



**Republic of Turkey
Ministry of Family and
Social Policies**

**General Directorate of Services
for Persons with Disabilities and
Elderly**

ANALYSIS OF DISABLED EMPLOYMENT IN THE PUBLIC SECTOR

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This research is conducted by G&I Research and Consultancy firm in 2014 for the Republic of Turkey, Ministry of Family and Social Policies, General Directorate of Services for Persons with Disabilities and Elderly to collect data on challenges experienced by the disabled people - who are employed in accordance with article 4, paragraph (a) of Law on State Personnel numbered 657 explaining measures on more efficient employment of disabled people in the public sector - at their work environments and the factors having positive or negative impact on their efficiency while fulfilling their responsibilities, and finally, based on the data obtained, to analyze the issue with regard to the regulations and practices. All texts, figures and tables in this report are based on the research executed. Any written or visual material in this report cannot be duplicated or used without referring to the report. If this research is referred in any publication or service, its full name should be stated.

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INTRODUCTION

Ensuring a solution for disabled people who are an integral part of society and their active involvement in all areas are among the priorities of our state. Our government continues to work to mobilize all the possibilities so that disabled people have equal citizenship rights in a way worthy of 21st century.

As the Ministry of Family and Social Policies, our objective is to improve the studies ever made, to resolve problems in practice and to expand our services to every corner of our country in line with “people first” principle. Based on human rights and anti-discrimination axis within our disability policy, one of our biggest goals is to enable disabled people to exercise existing rights on the basis of equality of opportunity in order to ensure full and equal participation of disabled people to social life.

Today, one of the most important requirements for full and equal participation of disabled individuals to social life is enabling their participation to business life together with other individuals. Otherwise, it will not be possible for disabled people to take place in life, without being dependent on others and as productive individuals.

The right to work is a both universal and constitutional right and it is a fundamental human right of all individuals whether disabled or not. Protection and promotion of this right for disabled individuals require some additional regulations and efforts.

Our Ministry attaches great importance to the issues related with the employment of disabled people and their participation in social life. Within this policy, improving the employment of disabled officers in public institutions in year 2002 and later has been among our main objectives. In particular; an unignorable achievement has been gained in the number of disabled officers via central exam for disabled officers that started to be implemented in 2012 and performed for a second time in 2014. In this context, while the number of disabled public officers was 5.777 in 2002, this figure reached 36.165 as of end of 2014. In other words, a large increase more than seven times has been gained in employment of disabled public officers.

Our Ministry has launched an important project in order to obtain data required for ensuring the transformation of this success obtained numerically in employment of disabled people in public sector to a qualified employment as well as supporting the employment of disabled people in an environment suitable for them and to share the results with all relevant parties.

The research project named Analysis of Employment of Disabled People in Public Sector, conducted by our Department of Disabled and Elderly Services in 2014, is the most comprehensive study assessing the environment of disabled people who are employed as civil servants in the public sector. As well as the data provided by such research, identification of challenges faced by people employed as disabled public servants in work environment and factors affecting positively and negatively the productivity of them are very important for the measures to be taken to increase

employment in positions appropriate to the nature of disabilities in the public sector. I believe that the success achieved quantitatively in the employment of disabled officers in public sector will be provided also qualitatively in the next period.

I wish that the research project will be an occasion to increase the search for solutions and the sensitivity for problems related to disabled people employment which is one of the most important issue of our society, I greet all our disabled citizens, their families and related persons with respect and love, I congratulate those who contributed to the realization of this study and publication.

Associate Professor Ayşenur İSLAM
Minister of Family and Social Policies

PREFACE

The main requirement for a full and equal participation of disabled individuals to social life is enabling their participation to business life. To reach this goal, it is vital that all parties fulfil their responsibilities and approach the subject on the basis of human rights. By refusing the out-dated concept excluding disabled people and confining them at home, our government has guaranteed in Constitution that the measures to be taken for disabled people shall not be deemed to be against equality principle.

Employment of disabled people in public sector as a clerk has been an emphasized subject in recent years and there was a significant increase in the number of disabled civil servant between 2002 - 2014. However, this success achieved numerically caused some problems also, it brought up the issue whether disabled people are employed in an environment organized in an appropriate way for them or not.

Our Head Office conducted the research project named Analysis of Employment of Disabled People in Public Sector in 2014 in order to approach the issue scientifically and avoid a lack of available data in this area. A study approaching the issue in a comprehensive manner in fields such as legislation, recruitment, career development, regulation of workplace and discrimination in the process of employment of disabled people as a clerk in public sector and ultimately enabling the development of policy proposals in this area was conducted.

Analysis of Employment of Disabled People in Public Sector Research Project that assesses the working environment of disabled people employed as clerk in public sector with all relevant parties has been the most comprehensive survey of our country. Under the project, the Classification of Statistical Region Units has been carried out at Level-2 (12 regions, 26 provinces) via face to face interviews with a total of 6.974 subjects; 2.908 disabled staff, 2.244 colleagues, 1.412 unit chiefs and 326 superior chiefs.

The interviews included both separate questions for each three group to determine the knowledge, perceptions and attitudes towards the employment of disabled employee, colleague and chiefs as a clerk in public sector and comparative questions where necessary. In this context, questions were posed under the headings as follows: “Working life”, “attitude towards work and working”, “communication and working experiences of chiefs and colleagues with disabled employees”, “nominated public service experience of disabled employee and promotion opportunities”, “perceptions about regulation for disabled people with disabilities in the workplace”, “perception of relationship between the work of disabled civil servant and his education and skill level”, “ levels of exercising legal rights by disabled civil servant”, “legislation knowledge for each of the three groups”, “bullying and discrimination at workplace”, “social psychological aspects of working relations”.

The data obtained from the results of this survey will be the basis to determine the necessary measures to be taken for the solution of the problems of disabled people in employment as a clerk in public sector and will enable the identification of new policies in employment of disabled people. Moreover, this study will provide all relevant parties with a source in the field of employment.

I hope that all relevant parties will take advantage of this research carried out in order to provide a real diagnose to problems faced in employment of disabled people by using resources effectively and I thank everyone who contributed.

İshak ÇİFTÇİ
Deputy General Manager

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INTRODUCTION

This study is about policy suggestions on improvement of working conditions of the employees with disabilities and employed in the public sector with regard to paragraph (a), article 4 of the Law on State Personnel numbered 657 by searching the opportunities for fulfillment and improvement of potential by the disabled employees through working efficiency.

Framework of this study is defined by right-based approach that moves beyond the conventional health specialist perspective fixing the disability term to the disabled individual and perceives this concept within the environmental interaction. As a requirement of this approach, the disabled public employee has been assessed together with the coworkers and supervisors, whom are also provided with the survey. This study is based on survey method and approximately 7 thousand surveys were conducted in 22 provinces to include three target groups. During preparation of questionnaire forms for the personnel with disabilities, preliminary research wherein qualitative techniques were prioritized was conducted, non-governmental organizations and experts were consulted and thereafter, pilot study has been initiated. As the study is planned in policy-oriented manner, determination of the situation and policy proposal development stages are accepted as two independent phases.

First part of the study defines the employment of disabled employee in the public sector according to the conceptual and analytical framework and hence, critical assessment was conducted on national and international literature. Second part includes methodological and technical dimensions of field research on the basis of the perception that deems field study as an experience. In the scope of third part, wide scope of data groups obtained from three participant groups was analyzed descriptively by focusing on disabled public employees.

CHAPTER ONE

CONCEPTUAL FRAMEWORK OF THE RESEARCH ON EMPLOYMENT OF THE DISABLED PEOPLE IN PUBLIC SECTOR

1.1. Scope and the Definition of the Term Disability

As per the 2012 estimations, 15% of the world's total population have disabilities. This rate corresponds to an estimated of 1 billion disabled people, to the biggest neglected crowd in the world. An estimated 785 million of the world's working-age people have some kind of disability. Keeping in mind that disability is not a fixed or a static fact, it is not baseless to mention that the fact of disability has an impact of far beyond these numbers. Population ageing, chronic diseases, conflicts and conditions of humanitarian crisis are the multiplier effects in the impacts of the disability (ILO, 2012:2). In these conditions, we can observe that the global collective policy building centers such as the United Nations, World Health Organization (WHO), International Labor Organization (ILO) and the European Union have an increasing interest on the fact of disability as it has become more visible in the 90s. In fact, the states that are members of the international organizations have made some legal regulations focusing on ensuring their full participation in the community life.

Similar to these approaches, in 2012's Board Document, ILO emphasized that the people with disabilities in the working-ages are facing problems that need to be looked into urgently. This statement's base factors are stated as follows in the document:¹ All the accessible statistics show that the possibility of hiring disabled people for full time jobs is lower than hiring the people without disabilities. Similarly, unemployment rate for the people with disabilities is doubling the rate for the people without any disability. A large group of disabled people in the working ages is completely excluded in the employment market. Second, with regard to the employment of the disabled people, disabled people most likely work in bad conditions with lower career expectations and with lower wages. Third factor is about gender. Disabled women are more disadvantaged about the employment opportunities and conditions than the women without disabilities. Finally, people with mental health, emotional and/or intellectual disabilities face with challenges for finding a stable job that is acceptable within the limits of human dignity.

The unemployment rate is between 80-90% among the working age people with disabilities in the developing countries. This rate is 80% in the Asian countries whereas it is between 50-70% in the industrialized countries and 43-54% in the European countries (Rosse, 2010:1).

According to the report written by Andrew J. Imparato et al.; in June 2010, U.S. rates are²: 7,4% of (corresponds to approximately of 14.636.000 people) the U.S. total population has disabilities.

¹ ILO, "Disability inclusion", *Governing Body Paper*, 2012

² For this study, see A. J. Imparato et al. "Increasing the Employment Rate of People with Disabilities", *Opportunities for Community Development Finance in the Disability Market* (edited by Federal Reserve Bank of Boston), 2010: 63-70. <https://www.bostonfed.org/commdev/cdevfin-disability-market/cdevfin-disability-market.pdf> (access date: September 2, 2014)

33.4% of these people are either working or looking for jobs so they are a part of the labor force. To be able to make a comparison, labor force participation rate for the people without disabilities is 77,7%. The unemployment rate for the disabled people is 15,6% whereas it is 9,6% for the people without disabilities. It is also important to observe the rate of the employed disabled people in the total number of disabled people in the working age. According to the same data in 2010, 28,5% of the disabled people in the working ages are employed whereas, this figure is 70,3% for the people in the working ages and without disabilities. Through these numbers, it is clearly seen that disabled people are far more disadvantaged than the people without disabilities. Although indicators among European Union countries show differences, the situation of the disabled people with respect to the average in European Union is better than it is in the U.S. The average employment rate of the disabled people in the European Union is 65% and the unemployment rate is 5.5%.

Nevertheless, most of the disabled people prefer working in a job that brings an income according to some research data. The researches on the disabled people's work motivation, refers to three motivation for work; income, participating in society, developing self-esteem (Owen, 2011:66). According to Nobel prize - winning economist, Amartya Sen, who is well known with his studies on poverty; people with disabilities are facing two disadvantages: the income disadvantage; it is harder to get a job and retain it and may receive lower compensation for work, second; conversion disadvantage; many disabled people need to spend more than non-disabled people to achieve the same standard of living (transferred from Sen, 1999 by Owen, 2011:67). There are some good contributions on the different aspects of conceptualizing the fact of disability that we need to mention in here. For example, Susan Wendell (1996) has a feminist approach to the subject³, whereas Lennard J. Davis (1995) brought the post-modern theoretical contributions in the studies about the disability and Susan Reynolds Whyte and Benedicte Ingstad (1995) have a cultural approach.

1.1.1. Understanding Disability In Terms of Rights

There is a basic international tendency that most of the employment of the disabled people studies refers to. This is mostly because of the increasing sensitivity on human rights. Especially the United Nations Convention on the Rights of the People with Disabilities in 2006 boosted the efforts of reforms on the employment, appropriate social protection and participation in the society of the people with disabilities. Also in the third clause of United Nations' Declaration on the Rights of Disabled Persons dated 1975 officially describes disability and mentions for the disabled people: "Respect for inherent dignity, right to same civil and political rights as other human beings" (UN, 1975)

The rights-based approach toward the disabled people has become a common and general tendency. This also applies to the public authorities and non-governmental organizations as well as the academic studies. The medical approaches of taking disability as some kind of an abnormality resulting by the policy suggestions let disabled people excluded in the society, has lost its effectiveness. We may state that this is a period of time that the sociological approach is applied in the scope of which

³ Susan Wendell (1996) *The Rejected Body: Feminist Philosophical Reflections on Disability*; Lennard J. Davis (1995) *Enforcing Normalcy: Disability, Deafness and The Body*; Susan Reynolds Whyte and Benedicte Ingstad (1995), *Disability and Culture*.

disability is not merely fixed to the disabled person, but defined within a relational framework together with the interaction with the society. As the disability is defined with a disabled person's interactions with the society, the disabled person's participation and inclusion in the society has become the most natural policy suggestion. And when the participation and inclusion in the society becomes the basic policy suggestion, it is understandable that employment, as one of the most efficient policy means, takes its place in the agenda.

The rights-based approach takes the disability as a part of the social conditions and focuses on the social barriers that prevent the disabled people participating in the society. As per this same approach, public authority is obliged to get rid of these social barriers and support this group. However, this support should not involve a protectionist/patriarchal approach. In fact, the human rights policies take the disabled person as an individual that has an individual autonomy including the freedom to make own choices, and independence of persons. United Nations' Convention on the Rights of Persons with Disabilities has an important approach on the subject: This approach accepts that the term of disability is a developing and dynamic fact both in theory and practice. According to the UN approach, the disability can never be reduced to individual damage. On the contrary, disability is an output of a multi-dimensional interaction between the society and the disabled person as an individual. Thus, disability is not static, but it is a process. In fact, the UN Convention on the Rights of the People with Disabilities in 2006 defines the disability as: 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 (Owen, 2011:29).

To have a better understanding of the subject, United Nations' Convention on the Rights of Persons with Disabilities should be closely monitored: According to the Convention, "disability is an outcome of mutual interaction of disadvantaged people with behavioral and environmental barriers and impairs effective and full participation to the community on an equal basis with others."⁴ The article 27 of the Convention formalizes the application of the disability definition. The Convention "recognizes the right of persons with disabilities to work, on an equal basis with others; this includes the right for the opportunity to gain a living by work freely chosen or accepted in a labor market and work environment that is open, inclusive and accessible to persons with disabilities". Because of this reason, the Convention prohibits discrimination on the basis of disability and supports enabling persons with disabilities to have access to vocational training, supports promoting the opportunities for self-employment and entrepreneurship.

Discussions about the UN Convention often refer to the guiding principles of the Convention, which are as follows:

(i) respect for independence, individual autonomy and inherent dignity; (ii) non-discrimination; (iii) full and effective participation and inclusion in society; (iv) respect for difference and acceptance of persons with disabilities as part of human diversity and humanity; (v) equality of opportunity;

4 For this definition see (UNCRPD, clause (e). <http://www.un.org/disabilities/convention/conventionfull.shtml> (access date: July 2014)

(vi) accessibility; (vii) equality between men and women; (viii) respect for the evolving capacities of children with disabilities” (Owen, 2011:30). UN member states are encouraged to apply and promote these principles. The table below shows the distribution of the countries that adopted the Conventions on the Rights of the People With Disabilities, among the regions.

Table 1: The Distribution of the States Adopted the Convention on the Rights of the People with Disabilities, Per Region Number of the States (27 August 2012)

	ILO Convention (No 159)	UN Convention
Africa	15	32
America	17	23
Arab States	5	9
Asia and Pacific	15	20
Europe and Middle East	30	35
Total	82	119

Source: ILO, 2012:4

As seen in the table, 61,5% of the UN members adopted the UN convention and 45% adopted the ILO Convention. The adoption rates of both conventions seem to higher in the economically and socially developed countries.

The rights-based approach toward perception of disability has become today’s primary approach. This approach includes three key terms; *equality*, *non-discrimination* and *respect to the differences*.

1.1.2. Employment of Disabled People: Challenges and Solutions

Employment of Disabled People is taken as a part of the social security system and the subsidies are clearly highlighted in the OECD documents. The subsidies for the disabled people have become “a last chance” for the disabled people who can’t join the labor force or who can’t sustain his/her place in the labor force. Thus, 2% of the total gross national product goes to the subsidies for the disabled people. This rate goes up to 4-5% in the states like Norway, Sweden and Netherlands. 6% of the working-age population makes their living with the subsidies for the disabled people in the OECD member states. 10-12% of the population of Northern and Eastern Europe countries is dependent to these subsidies. The employment rate of the disabled people for OECD counties is a lot below the OECD average with a 40%. Similarly, the unemployment rate of the disabled people is two times higher than the general average. (OECD, 2010:23).

With OECD terms, the subsidies for the disabled people are like “a one way street”. Same terms explain the reasons of this as follows: People never prefer jobs to the subsidies. If they have to leave the subsidies for the disabled people before their retirements, then they go for another type of subsidy. The result of these sharp observations is clear for the OECD: “Low unemployment rate for the disabled people means high cost”. Hence for OECD, it is important to fight with the subsidy dependence as well as the exclusion of the disabled people, means making the disabled person a part of the labor force⁵.

⁵ For OECD data see OECD, *Sickness, Disability and Work: Breaking the Barriers: A Synthesis of Finding Across OECD Countries*,

In 1990s, policies and legal regulations on the disabled people have improved all around the world. The most common change in almost all the countries was to support the disabled people's participation in the society by increasing the employment opportunities. Quota system was the most common method. (Robertson et al., 2004:9). However, the quota system's integration with the goal should be discussed, as it is a common practice for the employers to pay penalties instead of employing the disabled people (Robertson et al., 2004:9). There are also some regulations in some of the countries such as the U.S., Australia, Canada, New Zealand, England and Scandinavian countries, promoting the equality in employment and preventing the discrimination. Also some countries followed some financial aid programs for motivating employers to employ the disabled people (Germany, Austria, Norway, Sweden, Finland and Australia). In some countries, state contributions also include the technical support. Since 2000s, the employment of the disabled people has been mentioned together with equality and participation. The European Union's Anti-Discrimination Directive in 2003 caused the discussion turn into the self-sufficiency than the welfare dependence. (Robertson et al., 2004:11).

Western Australia Government started to apply Equality and Diversity Plan of 2001-2005 and aimed to increase the representation of the locals, the people with different cultural ethnicities and the disabled people in the public sector. Australia is well known with her good subsidies and better employment conditions in the public sector more than the private sector. In Australia, 5% of the federal public employees have some kind of disability, as per their own statements. 19,5% of the total population has some kind of a disability; whereas, 4% of the population consists of the people younger than the age 65 and have a heavy disability. Australia implies special programs for increasing the employment rate of the disabled people in the public sector. (Robertson, 2010:12).

Internationally, employment support programs are also getting prominently common. For example, the number of the disabled people that have joined the employment support programs in the last ten years increased to 140.000 from 10.000. In the U.S up to 1 million disabled people still work in the sheltered workshops. European Commission also agrees that the employment support programs are very useful and beneficial for creating appropriate jobs for the disabled people. (Robertson et al., 2004:11).

1.1.3. Public Sector Dimension of the Disabled Employment

In most of the countries, public sector is the greatest employer. However, the scene changes when it comes to the employment of the disabled people. For example, the rate of the protective jobs is higher in the private sector than it is in the public sector. Similarly, in Sweden only 5% of the disabled employees are in the public sector. Although the sensitivity about the employment of disabled people has increased, public sector is neither the vendor of the employment of the disabled people, nor takes the lead on being the subject of the researches on the employment support. A few studies exist in this subject and show that the public sector has been neglected by the administrators of the employment support programs for the disabled people. The reasons of this situation vary from state to state. First

of all, the public sector has been shrinking in most of the countries and most of the public employees have either been retiring or having displaced.

A study of Rhodes and Drum analyzing the disabled employment in the public sector, identifies several operational barriers on employment of the disabled people such as the requirements for taking the public employment exam, non flexible categorization of labor and wage tables, out of date subsidy regulations for the disabled people. According to the researchers, the barriers specified above almost punish the people with disabilities by providing no access for them to the open jobs (Robertson, 2010:11).

On the other side, studies emphasizing returns of well-arranged and supported employment plans in the public sector are available. According to the study of Mark et al., the public sector is extremely attractive area of employment offering full-time employment and job differentiations along with its all-purpose benefits. Furthermore, the authors state that the most appealing side of the public sector employment is related with relative stability in terms of people with disabilities. One of the significant findings of this study is about employment costs of the public sector. Accordingly, if the public sector employment for disabled people is created through appropriate environment and well-designed support program, fees and financial supports do not exceed national average of amounts spent for employment supports and income of disabled people catches the level close to general income average.

Offering full-time and secured employment in conjunction with many social rights in comparison to the private sector, the public sector should be discovered through the employment support programs. One of the reasons for prominence of disabled employment issue in recent years is counted as disability allowances. During transition from comprehensive welfare practices to the employment/working based welfare policies, astronomical increases have been analyzed in number of those benefitting from disability allowances⁶.

⁶ For this evaluation, see S. Robertson et al., "Supported employment in the public sector for people with significant disabilities", *Journal of Vocational Rehabilitation* 21 (2004) 9–17.

Table 2: Eligibility Criteria for Subsidized, Supported and Sheltered Employment

	Subsidized Employment	Supported Employment	Sheltered Employment
<i>Australia</i>	Eligibility; evaluated on the basis of minimum work capacity (such as minimum 8 hours per week) and needs support; if appropriate, all disabled people may get in direct contact with service providers.		
<i>Austria</i>	Registered, supportable, disabled, i.e., at least 30% disabled people who cannot find any job without such measures.	Severely disabled, rather mentally or sensory disabilities or psychological disorders.	Registered disabled people whose production output is at least 50% of average productive labour.
<i>Belgium</i>	Long-term restrictions on opportunities for those registered at regional agencies for people with disabilities through social or occupational integration; in addition, minimum disability level is required in relation with type of disability in some regions.		
<i>Canada</i>	Country programs having different definitions; federal wage subsidy for unemployed people having difficulty in job placement; supported employment oriented towards mentally or developmental disabled people.		
<i>Czech Republic</i>	Acceptable by social security authorities in the status of disabled people or by Employment Office as the persons having limited working capacity.		
<i>Denmark</i>	Permanently deteriorated working capability; normal employment is impossible, rehabilitation possibilities are no longer available.	Functional capacity is limited considerably in physical or mental sense and permanently.	Those having functional capacity significantly restricted or experiencing personal social matters, not having job finding possibility at labour market under normal circumstances.
<i>Finland</i>	Disabled labour recommended by Job Placement Agency among those having employment, work-holding or career progression potential is remarkably decreased due to injury, disease or other disabilities.		
<i>France</i>	Occupational accident victims, disability benefit receivers or war veterans assessed as disability by the Assessment Commission.		Disability card holders or beneficiaries of disability benefit without contributions, who are evaluated as disabled by the Assessment Commission.
<i>Germany</i>	Those registered as unemployed or critically disabled (at least 50% disability).	Those registered as critically disabled (at least 50% disabled) or equal status (30-49% and who cannot find any job).	Type and size of disability makes open employment impossible, but some productive works can be undertaken.
<i>Greece</i>	People whose employment potential is restricted or who are registered as unemployed due to physical or mental illness or disabilities chronically when their percentage of disability is at least 50%.		
<i>Hungary</i>	People whose working capacity is limited at least 50%		
<i>Italia</i>	“Registered disabled”, in other words, people who lost their general working capability by 45%, who lost working related capacity by 33%; disabled in terms of military service; compulsory placement list including visual/audio/speech disorders.		
<i>Japan</i>	Physical, mental, developmental disability or permanent disease.	People experiencing long-term difficulties in working or significant restrictions in professional life due to disability.	People whose employment is difficult according to usual institutions.
<i>South Korea</i>	People having remarkable long-term restrictions on working due to disability according to medical definition.	People for whom support at business place is found difficultly or having serious disability.	People encountering difficulties in finding job due to serious disability.

Table-2 (cont.) Eligibility Criteria for Subsidized, Supported and Sheltered Employment

	Subsidized Employment	Supported Employment	Sheltered Employment
<i>The Netherlands</i>	Those classified as disability against working: those receiving disabled assistance before or currently or included in sheltered employment list or those passing disability employment test having validity period of 5 years.		Heavy disabled who can merely work under adopted conditions.
<i>New Zealand</i>	Disorder and/or disability condition continuing minimum six months and causing restriction on independent functions or social welfare.		
<i>Norway</i>	Those having occupational disabled record at Employment and Welfare Office.	Those registered as heavy disabled at Employment and Welfare Office.	
<i>Poland</i>	Disability assessments are performed by local assessment groups to identify employment and educational measures complying with the degree of disability; same groups perform evaluations on social insurance aids.		
<i>Portugal</i>	Having difficulty in holding or protecting appropriate job.	Training to the disabled at the workplace as first integration stage	Registry as low productivity, unable to work at open employment area.
<i>Slovak Republic</i>	Those having limited capacity to execute income generating activities due to physical, mental or behavioral disorders and whose such disorder is concluded by means of report of Social Security Organization or an assessment of Social Security Unit.		
<i>Spain</i>	Those evaluated as disabled; in other words, having, according to the records, minimum 33% disability and unemployment registry.		
<i>Sweden</i>	Those having occupational disabled record at regional employment offices.	Those having heavy disabled record.	Those having heavy disabled record, but having the option to work part-time; however, cannot perform second income-generating job.
<i>Switzerland</i>	Incapacity or disability threat for early job providing measures; minimum 6 months of incapacity in terms of the measures constituting occupational rehabilitation conditions. Existence of disability threat according to Invalidation out of Service Law to fulfill rehabilitation measures.		Support to the agency in need of 50% disability.
<i>United Kingdom</i>	Assessment of different employment programs (these are main flow, special, supported and unsupported programs) in terms of compliance and sufficiency on the basis of type of assistances, employment expectations and support needs of individuals.		
<i>USA</i>	Impartial disability certificate; identified with respect to particulars of access program.	Adequacy is replaced with finance agency.	State programs benefits from its own configurations and measures.

Source: OECD, *Sickness, Disability and Work: Breaking the Barriers*, 2010, 2010:155;

Table 6.1. Eligibility criteria for subsidised, supported and sheltered employment

1.2. Studies on Disability in Turkey

In parallel to the general worldwide tendency, disability is one of the widely highlighted themes, which has become center of attention of both scientists and public policy makers as from 1990s in Turkey. Studies performed in Turkey mainly concentrate on following troubles experienced by disabled people during their employment in the public sector: problems experienced in the course of entry to the public service, career development, work place arrangements, monitoring of work places and prevention of discrimination at working areas and public policy alternatives recommended for elimination of above matters are accordingly prioritized. Scope of these challenges might be explained as following: *Entry to public sector* is perceived in the framework of determination and analysis of prejudices against disabled individuals in terms of work efficiency. *Career development* mainly concentrates on lacking promotional possibilities with regard to disabled employees. Studies about *work place arrangements*, in particular, deals with the troubles caused by ergonomic design of offices wherein the disabled individuals work at public buildings. On the other side, *monitoring of work places* related studies put emphasis on attitudes of supervisors and union representatives towards disabled public sector employees and finally, the studies that problematize the *prevention of discrimination* issue mention diagnosis of prejudices and different practices against disabled labors and elimination of relevant problems.

It is clear that the prerequisite for creation of effective public policies about any scope is to have healthy and up-to-date data that are obtained through execution of well-planned and comprehensive researches and accessible by policy makers by means of their protection within safe databases. Turkey has, in this regard, relatively positive orientation. Current and healthy data on disabled individuals in general sense and on employment of disabled people at the public sector, in specific sense, are collected in Turkey. For example, “Özürlülerin Sorun ve Beklentileri Araştırması” (“Research on Problems and Expectations of Disabled People”) conducted by Turkish Statistical Institute in 2010 and “National Disabled People Database” created by Administration for Disabled People are remarkable steps taken towards creation of infrastructure for production of healthy public policies by meeting complete and current data needs.

In this framework, studies on public sector employment of disabled people are analyzed in the scope of following first section (books and articles, master and PhD dissertations, results of public institutions and organizations’ researches, etc.). Second part includes problems identified about employment of disabled people in the public sector and relevant solution suggestions. Third and final part briefly explains constitutional and legal regulations on this issue.

1.2.1. General Framework of Disability Studies

Body of literature mainly reflects contradiction in terms of disability definition. In addition to the term of disability, “handicapped”, “disabled”, “disadvantaged”, “imperfect” terms are frequently used. Apart from discussions on disability related jargons, finding of Dikmen, Yardimci and Senturk about main characteristics of this field is conspicuous. Defining disability as an area putting different

disciplines together, Dikmen et al. (2011: 17) mentions, based on his critical approach, the disability as a political identity gaining its form within and by specific social conditions. According to the authors, this field has not positioned in the center of social sciences as it has been viewed as a personal matter applied to the medical science and specialists. Therefore, researches focusing on disability subject have been mainly performed by medical fields or architecture and urban and regional planning departments in terms of accessibility (Dikmen, Yardimci and Senturk, 2011: 18).

Academic studies about disability explain three basic theoretic approaches applied in this area. First approach is the “medical-individual model” accepting disability as an unfortunate accident, deficiency or disease experienced by the individual at any time as of birth. Second theoretic approach emerging as an alternative of former model is the “social model” that considers disability as a mental process built socially, rather than physical concept, thereby, supports that social practices, institutions and dominating factors of the environment hinder people with disabilities. Third and the last approach is the capacity loss sociology. This model supports that disability is a reality that is created socially as in the case of second model (Dikmen, Yardimci and Senturk, 2011: 19-20).

The authors explain leading public policy actors and factors that have impact on disability policies in Turkey as following: First of all, international organizations like United Nations and transnational unions such as European Union affect national policies. Secondly, social policies arisen partly due to philanthropy and claims emerge at national and local levels. Thirdly, mobility is observed originating from the grassroots demand and acts of the non-governmental organizations (NGO) and individuals (Dikmen, Yardimci and Senturk, 2011: 18).

Examples of demands and actions in Turkey regarding above third category are the requests of non-governmental organizations within former and new structure and NGO unions practicing new strategies through organization in flexible manner over the internet. As it is clear in these organizations, occupations related with disabled people seem to be addressed from different perspectives, by various public policy actors and within pluralist structure (Dikmen, Yardimci and Senturk, 2011: 18-19).

1.2.2. Employment of Disabled People in the Public Sector and Productivity

As is known to all, people with disabilities experience serious problems needed to be solved in many areas including education, health, occupational and professional rehabilitation, improvement of culture, art, sports and urban living standards, transportation, psychological support, personal and family consultancy services and home care services (Gokcan, 2008: 42). On the other hand, new approaches have been shown and employment has been improved both in qualitative and quantitative senses recently in order for elimination of disadvantages encountered by disabled people. However, the widespread acceptance is the fact that practices fall behind the legal regulations (Sungur Erenoglu, 2013: 11).

Inclusion of disabled people within social life and providing them specific opportunities to realize themselves are both a requirement and a right. Failure to meet said requirement causes dissatisfaction and incapacity feelings among the individuals (Karatat, 1998: 10). Therefore, disabled

people should fully participate to the social life. In this framework, employment is one of the main problematic areas, but also serves as a potential solution.

Participation of disabled individuals in working life is an overemphasized subject both in Turkey and worldwide. Search results based on “disability”, “handicapped” and “disabled” terms in the Council of Higher Education thesis-scanning page may serve as an example. Accordingly, it has been observed that 287 postgraduate theses and PhD dissertations mention the term of disability, whereas 219 postgraduate theses and PhD dissertations use the “handicapped” key word and finally, key word of 5 theses is the term “disabled”. Theses do mainly concentrate on employment of people with disabilities, their contribution to the social life, legal arrangement on disabled people, improvement of their social security and health conditions⁷.

In addition to the above theses, researches and publications analyzing employment and working efficiency of disabled people in the public sector have increased recently. Subject of this research is to provide an evaluation on the basis of anthology of above theses, books and articles and thereby, to offer views about how the subject matter of this research is taken into consideration in Turkey.

In his postgraduate thesis titled *Engelli Çalışanlar İçin Kapsayıcı Bir İşyeri Düzenlemesi Değerlendirmesi (Comprehensive Work Place Arrangement for Disabled Employees)*, Ozdal Kutlu (2007, METU) draws attention to the fact that employment of disabled individuals is the vital factor to overcome marginalization and exclusion disadvantages of people with disabilities and to ensure their inclusion in social life. However, disabled people experience unemployment and underemployment (insufficient) problems, and discrimination as well. Their level of job satisfaction is low and they, even, encounter loss of job due to limited or lack of promotional/career development opportunities. Even though disabled people are recruited, their productivity is questioned and they might feel time pressure while performing their tasks.

Another key player in the course of employment of disabled people is the employer. It has been observed that some employers are unwilling to recruit disabled individuals and conduct necessary arrangements for them. Type and degree of disability have great impact on adverse attitudes of employers.

One of the key arrangements regarding employment of disabled people is related with the space. If universal design principles are applied to the participant space arrangements at work places

⁷ In this scope, following theses may serve as an example: Akkus (2004) “Cumhuriyet Dönemi’nde Özürlü Eğitimi” (Education for Handicapped People during the Republican Period); Erturk (2003) “Özürlülüğün Tarihi: Türkiye Örneği” (History of Disability: The Case of Turkey), Sen (2003) “Engelli Çocuğu Olan Ailelerin Yaşadığı Güçlükler” (Difficulties Experienced by Parents with Disabled Children), Kara (2003) “Engelli Çocuğu Olan Ebeveynlerin Bu Konuyla İlgili Dini Tutumları” (“Religious Attitudes of Parents with Disabled Children Concerning This Issue”), Mutluer (2003) “Tekerekli Sandalye Kullanan Bedensel Engelli Çocuklara Yönelik Eğitim Mekânlarındaki Tasarım ve Biçimleniş Ölçütlerine Bir Yaklaşım” (An Approach to the Design and Structuring Criteria of Educational Spaces for Physically Handicapped Children Using Wheelchair), Karckay (2001) “Türkiye’de Özürlü Nüfusa Yönelik İstihdam Politikaları ve Etkileri” (“Employment Policies on Disabled Population in Turkey and Their Impacts”), Usan (1997) “İş Hukukunda Sakat İstihdamı” (Employment of Disabled People in the Framework of Labor Law), Caniklioglu (1995) “Türkiye’de Sakat Çalıştırma Yükümlülüğünün Düzenlenmesi ve Uygulanması” (Arrangement and Implementation of Disabled Employment Obligation in Turkey), Guler (2005) “Tıbbi Ortamların ve İlişkilerin Engelli Kişilere Uygunluğunun Etik Yönden Değerlendirilmesi” (Ethical Assessment on Compliance of Medical Environments and Relations with Handicapped People”).

of disabled people, spatial isolation and marginalization of disabled people shall be prevented (Kutlu, 2007).

Postgraduate thesis of Ayhan Gundogdu headed *Bir İlköğretim Okulu ve İş Okulunda Çalışan Okul Yöneticisi ve Öğretmenlerin Zihin Engelli Bireylerin İşe Yerleştirilmelerine İlişkin Görüşleri (Ideas of School Head and Teachers Working at a Primary School and Business College about Placement of People with Mental Disabilities)* (2010, Anadolu University) addresses views and recommendations of 17 school heads and teachers selected in non-representative, but goal-oriented manner about placement of people with mental disabilities. Below issues are emphasized to achieve successful employment of disabled people: upskill of disabled people with respect to the tasks to be performed, sustaining monitoring activities during and after employment and providing support to the families of disabled people in the course of employment (Gundogdu, 2010).

Factors hindering employment of disabled people are explained as following in the scope of postgraduate thesis of Aysegul Koksall headed *Türkiye’de Engelli İstihdamı ve Bir Araştırma (Employment of Disabled People in Turkey and a Research)* (2010, Bahcesehir University): insufficient policies on employment of people with disabilities, low education and qualification levels of disabled people, community prejudices, negative attitudes of employers and inadequate occupational training. This thesis is again based on the non-representative sampling of 17 persons.

Postgraduate thesis written by Dilek Kurnaz Ozdemir with the heading *Ortopedik Engelli Kadınların Sorun ve Beklentileri: Tuzla İlçesi Örneği (Problems and Expectations of Orthopedically Handicapped Women: The Case of Tuzla District)* (2010, Hacettepe University) highlights that orthopedically handicapped women encounter double disadvantages as they are both female and disabled. Prepared on the basis of interviews with 81 orthopedically handicapped women registered at Istanbul province, Tuzla Municipality Coordination Centre for Handicapped, the postgraduate thesis identified that merely seven of these 81 women were working and remaining were not looking for a job. Relevant reasons are counted as low education level, not-disabled-friendly physical conditions of the province and transportation system and discriminative attitudes⁸.

Another postgraduate thesis prepared by Sati Ozdemir with the title of *Türkiye’de Zihinsel Engelli Bireylere Meslek Edindirme ve İstihdamlarına İlişkin Politikaların Değerlendirilmesine Yönelik Yönetici, İşveren ve Veli Görüşleri (Views of the Director, Employer and Parent about Evaluation of Policies on Vocation and Employment of Individuals with Mental Disabilities in Turkey)* (2008, Ankara University) analyzes vocation and employment policies about the people with mild level mental disabilities. In this scope, ideas of ISKUR (Turkish Employment Agency), Public Training Centre and Vocational School directors are asked based on the sampling of 15 persons. According to this study, barriers, such as insufficient vocational trainings and lack of employment program based on type of disability are encountered in the course of employment of people with mental disabilities.

⁸ The author published findings of her postgraduate thesis in *Toplum ve Sosyal Hizmet Dergisi (The Community and Social Service Magazine)* (Kurnaz Ozdemir, 2012).

Another postgraduate thesis, namely, *İşverenlerin Engelli Bireylerin İşe Alınması ve Birlikte Çalışmasına Yönelik Tutumlarının Çeşitli Değişkenler Açısından Karşılaştırılması (Comparison of Employers' Attitudes towards Recruitment of and Collaboration with Disabled Individuals in terms of Different Variables)* arranged by Sibel Ozmen (1996, Ankara University) analyzes the variables that affect perspective of the employers regarding recruitment of disabled people and their collaboration with other workers on the basis of interviews conducted with 80 employers in Ankara. These variables are counted as following in the beginning of the study: type of barrier preferred in the course of recruitment, personal and professional experiences of employers with regard to disabled people, trainings received by the employers in the matter of working with disabled people, number of personnel in the organization, general educational level of the employer and misinformation, prejudices and attitudes of the employers towards the disabled individuals. On the basis of above findings, variables having impact on employers' attitudes on recruitment of people with disabilities are counted as type of disability, educational level of the employer, their personal and professional experience on disabled people, belief in sufficiency of disabled people's productivity and continuity of their employment. The employers not willing to recruit disabled people justify their behaviors as low productivity and quality, heavy and hazardous structure of the task and lack of programs that support employment of disabled people. Any meaningful relation has not been found between number of personnel at the organization and decision on recruitment of disabled people.

PhD dissertation of Beliz Belgen titled as *Fiziksel Engelli Kişilerde Çalışma Kapasiteleri ile İlgili Ergonomik Risk Faktörlerinin Yaşam Kalitesine Etkisi (Impact of Ergonomic Risk Factors Related with Working Capacity of Physically Handicapped People on Their Life Quality)* (2011, Hacettepe University) includes an interview with 52 physically handicapped persons accepting to participate voluntarily. In the scope of these interviews, impact of ergonomic risk factors at working environment on working efficiency and capacity, hence life quality has been analyzed. Concerned findings show that most of the disabled individuals participating to the study deal with tasks posing high-risk and causing musculoskeletal system disorders. In other words, people with disabilities do not engage in appropriate tasks. This study reveals that ergonomic arrangements for the disabled people at work places have significant impact on efficiency, job satisfaction and capacity of these people and draws attention to the importance of employers' awareness in this regard from the point of Turkish economy.

Postgraduate thesis of Berna Bal Oguzturk named *İşçi Statüsünde Çalışan Özürlülerin Çalışma Ortam ve Materyallerinin Ergonomik Tasarımı Konusunda Bir Araştırma: Sivas İli Örneği (A Research on Ergonomic Design of Working Environments and Materials of the Labor Handicapped: The Case of Sivas Province)* (2005, Cumhuriyet University) highlights consideration of ergonomics in design of living and working environments of the handicapped. According to the data obtained through face-to-face conversations with 100 disabled employees from 12 work places in total, ergonomic design, step differences on working area ground, noise level of working environment and general physical arrangements at the work places are all deemed significant by the handicapped, but the employees lack sufficient information about how to eliminate above failures.

A. Deniz Erguden's postgraduate thesis on *Sosyal Dışlanma Açısından Bedensel Engelli Bireylerin Yaşantılarının İncelenmesi (Analysis of the Physically Disabled Individuals' Life in terms of Social Exclusion)* (2008, Hacettepe University) analyzes the factors that cause social exclusion of the disabled persons at non-governmental organizations in Istanbul. In this scope, interviews were conducted with 60 physically disabled individuals. This study is not directly related with employment of the people with disabilities, but mentions the employment as it represents a way to overcome social exclusion. Factors affecting social exclusion are identified as following according to the study: low educational level of the disabled people makes them unqualified and prevents their promotion; architectural structure and arrangements, as well as physical environmental conditions create adverse impacts; occupation rehabilitation is also at insufficient levels.

In the scope of another postgraduate thesis prepared by Nimet Baran with the heading of *İşverenlerin Zihin Engelli Bireylerin İstihdamlarına İlişkin Görüş ve Önerileri (Ideas and Recommendations of Employers about Employment of People with Mental Disabilities)* (2003, Anadolu University), semi-structured interviews were conducted with 20 employers in Bursa. According to the findings of the survey, responsibility, technological competency, harmony, proneness to group working, communication skills and academic capabilities influence employment in terms of employment of the handicapped. Furthermore, job related educations and experiences of the handicapped have impact on preferences of the employers⁹.

Postgraduate thesis of Tolga Tezcan about *Kurumsal Ayrımcılık Alanı Olarak Kamu Sektöründe Çalışan Engelli Bireylerin Yaşadıkları Ayrımcılık (As a Corporate Discrimination Case, Discrimination Against the Handicapped Employed in the Public Sector)* (2013, Middle East Technical University) assumes that the people with disabilities excluded from the private sector prefer the public sector to obtain social security. The author claims that individuals with disabilities are employed at the public sector due to statutory obligations, are deemed as a burden rather than an employee and accordingly, suffer discrimination. The author further states that corporate discrimination and abuse of the handicapped are "invisible" barriers with regard to employment of disabled people. These conditions result with adverse employment conditions that cause exclusion of the handicapped.

A further postgraduate thesis titled *Engelli Bireylerin İşyerinde Çalıştırılması İçin Yapılabilecekler Üzerine Bir Araştırma (A Research on Possible Practices for Employment of Disabled People)* and prepared by Asim Eren (2010, Maltepe University) supports that positive discrimination against the disabled people employed in the public sector should be evaluated with respect to international norms. According to the author, employment of the people with disabilities is not only an activity aiming to earn, but also it aims to inclusion of these persons within the social life. The study highlights as an outcome of interviews with 24 employers and 34 disabled employees that the level of participation to the workforce by the disabled employees is low despite positive discrimination ensured through laws and explains the requirement for application of more public policies in this regard.

⁹ This study has been introduced to the academic world along with English article written by Nimet Baran and Atilla Cavkaytar (2007) headed as "İşverenlerin Zihin Engelli Bireylerin İstihdamlarına İlişkin Görüş ve Önerileri" (Ideas and Recommendations of Employers about Employment of People with Mental Disabilities).

Another postgraduate thesis written by Volkan Yılmaz headed *Türkiye Refah Rejiminde Engelliliğin Politik Ekonomisi (Political Economy of Disability in the framework of Turkish Welfare Regime)* (2010, Bogazici University) approaches with the historical perspective towards the position of the disability category within welfare (state) regime in Turkey after the Law on People with Disabilities put into force in 2005. Representatives of non-governmental organizations were interviewed in the scope of the study, relevant laws and reports along with the experiences explained by the disabled people on “engellibireyler.biz” website were analyzed. According to the findings of this study, borders of welfare state expand in favor of the handicapped after entry of home care fund into force and increase in disability allowances, but the working conditions of holders of disability allowances and the amendment to calculation of disability percentage constitutes disadvantage against the disabled people. This study is not directly related with public sector employment of the disabled people, but exhibits remarkable findings and assessments with regard to the factors affecting motivation on employment of these persons in the public sector.

