

LEGAL ARRANGEMENTS FOR THE DISABLED STUDENTS IN HIGHER EDUCATION INSTITUTION AND THE CONFIGURATION OF THE DISABLED STUDENT UNIT AT SAKARYA UNIVERSITY

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ABSTRACT

According to Article 26 of the Universal Declaration of Human Rights "Everyone has the right to education. Higher education, according to their ability, everyone must be open with a full equality ". According to this matter, physical disability should not hinder the individual's right to education. In addition, with the rapid changes in the field of health and psychosocial rehabilitation, along with the efforts of the disabled individual to exist within the society, the disabled individuals have started to take active place in the life. The number of students with disabilities in universities is also increasing and it is necessary to carry out multi-directional studies towards the needs of these students. In this respect, the Higher Education Institution has prepared the "Higher Education Institutions Handicapped People Consultation and Coordination Regulations", in which the regulations to support the students who will organize the learning process of the disabled students are included. With this regulation, the Higher Education Institution requested the formation of student units with disabilities from universities. The purpose of this study is to evaluate the process of structuring the disability student unit in Sakarya University and the work carried out in this process in accordance with the legal regulations for disabled students in Higher Education and related legislation. The study was prepared by process analysis and a descriptive method.

Keywords: Higher Education, Disabled, Disabled Student Unit

INTRODUCTION

The World Health Organization has developed three different categories of definitions for the concept of "disability". According to the WHO; Impairment: Psychological, physiological and anatomical (physical) structure in health and lack of function, abnormality, Disability: Disability or inability to perform an activity in normal or normal limits, Handicap: It is currently defined that an inadequate or excused cause and a restricted or nonexistent role of anticipated roles due to age, sex, social and cultural factors (WHO ICDH-I / 1980).

The definition of the Presidency of the Office of the Prime Ministry, which accepts disability as an "apology", is as follows: "Persons who have lost their physical, mental, spiritual, emotional and social skills at various levels, unable to comply with the requirements of normal life, who are disabled, born or subsequently suffered any illness or accident" (STS, 2002).

The declaration of the rights of persons with disabilities was accepted by the United Nations on 13 December 2006, Disabled rights declaration, since 28 October 2009 Turkey was put into the force. This agreement is a holistic approach to the rights of persons with disabilities. Article 24 of this Convention includes regulations on the right to education (Universal Declaration on the Rights of Persons with Disabilities, 2006). States that states should provide access to disadvantaged persons on equal terms to the general public without further discrimination of vocational education, adult education and lifelong education ". It also states that "States parties should ensure that reasonable arrangements are made in accordance with the needs of disabled people for this purpose" (Universal Declaration on the Rights of Persons with Disabilities, 2006). When considered in this context, it is necessary to make arrangements for disabled people in educational institutions and in this direction the need and spread of these regulations in all areas of life is born. Various legal arrangements for disabled people have begun to be made.

1. LEGAL ARRANGEMENTS FOR STUDENTS WITH DISABILITIES IN THE HIGHER EDUCATION INSTITUTION

The most important legal regulation for students with disabilities in universities is "Advisory and Coordination Regulation for the Disabled of Higher Education Institutions". Regulation on "Higher Education Institutions Consultation and Coordination Regulations for the Higher Education Institutions" was prepared and accepted on 20/06/2006 (Regulation on Advisory and Coordination of Higher Education Institutions, 2006) based on Article 15 of Law No. 5378 dated 1/7/2005 and Amendment of Certain Laws and Decree Laws . An important revision was made to this regulation in 2010 (Regulation on Advisory and Coordination of Higher Education Institutions, 2010).

The aim of regulation is: *"To arrange the procedures and principles of the disability counseling and coordination unit, the Student Selection and Placement Center, and the units related to the disability to be established within the universities of the Higher Education Council", in order to take the necessary measures to facilitate the education life of the students with disabilities and to make arrangements in this regard"* (Regulation on Advisory and Coordination of Higher Education Institutions, 2006).

