2017. "Pilot of the BOOST-A™: An Online Transition Planning Program for Adolescents With Autism." *Australian Occupational Therapy Journal* 64, no. 6: 448–456.
- Hewitt, R. 2020. *Getting on: Graduate Employment and Its Influence on UK Higher Education*. Higher Education Policy Institute.
- Hillier, A., J. B. Ryan, S. M. Donnelly, and A. Buckingham. 2019. "Peer Mentoring to Prepare High School Students With Autism Spectrum Disorder for College." *Advances in Neurodevelopmental Disorders* 3, no. 4: 411–422. <https://doi.org/10.1007/s41252-019-00132-y>.
- Hirano, K. A., D. Rowe, L. Lindstrom, and P. Chan. 2018. "Systemic Barriers to Family Involvement in Transition Planning for Youth With Disabilities: A Qualitative Metasynthesis." *Journal of Child and Family Studies* 27: 3440–3456. <https://doi.org/10.1007/s10826-018-1189-y>.
- Hong, B. S. 2015. "Qualitative Analysis of the Barriers College Students With Disabilities Experience in Higher Education." *Journal of College Student Development* 56, no. 3: 209–226. <https://doi.org/10.1353/csd.2015.0032>.
- Karal, M. A. 2021. "Contemporary Issues of Special Education in Turkey." *Journal of Special Education Preparation* 1, no. 2: 56–64. <https://doi.org/10.33043/JOSEP.1.2.56-64>.
- Kargın, T., G. Akçamete, and B. Baydık. 2001. "Okulöncesi Yaşta İşitme Engelli Çocuğu Bulunan Ailelerin Anasınıfına Geçiş Sürecindeki Gereksinimlerinin Belirlenmesi." *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi* 3, no. 1: 13–24. https://doi.org/10.1501/Ozlegt_0000000057.
- Kayhan, N., M. Sen, and G. Akcamete. 2015. "Opinions of University Students With Disabilities on Current Regulations and Adaptations at Higher Education Institutions." *Procedia-Social and Behavioral Sciences* 197: 635–639. <https://doi.org/10.1016/j.sbspro.2015.07.050>.

- Kubiak, J., N. Spassiani, M. Shevlin, and M. O'Keeffe. 2018. "Developing Post-Secondary Education Programmes for People With Intellectual Disabilities at Trinity College." In *People With Intellectual Disability Experiencing University Life*, edited by P. O'Brien, M. L. Bonati, F. Gadow, and R. Slee, 141–153. Brill.
- Lalor, A. R. 2017. *Identification of Disability-Related Competencies for Student Affairs Generalists: A Delphi Study*. University of Connecticut.
- Lightner, K. L., D. Kipps-Vaughan, T. Schulte, and A. D. Trice. 2012. "Reasons University Students With a Learning Disability Wait to Seek Disability Services." *Journal of Postsecondary Education and Disability* 25, no. 2: 145–159.
- Lowe, K., and A. M. Dotterer. 2018. "Parental Involvement During the College Transition: A Review and Suggestion for Its Conceptual Definition." *Adolescent Research Review* 3, no. 1: 29–42. <https://doi.org/10.1007/s40894-017-0058-z>.
- Lyman, M., M. E. Beecher, D. Griner, M. Brooks, J. Call, and A. Jackson. 2016. "What Keeps Students With Disabilities From Using Accommodations in Postsecondary Education? A Qualitative Review." *Journal of Postsecondary Education and Disability* 29, no. 2: 123–140.
- Lyon, F. 2012. "Access and Non-Probability Sampling in Qualitative Research on Trust." In *Handbook of Research Methods on Trust*, edited by F. Lyon, G. Mollering, and M. Sounders, 85–94. Cheltenham.
- Merriam, S., ed. 2002. *Qualitative Research in Practice: Examples for Discussion and Analysis*. Jossey-Bass.
- Moerer-Urdahl, T., and J. W. Creswell. 2004. "Using Transcendental Phenomenology to Explore the 'Ripple Effect' in a Leadership Mentoring Program." *International Journal of Qualitative Methods* 3, no. 2: 19–35.
- Moustakas, C. 1994. *Phenomenological Research Methods*. SAGE Publications.
- Murray, C., B. K. Flannery, and C. Wren. 2008. "University Staff Members' Attitudes and Knowledge About Learning Disabilities and Disability Support Services." *Journal of Postsecondary Education and Disability* 21, no. 2: 73–90.