In their articles titled *Engelli İstihdamı ve Sosyal İçerme İlişkisi (Employment of People with Disabilities and Social Inclusion Relation)*, Yusuf Genc and Guldane Cat (2013) draw attention to the importance of employment area and occupational rehabilitation possibility for the disabled people to achieve integration of disabled with the community and decrease in social exclusion risks. The authors highlight that the employment of disabled people aims not only make them earn money, but also contribution of disabled people to the workforce assists in their marriage, prevention of social exclusion and integration with the community in terms of disabled people.

Zaim Inci Gokbay, Ahu Ergen and Nesrin Ozdemir (2011) state in their article titled *Engelli Bireylerin İstihdamına Yönelik Bir Vaka Çalışması: Engelsiz Eğitim (A Case Study on Employment of People with Disabilities: Unhindered Education)* that the most important problem hindering employment of the disabled people is the insufficiency of educations offered to these people. To overcome this problem, the authors introduce a solution model comprising a project, namely, “unhindered education” that is implemented through university, non-governmental organizations and public institutions. This model aims to identify needs of disabled people and measure their competencies.

Ortopedik Engellilerin İstihdamında Tele-Çalışmaya İlişkin Tutumlar Açısından Bir Uygulama (A Practice on Attitudes towards the Telecommuting in Employment of Orthopedically Disabled People) article of H. Filiz Alkan Meshur (2011) supports that the workers may also be employed out of traditional working places in the information age. In this framework, telecommuting is evaluated as a flexible and new working method to increase employment level of orthopedically disabled people. To serve above purpose, a field research covering 155 orthopedically disabled persons in Ankara was conducted.

The article of Kamil Ufuk Bilgin (2000), namely, *Özürlülerin Çalışma Hayatındaki Sorunları ve Çözüm Önerileri (Working Life Matters of Disabled People and Solution Suggestions)* explains the problems encountered in the course of implementation of compulsory disabled employment rates defined in Labor Law no. 1475 and the State Personnel Law no. 657. Like some of the above authors,

Bilgin supports that employment of disabled people prevents their social exclusion and serves as a psychological treatment. In addition, the author emphasizes that if the disabled individuals are assigned with appropriate jobs, lost economic values are regained and inclusion of family members, who offer care services to the disabled people, within the production process becomes possible.

Another significant contribution of the article prepared by Bilgin is the systematic presentation of prejudices of labor, directors, unions and families of disabled people in terms of disabled employment. Furthermore, the author takes into account the national and international pressure groups and public opinion impacts affecting formation of employment policies for disabled people. According to the author, the factors making employment of disabled people difficult are as follows; biases supporting that productivity of disabled people might be low, their general and occupational trainings are insufficient, non-offering appropriate jobs in terms of physical and mental senses, ergonomic and logistic barriers such as physical obstacles and transportation difficulties, as well as structural environment restraints within the organizations (Bilgin, 2000: 7-10). Bilgin counts solution suggestions that may increase employment of disabled people as follows: keeping data on disabled people fully and in updated manner, increasing occupational trainings, providing occupational guidance, offering appropriate tasks to the disabled individuals in physical and mental sense and setting up disabled people's own businesses or providing home-working possibilities (Bilgin, 2000: 11-18).

The book written by Burcu Yakut Cakar, Bulent Kucukaslan and Volkan Yilmaz about employment of disabled people includes eight in-depth interviews, focus group study consisting of 15 persons and the data collected through the questionnaire conducted in 2012 and published through engelliler.biz internet address (Cakar et al., 2013: 230). As a result of this study, following recommendations are complied with regard to employment of disabled people (Cakar et al., 2013: 252-255):

- Enabling physical accessibility of disabled people to the residences, work places and public transport systems in the framework of “reasonable accommodation” principle of United Nations Convention on the Rights of Persons with Disabilities.
- Bulk acquisition of equipment needed by the disabled people at working places and encouragement of production in Turkey in medium term.
- Sustaining income supports/disability allowances after recruitment of the disabled individual and thereby, preventing any pressure on disabled people to make a preference between limited income and employment.
- Continuous updating of database of Turkish Employment Agency (ISKUR) in compliance with the right of privacy and its accessibility by all institutions wherein employment of disabled people is compulsory.
- Improvement of business and occupation consultants at ISKUR through comprehensive trainings in qualitative and quantitative senses, expertizing in sub-fields by means of division of labor.

- Applying oral examination for persons having impaired hearing in the scope of OMSS (E-KPSS) (Disabled Civil Servants Exam).
- Presenting to the disabled people awards/plaquet released to the public by the work places that make disabled employees visible, enabling accreditation of these organizations as “disabled-friendly business places”.
- Offering guidance and support services to the coworkers and supervisors of disabled employees.
- Passing mobbing law immediately.
- Establishing disabled ombudsman/government auditor.
- Providing apprenticeship possibilities to the disabled people studying in the universities.
- If any disabled employee is awarded or promoted, sharing this positive improvement with the public.
- Whenever it is requested by disabled people, offering part-time, flexible-time or homeworking opportunities to the disabled people, but fulfilling their social securities in full-time manner; preventing any constraint/imposition against the disabled people.

The authors state that income support for disabled people and employment support policies are not alternative of each other. They claim that both policies, in fact, complement each other, but the sole target has turned into transition of disabled people from income support to the employment after social welfare state crisis during 1970s (Cakar et al., 2013: 232).

In its report named “Transforming Disability into Ability”, OECD evaluates Turkey as “the country having weak employment policy approach and limited level of income support policy (OECD, 2003: 234).

As it is clear in above studies, emphasize on importance of keeping data of disabled people up-to-date and complete as of beginning of 2000s has been responded positively by the bureaucracy during the last ten years. In this context, National Disabled People Database project of the Republic of Turkey Administration for Disabled People is one of the remarkable improvements. This database does not cover overall disabled people in Turkey, but has a crucial role in identification and elimination of disability problems, offering updated and full data for the services provided to the disabled people and arrangement of public policies about disabled people. Furthermore, the database enables storage of data within same central database and in same data standard. Thereby, cooperation between the central administration and local governments on services offered to and policies created for the disabled people has been facilitated.

1.2.3. Brief Evaluation of Disabled Employment Studies in Turkey

Following common issues supported by above theses and articles are important: employment is not only a means for earning to make/sustain a living in terms of people with disabilities, but also

this process includes psycho-social variables such as integration with the community and accordingly, mitigation or elimination of social exclusion sense and regarding themselves as an individual adding value to the society. Therefore, employment of people with disabilities meets economic, social and psychological needs of these people. Problematic areas in the public sector employment of disabled people are identified as following according to the literature:

- Insufficiency of public policies on public sector employment of disabled people; for example, different employment policies about different types of disabilities are not produced,
- Type of disability,
- Different results produced by calculation systems of disability percentage,
- Biases and discrimination against disabled people in the course of employment,
- Attitudes and behaviors of employers/supervisors and colleagues against the disabled employees, such as biases, exclusion, discrimination, mobbing, etc.
- Personal and professional experiences of supervisors/employers about disabled people,
- Educations of supervisors/employers about cooperation with disabled people,
- Lack of promotional possibilities offered to the disabled employees, therefore, low job satisfaction,
- Disturbances caused due to questioning the working efficiency of disabled employees,
- Lack of physical/logistics arrangements in the business place in compliance with needs of disabled employees,
- No physical/logistics arrangements regarding the transportation systems used by the disabled people while commuting,
- Disabled employees' lack of and/or low level of knowledge and skills on the tasks to be performed by them,
- Availability of training before employment,
- Availability of monitoring and training programs after the employment,
- Support of disabled people's families on their employment.

Solutions suggested in the scope of above studies are as follows:

- Keeping data on disabled people in up-to-date and complete manner,
- Increasing telecommuting possibilities,
- Providing vocational training to the disabled people,

- Offering post-employment monitoring and support services,
- Assigning the disabled people to appropriate tasks in physical and mental senses,
- Removal of physical, ergonomic and logistics barriers within the transportation systems and business places.

A further issue related with majority of above studies is their realization on the basis of small and non-representative sampling. Therefore, possibility for universal generalizability (all disabled people) of findings becomes weaker. However, exceptions are available, such as the study of Turkish Statistical Institute.

Even though the need for updated and full data needs stored in specific standard is met through the studies like National Disabled People Database Project, the project on “Analysis of Disabled Employment in the Public Sector”, whereof, this body of literature constitutes a part shall enable control and updating of data on disabled civil servants employed in the public sector and offer remarkable database regarding employment of people with disabilities. Findings obtained by means of field research based on high rate of and representative sampling and the questionnaires fill the gap within the body of literature and offer significant contributions to the relevant field.

1.3. National Legislation on Disabled Employment

The legal infrastructure constituting the base for above scanned body of literature on public sector employment of people with disabilities has great impact on public policies. Following part analyzes the Constitution articles, laws, decree laws, directives and circulars.

1.3.1. The Constitution

Point of origin of the legislation on disabled people is the Part X *Equal Protection of Law* of the Republic of Turkey 1982 Constitution. According to this article, all citizens are equal without any discrimination and hold equal rights. In addition, positive discrimination is made in favor of the disabled people with 07/05/2010 dated and 5982/1 numbered amendment to the above part, wherein the relevant amendment is as follows: “*Measures for children, elders, the handicapped, orphan and widows of war and mission martyrs, disabled and the veterans shall not considered as contrary to the equality principle.*”

Education and Learning Right and Mission heading of the Constitution ensures elimination of education and learning deprivation. According to the Problems and Expectations of Disabled People research of TUIK conducted in 2010, 59.6% of registered disabled do not benefit from education and rate of those having high school or upper level graduations is 7.7%. A constructive approach in this scope might be consideration of this issue on the basis of education-employment relation.

Provisions on Employment part of the Constitution states “*Every individual has the right and mission to work*”, wherein equality principle is referred and the tasks such as improvement of working conditions and mitigation of unemployment are assigned to the state. In addition, protective approach

has been developed by putting emphasize on the fact that nobody can be assigned to the tasks not compatible with age, sex and capability of the individual and working conditions of minors, women and persons having physical or mental disability shall be identified specifically.

The reality that all people have social security rights and the requirement on fulfillment of the needs by the state is explained under *A. Social Security Right* part of *X. Social Security Rights* heading. The sub-section, namely, *B. Particular Protection in terms of Social Security* identifies that the state is responsible for taking measures on protection of disabled people and their inclusion within social life and for the obligations on entry of necessary arrangements into force.

1.3.2. Laws

According to the Article 26 of *Law on Assent of United Nations Convention on the Rights of People with Disabilities dated 03/12/2008 and numbered 5825*, state parties should initiate comprehensive rehabilitation services in health, employment, education and social areas immediately by promoting integration with the community including rural areas.

Article 27 of same law has the title of *Working and Employment*. Paragraph 1, sub-clause (a) of article 27 highlights that the disabled people have the right to work under equal conditions with other individuals and to offer this right, the government should prevent discrimination in overall processes, including recruitment, continuity of the employment, career development, healthy and reliable working conditions. Arrangements like equality of opportunities, equal payment for equal level of works, prevention of harassment are all explained under sub-clause (b) and accordingly, fair and favorable working conditions are aimed. While the sub-clause (c) protects union rights of the people with disabilities, the sub-clause (d) undertakes to offer services provided to other individuals, such as occupational and continuing education to the disabled people under equal conditions. Improvement of employment conditions in the labor market is regulated similar to the relevant Constitution provisions. Continuing part of the related article attributes specific tasks to the state like entrepreneur identity of the disabled people, employment assurance in the public sector, promoting gain of experience in labor market, execution of appropriate programs during the course of recruitment/continuity of the employment/return processes and favorable conditions at the workplaces of disabled people. Paragraph 2 of the article 27 emphasizes prevention of forced and compulsory labor and involuntary servitude.

Article 3 of *01/07/2005 dated and 5378 numbered Law on People with Disabilities* mentions the sheltered workshops and the arrangements at working places whom the state offers technical and financial supports in order for inclusion of people with mental disabilities in the labor market. Second part of same law is named *Disability Status, Support and Care, Habilitation and Rehabilitation, Employment, Education and Training, Accessibility*. This part (5378/13) explains that the government shall take necessary measures to ensure selection of occupations by the disabled people and provide required training in such areas and highlights the fact that occupational habilitation, rehabilitation and training programs might be realized by the public institutions and agencies, municipalities and other real and legal entities in line with the professional and occupational analysis. *Article 14* having the heading

of *Employment* states that the discrimination cannot be applied against employment of disabled people and facilitating measures that increase employment of disabled people shall be taken. Furthermore, the article explains the support to be provided through sheltered workshops to the disabled people whose inclusion in the labor market is difficult and states that conditions of such workplaces are to be defined on the basis of regulation.

The amendments made through *Law no. 6495* to the *01/07/1976 dated and 2022 numbered Law on Income Replacement of Aidless, Weak and Alone Turkish Citizens of 65 Years and Older* provide financial aids in different rates to the disabled people, who cannot manage their lives without assistance of others, to those having monthly household income of less than 1/3 of minimum wage and to the people of 18 year and older, who are not employed by Turkish Employment Agency despite their application, provided that income level of these people shall be protected. However, the drawback here is the fact that how comparative advantage of the aids against the wage to be earned by the disabled people by way of employment is to be decreased. It may be assumed that the will of the disabled to work shall decline, as the gap between the assistance paid without employment and the wage paid against employment decreases.

As explained in *Article 2 of 09/01/1985 dated and 3146 numbered Law on Organization and Duties of the Ministry of Labor and Social Security*, obligations of the Ministry applicable for all employees, but also for the disabled people may be summarized as following: elimination of current problems, securing the justice in business life, execution of supervisory activities, taking any and all measures required for necessary workforce planning, improvement of employment policies and occupational rehabilitation activities. In addition to the above, protective measures to be taken at the workplace and identification, implementation and supervision of necessary preventive conditions are all explained in the scope of the law for all employees including the disabled.

According to *5216 numbered Law on Metropolitan Municipality*, arrangement of occupational and educational courses for the disabled people is counted among tasks and authorities of the Mayor.

In accordance with *20/4/1967 dated and 854 numbered Law on Marine Employment*, the employers or the representatives of the employers are required to employ disabled seaman in the number explained in Labor Law and related regulations and legislations. As it is already known, article 30 of Labor Law no. 4857 regulates the quota for disabled people; accordingly, private sector employing in excess of 50 persons should recruit 3 disabled individuals; whereas, this rate is 4% in the public sector. In case of failure in fulfillment of above requirement, two thousand Turkish Liras administrative fine per month is regulated for each disabled person. The first quote with regard to the disabled people was applied in 1967 by way of this law. Thereafter, Labor Law no. 1475 put into force in 1971 brought the arrangement for employment of 2% disabled people by the workplaces where over specific rate of employees are working.

According to the *article 53 of State Personnel Law no. 657*, the public institutions and bodies should employ disabled people in the rate of 3% of their total full positions. The State Personnel

Administration is authorized to execute implementation and supervision of disabled recruitment processes in the public sector. Hiring is realized through a centralized examination and the vacant positions are identified with respect to the annual requests of entities.

Article 65 of 22/02/2005 dated and 5302 numbered Law on Special Provincial Administration explains that the special provincial administration implements programs for participation of voluntary parties in order to ensure solidarity and participation in the province and to achieve effectiveness, saving and productivity of services within the scope of health, education, sports, environment, traffic and cultural services and the services offered to elders, women and children, disabled people and the poor.

Article 1 of 5/1/1961 dated and 222 numbered Primary Education Law regulates equal primary education service for overall citizens and the article 12 regulates special education and training for disabled children.

According to the Labor Law no. 4857 dated 22/05/2008, the quote for disabled employees is 3% in private sector and 4% in the public sector wherein in excess of 50 persons are employed (*article 30*). In cases where the employer has multiple workplaces in same province, his all employees are accepted collectively. The workers required to be hired by the employers are found through Turkish Employment Agency. Qualifications of the labor to be employed, duties to be assigned to such employees, their orientation towards the occupation by way of special working, their hiring process in occupational sense are all explained by the regulation of the Ministry of Labor and Social Security. Disabled persons cannot be hired for underground and underwater duties in the scope of which identification of labor rate does not take into consideration those assigned for underground and underwater tasks.

The Ministry of National Education is authorized to arrange special vocational courses aiming to prepare those in need of special education to the duties applicable in business life in accordance with *Vocational Education Law no. 3308*. Interests, needs and skills of relevant parties are taken into account in the course of regulation and implementation of these courses (*Article 39*).

According to the Article 21 of Privatization Law no. 4046, job loss compensation is paid to the employees experiencing job loss due to any administrative proceeding related to privatization of any institution. This compensation is doubled for the disabled employees.

In accordance with *6518 numbered Decree Law on Organization and Duties of the Ministry of Family and Social Policies and the Law on Amendments to the Specific Laws and Decree Laws*:

- It is approved that annual gross wage paid to the disabled employees (including amounts covered by other institutions) shall be applied for a period of maximum five years as a discount of sheltered workshops in order for promotion of disabled people employed at sheltered workplaces.
- Similar amendment to the *Unemployment Law no. 4447* concludes that the employer's contribution on unemployment insurance paid to the disabled employees at sheltered workplaces shall be covered by the treasury.

- Procedures to be applied in determination of wages of disabled employees at sheltered workplaces are defined.
- It is reemphasized through the amendment to the *Labor Law no. 4857* that any discrimination against the disabled people shall not be conducted.
- Additions to the Law no. 5378 reaffirms the obligation of the Ministry of Labor and Social Security and the Ministry of National Education regarding improvement of habilitation, rehabilitation and education programs for employment of the disabled (*Article 13*).
- According to the Amendment to the Article 14 of Law no. 5378, the Ministry of Family and Social Policies is assigned to provide guiding services to the disabled people intending to establish their own businesses. Furthermore, the obligation has been imposed to eliminate any discrimination against the disabled during their job application, hiring processes and working life and to arrange working places in a manner facilitating working life of the people with disabilities.

1.3.3. Decree Laws

According to the Article 10, Paragraph 1, sub-clause b) of *Decree Law on Organization and Duties of the Ministry of Family and Social Policies numbered 633* regulating duties of the General Directorate of Services for Disabled Persons and Elderly, the Ministry is authorized to produce, implement and supervise the policies on prevention of disability and education, employment and rehabilitation of the people with disabilities.

According to the Article 11 of *652 numbered Decree Law on Organization and Duties of the Ministry of National Education*, the Ministry is entitled to define and implement policies about management of special education classes and schools, guidance and research centers, vocational schools and vocational training centers, as well as schools and institutions having same level and purpose and about education of the students. In addition, the government shall be included in special education expenses in accordance with *Article 43*, provided that relevant conditions shall be fulfilled.

The Decree Law no. 573 on Special Education ensures that educations for disabled people may start as of their childhood period and continue until higher education and the families may also be included within the process through non-formal educations. Termination of special education supports of the children with mental disabilities of 18 years old having insufficient learning skills and needing long-term educational process cause their leave from the school without furnishing with employment capabilities.

1.3.4. Regulations

According to the Article 8, Paragraph 1, sub-clause f) of *the Regulation on Disabled Service Units of Metropolitan Municipalities* published in 16.08.2006, disabled service department of the metropolitan municipalities are authorized to offer proper rehabilitation and vocational educations to the disabled people applying for such programs to create workforce among disabled people and achieve their inclusion within working life.

According to the 9/8/2009 dated Regulation on Principles and Procedures for Labor Recruitment at Public Institutions and Agencies;

Article 9 (4) defines positive discrimination for employment of the disabled individuals by asking the disabled, in application stage, the need for the attendant in the course of examination of public institutions and agencies, provided that such need shall be registered for notification to the examination board.

Article 7-1-e) rules that no disability condition shall not be sought in any employee demand of the public institutions and agencies, except for conditions required due to nature of the duty, any upper limit shall not be applied on disability percentage and any discrimination between the disability groups shall not be made.

Article 12-3 regulates that the people with mental disabilities may submit their application for disabled demands subject to lots, regardless of their level of education. This article enables higher level of discrimination in favor of the people with mental disabilities.

Paragraph 2, sub-clause f) of Article 45 of *31.05.2006 dated Regulation on Special Education Services* states that applied vocational courses are arranged with respect to the social, cultural, economic characteristics and conditions, as well as employment opportunities of the relevant environment; whereas Paragraph 2, Sub-clause e) of Article 46 explains that the course programs are defined by taking into account the social, cultures, economic characteristics and conditions, employment possibilities of the relevant environment.

According to the Paragraph 1, Sub-clause (c) of Article 6 of *the Regulation on Special Vocational Rehabilitation Centers dated 02.05.2006*, the individuals are provided with vocational training through the vocational courses where post-training certificates are offered; in other words, courses, educations programs can be arranged for employment purposes. In addition, sub-clause d) defines vocational guidance service that establishes the communication between the employer and the disabled and providing guidance to the disabled candidate.

09/01/2014 dated Regulation on the Commission Having the Authorization to Use Administrative Fines that are Collected from the Employers due to Non-employment of Disabled and Ex-Convicts explains working procedures and principles of the commission authorized to make decisions on usage of administrative fines that are collected from the workplaces due to non-employment of disabled and ex-convicts.

Purpose of *07/02/2014 dated Regulation on Public Personnel Selection Examination for the Disabled and Acceptance of the People with Disabilities to the State Service* is to define principles and procedures for the disabled public personnel selection exam, the lots, recruitment processes, monitoring and supervision of disabled public personnel employment, supply of statistical data and other issues regarding employment of people with disabilities. Accordingly, the agencies submit their request for disabled staff to the State Personnel Administration. Centralized selection examination

or exam through casting lots is performed under the name of EKPSS. Turkish Employment Agency (ISKUR) may use relevant examination results for job placement purposes. The candidates submit their preferences and then, placed to relevant agencies with respect to their scores. In addition, Article 16 of same regulation states that the agency employing disabled is required to arrange its working areas and additions in compliance with needs of the disabled employee and to supply means and equipment to be needed by the disabled.

26/11/2013 dated Regulation on Sheltered Workshops identifies procedures and principles about functioning and supervision of workplaces opened by real or legal entities for the disabled individuals whose inclusion in labor market is difficult. Number of disabled employees at such workplaces cannot be less than 75 percent of total employees. Hiring process is initiated through personal application of disabled individuals registered at Turkish Employment Agency or by means of Provisional Directorates of Labor and Employment Agency. Employee records are kept by Provincial Directorates of Employment and Labor Agency and the Provincial Directorates of the Ministry of Family and Social Policies.

12/03/2013 dated Regulation on Active Labor Services regulates the procedures and principles for execution of active labor services offered by Turkish Employment Agency to assist in protection and increase of employment, improvement of vocational capabilities of unemployed, decrease of unemployment rate and inclusion of groups needing special policies within labor market. In this scope, employment raising policies and workforce education policies are determined with respect to the employers' demands. Accordingly, vocational education courses are offered where disadvantaged groups are prioritized. Thereafter, on-the-job trainings and habilitation processes are initiated and harmonization process is closely monitored by means of supervisions.

Article 24 of the *Regulation on Occupational Health and Safety at Mines dated September 19, 2013* includes following statement: "necessary arrangements are made at workplaces of disabled employees. Such arrangement is mainly performed at places directly used by the disabled employees, doors, crossing, stairs, showers, washbasins and restrooms".

August 02, 2013 dated *Regulation on Amendment to the Regulation on Domestic Job Placement* renewed the definition of disability and enabled coordination between the Ministry of Labor and Social Security, the Ministry of Family and Social Policies and the Ministry Justice and Education to provide hiring and monitoring of disabled individuals.

Finally, 03/12/2004 and 24/06/2006 dated two Circulars of the Prime Ministry include explanations about employment of the people with disabilities and remind fulfillment of the requirements on identification of positions, realization of hiring and measures increasing employment of disabled.

CHAPTER TWO

A RESEARCH ON DISABLED PUBLIC SECTOR EMPLOYEES: FIELDWORK AS AN EXPERIENCE

2.1. Method of the Research

This study is based on policy-oriented research method. Due to the nature of this method, detailed and systematic description of the subject of the study should be performed. Descriptive side of the research is fulfilled through implementation of survey method. Before start of survey, conceptual framework of the study has been created on the basis of local and foreign literature assessment. Basic questions of the survey were defined as following in the scope of this study grounding on right-based approach: To what extent the public employees with disabilities realize and improve themselves? What kinds of alternatives are offered to and restrictions are imposed on the disabled personnel by the public sector employment in terms of community involvement? Research questions identified the widely used survey technique in the framework of survey method and the survey questions were arranged with respect to the above research questions. Thereby, concept-fact relation is established as an indispensable item of scientific data generation.

2.1.1. Scope of the Research: The Universe and the Sample

Following the explanation about scope of this survey with regard to conceptual and policy-oriented survey purposes, scope and constraints shall be defined within the empirical arrangement: the universe of this survey includes the people with disabilities employed within the borders of Republic of Turkey within the scope of Article 4, paragraph (a) of State Personnel Law no. 657. The survey also covers coworkers of the disabled employee, supervisors (Department Supervisor, Branch Director, Vice Head of Department, Head of Department) and senior managers (Provincial Directors, Regional Directors, General Manager and deputies, Head of an Institution, Undersecretaries and their deputies) in the scope of different questionnaires wherein any population-representative sampling relation has not been established. In fact, existence of co-workers, supervisors and senior managers within the context of this survey fully depends on the personnel with disabilities. This survey does not define the term disability as a condition of disability, instead proposes such definition in relation with environmental interaction. Therefore, it is a methodological obligation to apprehend the public sector personnel with disabilities with respect to their interpersonal relations. Thus, categories for co-worker, department supervisors and senior managers are not meaningful alone. In other words, this survey does not aim to appreciate working conditions of public sector employees at different status, but focuses on the public sector employees with disabilities. Consequently, the population-representative sampling is not meaningful for the public sector staff at different statuses. List of disabled employees included within the population of the survey and data on their workplaces is obtained from the State Personnel Administration (April 2014). According to the records, number of disabled public sector employees is 32.865 in Turkey, who are employed at 184 different public institutions and agencies.

The sampling created for Disabled Public Sector Employment Analysis consists of four groups:

- Group 1: Disabled public sector employees
- Group 2: Coworkers of the disabled public sector employees
- Group 3: Supervisors of the disabled public sector employees
- Group 4: Senior managers of the disabled public sector employees

Table 3: Sample Plan

	Planned Number of Surveys	Number of Conducted Surveys and the Rates		Number of Analyzed Surveys and the Rates	
Disabled Public Sector Employees	3.000	2.960	98.6	2.908	97.0
Coworkers	3.000	2.252	75.0	2.244	74.8
Supervisors	3.000	1.430	47.6	1.412	47.0
Senior Managers	500	332	66.4	326	65.2
Total	9.500	6.974	73.4	6.890	72.5

3.000 disabled individuals living and working in 26 different provinces accepted as NUTS-2 provinces according to Classification of Statistical Territorial Units were included in the sampling through systematic random sampling method (Istanbul, Tekirdag, Balikesir, Izmir, Aydin, Manisa, Bursa, Kocaeli, Ankara, Konya, Antalya, Adana, Hatay, Kirikkale, Kayseri, Zonguldak, Kastamonu, Samsun, Trabzon, Erzurum, Agri, Malatya, Van, Gaziantep, Sanliurfa and Mardin). Furthermore, in total 9.500 individual sampling is created through inclusion of 3.000 coworkers, 3.000 department supervisors and 500 senior managers of the disabled employees. As it is clear in Table 3, number of actual interviews conducted in the course of field study dated May 21 – August 15, 2014 and in the analysis is significantly different (lower) than the planned figure due to the fact that supervisors of more than one disabled employee are same in some cases (e.g. same school principal). In terms of basic analysis unit of the survey (disabled public employee), size of sampling planned and size of those realized and included in the analysis overlap. More importantly, disabled public employees incorporated into the sampling are selected on the basis of probability logic and accordingly, the questionnaire are conducted; therefore, margin of error by +/- 2% and confidence interval of 95% and the data set being generalizable in statistical sense are all defined for the disabled public sector population of more than 32 thousands.

The category of “Coworker” defines the staff sharing same working place, having communication with and having the chance to observe the disabled personnel. The rate of 75% for planned sampling size of “coworker” category is not due to weakness of the field study. All workplaces planned beforehand were visited and “coworkers” having above characteristics, accepting the interview and responding the questions were all communicated. 2.244 responses among 2.252 responders are included in the analysis and 8 questionnaires were cancelled as an outcome of relevant controls.

In terms of supervisors of disabled public sector personnel, unrealistic sampling size of 3.000 is foreseen. However, it is concluded that predicting same size both for the supervisors of the disabled employees and the personnel is unrealistic due to constraints on supervisor and senior manager scopes. For example, accepting any school principal or hospital head physician as supervisor in the framework of the survey and accordingly, having high rate of disabled employee working at the same school or hospital decreased the possibility of matching one supervisor with each disabled employee. Furthermore, higher rejection rate of survey attendance among supervisors is identified in comparison with the rate of senior managers. Relevant scope limitations are applicable for senior managers. For instance, senior manager position of health provincial director makes it possible to match up all disabled public sector employees to one senior manager. Due to such limitations, it is found that number of supervisors of 3.000 disabled public sector employees is approximately 1.500; among this figure, 1.430 senior managers responded the questionnaire, 20 of which were cancelled and accordingly, 1.412 supervisors were included in the survey. Issues explained for supervisors are also applicable for the case of senior manager category anticipated as having a figure of 500. 332 senior managers were interviewed and 326 questionnaires were included in the analysis.

2.1.2. Data Collection Techniques

Pre-structured question form is used to obtain quantitative data in the scope of field research. Although mixed method is followed in terms of question types, closed end questions are prioritized; whereas, open-end questions are formulated in cases where differentiation and diversity are important. Before preparation of question form, in-depth interviews were conducted with deaf, speech and language disabled, sight-disabled, mental and orthopedic-disabled public sector employees and the public sector employees having impaired hearing. After analysis of sound recording of interviews, rich narrative text is created about socio-economic profile, working conditions, horizontal and vertical relations at the workplace and employment attitudes and expectations of disabled public employees. Furthermore, studies performed in the country and abroad were all scanned and a pool of questions was created. In-depth interview text had direct contributions to the operationalization of research questions and accordingly, improvement of survey questions along with closed-end options. Draft questionnaire forms created by the research group were discussed in details in the course of workshop studies of experts and final questionnaire form was obtained through significant contributions of this group.

Comprehensive preparations explained herein are mainly oriented towards the disabled public sector employees constituting the observation and analysis unit of this survey. Questionnaire forms for the “coworker”, “supervisor” and “senior manager” were developed on the basis of the questionnaire of disabled public personnel. Three different questionnaire forms were applied in different scopes of this study. Each question form comprises different sections. In terms of employment of people with disabilities, difficulties experienced in workplaces, factors having positive and negative impact on efficiency and relations with the co-workers, supervisors and senior managers were questioned in details.

Questionnaires improved by way of above preparation process were tested through face-to-face survey technique having a sample size of 104 disabled employees, 57 coworkers and 72 supervisors between April 24-29, 2014 in Ankara. This pilot study for disabled people made miscellaneous contributions to the survey: the experience of conducting survey with different groups of disability have such an importance that cannot be comparable with standard gaining of the pilot study. Experienced interviewers having training for experts on disabled communication were included in the scope of the pilot study and the questionnaire was applied to four different target groups by means of face-to-face interview method. In addition to this experience, functionality of question form was tested, time period of questionnaire was clarified and barriers encountered in the field were all analyzed with the pilot study.

Question form of disabled public employees comprises seven subsections. First subsection of the questionnaire form includes questions about province, department, agency, working period and titles of the disabled public employees. Second subsection questions demographical data; whereas, third part collects information about disability group, disability percentage, reason of occurrence and time of disability, whether any other disabled family member does exist or not, the capacity to sustain daily life and similar data on disability. Fourth subsection asks questions about income level and monthly expenditures by which identification of socio-economic profile is aimed. Fifth part includes questions directed towards working life; whereas sixth subsection queries attitudes towards working and business life. Seventh and last subsection of the questionnaire reveals the attitudes towards working relations at the workplace.

Question form about coworkers consists of four subsections including participant information, demographical data, socio-economic profile, attitudes towards working life and the attitudes towards working relations at the workplace.

Same question form is applied to the supervisors and senior managers that consists of four subsections, namely, participant data, demographical data, socio-economic profile and working relations.

2.2. Fieldwork

2.2.1. Preparation Stage

A record covering 32.865 disabled public employees was received from the State Personnel Administration on April 11, 2104 that includes data on gender, disability percentage, disability group, organization, province, service level, title, degree and educational status. This valuable data set belonging to the research population made significant contributions in the course of implementation of systematic random sampling technique.

As the list received does not include the name of departments where disabled employees work and the names of said employees; public institutions and agencies wherein this personnel is employed were called as of May 7, 2014 by the firm personnel and list of disabled employees were requested in

order to reach the employees identified through probability based sampling of project consultants and accordingly, inventory of the research universe was recreated by the research group. In addition, this process enabled renewal and updating of disabled public sector personnel inventory, which is available at State Personnel Administration.

Above public institutions and agencies were called in the framework of the sampling and co-workers, supervisors and senior managers of disabled employees were contacted to make appointment. Appointment setting and field application were performed simultaneously.

2.2.2. Pollsters

Twelve field coordinators were assigned to 12 statistical territorial units and 26 supervisors were selected for each NUTS-II provinces. 147 pollsters were assigned. The pollsters includes third and fourth class students of psychology, law, labor economics and industrial relations, sociology departments of various universities in Turkey, as well as graduates of psychology and sociology departments.

Education level of pollsters: Before start of field application, 26 field coordinators were provided with the training on question forms and the issues to be taken into consideration during field application by Dr. Neslihan Celik, the project coordinator and social anthropologist. A further training about “Attitudes towards and Communication with Disabled People” was applied to this group by Canan Aktas, ASP Specialist at the Ministry of Family and Social Policies, General Directorate of Services for Disabled People and Elderly. Each question within the form was reviewed and the points needed to be paid attention by the pollsters were highlighted. Those acting as coordinator had the opportunity to test the training on communication with the disabled during the pilot study phase. The coordinators trained were given information about purpose of pilot implementation and requested to take notes about any matter to be arisen during interviews and with regard to the question forms and to provide feedback on relevant matters to the research group. They were also reminded to take notes in case of incomprehensible questions or closed-end questions do not include relevant responses.

It was further explained that the pollsters should not direct the participant and even though the pollster was asked about his/her ideas by the participant, any point of view should not be reflected wherein importance of participants’ ideas had to be highlighted and additionally, other issues on research ethics have been explained.

Within the section of the training about communication with disabled people, data on disability groups and basic communication methods with the disabled people was explained. This training was also provided to the provincial supervisors and pollsters by the field coordinators before start of field application.

Pilot study showed how functional the training was on communication with the disabled employees. Narrower version of research result analysis was conducted through transfer of interview forms of 104 disabled public sector personnel, 57 co-workers and 72 supervisor and senior managers to

the computer in the scope of pilot study. It was identified that draft survey questions were successfully functioning. Furthermore, contributions of General Directorate of Services for Disabled Persons and Elderly personnel having competency and skills in their fields should also be noted. Execution of planning phases in cooperation with the personnel of the general directorate resulted with efficient and effective process.

2.2.3. Implementation

Time period of quantitative research was between May 21 and August 15, 2014. In the course of field study, three different question forms were used that were prepared on the basis of above phases and approved by the Ministry of Family and Social Policies, General Directorate of Services for Disabled People and Elderly. Questionnaire forms were implemented through face-to-face interview method with the samples comprising disabled public employees in 26 provinces and their coworkers, supervisors and senior managers.

Supervision: In case of any problem, the pollsters, first, consulted to the supervisors, who performed review tasks in their territories and contacted field coordinators. As for the matters not eliminated by field coordinator, expert team of research firm was consulted; whereas, in case of any problem having negative impact on time period and quality of research, relevant parties of the General Directorate was communicated.

The questionnaires completed were provided to the supervisors by the pollsters. Thereafter, the supervisors transferred said forms to the field coordinators for control purposes. After completion of second review by the field coordinators, these forms were delivered to the firm on alternate days. By calling back ten percent of interview forms accepted, the field experts at the headquarter of the firm ensured an upper level control.

In addition to the above explained control steps, experts of Republic of Turkey Ministry of Family and Social Policies, General Directorate of Services for Disabled Persons and Elderly performed on-site observation and supervision in three provinces during the course of pilot and field implementation and realized controls through phone calls for randomly selected interviews.

Data entry: Data entry over Microsoft Excel was performed from start of and synchronously with the field implementation. Thereafter, the data entered was transferred to SPSS program for analysis purposes.

2.3. Anticipated and Actual Risks

Interviews not realized with the disabled employee on leave: As anticipated in the scope of the risks defined in the beginning of the project, some disabled personnel could not be interviewed due to long-term disorder or long-term leave.

Even though appointment was made, significant rate of interviews could not be realized due to absence of the disabled employee at the work place on the date of appointment. Date of interviews with

the disabled employees on leave was reorganized and pollsters were again visited these employees. It was identified that above figure counted for 30%. This situation caused increase in cost of research as explained in the scope of the risks.

Interviews not realized with the disabled employees due to change in workplace or cease of employment: Although it is observed in the population provided by the State Personnel Administration, some disabled employees were not interviewed due to their assignment to any other province or institution, retirement, suspension of duty, cease of employment or assigned to any other place for temporary duty purposes.

Interviews not realized with the disabled employees working at night shift: One employee covered in the scope of the sampling and working at night shift could not be interviewed.

Interviews not realized with the disabled employee, who participated to the pilot implementation: One disabled employee, who participated to the pilot scheme, was also included within the sampling selected among the population. However, this employee refused appointment request due to his/her participation to the pilot phase.

Interviews not realized due to rejection: Some employees refused to make an interview due to various reasons. For example, one of the employees with mental and emotional disabilities refused his disability; hence did not accept interview requests. In addition, some employees refused interview requests without any reason. One of the disabled employees refused to have an interview on the grounds that his/her disability condition would be heard by others. In general, it is observed that disabled public sector employees are willing to participate to the survey and the rate of rejection is estimated as lower than five percent.

Furthermore, coworkers of the disabled employees were less willing to take part in the survey with respect to the disabled personnel. Some coworkers refused interviews on the grounds that they were busy. In such cases, another coworker from same department was contacted, if any. Number of interviews planned to be 3.000 was 2.244, in actual, due to lack of any other coworker in same department or rejection of all coworkers.

During the term of the survey, it is also analyzed that supervisors were less willing to make contributions when compared to the senior managers. The reasons for their rejection are their busy tasks, questioning target of the survey and their request for assignment of a pollster tenured at Republic of Turkey, Ministry of Family and Social Policies. In cases where the supervisors rejected interview requests, some interviews were realized upon support of Republic of Turkey, Ministry of Family and Social Policies, General Directorate of Services for Disabled Persons and Elderly who contacted with the institutions and provided information about the project. Despite overall efforts, supervisors caused interruptions by keeping pollsters waiting, changing or canceling appointment time. In such cases, any interview could not be conducted, as the disabled employee has not any other supervisor. Apart from rejection, limitations on to the scope of supervisors resulted with 1.412 interviews, which was planned to be 3.000.

The senior managers have been observed to have a more willing and positive approach in participating the research in comparison to the supervisors. Problems, however, also have been encountered with senior managers in keeping up with the schedule. Appointments have not been held for many interviews, thus, there occurred repeated necessity to make new plans. Furthermore, the narrow scope of “senior manager” has also played an influential role that only 326 interviews were held instead of the anticipated five hundred. For instance; while school principal is accepted as the supervisor of a disabled teacher or other school employees employed at the public sector affiliated to the Provincial Directorate of National Education; but the national education directors of the province and the county are assigned as senior managers, in which case an interview with either provincial or country directors of national education have been held as the senior manager of the disabled personnel. In other words, failure to conduct the anticipated number of interviews at senior manager level is not a result of reluctance by those but more that of the limited concept of “senior manager”.

Failed interviews due to inconsistency between the universe and the actual condition: As an example, the individual listed on the population provided by State Personnel Administration as “unclassified disability-male-cashier” was found to be a janitor, not a cashier. In such situations the interview was still held with the said employee. In course of the research, discrepancies have been encountered frequently between the real situation and the State Personnel Administration records of the disabled public sector employees. In fact, the disabled individuals with the registry numbers 718, 1349, 1377, 1337, 1342, 1499, randomly drawn off the universe, were listed as ‘janitorial personnel’, however, it was found out no such people worked at any institution. While the sampling among the universe of State Personnel Administration showed three disabled employees at a unit of the General Directorate of Forests; the Ministry of Forests and Water Affairs, on the other hand, declared only one disabled employee on the lists sent to the General Directorate of Forests upon their request. And as this person was on leave during the field survey, an interview could not be held. In another example, while five disabled employees were working at the provincial directorate of the Ministry of Food, Agriculture and Livestock, the list of the Administration listed only two. The same situation was seen also at the Directorate of Religious Affairs and the Ministry of Health.

Failed interviews due to the fact that personnel declared they were not disabled though employed within the disabled quota: Example: a public employee listed as orthopedically disabled on the list of the Ministry of National Education declared that he has no disability whatsoever. Two employees listed as disabled personnel in Zonguldak and Bursa declared that it was their children who were disabled and not themselves.

2.4. Research Ethic

It should be seen as an obligation that a policy-oriented scientific study, with potential influence on the (a) employability and (b) employment method and conditions of disabled people in public sector which is relatively advantageous in terms of job security and social status, bring clarity to its position in respect to research ethics.

The problem fields of the research ethic in this specific study and the approach of the research to this subject are as follows:

1. Theoretical and policy-oriented positioning of this survey; it is based on the principle that the disabled personnel is the priority, not the government. The said priorities can be defined as; the importance of public employment with regards to social participation, opportunities for the disabled personnel to realize and improve themselves through their occupations.

2. The field researchers of this study were given expert training for survey application and face-to-face communication with different disability groups. This enabled to perform a study, which as much as possible can conceive the specifics of the observation unit.

3. It was made very clear to the participants, prior to the application of each of the three surveys, that they had every right to refuse participation, not to answer the questions they don't want to and to end the interview at any time they wished. This helped prevent the participants from feeling intimidated.

4. Subject, purpose and scope of the research were all explained to the participants by the researchers before each interview and privacy of personal data was complied with during overall phases of the study.

CHAPTER THREE

ANALYSIS OF THE RESEARCH

3.1. Sample – Demographic Profile

The employees with the disabilities, coworkers, supervisors (Chief, Department Manager, Head of Departments and their Deputies, Etc.) and senior managers (Provincial Directors, Regional Directors, General Managers and their Deputies, Presidents of an Institution, Undersecretaries and their Deputies, etc.) have been analyzed through 3 different questionnaires. However there is no representative sampling - universe affiliation in these groups. Thus, in this research, the existence of the groups of the colleagues and supervisors, senior managers are dependent to the existence of the employees with the disabilities.

