



Becoming Aware of Disability: Developing a Curriculum Based on Cognitive Evolution in
Higher Education
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*O1 – Feasibility and Analysis Report on Measurement of the Perception and Awareness
Regarding Disability and Disability Rights in Higher Education
-TURKEY REPORT-*

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1. Introduction

The main objective of the project is to establish a curriculum including written communication techniques, empathy, body language, comparative disability legislation and practices for the students in higher education. And it is also important to increase public awareness about disabled individuals with this prepared curriculum. In addition, it aims to enable the students with disabilities in higher education to reach the living standards which are more comfortable and have higher social sensitivity by having equal access to fundamental rights and freedoms.

The main objective of the project is to change the people's narrow and shallow perspective that improving their physical living conditions in terms of disability rights is enough. It also aims to have activities for informing people with disabilities about all their rights during and after their participation in business life, and public services supplied for them, and to contribute them to improve in their management processes and decision-making processes. At the same time, it is aimed to achieve the reflection of this information covered in the curriculum to the attitude in the disabled and non-disabled individuals. In addition, recommendations will be made for policy makers to make arrangements for the participation of people with disabilities in social life equally and independently.

In the beginning of the project, it has been made surveys on current situation analysis for assessing the level of awareness towards disabled people in the following universities and departments: Gaziantep University; Law School and Medical School; Uludag University; Law School and Medical School. As a result of the surveys, the basic data on the requirements of the target audience, on the roadmap of the project, and on the design and development of the curriculum that is another output of the project has been acquired.

The participants representing the target group in the project will be disabled and non-disabled students of Gaziantep University which is the coordinator of project and Bursa Uludag University, AHE University in Poland, Thessaly University in Greece which are the other strategic partners of the project.

Through the activities in this project, we agreed that it is the primary necessity to find solutions to the difficulties caused by disability. Within the scope of the project, our



responsibility is to remove barriers for persons with disabilities to participate in social life and, to provide adequate funding and expertise to reveal the potential of persons with disabilities.¹ In this sense, necessary researches and public policies should be designed in order for persons with disabilities to access both psychological and rehabilitation services. These public regulations also ought to enable them to access education, to increase their awareness for their legal rights and to become successful in work with the creation of new job opportunities.

The output of curriculum designed is important for the project. In addition, the universities in which the curriculum will be included in the course catalog have been identified in particular by their location. Because of the city's geographical location, Gaziantep, the border city, is important for the project. Especially in recent years, Gaziantep is a city which is populated densely with the Syrian refugees with disabilities who are victims of war. Therefore, the participants of the project will include refugee students in departments of universities which are the pilot areas conducted the project.

The city of Bursa takes place in the western region of Turkey in terms of geographic location, so it is important to acquire comparative approaches through the survey which defines the perception level of target group on disability and disability rights. In addition to its geographic location, Uludag University in Bursa, the strategic partner of the project, has been the leader of the projects which can be considered as the first in higher education related to disability. Thus, Uludag University has been determined as a strategic partner. The contribution of the curriculum to be applied in these two universities to the society in the provinces where they are located can be extended to the whole country. The density of disadvantaged groups among the participants of the project has a different mission for the project.

Traditional policy approaches treat to disability as if it is an individual problem of the person, which caused by physical, emotional and mental impairment. The treatments focus on finding a cure either for the whole person (through the use of improved medicals or rehabilitation programs) or only a person's disability (such as sheltered employment, residential care and social security benefits). As it can be seen, both the bases and treatment

¹ https://www.who.int/disabilities/world_report/2011/accessible_en.pdf



of the problem adopt a person-centre approach.² Social model of disability has a different approach. It holds that because of society's lack of understanding of the specific problems faced by disable people, they experience difficulties not because of their impairment. According to the sociological researches on disability, the meaning of disability is related with the way society's reactions toward people with disabilities. No doubt that those reactions are linked to the society's socio-cultural attitudes.³

Getting disability rights on the curriculum as an intellectual output, this project aims to achieve the following objectives: to raise awareness towards on the rights of persons with disabilities among the general public; to help creating a more inclusive society for persons with disabilities; to make disabled people feel more comfortable in society.

One of the common consensuses on the definition of the concept of disability can be found in the Convention on the Rights of Persons with Disabilities, which is an international treaty of the United Nations, that was adopted on December 13, 2006. Turkey has signed the Convention on March 30, 2007, and it was published by the official gazette on July 14, 2009. According to the Convention, persons of disabilities include "...those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others".⁴ Instead of proving a specific definition, this approach emphasises that many disability can be prevented. Thus, rather than giving a fixed definition, such a flexible approach allows for further definitions of disability.⁵

On October 6, 2004, Turkey has signed European Social Charter that includes "right of persons with disabilities to social integration and participation in the life of the community". The Charter entered into force on 1st August 2007. The European Court of Human Rights (ECtHR) has interpreted the European Convention on Human Rights (ECHR) as giving rise to positive obligations that require taking measures by the Contracting States to ensure the full

² ALCOCK, Pete; MAY, Margaret; ROWLINGSON, Karen; "Sosyal Politika Kuramlar ve Uygulamalar", Siyasal Publishing, 2011, p 221, 522.

³ Esra BURCU; "Türkiye'deki Engelli Bireylere İlişkin Kültürel Tanımlamalar: Ankara Örneği", Hacettepe University Journal of Faculty Letters, Volume 28, Issue 1, June 2011, p 39.

⁴ Convention on the Rights of Persons with Disabilities (adopted 13 December 2006, entered into force 3 May 2008) (A/Res/61/106) UNCRPD Art 1. <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-1-purpose.html>

⁵ Zülfü DEMİRTAŞ, "Uluslararası Antlaşmalar Çerçevesinde Engellilerin Eğitim Hakkı", The Human Rights and Equality Institution of Turkey Academic Journal, Issue 2, July 2019, p 42.



enjoyment of all human rights by persons with disabilities. In the lights of international obligations on the rights of the persons with disabilities, Turkey has made necessary regulations to promote social integration of disabled people in its national law.

According to Article 3 of Turkish Law on Disabled People, which came into force in 2005, a person with disability is defined as follows: “those who have long-term physical, mental, intellectual and sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with other”⁶. The relevant Turkish Law has made regulations, which includes reverse discriminations in favour of persons with disabilities to promote the participation of disabled people into society. Therefore, in 2010 Turkish Constitutional Court said that the relevant reverse discrimination towards disabled people does not constitute a violation of Article 10 of Turkish Constitution that guarantee the right to equality before the law. Rather, according to Turkish Constitutional Court, relative equality has been accepted⁷.