The structure and functions of the units in the Regulation are defined as follows: "In the presidency and responsibility of a vice-rector who is responsible for the education and training of higher education institutions, coordinating lecturers or assistants specializing in the field of disability or specializing in the area close to the field of special education, faculties, colleges and institutes to be appointed by the administrator or academic representatives selected from the academic staff, students with disabilities are formed directly in order to determine the needs of disabled students for their administrative, physical, housing needs and social and academic areas, and to determine what needs to be done in order to meet these needs and to plan, implement, develop and evaluate the results of the studies. Higher education institutions allocate from the source budget necessary to realize the goals of these units. The working procedures and principles of the units are determined by the higher education institutions." (Regulation on Advisory and Coordination of Higher Education Institutions, 2010).

Duties of students with disabilities in higher education institutions "To identify the needs of disabled students enrolled in higher education programs related to education, training, scholarship, administrative, physical, housing, social and similar fields and to submit solutions and to make necessary arrangements in coordination with other units or departments in the university." (Regulation on Advisory and Coordination of Higher Education Institutions, 2010).

The regulation adopted in 2006 was transformed into a more comprehensive and necessary regulation by the regulation realized in 2010. Unlike the old regulation, the regulation, which was held in 2010, included the "Structuring of Disability Student Commission" and "Duties and Activity Areas of Disabled Student Units".

2. CONFIGURATION DISABLED STUDENT UNIT OF THE SAKARYA UNIVERSITY

The Disabled Student Unit was established in June 2006 in accordance with the Higher Education Council's "Consultation and Coordination Regulation for the Disabled of Higher Education Institutions" dated 20 June 2006. It is possible to evaluate the studies carried out in the structuring process of the Disabled Student Unit of Sakarya University under nine titles.

2.1. Studies For The Identification Of Students With Disabilities And Their Problems:

The counseling desk belonging to the Disabled Student Unit was established for access to identity, school and communication knowledge of students with disabilities during new registration periods. A brochure introducing the Disabled Student Unit is prepared. During the registration period, the identity and contact information of the students with disabilities were reached by communicating with all the faculties and college secretaries with the aim of detecting the disabled students who could not be reached through the counseling desk.

New students with disabilities in the campus have been requested to have an interview. A mail group consisting of students with disabilities such as Adapazarı Vocational School was established.

In order to conduct interviews with students with disabilities who are studying outside the campus, it is requested that these schools be written in superscripts and that a specific day, time and place be determined in their schools and reported to the Disabled Student Unit. A working schedule was organized on the days and hours coming from the schools and they went to schools and interviewed disabled students. In the interviews, the problems of the students and the expectations and requests from the schools were determined.

The expectations and demands of students with disabilities are as follows.

2.1.1. English Students' Expression Issues Related To The Physical Conditions Of Our University

In our interviews with our students with disabilities, especially our students with orthopedic disabilities stated that disabled people were not considered in the construction of our university structures. They stated that they could not use the library functionally for the reason that the elevator in the library did not stay in the middle floors.

Sakarya University Continuing Education Center building is not suitable for orthopedic obstacles especially, they are not allowed to enter into and demanded to be made suitable.

Our students with disabilities in the campus say they have difficulty reaching the stops.

A student with partial vision loss in the Faculty of Education stated that he was uncomfortable because the corridor lights were constantly being shut down.

Students with disabilities, faculty and colleges in general have stated that the absence of an elevator constitutes a serious problem for them,

2.1.2. Problems That Our Disabled Students Express About Learning Process

Our disabled students wanted all the staff working at the university to be informed about the disability. Our students with visual impairment stated that they experienced the general problems encountered during their education process in the examination process. Visually impaired students have been in requests such as extra time during the exams, the appointment of a supervisor during the exams, and the silence of the place to be tested.

Hearing impaired students have asked for the use of a projection device in their lessons.