The questionnaire forms, prepared for the Analysis of Disabled Employment in the Public Sector, have been applied to four different groups:

Group 1: Disabled public sector employees

Group 2: Coworkers of the disabled public sector employees

Group 3: Supervisors of the disabled public sector employees

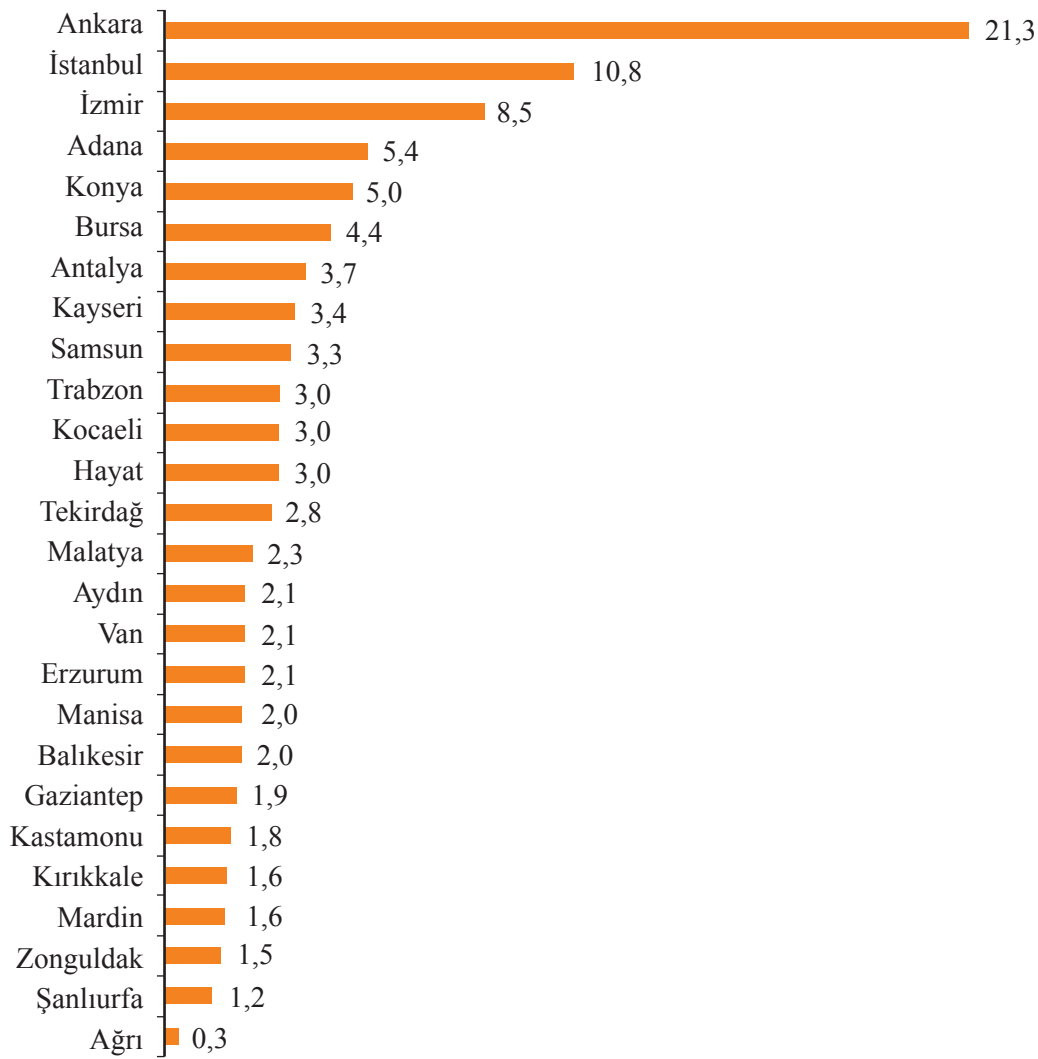
Group 4: Senior managers of the disabled public sector employees

Table 4: Sample Plan

	Planned Number of Surveys	Number of Conducted Surveys and the Rates		Number of Analyzed Surveys and the Rates	
Disabled Public Sector Employees	3.000	2.960	98,6	2.908	97,0
Co-workers	3.000	2.252	75,0	2.244	74,8
Supervisors	3.000	1.430	47,6	1.412	47,0
Senior Managers	500	332	66,4	326	65,2
Total	9.500	6.974	73,4	6.890	72,5

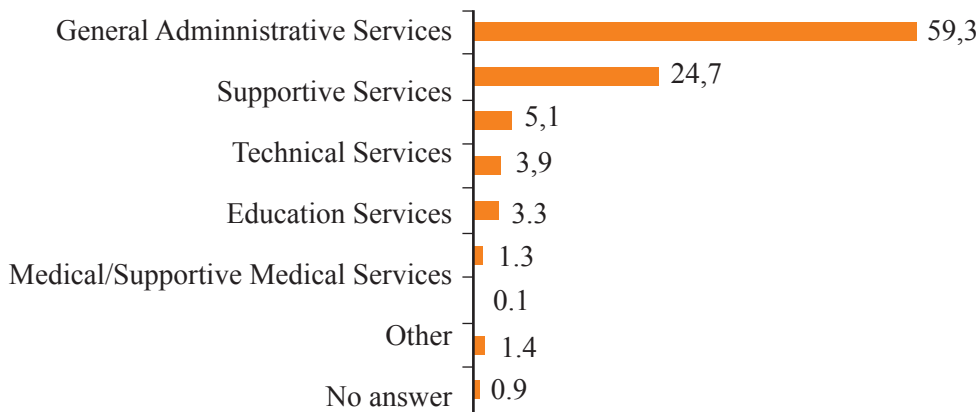
Sampling framework of the poll is designed to represent disabled employees in the public sector through a systematic random sampling technique, 3.000 disabled individuals have been included in the sample among 26 provinces of the statistical regional classification NUTS 2. The figure below shows the distribution of the sample among the provinces.

Figure 1: Distribution of the Sample Among NUTS 2 Provinces



The systematic random sampling was based on the disabled employee records of State Personnel Presidency. As expected, the distribution of the number of disabled employees among NUTS 2 provinces complies with the universe.

Figure 2: Distribution of the Sample Among Job Classification



Similar case is observed in terms of public sector departments identified by the State Personnel Administration in the scope of “Job Classification” based distribution. The weight of “General Administrative Services” wherein approximately 50% of disabled public sector personnel is employed is 59% as it is shown in above Figure. Harmony of universe-sample is observed with regard to second largest service, the “Supportive Services” undertaking the employment of disabled people; having a share of 34.5% within the population, supportive services has a size of 25% within the sampling. Education is placed third (6.6%) followed by Health (3.8%), Technical (3.5%) and Religious (2.6%) services. This ordering is as following within the sampling: Technical (5%), Education (4%), Health (3.3%) and Religious (1.3%) services. It is obvious that the profile of the respondents is similar to the universe according to the responses. Figure 3 shows complementary distribution. Following classification is made by the research group on the basis of open-ended statements of the disabled public sector employee. The main justification of “Other” option having a rate of 12% is explained with this process.

Figure 3: Departments of the Disabled Employees

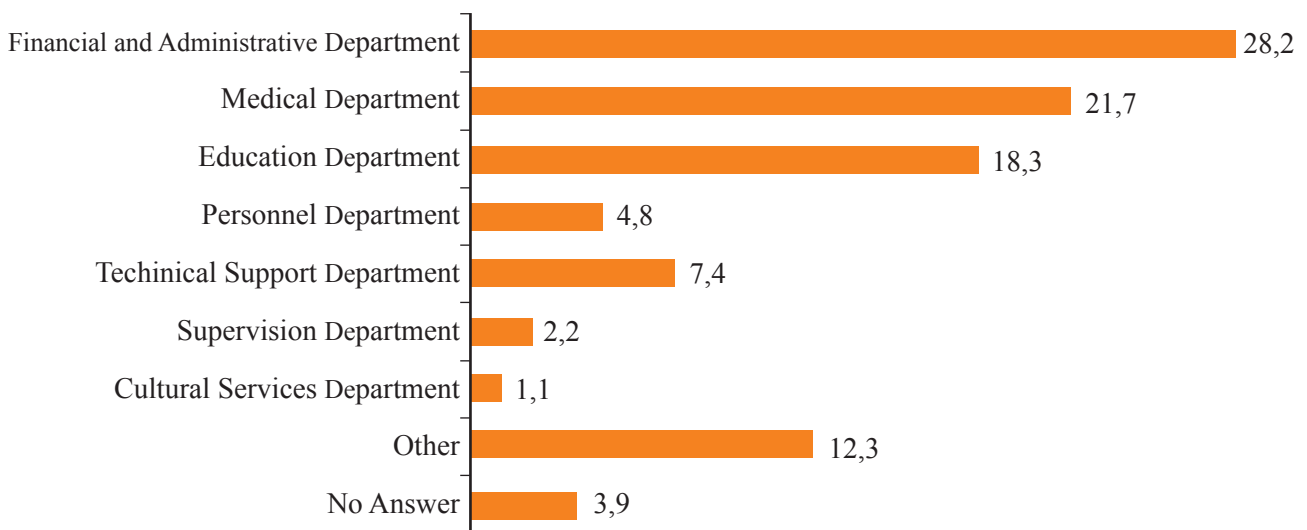
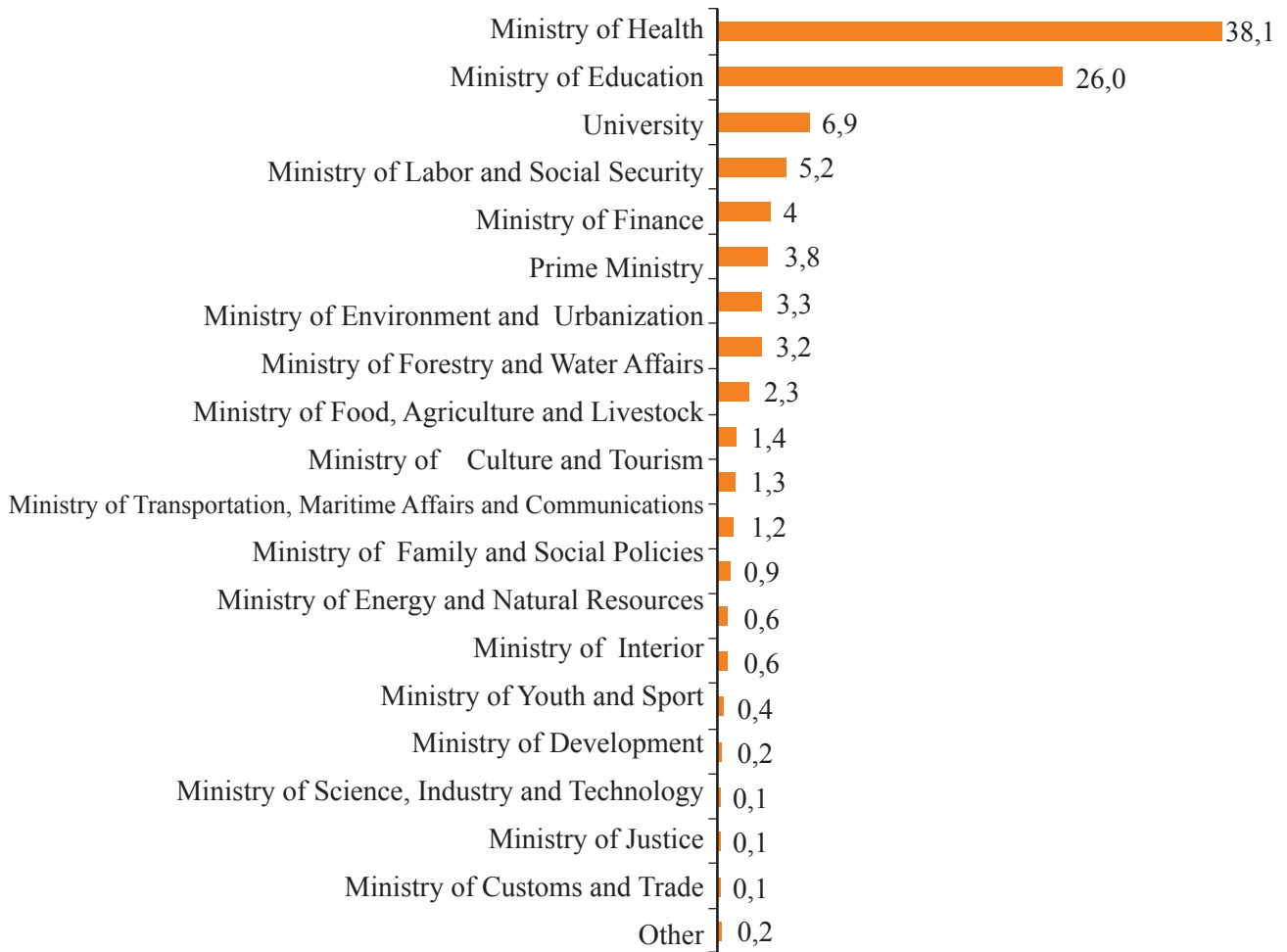


Figure 4: Distribution of the Disabled Public Employees Among the Organizations

Above Figure shows distribution of disabled public sector employee with respect to the ministries. This Figure also display that the distribution of samples is consistent with the universe. While the total weight of the Ministry of National Education and the Ministry of Health is approximately 60% in terms of disabled employment, remaining 16 ministries have minor rates ranging from 5% to 0.1%. Furthermore, distribution of the ministry departments where the disabled people are employed is striking according to *Table 5*. Although number of personnel with disabilities differentiates with respect to the ministries, departments where disabled personnel are employed are similar.

Table 5: Distribution of the Disabled Public Employees' Departments Among the Institutions

Departments	Administration and Finance	Education	Medical	Personnel	Auditing	Cultural Services	Technical Support	TOTAL
University	22.0	25.0	11.0	4.0	3.5	4.0	6.5	100
Ministry of Health	27.1	.5	52.6	4.8	.5	.1	4.8	100
Prime Ministry	23.4	1.8	.9	6.3	.9		8.1	100
Ministry of Education	22.2	61.2	.7	4.0	1.3	.1	3.2	100
Ministry of Culture and Tourism	35.7	14.3		11.9		14.3		100
Ministry of Interior	58.8		11.8	5.9			11.8	100
Ministry of Finance	44.0	.9	4.3	10.3	30.2		1.7	100
Ministry of Transportation, Maritime Affairs and Communications	12.8		5.1	17.9			17.9	100
Ministry of Labor and Social Security	64.5	.7	2.6	3.9	3.3	.7	9.9	100
Ministry of Forestry and Water Affairs	26.1	2.2	1.1	1.1		5.4	25.0	100
Ministry of Family and Social Policies	47.1		2.9	8.8		5.9	2.9	100
Ministry of Development	23.1						61.5	100
Ministry of Food, Agriculture and Livestock	44.1			4.4			10.3	100
Ministry of Youth and Sports	27.8	5.6	5.6			27.8	16.7	100
Ministry of Justice	50.0							100
Ministry of Environment and Urbanization	10.4		3.1	3.1	1.0	4.2	44.8	100
Ministry of Energy and National Resources	33.3			7.4			11.1	100
Ministry of Science, Industry and Technology	16.7	16.7					33.3	100
Ministry of Customs and Trade							33.3	100
Ministry of Economy			50.0					100
Other	60.0	20.0						100
	28.2	18.3	21.7	4.8	2.2	1.1	7.4	100

Data serving as a proof of this fact is presented in “Administrative and Financial Affairs”, “Personnel Department” and “Technical Support Department” columns.

Table 6 shows educational status of the disabled personnel; whereas, *Table 7* displays distribution of units where disabled university graduates are employed with respect to their departments of graduation. In the scope of *Table 6*, sampling of this study and educational level of the disabled public sector employees are provided. Here, any condition that is contrary to the representative nature of the sample is not available and overlapping distribution is observed in terms of main tendencies.

Table 6: Disabled Public Employees' Education

	Sampling			Universe %
	Number	%	Valid %	
Primary School	79	2.7	2.7	5.0
Secondary School	237	8.1	8.1	8.8
High School	1.031	35.5	35.5	41.6
Associate Degree	582	20.0	20.0	19.2
Bachelor's Degree	880	30.3	30.3	24.0
Graduate Degree	94	3.2	3.2	1.5
No answer	5	.2	.2	-
Total	2.908	100.0	100.0	100.0

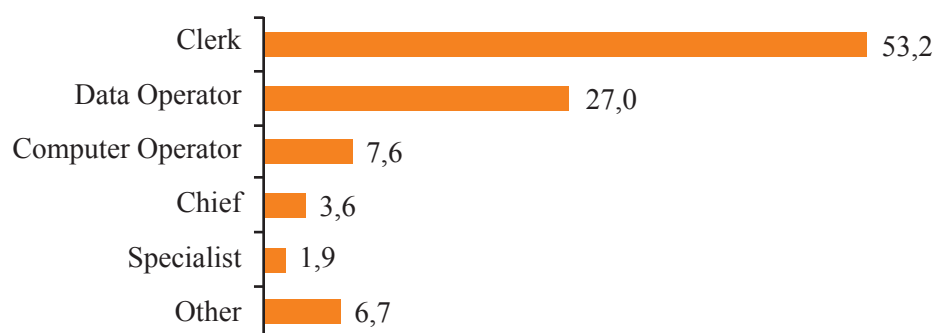
Table 7 reveals the job classification of the university graduates having scored 8 units more than the universe, with respect to the university department graduated. According to the table, departments graduated are different, but job classifications overlap. For example; graduates of Economic and Administrative Sciences Faculty and the graduates of Sciences, Law and Communication have similar employment tendency. Disabled public employees mainly concentrate on “General Administrative Services” and “Supportive Services”.

Table 7: Distribution of Job Classifications of the Disabled Public Employees Among the University Department Graduated

	General Administration Services	Technical Services	Medical and Supportive Medical Services	Educational Services	Lawyer Services	Religious Services	Supportive Services	No answer	Other	TOTAL
Economics and Administrative Sciences	88.8	1.3	0.5	1.6		0.3	6.8	0.3	0.5	100
Social Sciences	58.7		3.2	22.2			7.9	3.2	4.8	100
Communication	80.6	6.5					9.7	3.2		100
Educational Sciences	34.1		5.9	54.1		1.2	4.7			100
Science	54.6	27.8	2.1	10.3		1	4.1			100
Medical/ Pharmacy / Veterinary	14.3		78.6				7.1			100
Medical Sciences	48.4	3.2	45.2				3.2			100
Law	77.8	5.6			11.1		5.6			100
Computer and Information	50	16.7	16.7	16.7						100
Language and Literature	73.3			20			6.7			100
Map / Architecture / Urban Planning	30	70								100
Total	69.1	6.3	5	11	0.3	0.7	5.9	0.8	0.9	100

Furthermore, Table 6 shows that more than one third of disabled personnel holding educational sciences graduation are assigned to the general administrative services. It is identified that most of educational science graduates do not have appropriate job classification. The institutions eliminate the dilemma to fulfill their quotes to employ disabled personnel according to the regulation and lack of appropriate position. However, the situation is better in medical services. Majority of disabled personnel graduated from medicine is assigned to the jobs within health service class.

Figure 5: The Distribution of the Position Classifications of the Disabled Public Employees in the General Administrative Services (N. 1724)



The disabled personnel employed at general administrative services and having a share of 59.3% among total employment is mainly assigned with the titles of Clerk, Data Operator, etc.

Table 8: Academic Degrees of the Disabled Public Employees in the Position Classifications Within the General Administrative Services (N.1724)

	Clerk	Chief	Computer Operator	Data Operator	Specialist	Other	TOTAL
Primary School	92,9					7,1	100
Middle School	83,0		2,1	6,4		8,5	100
High School	57,7	1,0	5,3	30,3		5,7	100
Associate	51,3	2,9	7,8	32,3		5,6	100
Bachelor's	47,5	6,6	9,5	23,3	5,0	8,1	100
Graduate	52,8	3,8	15,1	17,0	3,8	7,5	100
No Answer	50	50,0					100
Total	53,3	3,6	7,6	26,9	1,9	6,7	100

With respect to the distribution of general administrative services on the basis of educational level, *Table 8* shows that 92.9% of Primary school graduates and 83% of primary-middle school graduates work as clerk. As the level of education improves, rate of disabled personnel employed in the position of Clerk decreases and are assigned with different titles. 57.7% of middle school graduates work as Clerk whereas, this figure is 1%, 5.3% and 3.3% for Chief, Computer Operator and Data Operator positions respectively.

Table 9: Job Classifications Among the Employer Institutions of the Disabled Public Employees (N. 1724)

		General Administrative Services					Total	
		Clerk	Chief	Computer Operator	Data Operator	Specialist		Other
Employer	Other	33,3			66,7			100
Institution	Ministry of Economics				100			100
	Ministry of Customs and Trade	66,7					33,3	100
	Ministry of Science, Industry and Technology	100						100
	Ministry of Energy and National Resources	52,6		10,5	31,6	5,3		100
	Ministry of Environment and Urbanization	57,4	2,1	19,1	10,6		10,6	100
	Ministry of Justice				100			100
	Ministry of Youth and Sports	58,8	5,9	5,9	17,6	5,9	5,9	100
	Ministry of Food, Agriculture and Livestock	56,0	6,0	6,0	26,0	4,0	2,0	100
	Ministry of Development	41,7			41,7	8,3	8,3	100
	Ministry of Family and Social Policies	48,0	4,0	8,0	32,0		8,0	100
	Ministry of Forestry and Water Affairs	58,8	5,9	14,7	20,6			100
	Ministry of Labor and Social Security	55,6	2,8	1,4	34,7		5,6	100
	Ministry of Transportation, Maritime Affairs and Communications	88,5		3,8	3,8		3,8	100
	Ministry of Finance	47,8	2,2	12,0	27,2	2,2	8,7	100
	Ministry of Interior				100			100
	Ministry of Culture and Tourism	63,9		11,1	13,9	2,8	8,3	100
	Ministry of Education	48,9	4,6	6,9	30,9	2,6	6,1	100
	Prime Ministry	62,7	6,8	3,4	13,6		13,6	100
	Ministry of Health	53,7	3,7	7,8	26,4	2,0	6,3	100
	University	54,0	0,7	7,3	28,5		9,5	100
Total		53,2	3,6	7,6	27,0	1,9	6,7	100

Table 9 shows that similar case is experienced in terms of ministries as in the case of educational status. Disabled public personnel are mainly assigned with the titles “Clerk” and “Data Operator” regardless of the ministry or their educational level.

As it is stated before, face-to-face survey is conducted with coworkers and supervisors of the disabled personnel in the scope of this research. Service class and titles of these two categories are as follows.

Figure 6: Job Classifications of Co-workers

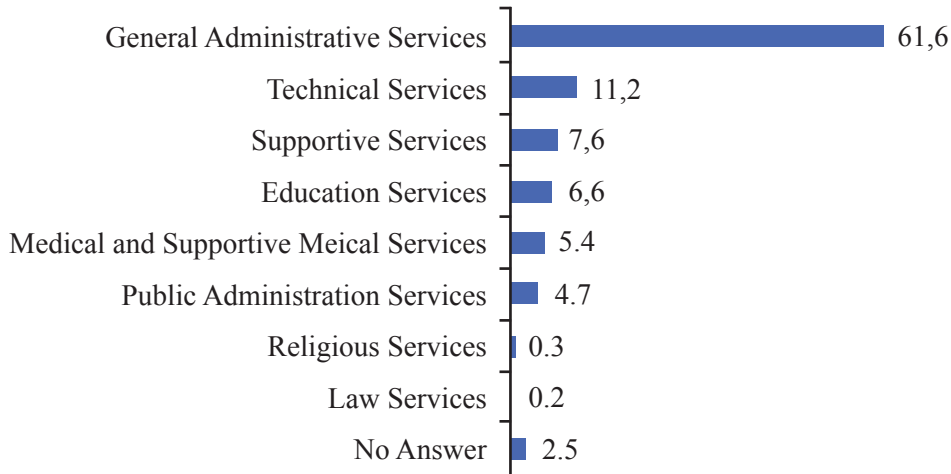
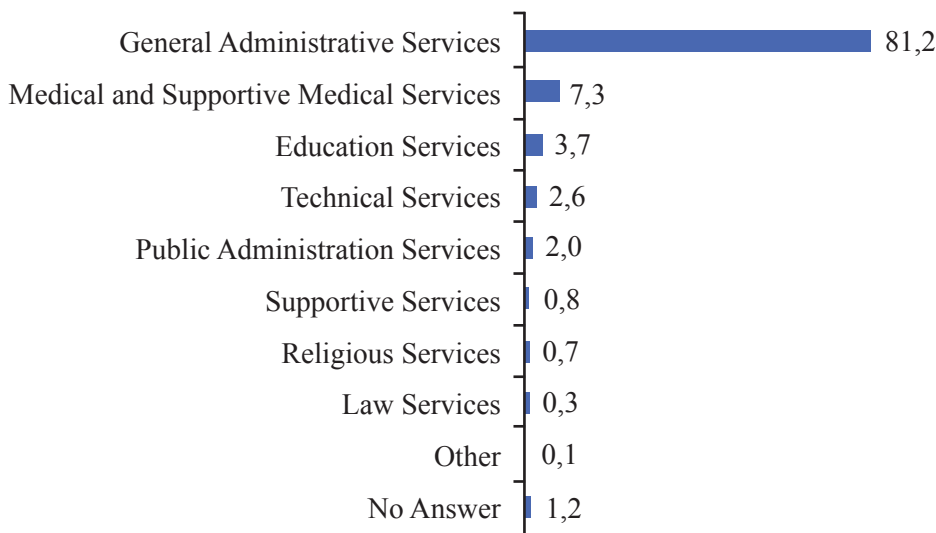


Figure 7: Job Classifications of Supervisors & Senior Managers



According to *Figure 6*, most of coworkers of the disabled personnel are employed at general administrative services. However, rate of those assigned to the supportive services is lower than the rate of disabled personnel.

According to *Figure 7* supervisors are mostly (81.2%) employed at general administrative services.

General status of “Coworker” and “Supervisors” representing complementary observation group of the research is shown in following figures.

Figure 8: Educational Status of Co-workers

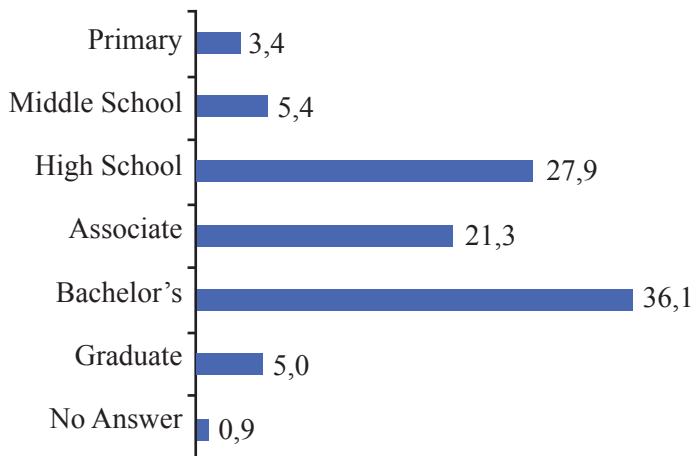
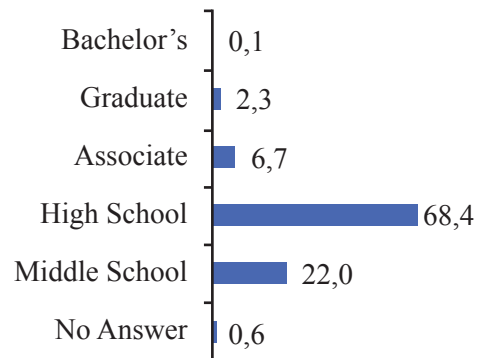


Figure 9: Educational Status of Supervisors



As it is explained before, the highest share is held by high school graduates in terms of disabled public employees, but this share is represented by bachelor's degree in the group of coworkers and supervisors. However, significant difference is not available between educational status of coworkers and disabled personnel. Most of three groups consist of individuals holding high school and upper education levels.

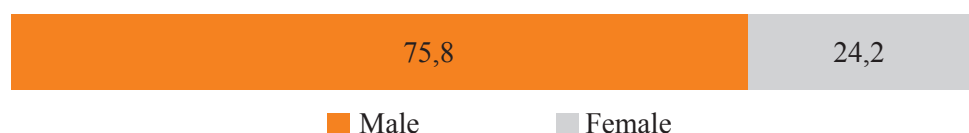
Even though great difference is not observed in degree of education, the fact that disabled employees are employed at supportive services to a greater extent than their coworkers reveals the question asking whether disabled employees are assigned with the jobs that are compatible with their educational status.

Majority of disabled employees, i.e. 54.7%, lives in city centers. Furthermore, 19.5% of the participants have lived mostly in counties; whereas 16.3% and 8.5% have, to a great extent, lived in metropolises and towns respectively. As for coworkers, 57.8% of the participants have sustained their lives in city centers and 21.2% in counties, 14.2% in provinces and finally, 5.9% of the participants maintained most of their life in towns.

In terms of supervisors, rate of those sustaining majority of their lives in city centers in 62.9%; whereas this figures is 16.9% for counties, 15.6% for metropolises and finally, 3.7% for towns. On the basis of this data, it is clear that three groups present urbanite profiles. 58.5% of the samples including disabled public employees are married, 37.7% has never been married and 3.4% of the samples is divorced or lost their spouses.

Households of 84.6% of the disabled public employees comprise five and less than five members. Majority of disabled employees has elementary family structure.

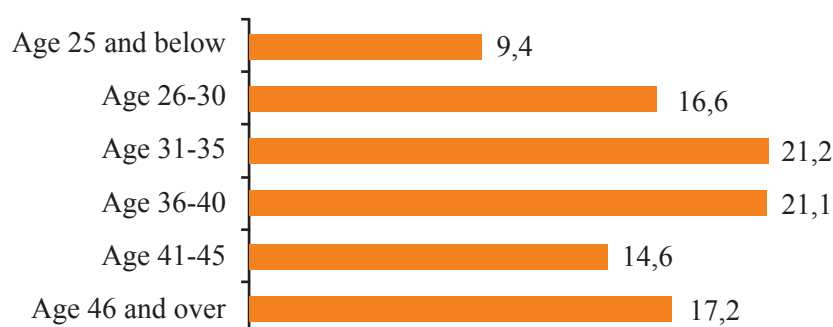
Figure 10: Distribution of Disabled Public Employee by Gender



75.8% of the samples are men and remaining 24.4% are women. General tendency towards gender inequality in community participation of disabled people is also applicable in public employment. Rate of women-men in the universe is 22% and 78% respectively.

As it is clear in *Figure 11*, age of more than half of the disabled public employees is 36 and more. In fact, average age of disabled employees is 36.8 (standard deviation: 8.777). Although the profile seems to be of middle age, this figures remains under average for public employees on the basis of average age of their coworkers, which is 39.8 (standard deviation: 9.382).

Figure 11: Disabled Public Employee's Ages

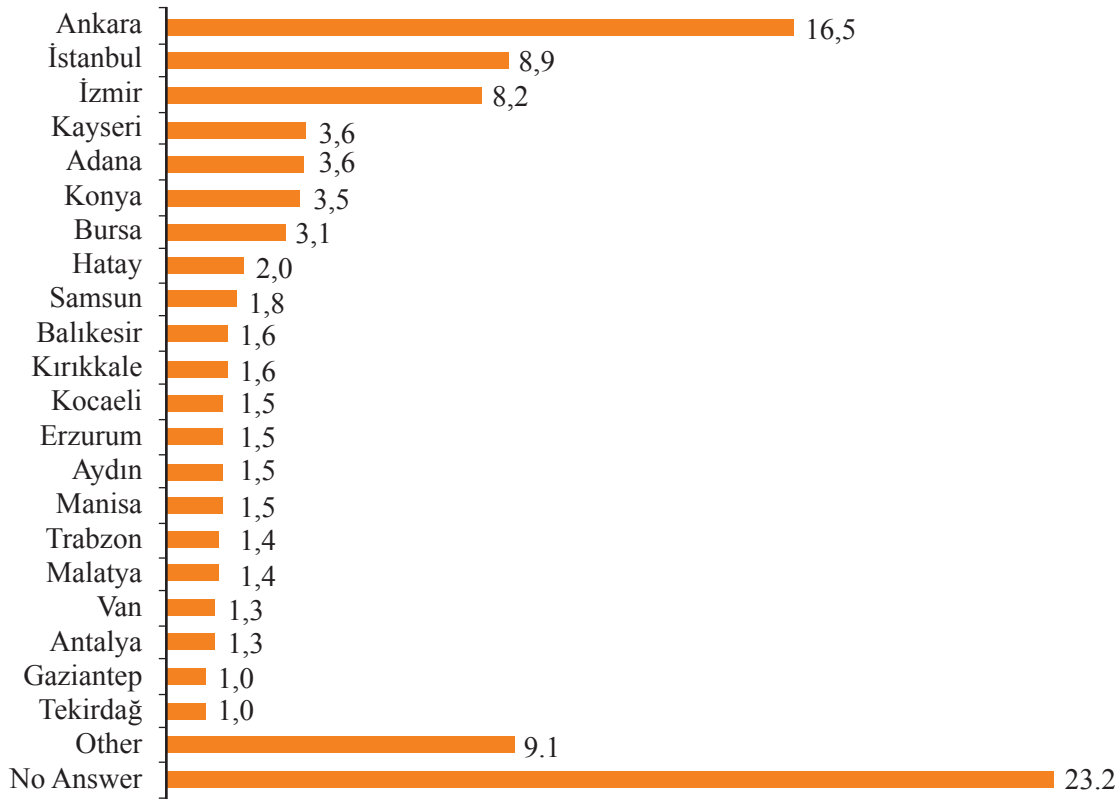


The table and the figure below display socialization areas of disabled public employees. Rate of disabled public employees of rural origin is extremely low (8.5%). This rate is two points lower in the case of coworkers (5.9%). Along with *Figure 12*, it is possible to state that disabled public employees mainly display urbanite profile.

Table 10: Places where the Disabled Public Employees have Sustained Majority of their Lives

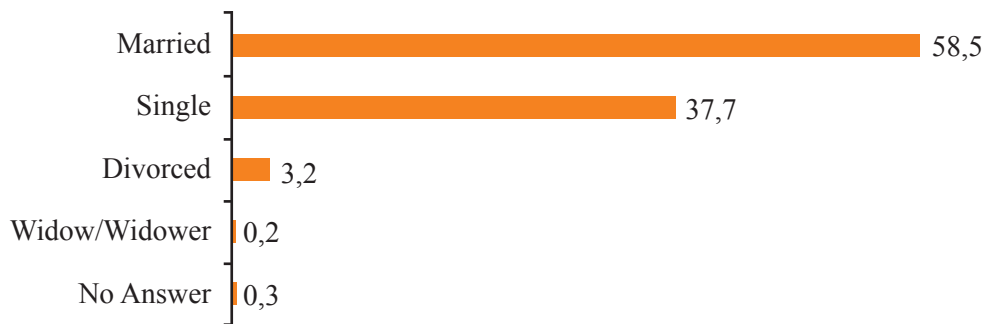
	Number	%	Valid %
Rural	248	8,5	8,5
County Center	568	19,5	19,5
City Center	1.592	54,7	54,7
Metropolis	473	16,3	16,3
Abroad	7	0,2	0,2
No Answer	20	0,7	0,7
Total	2.908	100	100

Figure 12: Distribution of Cities Where the Disabled Public Employees have Sustained Majority of their Lives



Following three figures include data on demographic characteristics of disabled public employees. Rate of “Never Married” having a figure of 18.3% among coworkers is extremely higher in the case of disabled public employees, which is 38%. This difference of 20 points is also observed in “Married” category.

Figure 13: Marital Status of the Disabled Public Employees



Half of the disabled public employees have children.

Figure 14: If the Disabled Public Employees Have Children

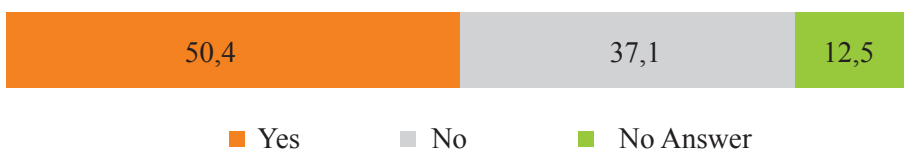
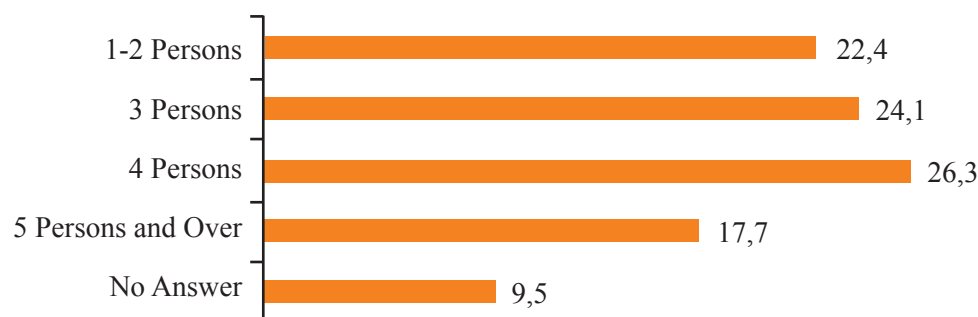


Figure 15: Size of the Household of the Disabled Public Employees



3.2. Disability Concept

In this subsection, disabled public employees shall be subject to an analysis based on disability groups. Below table exhibits distribution of research samples and research universe by gender and disability groups. People with physical and blindness or low vision disabilities constitute 63.1% of the sampling and 54.2% of the universe. Category named unclassified also covers those having more than one disability. Although share of this group is 27.4% within the universe, it is 14% within the sampling. Sample and universe figures are generally similar in terms of deaf-hard of hearing, chronic, mental and emotional and speech-language disabilities, starting with 6% and ordered by diminishing values.

Table 11: Distribution of Disabled Public Employees’ Type of Disabilities within the Research Sampling and Universe

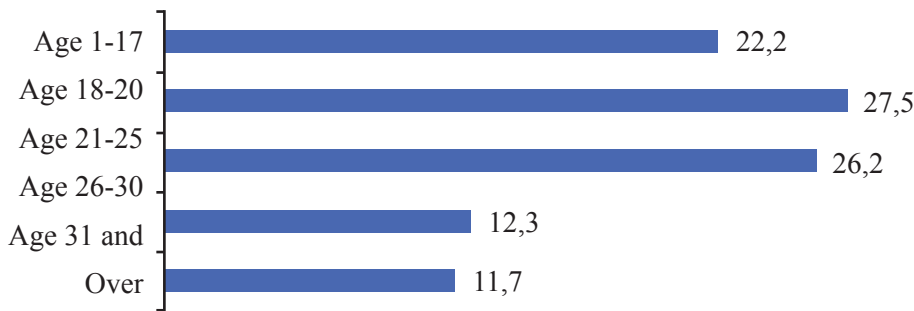
Disability Type	Research Sample (N. 2847)			Research Universe (N. 34.088)		
	Female(%)	Male(%)	Total (%)	Female(%)	Male(%)	Total (%)
Physical	11.2	30.6	41.7	7.8	24.5	32.2
Blindness or Low Vision	4.6	16.8	21.4	4.5	17.5	22.0
Deaf- Hard of Hearing	1.7	4.8	6.5	1.6	4.4	6.0
Invisible- Chronic	2.4	6.7	9.1	1.1	4.4	5.5
Intellectual	0.8	2.6	3.4	0.7	3.7	4.5
Mental Health and Emotional	0.5	2.2	2.8	0.2	1.2	1.4
Speech and Language	0.3	0.5	0.8	0.2	0.8	1.1
Unclassified	2.8	11.4	14.3	0.6	21.6	27.4
Total	24.3	75.7	100.0	21.9	78.1	100.0

Table 12: Disability Percentage of the Disabled Public Employees with Respect to type of Disability

Disability Type	Range of disability percentages				Other
	40 % - 60 %	61 % - 80 %	81 % - 100 %	No respond	
Blindness or Low Vision	46.0	12.8	39.6	1.6	
Deaf- Hard of Hearing	63.8	29.2	3.2	3.2	0.5
Physical	82.2	11.7	4.1	1.8	0.2
Speech and Language	65.2	21.7	4.3	8.7	
Mental health and emotional	88.6	11.4			
Intellectual	64.6	18.8	2.1	13.5	1.0
Invisible - chronic	59.3	25.6	12.0	3.1	
Unclassified	69.3	21.1	5.4	4.2	
More than one disability	63.4	27.6	6.2	2.5	0.4
Total	68.3	16.5	12.4	2.6	0.2

Table 12 shows disability percentages with respect to the disability groups. Disability percentage is an objective case based on health committee reports, but is based on responses of the participant in the scope of this study. As it is expected, people with “mental health and emotional” and “physical” disabilities are placed in first step disability range (40%-60%); whereas, other range of disabilities include those with “blindness or low vision”, “chronic” and “deaf-hard of hearing” disabilities.

Figure 16: Age of Health Committee Report Receival



When the Figure 16 and Figure 17 are considered together, a very striking result emerges: The formation of the disability completes at the age 18 in 77.8% of the disabled public personnel, together with the 40%, who has disability from the birth. Figure 16 shows that the rate of people taking health report before the age 18 is 22.2%. Similarly, while the rate of those who have become disabled after the age 21 is 13.7%, the rate for those taking the health report after the age 21 is more than 50%.

Figure 17: Age of Becoming Disabled

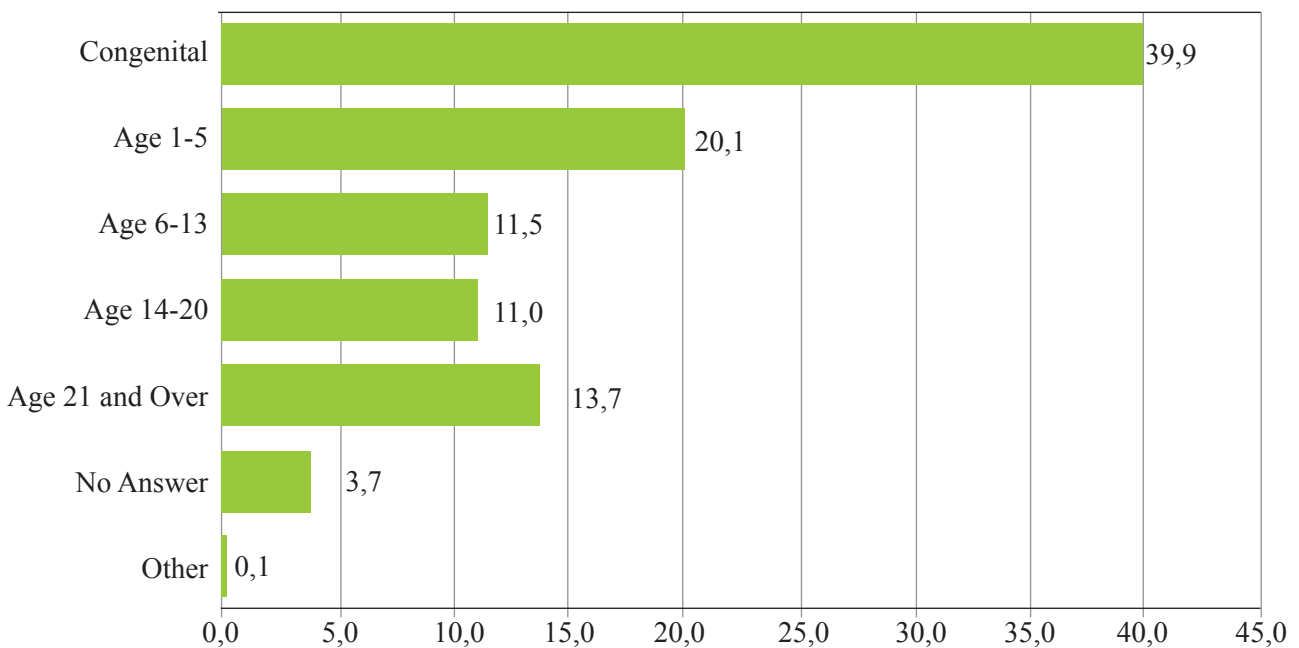


Table 13 is developed for revealing the above-mentioned difference between the age of becoming disabled and the age of taking the health committee report on the basis of relational analysis. As it is mentioned on the table, the average age of being aware of the disability is 13.1 in the research sampling. However, it was mentioned before that the average age of taking the health committee report

is 21.7. In *Table 13*, the average ages of being aware of the disability are shown in terms of every age range in which the health report is taken. As seen, 10-year delay is observed on average in each range; in other words, the public employees with disability take the health report 10 years after being aware of the disability. The cross analysis values in *Table 14* are a confirmation of these values. Such that, even only 28% of the employees with disabilities since the birth receive the health report before the age of 18. Similarly, more than 3/4 of those becoming disabled at the age 1-5 received the health report after the age 18. Only exceptions in which there is not a specific time difference between becoming disabled and getting report are clearly the responders who become disabled after the age 21.

Table 13: The Average Age Realization of the Disability by Age of Receiving of the Report

Age of Receiving of the Report	Average Age of Realization of the Disability		
	Average Age	Number	Standard Deviation
1-17	7.9	288	6.725
18-20	8.1	385	7.069
21-25	12.0	425	8.593
26-30	16.7	221	10.153
31	26.3	236	14.478
Total	13.1	1.555	11.274

Table 14: Time of Receiving the Health Report According to the Age of Becoming Disabled (N.2608)

Age of Becoming Disabled	Age of Receiving of Health Committee Report				
	Age 1-17	Age 18-20	Age 21-25	Age 26-30	Age 31 and over
Congenital	27.8	31.6	24.5	9.6	6.5
Age 1-5	23.0	34.6	27.9	8.7	5.8
Age 6-13	32.6	27.6	22.6	10.7	6.6
Age 14-20	16.3	32.4	28.1	14.1	9.2
Age 21 and over	-	-	29.9	25.4	41.0
Total	20.4	25.6	26.2	12.3	11.7

Table 15 can provide insight about the reasons of above 10-year difference on the basis of the gap between becoming disabled-receipt of health committee report. As shown in *Table 14*, average age of receiving the health committee report is between 20 and 24 during the different stages of employment period at the organization. When this table is considered in combination with the facts above, all these data shows that the main reason to receive health report by the disabled people in the working age is to be included in the employment. The only exception in which the health report receiving age exceeds the average figure of 20-21 years and reaches to the age of 24 is the employees working in the organization more than 15 years.