- National Center for Education Statistics. 2006. *The Condition of Education 2006 (NCES 2006-071)*. U.S. Department of Education. <https://nces.ed.gov/pubs2006/2006071.pdf>.
- Newman, L., M. Wagner, A. M. Knokey, et al. 2011. *The Post-High School Outcomes of Young Adults With Disabilities up to 8 Years After High School. A Report From the National Longitudinal Transition Study-2 (NLTS2) (NCSE 2011-3005)*. SRI International.
- Newman, L. A., and J. W. Madaus. 2015. "Analysis of Factors Related to Receipt of Accommodations and Services by Postsecondary Students With Disabilities." *Remedial and Special Education* 36, no. 4: 208–219. <https://doi.org/10.1177/0741932515572912>.
- Office for Civil Rights. 2011. *Students With Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities*. U.S. Department of Education.
- Patton, M. Q. 2015. "Sampling, Qualitative (Purposeful)." In *The Blackwell Encyclopedia of Sociology*, edited by G. Ritzer, 1–6. John Wiley & Sons, Ltd. <https://doi.org/10.1002/9781405165518.wbeoss012.pub2>.
- Rappaport, H. 2023. "A Qualitative Exploration of Parent Involvement Programs in Higher Education. UNLV Theses, Dissertations, Professional Papers, and Capstones." 4764. <https://doi.org/10.34917/36114789>.
- Redpath, J., P. Kearney, P. Nicholl, M. Mulvenna, J. Wallace, and S. Martin. 2013. "A Qualitative Study of the Lived Experiences of Disabled Post-Transition Students in Higher Education Institutions in Northern Ireland." *Studies in Higher Education* 38, no. 9: 1334–1350. <https://doi.org/10.1080/03075079.2011.622746>.
- Rogan, P., J. Updike, G. Chesterfield, and S. Savage. 2014. "The SITE Program at IUPUI: A Post-Secondary Program for Individuals With Intellectual Disabilities." *Journal of Vocational Rehabilitation* 40, no. 2: 109–116.
- Roberts, K. D. 2010. "Topic Areas to Consider When Planning Transition From High School to Postsecondary Education for Students With Autism Spectrum Disorders." *Focus on Autism and Other Developmental Disabilities* 25, no. 3: 158–162. <https://doi.org/10.1177/1088357610371476>.
- Schalock, R. L., S. A. Borthwick-Duffy, V. J. Bradley, et al. 2010. *Intellectual Disability: Definition, Classification, and Systems of Supports*. 11th ed. American Association on Intellectual and Developmental Disabilities.
- Squires, M. E., and B. Countermine. 2018. "College Students With Disabilities Explain Challenges Encountered in Professional Preparation Programs." *Exceptionality Education International* 28, no. 1: 22–44. <https://doi.org/10.5206/eei.v28i1.7757>.
- Strnadová, I., V. Hájková, and L. Květoňová. 2015. "Voices of University Students With Disabilities: Inclusive Education on the Tertiary Level - A Reality or a Distant Dream?" *International Journal of Inclusive Education* 19, no. 10: 1080–1095. <https://doi.org/10.1080/13603116.2015.1037868>.
- Toutain, C. 2019. "Barriers to Accommodations for Students With Disabilities in Higher Education: A Literature Review." *Journal of Postsecondary Education and Disability* 32, no. 3: 297–310.
- Ulugöl, F., and E. Erbaş. 2020. "Özel Gereksinimi Olan Öğrencilerin Okul Dönemi Geçişleri: Yaşanan Zorluklar ve Çözüm Önerileri." *Trakya Eğitim Dergisi* 10, no. 2: 444–459.
- Uretsky, M. C., S. L. Shipe, and A. K. Henneberger. 2019. "Upstream Predictors of the Need for Developmental Education Among First-Year Community College Students." *Community College Journal of Research & Practice* 45, no. 2: 139–153. <https://doi.org/10.1080/10668926.2019.1655501>.
- Wessel, R. D., J. A. Jones, L. Markle, and C. Westfall. 2009. "Retention and Graduation of Students with Disabilities: Facilitating Student Success." *Journal of Postsecondary Education and Disability* 21, no. 3: 116–125.
- Yssel, N., N. Pak, and J. Beilke. 2016. "A Door Must be Opened: Perceptions of Students With Disabilities in Higher Education." *International Journal of Disability, Development and Education* 63, no. 3: 384–394. <https://doi.org/10.1080/1034912X.2015.1123232>.