2.1.3. Psycho-Social Expectations Of Students With Disabilities From Our University

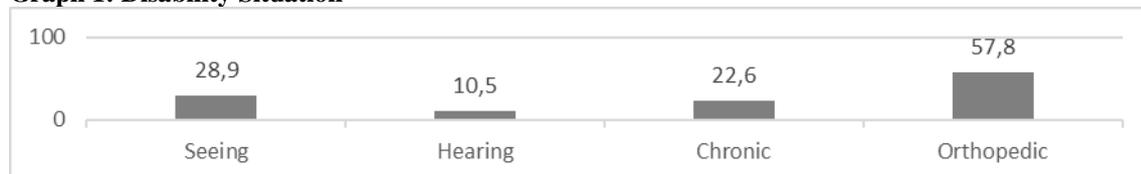
Our students with disabilities studying at our off-campus schools have expressed that they want to benefit from campus facilities, but they can not come because the reasons for their disability are also very economically burdensome. And They asked for a vehicle to bring them to the campus once a month or on days when important days and social activities were held.

Students with disabilities who have high disability rates in off-campus schools expressed that they want to take this service in their own premises when they need Psycho-Social counseling. The needs and demands of students with disabilities have been reported.

2.1.4. Disability Student Profiling Survey

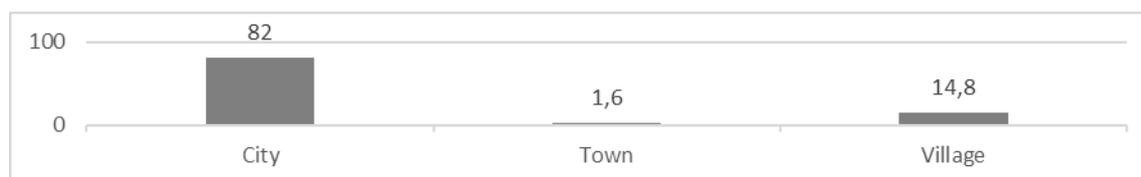
It was implemented in every academic year to provide more appropriate services to students with disabilities, to determine a basic demographic structure of students with disabilities and to determine the profile of students with disabilities. The results of the research conducted for 68 disabled students who are studying at our university during the 2006-2007 structuring period of the Disabled Student Unit of Sakarya University are as follows: It is seen that 65.7% of the students are male and 34.3% of the students are girls while the handicapped students are in the age range of 18-22 years.

Graph 1: Disability Situation



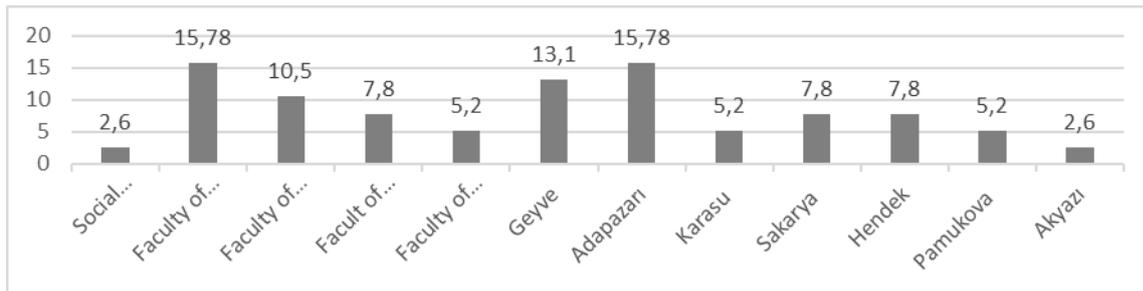
57.8% of the handicapped students are orthopedically disabled, 28.9% are visually impaired, 22.6% have chronic disease and 10.5% are hearing impaired.