Table 15: Average Age of Health Committee Report Receival by Years of Working in the Institution

Years of Working in the Institution	Age of Receival of Health Committee Report		
	Average	Number	Standard Deviation
Age 1-2	21.1	640	7.821
Age 3-4	20.6	499	7.403
Age 5-14	20.5	766	6.425
Age 15 and over	24.2	749	10.380
Total	21.7	2.654	8.350

Table 16: Age of Health Report Receival by Type of Disability of the Disabled Public Employees (N.2649).

Type of Disability	Age Groups of Receival of the Health Committe Report				
	1-17	18-20	21-25	26-30	31 +
Blindness or Low Vision	28.8	28.4	25.0	11.0	6.7
Deaf - Hard of Hearing	38.8	20.0	20.0	8.5	12.7
Physical	19.4	34.4	26.6	11.9	7.7
Speech and Language	42.1	21.1	26.3		10.5
Mental Heath and Emotional	15.8	15.8	22.4	25.0	21.1
Intellectual	43.0	19.0	21.5	5.1	11.4
Invisible - Chronic	14.9	19.4	29.3	12.4	24.0
Unclassified	13.2	20.1	34.0	15.7	17.0
Has more than one disability	15.8	17.7	27.0	15.3	24.2
Total	22.3	27.5	26.3	12.2	11.7

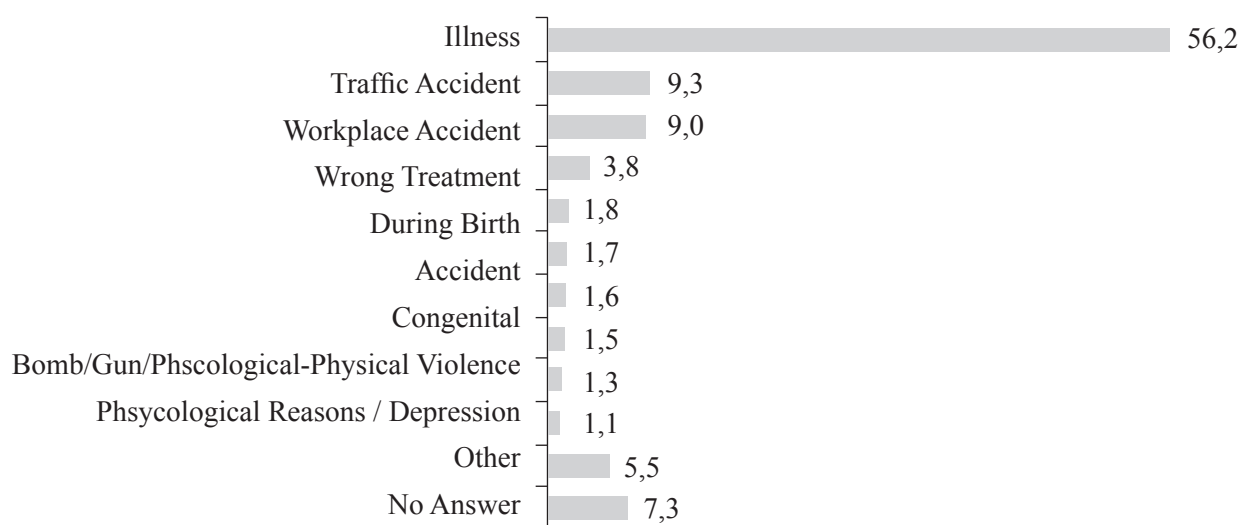
It will be complementary to consider the subject in terms of the disability groups. The distribution in the *Table 16* shows that the tendency to receive the health report before the age 18 is gradually high between people with “intellectual” (43%), “speech and language” (42,1%) and “deaf-hard of hearing” (39%) disabilities.

As it was mentioned in the cross analysis before, approximately 40% of this study samples consist of people with disabilities from the birth as displayed in *Figure 18*.

Figure 18: Time of Becoming Disabled



Figure 19: Cause of Disability



60% of the disabled public sector employees have become disabled after the birth. *Figure 19* explains the reasons of becoming disabled. The figure shows that the main reason for becoming disabled is the “disease” (56.2%), which is followed by various accidents (traffic, home and work etc.) having a rate of 25%.

Figure 20: Can they Live an Independent Life?



In *Figure 20*, whether responders may live independently is questioned. When the given “somewhat” and “no” responds are evaluated together, it is obtained that the rate of disabled personnel needing assistance to sustain their lives is 23.5%, which represents a remarkable rate. Almost one fourth of disabled employees can live his/her life independently or without assistance.

Table 17: The Rate of Disabled Employees having a Daily Life Without Assistance by Type of Disability (N. 2823)

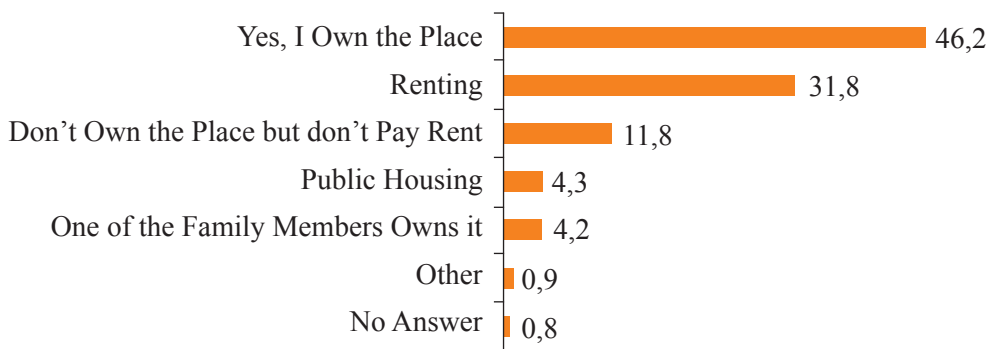
Type of Disability	A daily life without assistance ? (%)		
	Yes	No	Somewhat
Blindness or Low Vision	66.6	7.3	26.1
Deaf - Hard of Hearing	70.6	14.4	15.0
Physical	78.2	5.1	16.7
Speech and Language	65.2	8.7	26.1
Mental Heath and Emotional	80.8	3.8	15.4
Intellectual	73.7	11.6	14.7
Invisible - Chronic	85.9	3.5	10.5
Unclassified	83.6	6.1	10.3
More Than One Disability	77.5	5.4	17.1
Total	76.0	6.3	17.7

Table 17 has the data associating this fact with the type of disability. The disability groups having higher rate than that of the general average of those sustaining their lives independently are as follows: invisible-chronic with 86%, unclassified with 83.6% and mental-emotional with 81%. Physically disabled people who are above the general average with 78.2% are also considerable.

3.3. Socio-economic Profile

In this section, the sociological profile of the disabled public employees will be discussed with selected variables. In term of the below figure about ownership of house, married participants among the tenant disabled personnel have a significant rate (56%). 40% of the tenants have never married.

Figure 21: Do You Own the Place You Live in?



According to the statements of disabled public employees, the average of people assisting the family budget by working is 1.28. Below figure and table show the distributions with respect to the number of employees in the household and disability groups. The fact that the average of people contributing to the household budget by working is 1.28 shows how important the assistance of disabled public personnel to the family budget is. Firstly, in 60% of the households, there is nobody else assisting the house budget, except for the disabled public personnel. When we associate this critical observation with the marital status, the rate in the married disabled employees reaches to 77%, as it is shown in Table 18. Even in 57% of the households of Never-Married disabled public employees, the sole source of income of the households is the disabled employee.

Figure 22: Are there any other jobholders in the household?



Table 18: Rate of People Contributing the Household Budget by Marital Status (N. 1161)

	Number of Jobholders in the Household			
	1 person	2 persons	3 and above	No answer
Never Married	56.8	23.9	7.0	12.2
Married	76.9	10.3	1.2	11.5
Divorced	70.0	5.0		25.0
Widow(er)	100.0	-	-	-
Total	68.2	16.0	3.7	12.1

It is clear that the income of disabled public employees is of great importance with regard to earning their lives. Under these conditions, 41% of the public employees with disability said that they had to make additional spending due to their disabilities.

Figure 23: Do you have Extra Costs Due to your Disability?

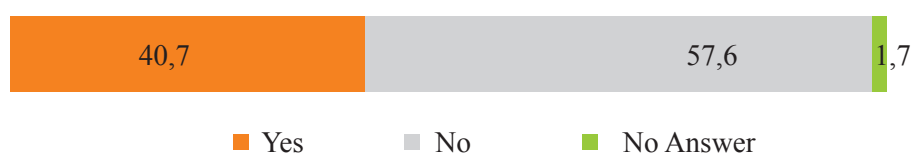


Table 19: Tendency to Make Additional Spending Due to Disability by the type of Disability

	Yes	No	No Answer
Blindness or Low Vision	40.7	58.3	1.0
Deaf - Hard of Hearing	49.7	48.1	2.2
Physical	37	61.4	1.5
Speech and Language	34.8	65.2	
Mental Health and Emotional	38	59.5	2.5
Intellectual	27.1	71.9	1
Invisible - Chronic	51.6	46.9	1.6
Unclassified	47.6	51.2	1.2
More Than One Disability	45.3	52.7	2.1
Other	22.2	66.7	11.1
No answer	28.8	59.6	11.5
Total	40.7	57.6	1.7

According to the *Table 19*, almost half of the people with more than one disability, invisible-chronic disability and deaf-hard of hearing said that they had additional costs due to their disabilities. The amounts of costs according to the disability groups are given in the following table.

Table 20: Amounts of Extra Costs Due to Disability According to the Disability Groups

Type of Disability	Amount of the Extra Cost Due to Disability						
	100 TL and less	101-200 TL	201-300 TL	301-500 TL	501 and above TL	Other	No answer
Blindness or Low Vision	33.9	23.8	12.1	10.9	9.7	2.4	7.3
Physical	24.8	16.4	15.5	19.6	15.3	.5	8.0
Deaf - Hard of Hearing	51.1	17.4	8.7	4.3	6.5	1.1	10.9
Unclassified	39.2	21.5	13.9	8.9	12.7		3.8
Invisible - Chronic	26.3	22.6	18.0	15.8	8.3		9.0
Intellectual	34.6	11.5	3.8	7.7	3.8	3.8	34.6
Mental Health and Emotional	53.3	20.0	3.3	6.7		3.3	13.3
Speech and Language	12.5	25.0		12.5	25.0		25.0
More Than One Disability	30.9	20.9	13.6	15.5	9.1		10.0
Other	50.0			50.0			
No answer	53.3	13.3	13.3	6.7	13.3		
Total	31.7	19.5	13.5	14.3	11.3	.9	8.8

To reemphasize, the considerable subject in this issue is the fact that income of 58.9% of the disabled public sector employee is the main income source of their household. When the rental costs and the expenses due to the disability are considered, it is clear that high rate of disabled employees suffers from considerable financial burden.

Apart from the socio-economic variables mentioned so far, the subjective class perception of the disabled public personnel is displayed in below figure. Although making income and social class synchronization is problematic in terms of theoretical aspects, it can be said that the disabled public personnel deems him/herself in the “middle class”.

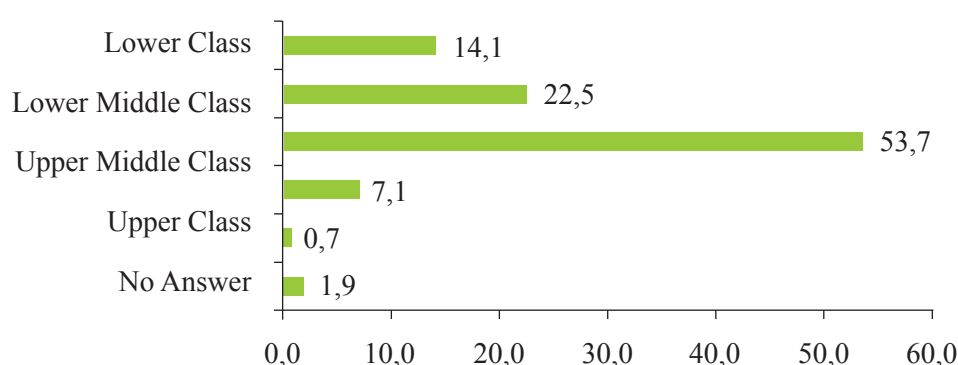
Figure 24: The Income Class Employees with the Disabilities See themselves in

Table 21: Subjective Income Group Perception by the Type of Disability

Type of Disability	Which income class do you see yourself in when you look at your life standards?					
	Upper	Upper Middle	Middle	Lower Middle	Lower	No answer
Blindness or Low Vision	0,8	6,1	56,0	24,3	11,0	1,8
Deaf - Hard of Hearing	1,6	10,3	51,9	20,0	13,5	2,7
Physical	0,4	7,9	52,5	21,3	16,6	1,3
Speech and Language	-	-	47,8	13,0	30,4	8,7
Mental Health and Emotional	2,5	11,4	53,2	19,0	13,9	
Intellectual	4,2	6,2	63,5	11,5	8,3	6,2
Invisible - Chronic	0,4	5,8	56,6	24,0	12,0	1,2
Unclassified	-	7,8	57,8	22,3	9,6	2,4
No answer	-	-	51,9	15,4	21,2	11,5
Other	-	-	44,4	55,6	-	
More Than One Disability	-	5,3	46,5	31,3	15,2	1,6
Total	0,7	7,1	53,7	22,5	14,1	1,9

According to the *Table 21*, the middle class generalization does not differ significantly in terms of disabled public employees in different disability groups. It must be emphasized that speech and language constitute a clear exception here; almost one third of this group deems him/her in the low-income group.

Figure 25: Supervisors

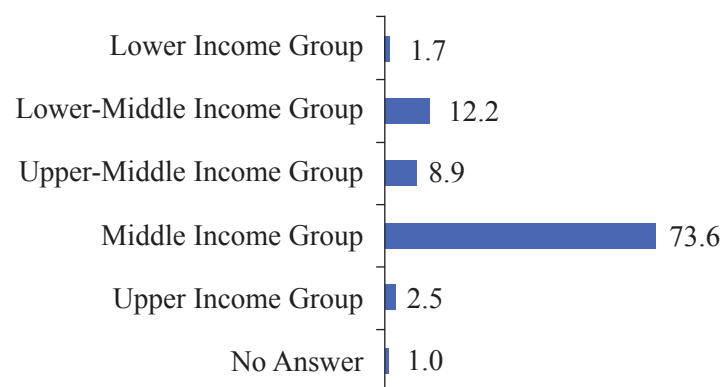
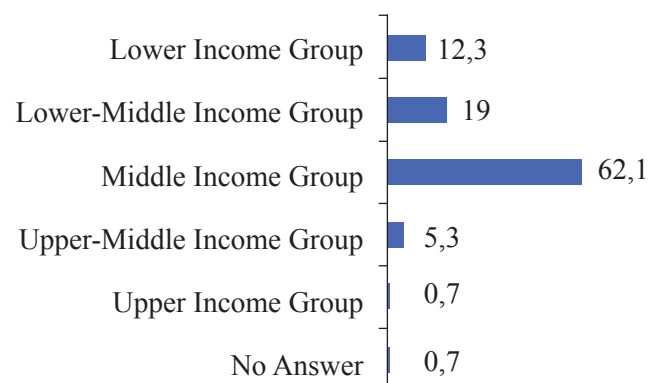


Figure 26: Co-workers



The subjective perception of disabled public sector employees approaching to “labor class” placed under the “middle class” with loose conceptualization equals to 36.7%; whereas, the same rate is 31.3% in the coworkers and 14% in their supervisors. The data regarding the socio-economic conditions reveals that the disabled public employees have similar features with the average of the public employees, which is also similar with the socio-demographic indicators.

3.4. Working Life

In this section, it is aimed to provide better understanding of working experience of the disabled public sector employee in the labor market. As is well known, working is deemed as one of the prior areas in terms of social inclusion of disabled people. Moreover, in consideration of the public sector, which has various advantages in terms of job safety and social status, the importance of this subject rises. According to the *Figure 27*, 56% of disabled public sector employees stated that they have been in the labor market before their current jobs. The following figure and table show that the private sector also represents great rates in terms of previous work experiences. Indeed, 75.7% of the people stated their present job as their first job in the public sector.

Figure 27: If the Disabled Public Employee has any Work Experience Before Public Sector



Figure 28: If this is the First Job of the Disabled Public Employee in the Public Sector



Table 22: Work Experience of the Disabled Public Employee

		First job in public sector?		
		Yes	No	Total
Any work experience before public sector?	Yes n.	1.213	389	1.602
	%	75.7	24.3	100.0
	No n	1.058	192	1.250
	%	84.6	15.4	100.0
Total	n.	2.271	581	2.852
	%	79.6	20.4	100.0

The following Figure and Table respond the questions on how the disabled public employee started their current jobs and how the employment channels are configured with respect to the type of disability. Both figures display the functionality of the examinations (ÖMSS-EKPSS) arranged for disabled personnel hiring in terms of disability groups having relatively lower possibility of employment.

Figure 29: Channels of Getting the Job in the Public Sector

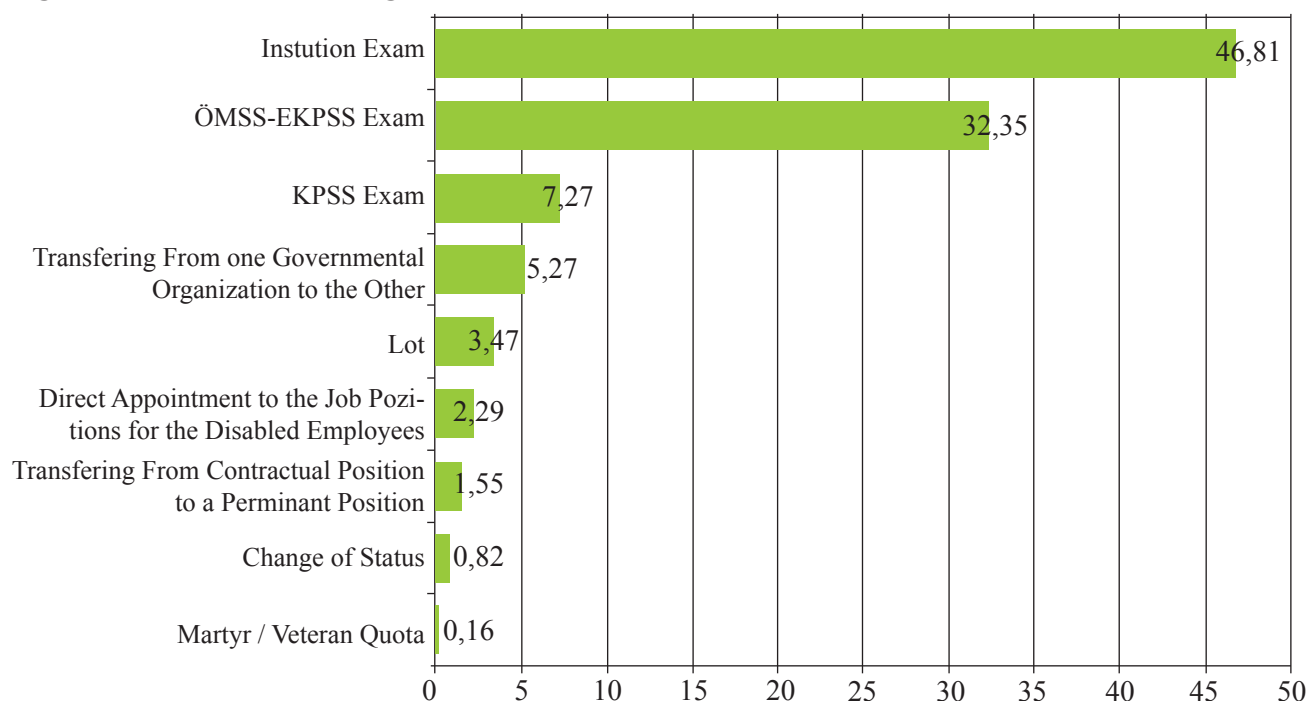


Table 23: Channels of Getting the Current Job According to the Type of Disability

	Channels of getting the current job								
	KPSS Exam	Institution Exam	ÖMSS-EKPSS Exams	Lots	Change of the Status	Transferring from the contractual status to permanent status	Transferring to another the public institution	Direct appointment to the positions for the disabled employees	Martyr family/ Veteran Quota
Blindness or Low Vision	6.4	54.8	29.1	3.0	0.6	1.2	2.8	2.2	
Deaf- Hard of Hearing	10.2	33.1	42.0	4.5	3.2	3.2	3.2	0.6	
Physical	7.3	50.7	27.1	3.0	0.8	1.7	6.2	3.0	0.2
Speech and Language	5.6	44.4	38.9	5.6			5.6		
Mental Health and Emotional	10.0	22.9	58.6	2.9			2.9	2.9	
Intellectual	11.0	17.1	61.0	4.9			3.7	2.4	
Invisible - Chronic	6.7	39.6	36.4	6.2	0.9	0.9	7.6	1.3	0.4
Unclassified	7.0	55.2	25.2	4.9		0.7	7.0		
More Than One Disability	4.5	43.4	37.4	2.0	0.5	3.0	6.1	3.0	
Total	7.2	47.0	32.3	3.5	0.8	1.5	5.3	2.3	0.1

It is also discussed if the disabled personnel are in the place and position, which they wanted. The following figure shows the distributions of responses given in terms of province, institution and title. The province satisfaction is high (87.5%); whereas those responded “Yes” decreased to 76% with regard to institutional satisfaction and the lowest “Yes” respond was given for title (63.5%). The fact that research observation unit consists of the disabled people requires assessment of “No Respond” categories within negative opinion category. In this regard, it can be said that the people, who stated

that they do not work in province, institution and title that they want, have the rates of 12%, 23.3% and 36.4% respectively.

Figure 30: If the Public Employees with the Disabilities are Employed in the Province, Institution and Position they Like (N.2908)

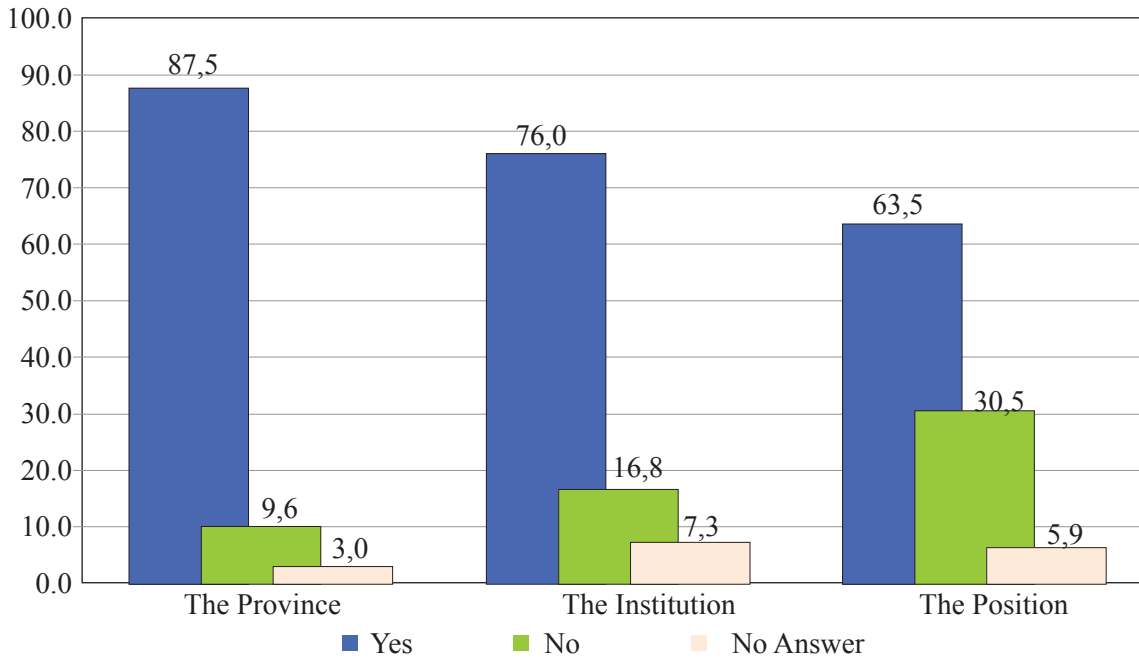


Table 24: If the Public Employees with the Disabilities are Holding the Position they Like According to their Education Status

	Holding the Position they Like?		
	Yes	No	No Answer
Primary School	81.0	15.2	3.8
Middle School	71.7	22.4	5.9
High School	64.7	29.3	6.0
Associate	64.4	29.4	6.2
Bachelor's	58.2	36.3	5.6
Graduate	61.7	30.9	7.4
Total	63.6	30.5	5.9

As shown in *Table 24*, as the educational level upgrades dissatisfaction with the title rises.

Table 25: If the Public Employees with the Disabilities are Holding the Position they Like Per the Department of the Universities they Graduated (N.787)

	The Job Position They Like?			Total
	Yes	No	No Answer	
Economics And Administrative Sciences	56.2	37.2	6.5	100
Social Sciences	55.6	41.3	3.2	100
Communication	48.4	32.3	19.4	100
Educational Sciences	74.1	20.0	5.9	100
Science	54.6	42.3	3.1	100
Medical / Pharmacy / Veterinary	85.7	14.3		100
Medical Sciences	64.5	32.3	3.2	100
Law	44.4	55.6		100
Computer And Information	50.0	50.0		100
Language Amd Literature	60.0	40.0		100
Other	66.7	33.3		100
Mapping / Architecture / Urban Planning	80.0	20.0		100
Total	58.5	35.7	5.7	100

The group, who is not satisfied with their titles, are mainly graduates of law, computer and information, science and social science departments; whereas, people satisfied with their titles hold medicine, pharmacy and veterinary graduations. Most of medicine, pharmacy and veterinary graduates are employed in health services and they are quite satisfied of their titles (*Table 25*).

3.5. Attitudes Towards the Work and Job

In this section, aiming to provide better understanding of attitudes of disabled public employees towards working, behaviors of these employees in this regard will be analyzed in details. The “access to work” which is thought to be mainly effective in development of behaviors towards working will be examined in this section.

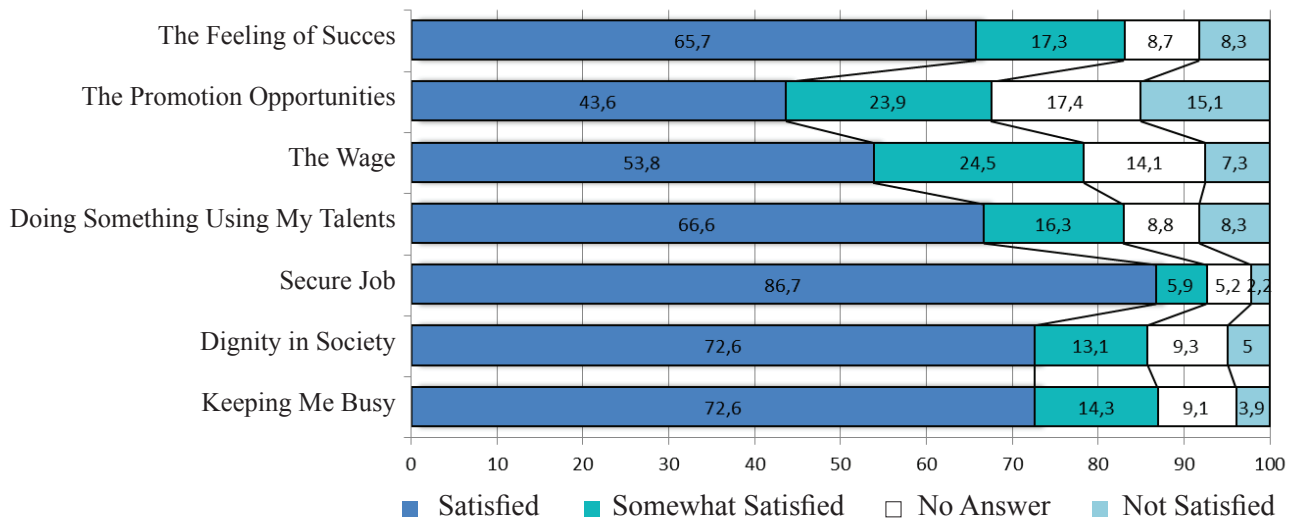
Table 26: Tendency of the Disabled Employees (N. 2845) and their Co-workers (N. 2160) on the Meaning of Working (*Multiple Respond Analysis*)

	Employee with disability			Co-worker		
	Response N	Response %	Respondent %	Response N	Response %	Respondent %
Making a living for my family and myself	2.178	76.6	44.4	1.672	77.4	44.6
Achieving and developing my potential	779	27.4	15.9	565	26.2	15.1
Participation in the society	938	33.0	19.1	692	32.0	18.5
Being secure	620	21.8	12.6	567	26.3	15.1
I work because I have to	389	13.7	7.9	254	11.8	6.8
Total	4.904	172.4	100.0	3.750	173.6	100.0

In *Table 26*, the meaning attributed by the disabled public employee to working is analyzed through close-ended question responses having two options. In addition, tendencies of the coworkers on the same subject were examined for making comparison.

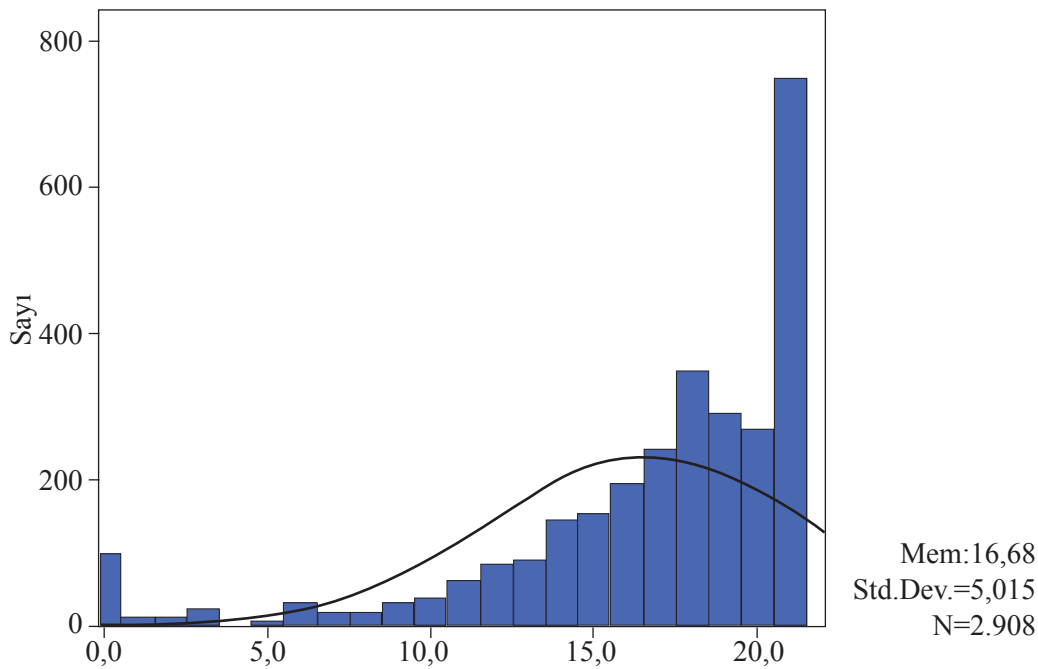
As it was emphasized in the previous sections, income of most disabled employees is the only income source in the household due to which it is not surprising that three fourth of this group says that they work for assisting the house budget. Meanings assigned to working by the disabled employees and by their coworkers are largely similar; the main motivation of both categories is to assist their own and family’s budgets.

Figure 31: Ideas of Disabled Public Employees About Working (N. 2908)



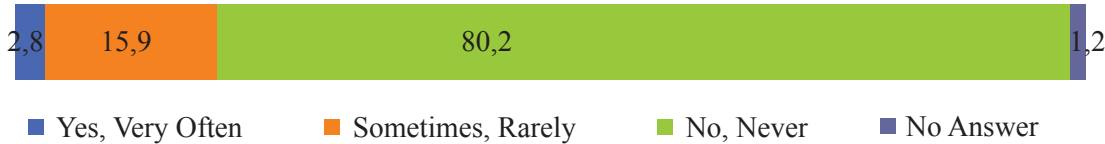
In *Figure 31*, there are responses given by the disabled public employees to various judgment sentences: Disabled public employees stated that they are satisfied with their present works in terms of “social security”, “status” and “occupation “. The criteria in which the satisfaction level is quite low are “promotion” and “salary” respectively. “Feeling of success” and “making something with abilities” which are directly related to self-confidence have satisfaction level of 66%. A histogram analysis in which the abovementioned seven judgment sentences are understood in whole is given in *Figure 33*. This variable, which can also be seen as the satisfaction level of work/job, has a distribution between 1 and 21 points; 1-7 points means “the people who are not satisfied”, 8-14 points “somewhat satisfied” and 15-21 points define those “satisfied”. Arithmetic average in this variable, having minimum value of 1 and maximum value of 21, is 16,68.

Figure 32: Satisfaction Level of Disabled Public Employees with their Job



In *Figure 33*, “regret of starting to work in public sector” is questioned for the disabled employee. As it can be seen, the rate of “never” respond is 80%.

Figure 33: “Have you Ever Regretted Starting a Career in the Public Sector?”



It was also discussed if the regret level changes according to the working time; indeed, the average working year of those who regret to start working at the public institutions is 12 years; whereas working period of those included in contrary judgment is 8 years.

Table 27: The Relation of Regret Level of Starting Work in a Public Office with the Working Time

	Average Years Of Working	N	Std. Deviation
Yes, Very Often	12	75	9.28
Sometimes, Rarely	8	452	8.05
No, Never	8	2.244	8.20
Total	8	2.771	8.23

Table 28: Level of Sustaining an Independent Daily Life According to Regret Starting a Career in Public Sector

Regret Starting A Career In Public Sector?	An Independent Daily Life?				Total
	Yes	No	Somewhat	No Answer	
Yes, Very Often	2.4	5.5	3.4	3.1	2.8
Sometimes, Rarely	14.9	12.2	20.9	21.9	15.9
No, Never	81.6	81.2	75.3	56.2	80.2
No Answer	1.1	1.1	0.4	18.8	1.2
Total	100	100	100	100	100

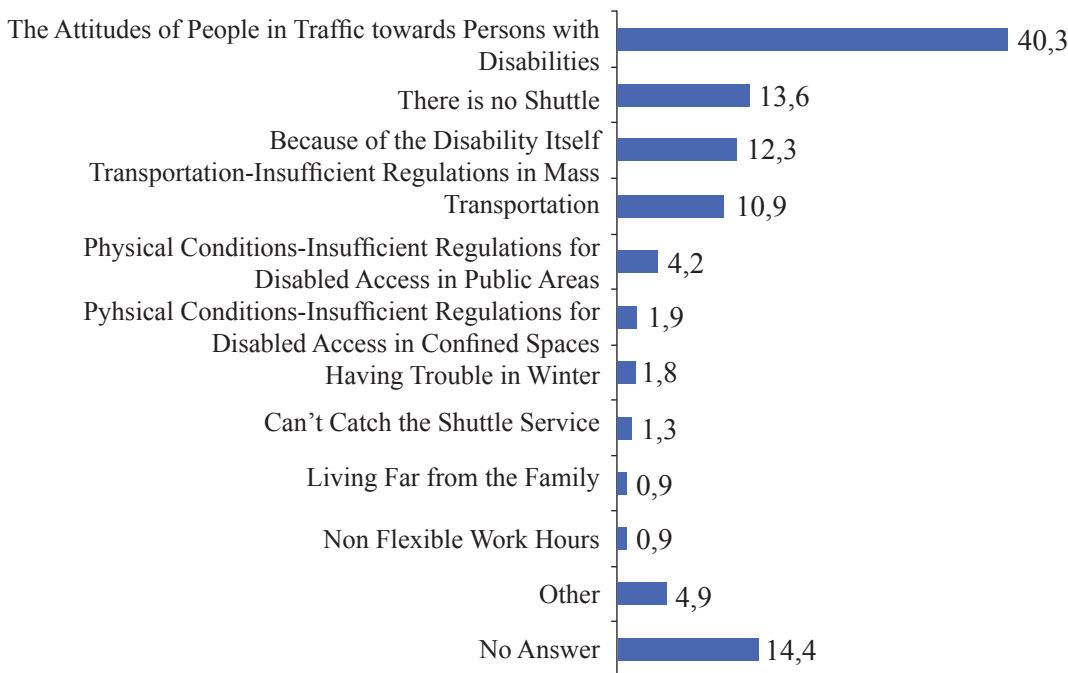
According to the *Table 28*, 9% of the people stating that they cannot live independently without assistance say that they are often regretful of working in the public sector. 33% of the people who sometimes regret working in the public sector cannot live without assistance wholly or somewhat. These data show the importance of daily life in terms of disabled people.

23% of the disabled public employees stated that they have access problems. The details of this problem are displayed in the following figure.

Figure 34: Do you have Problems About Reaching your Workplace?



Figure 35: Problems on Reaching the Workplace



Attitude towards disabled people in traffic is the major problem encountered during access to the workplace. This situation is extremely notable and lack of education of the people in traffic about the disabled people come to the forefront.

The following question was directly asked to the disabled public employees (*Figure 36*). Accordingly, the rate of people, who say that his working enthusiasm is affected negatively by the family and environment, is 39.2%, which is a notable rate.

Figure 36: Do the Problems you Face as a Disabled Person in your Family and Environment Effect your Working Enthusiasm Negatively?



60.6% of the disabled public employees said that it was not hard to work in their present jobs and 7% of them said that they wanted more work. Furthermore, 24.5% of the participants stated that it was somewhat hard to work; whereas 7% stated they experienced difficulties while working.

Figure 37: Is it Hard for you to Work in your Present Job?

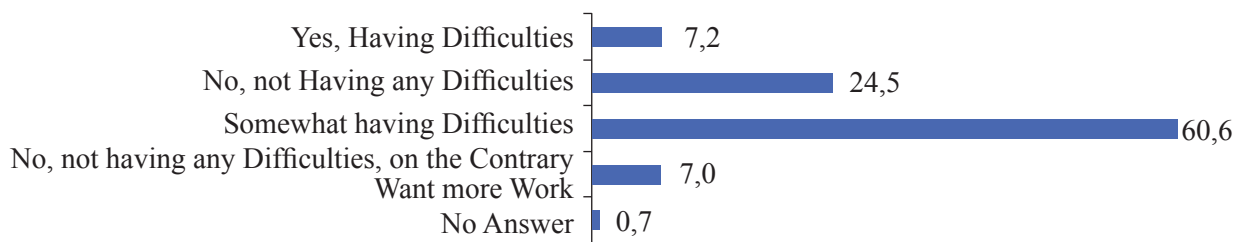
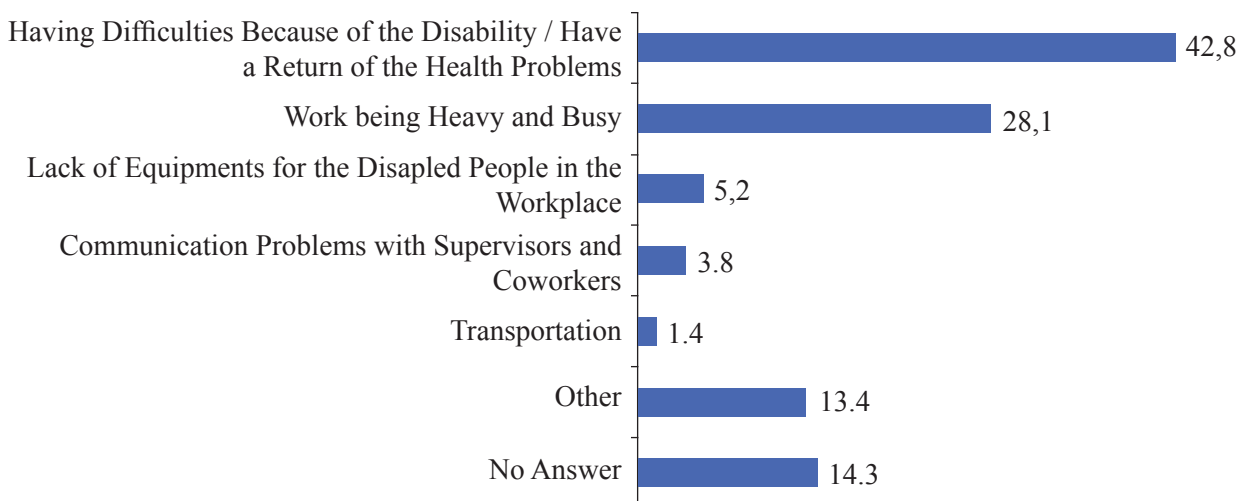


Figure 38: Reasons of Finding the Present Work Hard



It is stated that the reason to find the present work hard is again about the fact of being disabled. The second important reason is shown as the weight and intensity of work. In fact, both answers bring to mind the question if the present work is in compliance with the disability statuses of the disabled people.

The total of people answering “yes” to the question above and the people saying “somewhat” and the people not giving answer can be considered. In this context, when the uneasiness tendencies among the groups of disabled people are considered; the public employee who have “Mental and Emotional” (43%), “Chronic” (40%), “More than One Disability” (40.7%) and “Hearing” (37.3%) disabilities state that they find their present works hard. The distribution between these two variables is given in *Table 28*.

Table 29: The Tendency of having Difficulties in Performing the Job by the Type of Disability

	Having Difficulties In Performing The Job?				
	Yes	Somewhat	No	Want more work	No answer
Blindness or Low Vision	7.6	24.6	60.4	6.9	.5
Deaf - Hard of Hearing	6.5	29.7	53.0	9.7	1.1
Physical	6.1	20.7	65.7	7.0	.5
Speech and Language	8.7	21.7	69.6		
Mental Health and Emotional	10.1	32.9	50.6	6.3	
Intellectual	1.0	21.9	69.8	6.2	1.0
Invisible - Chronic	8.5	31.0	53.1	7.0	.4
Unclassified	9.0	27.1	54.8	7.2	1.8
More Than One Disability	10.7	28.8	52.7	6.6	1.2
No answer	7.7	25.0	57.7	5.8	3.8
Other		22.2	66.7	11.1	
Total	7.2	24.5	60.6	7.0	.7

According to the *Table 29*, 43% of participants with mental health and emotional disabilities find their present work hard. The group, which finds the present work easiest, is the employees with physical (69.8%) and mental health and emotional (69.6%) disabilities.

Table 30: The Tendency of having Difficulties in Performing the Job by Education Status of the Disabled Employee

	Having Difficulties in Performing the Job?				
	Yes	Somewhat	No	Want More Work	No Answer
Primary School	12.7	27.8	49.4	8.9	1.3
Middle School	12.2	24.1	57.0	5.9	.8
High School	6.2	22.5	63.9	6.4	1.0
Associate	7.2	26.8	58.8	6.7	.5
Bachelor's	6.6	23.8	61.4	8.0	.3
Graduate	4.3	37.2	48.9	7.4	2.1
No Answer	20.0	40.0	20.0	20.0	
Total	7.2	24.5	60.6	7.0	.7

As mentioned in *Table 30*, when the subject is considered with regard to the education statuses, high school graduates find their present work easiest (70.3%) and Bachelor's graduates want more work (69.4%).

Table 31: Tendency of having Difficulties in Performing the Job by Disability Percentage

Disability percentage	Having Difficulties in Performing the Job?				
	Yes	Somewhat	No	Want more work	No answer
Between 40- 60	7.4	24.8	60.6	6.7	0.5
Between 61- 80	5.2	29.5	56.4	7.9	1.0
Between 81- 100	8.4	17.4	68.0	6.2	
No answer	8.1	18.6	54.7	11.6	7.0
Other		40.0	40.0	20.0	
	7.2	24.5	60.6	7.0	0.7

According to the *Table 31*, the disability percentage group who finds their current work easiest is the group of 81-100, which is an interesting finding.

In the following section, attitudes and behaviors on the study will be discussed under the light of experiences of supervisors and coworkers of the disabled public employees.

