

NEW RESOURCES FOR OUR COMMUNITY



Lifelong Learning Programme
Grundtvig



Education and Culture DG

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New resources for our community

**NEW RESOURCES
FOR OUR COMMUNITY**

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INTRODUCTION

In the actual economic crisis we could assist to a growing of the difficulties among groups with disabilities from rural and urban areas, also youth and people aged 50+ who belong to disadvantage groups. As we all know, disabled people are very important for every society in terms of integrating them into life and their inclusion for the society as well. However, the level reached for their integration and inclusion all around the world is not that much enough and satisfied since the policy makers and the societies themselves somehow ignore them and do not set the necessary steps in a comprehensive, effective and fast way.

Thus, the disabled people unfortunately face with very significant problems in their lives. For example, going outside by themselves, joining social activities, finding jobs etc. These target groups become more and more isolated and almost socially excluded, especially if they haven't finished their basic education. For many of them, the local authorities and the local companies cannot do too much to support them in activities or in some case getting a job, in participating in professional courses or in their social inclusion. This means that they are remarkably excluded and sometimes isolated from the society by being ignored, but it is so clear that we do not have a such kind of right that makes them unhappy in society.

Only in the region where the Romanian University activates there are, according to the last national statistics, over 73.000 non-institutionalized people with disabilities. Other statistics demonstrate that PwD are still discriminates by people around them, and that they have normal needs like access to equal rights, finding and keeping a job, access to quality education and lifelong learning opportunities, an autonomous and independent life etc. According to the data of the NSI, in Bulgaria there are around 500 000 people in Bulgaria are people with disabilities, 98 % are living in families and 8000 are institutionalized. In Poland there is about 3,4 mln of disabled people and 2,1 mln of them is in the working age, but only 27% of them is active in professional and social life (Polish statistics from 2011). The average % for EU country is 50%, so Poland is fare below that state. More and more people among disabled choose only vocational school, not secondary schools or universities. They are not so active in social life and the worst situation is in rural areas and in small, poor regions. Lodz is big city, but Lodzkie region is one of the biggest agricultural region in Poland. In Turkey, the percentage of disabled people is 12. 29 as total and the percentage of disabled women (13.45 %) is higher than the percentage of disabled men (11.10 %). Within this case, literacy rate (73.36 %) among them is encouraging and getting better year by year however 78.29% of disabled people are out of work force. Moreover, like in Cyprus, more than 80% of PwD in rural areas have difficulties of transporting themselves to places of training or work.

It is known that being employed is a social means which makes people integrated in society and feel the motivation and hope for life. Another significant means of making disabled people to be included is creating a learning atmosphere in line with their challenges in order to make them feel valuable for their own and the society. This means that the more they feel this, the more they integrate in society and feel harmonious with themselves and life, so happy as well. For this reason, these disadvantaged people should be included via well designed programmes not only in national context but also international context for the sake of forming sensitivity in society and also producing more and effective policies to be able to make their life easy to handle and livable.

Because of these reasons, this project is really needed in order to highlight the problems and situations of those disadvantaged people via forming a caring platform with the help of the project activities in the different partner societies and make them feel that they are not ALONE and LONELY! The project is also a way of cooperation among non-formal and

formal adult education organizations and a way of promoting new methodological and pedagogical approach in the adult education. The project partners would like to be social responsible and encourage disabled people to be active in social and professional life, to know their real needs and to accord the institutional possibilities to the founded needs. They also would like to support professionals working with disabled to the most effective help.

CHAPTER I

NEW RESOURCES FOR OUR COMMUNITY: DESCRIPTION OF THE PROJECT

The project propose to encourage people with disabilities from urban and rural areas from 5 European countries, to rediscover their resources and to learn to promote themselves by finding and using new ways of participating to the community life. This goal will be achieved through different approaches: identifying their perceptions and resources (national focus-groups), training them in methods of participating to the community life (national training sessions) and creating the European framework for finding together new working methods and innovative solutions to encourage and support People with Disabilities participate in the community life (mobilities to the partner countries to participate to 5 European workshops, with people with disabilities and staff of the project partners).

The target group of the project focuses on people with disabilities from rural and urban areas, staff, representatives and other type of learners of the partners institutions. The direct beneficiaries will be at least 240 people with disabilities that will participate to the focus-groups and will receive the guideline conceived at the end of the project, and of which 80 will participate to the training sessions and European intercultural workshops and 62 to the mobilities organized in the project. For the universities involved in the project, the indirect target group consist in the students that will participate to the project activities, mainly the research activity and the dissemination and promotion of the project results. Another indirect target group consist in the leaders of the communities from the rural areas which will be involved in organizing the 20 focus-groups of the project.

The project partners

The project partnership consists of four partner organisations in four countries. The partnes are: University from Craiova - Faculty of Law and Social Sciences- Romania, the Süleyman Demirel University (SDÜ) from Isparta-Turkey, Veliko Tarnovo "Sf. Chiril și Metodius" University - Bulgaria and MKC City College from Cyprus.

The University of Craiova, founded in 1947, is chronologically, the fifth university in the country. During its six decades of existence, the university evolved into a complex structure that includes today 16 faculties (with 47 university and 42 master studies) and 14 doctoral schools. Situated in the middle of the Oltenia region, with branches in other two cities of the region, the University offers its services to a very large public of adults wishing to continue their studies or to benefit from the lifelong learning activities organized by the university faculties.

The University is always interested to access European funds and to develop new partnerships, in order to respond to the interests and problems raised by its adult learners. A special interest was developed in the last years for the people from disadvantaged groups, because they benefit the least from the European funds for adult education and their access to information is still limited.

This social reality has encouraged the Faculty of Social Sciences to establish new goals of the research activity, to develop new adult education and lifelong learning programmes for disadvantaged people, from different areas. In this context, the target group of the current project consists in people with disabilities from different urban and rural areas.

The role of the Faculty of Social Sciences is to find the needs and expectations of PwD as well as the perception of the people from rural areas, to organize different local focus-groups with PwD for mutual communication and hearing their messages, to find new methods of involving them into the community life, to disseminate those methods into the national target group and to facilitate the mobility of the PwD and staff in the European area for seeing intercultural new examples to participate to the community life.

The role of the Faculty in the project network was to coordinate the project activities and to obtain the planned results.

Süleyman Demirel University is one of the well-known public universities of the Mediterranean region of Turkey and was born as a foundation which had the biggest capacity in the new-founded (1992) universities. In that term all struggles were conducted to complete the constructions and to begin new projects and meanwhile the international connections of the university had gained speed and mutual cooperations (such as seminars, programmes, projects, educative courses etc.) and changing protocols were signed in the name of improving the quality of the education. In addition, Süleyman Demirel University, named after the ninth president of the country offers degrees in medicine, engineering, fine arts, pedagogy, arts and sciences, economics and business administration, with opportunities for master and doctorate degrees in nearly all fields. Süleyman Demirel University serves the region and the country with 17 faculties, three schools, 20 vocational schools, 40 research and application centers. SDU is one of the most important and largest educational institutions of the country, with a faculty of 1809 academicians and nearly 3000 administrative staff. The number of students in the city center and surrounding district campuses approaches 50.000. In this framework, SDU has turned Isparta into a university city. The aim of our university is to grow individuals who refrain from dogmatic or stereotyped thinking, who have the ability to communicate with the world, and who demonstrate sensitivity for public values. With its dynamic and young structure, SDU is an Anatolian university with a belief in the universality of knowledge, equipped to face the world. Accordingly, our university has implemented Erasmus Exchange programs, coordinated with the Bologna Process, realized inter-university cooperative protocols, and achieved leaps in various scientific fields by realizing interdisciplinary research projects funded by foreign sources. With its energetic social atmosphere, a campus structure with enriched living quarters, cultural and sports activities, and nearly 80 student clubs for various hobbies and lifestyles, the university not only grows students as professionals but also as individuals who are well-equipped to engage in today's society and ready for the bright future of the country and the world.

University of Veliko Tarnovo was founded in 1963, as Brothers Cyril and Methodius Higher Institute of Education and on 14 October 1971 it was established as Bulgaria's second university under its current name St Cyril and St Methodius University of Veliko Turnovo. Today St Cyril and St Methodius University of Veliko Turnovo, the largest Bulgarian university outside of Sofia, enjoying both a national and international reputation and maintaining a wide range of international contacts around the world. The university Academic Council strives to respond successfully to the European requirements for accessible higher education and to ensure conditions for lifelong learning.

Department "Organisation and Methodology of the social activities" marked the beginning of the education in social activities in 1997 due to its involvement of project TEMPUS. In the period 2008-2009, in accordance with the existing needs and problems, for the first time in Bulgaria, the academic department develops instructional plans and plans for education at social enterprise in a bachelor. In relationship there upon "Social enterprise" project is developed as well. This conceptions determines the necessity to develop and implement this practical applied projects. The accumulated experience in the management and

implementation of projects with a cross-border character during the 1997 - 2008 period has resulted in the successful management of 4 projects, fruitful partnership during the realization of 2 projects.

In the region of Veliko Tarnovo, where Veliko Tarnovo University is located, there are around 13 000 people with disabilities over 16 years old. In the municipality of Veliko Tarnovo there are around 4000 people with disabilities.

Before of this project no funds were available from the state budget for organizing motivation training, training for professional qualification or training for key competences for people with reduced working capacity.

All this was a motivation for the lecturers and the students in the Department “Social activities” and “Entrepreneurship in social sphere” to search for possibilities related to assessment of the needs of people with disabilities and provision of opportunities for better, of full value use of their resources.

MKC City College is registered with the Cyprus Ministry of Education & Culture as a private educational institute and holds a licence to provide tertiary level education for both local, European and international students. They offer the following programs - Business Administration, Business Information Systems, Hotel Management, Retail Management, Computer Studies 2 Years Diploma, Hotel Studies, Tourism Studies, Secretarial Studies, Intensive English Language Course.

They also offer university placement services for both local and international students and currently representing universities in Europe, America and Canada. MKC College have close links with the business industry and provide professional training with custom made programmes for both government and private organizations. Their role is to guide adults to education, to help them to find a job, or to allow them to keep on their life long education, or their right to be active and responsible citizens, or to better their family relationship.

The project team

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Project objectives

The project aim was to encourage people with disability to rediscover their resources, promote themselves and actively participate to the community life. The main project objectives were:

- To identify the perceptions and the expectations of people with disabilities about their image and status in the community, the measure they participate to the community life and the preferred activities, the needed information to improve their status or to feel included, the solutions proposed to be heard by the people around them and the resources they have and want to share for the community interest etc.
- To improve the knowledge and the abilities of the people with disabilities to communicate their expectations and needs, to work together for the interest of the community, to actively participate to the community life and to promote themselves and their resources in the community.
- To strength the institutional capacity of the project partners to share methodologies, guidelines and teaching materials and to work in partnerships with other private or public European institutions for the interest of people with disabilities.
- To disseminate and promote the project results.

The kick-off meeting

The objectives of the meeting:

- Interpersonal knowledge and presentation of partner institutions
- Presentation of the activity of each partner from the beginning of the project
- Discussion about the Face-book common website of the project
- Identification of a logo of the Partner's Network and a Moto of it

- Discussion on the Work Programme of the project
- The redistribution of tasks between partners
- Setting dates of the 4 intercultural workshops/management meetings.
- Discussion on the research activity / establishing the deadlines for finalizing it
- Discussion on the structure of the common interview guide / establishing the deadlines for conceiving it
- Assignment of tasks and establish a way of communication between partners for conceiving the course support
- Setting some Rules of Procedures for project intercultural workshops.

Results of the meeting

1. All partners agreed with the Face-book proposed by Romania. Will be a common blog of the project with the option of translation in English and each partner language. The blog also will have two sections: one private that will contain information only for the partners of the project, and one for the public that will contain general information of the project.
2. All partners agreed with the logo proposed by Romania and established deadline **1st December 2013** to decide the final Moto and the possibility to add one more logo.
3. Each partner will select the beneficiaries according to the definition of disabled people available in each country.
4. Each country will apply the same interview guide but will have different ways of approaching the beneficiaries and doing the research.
5. Romania will send by email the draft of the interview guide and the partners will send a feedback until **15 December 2013** following that Romania will send the final interview guide until **10 January 2014**.
6. Deadline for conceiving the 4 National Research Reports on The image of people with disabilities about their status in the community is **15- 28 February 2014**.
7. Deadline for conceiving 1 European Research Report on The image of people with disabilities about their status in the community is **30 February 2014**.
8. The management meeting with the staff of the project partners and the First European inter-cultural workshop will be held in Bulgaria in **June 2014**.
9. The Second European inter-cultural workshop; followed by Project evaluation by the participants will be held in Romania in **September 2014**.
10. The Third European inter-cultural workshop; followed by Project evaluation by the participants will be held in Turkey in **February 2015**.
11. The Forth European inter-cultural workshop; followed by Project evaluation by the participants will be held in Cyprus in **April 2015**.
12. The final management meeting with the staff of the project partners will be held in Cyprus in **June 2015**.

CHAPTER II THE RESEARCH ACTIVITY AND RESULTS

RESEARCH RESULTS OF ROMANIA Faculty of Law and Social Sciences Social Sciences Department

Assist. Prof. Phd. Cristina Goga
Lecturer Phd. Andreea Niță

Reason for choosing the theme

The situation of people with disabilities was a topic studied and debated extensively at national, European and international level, due to the rise of the welfare state and of the legislation in this field. Issues related to the rights of disabled persons, their quality of life, the involvement of the state, discrimination and inclusion were the constant attention of researchers. However, the situation of disabled people requires constant attention from researchers, being a dynamic process that will frequently have novelties.

The research aims to identify the persisting problems faced by people with disabilities and also resources of these people, in order to help them by training, workshops and exchange of experience, to actively participate in community life.

Goals of the research

In building the research tool, several goals were undertaken:

- Identifying the perception of disabled people on the image and status in the society
- Identifying the perception of the level of prejudice and its evolution in time
- Identifying the attitude of the perception of persons with disabilities on the attitude of others in relation to them
- Identifying the level of participation in community life
- Identifying how to interact with other people with disabilities
- Identifying the preferred activities
- Identifying the required information in order to improve their status or level of inclusion
- Identifying the solutions to be able to be listened in the community
- Identifying the resources (skills / competencies) that they have and which they want to send to the community
- Finding respondents' opinion about the project
- Identifying FPC programmes that have been identified as necessary in the past for people with disabilities
- Finding respondents' opinion on training courses attended in the past
- Research on the satisfaction or dissatisfaction of respondents regarding Continuous Professional Training
- Identification of Continuous Professional Training programmes required for persons with disabilities
- Finding the respondents' opinion on the training courses attended in the past

- Research on the satisfaction or dissatisfaction of respondents regarding Continuous Professional Training
- Identification of expectations of interviewed people in the direction of training programmes
- Investigation of respondents knowledge about Continuous Professional Training programmes aimed at people with disabilities
- Identification of expectations on Continuous Professional Training programmes for people with disabilities
- Identification of respondents' opinion on the FPC benefits in the integration / reintegration in the labor market
- Identification of FPC courses that professionally would most benefit for people with disabilities
- Identification of the need for communication / information between people with disabilities and representatives of organizations that organize training courses
- Identification of methods of communication that would help to promote information among people with disabilities
- Identification of the relationship between disabled people and institutions offering programmes of continuing education for them.

Methodology of research

We considered necessary to conduct a qualitative research by the application of four focus groups, which allowed the intimate knowledge and clarifying of the essence of the subject. The focus group guide was based on the wording of 22 questions, which correspond to objectives.

The pre-formulated questions:

1. Describe yourself (character, personality, desires).
2. What is the level of Prejudice in Romania towards persons with disabilities?
3. How has this changed over time (has changed, improved, deteriorated)?
4. Do you think we can talk about a positive or negative attitude towards people with disabilities?
5. What do you do every day? It is a special thing that you do each day / week?
6. Do you believe that people with disabilities can have a normal life, just as a person without disabilities? If yes, in what way? If not, in what sense?
7. Would you feel comfortable in the situation in which you should interact in a set of actions with other people with disabilities?
8. What are your favorite activities? What other activity would you like to try / experience?
9. What are the things that you want people to know about you? (Name 3 things)
10. Can other people help you to do things that you like, or do they help you to try to do those things?
11. What solutions do you propose in order to encourage the respect for the rights and dignity?
12. What skills / abilities do you have? Are you good at what you do? What are the essential skills that you would like to send to the community?
13. What do you think about this project? Do you think they could help you? To what extent?
14. Do you have attended training courses in the last two years? If yes, list the courses.

15. To what extent have the professional training courses you attended helped you? Will you also participate in other courses?

16. The issue of continuing vocational training for people with disabilities has been addressed frequently lately, being organized programmes, projects were carried on etc. Can you tell us which are your expectations about this?

17. Do you think it is important to have training programmes for people with disabilities? To what extent is this important? What do you expect from these programmes?

18. Do you think continuing education programmes can help you find a job? In what ways could these programmes help you?

19. What professional training programmes do you think that would help you to professionally grow?

20. What is your impression of the communication between you and representatives of institutions / NGOs / associations which organize FPC programmes for people with disabilities?

21. What do you think are the methods that should be used for the information you need to reach?

22. How do you think that implementation strategies of FPC programmes for people with disabilities can be improved?

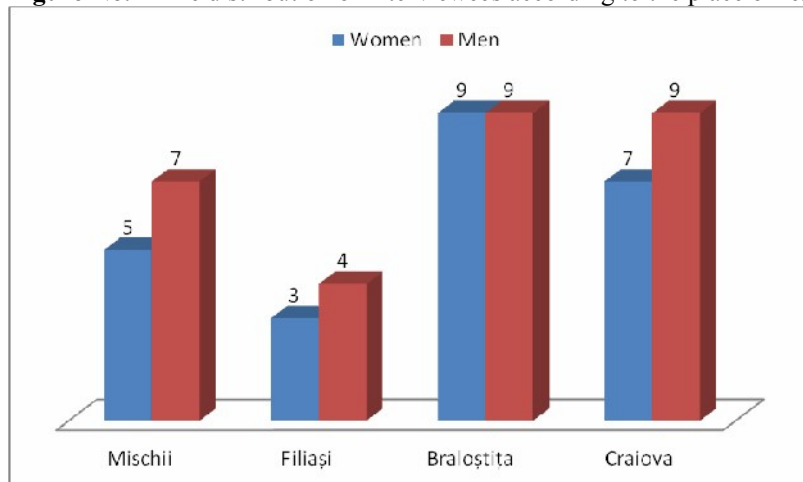
The selection of the sample

For the selection of the sample we had to take into account the elements described in the project namely that persons interviewed in focus groups should come from urban and rural.

Thus, were interviewed by the focus group method: 53 people, 24 women and 29 men, from 2 villages (Braloștița and Mischii) and 2 cities (Craiova and Filiași), which are distributed as follows:

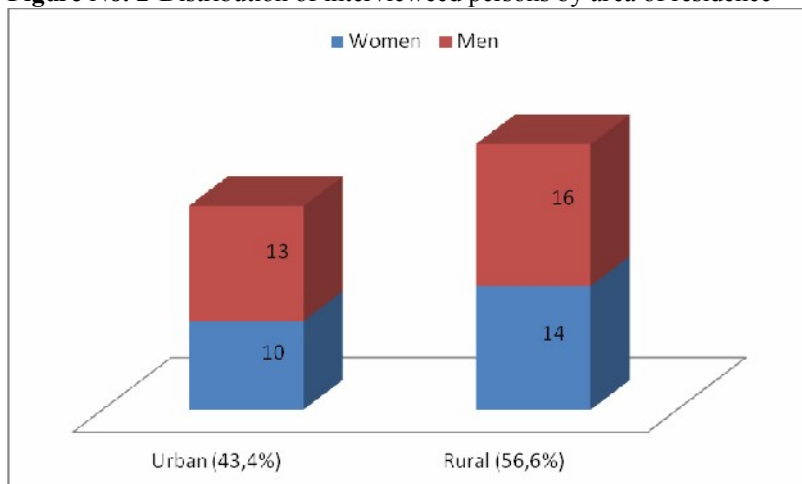
- Mischii: 5 women and 7 men
- Filiași: 3 women and 4 men
- Braloștița - 9 women and 9 men
- Craiova: 7 women and 9 men..

Figure No. 1-The distribution of interviewees according to the place of residence



Realizing rural-urban ratio, we see that 30 people were interviewed in rural areas, representing a rate of 56.6% and 23 people representing a rate of 43.4% in urban area.

Figure No. 2-Distribution of intervieweed persons by area of residence



Data collection

Data collection was performed by holding one focus group in each of the four localities mentioned above, in the month of March 2014 as follows:

- Mischii- March 13, 2014
- Filiași- March 14, 2014
- Braloștița-March 14, 2014
- Craiova- March 20, 2014.

Moderating focus groups was conducted by members of the implementation team of the project "New resources for our community"

Analysis of research results

In this section we present the key results of sociological research based on focus groups, conducted in four villages in the county of Dolj, Romania, in March 2014.

*****Question number 1:** Describe yourself (character, personality, desires).

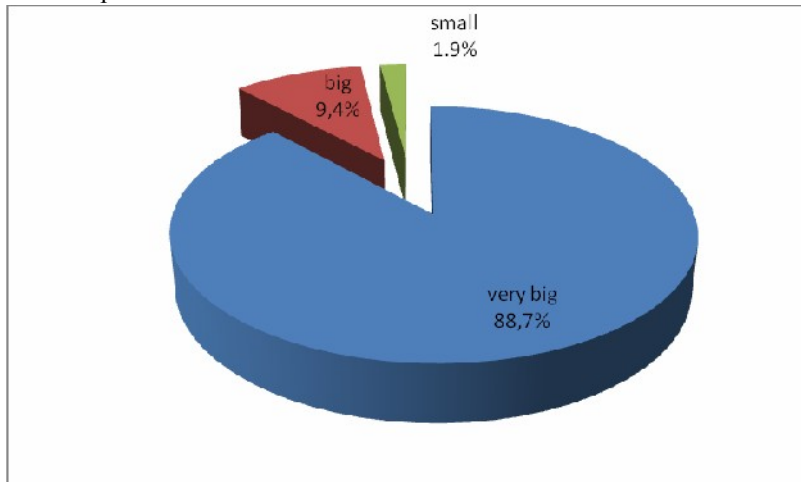
In this first question, each of the 53 intervieweed persons presented, describing the suffering disability and how it affected, while describing the desires that each of those individuals has and which often is related to personal needs and of the need for straightening the attitude of state institutions and citizens.

Disabilities of intervieweed persons were varied, falling into different categories: the physical, mental, psychological, somatic, auditory, rare diseases, HIV / AIDS.

Most people interviewed were described as sociable person, willing to work and willing to socially reintegrate or on the labor market if they are given this opportunity.

*****Question number2:** What is the level of Prejudice in Romania towards persons with disabilities?

Figure No. 3- The answer to question no. 2: What is the level of Prejudice in Romania towards persons with disabilities?



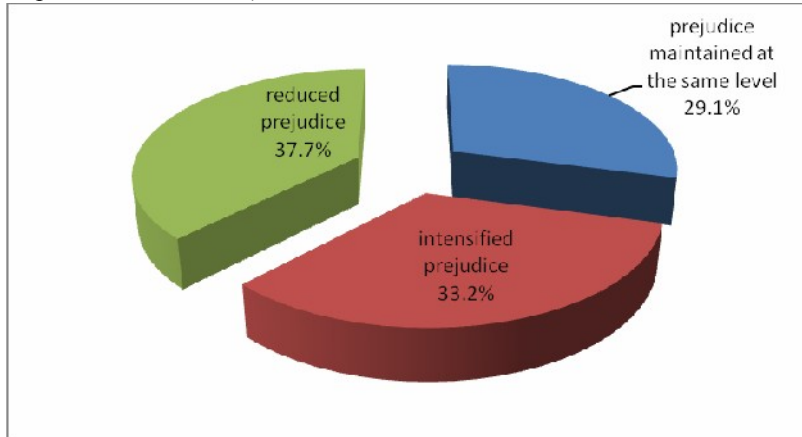
A percentage of 88.7% of respondents, ie 47 people in absolute figures, found that the level of prejudice against people with disabilities is very high and a rate of 9.4% had the opinion that the level is high. It should be noted that only a person with physical disability, considered the prejudice level as estemic. This person lived in a center for disabled people and it seems that, just because most of the time he came in contact with people with disabilities, led him to affirm that he often had contact with the rest of the society.