1.1 Legal Framework for the Education of Students with Disabilities in Turkey

Education can be considered as one of the most important factors for human existence. Being an active member of the society requires the following abilities: speaking, understanding, interpretation, thinking, analysing, making tools, using tools, etc. All these social-cultural skills are learned and taught through education. Every individual within the society carry out all those challenge stages through education. Thus, regardless of gender, ethnic origin, religion, culture, socio-economic level, every member of the society become social beings through formal and informal learning. Along with the above differences, whether a person is disabled or not should not have neither positive nor negative effects on the person’s benefits of education. In this connection, people with disabilities or people with impairments should have the right to equality in education as the rest of the society. At least, this is the case for legal systems⁸.

⁶ <https://www.ohchr.org/EN/HRBodies/CRPD/Pages/ConventionRightsPersonsWithDisabilities.aspx#1> Article 1
<https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=5378&MevzuatTur=1&MevzuatTertip=5> Article 3

⁷ Lale Burcu ÖNÜT, “Türk Memur Hukukunda Engelli Hakları”, The Journal of Akdeniz University’s Faculty of Law, , Volume 1, Issue.1, Haziran 2018, p 110.

⁸ Zülfü DEMİRTAŞ, “Uluslararası Antlaşmalar Çerçevesinde Engellilerin Eğitim Hakkı”, The Human Rights and Equality Institution of Turkey Academic Journal, Issue 2, July 2019, p 39.



The Declaration on the Rights of Mentally Retarded Persons, was proclaimed by the United Nations on December 20, 1971, is the first international agreement on the rights of persons with disabilities that Turkey has confirmed. This declaration focussed on the rights of persons with mental disabilities. One of the reasons is that persons with mental disabilities have been considered as the most vulnerable group. Moreover, they need to be assisted by others to claim and exercise their rights. Following the first declaration, on December 9, 1975, the second Declaration on the Rights of Disabled Persons was proclaimed by the United Nations. The main purpose of this declaration was to guarantee “the rights of persons with disabilities without discrimination on any basis”.

On December 13, 2006, The United Nations adopted the Convention on the Rights of Persons with Disabilities, which was published in the official gazette in Turkey on July 14, 2009. Article 24 of this Convention deals with the right to education of persons with disabilities. The Article 24 provides the following obligations which member states are bound to respect:

States Parties recognise the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning. States Parties shall enable persons with disabilities to learn life and social development skill to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to person with disabilities.⁹

After the Second World War, international legal documents have contained not only the right to education but also the right of education for people with disabilities. States have signed different legal instruments to take necessary measures to challenge discrimination against disabled people and to guarantee the right to education of persons with disabilities.

⁹<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-24-education.html> Articles 1, 3 and 5.



“Convention on the rights of persons with disabilities” that was published in official gazette on July 14, 2009, include important provisions regarding accessing education for people with disabilities¹⁰. According to the Convention, the Contracting States have agreed as follows:

- Recognising that disability is an evolving concept and that disability results from the interaction between persons impairments and attitudinal and environmental barrier that hinders their full and effective participation in society on an equal basis with others,
- ...On the equalization of Opportunities for Persons with Disabilities in influencing the promotion, formulation and evaluation of the policies, plans, programmes and actions at the national, regional and international levels to further equalize opportunities for persons with disabilities,
- Emphasising the importance of mainstreaming disability issues as an integral part of relevant strategies of sustainable development,
- Recognising further the diversity of persons with disabilities,
- Recognising the need to promote and protect the human rights of all persons with disabilities...
- Concerned that ...persons with disabilities continue to face barriers in their participation as equal members of society and violations of their human rights in all parts of the world.¹¹

The Convention also makes clear that the Contracting States should take necessary measures to enable to persons with disabilities access to all services in public space. This measure includes that persons with disabilities should be entitled to access to “the physical environment, to transportation, to information and communications”.¹²

Under Article 8 of the Convention, Turkey has undertaken to take immediate, effective and appropriate measures to increase awareness in the society concerning persons with disabilities. This includes the following measures:

¹⁰ Zülfü DEMİRTAŞ, “Uluslararası Antlaşmalar Çerçevesinde Engellilerin Eğitim Hakkı”, The Human Rights and Equality Institution of Turkey Academic Journal, Issue 2, July 2019, p 49

¹¹<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/preamble.html>

¹²<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-9-accessibility.html>



- To raise awareness throughout society, including at the family level, regarding persons with disabilities, and to foster respect for the rights and dignity of persons with disabilities;
- To combat stereotypes, prejudices and harmful practices relating to persons with disabilities, including those based on sex and age, in all areas of life;
- To promote awareness of the capabilities and contributions of persons with disabilities¹³.

Measures for this purpose have been identified as follows:

1. Initiating and maintaining effective public awareness campaigns designed:
 - 1.1. To nurture receptiveness to the rights of persons with disabilities;
 - 1.2. To promote positive perceptions and greater social awareness towards persons with disabilities;
 - 1.3. To promote recognition of the skills, merits and abilities of persons with disabilities, and of their contributions to the workplace and the labour market;
2. Fostering at all levels of the education system, including in all children from an early age, an attitude of respect for the rights of persons with disabilities;
3. Encouraging all organs of the media to portray person with disabilities in a manner consistent with the purpose of the present Convention¹⁴.

The national law in related to education of persons with disabilities contains detailed regulations on the right to education of persons with disabilities.

- First of all, the Constitution provides a framework, which protects the right education for everyone. According to Article 42 of the Constitution, “no one shall be deprived of the right to education...Primary education is compulsory for all citizens of both sexes and is free of charge in state schools”.¹⁵
- Similarly, according to Article 4 of the Basic Law on National Education, educational institutions are open to every individual regardless of gender, language, religion,

¹³ <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-8-awareness-raising.html>

¹⁴ <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-8-awareness-raising.html>

¹⁵ Turkish Constitution Article 42



disability and race. The addition of the clause 'disability' in Article 4 of the Basic Law in 2014 is a positive development. Law no 5378 on disabled people, which was accepted in 2005, is the most important legislation that provides detailed protection for the rights of persons with disabilities.

- According to Article 15 of Law no 5378, the right of education of the people with disabilities cannot be prevented by any reason; by taking into account special conditions and differences, people with disabilities should be provided equal education in inclusive environments with the non-disabled people. Based on this law, state must make necessary plans to provide inclusive education system at all levels for people with disabilities.
- According to Article 15, the Ministry of National Education is under obligation to provide all kind of educational necessities of the people with disabilities. These may include sign language system, braille and audio book, etc.
- According to Article 13, necessary measures to choose the job and to improve skills for disabled people should be taken; Job/vocational training programs should be developed by the Ministry of National Education joint by the Ministry of Labour and Social Security and Administration...
- According to Article 30, 3% of the employees must be disabled in private sector workplaces where 50 and more employees are employed, and disabled employees should be placed at the jobs in accordance to their physical and phycological conditions; on the other hand, in the public sector, the number of disabled employees should be %4 of the total employees.