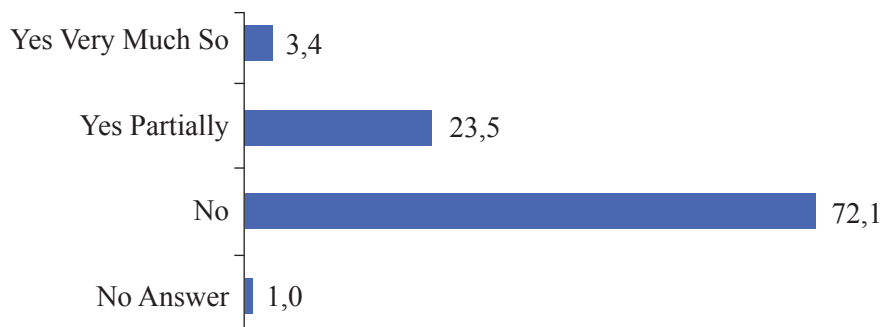
3.5.1. Communication and Working Experiences of Supervisors and Coworkers with the Disabled Employees

Figure 39: If the Supervisors have been Together with a Disabled Individual Before in the Family, Social Environment or Work Place?



When the question, if they have an experience with the disabled people in their personal and professional environment, is asked to the sample group consisting of supervisors and senior managers of the disabled people, 61% of the supervisors responded this question positively.

Figure 40: Do the Supervisors Find it Hard to work with Disabled Employee?



When it is asked if they find it hard to work with disabled people in their present work, the rate of those not experiencing any problems is 72%, those experiencing troubles “somewhat” is 23.5%; and the rate of supervisors who say that they have important problems is 3.4%.

Figure 41: Do the Co-workers Find it Hard to Work with the Disabled People?



A similar inquiry is made for the coworkers of the disabled employee. Coworkers mentioned that they don't have any problems in working together with the disabled employee, in a rate 10 points more than the supervisors. The rate of coworkers who mention that they somewhat have problems is 10 points less than the supervisors; whereas 2% state that they experience great problems.

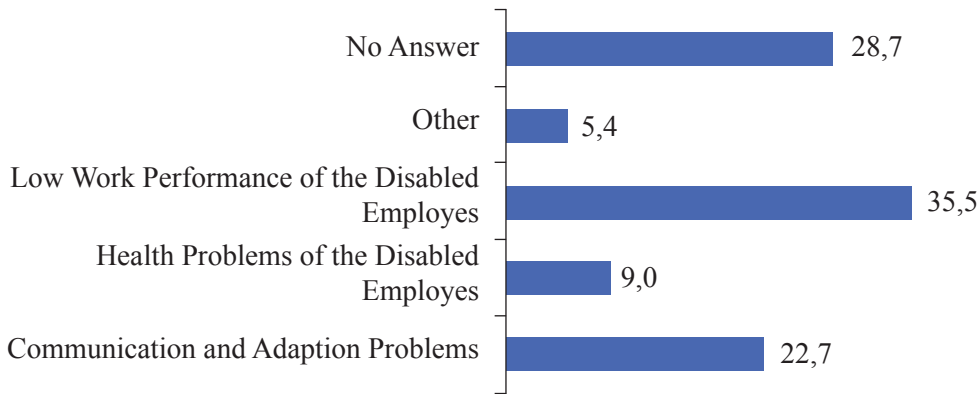
Table 32: Challenges Experienced by the Supervisors Due to the Disabled Employees (N. 473) (Multiple Respond Analysis)

	Response N	Respondent %	Response %
Having difficulties in performing the job because of the disability/delay work	198	29.4	45.3
Disabled employees have communication problems	127	18.8	29.1
Unwilling to do the job, avoiding taking responsibilities	60	8.9	13.7
Transportation problems	53	7.9	12.1
Disabled employees are not given jobs matching with their educations	48	7.1	11.0
Disabled employees always take off time and delay work	42	6.2	9.6
They do agitation, ask for positive discrimination	34	5.0	7.8
They have psychological problems	31	4.6	7.1
They are not provided the equipment and physical conditions they need in the workplace	30	4.5	6.9
Disabled employees are aggressive and touchy	23	3.4	5.3
Disabled employees can not adapt to the workplace, this damages the order in the workplace	23	3.4	5.3
Disabled employees bring the productivity down in the work place	5	0.7	1.1
Total	674	100.0	154.2

Table 32 contains the collective analysis of three variables which are asked to the supervisors having problem with the disabled personnel and which requires identification of three problematic areas. The participants giving the above responses are in a ratio of 25% of the supervisor samples. Almost half of these (45%) described the problem as “challenge in working/hindering the work”. This is followed by the problems of “failure to communicate”, “working” and “unwilling”.

Only 15% of the coworkers of disabled personnel (N.2224) mentioned that they have somewhat experience problems or challenge with great problems; however, they provided one respond to the question with two options. The following figure shows the distributions of mentioned problems.

Figure 42: Co-workers the Difficulties



As it is clear, the challenges faced in terms of coworkers and supervisors are similar to each other: Both groups complain about the low performance of the disabled personnel and they discuss about the communication problems with the disabled personnel.

When the reason of challenge in the work is asked to the disabled personnel, they usually say that it is hard to work due to their disabilities. In terms of the disabled personnel, “communication problems” are on the background contrary to their supervisors and coworkers.

Figure 43: How the Disabled Employees Effect the Works of their Co-workers?



The effect of disabled personnel to the working environment is also discussed. The coworkers who say that they adversely affect are very few (3%). On contrary, 60% of the coworkers stated positive effect of the disabled personnel on their work.

Figure 44: Did the Co-workers have any Kind of Education for Communicating or Knowing the Disabled Personnel?

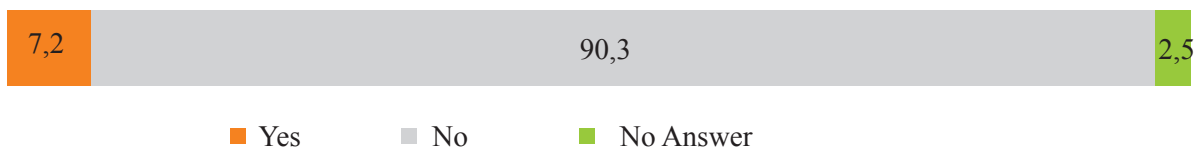
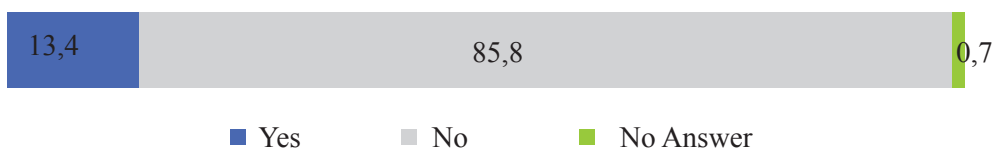
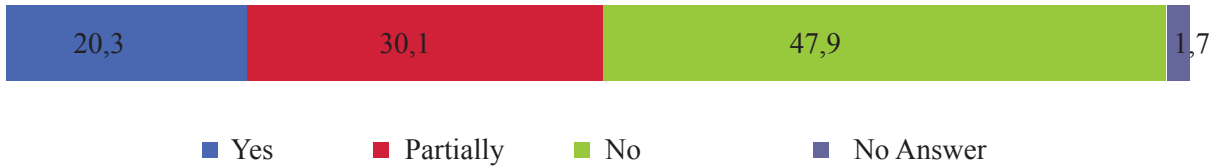


Figure 45: Did the Supervisors have any Kind of Education for Communicating or Knowing the Disabled Personnel?



It would make sense to evaluate *Figures 44 and 45* together: The coworkers or the supervisors of disabled personnel do not have notable education for communication with the disabled personnel. Those mentioned that they did not have education is 90% among the coworkers and 86% among the supervisors.

Figure 46: Do the Co-workers Know the Legislation about the Disabled People’s Employment?

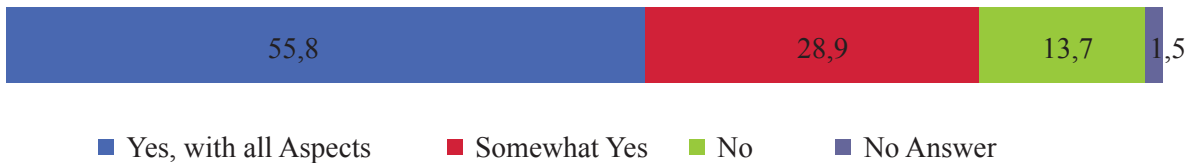


According to the *Figure 46* nearly half of (47,9%) the co-workers mention that they don’t know the legislation regarding the employment of people with disabilities.

3.6. Probationary Experience and Promotion Possibilities of the Disabled Employees

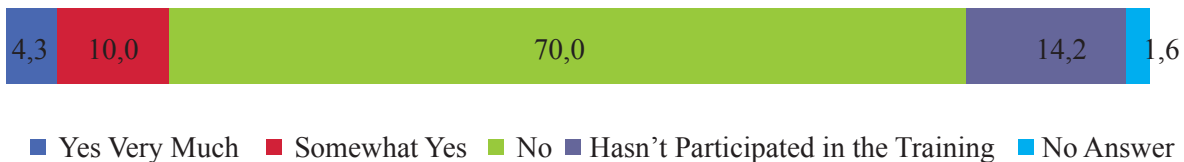
In this section, probationary experience and promotion possibilities of the disabled personnel will be discussed.

Figure 47: If the Job has been Described Clearly?



More than half of the disabled public personnel is informed about their works (55.8%). In addition, when the answers ‘no’ and ‘somewhat’ are assessed together, 42.6% of them mentioned that the work was not described clearly. The fact that almost half of the disabled personnel do not have sufficient information about the work stands as a significant problem in working life.

Figure 48: Did the Disabled Personnel have any Challenge in Probationary Education?



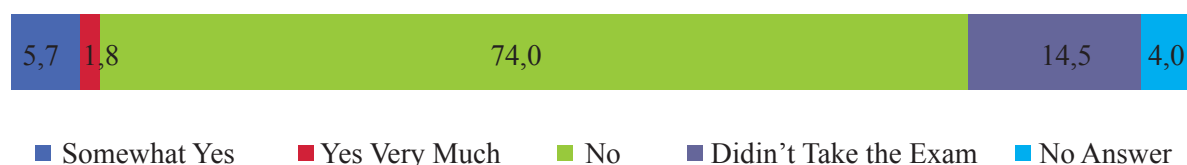
14.3% of the disabled personnel mentioned that they had challenges in the employee education and 70% of them mentioned that it was easy for them.

Table 33: Distribution of the Problems Faced by the Disabled Personnel in Probationary Education (N.302) (Multiple Respond Analysis)

	Multiple Respond N	Multiple Respond %	Respondent %
Transportation	74	24.5	21.8
Facing difficulties during the training due to the disability	63	20.9	18.6
Facing prejudice, pressure and mobbing during the training	39	12.9	11.5
Insufficient accessibility standards in the training place for the disabled employees	36	11.9	10.6
Heavy work / No time for the training	20	6.6	5.9
Training is not organized according to the fields	17	5.6	5.0
Training / exam is difficult / Can't adapt to the training	17	5.6	5.0
Training / Training staff is undisciplined / in poor quality	16	5.3	4.7
It is mandatory to attend all classes	6	2.0	1.8
Getting the training together with the people without disabilities	6	2.0	1.8
Problems in being appointed to jobs after the training	5	1.7	1.5
Exam questions don't cover the subjects taught during the training	4	1.3	1.2
Disabilities are not taken into consideration when giving the jobs	2	0.7	0.6
Other	34	11.3	10.0
Total	339	112.3	100.0

First of the problems faced by the disabled personnel in probationary education is transportation and then the challenges experienced due to the disability. 10.6% of the respondents mentioned that the physical conditions of place of education were not compatible in terms of accessibility, which arise the question of whether arrangements for access of disabled people at indoor and outdoor areas are sufficient (*Table 33*).

Figure 49: Did the Disabled Personnel have any Challenge in Probationary Exam?



According to the *Figure 15*, 7.5% of the participants mentioned that they had challenges in the probationary exam. The rate of people who mentioned that the employee exam was easy is 74%. In the light of this assessment, it can be said that the disabled personnel had more challenges in the probationary education than the exam.

Table 34: Probationary Exam Experience According to the Education Status of the Disabled Personnel

	Had Difficulties In Probationary Exam?				
	Yes, Very Much	Somewhat Yes	No	Didn't Take The Exam	No Answer
Primary School	5.1	6.3	48.1	35.4	5.1
Middle School	3.4	7.6	62.9	21.9	4.2
High School	1.6	6.3	72.7	15.3	4.0
Associate	2.1	4.6	78.4	11.5	3.4
Bachelor's	1.2	5.9	76.7	11.8	4.3
Graduate	1.1		84.0	11.7	3.2
No Answer			80.0	20.0	
Total	1.8	5.7	74.0	14.5	4.0

According to the *Table 34*, the challenge rate in the probationary exam generally decreases as the education level increases. The group, which had somewhat and too much challenges in the probationary exam, is Primary (11.4%) and Middle (11%) and the group which had the least challenges is Graduates (1,1%).

Table 35: Probationary Exam Experience According to the type of Disability

	Had Difficulties in Probationary Exam?				
	Yes, Very Much	Somewhat Yes	No	Didn't Take The Exam	No Answer
Blindness Or Low Vision	2.5	5.6	74.5	12.8	4.6
Deaf - Hard Of Hearing	2.7	9.2	68.1	15.1	4.9
Physical	1.7	4.7	73.9	16.0	3.7
Speech And Language	4.3	4.3	65.2	21.7	4.3
Mental Heath And Emotional		13.9	73.4	8.9	3.8
Intellectual	4.2	12.5	69.8	10.4	3.1
Invisible - Chronic	1.6	1.9	79.5	12.4	4.7
Unclassified		4.2	79.5	13.3	3.0
No Answer	1.9	9.6	55.8	25.0	7.7
Other	11.1		88.9		
More Than One Disability	.8	7.8	73.7	14.8	2.9
Total	1.8	5.7	74.0	14.5	4.0

According to the *Table 35*, distribution of type of disability with respect to the disabled employees having difficulties in probationary exams is as follows: intellectual (16.7%), mental health and emotional (13.9%) and deaf-hard of hearing (11.9%).

**Table 36: Problems with Probationary Exam Experienced by Disabled Public Employees (N.139)
(Multiple Respond Analysis)**

	Multiple Respond N	Multiple Respond %	Respondent %
Facing difficulties during the exam due to the disability	39	28.1	26.4
Insufficient accessibility standards in the exam place for the disabled employees	29	20.9	19.6
Prejudice	20	14.4	13.5
Poor training / Exam questions don't cover the subjects taught during the training	13	9.4	8.8
Questions are not prepared according to the fields	12	8.6	8.1
There are mistakes in the questions	11	7.9	7.4
There are inequalities	7	5.0	4.7
Stress / Fear of failing	4	2.9	2.7
Transportation	3	2.2	2.0
Not being able to prepare for the exam enough	3	2.2	2.0
Communication problems with the officers in the exam	2	1.4	1.4
Time is not enough in the exam	1	0.7	0.7
Other	4	2.9	2.7
Total	148	106.5	100.0

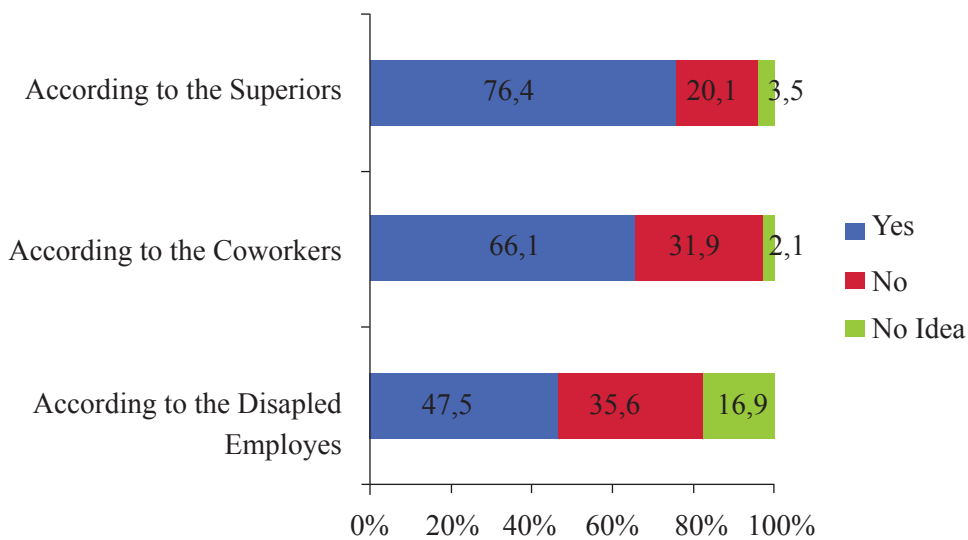
According to the *Table 36*, the first problem encountered by the disabled personnel in the probationary exam is the challenge due to disability (28.1%). When this situation is considered with the unconformity of the physical conditions of the exam place in terms of accessibility (20.9%), it is clear that the examination place is not in conformity with accessibility of the disabled people.

Table 37: Problems with Probationary Exam According to type of Disability

Type of Difficulty %	Blindness or Low Vision	Deaf - Hard of Hearing	Physical	Mental Health and Emotional	Intellectual	Invisible-Chronic	Unclassified	Total N
Facing difficulties during the exam due to the disability	50.0	58.3	20.0	20.0	30.0	20.0	0.0	38
Insufficient accessibility standards in the exam place for the disabled employees	6.7	0.0	16.4	0.0	0.0	20.0	0.0	12
Prejudice	0.0	0.0	5.5	0.0	0.0	0.0	0.0	3
Poor training / Exam questions don't cover the subjects taught during the training	3.3	16.7	9.1	0.0	10.0	0.0	20.0	10
Questions are not prepared according to the fields	16.7	8.3	14.5	20.0	40.0	0.0	40.0	21
There are mistakes in the questions	0.0	0.0	0.0	20.0	0.0	0.0	0.0	1
There are inequalities	0.0	0.0	5.5	0.0	0.0	0.0	0.0	3
Other	16.7	0.0	16.4	20.0	10.0	20.0	20.0	18
Stress / Fear of failing	0.0	0.0	5.5	20.0	10.0	0.0	20.0	6
Transportation	3.3	8.3	14.5	0.0	0.0	20.0	0.0	11
Not being able to prepare for the exam enough	0.0	0.0	0.0	0.0	0.0	20.0	0.0	1
Communication problems with the officers in the exam	3.3	16.7	0.0	0.0	0.0	0.0	0.0	3
Time is not enough in the exam	6.7	0.0	3.6	0.0	0.0	0.0	0.0	4
Total	30	12	55	5	10	5	5	122

According to the *Table 37*, people having problem in the exam due to their disabilities suffer from low vision or deaf - hard of hearing problems. This situation draws attention to the lack of supporting regulations for the people with hearing, blindness and low vision problems. 16.4% of those thinking that physical conditions of the examination place is not appropriate in terms of access of disabled are physically disabled people. This finding reveals the lack of stairs, ramps, restrooms, elevators etc, which will ease the access of disabled people to the examination place. Most people mentioning that the questions were not asked according to the relevant sections comprise of the disability group with intellectual and unclassified problems. The participants having the highest level of stress and fear of failure during the exam are within the group of mental health and emotional and of unclassified disabilities and of disability group of intellectuals. Finally, people with deaf-hard of hearing disabilities encounter communication problem with the proctors.

Figure 50: Do the Disabled Personnel have the Chance to be Promoted in the Workplace?



According to the *Figure 50*, 47.5% of the disabled employees think that they have the chance to be promoted, when 66.1% of their coworkers and 76.4% of their supervisors think that they have the chance to be promoted. In terms of the perception to the chance of being promoted, the disabled personnel are more pessimistic than the coworkers and supervisors. The rate of disabled personnel who do not have an idea whether they have the chance to be promoted in the workplace is notable. This situation reveals the idea that the situation is more pessimistic than it is seen, in terms of the perception of the chance to be promoted in the workplace.

Table 38: Disabled Personnel’s Chance to be Promoted in the Present Work According to the Type of Disability

	Do You Have the Chance to be Promoted in This Work?		
	Yes, I Do	No, I Don’t	No Idea
Blindness Or Low Vision	50.2	36.6	13.1
Deaf - Hard Of Hearing	35.7	37.8	26.5
Physical	47.9	35.8	16.3
Speech And Language	56.5	30.4	13.0
Mental Heath And Emotional	55.7	27.8	16.5
Intellectual	54.2	24.0	21.9
Invisible - Chronic	43.8	37.6	18.6
Unclassified	45.8	38.0	16.3
No Answer	46.2	28.8	25.0
Other	44.4	33.3	22.2
More Than One Disability	47.3	35.4	17.3
Total	47.5	35.6	16.9

The personnel who believe that they have promotional opportunity are included in following disability groups respectively: language and speech (56.5%), mental and emotional (55.7%), intellectual (54.2%) and blindness or low vision (50.2%) disability groups. According to the *Table 38*, employees with deaf - hard of hearing disabilities are more pessimistic than the employees with other disabilities, in terms of the chance to be promoted.

Table 39: Disabled Personnel’s Chance to be Promoted in the Present Work According to Sex

Sex	Do You Have The Chance To Be Promoted In This Work?		
	Yes, I Do	No, I Don’t	No Idea
Female	46.9	34.1	19.0
Male	47.7	36.0	16.2
Total	47.5	35.6	16.9

There is not a meaningful difference in the rates of men and women believing to have the chance to be promoted in the public sector (*Table 39*).

Table 40: The Reasons For “No Chance for Promotion” Responses of the Disabled Public Employees (N. 789) (Multiple Respond Analysis)

Reasons	Multiple Respond N	Respondent %	Multiple Respond %
Legal barriers	410	49.5	52.0
Not finding the appropriate crew	149	18.0	18.9
Challenge in the work due to the disability	96	11.6	12.2
Not having sufficient exams	75	9.0	9.5
I will be retired	38	4.6	4.8
I have no desire for promotion	26	3.1	3.3
Approaches with bias	14	1.7	1.8
Unable to make his own work	14	1.7	1.8
Disabled employees and non-disabled employees take the exam in the same category	7	0.8	0.9
Total	829	100.0	105.1

According to the disabled public employees, the legal barrier has the greatest impact on their promotion (52%). The low rate of the biased approaches against the promotions of the disabled personnel is, in fact, as a positive fact (1.8%). However, the legal barriers, not finding appropriate place or not having sufficient exams are also seen as reasons blocking the promotions of the disabled personnel (*Table 40*).

Figure 51: Did the Disabled Personnel have Challenges in Promotion Educations?



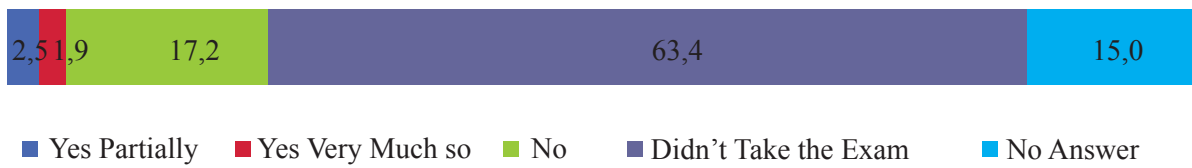
According to the findings, almost two third of the disabled personnel did not take education for promotion. Totally 6.6% of the respondents stated that they have somewhat or too much problems in said educations.

Table 41: Challenges Faced by the Disabled Personnel in Promotion Educations (N.192)

	%
Challenge in the education due to the general conditions / Not giving education according to the status of disability	17.8
The difficulty of the exam	8.4
Physical conditions / lack of appropriate regulations in the buildings for the access of the disabled people	7.3
Approaches with bias	6.8
Transportation	5.2
Inappropriate education status	4.2
Nepotism	3.1
Not being able to study the education subjects due to the intensity of works	3.1
Taking the same education with the people without disability	2.6
Not giving possibility to be promoted after the education	2.6
Supervisor does not see the promotion appropriate	1.0
Lack of planning and organization	1.0
Other	7.3
No answer	29.3
TOTAL	100.0

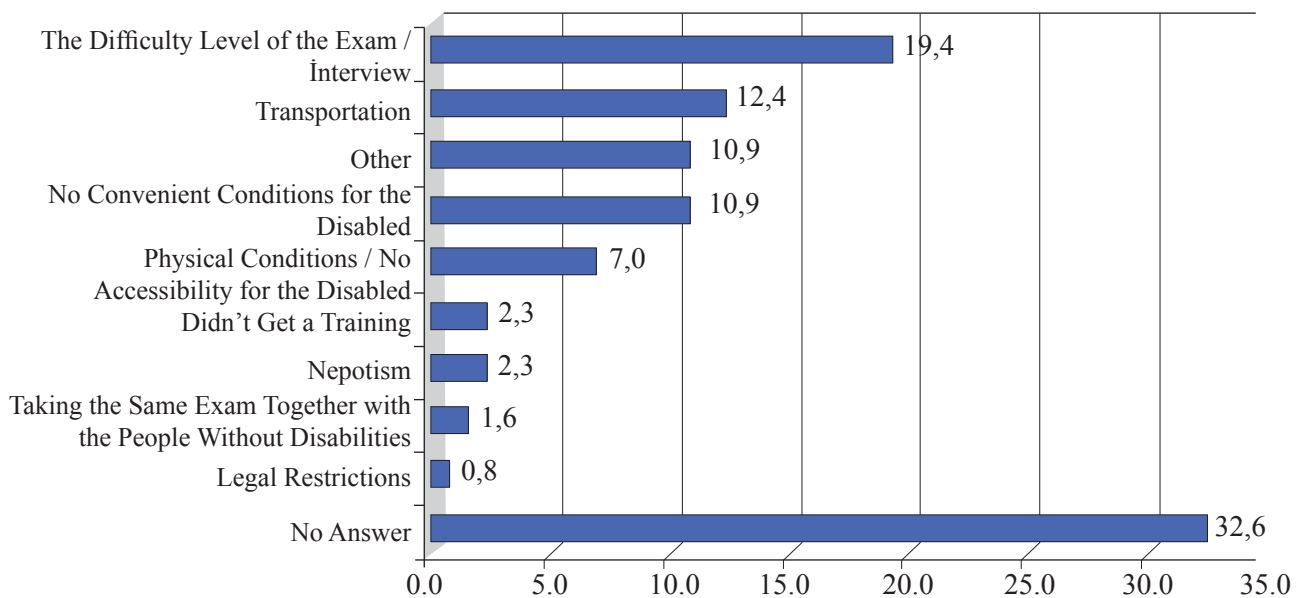
The problem areas stated here must be given importance due to the fact that these were obtained by responding the three open-end questions, although they have statistically negligible sizes. The greatest challenge experienced in the course of promotional training is non-consideration of the disabled personnel's disability in the educations and therefore causing the disabled personnel have challenges in the work due to his/her disability (17.8%) (*Table 41*).

Figure 52: Did the Disabled Personnel have Challenges in Promotion Exams?



Those who took the promotion exams and mentioned that they had challenges, among the disabled personnel, have a total of 4% in ratio.

Figure 53: Distribution of the Problems Faced by the Disabled Personnel in Promotion Exams (N.129)

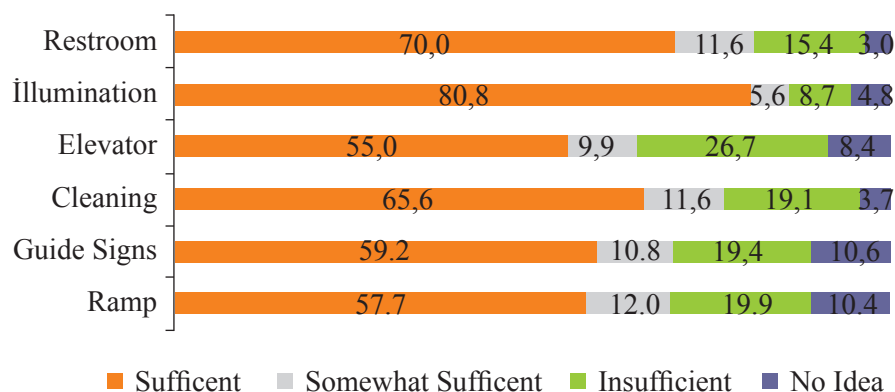


When they were asked to mention the problems with open ends, almost 1/3 of them did not answer this question. The moments when the respondents were quiet in terms of the risk groups do generally represent the strong responses; the notable amount of 'no answer' unit in here is interpreted like this. However, the challenge faced most in the promotion exam is stated as the difficulty of exam and interview (%19.4).

3.7. Perceptions on the Regulations Through Disabled People in the Workplace

This section discusses the perceptions on various regulations for the disabled people in workplace.

Figure 54: Perceptions of the Disabled Public Employees on the Workplace Accommodations for the Disabled



Disabled employees mainly find illumination conditions sufficient (%80,8), and %26,7 find the elevator conditions insufficient.

Table 42: The Sufficiency Level of Restroom Conditions According to the Employees with Different Disability Types

Type of Disability	Sufficiency of Restroom Conditions for the Usage of Disabled			
	Sufficient	Somewhat Sufficient	Not Sufficient	No idea
Blindness or Low Vision	77.8	9.2	11.0	2.0
Deaf - Hard of Hearing	76.8	13.0	6.5	3.8
Physical	64.6	12.8	19.9	2.8
Speech and Language	91.3	8.7		
Mental Health and Emotional	78.5	6.3	8.9	6.3
Intellectual	79.2	3.1	8.3	9.4
Invisible - Chronic	67.4	15.9	14.7	1.9
Unclassified	69.3	10.8	16.3	3.6
No Answer	67.3	15.4	9.6	7.7
Other	88.9			11.1
More than one disability	66.7	11.1	19.8	2.5
Total	70.0	11.6	15.4	3.0

Employees with physical and invisible-chronic disabilities find the restroom conditions in workplace more insufficient compared to the other groups. When we think that restrooms are one of the most important problems for the employees with physical disabilities. this is an important finding that one third of the public employees with physical disabilities finds restroom conditions somewhat sufficient or completely insufficient (*Table 42*).

Table 43: The Sufficiency Level of Lightening Conditions According to Employees with Different Disability Types

Type of Disability	Sufficiency of Illumination Conditions for the Disabled			
	Sufficient	Somewhat Sufficient	Insufficient	No idea
Blindness or Low Vision	70.6	9.9	6.2	13.3
Deaf - Hard of Hearing	82.7	9.7	2.2	5.4
Physical	85.4	7.2	4.4	3.1
Speech and Language	91.3	8.7		
Mental Health and Emotional	84.8	5.1	2.5	7.6
Intellectual	81.2	7.3	3.1	8.3
Invisible - Chronic	83.3	10.9	4.3	1.6
Unclassified	85.5	6.6	3.6	4.2
No Answer	69.2	11.5	9.6	9.6
Other	88.9		11.1	
More than one disability	77.0	13.6	7.0	2.5
Total	80.8	8.7	4.8	5.6

Employees with more than one disability (%20.6), blindness-low vision disability (%16.1) and invisible-chronic disability (%15.2) think that the level of lightening is insufficient for disabled employees' usage when the 'somewhat' responses are also taken into consideration (*Table 43*).

Table 44: The Sufficiency Level of Elevator Conditions According to Employees with Different Disability Types

Type of Disability	Sufficiency of Elevator Conditions for the Disabled			
	Sufficient	Somewhat Sufficient	Insufficient	No idea
Blindness or Low Vision	53.9	6.7	28.2	11.2
Deaf - Hard of Hearing	63.8	10.8	14.1	11.4
Physical	53.5	9.0	29.5	8.0
Speech and Language	73.9	8.7	17.4	
Mental Health and Emotional	54.4	3.8	19.0	22.8
Intellectual	47.9	7.3	29.2	15.6
Invisible - Chronic	59.3	8.5	24.4	7.8
Unclassified	59.6	7.2	24.7	8.4
No Answer	55.8	7.7	17.3	19.2
Other	55.6		44.4	
More than one disability	51.9	10.7	26.7	10.7
Total	55.0	8.4	26.7	9.9

When the sufficiency level of elevators for disabled employee in work place is analyzed according to the different disability groups, more than one third of the employees with physical, blindness-low vision, intellectual and invisible-chronic disabilities think elevator conditions in work place somewhat or completely insufficient. This indication shows us insufficient elevator condition in workplace is one of the most important problem that has to be urgently solved (*Table 44*).

Table 45: The Perception of Hygiene Conditions According to Employees with Different Types of Disabilities

	Sufficiency of Hygiene of the Workplace for the Disabled			
	Sufficient	Somewhat Sufficient	Insufficient	No idea
Blindness or Low Vision	66.5	18.1	11.7	3.8
Deaf - Hard of Hearing	73.0	14.6	8.1	4.3
Physical	64.9	20.1	11.6	3.4
Speech and Language	82.6	17.4		
Mental Health and Emotional	69.6	16.5	7.6	6.3
Intellectual	75.0	12.5	4.2	8.3
Invisible - Chronic	61.6	22.9	13.6	1.9
Unclassified	63.3	18.7	15.1	3.0
No Answer	53.8	19.2	13.5	13.5
Other	77.8	11.1	11.1	
More than one disability	62.6	19.8	14.8	2.9
Total	65.6	19.1	11.6	3.7

While employees with unclassified disabilities think more negatively about the hygiene conditions compared to employees with other types of disabilities in work place, the employees with intellectual disabilities have a more positive perception about the hygiene conditions in the workplace (*Table 45*).

Table 46: The Sufficiency Level of the Guidance Tags Conditions According to Employees with Different Types of Disabilities

	Guidance Tags Sufficiency for the Disabled			
	Sufficient	Somewhat Sufficient	Insufficient	No idea
Blindness or Low Vision	46.3	10.7	30.4	12.6
Deaf - Hard of Hearing	68.1	13.5	9.2	9.2
Physical	60.6	10.2	19.1	10.1
Speech and Language	78.3	4.3	17.4	
Mental Health and Emotional	67.1	8.9	6.3	17.7
Intellectual	61.5	6.2	19.8	12.5
Invisible - Chronic	67.1	13.6	10.9	8.5
Unclassified	63.9	8.4	16.3	11.4
No Answer	53.8	5.8	23.1	17.3
Other	55.6	11.1	22.2	11.1
More than one disability	62.6	12.8	15.6	9.1
Total	59.2	10.6	19.4	10.8

According *Table 46*, total %40 of the employees with blindness-low vision disabilities find the guidance tags as insufficient or somewhat sufficient. This finding also shows us that this is another problem waiting for a solution.

Table 47: The Sufficiency Level of Ramps According to the Employees with Different Disability Types

	Ramps Sufficiency for the Disabled			
	Sufficient	Somewhat Sufficient	Insufficient	No idea
Blindness or Low Vision	53.5	9.7	23.3	13.5
Deaf - Hard of Hearing	64.9	11.9	10.3	13.0
Physical	57.2	10.9	22.6	9.3
Speech and Language	91.3		8.7	
Mental Health and Emotional	63.3	5.1	7.6	24.1
Intellectual	63.5	7.3	17.7	11.5
Invisible - Chronic	59.7	12.0	15.5	12.8
Unclassified	62.0	6.0	16.3	15.7
No Answer	42.3	19.2	19.2	19.2
Other	55.6		22.2	22.2
More than one disability	56.0	11.9	18.9	13.2
Total	57.7	10.4	19.9	12.0

When the “somewhat sufficient” and “insufficient” responses are added up, we can see that the perception regarding insufficiency is reaching a 32% rate from the point of the employees with blindness-low vision disabilities (*Table 47*).

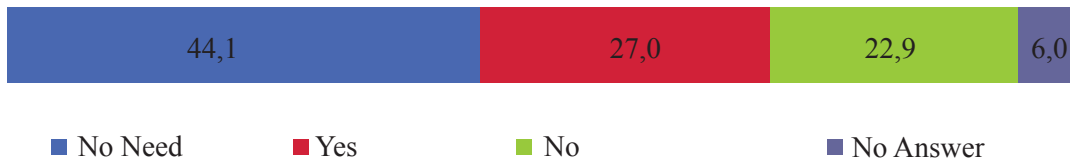
Table 48: Credits of the Governmental Organizations for Providing the Proper Physical Conditions for their Disabled Public Employees in the Workplace (12-10=Good; 9-6=Fair; 5-3=Insufficient; 2-0=Bad)

	Average	Number	Standard Deviation
Ministry of Economy	12.0	2	0.000
Ministry of Development	10.2	13	2.496
Ministry of Justice	10.0	2	0.000
Ministry of Transportation, Maritime Affairs and Communications	10.0	39	2.782
Ministry of Youth and Sports	9.7	18	2.623
Ministry of Forestry and Water Affairs	9.6	92	3.085
Prime Ministry	9.1	111	3.266
Ministry of Customs and Trade	9.0	3	1.732
Ministry of Labor and Social Security	9.0	152	3.260
Ministry of Health	8.9	1109	3.337
University	8.8	200	3.349
Ministry of Food, Agriculture and Livestock	8.8	68	3.278
Ministry of Culture and Tourism	8.5	42	3.764
Ministry of Education	8.3	756	3.137
Ministry of Environment and Urbanization	8.2	96	3.368
Ministry of Science, Industry and Technology	7.9	6	3.930
Ministry of Finance	7.9	116	3.488
Ministry of Family and Social Policies	7.8	34	3.564
Ministry of Interior	7.6	17	3.981
Ministry of Energy and National Resources	7.4	27	3.986
Other	6.0	5	3.317
Total	8.7	2908	3.306

By developing this scale, the level of the physical conditions provided by different governmental organizations was aimed to be analyzed. Therefore, indicators in answer options, were recoded in the classification of good-fair-insufficient-bad. 2 point for “sufficient” option, 1 point for “somewhat

sufficient” option, 0 point for “insufficient” option and eventually 0.5 point for “no idea” option is given for physical conditions. By summing up 6 variables, a single variable is gained and thus a scale between 0-12 was developed. For physical conditions; 10-12 point is “good”, 9-6 point is “fair”, 5-3 is “insufficient” and 2-0 is “bad”. The table above shows the level of sufficiency of the physical conditions per the organization with 12 representing the maximum and 0 representing the minimum (Table 48).

Figure 55: Are The Equipment and Supportive Technologies Sufficient in the Workplace?



According to the Figure 55, 22.9% of the disabled public employees thinks that they don't have necessary equipment and supportive technologies necessary for performing their jobs. 27% of the disabled public employees, who say necessary equipment and supportive technologies are available in the workplace, are asked what these equipment and supportive technologies were available in their workplace. In the figure below, the responses are given. It can be observed that technologic products lead among the available equipment and technologies (36%).

Figure 56: Distribution of Equipment and Supportive Technologies Available in the Workplace (N.787)

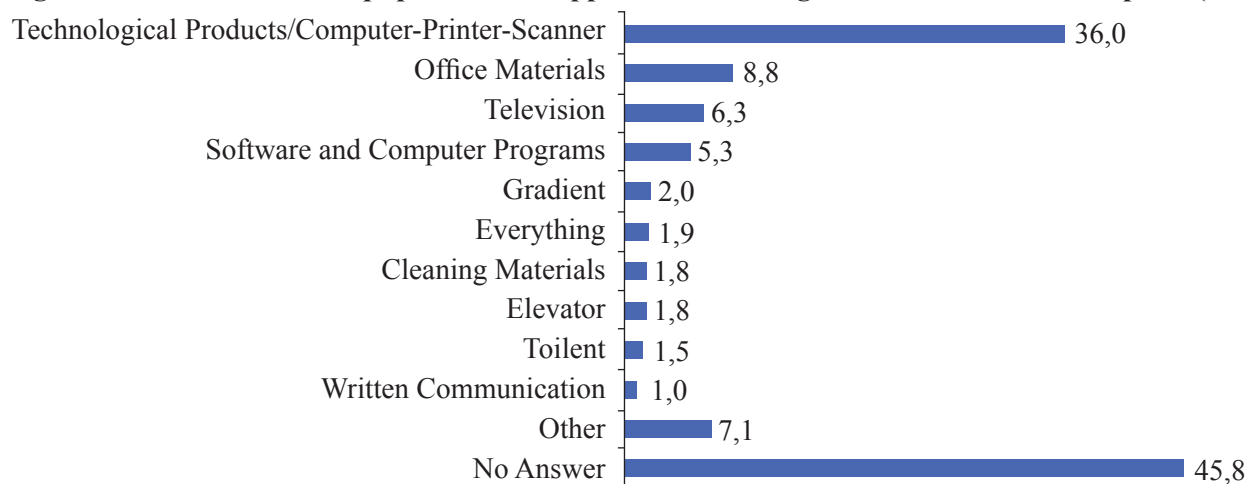


Figure 57: Is Sufficient Equipment Provided to Fulfill Tasks by the Disabled Employees?



Figure shows that 39.5% of the co-workers of the disabled public employees in the workplace do not believe that all the necessary equipment are provided for the disabled public employees for them to perform their jobs. It cannot be ignored that this number goes up significantly (69%) when the “somewhat provided” responses are taken into consideration as well.

Figure 58: Have Disabled Public Employees Received any Training or Technical Support about Usage of the Equipment in the Workplace?



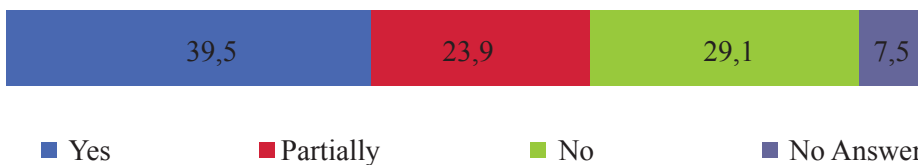
43.6% of the disabled public employees have not received any training on how to use the equipment they need to perform their jobs.

Figure 59: If the Physical Conditions in the Workplace are Suitable for the Disabled Employees (According to their Coworkers)?



The “partially” response in *Figure 59*, should be considered negatively, because this option indicates that partially, there are improper conditions. In this case, it would not be wrong to claim that 64,6% of their co-workers think that the physical conditions of the workplace are not suitable or are partially suitable for the disabled employees. The fact that both the disabled employees and their coworkers have similar perceptions on this issue, is an indication of another problem that should be addressed.

Figure 60: If all the Necessary Equipment are Provided for the Disabled Employees to Perform their Jobs (According to the Supervisors)?



The rate of the supervisors who believe that the physical conditions in the workplace are not suitable for the disabled employees is a little higher than the rates of co-workers and the employees with the disabilities who believe that the physical conditions in the workplace are not suitable.

Figure 61: If all the Necessary Adjustments Made in the Workplace for the Disabled Employees According to their Disability Type?



According to majority of the disabled employees, no adjustments have been made in the workplace for the disabled employees taking their disability types into consideration.

Table 49: Distribution of the Subsisting Arrangements for the Disabled Employees (N.599) (Multi Response Analysis)

	Multiple Response N	Respondent %	Multiple Response %
Ramp	296	26.2	49.4
Restroom	261	23.1	43.6
Elevator	260	23.0	43.4
Guidance Tags	74	6.5	12.4
Screw Prints	46	4.1	7.7
Doors	37	3.3	6.2
Everything	31	2.7	5.2
Handrail	24	2.1	4.0
Wheel chair	22	1.9	3.7
Voice Alert	15	1.3	2.5
Parking space	14	1.2	2.3
Sign Language Assistance	11	1.0	1.8
Telephone	11	1.0	1.8
Illumination	10	0.9	1.7
Desk / Closet / Seat / Office setting	10	0.9	1.7
Computer	8	0.7	1.3
Total	1.130	100.0	188.6

In the table above, it can be observed that according to the disabled public employees, ramps (26.2%), restrooms (23.1%) and elevators (23%) are suitable and available for the disabled public employees in the workplace (*Table 49*).

Table 50: Priority of Adjustments Required to be done/Adjusted for the Disabled Employees (According to their Coworkers) (N.963) (Multi Response Analysis)

	Multiple Response N	Respondent %	Multiple Response %
Elevator	362	28.7	37.6
Technical equipment, physical conditions	242	19.2	25.1
Restrooms for the disabled employees	169	13.4	17.5
Ramp	141	11.2	14.6
Stairs	73	5.8	7.6
Walking space	63	5.0	6.5
Transportation /shuttle and routes	59	4.7	6.1
Workplace environment and empathy	47	3.7	4.9
Giving jobs according to the disability type	40	3.2	4.2
Reducing the workload	31	2.5	3.2
Informing the specialists on the disability	11	0.9	1.1
Asking the opinions of the disabled employees	11	0.9	1.1
Parking space	7	0.6	0.7
Physical conditions are sufficient	7	0.6	0.7
Total	1.263	100.0	131.2

Elevators (28.7%) are the first on the list that should primarily be adjusted for the disabled employees usage, according to their co-workers. Technical equipment and physical conditions (19.2%) and restrooms (13.4%) are listed right after the elevators (*Table 50*).