Interviewed person show how they are qualified by others, listing a number of attributes such as "disabled", "garbage", "sick", etc. By qualifying them in this way, most tend to treat them, as mentioned by those surveyed, with a "defiant attitude", "aggressive attitude", "cut", "mock / insulting", etc.

A percentage of 80-90% of people look at us as if we bother, as if we stand in their coast. (Male, 45 years old, Braloștița)

*****Question number3:** How has this changed over time (has changed, improved, deteriorated)?

Figure No. 4- The answer to question No. 3: How has this changed over time (has changed, improved, deteriorated)?



A percentage of 37.7% of respondents considered that the prejudice was reduced, a percentage of 29.1% of those that remained on the same level, and 33.2% that is has increased.

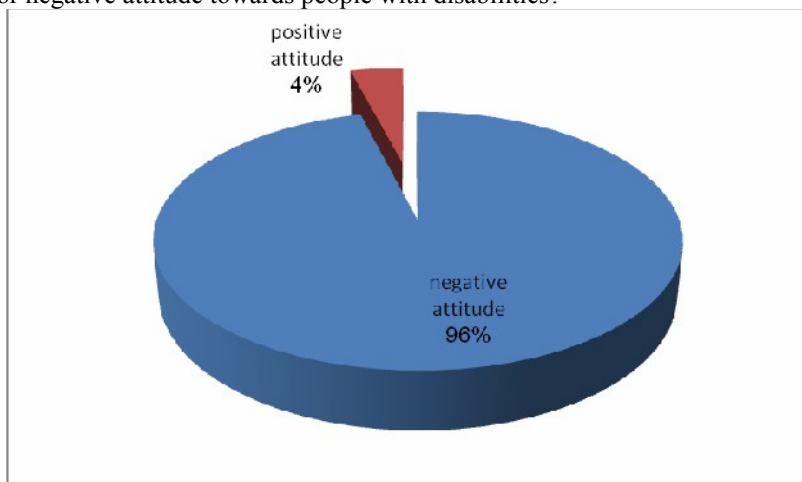
Most interviewees, that perceived a reduced prejudice, specified that this personal perspective relates to the prejudice felt throughout their lives, so that in childhood, in contact with other children, the level of prejudice and discrimination was more higher than the level of perceived prejudice as an adult.

People who have specified that bias has intensified, showed that the appearance of bias they mean generally felt by people with disabilities in our society.

Many respondents noted that a reduction in the level of prejudice is required in special education in schools, towards increasing tolerance towards people with disabilities.

*****Question number4:** Do you think we can talk about a positive or negative attitude towards people with disabilities?

Figure No. 5- The answer to question no. 4: Do you think we can talk about a positive or negative attitude towards people with disabilities?



In an overwhelming percentage of 96%, the respondents considered that in general, we can talk about a negative attitude of the society in relation to persons with disabilities.

They are seen as junk. (Male, 45 years old, Braloștița)

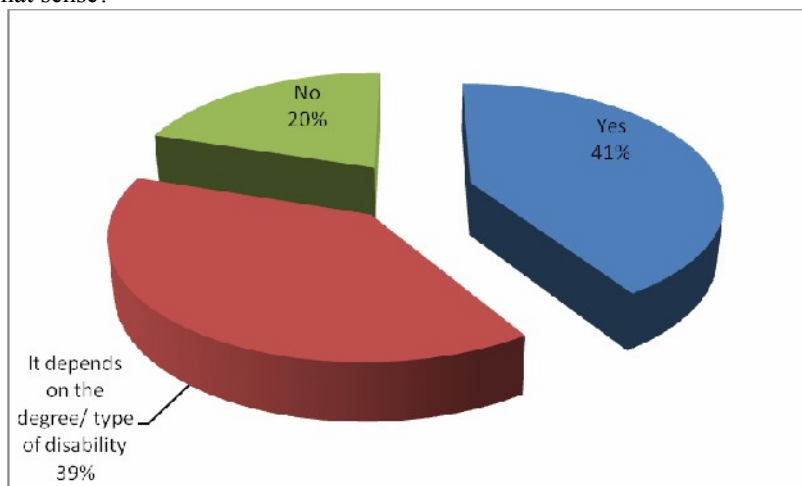
It happened to me, that they didn't want to sit on the bench with me and to clean the bench after me for not to take the disease. (Female, 18 years old, Braloștița)

*****Question number5:**What do you do every day? It is a special thing that you do each day / week?

To this question the respondents had varied responses, their activities are different, so they went to classes at school, or at work, or practicing agriculture or domestic activities.

*****Question number6:**Do you believe that people with disabilities can have a normal life, just as a person without disabilities? If yes, in what way?If not, in what sense?

Figure No. 6- The answer to question no. 6:Do you believe that people with disabilities can have a normal life, just as a person without disabilities? If yes, in what way?If not, in what sense?



Most respondents believe that people with disabilities can have a normal life as a person without disabilities, while 20% consider that it can not happen. A percentage of 39% of those surveyed considered that the ability to have a normal life depends very much on the type and degree of disability.

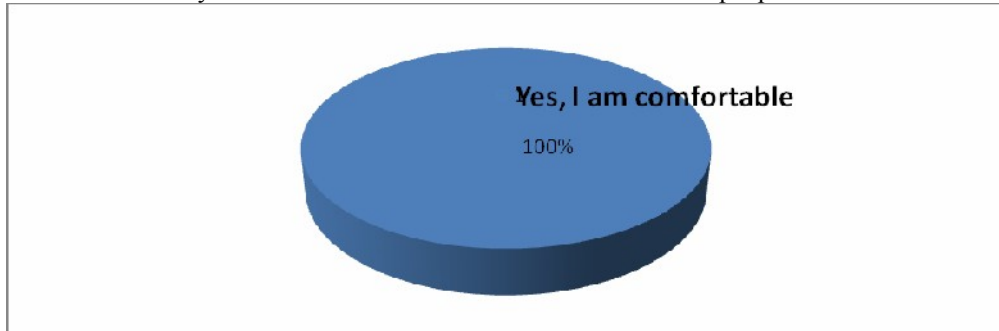
Most believe that the biggest barrier occurs in the labor market integration.

People with disabilities face the same situation that we're still encountering in shops. When you go to the shops, first you look at the label, not at the product. The label can be the "wretched" but the product is ten times better than you'd expect. If disabled people are given a chance to show what they can, just because they have a problem at their "tag", they can not do anything (Male, 29 years old, Craiova).

Employers prefer to pay higher taxes only not to employee us (Female, 31 years, Craiova)

*****Question number7:**Would you feel comfortable in the situation in which you should interact in a set of actions with other people with disabilities?

Figure No. 7- The answer to question no. 7: Would you feel comfortable in the situation in which you should interact in a set of actions with other people with disabilities?



All the intervieweed perspns, without exception, have confirmed that they would feel comfortable in the situation when they should interact in a set of actions with other people with disabilities.

We feel good because we are also people with disabilities and put ourselves in their place. (Female, 28 years Filași)

We understandeach otherbetterthanwithnormal people. (Male, 35 years, Craiova)

*****Question number8:** What are your favorite activities? What other activity would you like to try / experience?

Respondents were specified as preferred activities: working in IT, repair Hardware / Software, accounting, cooking, agriculture, animal rearing.

As activities they would like to try / experience, we find a multitude of possible answers, such as: swimming, IT activities, agriculture, development activities of intellect and abilities, communication development activities, etc.

I would prefer to develop our intellect and skills, perhaps it can help us get a job easier (Male, 24 years, Craiova).

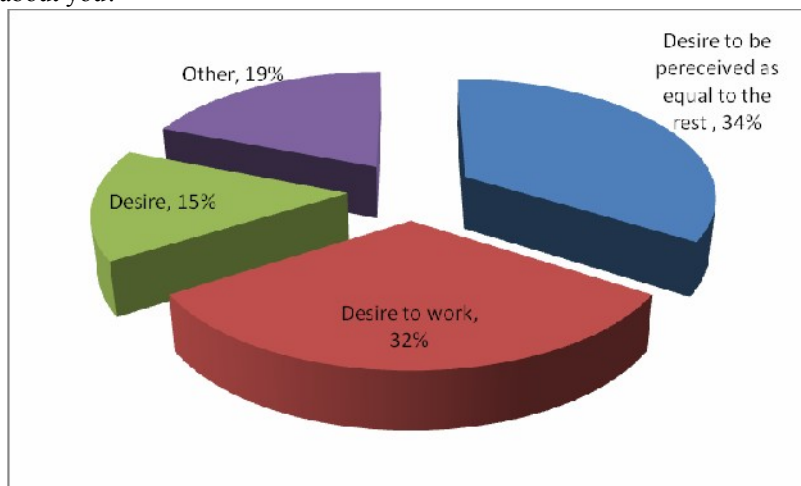
*****Question number9:**What are the things that you want people to know about you? (Name 3 things)

At question number 9, respondents have given several answers, but the most common were:

- The desire to be seen as equal to the other (18 respondents)
- Willingness to work (17 respondents)
- Will (8 respondents)

- Confidence (5 respondents)
- The desire to no longer be marginalized (5 respondents),

Figure No. 8- Answer to question No. 9: What are the things that you want people to know about you?



People should understand that we are equal in every respect to a normal person and that nobody wants to be sick. (Female, 32 years, Craiova)

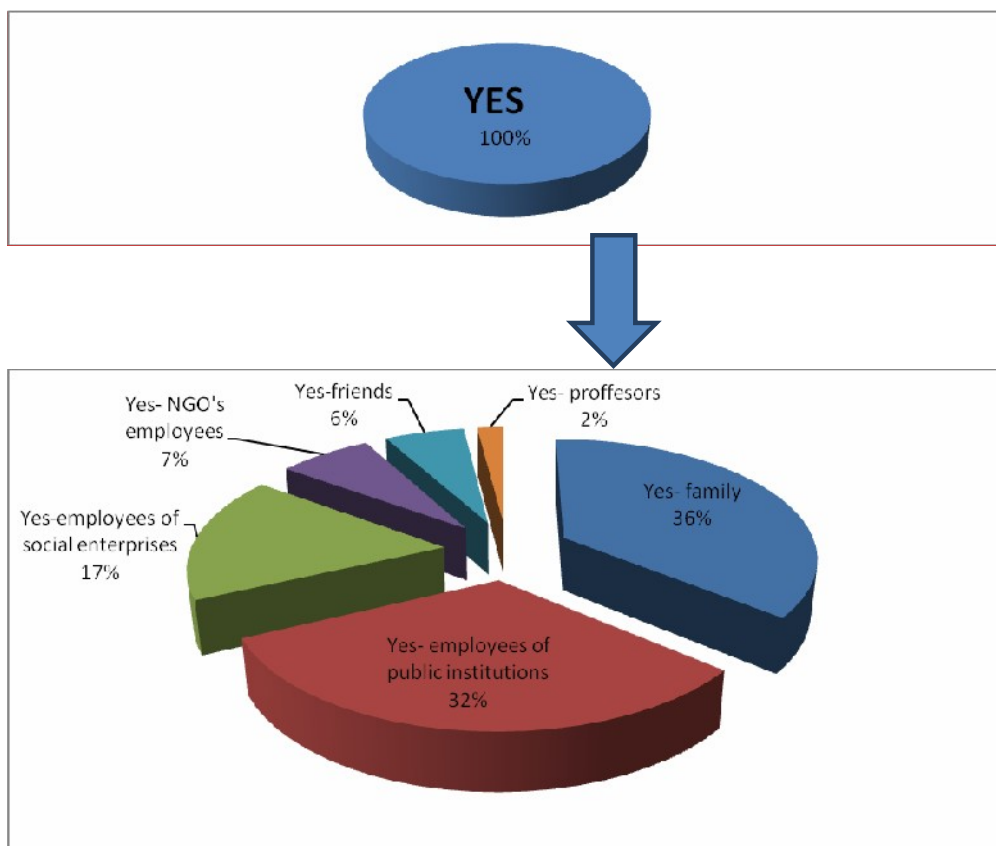
When you are an employee, being a disabled person, you try to work with 200% more, in order to prove that you deserve to be there and to successfully cope with tasks. At my workplace, colleagues and manager were amazed when they saw how much I worked and they all appreciate me. (Male, 29 years, Craiova)

*****Question number10:** Can other people help you to do things that you like, or do they help you to try to do those things?

All respondents stated that "YES", they can be helped by others to do things they like. But the responses were varied when it came to who can do this, follows: family, friends, employees of public institutions, NGO workers, employees of social enterprises, teachers.

Possible answers	Percentage	Respondents
Yes- family	36%	19
Yes- employees of public institutions	32%	17
Yes- employees of social enterprises	17%	9
Yes- NGO workers	7%	4
Yes- friends	6%	3
Yes- teachers	2%	1

Figure No. 9- The answer to question No. 10: Can other people help you to do things that you like, or do they help you to try to do those things?



*****Question number11:**What solutions do you propose in order to encourage the respect for the rights and dignity?

To encourage the rights and dignity of persons with disabilities, the interviewed persons suggested a number of solutions, such as:

- Undertake publicity campaigns to promote the rights of persons with disabilities and promoting people with disabilities who have succeeded in life;
- Carrying out campaigns to promote the rights of disabled in schools;
- Meetings with pupils, students, the media, employers, representatives of public institutions / companies / NGOs,
- The allocation of ministries budget funds in order to facilitate the interaction between various categories of vulnerable groups and different social groups

It is a long process lasting. It will take many years for the public perception of and attitude to be changed in a positive way. (Male, 31 years, Craiova)

*****Question number12:**What skills / abilities do you have? Are you good at what you do? What are the essential skills that you would like to send to the community?

At question number 12, interviewed persons listed a number of abilities / skills that they have and which could communicate to community:

- Social skills: communication, seriousness, capacity to assimilate new information etc;

- Technical skills / handicraft (shoemaker, sculpture, electronics etc.);

- IT Skills;

- Artsskills (music, dance)

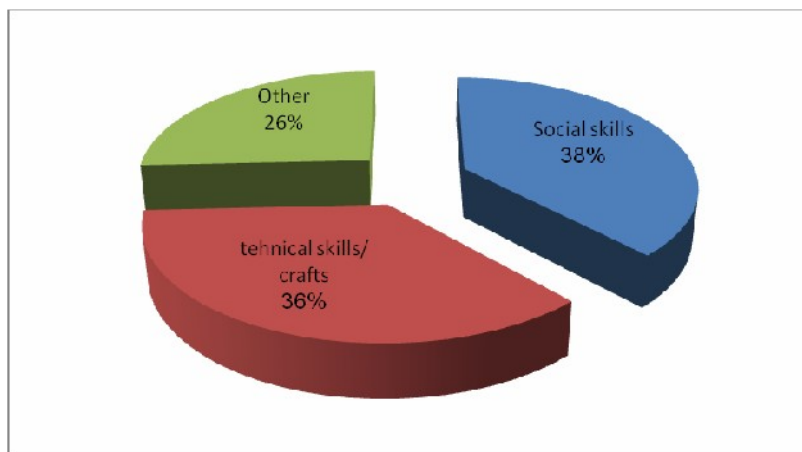
- Culinary Skills

- Working with children / elderly / disabled

- Kinetic and physiotherapy skills.

Most respondents identified social skills (37.7%), followed by technical skills / crafts (35.8%).

Figure No. 10- The answer to question No. 12: What skills / abilities do you have?



*****Question number13:**What do you think about this project? Do you think they could help you? To what extent?

A percentage of 98% of the respondents stated that they have a positive view on the Grundvigning project "New resources for our community," and 86.5% of them, representing 45 people, believe that this project might help them, while 13.5% of respondents, representing 7 persons, specified that "they can not tell" if they can be helped by this project.

Of the 45 people who thought they could be helped by this project, 53% of them felt that they can be helped to a "moderate" extent, 16% in a "great extent", 13% in "small extent", and 9% "very much"and 9%"very little".

Figure No. 11- The answer to question No.. 13.1: What do you think about this project?

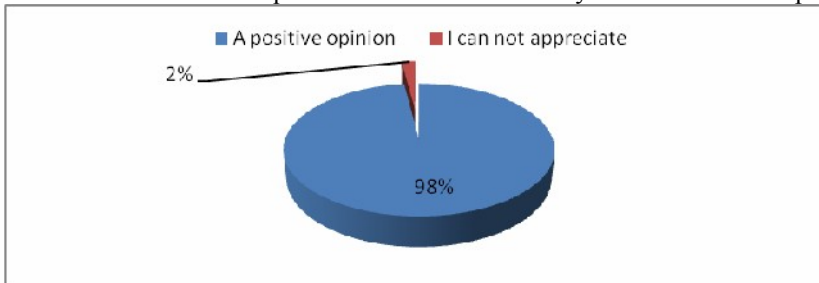


Figure No. 12- The answer to question No. 13.2: Do you think this project could help you?

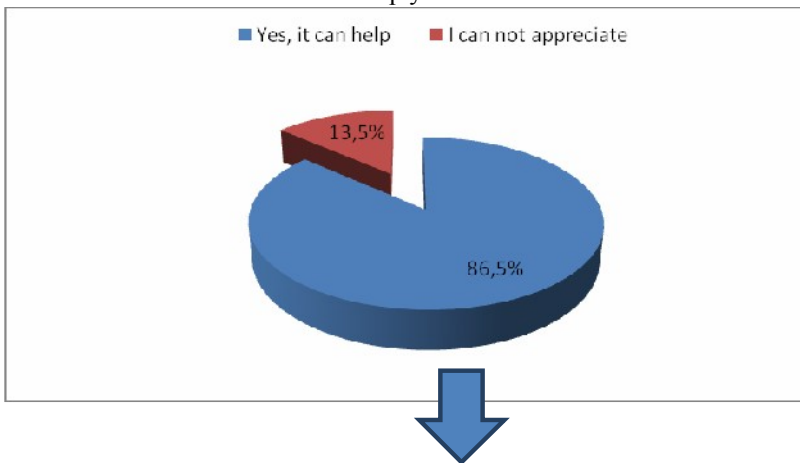
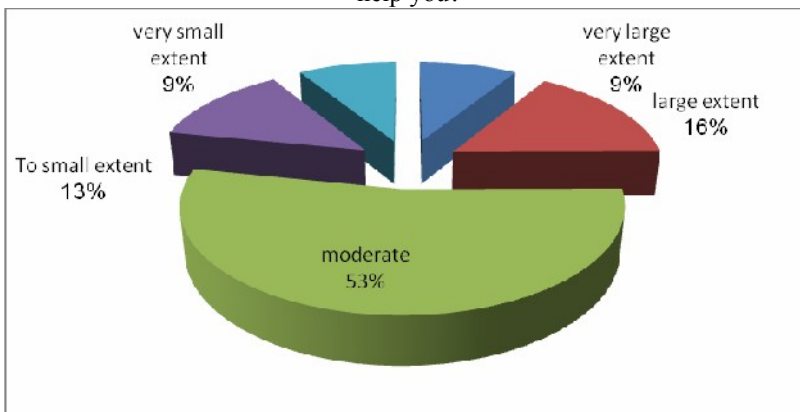


Figure No. 13- The answer to question No.. 13.3: To what extent could this project help you?

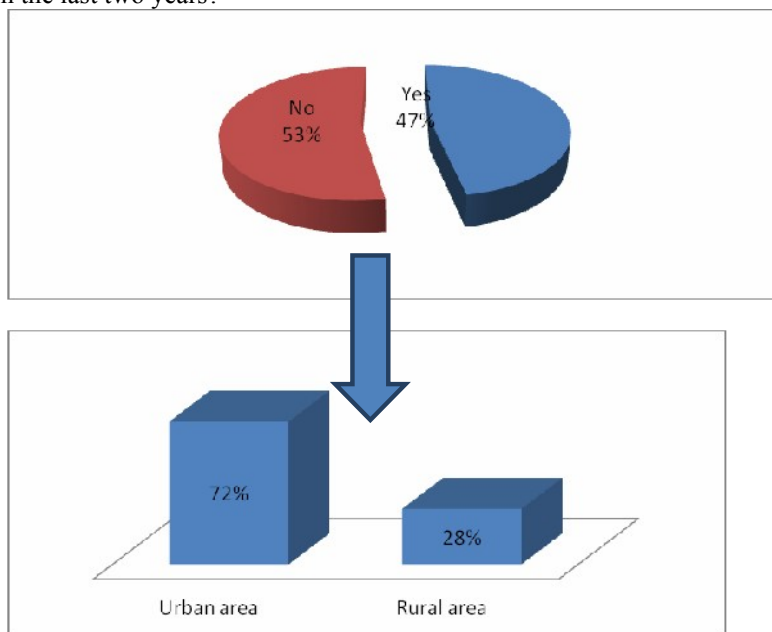


*****Question number 14:** Do you have attended training courses in the last two years? If yes, list the courses.

47% of interviewed persons stated that they have completed a training course in the last 2 years and have been very varied fields, such as: cook, chef aid, tailoring, process improvement manager, IT skills, hairdresser, bakery, commercial workers etc.

It should be noted that, of the 25 people who said they attended a training course, a percentage of 72% are in urban areas, only 28% are in rural areas.

Figure No. 14- The answer to question No. 14: Do you have attended training courses in the last two years?



*****Question number 15:** To what extent have the professional training courses you attended helped you? Will you also participate in other courses?

A percentage of 47% of the respondents stated that the training courses have not helped them, however, they have expressed interest to attend the courses in hopes of a potential hiring. Those who said they were not helped by training, specified that they affirmed this because they failed to find a job in the field they have specialized, their expectations are directly related to employment following completion of the course.

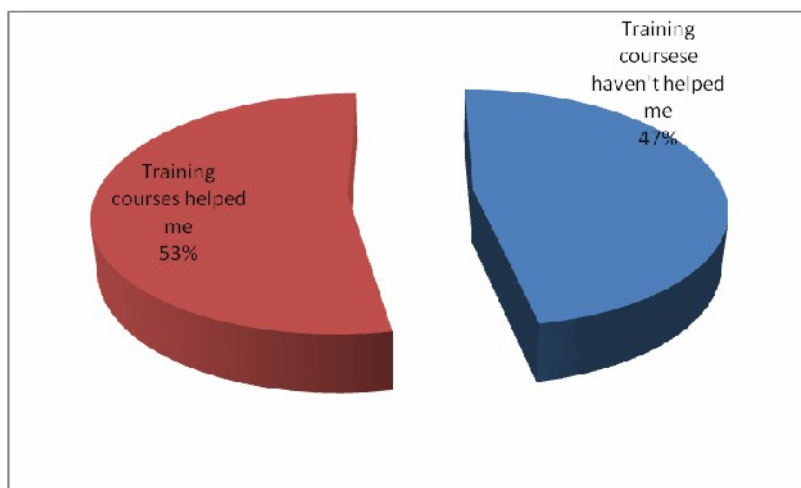
From a percentage of 53%, representing people who said they were satisfied with the training courses, we highlight a number of advantages that they the beneficiaries have identified:

- Acquiring new skills / competencies
- Acquiring new knowledge
- Enhance knowledge
- Hiring

We attend to courses but noone employees us! I made bakery and hairdressing course, but because of the disability I have, I was unable to get a job. (Female, 39 years old, Mischii)

People without disabilities do not find jobs, what about us. (Male, 35 years, Craiova)

Figure No. 15-The answer to question No.. 15: To what extent have the professional training courses you attended helped you?



*****Question number16:** The issue of continuing vocational training for people with disabilities has been addressed frequently lately, being organized programmes, projects were carried on etc. Can you tell us which are your expectations about this?

Expectations of people interviewed were very varied:

- To specialize in a particular field,
- To help them find a job
- To develop unexplored skills at full capacity,
- To develop communication skills
- To develop confidence in themselves
- To help them get involved in community life, etc.

Before we are offered a job, I think that we should be helped to trust in ourselves because at one time you see that you keep bumping into walls and you lose confidence in you, you are ashamed to get out of the house. These courses would help me. (Male, 45 years old, Bralostita)

*****Question number17:**Do you think it is important to have training programmes for people with disabilities? To what extent is this important? What do you expect from these programmes?

92% of respondents felt it was important to have training programmes for people with disabilities. Of these, a percentage of 49% felt that the existence of these programmes it is "very important", 35% that it is "important" and 8% that is "medium important", 4% that is "least important" and another 4% that is "slightly important".

Regarding the expectations, the interviewed persons expressed their hope that upon completion of these programmes, they would improve their knowledge, skills and competencies so that they can have an extra chance in community life and integration into the labor market.

Figure No. 16- The answer to question No. 17.1: Do you think it is important to have training programmes for people with disabilities?