Graph 2: Living Place



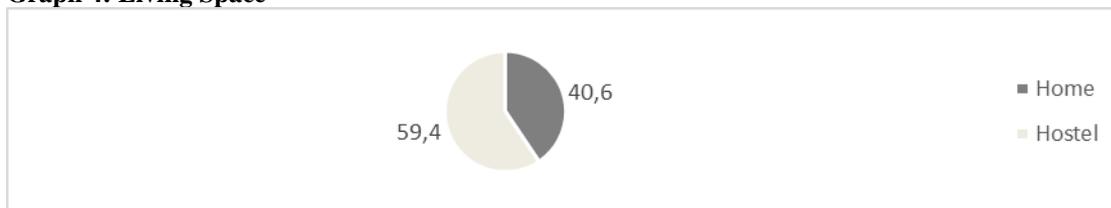
82% of the students with disabilities stated that they came from the cities.

Graph 3: Distribution Of Students With Disabilities By School



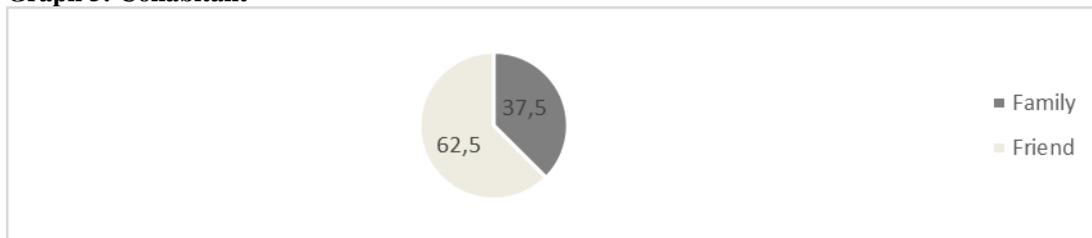
When we look at the distribution of students with disabilities according to schools, we see that there is more intensity in vocational colleges than in faculties, we see there is more in the faculty of economics than in the other faculty

Graph 4: Living Space



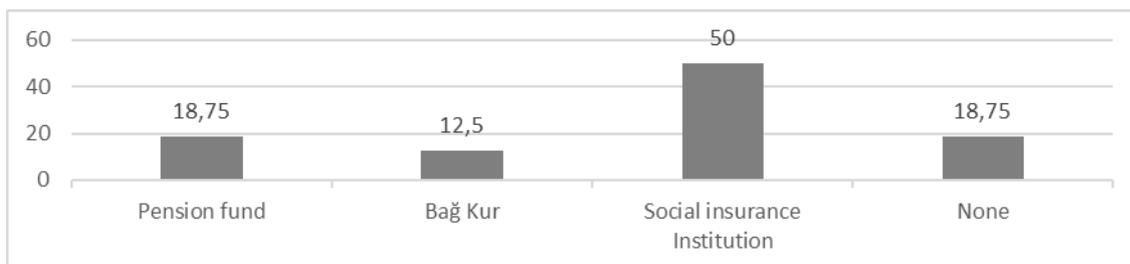
We see that the majority of students with disabilities live in hostel.

Graph 5: Cohabitant



We see that most students with disabilities living at home live with their friends.

Graph 6: Social Security



It has been observed that the social security of the majority of the students is SSI.

Graph 7: Use Of Auxiliary Device



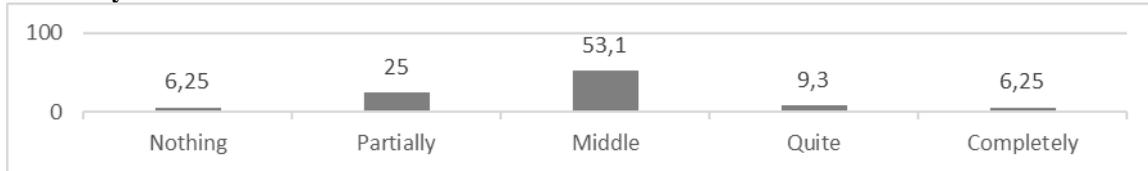
Some 68% of the students stated that they did not use assistive devices.