3.8. Perception of the Relation between Jobs and Education Status- Qualifications of the Disabled Public Employee

Relation between jobs of disabled public employees and their educational status and qualifications will be examined comparatively according to their co-workers’ and supervisors’ point of view in this section.

Table 51: According to their Coworkers; Relation between Jobs and Educational Status and Qualifications (N. 2224)

	Yes	No	Somewhat	No Answer
Do you think that the disabled coworkers’ job positions match with their educational status?	55.5	14.7	28.0	1.8
Do you think <i>your</i> job position match with <i>your</i> educational status?	68.3	13.8	17.1	0.9
Do you think that the disabled coworkers’ job positions match with their qualifications?	57.3	11.2	29.5	2.0
Do you think <i>your</i> job position match with <i>your</i> qualifications?	74.7	7.6	16.7	1.0

Table 52: According to their Supervisors; Relation between Disabled Employees’ Jobs and Educational Status and Qualifications

	Yes	No	Somewhat	No Answer
Do you think that the disabled employees’ job positions match with their educational status?	64.5	22.2	11.2	2.1
Do you think that the disabled employees’ job positions match with their qualifications?	66.8	23.0	8.7	1.6

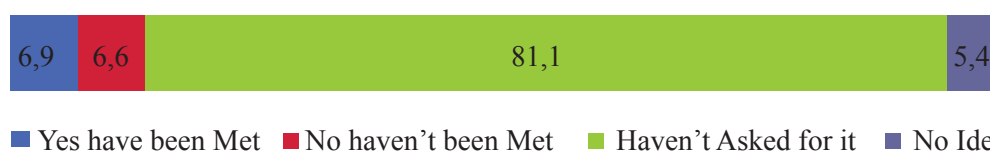
There is a perception that the educational status is matching with the job position disabled employees are holding in the majority of the co-workers of the disabled employees. But, when we also take the “somewhat” responses into consideration as well, almost half of their co-workers and one third of supervisors have the perception that the educational status of the disabled employees doesn’t match with the job positions they hold.

However when it comes to co-workers perceptions on the compliance of their educational status/qualifications and the job positions they hold, it is more positive than their perception on their perceptions on their disabled co-workers’ situations.

3.9. Disabled Public Employees’ Levels of Using Their Legal Rights

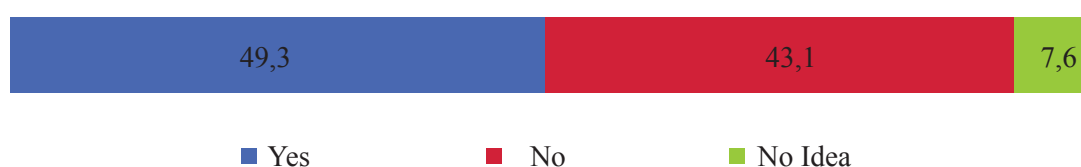
In this subchapter, disabled public employees’ levels of using their legal rights will be analyzed comparatively with their coworkers’ levels of using their legal rights and the reasons behind will be discussed according to their own perception.

Figure 62: Has the Request of Different Working Hours, due to their Disability, been met?



Majority of disabled employees have not requested different working hours because of their disability. It is seen that mostly the employees with speech and language disability have requested different hours of work. Although the rates are close to each other, the ones whose request was rejected were mostly the ones that have deaf-hard of hearing or intellectual disabilities.

Figure 63: Can you use the Administrative Leave Rights for the Disabled Employees?



Almost half of the disabled employees indicate they cannot use their administrative leave rights granted to the disabled employees.

Table 53. Tendency of Using Official Administrative Leave Rights of the Disabled Employees per Employees with Different Disability Types

	“Can you use the administrative leave rights granted to the disabled employees?”		
	Yes	No	No Idea
Blindness Or Low Vision	51.4	41.9	6.7
Deaf - Hard Of Hearing	50.8	40.5	8.6
Physical	50.3	43.8	5.9
Speech And Language	52.2	43.5	4.3
Mental Health And Emotional	46.8	43.0	10.1
Intellectual	58.3	30.2	11.5
Chronic	43.0	47.7	9.3
Unclassified	45.8	45.8	8.4
More Than One Disability	48.1	43.6	8.2
Other	55.6	33.3	11.1
No Answer	26.9	42.3	30.8
Total	49.3	43.1	7.6

It is observed that the proportion of using the administrative leave rights for the employees with chronic disabilities is a bit lower (43%) when compared to the employees with other types of disabilities (*Table 53*).

Table 54: The Tendency of Using Official Administrative Leave per Provinces where Disabled Employees Work

	“Can you use the administrative leave rights granted to the disabled employees?”		
	Yes	No	No Idea
Ankara	65.0	30.6	4.4
Adana	37.8	56.4	5.8
Ağrı	20.0	50.0	30.0
Antalya	46.3	39.8	13.9
Aydın	43.5	51.6	4.8
Balıkesir	48.3	37.9	13.8
Bursa	54.3	40.2	5.5
Erzurum	41.7	51.7	6.7
Gaziantep	45.5	45.5	9.1
Hatay	24.4	69.8	5.8
İstanbul	50.6	39.5	9.9
İzmir	49.2	42.3	8.5
Kastamonu	29.4	56.9	13.7
Kayseri	47.0	47.0	6.0
Kırıkkale	53.2	46.8	
Kocaeli	46.6	45.5	8.0
Konya	37.5	54.2	8.3
Malatya	47.8	35.8	16.4
Manisa	39.0	59.3	1.7
Mardin	39.1	56.5	4.3
Samsun	55.7	37.1	7.2
Şanlıurfa	27.8	63.9	8.3
Tekirdağ	49.4	35.8	14.8
Trabzon	37.5	51.1	11.4
Van	42.6	50.8	6.6
Zonguldak	62.8	32.6	4.7
Total	49.3	43.1	7.6

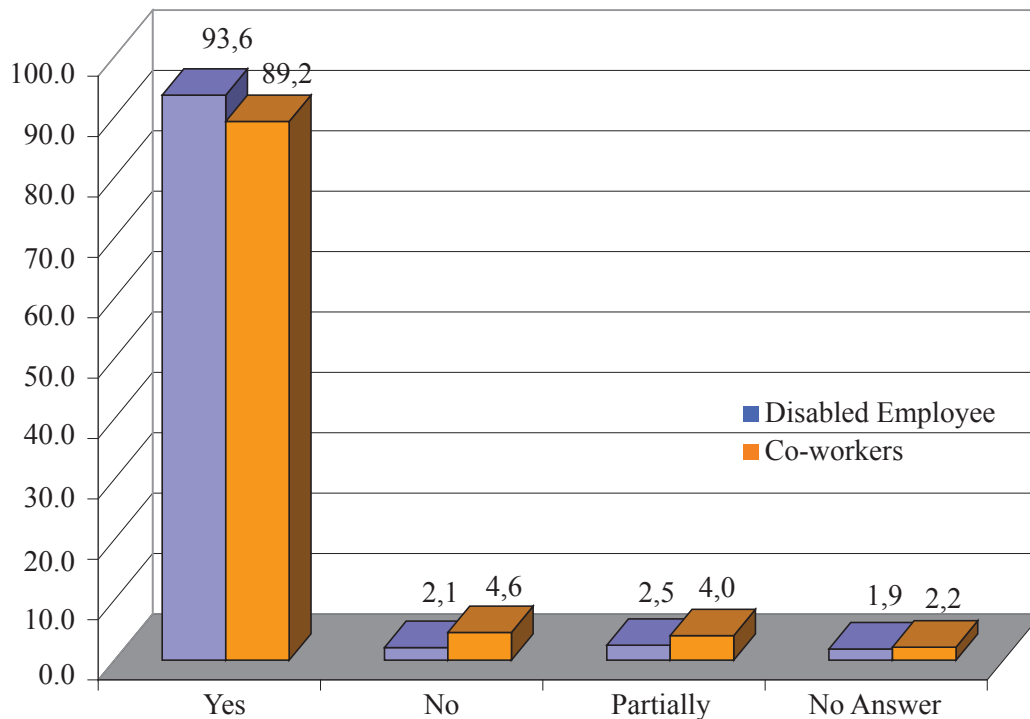
It is seen that over 60% of the disabled employees in Şanlıurfa and Hatay cannot use their official administrative leave rights. Mostly, the employees in Ankara and Zonguldak express that they can use leave rights (*Table 54*).

Table 55: The Tendency of Using the Official Administrative Leave Rights Per the Organizations the Disabled Public Employees are Employed

	“Can you use the administrative leave rights granted to the disabled employees?”		
	Yes	No	No Idea
University	47.0	47.0	6.0
Ministry of Health	51.1	40.8	8.1
Prime Ministry	42.3	47.7	9.9
Ministry of Education	41.4	49.1	9.5
Ministry of Culture and Tourism	71.4	26.2	2.4
Ministry of Interior	35.3	58.8	5.9
Ministry of Finance	50.0	47.4	2.6
Ministry of Transportation, Maritime Affairs and Communications	61.5	30.8	7.7
Ministry of Labor and Social Security	57.2	37.5	5.3
Ministry of Forestry and Water Affairs	63.0	32.6	4.3
Ministry of Family and Social Policies	47.1	44.1	8.8
Ministry of Development	61.5	23.1	15.4
Ministry of Food, Agriculture and Livestock	57.4	36.8	5.9
Ministry of Youth and Sports	88.9	5.6	5.6
Ministry of Justice		100	
Ministry of Environment and Urbanization	52.1	44.8	3.1
Ministry of Energy and National Resources	51.9	40.7	7.4
Ministry of Science, Industry and Technology	33.3	50.0	16.7
Ministry of Customs and Trade	33.3	66.7	
Ministry of Economy	100		
Other	20.0	60.0	20.0
Total	49.3	43.1	7.6

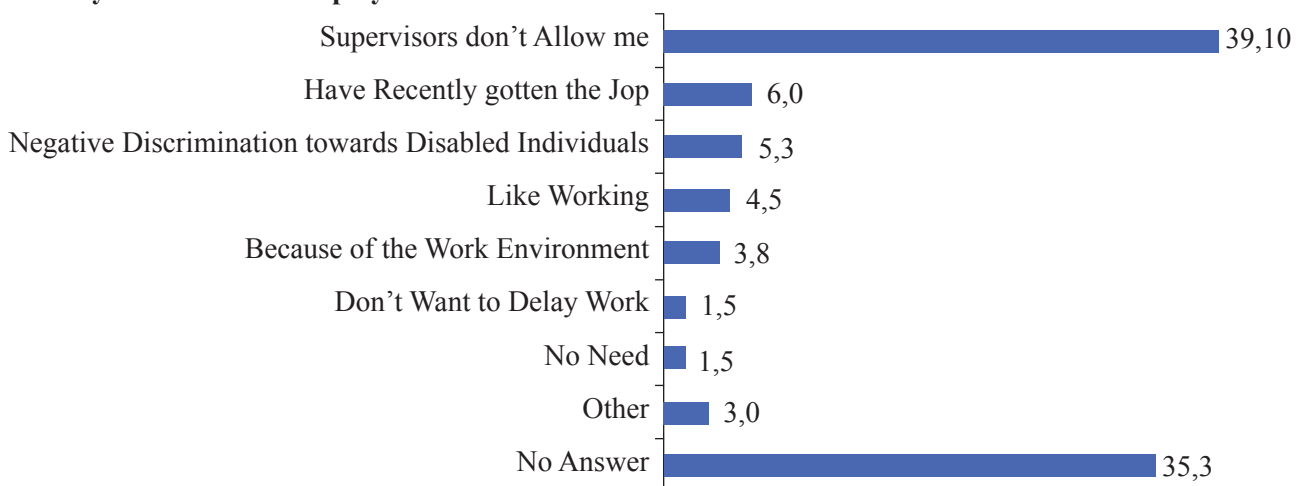
According to the *Table 55*, it is seen that mostly the employees work in Ministry of Justice (100%), Ministry of Customs and Trade (66.7%). Ministry of Interior (58,8%) and their subsidiaries cannot use their leave rights. On the other hand, it can be observed that the employees who express they can use their leave rights mostly work in Ministry of Economy (100%) and Ministry of Youth and Sports (88,9%).

Figure 64: Do the Disabled Employees and their Coworkers Benefit From the Rights Granted to every Employee in the Public Sector?



When we look at the proportion using the rights granted to everyone in public sector, we can see that most of the disabled employees and their co-workers express that they can benefit from these rights.

Figure 65: List of Reasons for the Disabled Employees' (N.133) not being able to use their Rights Granted to Every Public Sector Employee

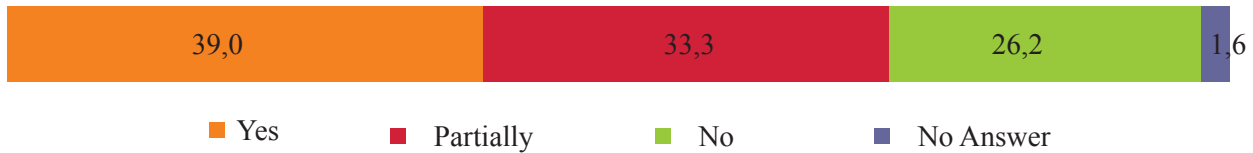


According to 39.1% of the disabled employees, they cannot benefit from the rights granted to every employee in the public sector, because supervisors don't allow them.

3.10. Legislation Knowledge

In this subsection, level of regulatory knowledge of the disabled employees will be discussed with their relation with their supervisors and co-workers.

Figure 66: Are the Disabled Public Employees Aware of the Legislation on the Employment of the Disabled People?



Approximately one-quarter of the disabled employees are not aware of the regulation on employment of disabled people. When the ones who are not aware and the ones that are partly aware of this regulatory are assessed together, the proportion goes up to 59.5%. It can be observed from the chart below showing the distribution of the sources about this regulatory information that their own efforts and the social environment are the primary sources that the regulatory information is obtained. These findings pull the attention to the problems in the process of reaching the sources that the disabled employees may get the regulatory knowledge.

Figure 67: The Channels that Disabled Public Employees get Legislation Knowledge

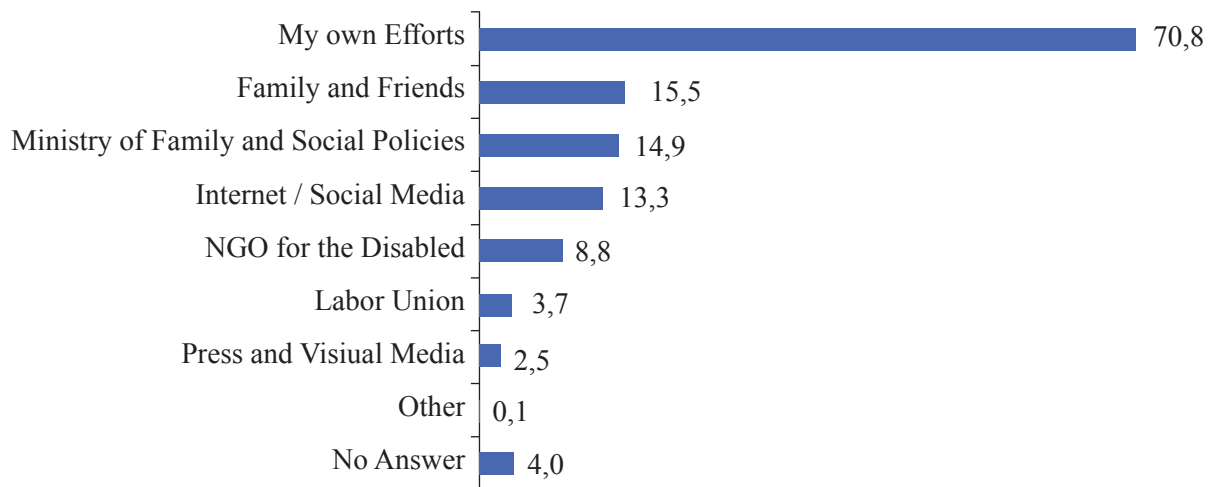
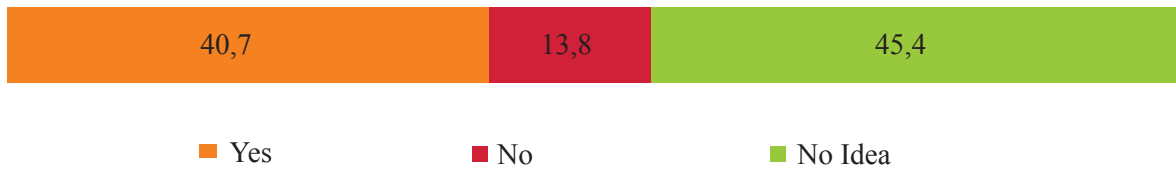


Figure 68: Whether the Supervisors are Aware of the Related Legislation According to the Disabled Employees' Opinion



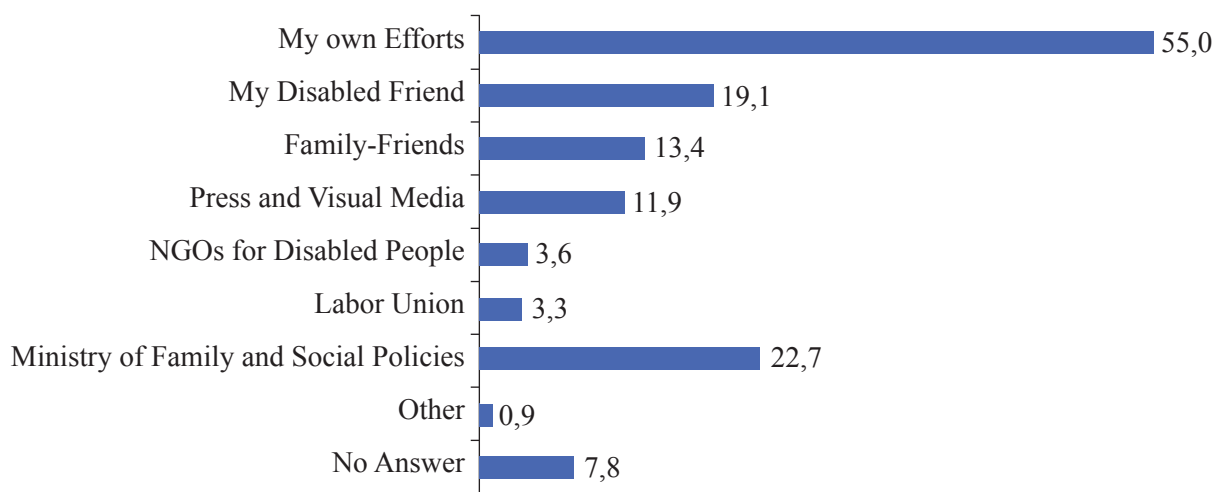
Similarly, one quarter of the disabled employees think that their supervisors are unaware of the regulations on employment of the disabled people. “I have no information” responses, which makes 40% of all, draws attention in this scope.

Figure 69: Whether the Supervisors are Aware of the Related Legislation According to the Co-Workers of the Disabled Employees' Opinion



Whereas 13.8% of the co-workers express that their supervisors are unaware of these regulations, again nearly fifty percent of them say that they have no information about whether their supervisors are aware of the legislation or not.

Figure 70: Channels of getting their Legislation Knowledge for Co-Workers



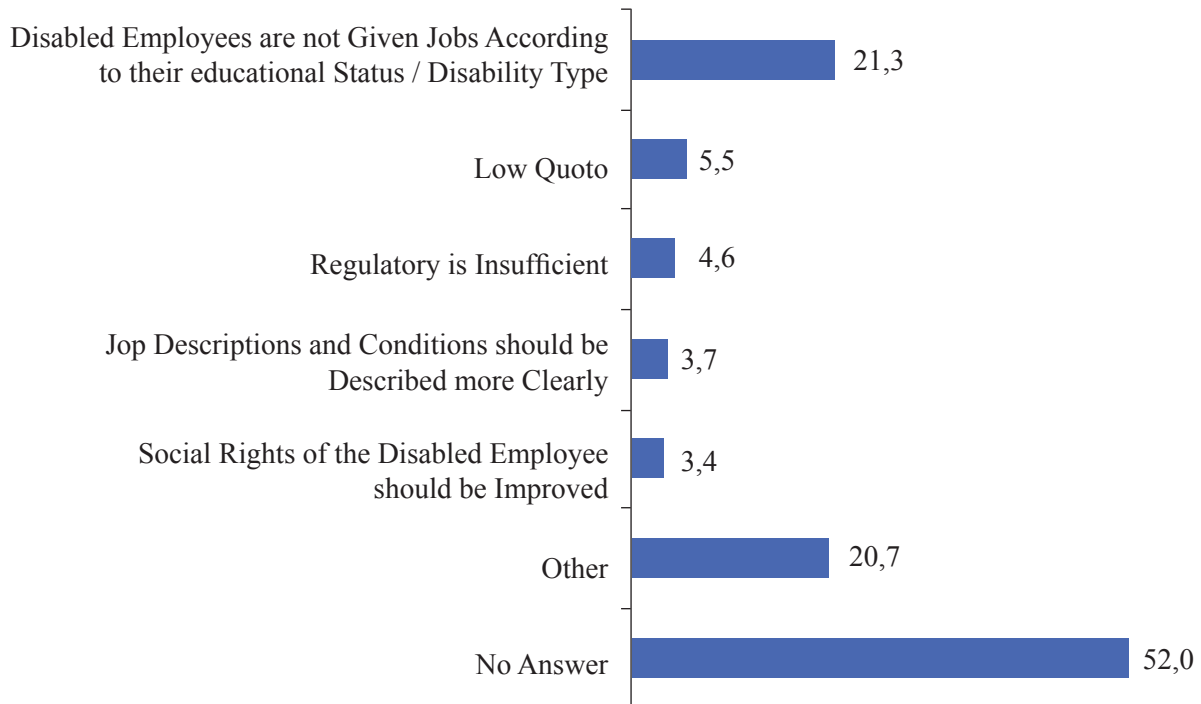
The information sources for the related regulatory about disabled employees were asked to the coworkers; 55% of them express that they collect information by their own efforts.

Figure 71: Whether the Supervisors Find the Related Legislation Sufficient



When the supervisors are asked if the regulations on the disabled employment is sufficient or not (Figure 71), 17% find the regulations insufficient and 35.8% find them partially sufficient. It can be said that the relevant regulation is acceptable. However it needs some revisions.

Figure 72: Problems in the Legislation with the Supervisors’-Senior Managers’ Perspective

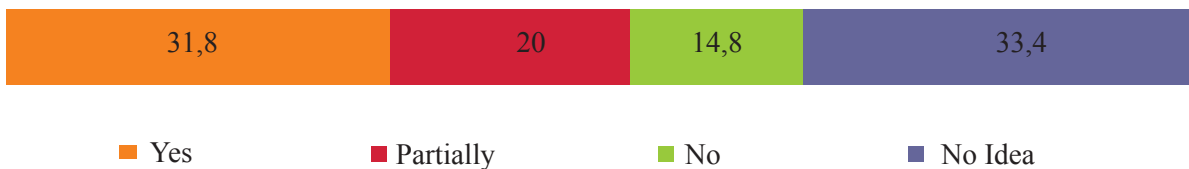


According to the 21.3% of the supervisors, the biggest problem in the regulations on the disabled employment, is their insufficiency in listing the jobs for the disabled employees according to disability and educational conditions. That finding which is important about understanding of the deficiency regarding the regulation, is also important about showing the perception of the superiors that disabled employees are not given jobs according to their disability type and educational status.

3.11. Knowledge and Prejudices of the Superiors According to Co-workers of the Disabled Employees

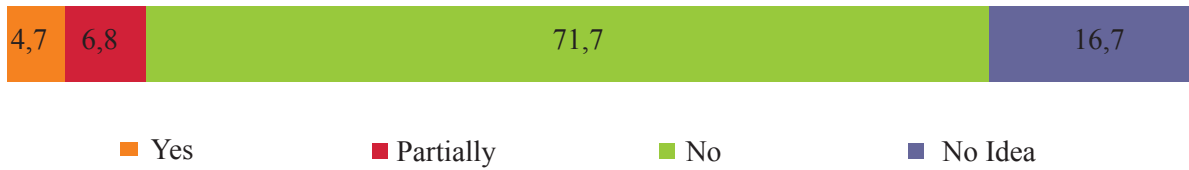
In this subsection, coworkers perceptions about the supervisors’ knowledge and prejudice level will be analyzed.

Figure 73: Do you Think your Superiors have Enough Knowledge and Experience on the Disabled Employees?



When “partially” and “no” answers are evaluated together, more than one third of the co-workers of the disabled employees do not think that the superiors have enough knowledge and experience regarding the disabled. And it should not be ignored that one third of the co-workers has not responded.

Figure 74: Do you Think the Superiors have any Prejudices about the Disabled Employees?

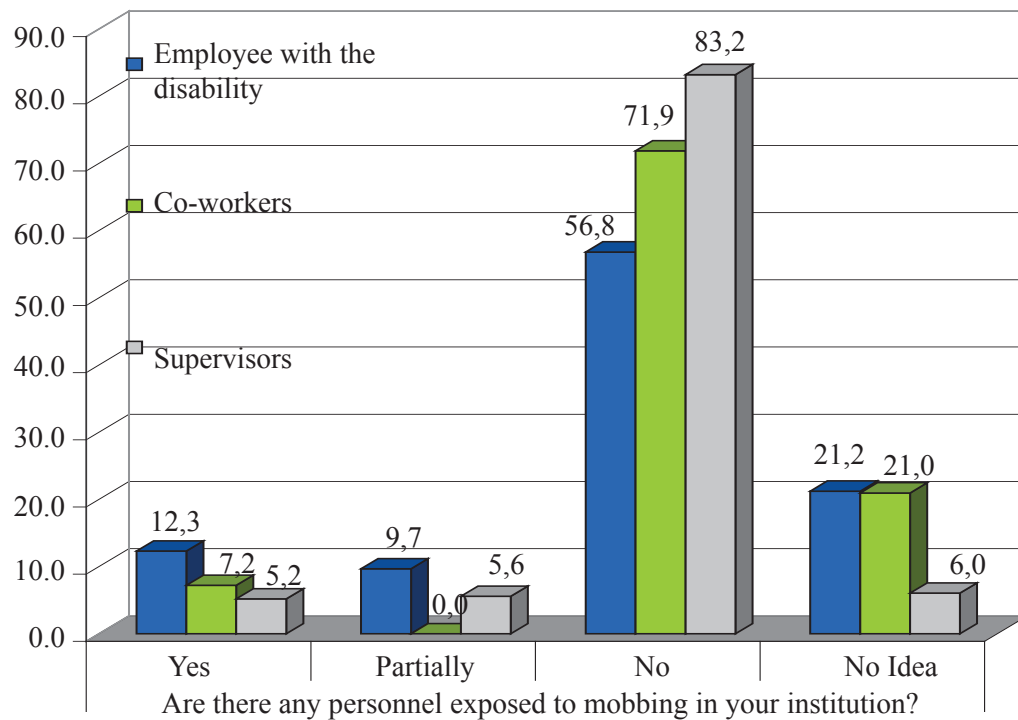


When we analyze figure 74, 71.7% of the colleagues state that their superiors do not have any prejudices towards the disabled employees. It is thought-provoking that a part of 16.7% gave the answer “I do not know”, and it is also worth to consider that 11.5% of the group stated that their superiors have prejudices towards the disabled people.

3.12. Socio-Psychological Aspect of the Work Relations

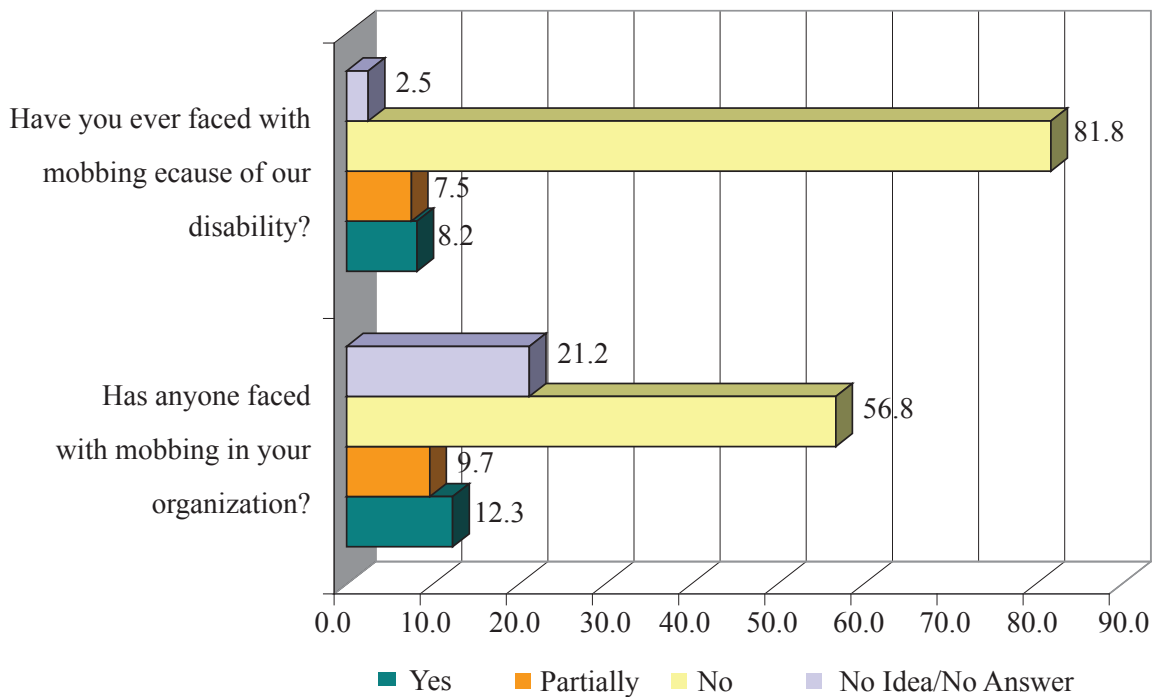
In this subsection, several examinations about other socio-psychological dimensions of working relations as well as the concepts and causes of critically important subjects such as mobbing and discrimination in workplaces will be researched.

Figure 75: The Opinion of Disabled Public Employee, Coworkers and Supervisors About Mobbing in their Workplaces



In the assessments whether there is mobbing subjected to the employees in their workplaces, the difference in disabled employees’ perception when compared to their coworkers and superiors is visible. While 22% of the disabled employees are thought to be subjected to mobbing partly or fully, the proportion for their coworkers is 7.2% and 10.8% for their superiors.

Figure 76: The Opinion of Disabled Public Employees About Mobbing



When they are asked whether they encounter with mobbing, the proportion in *Figure 75*, which is 22%, just diminishes to 15.7%.

Table 56: Responses to the Question “Is there Anyone Facing Mobbing in Offices?” Per the Disability Groups

	“Is there anyone facing mobbing in the workplace?”			
	Yes	No	Somewhat	No Idea
Blindness or Low Vision	11.0	59.9	9.0	20.0
Deaf - Hard of Hearing	10.3	54.6	7.0	28.1
Physical	13.6	56.4	10.3	19.8
Speech and Language		78.3	17.4	4.3
Mental Health	12.7	58.2	10.1	19.0
Intellectual	4.2	74.0	3.1	18.8
Invisible - chronic	12.8	49.6	10.9	26.7
Unclassified	12.7	52.4	10.2	24.7
More than one disability	14.8	55.6	11.1	18.5
Other	11.1	55.6	11.1	22.2
No Answer	11.5	50.0	5.8	32.7
Total	12.3	56.8	9.7	21.2

There is no important difference over perceptions on whether there is anyone subjected to mobbing in the workplace among the employees in different disability groups apart from relatively more positive perception of the employees with intellectual disabilities (*Table 56*).

Table 57: Responses of “Have you ever been Subject to Mobbing due to your Disability?” Question with Respect to the Institutions

	“Have you ever been subject to mobbing in your institution?”			
	Yes	No	Somewhat	No Information
University	14.5	56.0	8.5	21.0
Ministry of Health	14.1	52.6	10.0	23.4
Prime Ministry	12.6	53.2	9.0	25.2
Ministry of Education	8.2	66.5	9.1	16.1
Ministry of Culture and Tourism	11.9	59.5	11.9	16.7
Ministry of Interior	11.8	76.5		11.8
Ministry of Finance	20.7	46.6	8.6	24.1
Ministry of Transportation, Maritime Affairs and Communications	15.4	51.3	5.1	28.2
Ministry of Labor and Social Security	18.4	50.0	14.5	17.1
Ministry of Forestry and Water Affairs	6.5	58.7	9.8	25.0
Ministry of Family and Social Policies	8.8	61.8	17.6	11.8
Ministry of Development		69.2		30.8
Ministry of Food, Agriculture and Livestock	7.4	69.1	5.9	17.6
Ministry of Youth and Sports	11.1	72.2	5.6	11.1
Ministry of Justice		100		
Ministry of Environment and Urbanization	9.4	47.9	10.4	32.3
Ministry of Energy and National Resources	25.9	33.3		40.7
Ministry of Science, Industry and Technology		33.3	16.7	50.0
Ministry of Customs and Trade			66.7	33.3
Ministry of Economy		50.0		50.0
Other		60.0	40.0	
Total	12.3	56.8	9.7	21.2

When the “yes” and “somewhat” responds are evaluated together, it is identified that the personnel employed at the Ministry of Energy and Natural Resources, the Ministry of Finance and the Ministry of Labor and Social Security and their affiliates believe to be subject to mobbing in comparison with other institutions (*Table 57*).

Table 58: Responses of “Is there any Employee Subject to Mobbing at Workplace?” Question With Respect to the Gender

	“Is there any employee subject to mobbing at workplace?”			
	Yes	No	Somewhat	No Information
Female	14.8	52.6	12.1	20.6
Male	11.5	58.2	8.9	21.4
Total	12.3	56.8	9.7	21.2

According to the “yes” and “somewhat” responses of “whether any employee is subject to mobbing at the workplace”, higher level of female personnel believe that mobbing is exposed to at the workplace, in comparison with male respondents. With respect to the importance of the issue, rate of “no information” responses is also striking (*Table 58*).

Table 59: Responses of “Is there any Employee Subject to Mobbing at Workplace?” Question with Respect to the Educational Status

	“Is there any employee subject to mobbing at workplace?”			
	Yes	No	Somewhat	No Information
Primary	12.7	60.8	5.1	21.5
Middle School	13.1	62.0	5.1	19.8
High School	10.1	62.5	8.1	19.3
Associate	10.7	55.8	11.3	22.2
Bachelor’s	15.5	50.0	12.2	22.4
Graduate	16.0	48.9	7.4	27.7
No Respond		40.0	20.0	40.0
Total	12.3	56.8	9.7	21,2

According to the *Table 59*, mobbing perception of bachelor’s and graduate degree is higher. With respect to the total of “yes” and “somewhat” responses, 27.7% of bachelor’s support that they are subject to mobbing at the workplace; whereas, this rate is 23.4% for graduates. As for other education groups, this figure is 17.8% for primary school graduates and shows increasing tendency with respect to the increase in level of education. This outcome may be interpreted as increase in awareness on mobbing as the level of education rises.

Table 60: Responses of “Have you ever been Subject to Mobbing due to your Disability?” Question with Respect to the Disability Groups

	“Have you ever been subject to mobbing due to your disability?”			
	Yes	No	Somewhat	No respond
Blindness or Low Vision	7,4	82,6	7,6	2,5
Deaf - Hard of Hearing	9,2	80,5	7,6	2,7
Physical	7,4	83,8	7,0	1,9
Speech and Language		87,0	8,7	4,3
Mental Heath and Emotional	7,6	79,7	7,6	5,1
Intellectual	9,4	76,0	7,3	7,3
Invisible - Chronic	7,0	83,3	7,8	1,9
Unclassified	11,4	77,7	9,0	1,8
More Than One Disability	9,6	73,1	5,8	11,5
Other	11,1	88,9		
No respond	12,3	76,1	9,5	2,1
Total	8,2	81,8	7,5	2,5

According to the total of “yes” and “somewhat” responses of unclassified disabled, their level of perception regarding mobbing is higher in comparison with other disability groups (*Table 60*).

Table 61: Responses of “Have you ever been Subject to Mobbing Due to Your Disability?” Question by Gender

	“Have you ever been subject to mobbing due to your disability?”			
	Yes	No	Somewhat	No respond
Female	11.8	75.7	9.2	3.3
Male	7.0	83.7	7.0	2.3
Total	8.2	81.8	7.5	2.5

Whether the disabled personnel has been subject to mobbing at their workplaces is asked and accordingly, female personnel display higher rates in terms of those supporting exposure to mobbing due to disability in comparison with the rate of male participants (*Table 61*).

Table 62: Responses of “Have you ever been Subject to Mobbing due to your Disability?” Question with Respect to the Institutions

	“Have you ever been subject to mobbing due to your disability?”			
	Yes	No	Somewhat	No respond
University	10.5	81.0	6.5	2.0
Ministry of Health	7.8	81.0	8.0	3.2
Prime Ministry	10.8	78.4	9.9	.9
Ministry of National Education	8.3	82.5	7.8	1.3
Ministry of Culture and Tourism	11.9	71.4	9.5	7.1
Ministry of Interior	5.9	88.2		5.9
Ministry of Finance	8.6	81.0	8.6	1.7
Ministry of Transportation, Maritime Affairs and Communications	5.1	87.2	2.6	5.1
Ministry of Labor and Social Security	5.9	85.5	5.9	2.6
Ministry of Forestry and Water Affairs	3.3	87.0	6.5	3.3
Ministry of Family and Social Policies	5.9	88.2	2.9	2.9
Ministry of Development	7.7	84.6		7.7
Ministry of Food, Agriculture and Livestock	7.4	86.8	4.4	1.5
Ministry of Youth and Sports	5.6	83.3	11.1	
Ministry of Justice		100		
Ministry of Environment and Urbanization	10.4	77.1	9.4	3.1
Ministry of Energy and National Resources	18.5	77.8	3.7	
Ministry of Science, Industry and Technology	16.7	83.3		
Ministry of Customs and Trade	33.3	66.7		
Ministry of Economy		100		
Other		60.0	20.0	20.0
Total	8.2	81.8	7.5	2.5

According to the *Table 62*, perception level of the employees at the Ministry of Customs and Trade regarding exposure to mobbing is greater in comparison with the personnel employed at other institutions. Following the Ministry of Customs and Trade (33.3%), the highest rates supporting exposure to mobbing are obtained from the Ministry of Culture (21.4%) and the Ministry of Environment and Urbanization (19.8%).

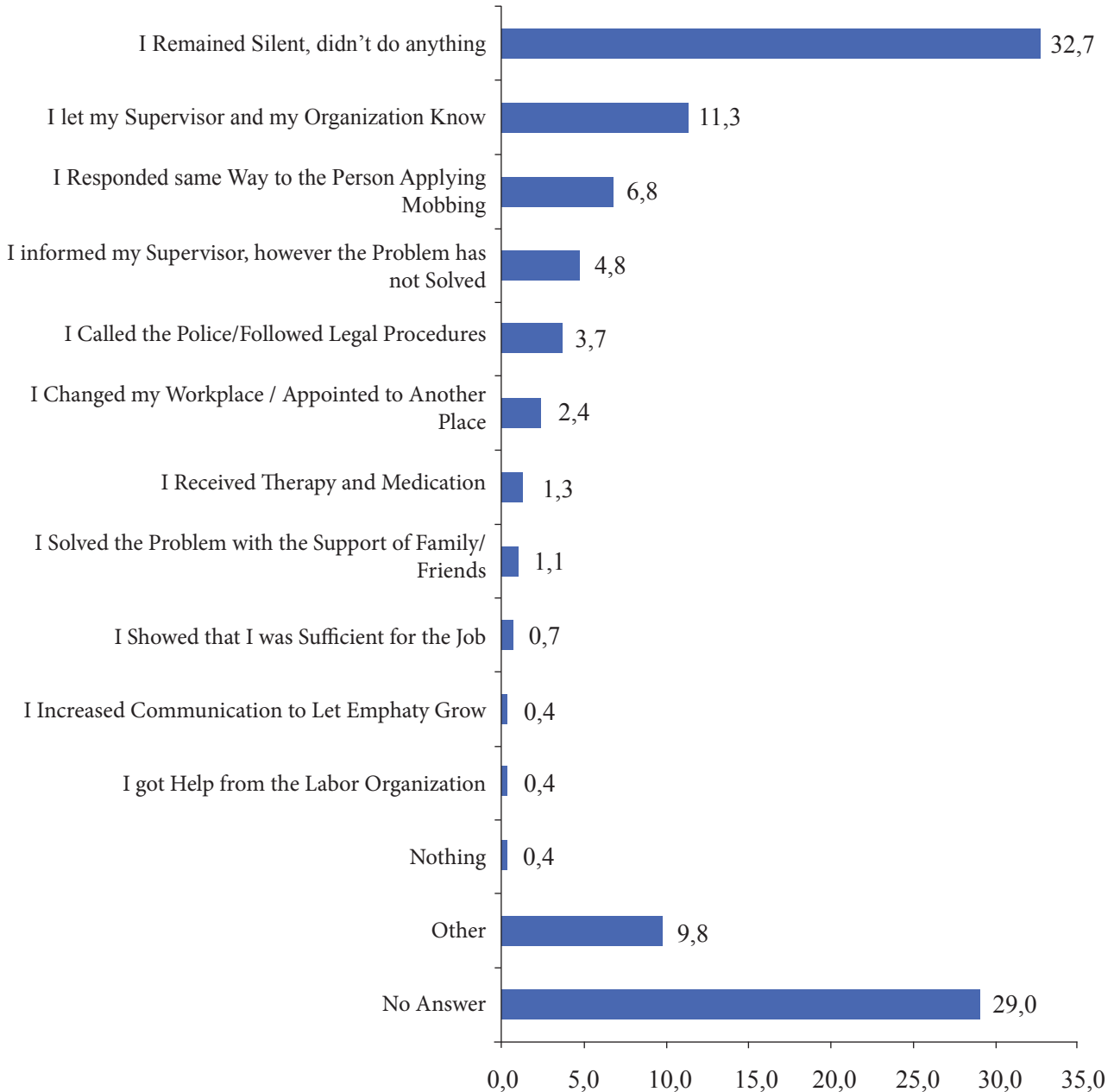
With respect to the perception of disabled employees, the least exposure to mobbing is experienced at the Ministry of Family and Social Policies (88.2%), the Ministry of Interior (88.2%), the Ministry of Transportation, Maritime Affairs and Communication (87.2%), the Ministry of Forestry and Water Affairs (87%), the Ministry of Science, Industry and Technology (88.3%) and the Ministry of Food, Agriculture and Livestock (86.8%).

Table 63: Responses of “Have you ever been Subject to Mobbing due to your Disability?” Question with Respect to the Education

	“Have you ever been subject to mobbing due to your disability?”			
	Yes	No	Somewhat	No Respond
Primary	8.9	79.7	3.8	7.6
Middle School	8.4	81.0	9.3	1.3
High School	7.3	83.5	6.4	2.8
Associate	7.2	83.0	7.2	2.6
Bachelor’s	9.2	80.1	8.9	1.8
Graduate	13.8	73.4	8.5	4.3
No Respond		100		
Total	8.2	81.8	7.5	2.5

Exposure to mobbing has the highest rate among primary-middle school graduates and bachelor’s and graduates. Here, primary-middle school graduates represent an exception, as the awareness on mobbing increased by rise in level of education (*Table 63*).

Figure 77: Attitudes of Disabled Employee Subject to Mobbing (N.459)



The fact that the one third of the employees exposed to mobbing remained silent and took no action in this regard represent significant data in terms of measures needed to be taken in this regard.

Figure 78: Has the Disabled Employee been Exposed to Discrimination at Workplace?



When the participants are asked whether they are exposed to mobbing at the workplace, majority of disabled employees stated that they were not exposed to any discrimination. However, according to the “partially” and “yes” responses to the question on discrimination, higher rate of participants were subject to discrimination in comparison with rate of those exposed to mobbing.