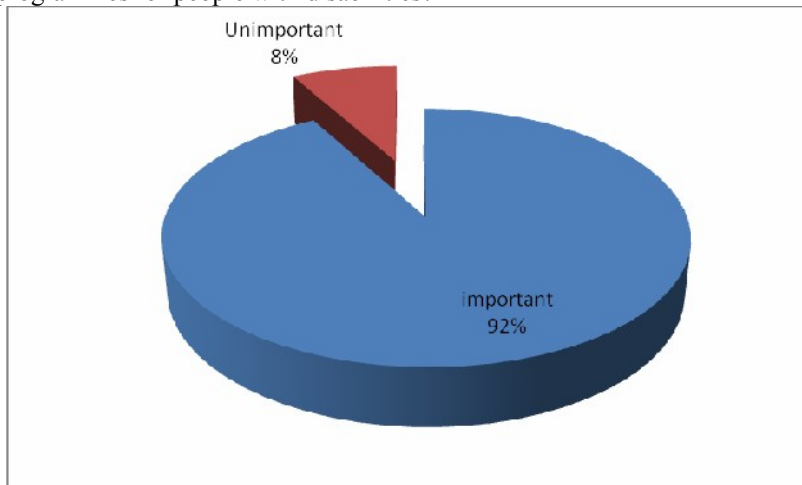
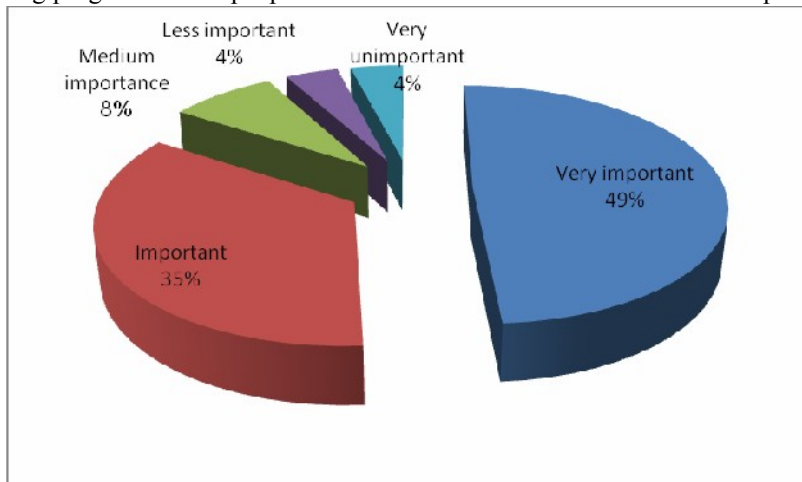


Figure No. 17- The answer to question No. 17.2: Do you think it is important to have training programmes for people with disabilities? To what extent is this important?

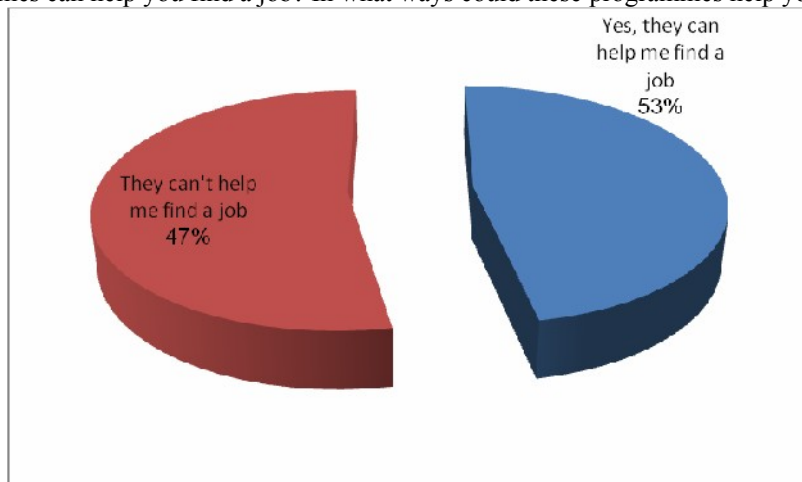


*****Question number 18:** Do you think continuing education programmes can help you find a job? In what ways could these programmes help you?

A percentage of 53% of respondents believe that continuous training programmes could help them find a job, while for 47% of these, training would not seem such a benefit. It should be noted that percentages are the same as in Question number 15 "To what extent have the professional training courses you attended helped you?". It seems that personal experience has influenced the opinion of the people regarding these programmes.

People who believe they can find a job by the completion of such courses, have specified that this helps them acquire the required skills for the purposes expressly to work or improving certain skills / competencies

Figure No. 18- The answer to question No. 18: Do you think continuing education programmes can help you find a job? In what ways could these programmes help you?



I believe that it can help us, because these courses can develop the skills that we have but we have not used to the maximum. (Male, 29 years, Craiova)

*****Question number 19:** What professional training programmes do you think that would help you to professionally grow?

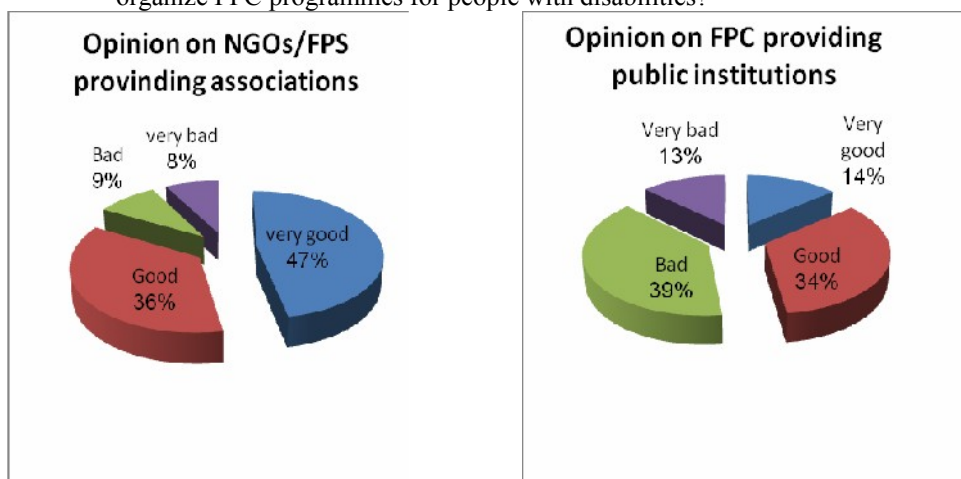
At question number 19 responses were varied, depending on the needs and aspirations of every people:

- Communication skills
- Skills for integration into community life
- Proficiency
- IT Skills
- Fashion Design
- Project management
- Entrepreneurial Skills
- Social work courses
- Wood carving courses etc

*****Question number20:**What is your impression of the communication between you and representatives of institutions / NGOs / associations which organize FPC programmes for people with disabilities?

At this question, answers varied depending on the institution offering professional training courses. For public institutions that offer this type of training, the general impression is an unfavorable one, while on those NGOs and associations providing such training, the impression is mostly positive.

Figure No. 19- The answer to question No.20: What is your impression of the communication between you and representatives of institutions / NGOs / associations which organize FPC programmes for people with disabilities?



*****Question number21:**What do you think are the methods that should be used for the information you need to reach?

At question number 21, we notice a difference between communication channels which have the highest reliability in rural and urban areas.

Thus, **urban respondents** indicated that the most efficient methods should be used in order to reach information are:

- Internet (mail)
- phone
- TV / Radio

For **respondents in rural areas**, the most efficient method is represented by direct communication conducted through mayoralty

*****Question number22:**How do you think that implementation strategies of FPC programmes for people with disabilities can be improved?

For respondents, it seems that the most important actor that can bring an improvement for implementation strategies of continuous training programmes for people with disabilities, is the state through its central and local institutions. They proposed a bill that would regulate this area and even the introduction of compulsory training courses for people with disabilities who receive social benefits

These courses should be mandatory, in addition to the allowance that we receive.
(Male, 23 years, Filiași)

CONCLUSIONS

Analyzing the data of the research under the project "New resources for our community", project code GRU-13-C-LP-418-DJ-RO, we could identify the sketching of a negative image outlined in the Romanian society on the attitude adopted towards people with disabilities. It is observed a qualifying of such people by the majority society.

It seems that those with a degree of disability, face discriminatory attitudes from both the ordinary citizens, but also from peers, teachers, employers and worse, by the staff of public institutions

However, people with disabilities describes himself as optimistic, ambitious, eager to professionally grow, to integrate into the community and labor market.

In terms of professional training courses, most respondents identified their benefits in the sense of acquiring new abilities / skills, knowledge and strengthening employment.

The desire for self-improvement and improvement of our target group is appreciated, so that 100% of these have been shown willingness to participate in training courses.

As for vocational training options were very varied, and the project has limited us to a number of two, analyzing the wishes of the majority of the target group, corroborating them with communication problems and integration into community life, we concluded that the most appropriate variants are as follows:

- Course "Participatory Planning for community involvement"
- .Course "Communication Skills".

RESEARCH RESULTS OF TURKEY

**Süleyman Demirel University, Sociology Department,
“Organization and Methodology of Social Activities”**

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Impairment is the physical or mental limitation a person has, so the term refers the purely factual absence of or loss of function in a body part. However, the term, disability has a different meaning. It refers to social and environmental exclusion or limitation of a person as a result of societal attitudes towards impairment. Impairments can be medically classified, or treated, or provided technical aids for; but disabilities cannot.

Until the Second World War, impairment was considered as a part of someone's destiny. After the War, medical approach became dominant and impairment or dysfunctionality was seen as a disease. The medical model, also called *individual or charitable model*, views disabled people as patients who are incapable and in need of 'fixing'. Rehabilitation and/ or medical procedures are in this view the best way of dealing with disabled people for helping them to lead a 'normal' life. The problem of impairment and limitation is seen as an individual problem.

Since the 1970s, important changes happened in the understanding of disability, reflected in the related literature, concepts and approaches and the social model of disability has been developed. To most people with a disability, the impairment is not the main problem; yet disability is. The challenge to disablism, oppression and exclusion has produced the new politics of disablement which includes, as its intellectual expression, the social model of disability. The social model puts emphasis on letting people with a disability decide what is best for them instead of having non-disabled people take that decision for them. The expansion of the social model proposes an embodied, rather than a disembodied, notion of disability also the disability movement or disabled people have ignored the experience of impairment. According to the social model, it is important to overcome obstacles before the inclusion of disabled people in social and economic life, and impairment is seen as a political problem rather than physical individual problem.

At the international level and in some developed countries, impairment is dealt with on the base of legal rights, the promotion of rights of disabled people and fight with discrimination against the disabled. In this regard, the principle legislations are UN Convention on the Rights of Persons with Disabilities (UN, 2006), United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities (UN, 1993); Comprehensive and Integral International Convention on the Protection and Promotion of the Rights and Dignity of Persons with Disabilities (2006); Vienna Declaration / Programme of Action (1993); ILO Convention 159 and ILO Code of Practice. In addition, there are many studies on people with disabilities (PWD). Most of the academic researches about disability

focus on the problem of social, legal, economic and political aspects of life of people with disabilities (PWDs).

The field study within the project NEWROC - New resources for our community, is based on a partnership between the University of Craiova - Romania, Suleyman Demirel University - Turkey, MKC City College - Cyprus and University of Veliko Tarnovo, Bulgaria.

Aims of the Study

1. Raise awareness of academic researchers on the priorities of people with disabilities;
2. Raise awareness among academics on the training needs of people with disabilities;
3. Identify opportunities for collaboration for future research projects in the field of disability
4. Enable people with disabilities to be involved as equal partners in research on their needs and attitudes.

The study described here is part of an international project which aims to identify the training needs of people with disabilities in various social skills, to enhance their effectiveness in self-presentation and independent lifestyle, their motivation for self-actualization and self-realization and social inclusion.

Methodology

The main aspect of the study involves a questionnaire (motivation sheet) with open-ended questions in order to increase the possibility of free responses from the respondents. The data on the disabled in four different areas are evaluated. (1) Social and demographic aspects; (2) Disability condition and its relation to participation in socioeconomic life; (3) Vocational training and lifelong learning relations; and (4) Level of awareness among the PWDs for EU policies and programs.

Study Object

This study aims to study PWDs in Turkey. The Turkish Disability Act (2005, Article 5) defines "disabled person" as a "person who has difficulties in adapting to the social life and in meeting daily needs due to the loss of physical, mental, psychological, sensory and social capabilities at various levels by birth or by any reason thereafter and who therefore need protection, care, rehabilitation, consultancy and support services." According to the Administration for the Disabled People, the "Regulation regarding formation of a database for persons with disabilities and provision of identity card for persons with disabilities" provides that a person is considered to have a disability "if he/she has an overall body function loss of 40 per cent and more that is defined by medical boards."

In Turkey the announcement of the year 2010 as "Accessibility Actions for all" and the preliminary work on the "National Accessibility Strategy Action Plan" was initiated in collaboration with the relevant public bodies/institutions by the official approval of the Prime Ministry on 17 November 2009. Final version of the plan was adopted by the High Planning Council on 25 October 2010. The aims of the action plan are to ensure the implementation of the legislation on accessibility in coordination with the relevant public bodies, particularly local governments and take immediate actions in order to make all services accessible for PWDs and thereby ensuring full and active participation in the society.

10 million disabled people living in Turkey can participate in social and economic life in very limited numbers. According to the 2012 data by TÜİK, general labor force participation rate among the disabled was around 50%. However, according 2012 National Disabled Data Base, the labor force participation rate among the disabled was only 12.8%. The same figure was an average of 33% in EU countries. Half of the disabled people in Turkey are out of the labor market due to their chronic illnesses and mental disabilities. Yet, the labor force participation rate is also very low among the disabled who can work but is much lower among the female disabled people. According to the 2002 research by the Administration for the Disabled People of the Prime Ministry, newest data available, only 6.7% of the disabled women participated in the labor force in 2002 compared to 32% of the disabled men.

A study was conducted in Isparta in order to understand the conditions of the disabled in Turkey. The data collected through 5 training programs with 73 disabled people representing different groups of the disabled people in Isparta in 2013-2014. The data is about the social life, education and employment characteristics of the disabled people in the sampling group of the Project.

Presentation and Analysis of the Results

Socio-Demographic Features of PWDs

This study included men and women with different types and degrees of disability at age 15-65 years. In socio- demographic terms the disposition of respondents is as follows:

Total Number of Participants (Sample): 73 people

By Gender: Women – 27; and Men – 46.

By Age: Age 15-20 – 27 people; Age 21-25 – 5 people; Age 26-30 – 8 people; Age 31-35 – 6 people; Age 36-40 – 10 people; and Age 41 plus – 17 people.

38 percent of the participants have been living in Isparta since they were born, while 38 percent of them have lived more than 10 years as seen in Chart 1. However, 10 percent of them have been living in Isparta between 1 to 5 years, while 14 percent have been living between 6 to 10 years.

Chart 1: Years of Living in Isparta



According to the results, only 7 percent of participants do not have a family caring for them. A great majority of the participants (82%) were born in Isparta. This percentage indicates that the disabled people prefer to live in a more care-giving and protected social environment.

According the findings of our study, 31 percent of participants live in large families (more than 5 persons). Besides, 7 percent of participants who are from state care home have no family or siblings, and also 3 percent of participants do not share information about their family size.

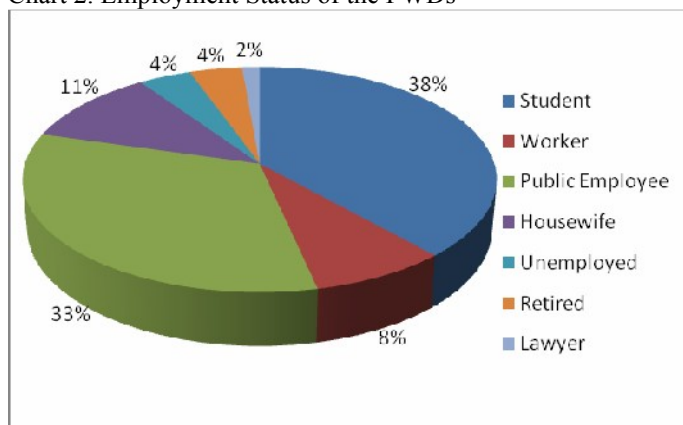
26 percent of participants have another disabled family member. When we look at the other disabled people other than the participant oneself, siblings are the largest group. Because of a common tendency regarding the fact that the disabled persons tend to marry other disable persons, another major groups is spouses, making up 14% of the disabled people in the sample of this study.

44 percent of the participants were at the age of 15-25 years whereas 23 % were at the age of 40 years and over. The findings indicate that many participants are members in either educational civic organizations or organizations for the PWDs. The high levels of civic engagement among the PWDs in our sample group helped us determine the problems the PWDs experience in their socioeconomic lives.

Education: Master – 2 people; University graduate – 8 people; currently at university – 2 people; 2 years degree collage – 9 people; Open high school – 4 persons; High school – 4 persons; Secondary education – 22 people; Primary education - 11 people; Illiterate – 4 persons.

Employment Status of the PWDs

Chart 2. Employment Status of the PWDs



With regard to the occupational status of the participants, young adult students make up 38 percent of the participants of the study. Only 4 percent of the participants are unemployed, but the rest of them has a job in either private or public sectors. The employed groups include public employees (33%), workers (8%), retirees (4%), a lawyer (2%) and an

unemployed person (2%). Public officials and house wives are the largest two groups among the adult female participants of the study.

Geographical Distribution of the Sample Group of PWDs

Isparta as a province has 417 thousand population and half of that population live in the city of Isparta. Around 55 thousand people (13,2 percent of the total population) are disabled in Isparta.

The origins of the place of birth of the 73 participants in our study cover 5 areas in Turkey: Mediterranean – 60 people and most of them were born in Isparta province and 30 of them (50%) in the city of Isparta; South East Anatolia Region – 2 people; Aegean Region – 1 people; Marmara Region – 2 people; and Inland Anatolia Region – 8 people.

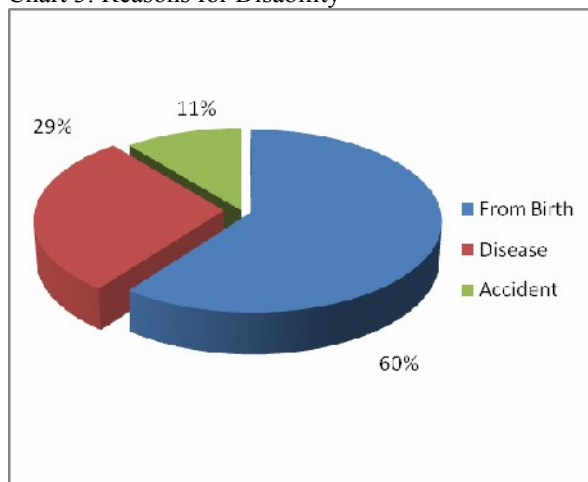
52 people in the sample of this study (71,2 percent of the total sample) were born in a city whereas 21 people (or 28,8 percent), in villages.

The Disability Conditions of the PWDs and Perceptions on PWDs

There are various reasons why the disabled are impaired. The participants indicated several reasons as the cause of their disabilities.

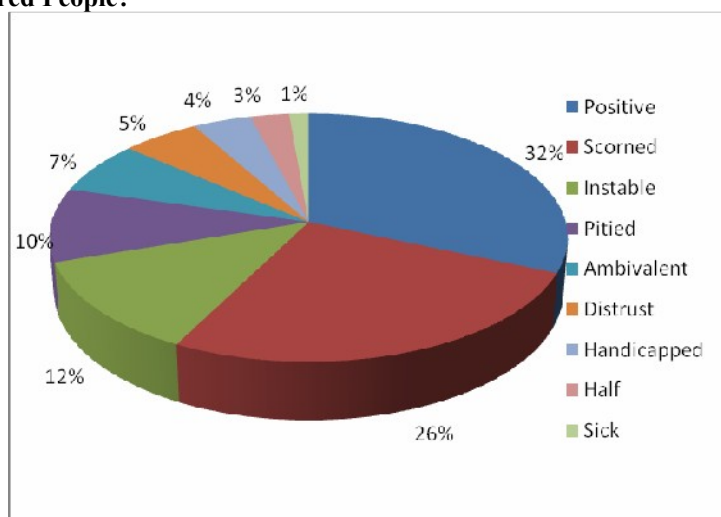
As seen in Chart 3, 60 percent of them say that they have disabilities from birth while 11 percent of them became disabled after involved in an accident. 29 percent of the participants indicate that they have disabilities due to a disease they had. 42 % of the participants declared that they have at least one another disabled person (spouse, father, mother, sister, brother etc.) in their family.

Chart 3: Reasons for Disability



Meta-perception of participants about how the society perceives them indicates various negative connotations. Although 32 percent of the PWDs think that the general public generally has positive, inspiring and supportive attitudes towards them, all other meta-perceptions are negatively valued. A great majority of the participants think that the society has negative perceptions about the PWDs. This negative perspective about the PWDs among people, families and even the disabled people themselves is the main obstacle before the full participation of the disabled people in the social and economic life, and these negative connotations reinforces the perception and feeling of being disadvantaged or disabled among the PWDs. According to this, the participants think that society perceives them as scorned (26%), excluded (12%), pitied (10%), instable (7%), unreliable (5%), handicapped (4%), half (3%), and sick (1%) as seen in Chart 4.

Chart 4: How Do Society and Disabled People Themselves See or Describe the Impaired People?



Physical impairments also mean a negative social status for the PWDs. For many people, a person with impairment is in some way abnormal, scorned, sick or wrong. Often, cultural norms as well as religious beliefs can have a serious effect on the attitudes towards and self-esteem of people with a disability. The PWDs themselves describe a disabled person as “out of standard” or “not normal”.

Besides, the PWDs think that the society looks at the disabled people from 3 different angles: Psychological, social and economic. From a psychological angle, the PWDs are considered or described as “deficient”, “scorned”, “pitied”, “dependent”, “dysfunctional”, “excluded”, “ridiculous” and “whimsy”. From a social angle, the PWDs think that they are considered or described as “marginalized”, “ignored”, “secondary class people” or “equivalent of the other disabled people”. Particularly youngsters, attending special education classes rather than combined classes at the regular schools, say that they experience problems such as exclusion and marginalization, with their peer groups in their neighborhoods. These problems are more intensely experienced by those who are visually or orthopedically impaired. They say that their peers do not want to play with them because they cannot keep up with them.

The Most Important Problems of PWDs

Table 1: The Most Important Problems of PWDs

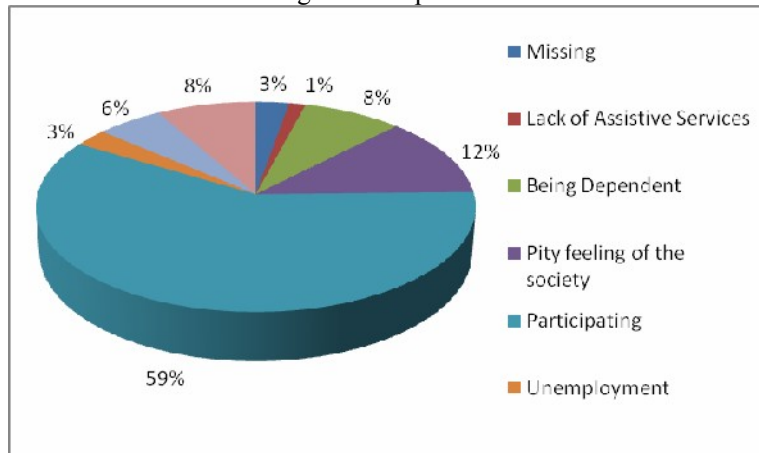
Problem	Number	Percent
Transportation	13	17,8%
Not working	10	13,6%
Society does not understand	10	13,6%
Not being able to walk on the street	6	8,2%
Family problems	5	6,8%
TV/Computer Addiction	3	4,1%
Cannot see	3	4,1%
To get education in this school	3	4,1%
Not being able to play on the street	2	2,7%
Not writing and reading	1	1,4%
Mandatory military service	1	1,4%
Inability to grasp math	1	1,4%
Total	73	100.0

According to 2011 Disabled News Bulletin published by Turkish Statistical Agency, of 1,7 million registered disabled people, 67% says that sidewalks, pedestrian roads and underground or bridge passages do not fit the needs of the disabled people. 77 percent of these registered disabled people ask for the enhancement of the health services for the disabled persons and 40 percent of them demand that care services for the disabled persons should be improved and made more accessible. Moreover, 29 percent want that employment opportunities for the disabled ought to be increased, and 26 % asks for better educational opportunities and facilities. Finally, 18 percent of the registered disabled people point out that physical environmental conditions and transportation facilities ought to be improved.

Participation of the Disabled

Around one third of the PWDs declare that they take part in life fully; another one third says that participate in life partly; and a final one third claims that they cannot participate in life. 59 percent of the participants declare that they one way or another, others say that they cannot participate in life due to such reasons as pity feelings of the society towards the disabled (12 %), dependency (8 %), inability to participate (8 %), unemployment (3 %) and lack of assistive services (1 %) as seen in Chart 5.

Chart 5: Reasons for Failing in Participation in Life



The data displays that the participants perceive the related project and programs for the disabled people as relatively adequate. Apart from 10 percent of participants who considers programs as inadequate, 29 percent considers programs as sufficient, another 29 percent as partially sufficient. For people with a disability who have finished their education or a vocational training course, it is extremely hard to find employment, because employers think that hiring a disabled person would be costly and productivity would fall.

Some obstacles in the built environment determine whether the disabled adult people can go out of house and take part in every aspect of socioeconomic life. Particularly those people with visual or orthopedic impairments point out that they have major problems in transportation and being mobile in the streets. Conditions in the built environment, and landscape and spatial organizations often have negative impact on the participation of the disabled in the socioeconomic life. A lack of parking space next to educational institutions and workplaces as well as inadequacy in the streets and parks for the disabled people tend to turn into major social and spatial obstacles for the visually or orthopedically disabled people. In addition, the disabled people who cannot go out on the streets to spend time with the peers become dependent on television, computer and / or other family members.

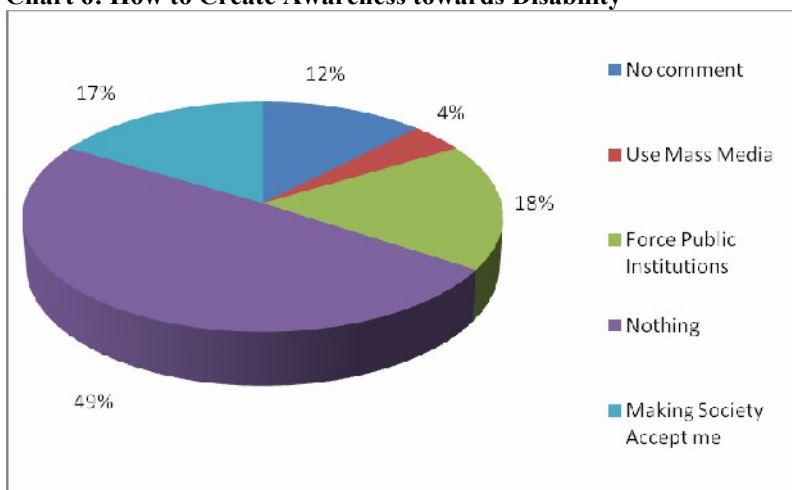
How to Overcome Obstacles before Participation in Life

There are various recommendations put forward by the disabled people themselves in order to remove obstacles before their participation in socioeconomic life. 36 percent of the participants did not make any suggestions. Yet, others proposed some policies. Awareness-raising in the society for disability is the most common suggestion with 20,5 percent. Full application of legal rules for the disabled (13,7%), increasing the sensibility of local governments and public bureaucracy (13,7%), organizing social and cultural activities for the disabled (5,5%), employment (4,1%), services available all around year not only on the week of the disabled (2,7%), adding awareness for disability course in elementary education curriculum (1,4%), and trying to make them do what they could not do (1,4%) are the other important issues to be considered in improving educational opportunities for the disabled as seen in Table 2.

Table 2: Advises of Disabled People for the PWDs

Type	Number	Percent
Consciousness-raising of Society	15	20,5%
Full Application of Legal Rules for the Disabled	10	13,7%
Increasing the Sensibility of Local Governments and Public Bureaucracy	10	13,7%
Organizing Social and Cultural Activities for the Disabled	4	5,5%
Being Employed	3	4,1%
Services Available All Around Year not Only on the Week of the Disabled	2	2,7%
Adding Awareness for Disability Course in Elementary Education Curriculum	1	1,4%
Trying to Make Them Do What They Could Not Do	1	1,4%
No Comment	27	36,0%
Total	73	100,0%

Chart 6: How to Create Awareness towards Disability

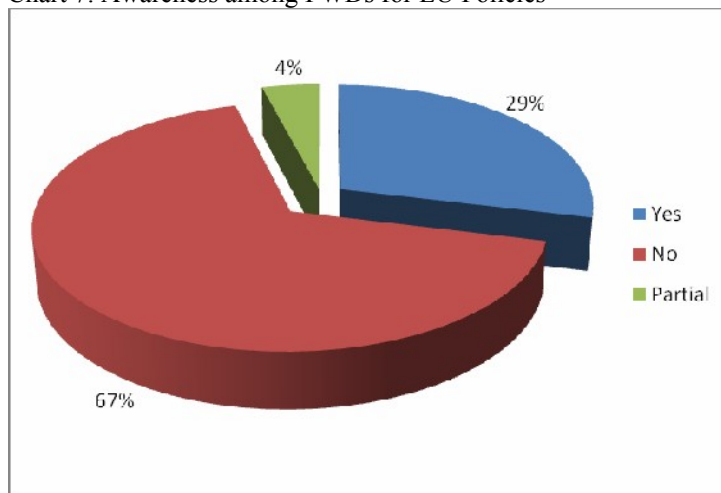


In order to create awareness towards disability and the problems of the disabled people, the participants suggest forcing public institutions to function more effectively (18%), making the society to accept the disabled (17%) and using media more actively (4%). However, 53 percent of the participants say nothing about how to create awareness towards disability and the problems of the disabled people as shown in Chart 6.

Awareness towards and Impact of the EU Projects

Majority of the participants do not have any awareness for EU policies for the disabled people (67%) while 29 percent of participants says that they have heard of some EU policies for the disabled people as presented in Chart 7.

Chart 7: Awareness among PWDs for EU Policies



The data reveals that only 3 participants (4,1%) can name a specific contribution by any EU project for the disabled people as seen in Table 3. Only 23 of 73 participants in the study replied the question regarding the impact of any EU projects or programs on their lives and 20 of them did not specify any EU project or program with any direct impact on their lives. Only two specific outcomes they could point out regarding the impact of any EU projects or programs on their lives are “Yellow Strips on Payments for Visually Disabled People” and “Audible Traffic Lights for Visually Disabled People” as seen in Table 3.

Table 3: If Aware, How Have EU Projects Impacted Their Life?

Type	Number	Percent
Yellow Strips on Payments for Visually Disabled People	2	2,7%
Audible Traffic Lights for Visually Disabled People	1	1,4%
No answer	20	27,4%
Total	23	31,5%

A cross tabulation of awareness among the PWDs for EU policies with place of birth and gender as shown in Table 4 and 5 indicate some correlation. Being born in urban areas tends to make the disabled people more advantageous in being aware of the EU policies and programs for the disabled. Yet, this correlation is not statistically significant. In much the same way, being male also tends to make the male disabled people more advantageous in being aware of the EU policies and programs for the disabled but it cannot be shown that this correlation is statistically significant as seen in Tables 4 and 5.

Table 4. Cross-table of Awareness among PWDs for EU Policies and Place of Birth

		Place of Birth		
		Urban	Rural	
Awareness among the PWDs for EU Policies	Yes, I am informed.	Number	15	5
		% of Total Urban	28,9%	25%
	No, I am not informed.	Number	34	15
		% of Total Urban	65,4%	75%
	Partly informed	Number	3	0
		% of Total Urban	5,8%	0%
Total		Number	52	20
		% of Total	100%	100%

Table 5. Cross-table of Awareness among PWDs for EU Policies and Gender

		Gender		
		Female	Male	
Awareness among the PWDs for EU Policies	Yes, I am informed.	Number	6	14
		% of Total	22,2%	30,4%
	No, I am not informed.	Number	20	30
		% of Total	74,1%	65,2%
	Partly informed	Number	1	2
		% of Total	3,7%	4,3%
Total		Number	27	46
		% of Total	100%	100%

Skills, Training Activities and the Disabled

A great majority of the disabled people in Isparta declare that they cannot reach educational and employment opportunities and in fact they cannot even hear about those opportunities. The participants in the training programs say that training courses are temporary, do not take the differences in their disabilities into account and do not improve their occupational skills. Despite these obstacles, several groups of the disabled people struggle to solve their problems by uniting under civic organizations. However, the participants of the training programs point out that the civic organizations for the disabled people are not effective in influencing social policies tailored for their needs and put forward their suggestions.

The data presented in Table 6 indicate that the disabled people do have many skills. Even though 19,2 says that they do not have any specific skills and another 11 percent do not specify any skills, the rest of the participants indicate that they have skills such as communication (19,2 %), drawing (12,3 %), music (9,6 %), computer use (9,6 %), knitting (8,2 %), drawing and music (2,7 %), football (2,7 %), drama (1,4 %), cooking (1,4 %) swimming (1,4 %) and writing (1,4 %).

Table 6. Skills of PWDs

Abilities		Gender		Total
		Female	Male	
Not Known	Number	1	7	8
	%	1,4%	9,6%	11,0%
Computer use	Number	2	5	7
	%	2,7%	6,8%	9,6%
Communication	Number	4	10	14
	%	5,5%	13,7%	19,2%
Drawing	Number	5	4	9
	%	6,8%	5,5%	12,3%
Knitting	Number	5	1	6
	%	6,8%	1,4%	8,2%
Drawing and Music	Number	0	2	2
	%	0%	2,7%	2,7%
Drama	Number	0	1	1
	%	0%	1,4%	1,4%
Music	Number	4	3	7
	%	5,5%	4,1%	9,6%
Swimming	Number	0	1	1
	%	0%	1,4%	1,4%
Cooking	Number	1	0	1
	%	1,4%	0%	1,4%
Football	Number	0	2	2
	%	0%	2,7%	2,7%
No specific ability	Number	4	10	14
	%	5,5%	13,7%	19,2%
Writing	Number	1	0	1
	%	1,4%	0%	1,4%
TOTAL	Number	27	46	73
	%	37,0%	63,0%	100,0%

The most common activities the disabled persons have are limited to communication (19%), art (12%), music (10%), computer use (10%), knitting (8%), comedy (3%) art and music (3%) as seen in Chart 8. These activities also show variations according to gender. For instance, knitting is more common among women than men but communication and computer use is more common among males than males.

Chart 8. Favorite Activities of the PWDs

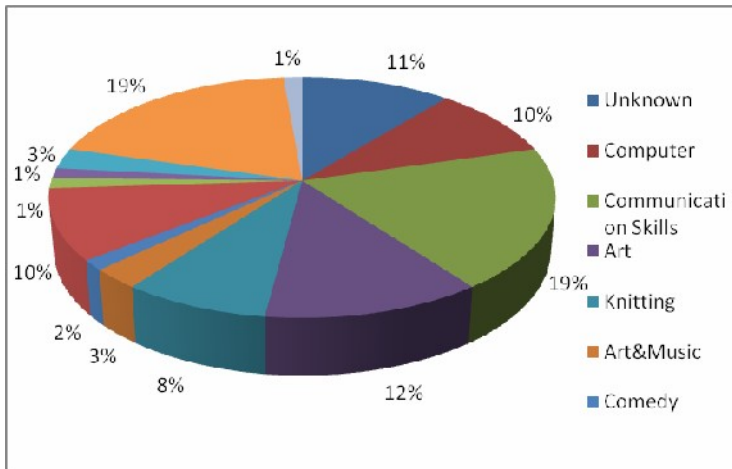


Chart 9. Training Courses Attended by the PWDs

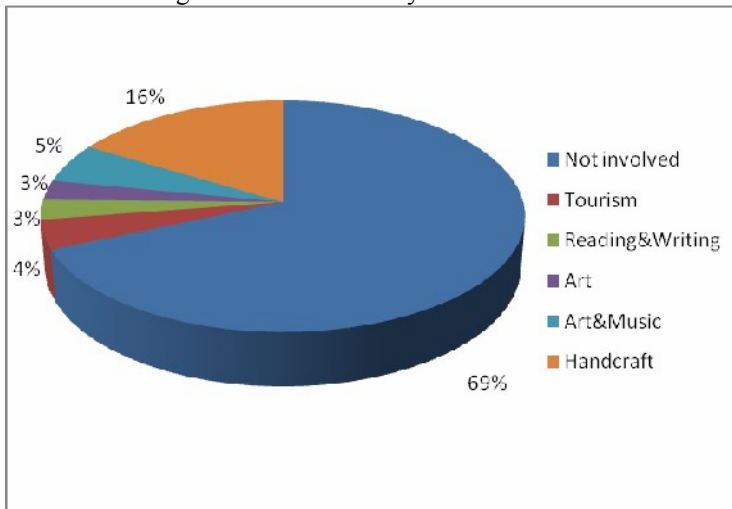


Chart 9 shows that 69 percent of the disabled people do not get involved in training courses. Yet, the rest do participate in training courses ranging from handcrafting to music, from tourism to writing. In spite of the fact that some disabled people can access the vocational training, one fifth of them declare that they do not have any skills at all.

Table 7: If Involved, Training Type

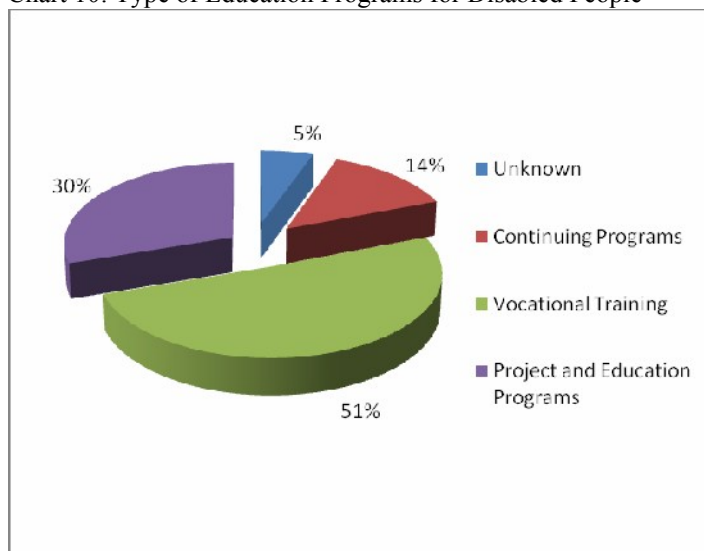
Type	Number	Percent
Courses at School	23	31,5%
In-service training	13	17,8%
Hobby Courses	12	16,4%

Braille Course	1	1,4%
Mid-Total	49	67,1%
No Training	24	32,9%
Total	73	100,0%

Although one third of (32,9 %) of the participants say that they had no training, 67,1 percent of the participants have been involved in one or another type of training. The training courses in which the disabled people were involved include courses at school (31,5 %), in-service training (17,8 %), hobby courses (16,4 %) and Braille course (1,4 %) as seen in Table 7.

More generally educational programs involve vocational training (51 %), project and education programs (30%) and continuing education programs (14 %) whereas only 5 percent are declared as unknown as presented in Chart 10.

Chart 10: Type of Education Programs for Disabled People



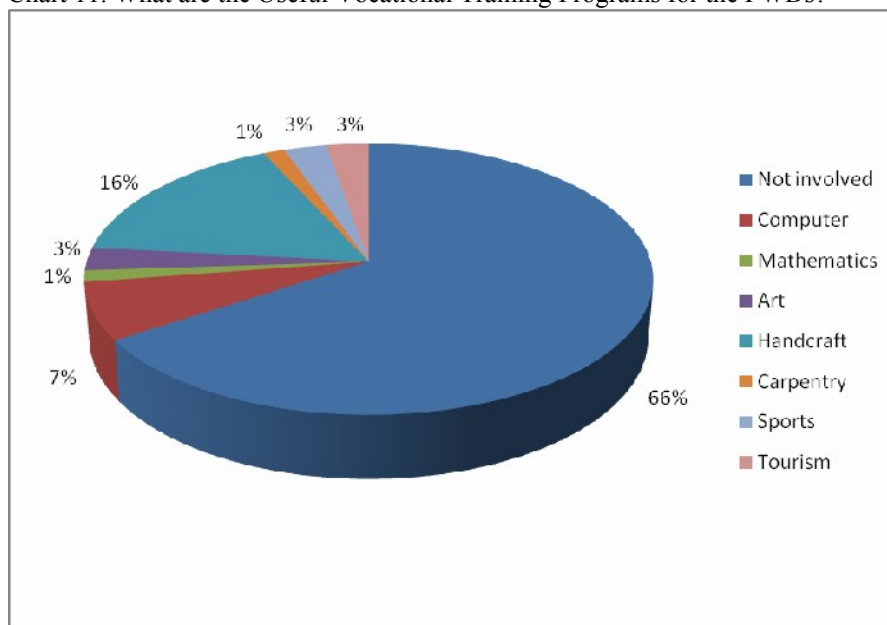
The data gathered in the study shows that almost half (47 percent) of the participants declare no communication with or membership in NGOs. 43,8 percent of the disabled participants declare membership in an association. 6,8 percent says that they are not an association member but aware of their activities. There is only one person who participates in association activities as seen in Table 8.

Table 8: Communication with NGOs, Public & Private Institutions for Disabled

Type	Number	Percent
No communication	34	46,6%
An Association Member	32	43,8%

Only Participation in Association Activities	1	1,4%
Not Association Member but Aware	5	6,8%
Stayed at Society for the Protection of Children	1	1,4%
Total	73	100,0%

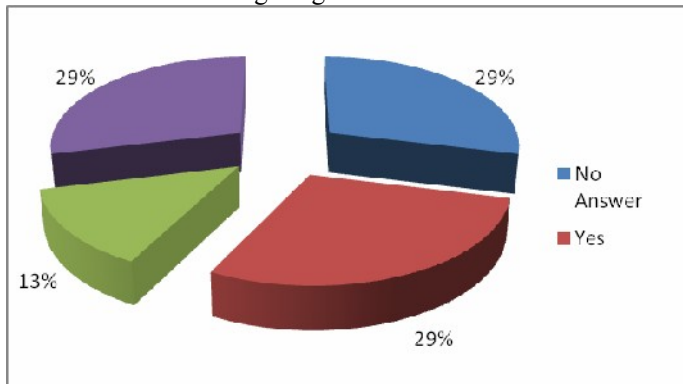
Chart 11. What are the Useful Vocational Training Programs for the PWDs?



The participants declare that they find courses on handcrafting the most useful training. Other useful training courses include computer (7%), tourism (3%), sports (3%), arts (3%), carpentry (1%) and math (1%). Yet, 66 percent of the participants pointed out that they never attended in training courses. The ages and social status of the participants as well as other abovementioned obstacles are important reasons for a lack of involvement of the disabled in the training courses.

29 percent of the participants of the study point out training programs have met their needs whereas another 29 percent of the participants of the study say training programs have partially suited their needs. A further 29 percent of the participants did not answer the related question and 13 percent of the participants of the study claim that training programs have not met their needs.

Chart 12: Have Training Programs Met the Needs of the PWDs?



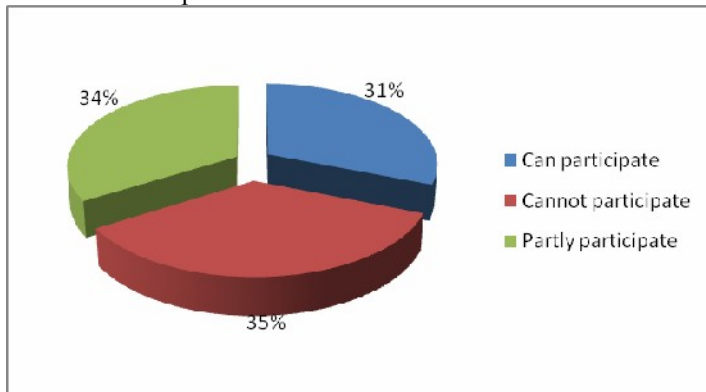
There are various advises for developing and conducting better education programs for disabled people. Opening courses according to disability types seems to be the most common suggestion with a percentage of 24,7. Awareness-raising in the society for disability (20,5%), meeting more often to talk the problems of disabled people (13,7%), and having services for visually disabled people (6,8%) seem to be the other important issues to be considered in improving educational opportunities for the disabled as seen in Table 9.

Table 9: What to Do for Better Education Programs for the Disabled

Type	Number	Percent
No comment	24	32,9%
Opening Courses According to Disability Types	18	24,7%
Consciousness-raising of Society	15	20,5%
Meeting More Often to Talk the Problems of Disabled People	10	13,7%
Having Services for Visually Disabled People	5	6,8%
Uniting under a Common Confederation	1	1,4%
Total	73	100,0%

The distribution of data in terms of whether the participants can participate in work force is relatively equally distributed among three groups answers regarding workforce participation in spite of the fact that the highest frequency is observed among those who cannot join in the workforce. They make up the 35 % of the participants. According to this, 31 percent of the participants can involve work life, while 34 percent of them can partially involve in the labor market.

Chart 13. Participation in Work Force



Findings of the Turkish Study on the PWDs, Conclusions and Suggestions for the creation and implementation of future training programs for this category of persons:

Education and Training

- A specific course ought to be offered at the elementary or secondary level of education to increase awareness among children towards disability, the conditions and problems of the PWDs and discrimination against the PWDs.
- The school texts ought to be reviewed in order to remove any discriminatory visual or written materials.
- There is a need to lift all mental, perceptual, spatial, social, economic, cultural and psychological barriers in order to better include of the PWDs in general education and continuing education and training.
- Skills of the PWDs and training opportunities for the people with different types of disabilities should be diversified.
- There is a clear need for enhancing lifelong learning opportunities for the PWDs at all ages.
- The public employees ought to be trained in order to increase their awareness about the specific needs and conditions of the PWDs.

Respect for human rights and non-discrimination

- There is a need for a widespread effort to increase awareness among the general public towards disability, the conditions and problems of the PWDs.
- Efforts need to be spend on increasing self-confidence among the disabled and awareness about how the PWDs see themselves and how the society view them.
- Programs and project are needed for increasing socioeconomic inclusion of the PWDs and increasing realistic opportunities for such inclusion.
- Awareness raising studies, programs and projects are needed in order to lift social, cultural and perceptual misperceptions and discriminative attitudes and actions.

Employment

- The main problems disabled persons face in their desire to work in Turkey are lack of education, lack of vocational training and employable skills, rapidly changing labor

markets, employers' attitudes and perceptions, lack of access to self-employment opportunities, unfair terms of employment and higher work-related costs.

- There is a need to diversify the labor market opportunities and job trainings according to the different types of disabilities in order to increase self sufficiency among the PWDs
- A lack of employment among the disabled has a negative impact on the psychological, social, emotional and family life of the PWDs.
- There is a limited use of quota system for the PWDs in employment in Turkey but a selective utilization and tight implementation and monitoring of a quota system for the PWDs may increase employment among the PWDs.

Information, communications and media

- There is a need for utilizing media to develop or increase consciousness among the general public towards disability, the conditions and problems of the PWDs.
- Media can also be utilized to change the image and misperceptions of the PWDs and fight with and prevent discrimination against the PWDs.
- The use of new information and telecommunication technologies needs to be promoted and supported by the PWDs.
- The field of new information and telecommunication technologies provide new opportunities with regard to employment, virtual social interaction etc.

Social exclusion and poverty

- There is a need to enhance legal, organizational and social structures tailored towards the needs of the PWDs in order to improve the social status of the PWDs.
- The specific nature of poverty and social exclusion of the PWDs requires more detailed studies particularly targeting the PWDs and focusing on the interconnections between educational exclusion, qualification, employment and poverty with regard to the PWDs.

Organizations of persons with disabilities

- The registered membership of the PWDs in related civic organizations ought to be improved in order to increase the social status and interactions of the PWDs, their employment opportunities etc.
- The organizations of the PWDs can help improve the contact between various public and private providers of social services for the PWDs.
- The registered membership of the PWDs in related civic organizations may help increase the knowledge and competence of the PWDs.
- Some organizations tailored towards some specific needs of the PWDs ought to be established (for dating, friendship, social interaction, travel etc.).

Parenting, Family and Personal Life

- Efforts need to be intensified to increase interaction among the PWDs and between the general population and the PWDs.
- Some specific organizational arrangements can be established for dating, socialization and friendship among the PWDs.
- Some care centers for mentally disabled or other PWDs who need special assistance may be established in order to ease their dependence on their parents.
- There is a need to develop or enhance general and diversified social services towards the PWDs with different types of impairments.

- Training programs and projects ought to be launched for effective and lasting social networking, self-respect, self-control and emotional learning among the PWDs.

In summary, social inclusion, self-awareness, educational attainment, training, personal development, diversified social services etc. may be the needs of every average citizens, but they are rather essential needs of the PWDs today. The PWDs suffer from lack of contact with the general public, work force, education, training, social interactions, etc. and, thus, they and the people they are dependent upon are in need of different types of support and social services. For the sake of social justice, basic human values, rights and freedoms, they deserve public and civic support. But, particularly the PWDs themselves need to be focused on and their quality of life, skills, and attitudes ought to be developed for the betterment of their life and general social solidarity and cohesion.

RESEARCH RESULTS OF BULGARIA
Veliko Tarnovo University "St. Cyril and St. Methodius"
Department "Organization and methodology of social activities"

Prof. Dr. Habil Bayko Baikov
Assoc. Professor Dr. Sonya Budeva
Assist. professor Dr. Teodora Todorova

Much of the academic research in the field of disability are directed to medical research and medical rehabilitation. Recently, priority is given to social research in relation to social, legal, economic and political aspects of life of people with disabilities.

The research study within the project NEWROC - New resources for our community, is based on a partnership between the University of Craiova - Romania, University "Suleyman Demirel" - Turkey, MKC city college - Cyprus University of Veliko Tarnovo, Bulgaria.

The study aims to:

1. To raise awareness of academic researchers on the priorities of people with disabilities;
2. To raise awareness among academics on the training needs of people with disabilities;
3. To identify opportunities for collaboration for future research projects in the field of disability
4. To enable people with disabilities to be involved as equal partners in research on their needs and attitudes.

The study described here is part of an international project which aims to identify the training needs of people with disabilities in various social skills, to enhance their effectiveness in self-presentation and independent lifestyle, their motivation for self-actualization and self-realization and social inclusion.

Methodology

It was created specifically for the study questionnaire with 22 open-ended questions with the possibility of a free response from the respondents. The questionnaire is the same for the four project partners.

For more complete and reliable information additionally were included two research instruments.

The first method uses unfinished sentences in which the respondents have to complete 35 sentences in a way that most fully describes them and their needs.

The last method uses ranking of priorities, needs and hopes. Respondents ranked in order of importance for themselves 18 suggestions / options.

Study object

The study were included men and women with different types and degrees of disability at age 18-65 years.

In socio- demographic terms the disposition of respondents is as follows:

Gender: Women – 52; Men – 28

By age: 18-35 - 18 people; 36-50 - 25 people; 51-65 - 37 people

Education: With higher education / master and bachelor / - 26 people; Secondary education - 48 people; Primary education - 6 people

Geographically four settlements of three areas in Bulgaria were covered.

Two of the settlements have population of over 70 thousand inhabitants, the other two have less than 8 thousand inhabitants.

Pleven municipality. Town Pleven - 110 000 inhabitants

Veliko Tarnovo municipality. Town Veliko Tarnovo - 73 000 inhabitants

Drjanovo municipality, Town Drjanovo – 8 100 inhabitants

Dolna Mitropolija municipality, Town Trastenik – 4 600 inhabitants

According to statistics disabled people in Pleven municipality are 10 200, in the municipality of Veliko Tarnovo – 3 800, in the municipality Dolna Mitropolija – 2 200.

The total number of respondents is 80 people - 20 from each settlement.

Presentation and analysis of the results

1. Describe yourself (character, personality, desires). Also how do you think other people would describe you – the same or different (add-on question: in what way different)?

Most often women with disabilities use the following adjectives to describe their availability - good /friendly/ - 41%; optimistic /positive/ - 36%; sociable - 30%; responsive /pitying/ - 25%; jovial /cheery/ - 20%; stubborn person - 20 %.

The largest share of the characteristics used by men is good /friendly/ - 79%; sociable - 26%; responsive - 21%; jovial /cheerful / - 21% /table1/.

45% of women think that other people have the same opinion about them, while the rate for men is 52%. Only 11 % of women suggest that people do not know them and misjudge them, and for men the percentage is 11%.

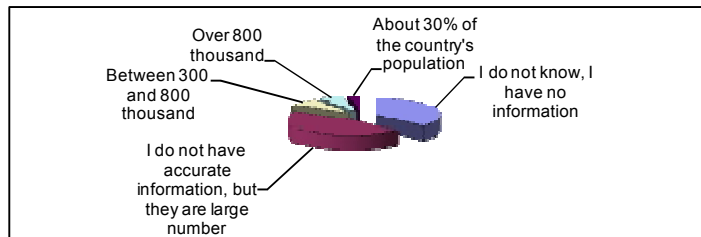
Table1:

№	Features women	Features - men
1	good one, good intentioned	good one, good intentioned
2	optimistic, positive	sociable
3	sociable	responsive
4	responsive, compassionate	cheerful, jaunty
5	cheerful, jaunty	strong
6	hard	organized
7	patient, tolerant	modest, timid
8	ambitious	disturbed
9	strong	
10	open, honest, frank	
11	naive	
12	modest worrying	
13	disturbed	
14	adaptive	
15	responsible	
16	relaxed	

2. How much prejudice is there in your own country towards people with disabilities?

Almost half of the respondents are not aware or are not interested to do so, while the rest claim that the number of disabled people in Bulgaria is very large - between 5 and 30% of the population is affected in some way by physical or mental disability /Figure 1/.

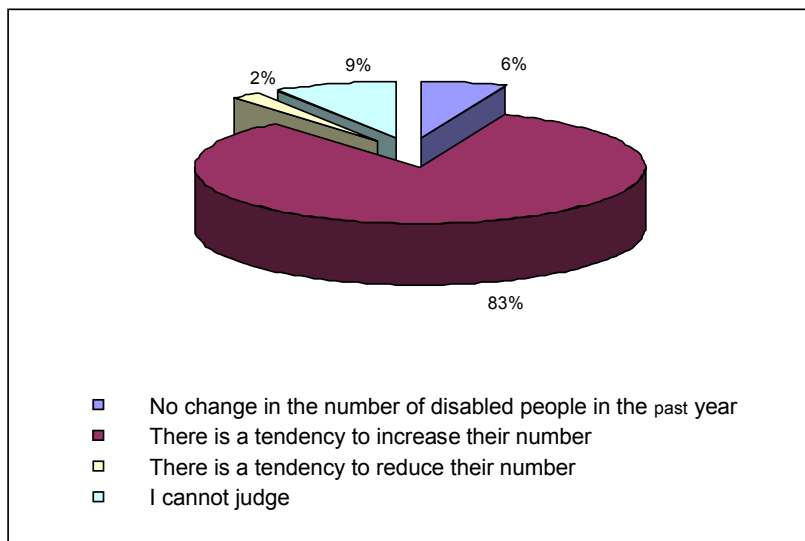
Fig.1



3. Has this changed – improved or deteriorated over the last few years?

83% of respondents are of the opinion that in the last few years the number of people with disabilities increases, 6% think that their number is constant in time and only 2% think that it reduces / Fig.2 /.

Fig.2



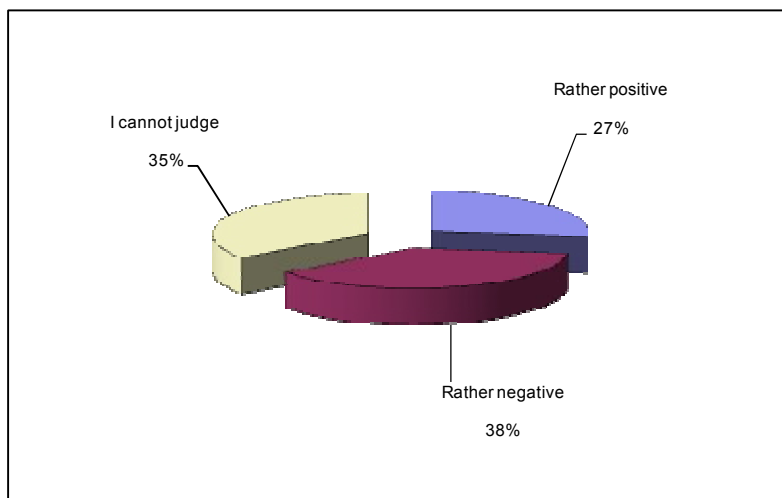
4. Do you think there is a positive or negative attitude towards people with disabilities?

The social status of this social group is low due not only to the economic difficulties that they and the country as a whole experience, but also because public opinion is formed

that people with disabilities are sick or are regarded as being patient, they need treatment and are subject to special institutional care.

However, about a quarter of the respondents with disabilities are positive to the other members of society and not feel neglected or different / Figure 3/.

Fig.3



5. What do you do every day? Is there something special you do every week and/or month?

The largest share of people with disabilities are those who go to work every day - 41% and those who carry out activities related to household and everyday - 29%. This is especially true for women. In relation to men, the highest proportion is the share of unemployed people who mostly watch TV, meet friends or attend rehabilitative and social services in the community.

The responses of the respondents noticed that social activity is minimal. Most daily activities are related to professional or household duties /Table 2/. Respondents did not provide any answers for any special activities that they implement during the week or month.

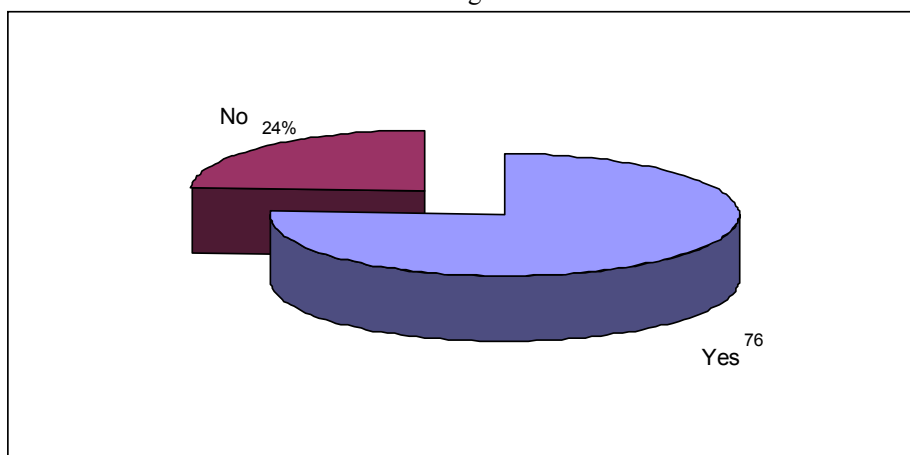
Table 2

No	Activity	Percentage
1.	Go to work	41%
2.	Activities related to household and everyday	29%
3.	Visit the Centre for Social and Rehabilitation Services	17%
4.	Meet friends	17%
5.	Read books, watch TV, listen to music	14%
6.	Helping other people with disabilities	13%
7.	Walk	8%
8.	Browse the Web	6%
9.	Bored, nothing to do	6%
10	Activities related to the upbringing of my children	5%

11.	Greet guests and visit people	5%
12.	Doing sport	5%
13.	Have fun	3%
14.	Play fun games with friends	3%

5. Do you think disabled people can lead live a full as life as non-disabled people? If yes in what way? If no, why not?

Fig.4



¾ of disabled people surveyed are positive about their place in society and life. Only 24% were pessimistic.

In relation to the justification of the positive responses, the largest share is held as arguments - positive attitudes of society and a person with disabilities and support from family and friends.

Arguments that respondents gave on "yes, they can" are /Table 3/:

Table 3

№	Arguments for "yes, they can have a meaningful	Percentage
1.	If public attitudes towards people with disabilities are	40%
2.	If he or she have family and friends who support him	35%
3.	Depends on the attitude towards life and way of	23%
4.	If there is adequate social policy	15%
5.	If there is easy access and more opportunities for	13%
6.	If there is employment opportunity	13%
7.	If there is an architectural environment	13%
8.	If he or she have access to all necessary health and	8%
9.	We are all equal, regardless of the absence or	8%
10.	Depends on the extent and type of disability	6%
11.	If there is an opportunity for education and training	4%

In relation to arguments against, with highest weight are the poor economic situation in the country - 47% of responses and inadequate social policy of the state - 40% of responses /Table 4/.

The degree of disability significantly affects the self-determination of the individual - the more severe the injury, the greater the tendency to focus on it.

Educational attainment also significantly affects opinion of himself - a highly educated want that their communities perceive them primarily as "people" or "people with disabilities" and not as "invalid."

Interestingly is the self-perception, seen through the prism of the social status of disabled people - workers, housewives, students, even unemployed identify themselves primarily as human beings like everyone else, while retirees see themselves primarily in terms of disability.

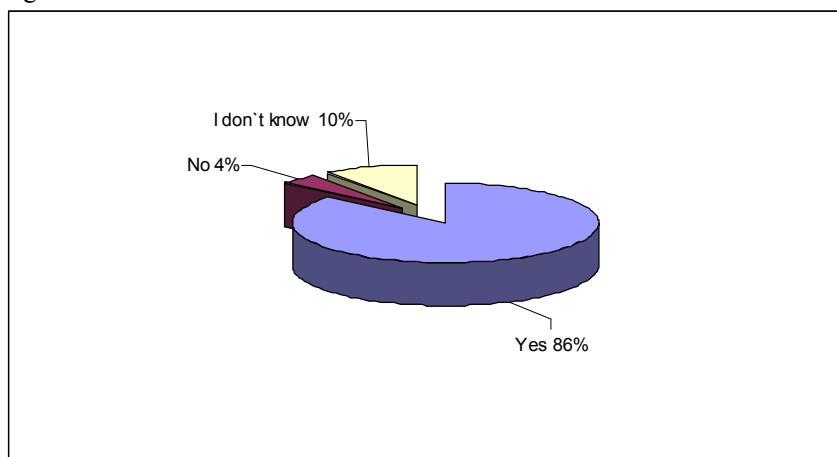
Table 4

Nº	Arguments for "no, they cannot have a meaningful	Percentage
1.	Because of the poor economic situation in the country	47%
2.	Inadequate social policy of the state	40%
3.	Due to the high unemployment rate, especially among	23%
4.	We will always be different because of disability and	23%
5.	Due to the lack of adequate social services	20%
6.	Lack of accessible architectural environment and	20%
7.	Because of the attitude of society towards people with	6%

6. Would you be comfortable in interacting in a range of different situations or activities with other disabled people with different impairments?

The majority of disabled people do not mind to interact with other people with disabilities other than their disability - 86%. Only 4% said they would not feel comfortable in such a situation / Figure 5 /.

Fig.5



7. What are your favourite activities? Why are they your favourite activities? What other activities would you like to do/try?

Table 5

Nº	Preferred activities	Percentage
1.	Reading	46%
2.	To walk or travel	38%

3.	To be with friends	29%
4.	Watching TV	29%
5.	Listen to music, sing or play a musical instrument	21%
6.	To do needlework	16%
7.	Doing sport	11%
8.	To be with my family and have fun	10%
9.	To host	10%
10.	Surf the Internet, work with computer	10%
11.	To play various fun games	10%
12.	Cinema, theatre, exhibition etc. visits	5%
13.	To collect stuff	3%

Table 6

Nº	I would like to:	Percentage
1.	To travel in my country and abroad	21%
2.	To learn new skills, to get new knowledge	17%
3.	To attend more cultural events and interesting places	13%
4.	Doing sport	11%
5.	To learn foreign languages	3%

8. What do you want people to know about you? (maybe ask them to list 3 main things?)

Here we see an emphasis on positive personality characteristics, the largest share belongs to the following such as good /friendly/ - 46%, responsive /empathic/ - 30%, tolerant - 17% optimistic /positive/ - 16%, I have value /I am equal with others/ - 16% /Table 7/.

Table 7

Nº	I want that other people know, that I am	Percentage
1.	a good, friendly person	46%
2.	responsive to people's needs, empathic	30%
3.	tolerant	17%
4.	I have value, I am equal with people without disabilities	16%
5.	optimistic, positive I	16%
6.	I exist	14%
7.	I am honest and responsible	13%
8.	I am sociable	13%
9.	I am sincere and honest	11%
10.	I'm stubborn	10%
11.	funny and cheerful person	10%
12.	I have real difficulties because of disability	6%
13.	I am hardworking	6%
14.	I want to be healthy and independent	6%
15.	strong	5%
16.	love my family and I am grateful for the care	5%
17.	do not want to be pitied	5%

10. How can other people help you to do the things you like and/or help you to try new things?

Table 8

№	Others can help me:	Percentage
1.	By understanding me and be tolerance	29%
2.	As support me in my endeavours and efforts	27%
3.	Accept me and admit to himself	16%
4.	More contacts and communication	10%
5.	Through easier access to social networking sites and	10%
6.	Through financial support	6%
7.	By helping me to be informed and educated	6%
8.	By employing me	5%
9.	By providing me physical support	2%

Quite different are the views and ideas of people with disabilities, how can they be helped. The most essential part of ideas such as "a manifestation of understanding and tolerance" and "support in my endeavours and efforts" have the biggest share. It is noteworthy that only 6% of disabled persons mentioned as an obstacle financial difficulties /Table 8/.

11. What skills do you think you have? What are you good at? Which skills would you like to share with other people?

Table 9

№	I have the following skills that I could share with	Percentage
1.	Communication skills	27%
2.	Household skills / cooking, gardening, etc./	14%
3.	Skills related to needlework / knitting, sewing, etc./	14%
4.	Specific vocational skills	11%
5.	Artistic skills, arts / singing, playing, dancing, painting	11%
6.	Skills in planning and decision-making	10%
7.	Listening skills	10%
8.	Organizational skills	8%
9.	Technical skills	5%
10.	Other skills /e.g. computer, foreign languages,	21%

12. How would you raise awareness throughout society (including family level) regarding disabled people and foster respect for their rights and dignity?

63% of respondents were positive about changing public attitudes. Most often the proposed solutions are discussions in surrounding, greater awareness and more contacts between people with disabilities and those who are without /Table 10 / . More than one third of respondents are pessimistic, according to which neither alone can change anything, nor know how.

Table 10

№	Public attitudes can be changed to a positive attitude	Percentage
1.	Discussions on equality between people	70%
2.	Public awareness of the difficulties and needs of people	28%

3.	People without disabilities to have more contact with	20%
4.	Changing the attitude of the media , institutions and	10%
5.	People with disabilities to be more active	10%
6.	Sharing of best practices related to the life of people with	8%
7.	By promoting the achievements of people with	3%
8.	An example of a positive thinking of people with	3%

13. What do you think about the EU Lifelong Learning project? Do you think it could be helpful to you? In what way helpful or unhelpful?

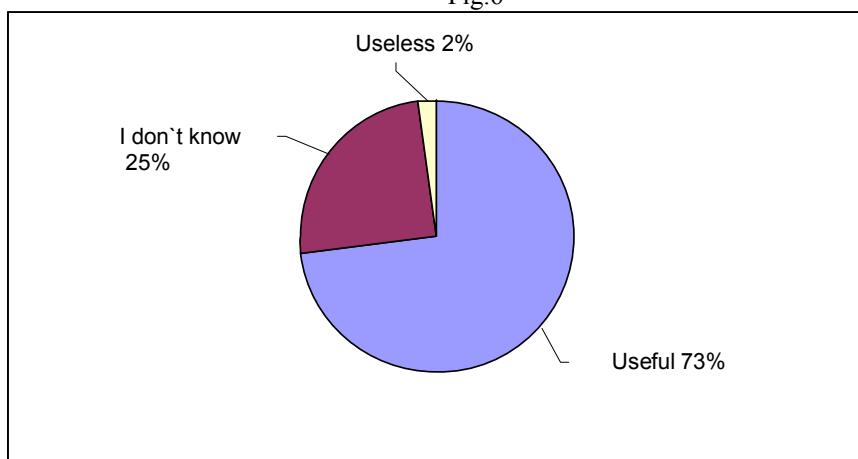
¾ of the respondents think that the "Lifelong Learning" project is useful, and only 2%, it is useless /Figure 6/. More than half of the arguments are in support of the receiving of new knowledge and personal development /Table 11/.

Table 11

The project is useful because ... /% of the respondents who think that the project is useful /	%	The project is useless because ... /% of the respondents who think that the project is useless /	%
I can get new knowledge and skills	33	Unnecessary things are in the learning programme	50
Personal development	22	I am already old	100
Can improve in my professional field	13		
Improvement of interpersonal relationships	9		

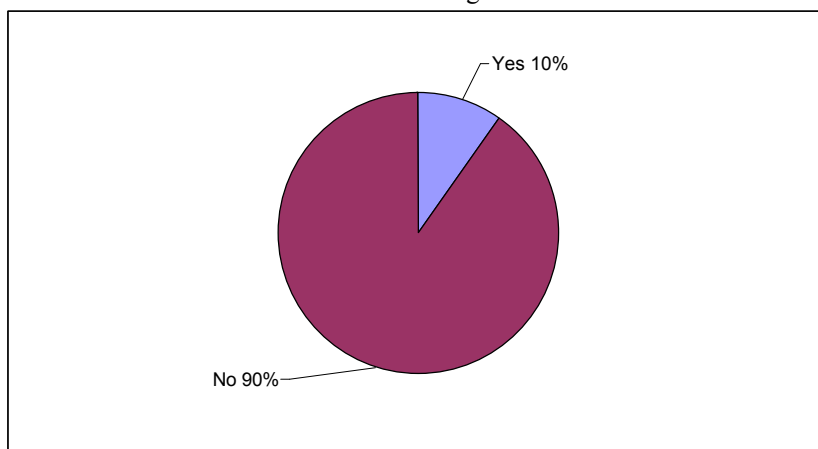
A quarter of people with disabilities does not have information on this project or have no opinion.

Fig.6



14. Have you attended any training courses in the last two years?

Fig. 7



Serious reflections can cause the following result. Only 10% of disabled people have been involved in training programs in the last two years /Fig. 7/. The remaining respondents notice that no information about such programs reaches them, that access to them is complex, and that they were not in their interests.

From participating in training half were involved in vocational training, 30% in computer literacy courses and issues and regulations for people with disabilities and a small part - in a training course for development and project management.

15. How did the training courses help you? Would you attend any future training courses?

Most common responses to the usefulness of the training courses are given in Table 12. Those of all respondents who were involved in training want to be included again.

Table 12

Courses were useful because:	Percentage of responses
They gave me new knowledge and skills	50%
Have improved my skills	33%
I am independent	33%
They gave me new opportunities	17%

16. The continuous training programs issue for people with disabilities has been approached frequently in recent years, by the organization of programs, projects, etc.. What areas do you want to see the training programs or projects develop and/or help people with disabilities?

The people with disabilities are most interested in vocational training and retraining, in programs for personal development and practical courses /Table 13/.

Great is the interest towards language-learning and computer skills, having in mind the requirements of today and the fact that most of the respondents are ages which is not supposed to have obtained such knowledge at school or university.

Could be analysed the last result. Only 7% of people with disabilities would like to gain knowledge to start their own business. Possible reasons for this are the lack of entrepreneurial spirit or attitude towards public administration and socio- economic situation.

Table 13

Courses were useful because:	Percentage of responses
Vocational training and retraining	40%
Programs for personal development	33%
The programs were practical	33%
Language learning	27%
Computer skills	20%
Programs explaining the rights and regulations	7%
Starting a business	7%

17. Do you think it's important to have training programs for people with disabilities? In what ways are they important? What do you expect from the programs?

With few exceptions /8%/, most respondents believe that training programs for people with disabilities are important.

The most commonly cited reasons for this are their usefulness, more opportunities on the labour market and opportunities for personal development.

Table 14

Training programs are important because:	Percentage of responses
Programs themselves are useful for people with	67%
More opportunities for labour market	33%
More opportunities for personal development	33%
People with disabilities are engaged and will be	20%
Increase the opportunities for social contact	20%
Increase the confidence of people with disabilities	7%

18. Do you think the training programs would help you find a job or at least earn an income? In ways could the programs help you?

35% of disabled people are confident that the training programs will help them to find work or receive income. 14% are certain that this will not help them. The largest share consists of those who are undecided - 51%.

Positive attitude show 45% and they accept that they will be more competent in their work, while 55% pointed out as an argument better competitiveness.

19. What professional training programs do you think would help you grow, professionally speaking?

From targeted vocational training programs most interest is shown to training programs in technology skills - 25%, interactive programs related to communication in Bulgarian and foreign language - 19%, and practical, mainly in crafts and skilled occupations related programs - 19%.

Table 15

№	I am interested in the programs for:	Percentage
1.	Training programs in technology skills	
2.	Practically oriented / mostly crafts and skilled	19%
3.	Interactive programs related to the use of Bulgarian and	19%
4.	Training programs in skills suitable for work at home	10%
5.	Programs for training and updating knowledge	6%
6.	Programs aimed at specific disabilities	3%
7.	Courses with multiple levels of upgrade	3%
8.	Programs with distance learning	2%

20. What do you think about the style of communication between you and the institutions/ NGOs/ associations who organize professional training programs for people with disabilities?

Regarding the style of communication between people with disabilities and the organizations that provide vocational training programs only 11% gave a positive assessment, 21% have a negative attitude, but the majority of people with disabilities - 31% have no impressions.

Respondents, who gave a negative assessment share as arguments mistreating attitude to them, inadequate and vague explanations, lack of flexibility in making organizational decisions and lack of motivation to work with people.

21. What do you think are the best methods that should be used so that, the information you need can reach you?

As the best methods for obtaining information regarding upcoming training programs are information campaign - and personal meetings with service users to explain /Tabl.16/.

Table 16

№	Most effectively transmitted information can be	Percentage
1.	Meetings with service users and explaining	40%
2.	Information campaigns in the media	33%
3.	Online network	17%
4.	Personal notes / via letters or phone call /	11%
5.	Specialized movies in electronic media	11%
6.	brochures	11%
7.	To Be consistent with the type of damage	2%

22. How would you improve the strategies of creating continuous training programs for people with disabilities?

Nearly half of the respondents did not answer this question, and of the remaining 55% the largest share consists of the suggestion people with disabilities to be included in the development of training programs - 40% and public debate - 23% /tabl.17/.

The inclusion of disabled people themselves in the development of training programs and projects is the basis for increasing the effectiveness of these programs. This will allow for increasing the capacity and motivation of organizations of persons with disabilities. Easier

will be analysed the appropriateness and adequacy of different approaches to integrate people with disabilities and their social inclusion.

Table 17

№	The training programs can become more effective by:	Percentage
1.	Involvement of people with disabilities in developing the	40%
2.	Public debate is held	23%
3.	Preliminary research among the target group for their	20%
4.	Target them to a specific type of disability	11%
5.	Study of best practices and their application	6%
6.	New type, more efficient regulation	3%
7.	To improve the organization	3%
8.	Being with better coverage	3%

As findings of a survey among people with disabilities the following conclusions can be made regarding the creation and implementation of future training programs for this category of persons:

Education and Training

- Investigation of best practices for the inclusion of persons with disabilities in general education and continuing education, without creating social and psychological barriers;
- Study type support that will be needed, including appropriate training methods and information technologies, adapted to the specific disability;
- Taking into account the level of education and personal skills and competencies of people with disabilities and their participation in the labour market;
- Consideration of opportunities for lifelong learning in accordance with the interests and needs of persons with disabilities.

Respect for human rights and non-discrimination

- Study of discriminatory attitudes and behaviour in general to people with disabilities, and discrimination against a particular type of disability;
- Developing programs to provide real opportunities for social inclusion of people with disabilities, not just abstract principles of non-discrimination.

Employment

- A study of barriers to free access to participation in the labour market, which covers all forms of disabilities;
- Study the impact of unemployment on social life and psychological status of persons with disabilities;
- Increase knowledge and expertise to create own business;
- Increase the knowledge and competences and motivation for social entrepreneurship.

Maintenance of independent life for persons with disabilities

- Creating opportunities for a high degree of choice of life activities and self-control of people with disabilities;

- Providing more and more diverse social services in community directly linked to the needs of different categories of persons with disabilities;
- Study the social challenges faced by disabled persons and the development of programs for prevention and active intervention to deal with them.

Information, communications and media

- Encouraging the development of information and communication systems and products accessible to people with disabilities;
- Increasing motivation for the use of new information and technology products by the persons with disabilities, the development of training programs for their effective use;
- Increase public awareness about disability and the demands of organizations of persons with disabilities;
- Change the image of people with disabilities, which is circulated in the media.

Social exclusion and poverty

- A study on the living conditions of people with disabilities, with an emphasis on income, employment, quality of life, burdens, social life, education, lifelong learning;
- Analysis of the specific nature of poverty and social exclusion of people with disabilities and developing programs and projects to address them;
- Study the relationship between educational exclusion, qualification, employment and poverty in relation to people with disabilities.

Organizations of persons with disabilities

- Improve communication between providers of social services for people with disabilities and their organizations;
- Increase the knowledge and competence of persons with disabilities to create, finance and management of NGOs;
- Analyse the level of influence of organizations of persons with disabilities on the politics of state and local governments.

Parenting, family and intimate life

- Analysis of barriers to starting a family and fulfilling intimate life of persons with disabilities;
- Analyse the reasons for the long-term dependence of persons with disabilities from their parents, as well as the necessary support for independent living;
- Studying the psychological barriers to persons with disabilities to create close personal and intimate relationships;
- Analysis of barriers to persons with disabilities for a parenting.
- Develop training programs to create effective and lasting social networking for positive self- concept, assertive behaviour, emotional learning.

As a summary we can say that the concepts of social capital and social inclusion are essential for our modern society. Particularly relevant are they for people with disabilities, because their human capital and resources are not fully exploited because of the disabled persons themselves and because of the state and society.

As key factors for change are accepted modernization of social services in the community, providing more opportunities for social inclusion and training of social skills of people with disabilities.

Key competencies in the form of knowledge, skills and attitudes are essential for every individual in a society. They provide added value to the labour market, social cohesion and active citizenship, offering flexibility and adaptability, satisfaction and motivation.

RESEARCH RESULTS OF CYPRUS MKC City College

The research study within the project NEWROC - New resources for our community, is based on a partnership between the University of Craiova - Romania, University "Suleyman Demirel" - Turkey , MKC city college - Cyprus University of Veliko Tarnovo , Bulgaria .

Disabled people in Cyprus continue to face challenges in many areas of their lives and many of these challenges involve people's attitudes. But what do attitudes towards disabled people currently look like? This report brings together a range of research that Scope has commissioned to understand current attitudes towards disability and disabled people.

In this report, we take a look at the kind of attitudes and behaviours that people who aren't disabled display towards disabled people and the attitudes that disabled people themselves say they experience. We consider the reasons for these attitudes and what can be done to change negative attitudes.

Research on attitudes towards disability and disabled people is steadily increasing, but there's still much more that can be done to understand the issues involved. Our focus in this report is on exploring the kinds of attitudes people hold towards disabled people and how that relates to people's life experiences and who they are.

The study aims to:

1. to raise awareness on the priorities for people with disabilities in Cyprus;
2. to raise awareness on the training needs for people with disabilities;
3. to identify opportunities for collaboration and future projects in the field to identify needs and priorities for people with disability
4. get People with disabilities to be involved as equal partners in everyday life in the society and community.

The study described here is part of an international project which aims to identify the training needs of people with disabilities in various social skills, to enhance their effectiveness in self-presentation and independent lifestyle, their motivation for self-actualization and self-realization and social inclusion.

It was created specifically for the study questionnaire with 22 questions with the possibility of a free response from the respondents . The questionnaire is the same for the four project partners.

Study object

The study were included men and women with different types and degrees of disability at age 16-64 years.

Geographically four provinces in Cyprus were covered, Larnaca, Lemesos, Lefkosia, Paphos.

Total population in these areas is over 300000 inhabitants.

The total number of respondents is 110 people.
 In socio- demographic terms the disposition of respondents is as follows :

Gender: Female–52 Male – 58

By age :	Total
16-35	38
36-50	32
51-64	40
Over 65	0

Presentation and analysis of the results

1. Describe yourself (character, personality, desires) Also how do you think other people would describe you – the same or different (add-on question: in what way different)?

Most often women with disabilities use the following adjectives to describe their availability - good /friendly/ - 41%; optimistic /positive/ - 36%; sociable - 30%; responsive /pitying/ - 25%; jovial /cheery/ - 20%; stubborn person - 20 %. The largest share of the characteristics used by men is good /friendly/ - 79%; sociable - 26%; responsive - 21%; jovial /cheerful / - 21%

2. How much prejudice is there in your own country towards people with disabilities?

Almost half of the respondents are not aware or are not interested disabled, while the rest claim that the numbers of disabled people in Cyprus are useless– the population is affected in some way by their physical or their mental disability. Here is a list of some of the response

Table 1

<ul style="list-style-type: none"> • cannot be self-sufficient; • are to be pitied • are helpless • are cursed/disability is a punishment • are bitter because of their fate • have lives not worth living • are better off at home • cannot work • cannot have a family • cannot be good parents 	<ul style="list-style-type: none"> • are asexual • need to be cured by professionals • need separate educational programs • cannot be involved incultural • cannot do recreational activities • are unable to learn • are naive, like children, • cannot make any decisions • some of them are dangerous • some of them are violent
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3. Has this changed – improved or deteriorated over the last few years?

83% of respondents are of the opinion that in the last few years the number of people with disabilities increases, 6% think that their number is constant in time and only 2% think that it reduces.

4. Do you think there is a positive or negative attitude towards people with disabilities?

(49%) said that they would most like to see a change in the general public's attitudes, which underlines just how prevalent negative attitudes are.

Aside from the general public, nearly (36%) people identified local authority / government staff as a group whose attitudes they would like to see change for the better, followed closely by health and social care staff. This suggests that staff in the public sector still have some way to go if they are to achieve the outcomes specified by the public sector equality duty.

Fifteen per cent of people surveyed said that they would most like to see a change in employers' attitudes. However, they indicated that disabled people have faced problems around employment where other people's attitudes or behaviours were involved, the vast majority identified employers' attitudes (76%), followed by those of colleagues (51%) and the general public (26%).

5. What do you do every day? Is there something special you do every week and/or month?

The largest share of people with disabilities are those who go to work every day - 31% and those who carry out activities related to household and everyday - 32%. This is especially true for women. In relation to men, the highest proportion is the share of unemployed people who mostly watch TV, meet friends or attend rehabilitative and social services in the community.

The responses of the respondents noticed that social activity is minimal. Most daily activities are related to professional or household duties /Table 2/.

Respondents did not provide any answers for any special activities that they implement during the week or month.

Table 2

No	Activity	Percentage of responses
1.	Go to work mainly part time	31%
2.	Household and everyday activities	32%
3.	With friends	17%
4.	Computer, books, TV, music	14%
5.	Helping others with disabilities	13%
6.	Strolling or walk	8%
7.	Internet browsing	6%
8.	Bored, not much to do	6%
9	Spending time with family	5%
10.	Doing sport	5%
11.	Play fun games with friends	3%

6. Do you think disabled people can lead live a full as life as non disabled people? If yes in what way? If no, why not?

$\frac{3}{4}$ of disabled people surveyed are positive about their place in society and life. Only 24% were pessimistic.

In relation to the justification of the positive responses, the largest share is held as arguments - positive attitudes of society and a person with disabilities and support from family and friends.

Arguments that respondents gave on "yes, they can" are /Table 2/:

Table 2

№	Arguments for "yes, they can have a meaningful life"	Percentage of responses
1.	Community is more acceptance of people with disabilities	40%
2.	Support from family	35%
3.	Living life as normal or not disable people would	23%
4.	adequate social policy towards handicaps	15%
5.	Same but and easier access to opportunities for social and cultural life	13%
6.	employment opportunity	13%
7.	If there is an architectural environment	13%
8.	Access to all necessary health and social services	8%
9.	To be l equal, regardless of the absence or disability	8%
10.	Opportunity for education and vocational training	4%

In relation to arguments against, with highest weight are the poor economic situation in the country - 47% of responses and inadequate social policy of the state - 40% of responses / Table 3 /.

The degree of disability significantly affects the self-determination of the individual - the more severe the injury , the greater the tendency to focus on it.

Educational attainment also significantly affects opinion of himself - a highly educated want that their communities perceive them primarily as "people " or " people with disabilities" and not as "invalid."

Interestingly is the self-perception, seen through the prism of the social status of disabled people - workers, housewives, students, even unemployed identify themselves primarily as human beings like everyone else, while retirees see themselves primarily in terms of disability .

Table 3

№	Arguments for "no, they cannot have a meaningful life"	Percentage of responses
1.	Because of the economic situation in the country	68%
2.	Inadequate social policy	42%
3.	Due to the high unemployment rate, especially among	25%

	people with disabilities	
4.	They believe they will be different because of disability and special needs	17%
5.	Inadequate social services	21%
6.	Because of transport and other needs moving to the community	15%
7.	Attitude of society towards people with disabilities	5%

7. Would you be comfortable in interacting in a range of different situations or activities with other disabled people with different impairments?

The majority of disabled people do not mind to interact with other people with disabilities other than their disability - 86%. Only 4% said they would not feel comfortable in such a situation / Figure 4 /.

8. What are your favourite activities? Why are they your favourite activities? What other activities would you like to do/try?

Most preferred activities identified by persons with disabilities are mostly passive /excluding walks and travel activities/, while desirable activities in future are those rather related to a kind of activity, such as travel, visits to various sites and events, learning /Table 4 and Table 5/.

Table 4

No	Preferred activities	Percentage of responses
1.	To walk or travel	42%
2.	Reading	41%
3.	To be with friends	25%
4.	Watching TV	22%
5.	Listen to music, sing or play a musical instrument	17%
6.	To do needlework	14%
7.	Doing sport	10%
8.	To be with my family and have fun	6%
9.	To host	6%
10.	Surf the Internet, work with computer	5%
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12.	Cinema, theater, exhibition etc. visits	5%
13.	To collect stuff	3%

Table 5

Nº	I would like to:	Percentage of responses
1.	To travel	31%
2.	To learn new skills, get knowledge and a degree	17%
3.	To attend cultural events and other interesting places	9%
4.	Doing sport	7%
5.	To learn foreign languages	3%

9. What do you want people to know about you? (maybe ask them to list 3 main things?)

Here we see an emphasis on positive personality characteristics, the largest share belongs to the following such as good /friendly/ - 46%, responsive /empathic/ - 30%, tolerant - 17% optimistic /positive/ - 16%, I have value /I am equal with others/ - 16% /Table 6/.

Table 6

Nº	I want that other people know, that I am	Percentage of responses
1.	a good, friendly person	45%
2.	responsive to people's needs, empathic	31%
3.	tolerant	15%
4.	I have value, I am equal with people without disabilities	14%
5.	optimistic, positive I	14%
6.	I exist	14%
7.	I am honest and responsible	13%
8.	I am sociable	11%
9.	I am sincere and honest	11%
10.	I'm stubborn	7%
11.	funny and cheerful person	7%
12.	I have real difficulties because of disability	6%
13.	I am hardworking	6%
14.	I want to be healthy and independent	6%
15.	Strong	5%
16.	love my family and I am grateful for the care	5%
17.	do not want to be pitied	5%

10. How can other people help you to do the things you like and/or help you to try new things?

Quite different are the views and ideas of people with disabilities, how can they be helped.

The most essential part of ideas such as "a manifestation of understanding and tolerance" and "support in my endeavors and efforts" have the biggest share. It is noteworthy that only 6% of disabled persons mentioned as an obstacle financial difficulties /Table 7/.

Table 7:

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1.	By understanding me and be tolerance	32%
2.	As support me in my endeavors and efforts	25%
3.	Accept me and admit to himself	12%
4.	More contacts and communication	10%
5.	Through easier access to social networking sites and sporting and cultural life	10%
6.	Through financial support	4%
7.	By helping me to be informed and educated	4%
8.	By employing me	3%
9.	By providing me physical support	2%

11. What skills do you think you have? What are you good at? Which skills would you like to share with other people?

Table 8

№	I have the following skills that I could share with others	Percentage of responses
1.	Communication skills	21%
2.	Household skills / cooking, gardening, etc.. /	12%
3.	Skills related to needlework / knitting, sewing, etc.. /	12%
4.	Specific vocational skills	10%
5.	Artistic skills, arts / singing, playing, dancing, painting and more. /	10%
6.	Skills in planning and decision-making	10%
7.	Listening skills	10%
8.	Organizational skills	8%
9.	Technical skills	5%
10.	Other skills / eg. computer, foreign languages, teamwork, leadership, etc. /	18%

12. How would you raise awareness throughout society (including family level) regarding disabled people and foster respect for their rights and dignity?

63% of respondents were positive about changing public attitudes. Most often the proposed solutions are discussions in surrounding, greater awareness and more contacts between people with disabilities and those who are without /Table 10 /.

More than one third of respondents are pessimistic, according to which neither alone can change anything, nor know how.

Table 9

№	Public attitudes can be changed to a positive attitude towards people with disabilities by :	Percentage of responses
1.	Discussions on equality between people	68%
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3.	People without disabilities to have more contact with people with disabilities	22%
4.	Changing the attitude of the media , institutions and social policy, public opinion will change	13%
5.	People with disabilities to be more active	13%
6.	Sharing of best practices related to the life of people with disabilities	9%
7.	By promoting the achievements of people with disabilities	5%
8.	An example of a positive thinking of people with disabilities	3%

13. What do you think about the EU Lifelong Learning project? Do you think it could be helpful to you? In what way helpful or unhelpful?

¾ of the respondents think that the "Lifelong Learning" project is useful, and only 2%, it is useless /Figure 6/. More than half of the arguments are in support of the receiving of new knowledge and personal development /Table 11/.

A quarter of people with disabilities does not have information on this project or have no opinion.

Table 10

The project is useful because ... /% of the respondents who think that the project is useful /	%	The project is useless because ... /% of the respondents who think that the project is useless /	%
I can get new knowledge and skills	3	Unnecessary things are in the learning programme	5
personal Development	2	I am already old	1

Can improve in my professional field	1		
Improvement of interpersonal relationships	9		

14. Have you attended any training courses in the last two years?

Serious reflections can cause the following result. Only 10% of disabled people have been involved in training programs in the last two years /Fig. 7/. The remaining respondents notice that no information about such programs reaches them, that access to them is complex, and that they were not in their interests.

From participating in training half were involved in vocational training, 30% in computer literacy courses and issues and regulations for people with disabilities and a small part - in a training course for development and project management.

15. How did the training courses help you? Would you attend any future training courses?

Most common responses to the usefulness of the training courses are given in Table 11. Those of all respondents who were involved in training want to be included again.

Table 11:

Courses were useful because:	Percentage of responses
They gave me new knowledge and skills	52%
Have improved my skills	34%
I am independent	33%
They gave me new opportunities 17%	19%

16. The continuous training programs issue for people with disabilities has been approached frequently in recent years, by the organization of programs, projects, etc.. What areas do you want to see the training programs or projects develop and/or help people with disabilities?

The people with disabilities are most interested in vocational training and retraining, in programs for personal development and practical courses /Table 13/.

Great is the interest towards language-learning and computer skills, having in mind the requirements of today and the fact that most of the respondents are ages which is not supposed to have obtained such knowledge at school or university.

Could be analyzed the last result. Only 7% of people with disabilities would like to gain knowledge to start their own business. Possible reasons for this are the lack of entrepreneurial spirit or attitude towards public administration and socio- economic situation.

Table 13:

Courses were useful because:	Percentage of responses
Vocational training and retraining	41%
Programs for personal development	35%
The programs were practical	30%
Language learning	24%
Computer skills	21%
Programs explaining the rights and regulations aimed at people with disabilities	7%
Starting a business	7%

17. Do you think its important to have training programs for people with disabilities? In what ways are they important? What do you expect from the programs?

With few exceptions /8%/, most respondents believe that training programs for people with disabilities are important.

The most commonly cited reasons for this are their usefulness, more opportunities on the labor market and opportunities for personal development.

Table 14

Training programs are important because:	Percentage of responses
Programs themselves are useful for people with disabilities	69%
More opportunities for labor market	31%
More opportunities for personal development	30%
People with disabilities are engaged and will be useful to the community	25%
Increase the opportunities for social contact	20%
Increase the confidence of people with disabilities	9%

18. Do you think the training programs would help you find a job or at least earn an income? In ways could the programs help you?

35% of disabled people are confident that the training programs will help them to find work or receive income. 14% are certain that this will not help them. The largest share consists of those who are undecided - 51%.

Positive attitude show 45% and they accept that they will be more competent in their work, while 55% pointed out as an argument better competitiveness.

19. What professional training programs do you think would help you grow, professionally speaking?

From targeted vocational training programs most interest is shown to training programs in technology skills - 25%, interactive programs related to communication in Bulgarian and foreign language - 19%, and practical, mainly in crafts and skilled occupations related programs - 19%.

Table 15

№	I am interested in the programs for:	Percentage of responses
1.	Training programs in technology skills	29%
2.	Practically oriented / mostly crafts and skilled occupations /	18%
3.	Interactive programs related to the use of Bulgarian and foreign language	18%
4.	Training programs in skills suitable for work at home	14%
5.	Programs for training and updating knowledge	6%
6.	Programs aimed at specific disabilities	3%
7.	Courses with multiple levels of upgrade	3%
8.	Programs with distance learning	2%

20. What do you think about the style of communication between you and the institutions/ NGOs/ associations who organize professional training programs for people with disabilities?

Regarding the style of communication between people with disabilities and the organizations that provide vocational training programs only 11% gave a positive assessment, 21% have a negative attitude, but the majority of people with disabilities - 31% have no impressions.

Respondents, who gave a negative assessment share as arguments mistreating attitude to them, inadequate and vague explanations, lack of flexibility in making organizational decisions and lack of motivation to work with people.

21. What do you think are the best methods that should be used so that, the information you need can reach you?

As the best methods for obtaining information regarding upcoming training programs are information campaign - and personal meetings with service users to explain /Tabl.16/.

Table 16

№	Most effectively transmitted information can be through:	Percentage of responses
1.	Meetings with service users and explaining	42%
2.	Information campaigns in the media	35%
3.	Online network	17%
4.	Personal notes / via letters or phone call /	14%
5.	Specialized movies in electronic media	12%
6.	brochures	12%
7.	To Be consistent with the type of damage	4%

22. How would you improve the strategies of creating continuous training programs for people with disabilities?

Nearly half of the respondents did not answer this question, and of the remaining 55% the largest share consists of the suggestion people with disabilities to be included in the development of training programs - 40% and public debate - 23% /tabl.17/.

The inclusion of disabled people themselves in the development of training programs and projects is the basis for increasing the effectiveness of these programs. This will allow for increasing the capacity and motivation of organizations of persons with disabilities. Easier will be analyzed the appropriateness and adequacy of different approaches to integrate people with disabilities and their social inclusion.

Table 17

№	The training programs can become more effective by:	Percentage of responses
1.	Involvement of people with disabilities in developing the programs	39%
2.	Public debate is held	25%
3.	Preliminary research among the target group for their needs and expectations	22%
4.	Target them to a specific type of disability	14%
5.	Study of best practices and their application	6%
6.	New type, more efficient regulation	3%
7.	To improve the organization	3%
8.	Being with better coverage	3%

The following conclusions can be made regarding the creation and implementation of future training programs for this category of persons:

Education and Training

Investigation of best practices for the inclusion of persons with disabilities in general education and continuing education, without creating social and psychological barriers; Following in areas where the children with autism spectrum disorder and their general

education peers found the intervention helpful, and parents perceived a change in their child's reading and language skills. •

- support that will be needed, for an appropriate training methods and information technologies, adapted to the specific disability;

- Taking into account their level of education and skills help them to move and participate in the labor market;

Respect for human rights and non-discrimination

- Define the right to equality and non-discrimination

- Explain the importance of the right to equality and non-discrimination for people with disabilities

- Understand the interrelation between equality and non-discrimination and other human rights

- Identify ways in which the right to equality and non-discrimination of people with disabilities has been promoted or denied

- • Developing programs to provide real opportunities for social inclusion of people with disabilities, not just abstract principles of non-discrimination .

Employment

- free access to the labor market, which should covers all forms of disabilities;

- Increase knowledge and expertise to create own business;

- Increase the knowledge and competences and motivation for social entrepreneurship.

Maintenance of independent life for persons with disabilities

- Creating opportunities of life activities and self-control of people with disabilities;

- Providing more and more diverse social services in community

- Development of programs for prevention and active intervention to deal with disable.

Information, communications and media

- Create and encourage information and communication systems and products accessible to people with disabilities;

- Increase public awareness

- Change the image of people with disabilities.

Social exclusion and poverty

- Give an emphasis of their ways of living, with an emphasis on income, employment, quality of life, burdens, social life, education, lifelong learning ;

- Create an educationalsystem to certain, qualification, employment and poverty in relation to people with disabilities.

Organizations of persons with disabilities

- Provide communication between providers of social services and a disable;

- Increase the knowledge and competence of persons with disabilities to create, finance and management of NGOs;

- Analyze the level of influence of organizations of persons with disabilities on the politics of state and local governments.

Parenting, family and intimate life

- Analysis of barriers to starting a family and fulfilling intimate life of persons with disabilities;
- Analyze the reasons for the long-term dependence of persons with disabilities from their parents, as well as the necessary support for independent living;
- Studying the psychological barriers to persons with disabilities to create close personal and intimate relationships;
- Analysis of barriers to persons with disabilities for a parenting.
- Develop training programs to create effective and lasting social networking for positive self- concept, assertive behavior, emotional learning.

As a summary:Public attitudes have an impact on the material and non-material aspects of everyone's living standards, and disabled people in particular. At Scope, we believe that we won't see structural changes that improve disabled people's living standards without tackling attitudinal change at the same time.

CHAPTER III

TRAININGS

DESIGN OF TRAININGS - ROMANIA

Faculty of Law and Social Sciences

Social Sciences Department

Lect. PhD. Sorescu Maria -Emilia

According to the planned activities, on 4th and 10th of June 2014, in Craiova took place two trainings for the disabled people in the project's beneficiary list.

The two courses were created as an answer to the training needs identified in the research made before and had as subjects: 1. Communication skills and 2. Participatory planning for involvement in the community life. Both courses lasted 8 hours, from which 4 hours of theory and 4 hours practical applications, and the number of participants was 16 at each course.

The trainers were PhD. Lecturer Andreea-Mihaela Niță and PhD. Lecturer Emilia-Maria Sorescu from the University of Craiova, the Faculty of Law and Social Science, volunteers for this project.

1. The "Communication skills" training

The training with the subject "Communication skills" had as general purposes:

1. Knowing the basic notions about interpersonal communication, written communication and public communication
2. Developing interpersonal and written communication skills

At the end of the course the participants were able to:

- Define the notion of "communication";
- Enumerate the elements of communication;
- Give examples of types of communication;
- Listen in an active way;
- Give constructive feedback;
- Write their own CV;
- Write an appliance letter;

This course was structured in four sessions of learning:

- I. The elements and functions of communication. Types of communication
- II. Listening skills
- III. Feed back in communication
- IV. Communication – a helpful factor in social life (appliance letter, CV)

2. The "Participative planning for involvement in the community life"

Taking place on 10 June 2014, the course "Participative learning for involvement in the community life" had the following purposes:

New Resources for Our Community

1. Knowing the basic notions regarding comunitary developement and taking part in decision making regarding community
2. Developing skills for taking part in making decisions regarding their comunity

At the end of the course the participants were capable to:

- Define community development;
- Define participation;
- Identify the most important problems of their group and the comunity they live in;
- Realise a local plan of action;
- Identify the personal objectives regarding involvement in community life.

The course had four learning sessions:

- I. Introduction in comunitary development
- II. Participative planning
- III. The comunitary leaders
- IV. Involvement in comunitary life

DESIGN OF TRAININGS - TURKEY

27 February-2 March 2015

**Süleyman Demirel University, Faculty of Arts and Science, Department of Sociology
“Organization and Methodology of Social Activities”**

Prof. Dr. Songül Sallan Gül

Within in the scope of the project first of all, Prof. Dr. Songül Sallan Gül and Assist. Prof. Dr. H. Eylem Kaya as project coordinators at SDU Sociology Department went to Romania which is the coordinator country of the project. The travel performed on November 15-18th, 2014 as the first abroad movements of the project. At that meeting, coordinators made presentations pertaining to the situations of disabled adult people in local area and also in country.

The second travel within in the scope of the abroad mobility was realized for Bulgaria and 18 disabled adult people were taken to Bulgaria on 13th -16th, June 2014. They had a chance to see works and experiences of the project partner countries about disability and disabled people and have intercultural interaction opportunity.

DESIGN OF TRAININGS - BULGARIA
Veliko Tarnovo University "St. Cyril and St. Methodius"
Department "Organization and methodology of social activities"

Assoc. Prof. Dr. Sonya Budeva

In the training group participate 16 people – 4 men and 12 women at the age between 20 and 58 years old with different type and level of disability (without mental disabilities).

9 of the participants are from the city of Veliko Tarnovo and the other 7 from the city of Pleven.

They are all studying or/and working.

The first training took place in the mountains – in the village of Beli Osam, Municipality of Troyan during the 26th and the 27th of April 2014.

Theme:

Module I – Management of NGO (Non-governmental organization)

Purpose:

This module aims to develop management skills for NGO management through examples and practical exercises.

Part I - Understanding NGOs - begins with an analysis of the development of the NGO sector and an introduction to some frameworks for understanding NGOs. It moves on to describe the issues faced by NGOs as a result of their distinctive identity and relationship with a wide range of different stakeholders, and concludes with an examination of the key management functions of leadership and governance as they relate to NGOs.

Part II - Strategy, Structures and Systems - describes the process by which an NGO scans, analyses, adapts to, and shapes its environment. It introduces some of the principles and models that can be used by an NGO to develop structures and systems according to its mission, vision and values.

Part III - Managing People - examines what an NGO can and should do to recruit, develop and retain the commitment of its people.

Part IV - Mobilising and Managing Financial Resources provides an overview of the major sources of income available to NGOs, outlines a strategic approach to financial sustainability and summarises the main elements of financial information available to NGO managers and how this should be interpreted. It also considers the importance of mobilising non-financial resources such as volunteer time, access to policy fora, and the development of a local constituency.

Part V - Managing for Effective Impact discusses monitoring and evaluating NGO work, outlines different approaches to measuring impact, and describes the role of NGO managers in supporting learning and managing change.

Theme:

Module II – Development and Management of projects

Purpose:

The participants are working through the project planning and activities programming steps. The main tool used is the logical framework. It provides a structured model for identifying expected results as well as the activities and inputs needed to accomplish them. Also are provides techniques and tools to identify stakeholders, analyze problems, define

objectives in line with population's needs and program human, financial and logistic resources in an efficient way.

Theme:

Module III – Social Entrepreneurship

Purpose:

Through lectures, discussions and exercises are given: understanding of the mechanisms, opportunities and challenges of social entrepreneurship; strengthen ability to grow an organization; practical methodologies such as design thinking to spur innovation and solve real, complex problems

Along with case study discussion and analysis, the programme give experiences and practical knowledge. Topics covered during the programme include: 1/What is Social Entrepreneurship? 2/Strategy and Innovation

This module is designed for using specific skills in the entrepreneurial pursuit of social impact. It provides a strong foundation for disabled people looking to become a successful sector leader. This module learn to skills and knowledge for social impact must approach their work thoughtfully, recognizing the unique challenges, opportunities, and qualities associated with trying to create social value.

The Social Entrepreneurship is designed to serve people who aspire at some point in their lives to be social entrepreneurs, executives in social-purpose organizations, philanthropists, or leading volunteers in their communities and the social sector.

Before the main subjects of the seminar, there was an ice-breaking training between the participants to facilitate their future formal and informal communication.

Results:

After the first training we have 16 people with knowledge and skills to be:

Social Catalysts, visionaries who can create fundamental social changes by reforming social systems and creating sustainable improvements.

Socially aware – Social improvement, as opposed to the creation of profit, should be the ultimate goal of the social entrepreneurs. The success of their endeavors is measured by their social impact, not by the amount of profits generated.

Opportunity-seeking– They pursue their goals relentlessly, seeing every obstacle as an opportunity to develop.

Innovative – They are creative, willing to think outside the box and ready to apply ideas to new situations.

Resourceful – Their visions are not limited by the resources that they have. Besides optimizing the use of existing resources, they actively expand their resource pool through collaboration with others.

Accountable – Social entrepreneurs are accountable to their beneficiaries, and they often ask themselves. They are also accountable to investors who want to know that their contributions are indeed stimulating social improvements as promised by the social entrepreneurs.

Tutors during the first training were: Prof. Doctor Habil Bayko Baykov; Assoc. Prof. Dr. Sonya Budeva; Assist. Prof. Teodora Todorova

The second training took place in the so-called “sea capital”, the city of Varna during the period of the 6th and the 8th of June 2014.

Theme:

Module I – Personal development

Purpose:

Personal development is unique to each individual. It is about having time for yourself to take stock and consider your next moves. During this module participants will explore your future in a practical way and learn how to develop your potential. They will undertake realistic self-assessment and set challenging goals. Key areas covered include improving your work/life balance and developing positive skills and attitude.

Theme:

Module II – Social skills

Purpose:

Key areas covered include communication and interpersonal skills. The program designed to improve people's skills in this area, helping them with nonverbal and assertive communication and with making conversation. It also include conversational skills that are needed in different specific situations, for example job interviews, informal parties, and dating.

Another common focus of the training involves improving a participant's ability to perceive and act on social cues.

Results:

After the second training we have 16 people with knowledge and skills to be able to communicate more assertively and effectively and to have increased self-confidence and motivation.

Tutors during the second training were: Assoc. Prof. Dr. Sonya Budeva; Teacher of social work practice – Mrs. Maya Pesheva; Teacher of social work practice – Mrs. Katya Lazarova

In the second training was included a visit to one of the most modern daily centers for social rehabilitation and integration for disabled people – “Riviera”, which is situated in a place called “the sea garden” in the city of Varna, very close to the sea coast.

We saw the products made by the clients of the center during their working therapy, we tried music and dance therapies, but unfortunately, we didn't manage to try the delicious bread which the clients worked and baked on their own as a part of the so-called “bread therapy”.

People from our group took part in a training session for disabled people in the sport center “Nikeya” – city of Varna, which was a really interesting and useful part of our programme. The club uses one of the halls of the biggest sports center in Varna free of charge. This was really useful for all of us, because we learned valuable information and got ideas about the creation and financing of such sport club. We also learned how to participate in national and international federations and competitions.

Although the project is not over yet, we already have results from the first and the second trainings – a Social enterprise and a Sport center for disabled people are in a process of registration in the city of Pleven and city of Veliko Tarnovo. The initiators are two of the participants in the project. They participated in an additional specialized training.

DESIGN OF TRAININGS IN CYPRUS
MKC City College from Cyprus

NR. CRT.	DATE	ACTIVITY
1	11-11-2014	Computer training, emphasis on the multimedia picture and picture viewing, also video and selection Number of participants Adults disabled 8
2	12-12-2014	Languages training – Emphasis on Communications in different languages (English) Number of participants Young Disabled 4
3	20-12-2014	Participate in a show that disabled created and presented Number of participants all ages 14
4	2-2-2015	Educational programme art craft ,designs Number of participants all ages 18
5	26-3 – 2015	Making of Easter Bread (floaouna) The subject is get ready for easter Participants all ages 10

CHAPTER IV INTERCULTURAL WORKSHOPS

DESIGN OF WORKSHOP IN BULGARIA, VELIKO TARNOVO

13-16 June 2014

Veliko Tarnovo University "St. Cyril and St. Methodius"
Department "Organization and methodology of social activities"

Assoc. Prof. Dr. Sonya Budeva

Theme of the first intercultural workshop:
Intercultural presentation and knowledges

Purpose:

The purpose of this workshop is to expand and strengthen knowledge, skills, and positive attitudes towards cultural diversity and people with disabilities.

The aim of the workshop is to develop cultural self-awareness, promote intercultural competencies and achieve effectiveness in interpersonal interaction.

The workshop focuses on a practical approach of communication in an intercultural setting, which prepares the participants for cultural differences.

The following topics were included:

- Effective communication in an intercultural setting;
- Dealing with differences in communication style;
- Being aware of your own cultural background and how others perceive you.

Activities during the first intercultural workshop:

- Workshops in groups - intercultural presentation and knowledge;
- Cultural Sensitivity; Cultural Awareness; Cultural Brokering; Cultural Competency
- Workshops in groups - suggestions for the project's logo and motto: How Do You See Yourself, How Do You Want To See You Others?
- Organised intercultural dinner with traditional bulgarian folklore dances
- Visit to archaeological and ethnographic outdoors museum „Samovodska charshia”, short trip and visit to architectural reserve Arbanasi, visits to museums/interesting places in Veliko Tarnovo and near to the city.

Design of workshop and round-table in Bulgaria, Beli Osam, 17-20th of July 2015

Theme of the intercultural workshop and round-table:
Challenges for socialinclusion of people with disabilities

Purpose:

The purpose of this workshop and round-table is to provide a space for debate, among interested groups, about policy within both the disability and the broader human service sectors for people with disabilities, with the intention of naming issues, clarifying concepts and ideas, exploring challenges, articulating solutions and informing practice.

Four questions were placed:

- What does inclusion look like for people with disability?
- What does it take to achieve inclusion?

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New Resources for Our Community

- What are the barriers to making it happen?
- What are the priorities for action?

The papers adds to debates about the meaning of social inclusion for people with disability and extends understandings about their problems in everyday experiences. The papers report research and project evaluations that illustrate possibilities of social inclusion for people with disabilities as well as the challenges.

Project website, media and social media presence

Website BG - <https://sites.google.com/site/newrocbg/home>

Associate Professor Dr. Sonya Budeva– Responsible for information and publicity

DESIGN OF WORKSHOPS IN ROMANIA, CRAIOVA
26-29 September 2014
University of Craiova - Faculty of Law and Social Sciences
Department of Social Sciences

30 June- 2 July 2015
University of Craiova - Faculty of Law and Social Sciences
Department of Social Sciences

Assist. Prof. PhD. Vădăsteanu Cristina - Ileana

Intercultural workshop 26th -29th of September 2014

Theme of the second intercultural workshop:

Finding new working methods to encourage and support people with disabilities to be more active in the community life

Objectives:

- To involve the learners in finding together innovative solutions to encourage and support people with disabilities to be more active in the community life.
- To stimulate participants to identify their qualities and weaknesses
- to improve the knowledge and the abilities of the people with disabilities to communicate their expectations and needs
- To encourage participants to discover the obstacles/problems encountered in the community to which they belong and to draw up a plan to solve them.

Activities during the second intercultural workshop:

- The first day of the workshop was dedicated to the interpersonal knowledge of the PWD and staff from the partners country
- Workshops in groups - to stimulate participants to identify their qualities and weaknesses and to encourage participants to discover the obstacles/problems encountered in the community to which they belong and to draw up a plan to solve them. All participants worked in mixed groups (persons from each country) and in the end one representant from each group presented the results.
- Each partener presented the activity from the begining of the project.
- Visit to the important places of Craiova City such as "Casa Băniei" Museum, Day Centre for Disabled "SF. Catherine the Art Museum and park Romanescu.

Intercultural workshop 30th of June- 2nd of July 2015

An additional workshop was held in Craiova in the period 30th of June- 2nd of July 2015 with the participation of Romanian and Cypriot partners.

It was an English language training for persons with disabilities, which had two stages:

- First stage: English training courses
- Second step: English test for students for "first step" and "junior step"

Activities during the workshop:

30th of June- Cypriot team arrival and a meeting took place at the Hotel Plaza's conference room.

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New Resources for Our Community

31st of June- From 10 o'clock A.M. to 18.00 o'clock the English language training courses took place, and were delivered by an English teacher from Cyprus.

1st of July – From 10 o'clock A.M. the English course participants were tested by the same Cypriot teacher at English, using “first step” and “junior step” tests from Chichester Language College.

2nd of July- The departure of Cypriot team.

DESIGN OF WORKSHOPS IN TURKEY

February 27th - March 2th, 2015

Süleyman Demirel University, Department of Sociology

Prof. Dr. Songül Sallan Gül
Assist. Prof. Dr. H. Eylem Kaya
Prof. Dr. Hüseyin Gül
Assist. Prof. Dr. Ayşe Alican Şen
Research Assist. Özlem Kahya Nizam
Research Assist. Yonca Altındal
Research Assist. Fatih Kahraman

Activities have been carried out for creating internal (Suleyman Demirel University/SDU) and local (Isparta) public sensibility and awareness for disabled adult people through the project NEWROC. Within this context firstly, by means of local press, a range of writings and dissemination news have been made. Besides, local press media such as Akdeniz, Kent 32 and Bomba 32, internal press (www.sdu.edu.tr) and online media (Şanlıurfanews, Pirsus ve Kazete etc.) were informed by the project coordinators. In addition, broadcasting was made related with the news and the project activities and the interview (on Isparta Channel 32), By means of university web page (www.sdu.edu.tr), news and announcements of the project were announced to 63 thousand students and staff at SDU. Also, announcement works through the dissemination activities of the project were carried out by the project coordinators at SDU Sociology Department both in courses and on hoarding panel.

Within in the scope of the project first of all, Prof. Dr. Songül Sallan Gül and Assist. Prof. Dr. H. Eylem Kaya as project coordinators at SDU Sociology Department went to Romania which is the coordinator country of the project. The travel performed on November 15-18th, 2014 as the first abroad movements of the project. At that meeting, coordinators made presentations pertaining to the situations of disabled adult people in local area and also in country.

In order to reach disabled adult people who would participate the workshops at local and international scale, correspondences were made in with the relevant institutions (NGOs), and they were informed about the project and demanded support for determining disabled adult people as the participants of the workshops. By means of SDU Rectorate, official writings were realized to the Governorate of Isparta and the relevant NGOs and foundations and then were informed for the incorporation of the disabled adult people in process.

Within this context; personal data and contact information of people who would service to the disabled adults during the workshops, and contact information of disabled adults were requested from the institutions; Governorate of Isparta, Mayorship of Isparta, Governorate of Isparta Disabled Coordination Center, Ministry of Family and Social Policies Isparta Directorate, Isparta National Education Guidance and Research Center, Social Services Association, Isparta Special Education Primary, Secondary, Vocational Education Center, Isparta Umuda Doğru Special Education and Rehabilitation Center, Öncü Special Education and Rehabilitation Center, Special Education and Rehabilitation Center, Research and Practice Hospital Chief Physician and Disabled People Research and Practice Center.

Through the interactions performed at Isparta National Education Guidance and Research Center, Social Services Association, Isparta Special Education Primary, Secondary, Vocational Education Center, disabled adult people list for the participations in workshops were formed and pre-interviews were made and then, the first two workshops were decided to work with young disabled adults.

For determination of the disabled adult people, numerical data benefit from governmental agencies in Isparta and database of Suleyman Demirel University Rectorate were attained. Within this scope, list of disabled staff who work at SDU was also formed by December 30th, 2013. By means of the relevant institutions mentioned above, the contact information of disabled people who would participate local workshops and abroad mobilities was taken and pre-interviews were made on December 2013- March 2014.

Within in the scope of the project, minimal 4 focus group-workshops (2 urban in city center and 2 rural in Gönen and Yalvaç) were planned for disabled adult education workshops. In process of working to increase the sensibility for disability at SDU, also 1 workshop was practiced. In total, 5 local workshops were carried out through December 30th 2013- January 20th, 2014.

First Workshop: The first local workshop was performed on December 30th, 2013 (9.30 a.m.-13.30 p.m.) together with 12 mild mentally disabled young adults and 18-23 age range participated in. The workshop was performed in Disabled Work Center and Prof. Dr. Songül Sallan Gül as educator and coordinator, Assist. Prof. Dr. H. Eylem Kaya, Assoc. Prof. Dr. Bülent Şen and Assoc. Prof. Dr. Ümit Akça as educators participated in. Assist Prof. Dr. Ebru Taysi and Prof. Dr. Hüseyin Gül who are SDU academic staff as educators and Nurten Bozkurt Sağlamer as sport educator also contributed to the workshop voluntarily. In addition, psychologist Funda Türkmenoğlu gave a seminar (service pay done for 30.12.2013-18-20.01.2014) about disabled people relationship and communication development. 15 SDU Sociology Department undergraduate students were assigned in workshop to assist on filling the related documents (motivation sheets) for the project. Three master students and three research assistants as internal observers and Dr. Ayşe Alican Şen as external observer were also assigned for the workshop process.

Second Workshop: The second workshop was performed on January 18th, 2014 (13.30-17.30 p.m.) and 13 mild mentally disabled young adults 16-22 age participated in. The workshop was performed at Disabled Special State High School and Prof. Dr. Songül Sallan Gül as educator and coordinator, Assist. Prof. Dr. H. Eylem Kaya, Assoc. Prof. Dr. Bülent Şen and Assoc. Prof. Dr. Ümit Akça as educators participated in. Assist Prof. Dr. Ebru Taysi and Prof. Dr. Hüseyin Gül who are SDU academic staff as educators and Nurten Bozkurt Sağlamer as sport educator also contributed to the workshop voluntarily. In addition, psychologist Funda Türkmenoğlu gave a seminar about disabled people relationship and communication development. In workshop, six teachers sat up with disabled people to assist them and eight SDU Sociology Department undergraduate students were assigned in workshop activities. Three master students and three research assistants as internal observers and Dr. Ayşe Alican Şen as external observer were also assigned for the workshop process.

Third Workshop: The third workshop was performed on January 19th, 2014 (9.30 a.m. -13.00 p.m.) and 12 disabled young adults were invited by means of associations of the visually handicapped people but 22 disabled young adults participated to the workshop. In addition, 14 relatives of the disabled adults were assigned to assist them during the workshop and the workshop was performed in Yalvaç by the help of the Association of Visually

Handicapped. While Prof. Dr. Songül Sallan Gül as educator and coordinator participated, Prof. Dr. Hüseyin Gül, who is SDU academic staff, contributed as educator and Nurten Bozkurt Sağlamer as sport educator to the workshop voluntarily. Besides, psychologist Funda Türkmenoğlu gave a seminar about disabled people relationship and communication development. 20 SDU Sociology Department undergraduate students were assigned in workshop activities and 3 master students and 3 research assistants as internal observer and Dr. Ayşe Alican Şen as external observer were also assigned.

Fourth Mixed Workshop: The fourth workshop was performed on January 19th, 2014 (13.30-17.30 p.m.) in Gönen Vocational High School meeting room and 13 orthopedically disabled, 1 mild mentally disabled and 2 visually disabled adults so in total 16 disabled adults participated in workshop. In addition, 16 relatives of disabled adults and 4 disabled adult association agents were assigned and Prof. Dr. Songül Sallan Gül as educator and coordinator participated. While Prof. Dr. Hüseyin Gül, who is SDU academic staff, contributed as educator and Nurten Bozkurt Sağlamer as sport educator to the workshop voluntarily, psychologist Funda Türkmenoğlu gave a seminar about disabled people relationship and communication development. 23 SDU Sociology Department undergraduate students to assist and 5 master students and 4 research assistants as internal observer and Dr. Ayşe Alican Şen as external observer were also assigned.

Fifth Workshop: The fifth workshop was performed on January 20th, 2014 at SDU Faculty of Science and Arts deanery meeting room (13.30-17.30 p.m.) and 12 walking, visually and organ dissipation disabled young adults as SDU staff and students participated in. Prof. Dr. Songül Sallan Gül as educator and coordinator, Assist. Prof. Dr. H. Eylem Kaya, Assoc. Prof. Dr. Bülent Şen and Assoc. Prof. Dr. Ümit Akça as educators participated in. Assist Prof. Dr. Ebru Taysi and Prof. Dr. Hüseyin Gül who are SDU academic staff as educators and Nurten Bozkurt Sağlamer as sport educator also contributed to the workshop voluntarily. In addition, psychologist Funda Türkmenoğlu gave a seminar about disabled people relationship and communication development. 15 SDU Sociology Department undergraduate students to assist and 4 master students and 4 research assistants as internal observer and Dr. Ayşe Alican Şen as external observer were also assigned.

Since some disabled participants do not allow images for public sharing platform during image acquisition, social media sharings are based on photos. Besides, videos will be uploaded to the site if possible; otherwise, the DVD will be added to the final report of the project.

International Cultural Workshop in Turkey: The third travel within in the scope of the abroad mobility was realized for Turkey. In addition to 50 disabled, accompanying and staff people from Turkey, 6 people from Romania and 13 people from Bulgaria were present in the international cultural workshop in Turkey held between February 27th - March 2th, 2015. At that meeting, coordinators made presentations pertaining to the situations of disabled adult people in local area and also in country. They had a chance to see works and experiences of the project partner countries about disability and disabled people and have intercultural interaction opportunity.

Theme of the first intercultural training program: Intercultural presentation and knowledge

Purpose:

The purpose of this training program is to expand and strengthen knowledge, skills, and positive attitudes towards cultural diversity and people with disabilities.

The aim of the training program is to develop cultural self-awareness, promote intercultural competencies and achieve effectiveness in interpersonal interaction.

The training program focuses on a practical approach of communication in an intercultural setting, which prepares the participants for cultural differences.

The following topics were included:

- Effective communication in an intercultural setting;
- Dealing with differences in communication style;
- Being aware of your own cultural background and how others perceive you.

Activities during the third intercultural training program:

- Training programs in groups - intercultural presentation and knowledge;
- Cultural Sensitivity; Cultural Awareness; Cultural Brokering; Cultural Competency
- Training programs in groups - suggestions for the project's logo and moto: How Do You See Yourself, How Do You Want To See You Others?
- Organized intercultural dinner with traditional zeibek folklore dances

Project Dissemination Activities

1. On January 9th, 2014, a meeting was organized in Governor of Isparta and Disabled Coordination Center and they were informed about the activities realized for disabled adult people in project process. At the same time, defining the problems of disabled adults in Isparta and determining who would participate in Bulgaria mobility was organized in meeting.
2. On January 10th, 2014, interviews were realized in Disabled Coordination Center with 15 associations for disabled people in Isparta face to face and by telephone. In interviews, they were also informed about project and participation issue. The NGOs communicated within the scope of the project are; Social Service Association, Isparta Hearing Impaired Sport Club, Turkey Visually Impaired Association Isparta Office, Walking Disabled Life Association, Isparta Orthopedic Disabled Association, Turkey Disabled Association, Disabled Association Yalvaç Office, Isparta War Wounded Association, Six Point Association for the Blinds Isparta Office, Turkey Whitemoon Association Isparta Office, Unhindered Life Association, Ant Mentally Disabled Education and Employment Association, Turkey Spastic Children Association Isparta Office, Yalvaç Anatolia Disabled Assistance, Solidarity and Communication Association, Yalvaç Protection and Development Association for Disabled People.
3. On January 13th, 2014, a meeting was organized in Ministry of Family and Social Policies Isparta Directorate of Old and Disabled. Then, an activity report was prepared about the conditions of disabled people who live in Isparta and benefit from social assistances.
4. On January 15th, 2014, a meeting have hold with head of walking disabled people association in Isparta Supervised Release Directorate.
5. On January 30, 2014, a meeting was hold about workshop assessments in Isparta Disabled Coordination Center.
6. Recovering motivation forms that practiced in workshops, reuniting workshop observer reports, analysing video and recordings and other relevant data as statistical and qualitative (categorical content analysis) was performed by Dr. Ayşe Alican Şen (service pay done for 10.02.2014-14.02.2014 and 20.01.2014-24.01.2014). Reporting project outputs were prepared by the coordinator Prof. Dr. Songül Sallan Gül and

Assist. Prof. Dr. H. Eylem Kaya, Assoc. Prof. Dr. Bülent Şen, Research Assistant Yonca Altındal and Research Assistant Özlem Kahya as SDU Sociology Department academic members.

7. Within in the scope of the project, Vesile Yılmaz Anatça who is one of the doctorate programme students of Sociology Department prepared a project logo, motto and dissemination cards of the project in order to increase awareness for disability on April-May 2014.
8. The second travel within in the scope of the abroad mobility was realized for Bulgaria and 18 disabled adult people were taken to Bulgaria on 13th -16th, June 2014. They had a chance to see works and experiences of the project partner countries about disability and disabled people and have intercultural interaction opportunity. Whereas the news on this mobility was taken part on (<http://www.sdu.edu.tr/Haber.aspx?id=3162>) and after Bulgaria travel, Face book group page named as Bulgaria Diary was created for participants' sharing (<https://www.facebook.com/groups/714999238539579/>) and the group has 32 members.
9. Within in the scope of internal meetings, Prof. Dr. Songül Sallan Gül and Assist. Prof. Dr. H. Eylem Kaya participated in 2013 Grundtvig Learning Partnerships Kick-off Meeting organized by Ministry of European Union, Center for European Union Education and Youth Programmes, Turkish National Agency on October 11th-12th, 2013, in Ankara.
10. Within in the scope of internal meetings, Prof. Dr. Songül Sallan Gül participated in 2013 Grundtvig Learning Partnerships Midterm Meeting organized by Ministry of European Union, Center for European Union Education and Youth Programmes, Turkish National Agency on June 19th-20th, 2014 in Ankara.
11. Project Face book and Twitter accounts were opened for dissemination of the project and Face book page name is “Newroc TR-Disabled Project”. The page is followed by 432 people (<https://www.facebook.com/NEWROC.TR?fref=ts>) and Twitter page name is “NEWROC_TR” and it has 22 followers (https://twitter.com/NEWROC_TR). All activities realized within the scope of the project were also announced to the followers from both Face book and Twitter accounts regularly.
12. Face book and Twitter accounts were opened on December 15th, 2013. For the same day, interview video of Prof. Dr. Songül Sallan Gül committed by Channel 32 (<http://www.youtube.com/watch?v=tIUkN8r6KR0&feature=youtu.be>) and a status update explaining the project's scope and purpose were also shared.
13. On January 6th, 2014, a newspaper article named “Asıl Engel Kimde?” as Turkish was published on Akdeniz Newspaper and submitted to the followers (<https://www.facebook.com/NEWROC.TR/photos/a.618665524862763.1073741827.618629648199684/629479070448075/?type=1&theater>) and by Kent 32 Newspaper on January 2nd, 2014 (<http://www.kent32.com/asil-engel-kimde-2131h.htm>). Besides, the same news was also published on zaman32.com news portal and it was shared on January 10th, 2014, through Face book page (<http://www.zaman32.com/asil-engel-kimde--2131h.htm>).
14. On January 15th, 2014, the news named “Joy of Certificate in New Resources for Our Community Project was shared on Suleyman Demirel University web page bulletin (<http://www.sdu.edu.tr/Haber.aspx?id=2599>) and read 1008 times. On January 22nd, 2014, the news named “New Resources for Our Community Project Works Continue” was also shared on Suleyman Demirel University web page (<http://w3.sdu.edu.tr/Haber.aspx?id=2619>) and read 938 times. The same news was

- also published in Newspaper 32 on January 24th, 2014 (<http://www.gazete32.com.tr/isparta/engelsiz-yasam-yeni-gucumuz-projesi-calismalarina-devam-ediyor-h51115.html>).
15. On January 22nd, 2014, the photos of Workshop 1, Workshop 2, Workshop 3, Workshop 4 and Workshop 5 performed within the scope of the project was submitted on Face book for the followers of (<https://www.facebook.com/NEWROC.TR/photos/a.636802043049111.1073741834.618629648199684/636802086382440/?type=1&theater>).
 16. On May 9th, 2014, the exhibition of wood painting, side decoration, marbling and ornamentation organized by Isparta Disabled People Coordination Center was announced.
 17. On May 1^{0th}, 2014, SDU Sociology Department PhD student Vesile Yılmaz Anaçça competed New Balance Bozcaada Half Marathon and 10K Competition in İstanbul within the scope of the project. The competition had importance for the project dissemination. On May 1^{2th}, 2014, the competition news was published on Suleyman Demirel University web page and read 603 times (<http://www.sdu.edu.tr/Haber.aspx?id=3020>). On May 3^{1st}, 2014, the photos of the same news were also shared.
 18. Another news for project dissemination was published under the title of “Sosyoloji Bölümünden Bir İlk Daha” as Turkish on Suleyman Demirel University web page on July 22nd, 2013 (<http://www.sdu.edu.tr/Haber.aspx?id=2130>) and read 2435 times.
 19. One more news for again project dissemination is an interview performed with Prof. Dr. Songül Sallan Gül about project subject and purposes on December 5th, 2013 (<http://www.youtube.com/watch?v=tIUkN8r6KR0>) and its video was broadcasted by Channel 32 that is the local news channels in Isparta. Besides, the same video was also put on project Face book page on December 15th, 2013 (<https://www.facebook.com/photo.php?v=618632518199397&set=vb.618629648199684&type=2&theater>).
 20. The other news for project dissemination was published under the title of “New Resources for Our Community Project” at Haber Al 32 on January 14th, 2014 (<http://www.haberal32.com/tag/engelsiz-yasam-yeni-gucumuz>).
 21. Another news for project dissemination was published under the title of “Disabled Adults’ Problems Workshop from SDU Sociology Department” on Suleyman Demirel University web page on January 17th, 2014 (<http://www.sdu.edu.tr/Haber.aspx?id=2464>) and read 1473 times.
 22. The other news for project dissemination was published under the title of “Dört Mevsimi Kış Yaşayanlar” as Turkish on Akdeniz Newspaper on June 7th, 2014. The article was written by Hilal Kara who is one of the students at SDU Sociology Department and the same column was also published on Şanlıurfa News Portal on June 8th, 2014 (<http://sanliurfahaber.com.tr/dort-mevsimi-kis-yasayanlar-197049h.html>) and Pirsus News Portal (<http://www.pirsushaber.com/dort-mevsimi-kis-yasayanlar-381721ny.html>).
 23. Another news for project dissemination was published under the title of “Sociology Department EU Grundtvig Adult Education Project’s part in Bulgaria was completed” on Suleyman Demirel University web page on June 19th, 2014 (<http://www.sdu.edu.tr/Haber.aspx?id=3162>) and read 601 times.
 24. The other news for project dissemination was published under the title of “New Resources: Unobstructed Living” on Baba 32 news portal on June 21st, 2014 (<http://www.baba32.com/isparta/yeni-gucumuz-engelsiz-yasam-h4308.html>).

25. Another news for project dissemination was published on January 8, 2015 (<http://www.medyakdeniz.com/video-haber/prof-dr-songul-sallan-gul-iki-yildir-surdurdukleri-projeyi-medyakdenize-anlatti-h2490.html>).
26. For project dissemination, An Article on “Non-Disabled Life-Our New Power: Let’s Talk About Solutions” was written by Sallan Gül, S., Kaya, H. E., Alican, Şen, A., Kahya, Ö., Altındal, Y., Gül, H., Akça, Ü. for Disadvantaged Groups’ Education and Employment Symposium in Kocaeli University 06-07 November 2014, Turkey and published in Symposium Proceedings Book, pp. 163-185.
27. For project dissemination, A Symposium titled “Social Rights and Disability” was hold on 3-5 April 2015 at Süleyman Demirel University, Isparta, Turkey with the contribution of Friedrich Ebert Foundation and participation around 20 academicians, representatives of NGOs, and specialists as well as more than 100 participants including many disabled people.

DESIGN OF WORKSHOPS IN LARNACA, CYPRUS June 5th – June 10th 2015

There was an official welcome for the participants and the hosts gave info on the programme of the next days. The partners went through the overview of the current project situation. One by one, the partners talked about what has been done in their own institution up to then.

After the coffee break, discussion on the final report started. The agenda for that day was Part E, which has to be filled in the same way for all the partners. Each partner will write the same things in this part, so the partners discussed how to fill in these parts. The strategy was this: Each question in Part E was discussed separately in the meeting and notes were taken. Then, each section was discussed and given special attention. Each partner shown willingness to give the final report its final shape. Here are the areas where the need for special attention for question under Part E:

- E.1. SUMMARY:
- E.2. OUTCOMES:
- E.3. EUROPEAN ADDED VALUE:
- E.4. PARTNERSHIP OBJECTIVES ACHIEVEMENTS:
- E.5. KEY COMPETENCES:
- E.6. HORIZONTAL ISSUES: It will be the same with the app. Form
- E.7. WORKPLAN AND TASKS:
- E.8. COMMUNICATION AND COOPERATION:
- E.9. PARTNERSHIP LANGUAGES: It will be chosen on the form.
- E.10. EVALUATION:
- E.10.1. PROGRESS MONITORING:
- E.10.2. RESULTS ACHIEVEMENT: It will be chosen on the form.
- E.10.3. AIMS/OBJECTIVES ACHIEVEMENT:

On Sunday June 6th 2015, was organized an excursion to the city of Limassol – Visited Kollossi Castle – Limassol Old town – Limassol castle – Limassol Marina.

Monday June 7th 2015 was discussed Part F. It is a part that should be separately filled in by the partners. Partners went through the form and discussed the questions on the form.

After this discussion, it was recommended that all partners visit ECAS system and go through it to see what should be done.

Afternoon excursion to Lefkara – the city of the famous lefkaritika – lokoumia – and silver.

Tuesday June 9th 2015, was visited St Lazaros Day Care center in the morning in Larnaca, where Mr Alexis and Mr Spiros (the Principal) with students and other teachers showed partners the center and later a lesson of Greek dancing.

The meeting finished with dinner at a local tavern.

After all of these, as this was the last meeting of the project, each partner took the opportunity to say their thoughts about the project and their wishes about the future.

CHAPTER V PROJECT WEBSITE, MEDIA AND SOCIAL MEDIA PRESENCE

Assist. Prof. PhD. Mihai Alexandru Costescu – Responsible for information and publicity
Assist. Prof. PhD. Dan Voinea – Responsible for information and publicity

1. Website -<http://newroc.wordpress.com>

Education and Culture DG
Lifelong Learning Programme
Grundtvig

NEW RESOURCES FOR OUR COMMUNITY

Home Despre Grundtvig Parteneri Echipa de proiect

New
10

A doua intalnire de lucru in cadrul proiectului NEWROC

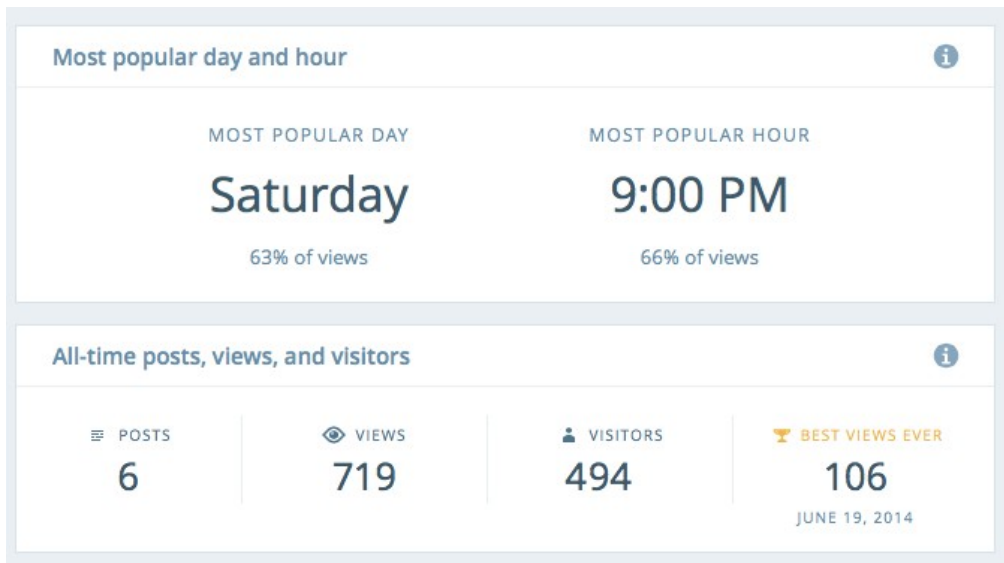
In cadrul proiectului „Noi resurse pentru comunitatea noastră”, finanțat de Comisia Europeană în cadrul „Programului de Învățare pe tot Parcursul Vieții – Grundtvig”, prin intermediul Agenției Naționale pentru Programe Comunitare în Domeniul Educației și Formării Profesionale – ANPCDEFP, în perioada 26-29 septembrie 2014 a fost organizat la Craiova al doilea atelier intercultural.

În cadrul acestei întâlniri, au participat 26 de persoane din Bulgaria, Turcia, Cipru și România.

În cadrul atelierului, persoanele cu dizabilități din cadrul proiectului au participat la exerciții de cunoaștere interpersonală, de identificare a abilităților, a obstacolelor cu care se confruntă și de identificare a soluțiilor pentru depășirea acestor obstacole.

De asemenea, toți participanții și partenerii din Turcia, Cipru și Bulgaria au avut ocazia de a vizita Muzeul de Artă, Casa Băneli, Centrul de zi pentru persoane cu dizabilități „Sfânta Ecaterina” și Parcul Roamnescu.

Următoarea întâlnire va fi în perioada 27 februarie – 1 martie 2015, când urmează să fie organizat cel de-al treilea workshop, de aceasta dată în Turcia, la care vor participa 6 persoane din România (3 lectori și 3 persoane din grupul tinta).



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2. Facebook -<http://facebook.com/newroc2013>

The screenshot shows the Facebook page for 'New resources for our community'. The page header includes the Facebook logo, the page name, and navigation options like 'Page', 'Messages', 'Notifications', 'Insights', and 'Publishing Tools'. The main content area features the European Union flag and the Education and Culture DG logo, along with the text 'Lifelong Learning Programme Grundtvig'. A banner image shows the text 'NEW RESOURCES for our community Education' with flags of Romania, Hungary, and Turkey. Below the banner, there are navigation tabs for 'Timeline', 'About', 'Photos', 'Likes', and 'More'. The left sidebar shows engagement statistics: 74 likes, 1 post reach, and a milestone of 100 likes. The 'ABOUT' section describes the project's purpose: to encourage people with disabilities from urban and rural areas from 4 European countries to rediscover their resources. The 'PHOTOS' section displays a grid of images showing groups of people at various events. The main timeline shows a status update from Mihai Costescu asking 'What have you been up to?' and a shared album titled 'New resources for our community shared Newroc TR - Engelliler Projesi's album.' published by Mihai Costescu on February 28. The album includes several photos of people at a table, with a '+6' icon indicating more photos. The bottom of the post shows '13 people reached' and a 'Boost Post' button.

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Your 5 Most Recent Posts >

Reach: Organic / Paid | Post Clicks | Likes, Comments & Shares

Published	Post	Type	Targeting	Reach	Engagement	Promote
02/28/2015 3:38 pm	New resources for our community shared Newroc TR - Engellier Projesi's album.			132	102 22	Boost Post
01/20/2015 10:29 am	Info Workshop Craiova In cadrul proiectului „Noi resurse pentru comunitatea noastră”, finanțat de			5	13 0	Boost Post
06/17/2014 10:00 pm	PRIMUL ATELIER INTERCULTURAL BULGARIA 13-16 IUNIE 2014 In cadrul proiectului „Noi resurse			0	0 0	Boost Post
06/10/2014 11:19 pm	Training organizat in cadrul proiectului Noi resurse pentru comunitatea noastra, derulat de Facultatea			34	29 2	Boost Post
06/08/2014 1:28 am	newroc.wordpress.com			511	92 21	Boost Post

Facebook Turkey - <http://www.facebook.com/NEWROC.TR>

The screenshot shows the Facebook profile page for 'Newroc TR - Engelliler Projesi'. The header includes the European Union flag and the Education and Culture DG logo, along with the text 'Lifelong Learning Programme Grundtvig'. The page name is 'Newroc TR - Engelliler Projesi Community'. Below the header, there are navigation tabs for 'Timeline', 'About', 'Photos', 'Likes', and 'Videos'. The main content area shows a post from March 27, 2015, titled 'SOSYAL HAKLAR VE ENGELLİLİK SEMPOZYUMU ISPARTA (SDÜ KONUKEVİ) 3-5 Nisan 2015'. The post text says 'Arkadaşlar sempozyumumuza hepimizin katılımını bekliyoruz..' and includes a 'See Translation' link. Below the text is a large image of a poster for the 'SOSYAL HAKLAR VE ENGELLİLİK SEMPOZYUMU' held on 04-05 Nisan 2015 at Süleyman Demirel Üniversitesi, Korkuniv, ISPARTA. The poster features various icons representing different types of disabilities and lists speakers and topics. The Facebook interface also shows '433 people like this' and '6 people like this' for the post.

3. Media presence

National media:

Curierul Național –Facultatea de Drept și Științe Sociale din Craiova organizează în weekend prima întâlnire din cadrul proiectului ”Noi resurse pentru comunitatea noastră” – 15th November 2013

<http://www.curierulnational.ro/Actualitate/2013-11-15/Facultatea+de+Drept+%C8%99i+%C8%98tiin%C8%9Be+Social+din+Craiova+organizeaza+in+weekend+prima+intalnire+din+cadrul+proiectului+%E2%80%9DNoi+resurse+pentru+comunitatea+noastra%E2%80%9D>

Regional media:

GAZETA de SUD –Prima întâlnire din cadrul proiectului ”Noi resurse pentru comunitatea noastră” – 15th November 2013

<http://www.gds.ro/Invatamant/2013-11-15/Prima+intalnire+din+cadrul+proiectului+%E2%80%9DNoi+resurse+pentru+comunitatea+noastra%E2%80%9D>

Local media:

Lupa Mea – Facultatea de Drept organizează proiectul „Noi resurse pentru comunitatea noastră” –15th November 2013

<http://www.lupamea.ro/articol.php?id=20900>

Cuvântul Libertății – Facultatea de Drept organizează proiectul „Noi resurse pentru comunitatea noastră” –15th November 2013

[http://www.cvlpress.ro/16.11.2013/intalnire-de-lucru-in-cadrul-proiectului-noi-resurse-pentru-comunitatea-noastra-la-facultatea-de-drept/.](http://www.cvlpress.ro/16.11.2013/intalnire-de-lucru-in-cadrul-proiectului-noi-resurse-pentru-comunitatea-noastra-la-facultatea-de-drept/)

CHAPTER VI THE PROJECT IN PICTURES



After the first training at the Occupational School for The Disabled Youngsters, Isparta, January 2014



First training, SDU Isparta, January 2014

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Second training, Isparta, January 2014



Third training, Isparta, January 2014

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Fourth training, Isparta, January 2014



Fifth training, Isparta, January 2014

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First intercultural training program, Veliko Tarnovo, Bulgaria, June 2014



Third intercultural training program, Isparta, Turkey, February 2015

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Third intercultural training program, Isparta, Turkey, February 2015



National research February 2014

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First training – village of Beli Osam, Bulgaria, April 2014



First training – village of Beli Osam, Bulgaria, April 2014



First training – village of Beli Osam, Bulgaria, April 2014

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Second training – city of Varna, Bulgaria, June 2014



Second training – city of Varna, Bulgaria, June 2014



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Second training – city of Varna, Bulgaria, June 2014



Second training – city of Varna, Bulgaria, June 2014



Visit to a modern daily centers for social rehabilitation and integration for disabled people
– “Riviera”, city of Varna



Training session for disabled people in the sports center “Nikeya”, city of Varna



Training session for disabled people in the sports center “Nikeya”, city of Varna



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Training session for disabled people in the sports center “Nikeya”, city of Varna



Discussion of idea about the creation and financing of sport club for disabled people in city of Veliko Tarnovo and city of Pleven



First intercultural workshop, Veliko Tarnovo, Bulgaria, June 2014



First intercultural workshop, Veliko Tarnovo, Bulgaria, June 2014



First intercultural workshop, Veliko Tarnovo, Bulgaria, June 2014



Intercultural dinner with traditional bulgarian folklore dances



Visit to architectural reserve Arbanasi, Bulgaria



Visit to architectural reserve Arbanasi, Bulgaria

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Second intercultural workshop, Craiova, Romania, September 2014



Second intercultural workshop, Craiova, Romania, September 2014



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Visit to a daily centers for social rehabilitation and integration for disabled people,
Craiova, Romania, September 2014



Visit to Art Museum in the town of Craiova, former aristocratic palace



Visit to Art Gallery in the town of Craiova, former aristocratic palace

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Walk in the national park "Nicolae Romanescu", Craiova, Romania



Third intercultural workshop, Isparta, Turkey, February 2015



Third intercultural workshop, Isparta, Turkey, February 2015

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Third intercultural workshop, Isparta, Turkey, February 2015



Third intercultural workshop, Isparta, Turkey, February 2015



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Visit to school for children with disabilities, Isparta, Turkey



Visit to school for children with disabilities, Isparta, Turkey



Picnic in the ski resort Davraz, Turkey, February 2015

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Picnic in the ski resort Davraz, Turkey, February 2015



First training in Craiova, Romania

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First training in Craiova, Romania



Second training in Craiova, Romania

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Focus group Bralostita -Romania



Focus Group Craiova – Romania



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Participants of a panel during the Symposium titled “Social Rights and Disability” on 3-5 April 2015, Isparta



A presentation during the Symposium titled “Social Rights and Disability” on 3-5 April 2015, Isparta



Participants of a panel during the Symposium titled “Social Rights and Disability” on 3-5 April 2015, Isparta

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Participants of a panel during the Symposium titled “Social Rights and Disability” on 3-5 April 2015, Isparta



First meeting at MKC College, Larnaca, Cyprus, June 2015

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Cyprus, Larnaca, June 2015



Staff meeting, Cyprus, June 2015

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Cyprus, Larnaca, Local Handicap Center, June 2015



Cyprus, Larnaca, Local Handicap Center, June 2015

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English language training for persons with disabilities, Craiova, Romania, June 2015



English language training for persons with disabilities, Craiova, Romania, June 2015



Beli Osam, Bulgaria, international workshop and roundtable "Challenges of Social Inclusion of People with disabilities", July 2015



Beli Osam, Bulgaria, international workshop and roundtable "Challenges of Social Inclusion of People with disabilities", July 2015

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Permissions of the disabled people participated in the project workshops has been obtained in order to use the visual materials and photographs of the disabled people.