Graph 8: Auxiliary Devices Used



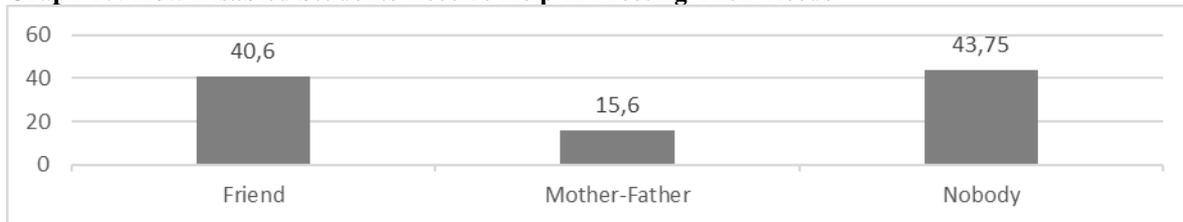
It is possible to order auxiliary devices as hearing aid, glasses, wheelchair.

Graph 9: Information On How Well Disabled Students Learn To Meet Their Needs Within The University



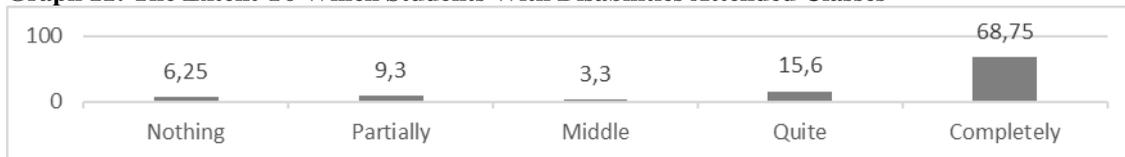
Only 6% of students with disabilities stated that they meet all of their needs within the university. We see that the rate of meeting the needs is the highest, while the proportion of those who can not meet their needs is 6%.

Graph 10: How Disabled Students Receive Help In Meeting Their Needs



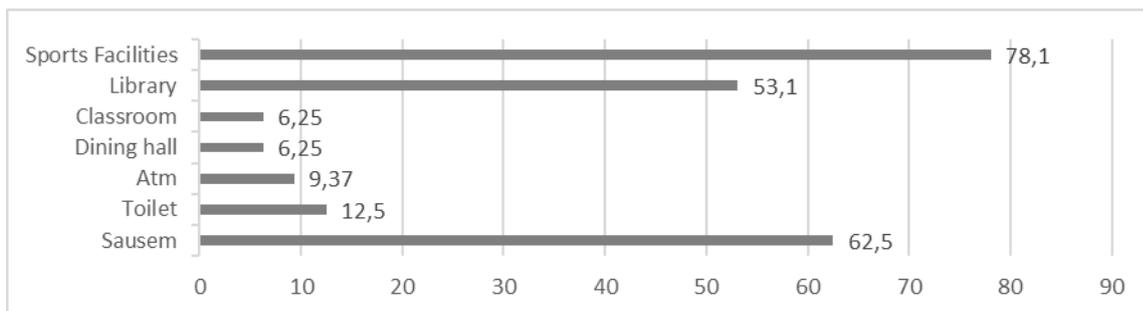
We see that the proportion of those who say that they do not get help from the students and that the proportion of those who have help from friends is 40%. The low rate of receiving help from the parents is directly proportional to the number of disabled students staying with their families.

Graph 11: The Extent To Which Students With Disabilities Attended Classes



We see that the percentage of those who have never continued is the least, while the proportion of those who are completely continuing is the majority.,

Graph 12: Common Areas That Students Can Not Use In The University For The Reasons Of Their Disability



A large proportion of the students were told that they could not use the sports facilities, the computer center and the library due to their obstacles and they have stated that the toilets and ATMs are not suitable for them. Physical inability is often the difficulties of orthopedic and visually impaired students.