Table 64: Responses of “Have you ever Believed in that you were Exposed to Discrimination at Workplace?” by Disability Groups

	“Have you ever believed in that you were exposed to discrimination at workplace?”			
	Yes	No	Somewhat	No respond
Blindness or Low Vision	12.5	70.8	14.0	2.8
Deaf - Hard of Hearing	10.8	70.8	14.6	3.8
Physical	10.2	74.5	13.4	1.9
Speech and Language	4.3	73.9	13.0	8.7
Mental Health and Emotional	11.4	70.9	13.9	3.8
Intellectual	9.4	76.0	9.4	5.2
Invisible - Chronic	10.1	77.5	10.1	2.3
Unclassified	11.4	72.9	14.5	1.2
More Than One Disability	16.0	67.9	13.2	2.9
Other	22.2	77.8		
No respond	16.0	67.9	13.2	2.9
Total	11.2	73.0	13.1	2.6

According to the *Table 64*, rate of unclassified disabled is higher than other disability groups as in the case of mobbing (25.9%). However, in the case of discrimination, employees with more than one disability have the highest figure (29.2%).

Table 65: Responses of “Have you ever Believed that you were Exposed to Discrimination at Workplace?” with Respect to the Institutions

	“Have you ever believed in that you were exposed to discrimination at workplace?”			
	Yes	No	Somewhat	No Answer
University	15.0	69.5	12.0	3.5
Ministry of Health	10.1	73.2	13.3	3.3
Prime Ministry	15.3	68.5	14.4	1.8
Ministry of Education	10.6	75.4	12.4	1.6
Ministry of Culture and Tourism	19.0	66.7	11.9	2.4
Ministry of Interior	23.5	64.7	5.9	5.9
Ministry of Finance	15.5	65.5	17.2	1.7
Ministry of Transportation, Maritime Affairs and Communications	5.1	74.4	15.4	5.1
Ministry of Labor and Social Security	9.2	75.0	11.8	3.9
Ministry of Forestry and Water Affairs	7.6	76.1	14.1	2.2
Ministry of Family and Social Policies	8.8	70.6	17.6	2.9
Ministry of Development	7.7	69.2	15.4	7.7
Ministry of Food, Agriculture and Livestock	11.8	77.9	10.3	
Ministry of Youth and Sports		88.9	11.1	
Ministry of Justice		100		
Ministry of Environment and Urbanization	16.7	64.6	15.6	3.1
Ministry of Energy and National Resources	18.5	74.1	7.4	
Ministry of Science, Industry and Technology	16.7	66.7	16.7	
Ministry of Customs and Trade	33.3	33.3	33.3	
Ministry of Economy		100		
Other		80.0	20.0	
Total	11.2	73.0	13.1	2.6

According to the *Table 65*, with respect to the institution, the perception of those employed at the Ministry of Customs and Trade on discrimination is higher than personnel working at other institutions (66.6%). The tendency is positive in terms of the Ministry of Youth and Sports and rate of those stating that they were not subject to discrimination is 88.9%.

Table 66: Responses Of “Have you ever Believed in that you were Exposed to Discrimination at Workplace?” With Respect to the Gender

	“Have you ever believed in that you were exposed to discrimination at workplace?”			
	Yes	No	Somewhat	No respond
Female	13.2	67.9	15.3	3.6
Male	10.6	74.6	12.4	2.4
Total	11.2	73.0	13.1	2.6

Female employees believe that they are subject to greater extent of discrimination in comparison with male employees, as in the case of mobbing (*Table 66*).

Table 67: Responses of “Have you ever Believed in that you were Exposed to Discrimination at Workplace?” by Educational Status

	“Have you ever believed in that you were exposed to discrimination at workplace?”			
	Yes	No	Somewhat	No Respond
Primary	16.5	74.7	2.5	6.3
Middle School	11.0	75.5	11.0	2.5
High School	10.9	73.2	13.0	2.9
Associate	10.1	75.1	12.2	2.6
Bachelor’s	11.9	71.1	15.0	1.9
Graduate	11.7	68.1	16.0	4.3
No Respond	20.0	40.0	40.0	
Total	11.2	73.0	13.1	2.6

Participants holding bachelor’s (26.9%) and graduate (27.7%) degree represent the highest figure in terms of discrimination. As in the case of mobbing, rise in education level results with increase in discrimination perception (*Table 67*).

Table 68: Perception of the Disabled Personnel with Regard to the Working Relations

		Agree	Somewhat	Disagree	No Respond
positive	My job is compatible with my education	60.1	14.5	20.6	4.8
	I work at the department I want	68.0	12.3	15.5	4.2
	My supervisors assign appropriate tasks	74.4	12.2	8.8	4.6
	I agree with my supervisors	82.8	9.4	4.0	3.7
Negative	My supervisors behave me pityingly	5.0	6.0	80.2	8.8
	My supervisors do not want to assign task	6.1	5.7	81.5	6.8
	My supervisors think that I am incapable of completing any task they assign	10.5	5.2	76.9	7.4
	I cannot get along with coworkers	8.3	5.4	81.9	4.4
	My coworkers do not communicate with me	5.0	4.4	85.6	5.1
	Generally, I am left alone by my coworkers during lunch and other breaks	4.8	3.6	86.0	5.5
	I cannot establish communication with my supervisors	5.5	7.3	82.5	4.6
	My coworkers prejudge disabled	7.9	8.8	76.8	6.6
	My supervisors prejudge disabled	7.2	8.6	76.5	7.7
	My supervisors has communication problem with all employees	6.7	9.7	75.1	8.5

According to the *Table 68*, agreement of disabled employees with positive sentences and their disagreement with negative ones is a reflection of positive impact created due to their inclusion within working life.

Table 68 shows general evaluation on working relations of disabled employee in the scope of which it shall be beneficial to explain each sentence with respect to variables:

Table 69: Disabled Employee’s Point of View with Regard to the Relation Between Education and his/her Job on the Basis of Disability Type

	“My job is compatible with my education”			
	Agree	Disagree	Somewhat	No respond
Blindness or Low Vision	56.7	22.7	15.8	4.9
Deaf - Hard of Hearing	59.5	18.9	14.6	7.0
Physical	62.0	19.4	14.6	4.0
Speech and Language	69.6	17.4	4.3	8.7
Mental Heath and Emotional	60.8	19.0	15.2	5.1
Intellectual	76.0	8.3	9.4	6.2
Invisible - Chronic	57.4	25.2	13.2	4.3
Unclassified	60.8	21.7	12.0	5.4
More Than One Disability	48.1	19.2	21.2	11.5
Other	55.6	33.3	11.1	
No respond	57.6	22.6	14.8	4.9
Total	60.1	20.6	14.5	4.8

According to the responses of “agree” and “somewhat agree”, rate of employees agreeing that their job is compatible with their education is higher among those with intellectual disabilities than other personnel (*Table 69*).

Table 70: Disabled Employee’s Point of View with Regard to the Relation Between Education and his/her Job on the Basis of Level of Education

	“My job is compatible with my education”			
	Agree	Disagree	Somewhat	No Respond
Primary	72.2	8.9	5.1	13.9
Middle School	70.0	13.9	8.9	7.2
High School	66.8	14.4	13.7	5.1
Associate	57.0	24.4	13.4	5.2
Bachelor’s	51.7	27.5	18.1	2.7
Graduate	48.9	28.7	17.0	5.3
No Respond	40.0		40.0	20.0
Total	60.1	20.6	14.5	4.8

Agreement rate with “My job is compatible with my education” is higher among those having high school or lower graduation (*Table 70*).

Table 71: Disabled Employee’s Point of View with Regard to his/her Department

	“I work at the department I want”			
	Agree	Disagree	Somewhat	No respond
Blindness or Low Vision	68.1	17.4	10.3	4.1
Deaf - Hard of Hearing	69.2	15.1	10.3	5.4
Physical	69.7	14.0	12.5	3.8
Speech and Language	60.9	21.7	8.7	8.7
Mental Health and Emotional	68.4	13.9	11.4	6.3
Intellectual	78.1	10.4	7.3	4.2
Invisible - Chronic	65.5	15.5	15.5	3.5
Unclassified	66.9	16.9	13.9	2.4
Other	61.5	17.3	9.6	11.5
No respond	55.6	22.2	22.2	
More Than One Disability	60.5	18.9	16.0	4.5
Total	68.0	15.5	12.3	4.2

If the “agree” and “somewhat agree” responses to “I work at the department I want” are evaluated together on the basis of disability groups, it is clear that employees with intellectual disabilities working at the department they want display greater rates (*Table 71*).

Table 72: Disabled Employee's Point of View with Regard to his/her Department on the Basis of Institution

	"I work at the department I want"			
	Agree	Disagree	Somewhat	No respond
University	73.0	11.5	12.0	3.5
Ministry of Health	68.3	13.3	13.3	5.0
Prime Ministry	78.4	9.0	9.9	2.7
Ministry of National Education	64.8	19.4	12.2	3.6
Ministry of Culture and Tourism	66.7	26.2	7.1	
Ministry of Interior	70.6	23.5	5.9	
Ministry of Finance	57.8	25.9	12.1	4.3
Ministry of Transportation, Maritime Affairs and Communications	66.7	15.4	10.3	7.7
Ministry of Labor and Social Security	66.4	16.4	12.5	4.6
Ministry of Forestry and Water Affairs	72.8	13.0	9.8	4.3
Ministry of Family and Social Policies	82.4	11.8	2.9	2.9
Ministry of Development	76.9		15.4	7.7
Ministry of Food, Agriculture and Livestock	73.5	10.3	16.2	
Ministry of Youth and Sports	72.2	22.2	5.6	
Ministry of Justice	100			
Ministry of Environment and Urbanization	65.6	16.7	11.5	6.2
Ministry of Energy and National Resources	81.5	3.7	11.1	3.7
Ministry of Science, Industry and Technology	66.7	33.3		
Ministry of Customs and Trade	66.7		33.3	
Ministry of Economy	50.0		50.0	
Other	40.0	20.0	40.0	
Total	68.0	15.5	12.3	4.2

Rate of disabled personnel satisfied with the department they work is highest at the Ministry of Customs and Trade and the Ministry of Economy (*Table 72*).

Table 73: Disabled Employee's Point of View with Regard to his/her Department on the Basis of Educational Level

	"I work at the department I want"			
	Agree	Disagree	Somewhat	No Respond
Primary	81.0	7.6	5.1	6.3
Middle School	79.7	9.3	5.9	5.1
High School	71.0	12.6	12.2	4.2
Associate	67.4	18.6	10.5	3.6
Bachelor's	61.8	18.8	15.3	4.1
Graduate	57.4	20.2	18.1	4.3
No Respond	60.0	20.0	20.0	
Total	68.0	15.5	12.3	4.2

With respect to the educational level, participants having middle school and lower education levels have greater satisfaction level with the department they work (*Table 73*).

Table 74: Ideas of Disabled Employee about the Supervisor by Disability Group-1

	“My supervisors assign appropriate tasks”			
	Agree	Disagree	Somewhat	No respond
Blindness or Low Vision	77.8	7.4	10.8	3.9
Deaf - Hard of Hearing	74.6	7.6	13.0	4.9
Physical	74.0	9.3	12.2	4.5
Speech and Language	78.3	8.7	4.3	8.7
Mental Health and Emotional	69.6	8.9	15.2	6.3
Intellectual	85.4	4.2	6.2	4.2
Invisible - Chronic	70.9	11.2	14.3	3.5
Unclassified	71.1	9.0	15.1	4.8
Other	75.0	5.8	9.6	9.6
No respond	77.8	11.1		11.1
More Than One Disability	70.4	11.1	13.6	4.9
Total	74.4	8.8	12.2	4.6

According to the “agree” and “somewhat agree” responses to the statement of “My supervisors assign appropriate tasks” on the basis of disability groups, employees with intellectual disability have greater rate of agreement in this regard. However, those with invisible-chronic disabilities and more than one disability have the highest rates in terms of disagreement (*Table 74*).

Table 75: Ideas of Disabled Employee about the Supervisor with Respect to Institution-1

	“My supervisors assign appropriate tasks”			
	Agree	Disagree	Somewhat	No respond
University	75.0	11.0	9.0	5.0
Ministry of Health	72.5	8.9	13.2	5.4
Prime Ministry	77.5	8.1	5.4	9.0
Ministry of National Education	76.7	7.7	12.2	3.4
Ministry of Culture and Tourism	66.7	9.5	23.8	
Ministry of Interior	94.1	5.9		
Ministry of Finance	69.8	15.5	12.1	2.6
Ministry of Transportation, Maritime Affairs and Communications	74.4	2.6	7.7	15.4
Ministry of Labor and Social Security	67.8	10.5	17.1	4.6
Ministry of Forestry and Water Affairs	82.6	8.7	7.6	1.1
Ministry of Family and Social Policies	73.5	11.8	11.8	2.9
Ministry of Development	92.3		7.7	
Ministry of Food, Agriculture and Livestock	85.3	4.4	10.3	
Ministry of Youth and Sports	94.4		5.6	
Ministry of Justice	100			
Ministry of Environment and Urbanization	64.6	11.5	16.7	7.3
Ministry of Energy and National Resources	85.2	7.4	3.7	3.7
Ministry of Science, Industry and Technology	83.3		16.7	
Ministry of Customs and Trade	66.7			33.3
Ministry of Economy	50.0		50.0	
Other	80.0	20.0		
Total	74.4	8.8	12.2	4.6

According to the “agree” and “somewhat agree” responses with respect to the institution; rate of disabled participants agreeing on the fact that they are assigned with appropriate tasks by their supervisors is highest at the Ministry of Development, Ministry of Food, Agriculture and Livestock, Ministry of Youth and Sports, Ministry of Justice, Ministry of Environment and Urbanization, Ministry of Energy and Natural Resources, Ministry of Science, Industry and Technology, Ministry of Customs and Trade and the Ministry of Economy (*Table 75*).

Table 76: Disabled Employees Point of View with Regard to the Supervisors on the Basis of Educational Level

	“My supervisors assign appropriate tasks”			
	Agree	Disagree	Somewhat	No respond
Primary	82.3	7.6	3.8	6.3
Middle School	74.7	11.4	7.6	6.3
High School	76.3	7.7	11.3	4.8
Associate	74.9	9.1	11.7	4.3
Bachelor’s	71.2	9.4	15.5	3.9
Graduate	73.4	8.5	12.8	5.3
No Respond	60.0	20.0	20.0	
Total	74.4	8.8	12.2	4.6

The highest rate supporting assignment of appropriate tasks by their supervisors is obtained among the disabled employees having primary level of education when compared to those with other educational levels (*Table 76*).

Table 77: Disabled Employees Point of View with Regard to the Supervisors on the Basis of Disability Group-2

	“I get on well with my supervisors”			
	Agree	Disagree	Somewhat	No respond
Blindness or Low Vision	85.9	3.3	8.0	2.8
Deaf - Hard of Hearing	78.4	5.4	10.8	5.4
Physical	82.2	4.7	9.6	3.5
Speech and Language	82.6	8.7	4.3	4.3
Mental Health and Emotional	83.5	2.5	8.9	5.1
Intellectual	87.5	3.1	4.2	5.2
Invisible - Chronic	83.7	3.9	9.3	3.1
Unclassified	81.3	3.6	11.4	3.6
Other	78.8	1.9	9.6	9.6
No respond	77.8		11.1	11.1
More Than One Disability	80.2	2.9	12.3	4.5
Total	82.8	4.0	9.4	3.7

Employees with blindness or low vision disabilities get on well with their supervisors at a greater extent in comparison with other disability groups (*Table 77*).

Table 78: Disabled Employees Point of View with Regard to the Supervisors on the Basis of Institution-2

	"I get on well with my supervisors"			
	Agree	Disagree	Somewhat	No respond
University	85.5	2.5	6.5	5.5
Ministry of Health	80.9	4.4	10.1	4.6
Prime Ministry	83.8	4.5	8.1	3.6
Ministry of National Education	85.2	3.2	9.3	2.4
Ministry of Culture and Tourism	78.6	7.1	14.3	
Ministry of Interior	94.1	5.9		
Ministry of Finance	85.3	5.2	7.8	1.7
Ministry of Transportation, Maritime Affairs and Communications	71.8	5.1	12.8	10.3
Ministry of Labor and Social Security	78.3	4.6	11.2	5.9
Ministry of Forestry and Water Affairs	81.5	3.3	13.0	2.2
Ministry of Family and Social Policies	88.2	5.9	2.9	2.9
Ministry of Development	92.3		7.7	
Ministry of Food, Agriculture and Livestock	91.2	1.5	4.4	2.9
Ministry of Youth and Sports	100			
Ministry of Justice	100			
Ministry of Environment and Urbanization	79.2	5.2	11.5	4.2
Ministry of Energy and National Resources	77.8	11.1	11.1	
Ministry of Science, Industry and Technology	83.3		16.7	
Ministry of Customs and Trade	66.7			33.3
Ministry of Economy	50.0		50.0	
Other	80.0	20.0		
Total	82.8	4.0	9.4	3.7

When the responses "agree" and "somewhat agree" are evaluated together with respect to the institutions, the highest rate of disabled employees thinking they get on well with their supervisors is observed at the Ministry of Youth and Sports, Ministry of Justice, Ministry of Environment and Urbanization, Ministry of Energy and National Resources, Ministry of Science, Industry and Technology, Ministry of Customs and Trade and Ministry of Economy (*Table 78*).

Table 79: Disabled Employees Point of view with Regard to the Supervisors on the Basis of Educational Level-2

	"I get on well with my supervisors"			
	Agree	Disagree	Somewhat	No Respond
Primary	83.5	5.1	3.8	7.6
Middle School	81.4	5.9	7.6	5.1
High School	83.8	3.4	8.4	4.4
Associate	83.3	3.4	9.6	3.6
Bachelor's	81.9	4.5	11.1	2.4
Graduate	79.8	4.3	11.7	4.3
No Respond	80.0		20.0	
Total	82.8	4.0	9.4	3.7

Based on educational level, the highest rate of those thinking they get on well with their supervisors is found among disabled employees having high school, associate and bachelor's degrees (*Table 79*).

Table 80: Disabled Employees Point of View with Regard to the Supervisors on the Basis of Disability Group-3

	“My supervisors behave me pityingly”			
	Agree	Disagree	Somewhat	No respond
Blindness or Low Vision	5.1	81.9	5.6	7.4
Deaf - Hard of Hearing	5.9	74.1	8.1	11.9
Physical	4.5	80.7	6.1	8.6
Speech and Language	8.7	82.6	4.3	4.3
Mental Heath and Emotional	3.8	78.5	7.6	10.1
Intellectual	12.5	70.8	7.3	9.4
Invisible - Chronic	2.7	84.1	5.8	7.4
Unclassified	4.2	85.5	2.4	7.8
Other	7.7	73.1	3.8	15.4
No respond		77.8		22.2
More Than One Disability	6.2	75.7	7.0	11.1
Total	5.0	80.2	6.0	8.8

If “agree” and “somewhat agree” responses to the “My supervisors behave me pityingly” are evaluated together, it is clear based on above table that the highest rate is displayed by employees with intellectual disabilities, followed by those having more than one disability, speech and language disabilities (*Table 80*).

Table 81: Disabled Employees Point of View with Regard to the Supervisors on the Basis of Disability Group-4

	“My supervisors avoids to assign tasks to me”			
	Agree	Disagree	Somewhat	No respond
Blindness or Low Vision	7.4	81.1	6.1	5.4
Deaf - Hard of Hearing	4.3	75.7	9.2	10.8
Physical	6.1	83.7	4.3	6.0
Speech and Language	4.3	82.6	8.7	4.3
Mental Heath and Emotional	6.3	73.4	12.7	7.6
Intellectual	10.4	78.1	4.2	7.3
Invisible - Chronic	4.7	84.1	5.8	5.4
Unclassified	7.2	84.9	3.0	4.8
Other	3.8	75.0		21.2
No respond		77.8		22.2
More Than One Disability	3.7	76.1	10.3	9.9
Total	6.1	81.5	5.7	6.8

If “agree” and “somewhat agree” responses to the “My supervisors avoids to assign tasks to me” are evaluated together, the results show that the highest rate is displayed by employees with intellectual disabilities (*Table 81*).

Table 82: Disabled Employees Point of View with Regard to the Supervisors on the Basis of Disability Group-4

	“My supervisors think that I am incapable of completing any task they assign me”			
	Agree	Disagree	Somewhat	No respond
Blindness or Low Vision	9.5	77.5	5.3	7.7
Deaf - Hard of Hearing	8.1	74.1	5.9	11.9
Physical	11.0	78.4	4.9	5.7
Speech and Language	13.0	78.3		8.7
Mental Heath and Emotional	10.1	65.8	11.4	12.7
Intellectual	10.4	72.9	5.2	11.5
Invisible - Chronic	11.6	79.1	3.9	5.4
Unclassified	9.6	80.7	4.2	5.4
Other	11.5	71.2		17.3
No respond	11.1	77.8	11.1	
More Than One Disability	11.1	71.6	7.8	9.5
Total	10.5	76.9	5.2	7.4

If “agree” and “somewhat agree” responses to the “My supervisors think that I am incapable of completing any task they assign me” are evaluated together, the results show that the highest rate is displayed by employees with mental health and emotional disabilities, followed by those with more than one disabilities (*Table 82*).

Table 83: Disabled Employees Point of View with Regard to the Coworkers on the Basis of Disability Group-1

	“I cannot get along well with my coworkers”			
	Agree	Disagree	Somewhat	No respond
Blindness or Low Vision	9.5	77.5	5.3	7.7
Deaf- Hard of Hearing	8.1	74.1	5.9	11.9
Physical	11.0	78.4	4.9	5.7
Speech and Language	13.0	78.3		8.7
Mental Heath and Emotional	10.1	65.8	11.4	12.7
Intellectual	10.4	72.9	5.2	11.5
Invisible- Chronic	11.6	79.1	3.9	5.4
Unclassified	9.6	80.7	4.2	5.4
Other	11.5	71.2		17.3
No respond	11.1	77.8	11.1	
More Than One Disability	11.1	71.6	7.8	9.5
Total	10.5	76.9	5.2	7.4

When “agree” and “somewhat agree” responses to the “I cannot get along well with my coworkers” are evaluated together, the results show that the highest rate is displayed by employees with mental health and emotional disabilities, followed by those with more than one disabilities (*Table 83*).

Table 84: Disabled Employees Point of View About Coworkers on the Basis of Educational Level-1

	“I cannot get along well with my coworkers”			
	Agree	Disagree	Somewhat	No Respond
Primary	19.0	72.2	1.3	7.6
Middle School	13.1	74.7	4.2	8.0
High School	8.0	83.0	4.5	4.6
Associate	8.1	79.6	7.4	5.0
Bachelor’s	7.0	84.2	5.9	2.8
Graduate	4.3	88.3	4.3	3.2
No Respond		100		
Total	8.3	81.9	5.4	4.4

According to the education level, primary school graduates have the highest rate, who cannot get along well with their coworkers, followed by middle school level (Table 84).

Table 85: Disabled Employees Point of View with Regard to the Co-workers on the Basis of Disability Group-2

	“My coworkers do not communicate with me”			
	Agree	Disagree	Somewhat	No respond
Blindness or Low Vision	3.6	86.2	5.7	4.4
Deaf - Hard of Hearing	3.8	74.1	12.4	9.7
Physical	5.1	88.1	2.4	4.3
Speech and Language	8.7	78.3	4.3	8.7
Mental Health and Emotional	7.6	81.0	3.8	7.6
Intellectual	12.5	72.9	5.2	9.4
Invisible - Chronic	3.5	91.1	2.7	2.7
Unclassified	3.0	88.0	4.8	4.2
Other	5.8	73.1	3.8	17.3
No respond	11.1	66.7	11.1	11.1
More Than One Disability	6.6	83.1	5.8	4.5
Total	5.0	85.6	4.4	5.1

When “agree” and “somewhat agree” responses to the “My coworkers do not communicate with me” are evaluated together, the results show that the highest rate is displayed by employees with intellectual and deaf-hard of hearing disabilities (Table 85).

Table 86: Disabled Employees Point of View with Regard to the Coworkers on the Basis of Educational Level-2

	“My coworkers do not communicate with me”			
	Agree	Disagree	Somewhat	No Respond
Primary	13.9	74.7	1.3	10.1
Middle School	9.3	76.4	7.2	7.2
High School	4.6	85.7	4.0	5.7
Associate	4.1	85.6	5.0	5.3
Bachelor’s	4.2	88.2	4.1	3.5
Graduate	3.2	90.4	4.3	2.1
No Respond		100		
Total	5.0	85.6	4.4	5.1

With respect to the educational level, rate of those thinking that their coworkers do not communicate with them is highest among the disabled employees with primary, middle school levels (Table 86).

Table 87: Disabled Employees Point of View with Regard to the Co-workers by Disability Group-2

	“Generally, my coworkers leave me alone during lunch and other breaks”			
	Agree	Disagree	Somewhat	No respond
Blindness or Low Vision	3.8	88.7	3.4	4.1
Deaf - Hard of Hearing	7.0	77.8	4.9	10.3
Physical	4.6	87.5	3.1	4.8
Speech and Language	8.7	82.6	4.3	4.3
Mental Health and Emotional	6.3	82.3	6.3	5.1
Intellectual	11.5	77.1	4.2	7.3
Invisible - Chronic	3.5	89.5	3.9	3.1
Unclassified	3.6	90.4	1.2	4.8
Other	3.8	69.2	3.8	23.1
No respond	11.1	66.7		22.2
More Than One Disability	5.8	81.1	5.8	7.4
Total	4.8	86.0	3.6	5.5

When “agree” and “somewhat agree” responses to the “Generally, my coworkers leave me alone during lunch and other breaks” are evaluated together, the results show that the highest rate is displayed by employees with intellectual disabilities (Table 87).

Table 88: Attitudes of Disabled Employees towards the Supervisors by Disability Group

	“I cannot communicate with my supervisors”			
	Agree	Disagree	Somewhat	No respond
Blindness or Low Vision	6.9	83.1	6.4	3.6
Deaf - Hard of Hearing	7.0	73.0	11.4	8.6
Physical	4.8	84.9	6.3	4.0
Speech and Language	4.3	82.6	8.7	4.3
Mental Health and Emotional	2.5	79.7	11.4	6.3
Intellectual	10.4	77.1	5.2	7.3
Invisible - Chronic	3.5	83.7	8.9	3.9
Unclassified	4.8	84.9	7.2	3.0
Other	1.9	76.9	5.8	15.4
No respond	11.1	77.8		11.1
More Than One Disability	7.0	78.2	9.9	4.9
Total	5.5	82.5	7.3	4.6

When “agree” and “somewhat agree” responses to the “I cannot communicate with my supervisors” are evaluated together, the results show that the highest rate is displayed by employees with deaf-hard of hearing disabilities (Table 88).

Table 89: Attitudes of Disabled Employees towards the Supervisors with Respect to the Educational Level

	“I cannot communicate with my supervisors”			
	Agree	Disagree	Somewhat	No Respond
Primary	13.9	72.2	6.3	7.6
Middle School	9.3	74.7	8.4	7.6
High School	6.0	82.5	6.8	4.7
Associate	3.8	83.7	7.2	5.3
Bachelor’s	4.5	84.8	7.5	3.2
Graduate	4.3	81.9	10.6	3.2
No Respond		100		
Total	5.5	82.5	7.3	4.6

With respect to the educational level, the highest rate of those who cannot communicate with their supervisors is found among disabled employees having primary and middle school level educations (*Table 89*).

Table 90: Attitudes of Disabled Employees towards the Supervisors by Disability Group

	“My coworkers prejudice disabled”			
	Agree	Disagree	Somewhat	No respond
Blindness or Low Vision	10.3	72.4	11.7	5.6
Deaf - Hard of Hearing	8.1	69.2	11.4	11.4
Physical	7.4	80.7	6.5	5.4
Speech and Language	17.4	69.6		13.0
Mental Health and Emotional	6.3	67.1	13.9	12.7
Intellectual	10.4	71.9	5.2	12.5
Invisible - Chronic	4.7	81.4	9.7	4.3
Unclassified	6.0	78.9	9.0	6.0
Other	7.7	69.2	9.6	13.5
No respond	22.2	55.6	11.1	11.1
More Than One Disability	6.6	76.1	9.9	7.4
Total	7.9	76.8	8.8	6.6

According to the “agree” and “somewhat agree” responses to the statement of “My coworkers prejudice disabled”, the highest rate is obtained among the employees with mental health and emotional disabilities and those with deaf-hard of hearing disability (*Table 90*).

Table 91: Attitudes of Disabled Employee towards the Supervisors with Respect to the Disability Group: Prejudice

	“My supervisors prejudge disabled”			
	Agree	Disagree	Somewhat	No respond
Blindness or Low Vision	9.9	72.1	11.0	7.1
Deaf- Hard of Hearing	4.3	73.0	9.7	13.0
Physical	6.8	79.8	7.6	5.8
Speech and Language	13.0	73.9		13.0
Mental Heath and Emotional	3.8	67.1	10.1	19.0
Intellectual	5.2	79.2	4.2	11.5
Invisible- Chronic	6.2	79.1	7.4	7.4
Unclassified	4.2	81.9	8.4	5.4
Other	5.8	73.1	9.6	11.5
No respond	11.1	77.8		11.1
More Than One Disability	9.1	70.8	10.3	9.9
Total	7.2	76.5	8.6	7.7

According to the “agree” and “somewhat agree” responses to the statement of “My supervisors prejudge disabled”, the highest rate is obtained among the employees with Blindness or Low Vision disabilities and those with more than one disability (*Table 91*).

Table 92: Attitudes of Disabled Employee towards the Supervisors with Respect to the Disability Group: Communication

	“My supervisors have communication problem with all employees”			
	Agree	Disagree	Somewhat	No respond
Blindness or Low Vision	7.6	72.7	10.0	9.7
Deaf - Hard of Hearing	5.9	71.4	12.4	10.3
Physical	6.9	76.8	9.2	7.2
Speech and Language	13.0	73.9	8.7	4.3
Mental Heath and Emotional	5.1	78.5	8.9	7.6
Intellectual	7.3	77.1	3.1	12.5
Invisible - Chronic	6.6	74.0	10.9	8.5
Unclassified	6.0	77.1	12.0	4.8
Other	5.8	71.2	7.7	15.4
No respond	11.1	66.7	11.1	11.1
More Than One Disability	4.9	74.9	9.9	10.3
Total	6.7	75.1	9.7	8.5

According to the “agree” and “somewhat agree” responses to the statement of “My supervisors have communication problem with all employees”, the highest rate is obtained among the employees with speech and language disabilities (*Table 92*).

Table 93: Do you Agree with Following Evaluations? (Supervisors and Senior Managers)

	Agree	Somewhat	Disagree	No Respond
Disabled employees fulfill their tasks perfectly.	66.7	28.8	2.1	2.4
Disabled employees adapt well to the changes-innovations at their workplace.	51.8	38.8	6.4	3.0
Working with disabled employees improves human relations.	90.6	5.1	2.6	1.7
Disabled employees pull out all the pathetic stop.	6.7	26.8	63.6	2.9
I do not refuse working with disabled.	90.4	2.6	4.0	2.9
I do not assign tasks or I assign easier tasks to the disabled employees.	29.1	23.5	43.3	4.2
It is hard to know how to behave disabled employees at the workplace.	13.7	23.8	57.8	4.7
Arrangements made for disabled employees (administrative leaves, night shift, leaves in December and week of Disabled, snow and hot holidays) create disturbance among other employees.	5.9	11.6	79.7	2.8
Disabled employees refuse to take responsibility at the workplace.	7.2	21.1	68.6	3.1
Disabled employees are more adhered to their tasks.	32.6	33.1	29.6	4.7
I have sufficient skills and knowledge to increase adaptation of disabled employees.	48.6	36.7	12.0	2.8
Disabled employees always complain.	4.0	18.6	74.3	3.1

According to the above table, one third of supervisors somewhat agree to the fact that disabled employees fulfill their tasks perfectly.

As for the question asking whether the disabled employees adapt well to the changes-innovations at their workplace, 38.8% of the participants somewhat agreed and 6.4% disagreed with the statement.

One third of supervisors somewhat agree or agree that disabled employees pull out the entire pathetic stop.

Another striking outcome is the fact that 52.6% of supervisors do not assign any tasks or they assign easier tasks to the disabled employees to provide convenience. Most of the supervisors at the public sector make positive discrimination in favor of the disabled employees with regard to the level of tasks. Positive and negative impacts of this discrimination should be discussed. Furthermore, 32.6% of the supervisors completely agree with the fact that disabled employees are more adhered to their jobs, whereas 33.1% somewhat agrees with this statement.

37,5% of supervisors find it difficult to decide how to behave the disabled employees at the workplace.

One third of the supervisors agree or somewhat agree with the fact that disabled employees avoid to undertake responsibility at the workplace.

Half of the supervisors believe that they have the experience and knowledge to increase adaptation of disabled employees. This is one of the issues for which solutions should be found immediately.

Table 94: Which of the Following Factors have Negative Impact on Employment of your Disabled Employee? (Supervisors and Senior Managers)

	No impact	Have impact	No respond
Biases of disabled employee	48.7	46.8	4.5
Insufficient physical working conditions	41.1	55.2	3.7
Lack of sufficient education	43.2	51.8	5.1
Their assignment to the job/department not compatible with their education	41.4	54.3	4.4

According to the above table, rates of supervisors supporting that above factors have impact or no impact on employment of the disabled employees is similar.

Table 95: How much do you Agree with the Following Statements? (Co-Workers)

	Agree	Indecisive	Disagree	No respond
Disabled employees adapt well to the changes-innovations at their workplace.	63.4	22.9	10.3	3.4
Working with disabled employees improves human relations.	91.1	3.9	2.7	2.3
Disabled employees pull out all the pathetic stop.	8.8	16.6	71.5	3.1
I do not refuse working with disabled.	90.5	2.6	3.9	3.1
Disabled employees always complain.	8.0	14.9	73.6	3.6
Arrangements made for disabled employees (administrative leaves, night shift, etc) create disturbance among other employees	8.1	9.9	78.5	3.5
Any disabled employee can fulfill the tasks as efficiently as I can do.	67.4	16.8	12.5	3.2
Disabled people reflect their psychological problems at the workplace.	47.9	19.1	30.0	3.1

While 22.9% of co-workers is indecisive with regard to the adaptation of disabled employees to the changing conditions, 10.3% think that disabled employees adapt well with said conditions. It should be reminded that supervisors are more pessimistic when compared to the coworkers in this regard. 91.1% of the coworkers agree with the fact that working with disabled people improves human relations. While rate of coworkers thinking that disabled people pulls out all the pathetic stop is 8.8%, rate of indecisive is 16.6%. In this regard, one third of the supervisors were supporting this statement (*Table 95*).

According to the *Table 93 and Table 95*, supervisors of disabled employees have more negative point of view with regard to the disabled employees when compared to the coworkers.

One third of coworkers are indecisive or disagree with the fact that disabled employees can do the tasks as perfectly as can be done by coworkers.

CHAPTER FOUR

CONCLUSION AND EVALUATION

As it is explained in literature review section of this study, apart from quote method, assignment, limited assignment, prioritization in the course of hiring and flexible or telecommuting methods might be used for employment of disabled people. In addition, initiated with the Law on Marine Employment in 1967 (Sisman, Kocabas and Yazici, 2011: 48), quote management of disabled employees contributes to working life in general sense and specifically, to inclusion of disabled persons within public sector employment, but in practice, specific disruptions are experienced. According to the literature, the general worldwide tendency is to improve failures of the implementation, rather than its elimination (Sisman, Kocabas and Yazici, 2011: 48, 111-112). Findings of this study reveal that disabled public sector employees are extremely satisfied with placement and working in the public sector and thereby, inclusion within social life. Therefore, quote system should be sustained by eliminating its failures.

In general, public sector employment of disabled people and specifically, the problems related with implementation of disabled employee quote are all explained in findings sections of this study. Recommendations for elimination of these problems are introduced under “public policy recommendation” heading. These recommendations are associated with findings of the research in below sections and presented in the form of a list within second and last subsection.

PUBLIC POLICY SUGGESTIONS ON PUBLIC SECTOR EMPLOYMENT OF PEOPLE WITH DISABILITIES

A. INTRODUCTION

This chapter includes some public policy suggestions on the basis of field research wherein barriers hindering public sector employment and productive working of disabled employees are analyzed. Findings of the research show that, except for certain cases, disabled public employees are satisfied with working conditions and the possibilities provided them. It is even impossible to identify whether this positive outcome, in fact, displays satisfaction of the disabled public employee or relative responses are censored to prevent any disadvantaged situation at the workplace. Therefore, following sections assumed that relative responses reflect the actual status.

It is claimed that three main barriers do exist that prevent formation of effective public policies on employment of people with disabilities (Menda, Balkan and Berkay, 2013: 13). One of these barriers is experienced during collection of comprehensive, up-to-date and complete data on the subject matter. Studies performed in Turkey about nature and elimination of this problem are all explained in literature section of this research. With regard to the assessment on data sets such as TUIK survey explained in literature part of this report, it is anticipated that said problems shall be eliminated. It is clear that data collection efforts should be sustained and consistent, as well as continuous data sets should be generated enabling time series studies in order to offer long-term solution to this barrier.

Data required to be followed with regard to the disabled public sector employees is not merely numerical data, such as percentages within total employment and fulfillment of quotas defined for these people. In addition, feelings, ideas and attitudes of disabled employees including their job satisfaction and their promotion expectations should be measured at certain intervals and monitored closely.

Second barrier preventing creation of public policies on employment of the disabled people in the public sector is related to the disabled health committee reports. In this regard, communications between the Ministry of Family and Social Policies and the Ministry of Health still continue, which is expected to be finalized in near future.

Third and the last problem is the social exclusion of disabled people. Employment of disabled people is not only a means for earning, but also this process facilitates mitigation of social exclusion through creation of self-confidence, financial independency among these people.

In this framework, public policies suggested in this section are classified in three groups:

- 1- Problems experienced during job placement/hiring process and suggestions
- 2- Problems experienced on the job and suggestions
- 3- Suggestions on follow-up and supervision of public employment processes

Problems experienced during job placement/hiring process and suggestions

- a) *Educational Matters*
- b) *EKPSS and EKPSS Draw Matters*
- c) *Failure in preparation of appropriate job definitions*
 - a) *Educational Matters*

According to the TUIK 2010 Research on Problems and Expectations of Disabled People, 41.6% of participants are illiterate; whereas rate of those having high school and higher level of education is 7.7%. In this survey, 60% of the participants agree with the statement “My job is compatible with my education”. Rate of participants disagreeing with this statement is 21% and somewhat agreeing is 15%. These findings show that more than one third of disabled public employees think that their job is not compatible with their educations.

Furthermore, when the supervisors are asked whether “Are tasks of disabled employees compatible with their education?”, 11% of them responded no and 22% somewhat agree with the statement. Same question is asked in terms of skills and qualifications, which is responded by 9% and 23% as “no” and “somewhat yes” respectively. These responses show that at least one third of disabled public employees do not deal with tasks that are compatible with their qualifications and skills, which causes decrease in their productivity. Therefore, jobs should be assigned with respect to education, qualifications and skills of disabled people to increase their efficiency.

b) EKPSS and EKPSS Draw Problems

With respect to the job placement channels of disabled employees, 32.35% was placed through OMSS and EKPSS, whereas 3,47% are placed through draw. In particular, these systems are efficiently implemented in terms of disabled people having less job placement opportunities. For example, 61% of people with intellectual disabilities are placed through OMSS and EKPSS and 5% of them are placed by way of draw. Therefore, it is concluded that both systems operate efficiently where any radical change is not necessary, except for some practical concerns. Furthermore, though there are some arrangements it is thought on the basis of literatures scanned in the framework of this research there is a need for more arrangements respect to disability groups.

c) Problems on Public Personnel Hiring Examinations with regard to Disabled People

According to the survey results, supervisors do not have sufficient knowledge and experience on problems experienced by the disabled public employees. For example, the question asking “What other things are needed to improve physical conditions for disabled?” is not responded by 778 persons corresponding with 45% of the supervisors. Additionally, “Please state the most important three challenges?” is not responded by 406 persons, i.e. 23% of the supervisors.

It is also observed that supervisors of the disabled employees do not have sufficient knowledge about communication with disabled: For example, “Have you received any education to know and communicate with disabled people?” is responded negatively by 86% of the supervisors. Similarly, “It is hard to know how to behave disabled at the workplace” is agreed somewhat or completely by 38% of the supervisors. “I have sufficient experience and knowledge to enable adaptation of disabled employee and increase their success” is agreed by 49% of the supervisors.

Therefore, trainings and brochures about communication with disabled, problems experienced by disabled public employees and solutions to these problems and to be provided to the supervisors of the disabled public employees shall be beneficial for accurately understanding of the problems and their successful elimination. In addition, questions about above issues may be included within overall written and oral vocational exams, including KPSS to increase awareness of the supervisors and others. Therefore, necessary attempts should be initiated with YOK (Council of Higher Education) and universities to ensure inclusion of disabled public employees issues within courses, such as public personnel policies, administrative structure of Turkey, public policies and local governments, of different disciplines, like the Faculty of Economics and Social Sciences, Faculty of Education, health sciences.

d) Failure in preparation of appropriate job definitions

56% of disabled public sector employees responded “yes” to the question “If the job has been clearly described”. However, 29% responded “yes, somewhat” and 14% stated their disagreement. These figures show that approximately half of the disabled public employees are not informed about details of their tasks and responsibilities. Therefore, job details of disabled employees should be

explained when they start working and defined in the scope of job definitions.

1- Workplace Problems and Recommendations

a) *Problems With Probationary Employment*

b) *Roles for Qualifications*

c) *Problems With Transport*

d) *Problems With Physical Conditions*

e) *Insufficient Auxiliary Materials and Tools*

f) *Telecommuting*

g) *Problems with Promotion at Work*

h) *Relations With Supervisors*

i) *Relations With Co-workers*

j) *Mobbing Issues*

a) *Probationary Employment*

To the question “Did you have any problems with the probationary employment process?”, 70% of the responders indicated they did not have any problems, 10% had relative problems and 4% serious problems with the process. Considering the fact that problems with probationary employment process and examination were mainly reported to be “Challenges due to disabilities during training” and “Unsuitable physical conditions at the place of examination for access by the disabled”, it is understood that the concerned problems and physical infrastructure problems are in close connection and solution to one group would put a positive effect on the other group.

In conclusion, it is understood that while probationary employment is a legal requirement and all public employees receive training and complete their internship, 14% reported they did not have any training during probationary employment. This deficiency can negatively impact the conduct of work. For this reason, it would be suitable if disabled employees who report previous problems with probationary training or lack of training are given priority in the course of in-service training.

b) *Roles for Qualifications*

The statement on roles for qualifications in the survey, “I work at the department I want” received a positive response from 68% of the participants. 16% gave negative answers and 12% responded as “somewhat”. This means about one third of disabled public employees are not satisfied with the division they work in.

Again within this framework, while 74% reported their supervisor gave them a suitable task, 9% reported they always received unsuitable tasks for themselves and 12% responded as “somewhat”.

As mentioned previously, the conclusion from this situation is that it would prove to be useful to assign tasks which are more coherent with their training, skills and qualifications to increase efficiency of disabled public employees.

c) Problems With Transport

23% of the disabled employees reported problems even with such a basic issue as transportation to workplace. Concerned problems can be listed as negative attitudes of people towards the disabled in traffic (39%), unavailability of shuttles (13%) and public transport not being regulated considering the needs of the disabled (10%). Especially in solution to problems faced in traffic, trainings and public sports which increase awareness would prove to be useful.

One of the main findings of the study is that disabled public employees face problems due to physical infrastructure while they are on their way to workplace from their home or while they are at the workplace. Despite the fact that reasonable adaptation of infrastructure to the needs of the disabled is provided in the United Nations agreements and has begun to be implemented, it seems to be useful to provide telecommuting and/or flexible hours options when it is applicable and desired by the employee.

d) Problems With Physical Conditions

It is demonstrated that needs of materials/equipment, especially physical working conditions, are one of the most serious challenges faced by disabled public employees. According to the results of the study, among the disabled employees included in the survey, 75% can maintain their lives without any help, 17% are relatively independent and 6% are not independent/need help. The group which has the highest rate of problem is the “speech handicapped” with 34.8% with the answer “I need help in daily life”. They are followed by the orthopedically handicapped with 33.1%. Therefore, it is not always possible to conclude that problems in daily life only arise from unfavorable physical conditions. On the contrary, lack of support mechanisms for the disabled in daily life lowers the life quality entirely.

In this respect, 11% of the supervisors focused on transport problems and 6% on insufficient materials and physical hardware. The supervisors listed lacking materials and hardware and shortcomings in physical working conditions as follows: Ramp (50%), elevator (30%), restrooms and stairs (12%), roads (10%) and guiding signs (9%).

The supervisors listed completed shortcomings until now as follows: Ramp (32%), guiding signs (10%), stairs, elevators and roads (9%), Braille (6%) and restrooms (4%).