1.2 The Educational Framework of The Universities in Turkey: Gaziantep and Uludag University Example

Gaziantep University named after the city of Gaziantep has begun its education with the department of Mechanical Engineering that was established in 1973 under Middle East Technical University, Faculty of Engineering. In 1974, department of basic sciences and department of foreign language were established. Following this, with the establishment of new faculties, Gaziantep University has acquired legal personality. Subsequently, faculty of



medicine and faculty of law were established. In addition to its strong academic staff, Gaziantep University has developed rapidly with its social and cultural opportunities.

Since its foundation, Gaziantep University has been rising rapidly up in the academic rankings. Both at national and international levels, it has been successful either in the field of scientific researches or international researches. The University aims at making education more accessible for disabled people, and it also promotes for participation in academic and social activities for people with disabilities. It also provides education in three languages with its faculties in Syrian safe zone, and by doing so, Gaziantep University leads its region with its scientific and artistic researches as an international university.

Gaziantep University has developed support mechanisms that are based on the idea of sustainability to overcome the challenges faced by students with disabilities during their studies. Gaziantep University disabled student unit promotes social adoption of students with disabilities for ensuring inclusion in education. The University provides different facilities for disabled students in exams. Disabled students are entitled to receive online the documents they need to get from student affairs. Last but not least, inclusive environment has been established by the University to ensure physical accessibility for students with disabilities.

Uludag University, established in 1975 under the name of Bursa University and took its current name in 1982, has been successfully continuing its educational services ever since with its 13 faculties, 2 schools, 15 vocational schools, 1 conservatory, 4 institutes, 21 applied research centers and 5 departments under rectorate. Apart from these units; there are also Faculty of Dentistry and Gemlik Necati Kurtuluş School of Maritime founded by law but not functioning currently.

Uludag University has been developing in accordance with its targets in order to reach sustainable academic performance. The disability Unit of Uludag University has provided the following facilities: to provide educational materials for students with disabilities; to provide physical facilities for education; to increase disabled students opportunities for participation in social life.



2. Survey

The purpose of this survey is to see into the perception and the awareness of the students about disability and disability rights in higher education and to develop solutions for the observed deficiencies in this regard. At the very beginning of the project implementation, the literature was first reviewed by all project partners. In this regard, the academic and research reports conducted on disabled individuals in the world have been informed. Later, the project partners came together to create key questions aimed at identifying the basic needs of students with disabilities in higher education, unanimously developed the survey and the survey was finalized.

The survey consisting of 16 questions with their answers has been analysed in detail in this report.

A survey for Gaziantep and Uludag University students was conducted between April and July 2020. A total of 204 students were surveyed, 110 of which from Gaziantep University and 94 from Bursa Uludag University.

The answers given to the survey and the results obtained gave the opportunity to have a broad national perspective on the perception of the students regarding the rights of the disabled.

All of the surveys conducted by the national and transnational partners of the project and then the analysis report created by bringing together all the survey responses and the comprehensive results obtained will be accessed and will be compiled in a comprehensive curriculum and shared with strategic partners and stakeholders on various platforms.

Results of surveys administered to students of those two universities in Turkey have been analyzed in detail in this report.

The survey consists of 16 questions. Most of the respondents are students with no disabilities. There are fewer students with disabilities who participated in the survey. The results obtained gave opportunity to have a broad national perspective on the perceptions of the students about disabled people.

The project partners will access the comprehensive results from all analysis studies via electronic access and then will compile them to create a comprehensive curriculum content and share them with strategic partners and stakeholders on various platforms. This



output is an internal document of the partnership and will only be available in electronic format.

This document reflects the views only of the partners and the European Commission (EC) is not responsible for any use of the content of the information contained therein.

2.1 Demographic data

The survey has been applied to a total of 324 students from four universities two of which from Turkey that is in the sample area and project partner (Gaziantep and Uludag Universities, one being the project coordinator) other two universities from Poland and Greece.

In Turkey, survey was applied to a total of 204 students 110 and 94 of which from Gaziantep and Uludag Universities, respectively. The ratio of the students surveyed at universities in Turkey to total surveyed number of students is 63%.

The number of students surveyed from Gaziantep and Uludag Universities in Turkey is greater than the number of students surveyed at the Thasally University from Greece and Ahe University from Poland, which are the foreign partners of the project. The reason for this is that the number of students from Turkish universities are higher.

The first 4 questions of the survey are demographic questions regarding the participants. The participants were asked about their age, gender, and the population of the city where they study.

As seen in the table below, the survey participants (204 participants) consist of 115 women and 89 men in terms of gender.

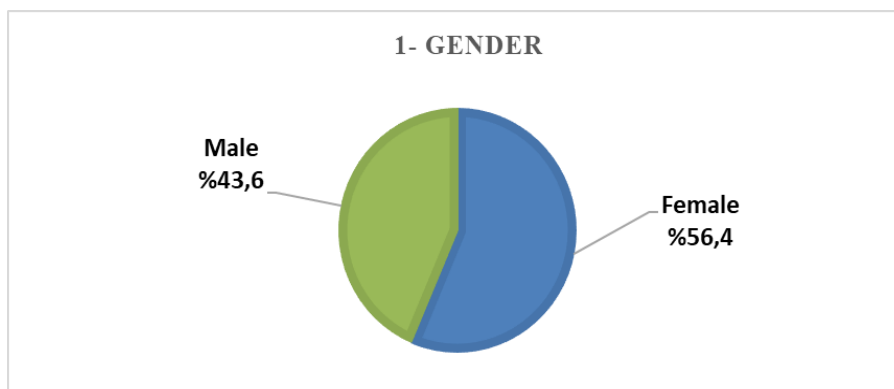
Table 1/A: Gender of survey participants from Turkish Universities

1-Gender

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid Survey	Female	115	56,4	56,4
	Male	89	43,6	100,0
	Total	204	100,0	100,0

As seen in the table, female and male respondents' percentage from two University in Turkey (i.e. Gaziantep and Bursa Uludag University) are %56,4 and %43,6, respectively.

Graphic 1: Gender of survey participants from Turkish Universities



The distribution of the gender of the participants according to the universities is as in Table 1 / B below.

Table 1 / B: Gender of the respondents according to their universities

University	1- Gender		Total
	Female	Male	
Gaziantep University	65	45	110
Uludag University	50	44	94
Total	115	89	204

Among the total of 204 participants who participated in the survey, of the 110 participants from Gaziantep University who answered the questionnaire 45 were male and 65 were female. Of the 94 participants from Uludağ University, 50 were female and 44 were male.

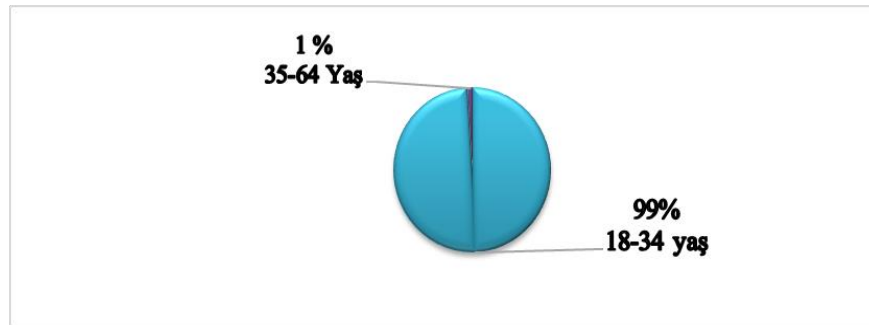
As seen in Table 2 below, the age range of the respondents is concentrated between 18-34.

Table 2: Distribution of the Participants by Age

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid Survey	18-34	202	99,0	99,0
	35-64	2	1,0	100,0
	Total	204	100,0	100,0

As shown in Table 2, 99% of the people from universities in Turkey (Gaziantep and Bursa Uludag University) who participated in the survey are of age range 18-34. The fact that the sample population to which the survey was applied are university students should be stated as the main reason for the proportional size of the 18-34 age range.

Graphic 2: Distribution of the Participants by Age



Another question asked to participants is about the population size of the city where they study higher education. The two partners of the Project, two universities in Turkey (Gaziantep University and Bursa Uludag University) are located in two different regions and have different levels of development and different socio-cultural structure. In this context, the data obtained from the answers of the participants will also contribute to the preparation of comparative reports.

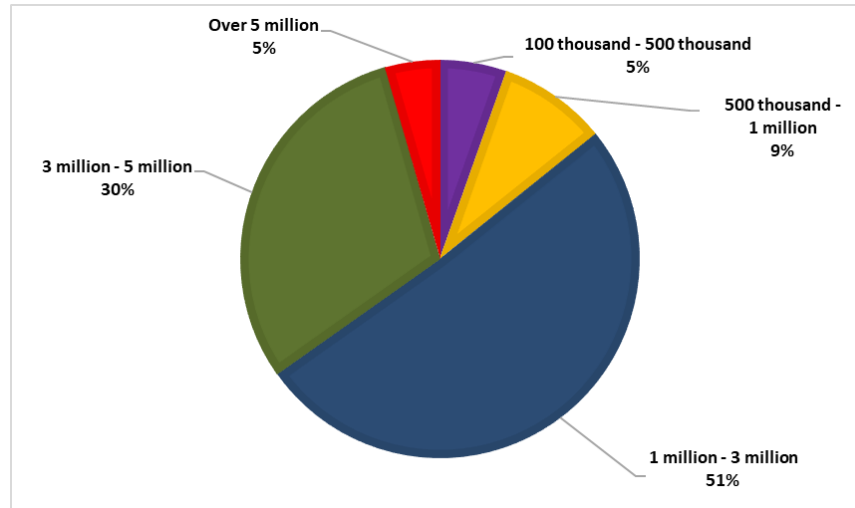
Table 3: The population of the city that you are study

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
100 thousand-500 thousand	11	5,4	5,4	5,4
500 thousand- 1 million	18	8,8	8,8	14,2
Valid 1 million-3 million	104	51,0	51,0	65,2
Survey 3 million-5 million	62	30,4	30,4	95,6
Over 5 million	9	4,4	4,4	100,0
Total	204	100,0	100,0	

The population of the city where they study was asked to the participants. The distribution of the answers is shown in Table 3 and Graphic 3. People who participated in the survey are predominantly studying in settlements with a population between 1 to 3 million (51%) and a population between 3 to 5 million (30%). This indicates that the participants

study in Universities located in metropole cities. On the other hand, there are socio-cultural structure differences in both provinces where universities are located.

Graphic 3: Population size of the city where the participants study



2.2 Data on Awareness Level Regarding Disabled People and Its Analysis

The main objective of Survey applied to higher education students is to measure the awareness level of the rights of the disabled and to reveal the current approaches of the students on this issue and to make an analysis in this framework. The results obtained in this context will contribute to the determination of the needs of the target audience of the project and the roadmap of the project, the design and development of the training curriculum. These studies were carried out simultaneously with transnational partners, the Polish AHE University and the Greek University of Thessaly.

Table 4 / A and Table 4 / B show the answers to the question 5 (whether the participants have any disabilities) asked to the students of two universities in Turkey (Gaziantep University and Bursa Uludag University).

Table: 4/A Do you have any disability?

Answer	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yes	2	1,0	1,0	1,0
No	202	99,0	99,0	100,0
Total	204	100,0	100,0	

As seen in Table 4/A and Grafik 4, of the 204 students from Turkish universities who participated in the survey, 202 students (99% of the total number) stated that they have no disability, only 2 stated they have disability. In this context, data on the judgments of non-disabled students about disabled people and their rights were mainly obtained as a result of the survey. Evaluations were also made in this context.

Graphic: 4 Do you have any disability?

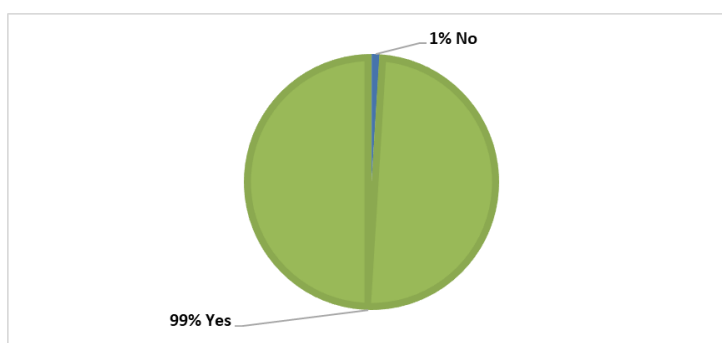


Table 4/B: The Distribution by Universities to the question: "Do you have any disability?"

University	Do you have any disability?		Total
	Yes	No	
Gaziantep University	1	109	110
Bursa Uludag University	1	93	94
Total	2	202	204

109 of the 110 participants from Gaziantep University stated that they did not have any disability, and 93 of the 94 participants from Bursa Uludag University stated that they did not have any disability.

Question number 6 in the survey is about whether any member of their family has any kind of disability. Their responses are shown in Table 5 and Graphic 5 below.

Table 5: Whether there is any disabled individual in the participants' family.

Answer	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid Survey	9	4,4	10,6	10,6
Valid Survey	76	37,3	89,4	100,0
Valid Survey	85	41,7	100,0	
Uncompleted Survey	119	58,3		
Toplam	204	100,0		

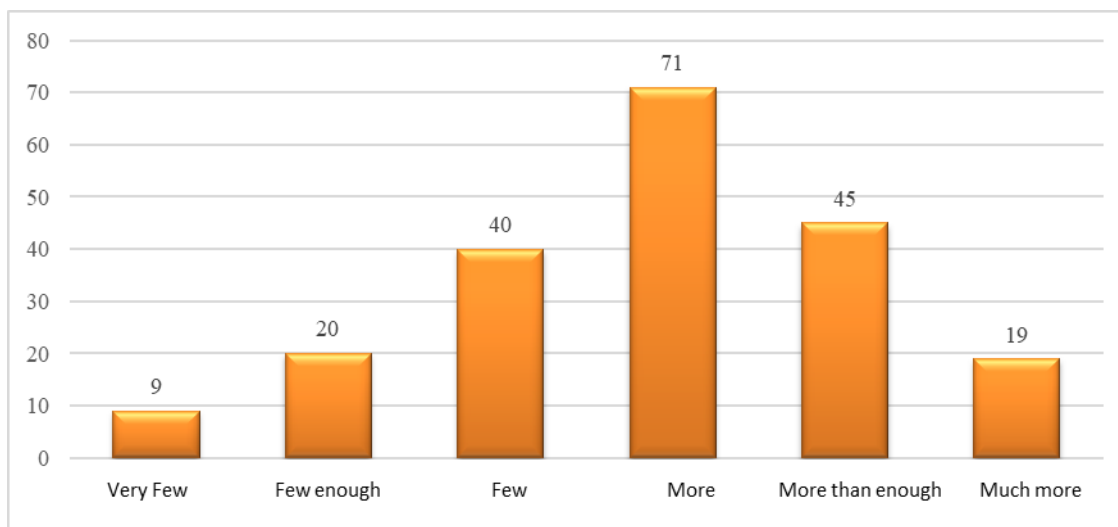
According to Table 5, 119 out of 204 participants either did not answer this question or did not want to. 85 participants responded. 76 out of the 85 respondents stated that there is no disabled person in their family, only 9 participants stated that they have a disabled person in their family.

In the 9th question of the survey, the participants were asked about the rate of their monthly budget to expenditures and they were required to answer this question in 6 steps. As can be seen in Table 6 and Graphic 6, 135 out of the 204 participants of the two universities (66%) marked the options of more, more than enough, too much, which is the expression of adequacy, regarding the level of meeting the expenses of their monthly budget. 69 (34%) out of 204 participants stated that their monthly budget was insufficient.

Table 6: The rate of your monthly budget covering your expenses

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid Survey	9	4,4	4,4	4,4
Valid Survey	20	9,8	9,8	14,2
Valid Survey	40	19,6	19,6	33,8
Valid Survey	71	34,8	34,8	68,6
Valid Survey	45	22,1	22,1	90,7
Valid Survey	19	9,3	9,3	100,0
Total	204	100,0	100,0	

Graphic 5: The rate of your monthly budget covering your expenses



It can be said that the high level of satisfaction of the participants regarding to the level of meeting their expenditures is due to the fact that students are supported by means of government policies during their education through government grants and education loan opportunities. Another view is that the two cities where the universities are located are industrial cities and due to their high level of economic development, students are provided with opportunities to work besides their studies.

In the rest of the analysis, some of the propositions in Question 11 and in particular the participant responses needed for the project's intellectual output were analyzed and interpreted.

Table 7: Your status of benefiting from your university's vocational skill development training opportunities

University	Your status of benefiting from your university's vocational skill development training opportunities						Total
	I am not satisfied at all	I am not satisfied enough	I am not satisfied	I am satisfied	I am enough satisfied	I am completely satisfied	
Gaziantep University	16	17	22	28	18	9	110
Bursa Uludag University	28	19	20	16	9	2	94
Total	44	36	42	44	27	11	204



55 (50%) of the 110 participants from Gaziantep University stated that they were satisfied with the university's opportunities for vocational and skill development training, while 55 (50%) stated that they were not satisfied. While 27 (29%) of 94 participants from Uludag University stated that they were satisfied with the vocational and skill development training opportunities of their university, 122 of them (71%) stated that they were not satisfied.

When the participants of the two universities are considered all together, it is observed that 60% of the participants were not satisfied with the opportunities of vocational and skill development training and 40% marked the expression of satisfaction.

An important issue in this regard is (taking into consideration that mostly non-disabled people responded to the survey) non-disabled along with disabled people, need to be provided of vocational and skill development training by the University. Therefore, it can be stated that the Certified Education Program for Disability Rights can be beneficial.

Table 8: Level of benefiting from the care and rehabilitation services of your university

University	Your Level of benefiting from the care and rehabilitation services of your university						Total
	I am not satisfied at all	I am not satisfied enough	I am not satisfied	I am satisfied	I am satisfied enough	I am completely satisfied	
Gaziantep University	51	14	19	18	6	2	110
Bursa Uludag University	57	9	8	9	7	4	94
Total	108	23	27	27	13	6	204

As can be seen in Table 8, 26 (24%) of the 110 participants from Gaziantep University stated satisfaction with the care and rehabilitation services of the University, while 84 (76%) stated otherwise. While 20 (21%) of 94 participants from Bursa Uludag stated that they were satisfied, 74 (79%) of them stated that they were not.

In this context, it can be stated that care and rehabilitation services should be provided in Gaziantep and Uludağ Universities in a way that more impact can be felt for



students and for disabled students in particular, and that such services need to be diversified further. This result is similar to other Universities that are project stakeholders.

Table: 9 Opinions as to the inclusion of a course on disability rights in the education curriculum

University	I think that the inclusion of a course on the rights of the disabled in the education curriculum of our university will be useful.						Total
	I am not satisfied at all	I am not satisfied enough	I am not satisfied	I am satisfied	I am satisfied enough	I am completely satisfied	
Gaziantep University	9	6	12	10	16	57	110
Bursa Uludag University	4	2	7	10	13	58	94
Total	13	8	19	20	29	115	204

While 164 (80%) of the 204 participants from both (Gaziantep and Bursa Uludag) Universities stated their satisfaction as to inclusion a course in the university curriculum on the rights of the disabled, 40 (20%) expressed more or less dissatisfaction. 83 (75%) out of 110 and 81 (86%) out of 94 student participants from Gaziantep and Uludag Universities stated that they would be pleased to have a course on disability rights included in the curriculum, respectively.

Considering that one of the important outputs of the project is the inclusion of a course on the rights of the disabled to the curriculum of the partner Universities, it can be said based on the survey findings that this lesson is an important need.

In the 12th question of the survey, respondents were asked to evaluate some of the main propositions. Analysis of these propositions is as follows:

➤ ***“It is important to accept the existence of disabled people in the society.”***

105 (95.4%) out of the 110 and 88 (94%) out of 94 participants from Gaziantep University and Uludag University positively evaluated the stated proposition, respectively.

The positive judgment of a very high percentage of the students participating in the survey regarding the acceptance of the existence of disabled individuals in the society shows that the phenomenon of disability is evaluated on the basis of human rights and is significantly embedded in the perceptions of university students.



- ***“Asking questions about the personal lives of people with disabilities will not help to understand them.”***

34 (31%) out of 110 participants from Gaziantep University stated that they do not agree with the stated statement and that questions should be asked to understand the disabled. 76 (69%) out of the participants stated that they agree with this statement and expressed that asking questions to understand students with disabilities does not help to understand them. According to the answers given by the participants, when the analysis of this tendency is made, it can be said that it is due to the fact that questions should not be asked because it can disturb the disabled.

45 (48%) out of 94 participants from Bursa Uludag University stated that they do not agree with this proposition and that questions should be asked to understand the disabled. 49 (52%) participants stated that they agree with this statement and that the disabled cannot be helped by means of asking questions only.

- ***“I think, empathizing with the disabled is an important factor in cognitive transformation”***

While 102 out of 110 (93%) participants from Gaziantep University stated that they agreed with the view that empathizing with disabled individuals was an important factor in cognitive transformation, only 8 (7%) participants agreed otherwise.

While 87(93%) out of 94 participants from Uludag University stated that they agree with the view that empathizing with disabled individuals is an important factor in cognitive transformation, while only 7 (7%) participants agreed otherwise.

- ***“I think families of disabled individuals should receive special information”***

101 (92%) out of the 110 participants from Gaziantep University think that families of disabled individuals should receive special information. Only 9 (8%) participants disagreed with this statement.

83 (88%) out of 94 participants from Bursa Uludag University think that families of disabled individuals should receive special information. Only 11(12%) participants disagreed with this statement.



In this regard, it is believed that organizing a training program for the families of disabled individuals, regarding the rights of the disabled, within the scope of this project may be beneficial.

➤ ***“People should try to understand how the disabled feel”***

99 (90%) out of 110 participants from Gaziantep University think that people should try to understand how the disabled feel. 11(10%) participants responded otherwise to this statement.

87 (93%) out of 94 participants from Uludag University think that people should try to understand what the disabled feel. 7 (7%) participants responded otherwise to this statement.

When this question is analysed, it can be said that empathy about disabled people is seen as important by the participants.

➤ ***“The disabled feel better when people understand their emotions”***

While 90 (82%) out of 110 participants from Gaziantep University gave a positive answer to this proposition, 20 (18%) participants gave a negative answer.

While 83(88%) out of 94 participants from Uludag University gave a positive answer to this proposition, 11(12%) participants gave a negative answer.

The vast majority of university students (mainly non-disabled) from both Universities who participated in the survey think that if people around them understand their feelings, they will feel better in their relationships with the society.

➤ ***“I find it beneficial for both disabled and non-disabled students to receive education together”***

While 86 (78%) out of 110 people from Gaziantep University stated that they agreed with the proposition and found it beneficial for both disabled and non-disabled students to study together. 24 (22%) participants stated that they do not agree with the proposition.

While 82 (87%) out of 94 participants from Bursa Uludag University stated that they agreed with the proposition and found it beneficial to study with students with disabilities. 12 (13%) out of 94 participants stated that they disagree with the proposition.



The proposition “I find it beneficial for both disabled and non-disabled students to receive education together” is important in university education, which constitutes an important part of social life, due to the perception that being accepted by friends and getting education together for the disabled is deemed beneficial. The university education of the disabled in an environment of friends who can empathize with them and help them can have a positive effect on the educational achievements of the disabled and contribute to their motivation related to their emotional state.

➤ ***“I think disabled students are more likely to find a job after graduation”***

While 86 (78%) out of the 110 participants from Gaziantep University agree with the statement that disabled students are more likely to find a job, only 24 (22%) participants do not agree with the proposition that disabled students are more likely to find a job.

While 25 (27%) out of 94 participants from Uludag University stated that they agree with this proposition and state that disabled people are more likely to find a job. 69 (73%) out of 94 participants did not agree with the view that disabled people are more likely to find a job.

Although the opinions of the participants regarding the status of disabled students in access to higher education are better, the majority of the participants are of the opinion that the disabled have difficulties in finding a job after graduation.

At this point, the fact that there is positive discrimination for the disabled in public personnel selection exams and the additional quotas reserved for them in the public sector are developments that can be deemed positively. In addition, it is also good practice that private sector organizations are obliged to employ disabled personnel as much as a certain proportion of the total workforce employed.

However, either university students do not have information about these regulations, or they have judgments in this direction because they witnessed the difficulties experienced by the disabled in their business life.

➤ ***“I am aware of the difficulties experienced by disabled people”***

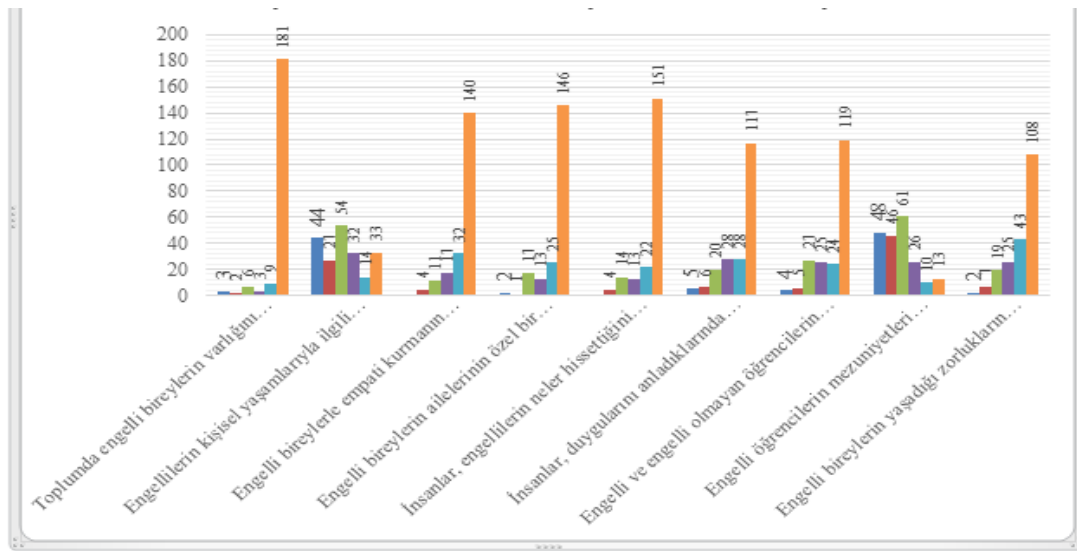
94 (85%) out of the 110 participants from Gaziantep University stated that they agree with the proposition and that they are aware of the difficulties experienced by the disabled.

16 (15%) people stated that they are not aware of the difficulties experienced by the disabled.

92 (98%) out of 94 participants from Uludağ University stated that they agree with the proposition and that they are aware of the difficulties experienced by the disabled persons. Only 2(2%) participants stated that they are not aware of the difficulties experienced by the disabled persons.

The answers given to all the propositions in Question 12 are given in the graphic below.

Graphic 6: Scale the propositions in question 12 however they suits you

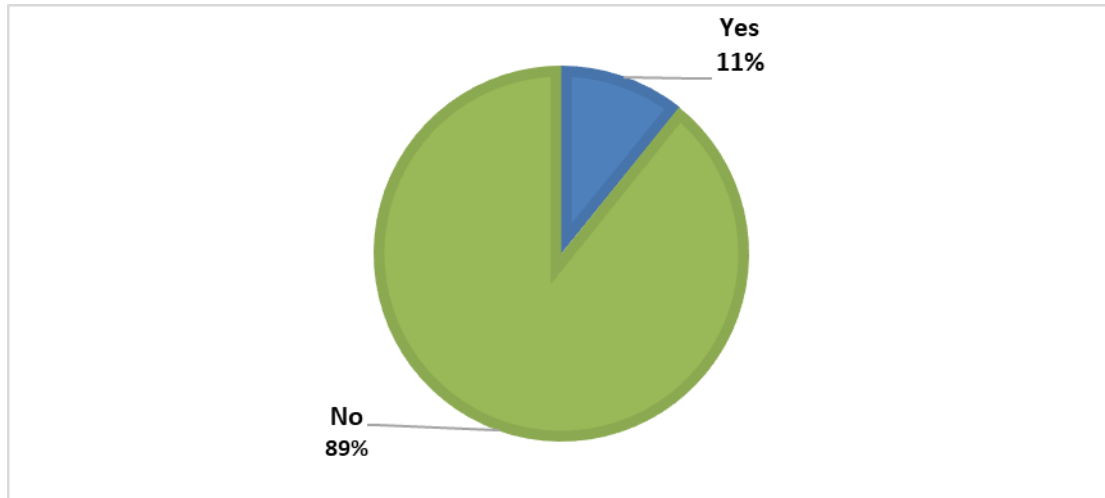


In the 13th question of the survey, participants were asked to express their opinions on whether they are aware of the health rights of disabled students. Their views are shown in the chart below.

Table 10: Do you have any knowledge about the health rights of disabled people?

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid Survey	Yes	22	10,8	10,8
	No	182	89,2	100,0
	Total	204	100,0	100,0

Graphic 7: Do you have any knowledge about the health rights of disabled people?



This answer given by participants (large proportion of which is being non-disabled) confirms the hypotheses of the project.

The fact that one of the outputs of the project is to prepare a curriculum on the rights of the disabled reveals that especially health rights should be an important factor in the curriculum. Informing the disabled about the health policies and practices pursued regarding the different types of health conditions they may encounter is considered very useful within the framework of the findings of the survey. When the disabled want to apply for health services in the world, many obstacles arise.

The participants were asked in question number 14: “Do you have any knowledge about the legal rights of the disabled?”. The answers given by the participants from Gaziantep University and Uludag University are shown in the table below.

Graphic 8: Do you have any knowledge about the legal rights of the disabled?

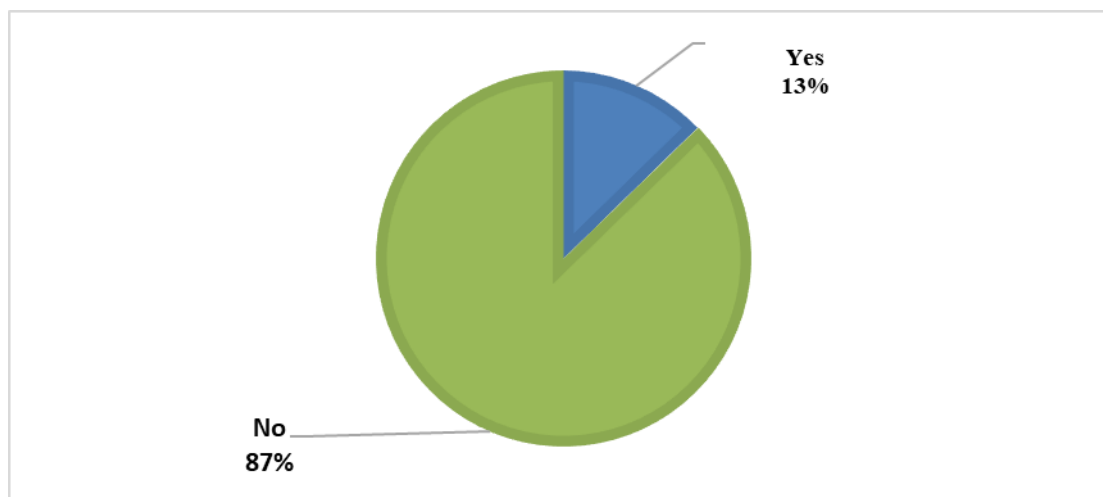


Table 11: Do you have any knowledge about the legal rights of the disabled?

University	Yes	No	Total
Gaziantep University	8	102	110
Bursa Uludag University	18	76	94
Total	26	178	204

As seen in Table 11, 102 (93%) of the 110 participants from Gaziantep University stated that they do not have knowledge about the legal rights of the disabled. Only 7% of the respondents stated that they have knowledge about the legal rights of the disabled.

76 (81%) of the 94 participants from Bursa Uludag University, stated that they do not have knowledge about the legal rights of the disabled. 19% of the respondents stated that they have knowledge about the legal rights of the disabled.

"to ensure that students with disabilities in higher education benefit equally from fundamental rights and freedoms, reach more comfortable and socially sensitive living standards and equally benefit from educational opportunities and other living opportunities" is among the objectives of the project. For this purpose, the course and content related to the legal rights of the disabled are of great importance in the curriculum to be prepared, which is among the project outputs.



In the 15th question of the survey, the participants were asked to rate the proposition " I try to make the life of the disabled easier in my daily life " from 1 to 6.

Table 12: "I try to make the life of the disabled easier in my daily life".

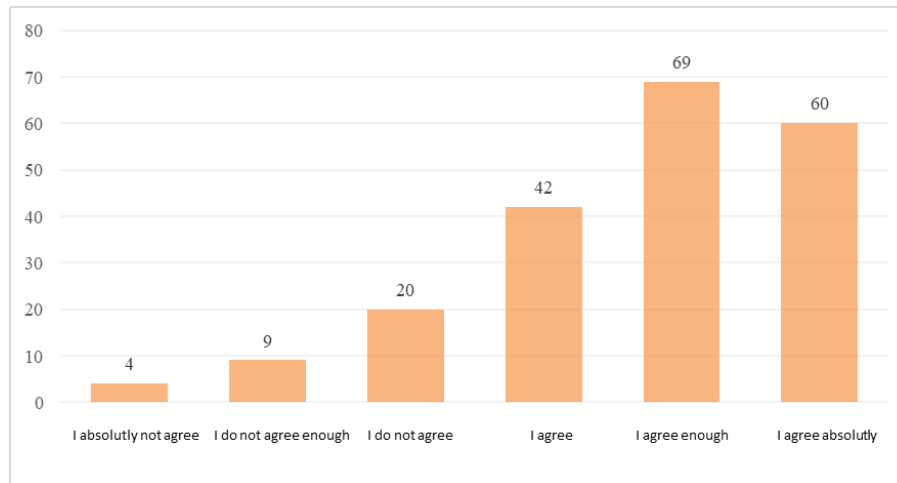
University	I try to make the life of the disabled easier in my daily life.						Total
	I absolutely do not agree	I do not agree enough	do not agree	I agree	I agree enough	I absolutely agree	
Gaziantep University	3	5	7	26	40	29	110
Bursa Uludag University	1	4	13	16	29	31	94
Total	4	9	20	42	69	60	204

As seen in Table 11, 95 (85.5%) of 110 participants from Gaziantep University answered that they agree (I agree, I agree enough, absolutely agree) with the statement "I try to make the life of the disabled easier in my daily life." On the other hand, only 16 (14.5%) of the 110 participants stated that they did not agree with the statement.

In table 11, 76 (81%) of 94 participant students from Uludag University answered that they agree (I agree, I agree enough, absolutely agree) with the statement "I try to make the life of the disabled easier in my daily life."

The fact that there is a tendency in the responses of the participants to pay attention to facilitating the lives of the disabled shows that the delicacy and sensitivity of the university students about the disabled are high.

Graphic 9: “I try to make the life of the disabled easier in my daily life”



3. Conclusions/ Recommendations

The data, findings and analysis obtained from the survey study, which is the first intellectual output of the project, are of great importance for the future project activities. On one hand, data on the views of higher education students, both survey participants and also our target audience, about disability and the rights of the disabled, were obtained through the survey, and on the other hand, the level of awareness of the rights of the disabled was aimed to be measured.

The data and findings of the survey conducted on university students from Turkey, Greece and Poland, formed the basic resources for developing a training curriculum which enables differentiation in approach and improvement in a positive direction towards people with disabilities.

By implementing the curriculum, the awareness of the society towards disabled individuals will be increased and it will contribute to increase the awareness of all participants within the scope of the project regarding the rights of disabled individuals. It is among the primary goals to create value for the disabled in terms of ensuring that disabled and non-disabled individuals continue to live together on the right basis and to reduce the problems they will encounter in their business and social life both during their higher education and after graduation.



When the 12th and 13th questions of the Survey are analyzed, it is seen that participants from two universities in Turkey (Gaziantep and Uludağ Universities) are of opinion stating that they lack of knowledge about both health and other legal rights of the disabled. Also, 75% of the 110 participants from Gaziantep University and 81(86%) of the 94 participants from Uludağ University stated that they would be pleased to include a course on disability rights in the curriculum as to the proposition in the survey "I find it beneficial to have a course that includes the rights of the disabled in the education curriculum of our university". Therefore, it is expected that the education curriculum to be prepared will be of high benefit.

There is a need for restructuring arrangements that will eliminate all the obstacles that prevent the participation of disabled people in the university environment, business life and social life under equal conditions, both in terms of consciousness change and in terms of legal regulations. Efforts to eliminate physical inadequacies are important in overcoming difficulties such as accessibility and transportation for the disabled, especially in their social integration and participation in education.

However, what is as important as physical competencies is to ensure that approaches based on discrimination and prejudice against persons with disabilities are eliminated. The difficulty of the disabled to access and participate in social life is one of the important problem areas all over the world. Disabled people may be exposed to social exclusion. One of the main reasons for this was stated in the World Disability Report 2011 as the poverty rate of disabled individuals is higher than other individuals. It reveals the need for significant amounts of financial resources for personal care, assistance, and medical support for the participation of disabled individuals in social life. Among the factors that limit the access and participation of the disabled individuals into social life are the inadequacy of financial resources and physical conditions, as well as the prejudices of the other individuals against the disabled, the lack of knowledge and awareness about the living conditions and rights of the disabled.

In addition, unemployment and transportation-related difficulties of the disabled come to the fore. With the curriculum to be prepared on this subject, it is important to increase the awareness of individuals who will be a part of professional business life in the future and to mention the necessity of the employment of disabled people.



This problem should be overcome with social aid programs for low-income and disabled people as well as social awareness-raising activities on the rights of the disabled. It is expected that the outputs of this project will provide useful results in this regard.

As a result, the effect of increasing the level of social consciousness and awareness is high in removing all obstacles that prevent the equal participation of all disabled and non-disabled individuals in all living spaces. For this, the things that can be done at universities listed as follows; the disabled units in higher education institutions should be effective in guidance and counselling activities, benefit from innovative and technological facilities in access to educational materials, establish information centers to inform disabled students about their rights during their higher education.

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¹ Turkish Constitution Article 42