2.3. Psycho-Social Counseling For Students With Disabilities

When the situation is first asked, the new student, who says "everything is good", can come back with a sadness and distress after a period. In the first days, I could not trust the consultant and / or encountered in his life perhaps the first questions he hears, as a result did not fully understand the situation. The disabled student who has won the university has different abilities and habits in different situations. Some are born, some are new, others are peaceful, confident and social, some still under the close protection of their parents, can not accept the situation and are dependent on others. At any moment, you may have to face a new 'first' and look for different solutions. Even a rehabilitated person may need support in the new environment.

In this respect, studies related to students with disabilities are carried out in two ways as group work and individual work.

2.3.1. Individual Therapy

Psycho-social counseling is provided to students with disabilities who have individualized counseling needs by identifying the psychosocial situations. Subjects that are generally focused on the individual counseling process are: difficulties experienced in the adjustment process, deficiencies in the process of accepting the disability, denial-based accusations of disability, refusal.

2.3.2. Group Therapy

The group therapy activities are mostly voluntary and the aim of the support group is carried out. It has been aimed to provide psycho-social rehabilitation of disabled students and to increase their capacity to adapt to their new situation. During the group, the participants had the opportunity to compare their own functionality with other participants, to evaluate and to feel that they were not alone. Gurup biriminin talebi doğrultusunda yapılmaktadır. It was observed that the anxiety of the participants decreased after the group therapy processes and they developed more functional behaviors.

2.4. Academic Counseling

The fair and accurate measurement and evaluation of students with disabilities, to ensure equal opportunities and to make the training process meaningful for students with disabilities; to make determinations according to the differences due to the nature of the disability student's time, place, material, companion and disability, By preparing a 'Personal Learning Plan', students should be able to develop themselves on issues such as skills, independence and self-confidence besides their academic needs with a program according to student's specific apology, department, educational reasons and interest. In this direction, an academic staff member from each academic unit was selected as the representative of the disabled student unit. If necessary, contact is made with the relevant person in each unit.

2.5. Peer Group Studies

The peer group is made up entirely of voluntary college students working with volunteerism. this group is made up of volunteer students who will be able to accompany our disabled students especially during orientation week and course work. These students have been trained in process and communication.

To enable visually impaired students, who are the first year students on campus, to learn about the buildings and living spaces they use on campus. sighted and orthopedic handicapped students have been made to work on campus memorization. these studies aim to enable students with disabilities to act independently on campus.

Two peer groups were formed for the identification of the structural arrangements for orthopedic disabilities within the campus and Structural deficiencies were identified of the buildings in the campus. After the results of these studies were submitted to the rectorate, necessary arrangements were started.

2.6. Reading Group Studies

Reading group is a student group that is voluntarily created to read books or notes requested by visually impaired students. The students in the reading group were given training in correct reading before they began their reading activities.

2.7. Scholarship Services

Students who are economically inadequate in individual interviews with disabled students have been given meal scholarships and rectorate scholarships.

2.8. Disability Awareness Studies

A web page of the disabled student unit www.engelsiz.sakarya.edu.tr has been made. A unhindered SAU booklet was prepared with legal regulations to inform disabled students. In addition, posters for university staff were prepared with the purpose of informing about disability, brochures were given and tried to be reached by e-mail tool.

2.9. Studies Supporting The Learning And Examination Process

Screen readable program was provided for visually impaired students. Communication with schools is provided so that lessons can be made in accessible classrooms. Additional time during the exams, Appointment of a supervisor during the exam, Permission to use the personal computer during the quizzes, Possibility of using the sound recorder during the lesson, interviewed the units to make arrangements for the students with disabilities who had partial vision loss to make sure that the test papers were given a bigger Puno.

CONCLUSIONS

The basis of the social structure in which the basic human rights of the handicapped are protected and the full participation of the society has been established has begun to occur in both the international and the national structure. In this direction, the arrangements for disabled people in our country and higher education institution will enable disabled people to actively exist in society. In our country, Sakarya University is one of the first universities to carry out studies for students with disabilities with the slogan of "unimpeded university". Studies carried out for students with disabilities are multidimensional, psycho-social, physical and economical, and it has been possible for the university to be implemented with multifaceted support.

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