It is understood from the findings of the study that the supervisors do not have updated and certain information about the challenges with the infrastructure and physical shortcomings faced by disabled employees and the process of elimination progresses slowly. It can be concluded that shortcomings in physical working conditions, including transport, and materials and equipment should be corrected in the shortest time possible to increase efficiency and job satisfaction of disabled employees.

e) Auxiliary Materials and Tools

The question “Are there arrangements available at your workplace suitable for your needs or your disability group?” was answered negatively by 56%. The main requirements are listed by the disabled employees as ramp (31%), restrooms (28%), elevator (28%), guiding signs (8%), screw prints (5%) and suitable doors (4%).

While 32% of the disabled employees reported they were somewhat or completely challenged in their role, 4% of this group reported their reason for challenge as “lack of materials, hardware and arrangements at the workplace for the disabled”. For the main reasons “being challenged in the role due to disability/relapse of disorders” (42%) and “heavy and exhaustive work” (24%), employing the disabled at unsuitable physical working conditions with unsuitable materials and hardware can be an important factor.

While the question “Are there sufficient auxiliary tools and/or technologies for your duty at your workplace?” was answered yes by 27% and no by 23%, whereas, 44% of them reported that they do not need this kind of auxiliary tools and/or technologies. The required tools, equipment and technologies were listed as computer/printer/scanner (34%) and software/computer programs for the disabled (3%). 44% of them reported they did not receive any training or technical help on the use of these equipment. These findings indicate that it is an urgent requirement to purchase considering technology and to provide necessary training and technical help.

The supervisors also stated about insufficient materials, hardware and physical conditions for disabled employees. For example, the question “Are there sufficient equipment available at the workplace for the disabled to fulfill their tasks?” was replied yes only by 40% of the supervisors, “somewhat” by 24% and “no” by 29%.

The fundamental needs of the disabled employees which were reported to be completely or somewhat insufficient were listed from the highest to the lowest as elevator (37%), ramp (32%), cleaning (31%), guiding signs (30%), restrooms (27%) and illumination (14%).

f) Telecommuting

The question “Have you ever asked for a different shift due to your disability? Has your request been fulfilled?” was answered “I have not requested” by 82% of the disabled employees. Those who report their request was fulfilled and not fulfilled have the same ratio of 7%. These findings suggest that request for flexible hours was not known and/or accepted sufficiently among the disabled public employees and was not adopted sufficiently by the supervisors. Considering the fact that continuously advancing information and communication technologies will make it possible to work at many jobs on telecommuting and/or flexible work hours basis, it can be expected that telecommuting and/or flexible work hours systems will receive much more interest in the upcoming period. Telecommuting or flexible working is not covered by the legislation on public employees. Therefore, it is recommended to regulate telecommuting and flexible working in the legislation, to introduce them to disabled public employees and to encourage their use.

g) Promotion

According to the findings of the study, the disabled public employees do not have high targets for promotion. For example, the question “Do you think you have a chance for promotion at this job?” was replied “yes” by 48%, “no” by 36% and “no idea” by 17%. The reasons for lack of the opportunity of promotion were listed as “Legal obstacles”, “Lack of suitable positions”, “Lack of sufficient examinations”, “Being challenged at work due to disability”, “Prejudice”, “Challenging examination/interview” and “Political obstacles”. When the disabled employees were asked if they were satisfied with the opportunities of promotion, those who reported satisfaction remained at 44%. 24% of the respondents reported they were not satisfied with opportunities of promotion and 17% reported they were somewhat satisfied. A gender based difference was not determined in expectations of promotion at work. However, considering disability groups, those with impaired hearing had lower expectations of promotion.

The question “Did you have any challenges in promotion training?” was answered “no” by 19%, “yes, somewhat” by 4% and “yes, seriously” by 2%. While 65% of the respondents reported they did not receive this kind of training, 10% of them did not provide an answer. The disabled employees who reported challenges with training on promotion explained them with “being challenged in training due to disability / lack of training for the concerned disability” (17%), difficulty of the examination (7%), prejudice (6%) and transport (5%). Therefore, rearrangement is necessary in promotion examinations for disabled public employees under the light of the previously mentioned problems.

The supervisors have a highly different perception: The question “Do you think disabled employees at your workplace have a chance of promotion?” was answered “yes” by 76% and “no” by 20% of the supervisors. The supervisors based the chance of promotion on conditions including “there is no legal obstacle” (57%) and “when they receive necessary training” (8%).

According to the findings above, it can be concluded that the disabled employees have different views on promotion than their supervisors. To close this gap in perception, disabled employees should be trained, encouraged and examined for promotion. Information about promoted disabled public employees should be shared as positive examples with the public opinion and other disabled employees through press, institutional publications, web sites and social media for the disabled.

h) Relations With Supervisors

One of the biggest needs of disabled public employees is to be accepted, loved, respected and encouraged by coworkers and supervisors. The disabled employees provided the following responses to questions in this respect:

83% of them responded “I get along well with my supervisor”. 16% considered supervisors as prejudiced. 13% believed they were not able to establish communication with supervisors. 11% of them responded “My supervisors behave me pityingly”. 12% responded “My supervisors do not assign tasks to me somewhat or completely”. 16% responded “My supervisors think that I am incapable of completing any task they assign”.

When the disabled public employees were asked if they were able to get along well with their colleagues, 14% reported they did not get along well somewhat or completely with their colleagues. 17% considered colleagues as prejudiced. 9% agreed somewhat or completely with the statement “My coworkers do not communicate with me”. 8% believed they were left partially or completely alone by their coworkers at lunch or other breaks.

Considering that the disabled public employees who take the risk of impairing their relations with their colleagues and supervisors by responding negatively might not constitute the entire group that has problems with the supervisors, certain measures need to be taken to develop relations between disabled employees and their colleagues and supervisors. For example, award mechanisms can be considered for coworkers and supervisors who support disabled public employees and realize working environments to receive their participation. Social events to bring disabled employees and colleagues together can create ideal environments for social cohesion at division and institution level.

38% of the supervisors of the disabled employees reported they had never been in the same environment with a disabled person in their families, inner circles or work lives previously. This negatively affects their knowledge and experience about the problems of disabled employees and possible solutions. To bring a solution to this problem, including topics and questions about disabled employees in training curricula of candidate supervisors and personnel and employment examinations would help raising awareness and providing information.

i) Coworkers

43% of their coworkers had never been in the same environment with a disabled person in their families, inner circles or work lives previously. 90% responded negatively to the question “Have you ever received training to communicate with the disabled and to get to know them?” and stated they had not received any training in this respect. Only 20% of the colleagues reported they were aware of the legislation on employment of the disabled. Therefore, it would be useful to provide information on communication and relations with disabled persons with in-service trainings.

65%, i.e. two thirds of the coworkers believed the physical conditions at the workplace were not suitable for the disabled partially or completely. 69% of the coworkers responded somewhat or completely “no” to the question “Are there sufficient auxiliary tools and technologies for the disabled to do their tasks?”. Findings from the above sub-sections on working conditions are confirmed also by their coworkers. The concerned shortcomings were listed by the colleagues as elevator (25%), necessary technical materials (17%), disabled lavatories (12%) and ramp (10%). It is understood that the disabled personnel and their colleagues are in serious cohesion about the order of physical shortcomings.

43% of the colleagues responded somewhat or completely negative to the question “Do you think the tasks executed by the disabled employees at the workplace are compatible with their training?”. The concerted ratio was 41% when the same question was asked about skills and competencies. This finding also coincides with the responses given by the disabled employees.

While 32% of them responded negatively to the question “Do you think the disabled employees at the workplace have a chance of promotion?” and this ratio of negative responses increased to 40% when the same question was asked about their own chances of promotion.

j) Mobbing Issues

Mobbing at workplace is a result of discrimination and a serious workplace problem. 22% of the disabled employees somewhat or completely provided positive responses to the question “Is there any employee who has been subject to mobbing at your workplace?”. When a similar question “Have you ever been subject to mobbing due to your disability?” was directly asked to the disabled public employees, 16% of them responded somewhat or completely positive. When the disabled public employees were asked what they did when they faced mobbing at the workplace, they reported “I kept silent” (33%), “I reported to my superior and to my institution” (11%) and “I responded” (6%). While 7% of the coworkers responded positively to the question “Do you think the disabled employees at your workplace are subject to mobbing (psychological violence)?” and 21% did not provide any opinion. It can be predicted that this figure also includes those who did not report mobbing or those who did not know about the topic. In either case, it would be useful to provide in-service training about definition and prevention of mobbing.

In addition to the aforementioned symptoms of mobbing, 24% of the participants of the survey reported they were subject to discrimination at the workplace somewhat or completely. Considering that discrimination and mobbing at workplace are traumatic and difficult to discuss, real figures can be expected to be higher than reported. For this reason, the concerned problems should be addressed with commitment, discrimination and mobbing faced by disabled public employees should be monitored and measured at certain intervals and progress of institutions should be recorded in this respect. It is possible to record complaints about discrimination and mobbing and to implement specialized “call centers” to fulfill the need of disabled public employees for psychological consultancy.

2- Tracking and Inspection of Public Employment Processes

It is understood there are problems in full implementation of the rights granted to disabled public employees by the law. To give an example, 43% of them responded “no” to the question “Are you able to take official administrative leaves for the disabled?”. 5% responded partially or completely negative to the question “Are you able to take benefit from rights granted to all public employees?” and stated failure to take their administrative leaves (38%) and negative discrimination against the disabled (5%) as their biggest problem. Reminders should be given about providing complete administrative leaves and rights as emergency and urgent during in-service training programs to be prepared especially for supervisors and necessary administrative monitoring should be ensured.

Only 39% of the disabled public employees responded positively to the question “Are you aware of the legislation which regulates employment of the disabled?”. 33% of the respondents had partial knowledge about the concerned legislation and 26% of the respondents reported they did not have any knowledge in this respect. This concludes that almost two thirds of the disabled public employees do not have information about the legislation partially or completely.

When the employees who had information about the legislation was asked where they acquired this information, they reported “self efforts” (71%), “family and friends” (16%), “their workplace” (15%), “internet and social media” (13%), “organizations for the disabled” (9%), “union” (4%) and “press” (3%). Today at a time when information and communication technologies have widespread access, it is understood that organizations for the disabled which make use of the internet and social media and family and friends have become important support mechanisms in following the legislation.

Lack of information about the legislation is not limited with the disabled public employees. Employees believe their supervisors are not fully vested with information about the legislation. For example, the question “Do you think your supervisors have information about the legislation which regulates employment of the disabled?” was replied “yes” by 34%, “no” by 26% and “no idea” by 39%.

Public organizations and institutions and unions should act more efficiently to provide complete and updated information about the legislation to supervisors and employees/members. Therefore, it would be useful to share information about the legislation with employees through in-service trainings and electronic communication tools (web site, mobile applications, e-mail, SMS etc.) used at the workplace. In this respect, public institutions and organizations can cooperate with organizations for the disabled which already efficiently use the internet and social media and have a serious number of members.

B. POLICY RECOMMENDATIONS

1. Job definitions of the disabled, their positions and duties, suitable physical conditions and materials and hardware to be used should be defined in detail. The emphasis here is that it is not desired to make a job definition specific/suitable to the disabled, on the contrary, it is recommended to clearly describe what the disabled person will be responsible for.
2. In connection with the first recommendation, the detailed job definition which includes the tasks the disabled employee is responsible for should be clearly described at the time of employment.
3. Although probationary employment and internship are compulsory and all public employees complete their training and internship, 14% of them reported they had not received training on probationary employment. Those who reported they had received training were only 14%. The reported problems are mainly concerned with transport and physical obstacles in the buildings. According to the results of the survey, first, the tendency towards having challenges in probationary employment training reduces with increased educational level. Second, there is a significant difference between the rate of perception of problems in probationary employment training between personnel with mental disabilities and personnel with mood disorders and personnel from other disability groups. Considering these factors, it would be useful to give priority to the disabled employees who had challenges in probationary employment training or who reported they had not received this training in in-service training and to make necessary special arrangements (e.g. arrangements in physical conditions and transport).

4. Shortcoming in physical working conditions, including transport and materials and hardware for the disabled employees should be corrected in the shortest time possible. For example, it should be controlled if the items on “physical arrangements” in the budgets of public institutions and organizations are used and sanctions should be imposed if it is determined that these related items are not put to use (Akbulut, 2014: 53). Public organizations which take necessary harmonization measures with success should be put forward and awarded.
5. The main logistic problem faced by the disabled public employees is negative behaviors exhibited in traffic. In this respect, a special heading can be provided in the traffic training and educational programs and public spots can be created about bad treatment to the disabled in traffic.
6. It should be ensured that the jobs of the disabled public employees are suitable inherently and telecommuting and/or flexible work hours should be provided if desired by the employee. Telecommuting or flexible working is not covered by the legislation on public employees. Therefore, it is recommended to regulate telecommuting and flexible working in the legislation, to introduce them to disabled public employees and to encourage their use.
7. Problems reported with the trainings, encouragement and examination of promotion of the disabled employees should be addressed and eliminated.
8. Supervisors should emphasize that being a disabled person is not a disadvantage in promotion.
9. The disabled employees who have been promoted based on objective measurements should be shared with the public opinion and other disabled employees.
10. A participatory work environment in which the disabled public employees are adopted and supported by their colleagues or supervisors should be realized.
11. The disabled public employees should be assigned tasks which are more suitable for their training, skills and competencies. Specifically, the level of dissatisfaction in the responses to the question “do you work under the title you desire?” increases with increased educational level. Especially regulations which foresee changes in titles of graduates of universities can be planned in the mid term. The survey clearly indicates that personnel who have graduated from specific departments like law or technical departments like computer are working under titles they do not desire. In these cases, examinations can be made for change of title.
12. It should be ensured that legal leaves and rights are completely taken by the disabled public employees.
13. It should be measured at certain intervals if the disabled public employees are subject to mobbing at the workplace and progress of institutions should be recorded. Therefore, a “public sector mobbing chart” which has a general nature or which is specific to disabled employees should be arranged to include all public institutions and organizations.

14. To record and monitor discrimination and mobbing complaints of the disabled public employees and to fulfill their needs of psychological consultancy, already available Labor and Social Security Communication Center ALO 170 telephone line can be used.
15. Manuals on communication with the disabled, problems of the disabled public employees in work life and possible solutions should be arranged and distributed and in-service training should be provided to coworkers and supervisors of the disabled.
16. Information and exemplary cases about the disabled employees should be included in the curriculum at the departments from which colleagues and supervisors of the disabled employees graduate at general basis including faculty of economic and administrative sciences.
17. Questions about the disabled public sector employees should be included in all written and verbal employment and promotion examinations, especially KPSS, taken by colleagues and supervisors of the disabled employees.
18. As the importance of the concept of “harmonization” is acknowledged from the education system to employment, it would be useful to employ the disabled public sector employees in the same environment with the highest possible number of colleagues as permitted by the nature of the work. In other words, it is recommended not to allow the disabled public sector employees to work alone as much as possible.
19. A division for the disabled, operating under personnel affairs, can be established or an employee in charge of these affairs can be determined in every public institution or organization. This division can function as a coordinator for all problems of the disabled from technical needs to use of their rights, from mobbing complaints to corporate issues.
20. A common examination can be prepared for change of title for the disabled personnel who are not commissioned in accordance with their educational level.
21. A remission program can be prepared and the right of examination can be granted to the former disabled personnel who had not passed the probationary employment example and had not been accepted to the institution previously.
22. A probationary employment training prepared in accordance with the disability groups and suitable examinations should be developed in coordination with the Ministry of Family and Social Policies and the State Personnel Administration.
23. Considering the classification of the disabled employees according to their service titles, 59.3% of them serve at the general administrative services and 24.7% serve at the auxiliary services. Therefore, 84% of the disabled public personnel are only divided into these two service classes. On the other hand, it is not common to see disabled personnel at technical services, health care services, security services and religious services. This can suggest discrimination against the disabled personnel in certain areas. Disabled personnel should be commissioned also in these

areas and the disabled personnel should have a clear progress without any measure apart from the requirements of the service.

24. The survey results report that the disabled public employees are mainly employed at İstanbul, Ankara and İzmir (41%). Although this situation results from a demographic phenomenon which indicates settlement areas of the disabled individuals, ways to employ more disabled people in other cities can be sought to balance geographical distribution of employment of the disabled public employees. One of the possible ways can be giving priority to the disabled people who opt for another location for work.
25. One of the important findings of the survey is that about two thirds of the disabled public sector employees (60%) are not partially or completely aware of the legislation which regulates employment of the disabled. Only 39% reported “I know about the legislation”. When this groups was asked from which sources they learned about the legislation, 71% reported “self-efforts” and 16% responded “family and friends”. Those who stated their institution as the source of their knowledge about the legislation rank the third with 15%. When the same question was asked about the knowledge of their supervisors about the legislation, only 34% of them responded “Yes, my supervisor is aware of the concerned legislation”. These findings suggest that both disabled public employees and their supervisors need to be informed about the legislation. For example, simple and illustrated print and online brochures can be produced for the disabled employees to explain them what to do when faced with prejudice and discrimination and which administrative and legal ways to follow. Same guiding sources can be developed for supervisors. Finally, knowledge about the disabled public employees and their supervisors about the legislation on employment of the disabled should be measured at certain intervals and with modifications in the legislation.
26. Considering the occurrence time of the disability of the disabled public sector employees, the average age is 13. The average age for documentation and reporting of the disability mainly for employment in the public sector is 22. This gap of nine years between the time of disability and the time of reporting should be reduced and taking the report at a time as close as possible to the occurrence of the disability can serve for other purposes for the benefit of the disabled person including professional rehabilitation. Therefore, disabled people can become more qualified for employment.
27. Generally, it can be concluded that the main themes to be considered by the political and administrative decision makers who design and implement the public policy are preparation of the disabled public employees before employment and monitoring after employment. The results of the survey report that a significant part of the disabled public employees believe they do not work at positions suitable for their education, experience, skills and competencies. The same problem was also addressed by the specialists from the State Personnel Administration and organizations including the Ministry of National Education and the Administration of Religious Affairs reported they recruited from other administrative service classes in place of teachers and imams due to limited number of sufficient and qualified applications. The disabled employee who believe they

do not work at positions which are suitable for their education, experience, skills and competencies have work efficiency at lower than desired levels. One of the possible solutions is to increase the number and variety of occupational training centers for the disabled, which have limited numbers, and to spread them across the country

28. Finally, it is recommended to make other studies using quantitative methods and benefitting from the findings and recommendations of this study. One of the areas which require in depth investigation is how frequent mobbing at the workplace is encountered among the disabled public employees, through which methods mobbing can be applied and what we can do for solution. Another area recommended for further research is to determine the content of additional expenses accrued by the disabled public employees due to their disability. This study reports the disabled public employees have a monthly average additional expense of TRY 320. The middle income group in which the disabled employees position themselves suggests the possibility of the burden of additional expenses on the disabled employees. The last related issue is to make studies on the lease amounts, for which the disabled public employees spend a serious part of their single and limited monthly income. This study demonstrated that the rate of being a tenant among the disabled public employees (32%) is higher than the rate of being a tenant in the society at large. Considering the fact that their wage is the only source of income for 59% of the disabled public employees, the ability to have a residence of the disabled public employees mainly dependent on their wage would eliminate the lease amount, which is the most important item of expenditure, in the mid-term. In the recommended new study, formulas which include and which do not include housing development administration, needs for accommodation of the disabled public employees and possible policy recommendations in this respect can be investigated.

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REPUBLIC OF TURKEY MINISTRY OF FAMILY AND SOCIAL POLICIES
 GENERAL DIRECTORATE OF SERVICES FOR DISABLED PEOPLE AND ELDERLY
A Research on Employment of Disabled People in the Public Sector



G&I RESEARCH AND CONSULTANCY

QUESTIONNAIRE FOR SUPERVISORS

INTERVIEW DATA

DATE	-----/-----/2014	Start and Finish Time	-----:----- / -----:-----
POLLSTER NAME SURNAME		SIGNATURE	

CONTROL DATA	CENTER/PROVINCE		FIELD/Workplace	
	NAME	DATE	NAME	DATE
FIELD CONTROL				
PHONE CONTROL				

Dear Participant,

We hereby extend our thanks for your acceptance to join this survey, which is implemented on behalf of Republic of Turkey Ministry of Family and Social Policies, General Directorate of Services for Disabled People and Elderly to collect data on challenges experienced by the disabled employees in the public sector and the supports needed by them in order for better performance of their jobs. Your responses shall be kept confidential with the research group in accordance with scientific research ethics and evaluated only for the purpose of statistical outcomes. In the scope of this interview to be realized upon your voluntary participation, you may not respond all questions and end the interview at any time. Thank you for your time.

G&I Research and Consultancy

Participant Data

- K1. Province where s/he works** :
- K2. Institution where s/he works** :
- K3. Department where s/he works** :
- K4. Total Employment Period** : YEAR.....MONTH.....
- K5. Title** :

Demography

D1. Gender 1 () Female 2 () Male *(to be marked without asking)*

D2. Year of Birth:.....

D3. Educational Background?

- 1 () Primary 2 () Middle school 3 () High school
 4 () Associate 5 () Bachelor's *(Please specify the department)*
 6 () Graduate *(Please specify the department)*

D4. In which of the following you live longest throughout your life?

- 1 () Town 2 () County center 3 () City center *(please specify)*
 4 () Metropolis *(please specify)*..... 5 () Abroad 6 () Other *(please specify)*.....

D5. Marital Status?

- 1 () Never married 2 () Married
 3 () Divorced 4 () His/Her spouse died
 5 () Other *(please specify)*.....

Socio-economic profile

S6. According to your point of view, which income group do you belong to?

- 1 () Upper income class 2 () Middle income class 3 () Middle-lower income class
 4 () Lower income class 5 () Middle-Upper income class

Working Relations

S7. How long have you been working as supervisor?..... Year

S8. Have you ever been together with a disabled individual before in the family or former workplace?

- 1 () Yes 2 () No

S9. Do you find it hard to work with disabled employees?

- 1 () Yes, very much 2 () Yes, somewhat 3 () No

(If No, please skip to question 11)

S10. Please specify the most important three challenges?

- 1)
 2)
 3).....

S11. What kind of arrangements has been made to make workplace physical conditions compatible with disabled employee needs?

S12. What other arrangements are needed to make workplace physical conditions compatible with disabled employee needs? Please specify.

S13. Do you think that disabled employees are provided with the sufficient equipment, tools and supportive technologies they need in the workplace?

(for example; conversational computer program for people with blindness-low vision disabilities, voice recognizing software and touchscreen for the people with intellectual disabilities, printer and boards easily accessible by disabled people using wheelchair, large board or programs converting voice into text for employees with deaf-hard of hearing disabilities)

- 1 () No 2 () Yes 3 () Somewhat yes

S14. Do you think that disabled employees are given the jobs matching with their education?

- 1 () Yes 2 () No 3 () Somewhat

S15. Do you think that jobs of disabled employees are compatible with their competencies and skills?

- 1 () Yes 2 () No 3 () Somewhat

S16. Do you think that disabled employees at your workplace have the chance for promotion? Why?

1 () Yes, because;.....

2 () No, because;

S17. How long have you been working with the disabled employees as a supervisor? Year.....Month

S18. What are the positive impacts of disabled employees on your workplace? (Multiple responses can be selected)

- 1 () No positive impact 2 () Increase success 3 () Ensure compliance with legal quote
4 () Promote personnel 5 () Other(*please specify*)

S19. What are the negative impacts of disabled employees at your workplace? (Multiple responses can be selected)

- 1 () No negative impact 2 () Diminish success 3 () Retard tasks
4 () Hamper communication 5 () Other(*please specify*)

S20. Have you received any training to know and communicate with disabled people?

- 1 () Yes 2 () No

S21. Do you think that the regulation on employment of disabled is sufficient? (law, directive, circular, etc.)?

- 1 () Yes 2 () No 3 () Somewhat
(If Yes, please skip to S 23)

S22. What are the challenges with regard to the regulation on employment of disabled? Please prioritize with respect to their significance?

- 1.....
 2.....
 3.....

S23. Do you agree with the following evaluations?	1. Yes	2. No	3. Somewhat
23.1. Disabled employees fulfill their tasks perfectly.			
23.2. Disabled employees adapt well to the changes-innovations at their workplace.			
23.3. Working with disabled employees improves human relations.			
23.4. Disabled employees pull out all the pathetic stop.			
23.5. I do not refuse working with disabled.			
23.6. I do not assign tasks or I assign easier tasks to the disabled employees to provide convenience.			
23.7. It is hard to know how to behave disabled employees at the workplace.			
23.8. Arrangements made for disabled employees (administrative leaves, night shift, leaves in December 3 and week of Disabled, snow and hot weather holidays) create disturbance among other employees.			
23.9. Disabled employees refuse to take responsibility at the workplace.			
23.10. Disabled employees are more adhered to their tasks.			
23.11. I have sufficient skills and knowledge to increase adaptation of disabled employees.			
23.12. Disabled employees always complain.			

S24. Which of the following factors have negative impact on employment of disabled?	1. Have impact	2. No impact
24.1. Prejudices of disabled employee		
24.2. Insufficient physical conditions at the workplace		
24.3. Insufficient education level of disabled employees		
24.4. Assignment of the disabled employee to the task/department not compatible with his/her education		
24.5. Other (<i>please specify</i>)		

S25. Are there any employees at your workplace, who are subject to mobbing (psychological violence)?

- 1 () Yes 2 () No 3 () Somewhat 4 () No response

REPUBLIC OF TURKEY MINISTRY OF FAMILY AND SOCIAL POLICIES
 GENERAL DIRECTORATE OF SERVICES FOR DISABLED PEOPLE AND ELDERLY
A Research on Employment of Disabled People in the Public Sector



G&I RESEARCH AND CONSULTANCY

QUESTIONNAIRE FOR COWORKERS

INTERVIEW DATA

DATE	-----/-----/2014	Start and Finish Time	-----:----- / -----:-----
POLLSTER NAME SURNAME		SIGNATURE	

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G&I Research and Consultancy

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D5. Marital Status?

- 1 () Never married 2 () Married 3 () Divorced
- 4 () His/Her spouse died 5 () Other (please specify).....

D6. Have you ever been together with a disabled individual before in the family, social environment or former workplace?

- 1 () Yes 2 () No

Socio-economic profile

S7. According to your point of view, which income group do you belong to?

- 1 () Upper income class 2 () Middle income class 3 () Middle-upper income class
- 4 () Middle-lower income class 5 () Lower income class

Working Relations

S8. How long have you been working in your current job?Year

S9. Do you work in the city you want? 1 () Yes 2 () No 3 () No response

S10. Are employed under the title you want? 1 () Yes 2 () No 3 () No response

S11. Are you employed at the institution you want? 1 () Yes 2 () No 3 () No response

Attitudes towards job and working

S12. What is the meaning of working? Please mark two of the most important options below.

- 1 () Making a living for my family and myself
- 2 () Achieving and developing my potential
- 3 () Participation in the society
- 4 () Being secure
- 5 () I work because I have to
- 6 () No response

Attitudes towards working relations in workplace

S13. I will read some sentences about job and working environment: Please specify whether you “agree” or “disagree” by taking your conditions into consideration.	1. Agree	2. Somewhat agree	3. Disagree	4. No idea
13.1) My job is compatible with my education.				
13.2) I work at the department I want.				
13.3) My supervisors assign me appropriate tasks.				
13.4) I get along well with my supervisors.				
13.5) I get along well with my coworkers.				
13.6) Works are not performed efficiently due to conflicts, grouping at workplace.				

S14. Do you think that physical conditions of your workplace are compatible with needs of disabled employees?

1 () Compatible 2 () Somewhat compatible 3 () Incompatible

(If 1 is marked, please skip to question 16)

S15. What is the most important arrangement needed to make workplace physical conditions compatible with disabled employee needs? Please specify.

.....

S16. Do you think that disabled employees are provided with the sufficient equipment, tools and supportive technologies they need in the workplace?

(for example; conversational computer program for people with blindness-low vision disabilities, voice recognizing software and touchscreen for the people with intellectual disabilities, printer and boards easily accessible by disabled people using wheelchair, large board or programs converting voice into text for employees with deaf-hard of hearing disabilities)

1 () Yes 2 () Somewhat yes 3 () No

S17. Do you think that disabled employees are given the jobs matching with their education?

1 () Yes 2 () No 3 () Somewhat

S18. Do you think that your job is compatible with your education?

1 () Yes 2 () No 3 () Somewhat

S19. Do you think that jobs of disabled employees are compatible with their competencies and skills?

1 () Yes 2 () No 3 () Somewhat

S20. Do you think that your job is compatible with your competencies and skills?

1 () Yes 2 () No 3 () Somewhat

S21. Do you think that disabled employees have the chance of promotion at your workplace?

1 () Yes 2 () No

S22. Do you have the chance of promotion at your workplace?

- 1 () Yes 2 () No

S23. How long have you been working with the disabled employee? year

S24. Do you find it hard to work with disabled employees?

- 1 () Yes, very much 2 () Yes, somewhat 3 () No

(If No, please skip to S 26)

S25. If Yes or Somewhat, please specify the challenges.

S26. What are the impacts of disabled employees on your duties?

- 1 () Positive impact 2 () No impact 3 () Negative impact

S27. Have you received any training to know and communicate with disabled people?

- 1 () Yes 2 () No

S28. Are you aware of the regulation on employment of disabled people??

- 1 () Yes 2 () No 3 () Yes somewhat

(If No, please skip to S 30)

S29. Where did you get regulatory knowledge? (multiple response is allowed)

- | | |
|---------------------------|------------------------------------|
| 1 () By the institution | 4 () My own efforts |
| 2 () By NGO for disabled | 5 () Family-friends |
| 3 () By the Labor Union | 6 () Disabled friends |
| | 7 () Other (please specify) |

S30. Can you benefit from the rights granted to every employees in the public sector? (annual leave, illness leave, causal leave, maternity leave, etc.)

- 1 () Yes
 2 () No (Why? Please specify)
 3 () Somewhat (Why? Please specify)

S31. Do you have communication problems with your supervisors?

- 1 () Yes, often 2 () Yes, rarely 3 () No 4 () No response

S32. Do you think your supervisors are aware of the regulation on employment of disabled people?

- 1 () Yes 2 () No 3 () No idea

S33. Do you think your supervisors have sufficient knowledge and experience about disabled employees?

- 1 () Yes 2 () Somewhat 3 () No 4 () No idea

S34. Do you think that your supervisors have biases against disabled employees?

- 1 () Yes 2 () Somewhat 3 () No 4 () No idea

S35. Are there any employees at your workplace, who are subject to mobbing (psychological violence)?

- 1 () Yes 2 () No 3 () No idea

S36. Have you ever seen mobbing (psychological violence) applications in this workplace? Bu

- 1 () Yes 2 () No 3 () Somewhat 4 () No idea

S37. Do you think that disabled employees are exposed to mobbing (psychological violence) at the workplace?

1 () Yes 2 () No 3 () No idea

S38. I will read some statements on disabled employees. Please indicate whether you agree or disagree.	<i>Agree</i> 1.	<i>Indecisive</i> 2.	<i>Disagree</i> 3.
38.1) Disabled employees adapt well to the changes-innovations at their workplace.			
38.2) Working with disabled employees improves human relations.			
38.3) Disabled employees pull out all the pathetic stop.			
38.4) I do not refuse working with disabled.			
38.5) Disabled employees always complain.			
38.6) Arrangements made for disabled employees (administrative leaves, night shift exemption, no keeping watch, etc.) create disturbance among employees.			
38.7) Disabled employee can fulfill any tasks as I can do.			
38.8) Disabled employees reflect their psychological problems to the workplace to the extent as others do.			

REPUBLIC OF TURKEY MINISTRY OF FAMILY AND SOCIAL POLICIES
 GENERAL DIRECTORATE OF SERVICES FOR DISABLED PEOPLE AND ELDERLY
A Research on Employment of Disabled People in the Public Sector



G&I RESEARCH AND CONSULTANCY

QUESTIONNAIRE FOR DISABLED EMPLOYEES

INTERVIEW DATA

DATE	-----/-----/2014	Start and Finish Time	-----:----- / -----:-----
POLLSTER NAME SURNAME		SIGNATURE	

CONTROL DATA	CENTER/PROVINCE		FIELD/Workplace	
	NAME	DATE	NAME	DATE
FIELD CONTROL				
PHONE CONTROL				

Dear Participant,

We hereby extend our thanks for your acceptance to join this survey, which is implemented on behalf of Republic of Turkey Ministry of Family and Social Policies, General Directorate of Services for Disabled People and Elderly to collect data on challenges experienced by the disabled employees in the public sector and the supports needed by them in order for better performance of their jobs. Your responses shall be kept confidential with the research group in accordance with scientific research ethics and evaluated only for the purpose of statistical outcomes. In the scope of this interview to be realized upon your voluntary participation, you may not respond all questions and end the interview at any time. Thank you for your time.

G&I Research and Consultancy

Participant Data

K1. Province where s/he works :

K2. Institution where s/he works :

K3. Department where s/he works :

K4. Total Employment Period : YEAR..... MONTH.....

K5. Title :

Demography

D1. Gender 1 () Female 2 () Male (to be marked without asking)

D2. Year of Birth:.....

D3. Educational Background?

- 1 () Primary 2 () Middle school 3 () High school
 4 () Associate 5 () Bachelor's (Please specify the department)
 6 () Graduate (Please specify the department)

D4. In which of the following you live longest throughout your life?

- 1 () Town 2 () County center 3 () City center (please specify)
 4 () Metropolis (please specify)..... 5 () Abroad 6 () Other (please specify).....

D5. Marital Status?

- 1 () Never married 2 () Married 3 () Divorced 4 () His/Her spouse died
 5 () Other (please specify).....

D6. Any children? 1 () Yes 2 () No

D7. How many people does your household consist of including you?

Disability data

E8. Your disability group (more than one disability group can be marked!)

- 1 () Blindness or Low Vision 2 () Deaf-Hard of Hearing 3 () Physical
 4 () Speech and Language 5 () Mental Health and Emotional 6 () Intellectual
 7 () Chronic 8 () Unclassified (please specify).....

E9. Your disability percentage?.....

E10. When did you first receive Health Committee Report for the disabled?.....

E11. Is your disability congenital or occurred thereafter?

- 1 () Congenital (skip to E 14, if congenital is marked)
 2 () Thereafter

E12. What is the cause of your disability / how was it occurred?

- 1 () During birth 2 () Workplace accident 3 () Traffic accident 4 () Illness 5 () Home accident
 6 () Other (please specify.....)

E13. At what age, has your disability occurred?

E14. Is there any other disabled person in your family?

- 1 () Yes 2 () No (If No is marked, skip to S 16)

E15. Please specify disabled family members?

1 () Spouse 2 () Child 3 () Parents (mother or father) 4 () Sibling 5 () Other

E16. Can you live an independent life without needing assistance?

1 () Yes 2 () No 3 () Somewhat

Socio-economic profile

S17. Do you own the house you live in?

1 () Yes, landlord 2 () No, tenant 3 () Public housing 4 () Not landlord, but also not paying rent
5 () Other (*please specify*)

S18. Are there any other jobholders in the household?

1 () Yes (*please specify number of jobholders*) 2 () No

S19. Which income items does your household budget consist of? (*multiple options may be marked*)

1. () Wage 2. () Retirement pension 3. () Rental income
4. () Interest income 5. () Gaining – profit income 6. () Other income generating activities

S20. Please specify monthly income of your household? TL

S21. What is your monthly wage?.....TL

S22. Do you make additional spending due to your disability?

1 () Yes 2 () No (*If No, please skip to S 24*)

S23. Please specify amount of your additional spending made due to disability?..... TL

S24. Which of the following properties do you have in your household (*Multiple responses can be marked*)

1 () Private car 2 () Laptop 3 () Summer house 4 () Second car
5 () Land 6 () No respond 7 () None

S25. According to your point of view, which income group do you belong to with respect to your living standards?

1 () Upper income class 2 () Upper-middle income class 3 () Middle income class
4 () Middle-lower income class 5 () Lower income class

Working Life

S26. Do you have past working experience in the public sector?

1 () Yes 2 () No

S27. Is this your first job in the public sector?

1 () Yes (*If yes, please skip to S 29*)
2 () No

S28. If you have worked at any other public institution before, please specify your working period there?

.....YearMonth

S29. How long have you been working in your current job?

.....YearMonth

S30. How did you find this job?

1 () KPSS (Public Personnel Selection Examination)
2 () Examination of the institution (before 2012)
3 () ÖMSS/EKPSS (Centralized Disabled Employee Selection Examination)
4 () Draw
5 () Status change (from labor to employee status)
6 () Transition from contracted staff position to permanent position (permanent position from 4.b)

- 7 () Assignment by transfer
- 8 () Other (please specify).....

- S31. Do you work in the city you want?** 1 () Yes 2 () No 3 () No response
- S32. Are you employed under the title you want?** 1 () Yes 2 () No 3 () No response
- S33. Are you employed at the institution you want?** 1 () Yes 2 () No 3 () No response

Attitudes towards job and working

S34. What is the meaning of working? Please mark two of the most important options below?

- 1 () Making a living for my family and myself
- 2 () Achieving and developing my potential
- 3 () Participation in the society
- 4 () Being secure
- 5 () I work because I have to
- 6 () No response

S35. Does your employment have impacts on your life?

- 1 () Positive impacts 2 () No change 3 () Negative impacts 4 () No response

S36. Have you ever regretted starting a career in the public sector?

- 1 () Yes, very often 2 () Sometimes, rarely 3 () No, never

S37. Do you have problems about reaching your workplace?

- 1 () Yes (*please specify*)
- 2 () No

S38. Do the problems you face as a disabled person in your family and environment affect your working enthusiasm negatively?

- 1 () Yes 2 () No 3 () Somewhat

S39. Below are the statements related with your job. Please listen each sentence clearly, then specify the most appropriate response. My job;	1-Not satisfied	2-Somewhat Satisfied	3-Satisfied	4.No response
39.1) Keeps me busy				
39.2) Provides the opportunity of dignity in society				
39.3) Provides secure job				
39.4) Makes me doing something by using my talents				
39.5) Makes me payment against my efforts				
39.6) Offers promotion opportunities				
39.7) Makes me have feeling of success				

S40. Is it hard for you to work in your current job?

- 1 () Yes, having difficulties 2 () Somewhat having difficulties 3 () No, not having difficulties 4 () No, not having difficulties, on the contrary want more work
(If one of the No response is marked, please skip to S 42)

S41. Please specify the reason of finding the current work hard.....
.....

S42. Have you been provided with clear job description that you will do in your relevant department? (Have you been provided with job definition?)
1 () Yes, completely 2 () Yes, somewhat 3 () No

S43. Did you have any challenge in the probationary training?
1 () Yes, very much 2 () Yes, somewhat 3 () No 4 () No training
(If No and No Training responses are marked, please skip to S 45)

S44. What was the greatest challenge you experience in probationary training?.....
.....

S45. Did you have any challenge in the probationary training?
1 () Yes, very much 2 () Yes, somewhat 3 () No 4 () Didn't take exam
(If No and Didn't take exam are marked, please skip to S 47)

S46. What is the greatest challenge you experienced in probationary exam?
.....

S47. Do you think you have the chance of promotion in your current job?
1 () Yes 2 () No 3 () No idea
(If Yes is marked, please skip to S 49)

S48. Why do you think that you do not have the chance for promotion?.....
.....

S49. Did you have ant challenge in promotion trainings?
1 () Yes, very much 2 () Yes, somewhat 3 () No 4 () Didn't receive training
(If No and Didn't receive training are marked, please skip to S 51)

S50. Please specify the greatest challenge you experienced in promotion training.
.....

S51. Did you have ant challenge in promotion exam/exams?
1 () Yes, very much 2 () Yes, somewhat 3 () No 4 () Didn't receive exam
(If No and Didn't receive exam are marked, please skip to S 53)

S52. Please specify the greatest challenge you experience in promotion exam?
.....

S53. Is your working environment sufficient in terms of following conditions?

	1. Sufficient	2. Somewhat sufficient	3. Insufficient	4. No idea
53.1) Restroom				
53.2) Illumination				
53.3) Elevator				
53.4) Cleaning				
53.5) Guide signs				
53.6) Ramp				

S54. Are there sufficient equipment and supportive technologies available at your workplace? *(for example; conversational computer program for people with blindness-low vision disabilities, voice recognizing software and touchscreen for the people with intellectual disabilities, printer and boards easily accessible by disabled people using wheelchair, large board or programs converting voice into text for employees with deaf-hard of hearing disabilities)*

1 () Yes 2 () No 3 () No need
(If No and No need are marked, please skip to S 57)

S55. Please specify these tools and equipment.

.....

S56. Have you been provided with training and technical support on usage of these tools and equipment?

1 () Yes 2 () No

S57. Are there necessary arrangements at your workplace that are compatible with your needs or disability group?

(for example, proper restrooms, ramps, elevators and door widths for disabled people using wheelchairs, screw prints or voice alerts for those with blindness-low vision disabilities, personnel knowing sign language for the employees with deaf-hard of hearing disabilities, easy-to-use telephones having large buttons and symbolic reminders for the employees with intellectual disabilities)

1 () Yes, available 2 () No, not available
(If the response is No, then skip to S 59)

S58. If any, please specify these arrangements?

.....

S59. Have you ever requested different working times due to your disability? Has your request been met?

1 () Yes, have been met 2 () No, haven't been met 3 () Haven't asked for it 4 () No idea

S60. Can you use the administrative leave rights for the disabled employees? (December 3 World Disabled Days, first week of disabled week, snow holiday, holiday due to hot weather conditions)

1 () Yes 2 () No 3 () No idea

S61. Can you benefit from the rights granted to every employees in the public sector? (annual leave, illness leave, causal leave, maternity leave, etc.)

- 1 () Yes
 2 () No (Why? Please specify)
 3 () Somewhat (Why? Please specify)

S62. Are you aware of the regulation on employment of the disabled people (law, directive, circular, etc.)?

- 1 () Yes 2 () No 3 () Somewhat
 If your response is No, please skip to S 64)

S63. Where did you get regulatory knowledge? (multiple response is allowed)

- 1 () By the institution 4 () My own efforts
 2 () By NGO for disabled 5 () Family-friends
 3 () By the Labor Union 6 () Other (please specify)

S64. Do you think your supervisors are aware of the regulation on employment of disabled people (law, directive, circular, etc.)?

- 1 () Yes 2 () No 3 () No idea

S65. Are there any employees at your workplace, who are subject to mobbing (psychological violence)?

- 1 () Yes 2 () No 3 () Somewhat 4 () No idea

S66. Have you ever been subject to mobbing (psychological violence) due to your disability?

- 1 () Yes 2 () No 3 () Somewhat
 (If No, please skip to S 68)

S67. If Yes/somewhat, what were you attitudes when exposed to mobbing? Please explain?

.....

S68. Do you think that you are exposed to discrimination at workplace?

- 1 () Yes 2 () No 3 () Somewhat

Attitudes towards working relations at workplace

S69. I will now read some sentences about job and working environment; please specify whether you “agree” or “disagree” by taking your situation into consideration?	1. AatilyoruAg ree	2. Disagree	3. Somewhat	4.No respond
69.1) My job is compatible with my education.				
69.2) I work at the department I want.				
69.3) My supervisors assign appropriate tasks.				
69.4) I get on well with my supervisors.				
69.5) My supervisors behave me pityingly.				
69.6) My supervisors do not want to assign task.				
69.7) My supervisors think that I am incapable of completing any task they assign.				
69.8) I cannot get along with coworkers.				
69.9) My coworkers do not communicate with me.				

69.10) Generally, I am left alone by my coworkers during lunch and other breaks.				
69.11) I cannot communicate with my supervisors				
69.12) My coworkers prejudge disabled				
69.13) My supervisors prejudge disabled.				
69.14) My supervisors has communication problem with all employees.				

To be completed by the pollster after the interview ends.

POLLSTER CONTROL FORM DRAFT

70. Who filled the survey?

Pollster Interviewee Other.....

71. Please specify the conditions under which the respondent gave answers?

When s/he was alone with the pollster When coworkers and/or supervisor were nearby

72. Has anyone intervened or directed the interviewee during implementation of the survey?

No Yes

73. If yes, who intervened or directed the interviewee?

Coworker Supervisor Other.....

74. If any, please specify the intervention or direction?

.....

75. Please specify the rate of questions well-understood by the respondent?

All of them Some of them None

76. If any, questions not understood:

.....

77. Please specify the degree of respondent's sincerity while responding questions?

For all questions For some of them None of them

78. If any, questions not responded honestly: