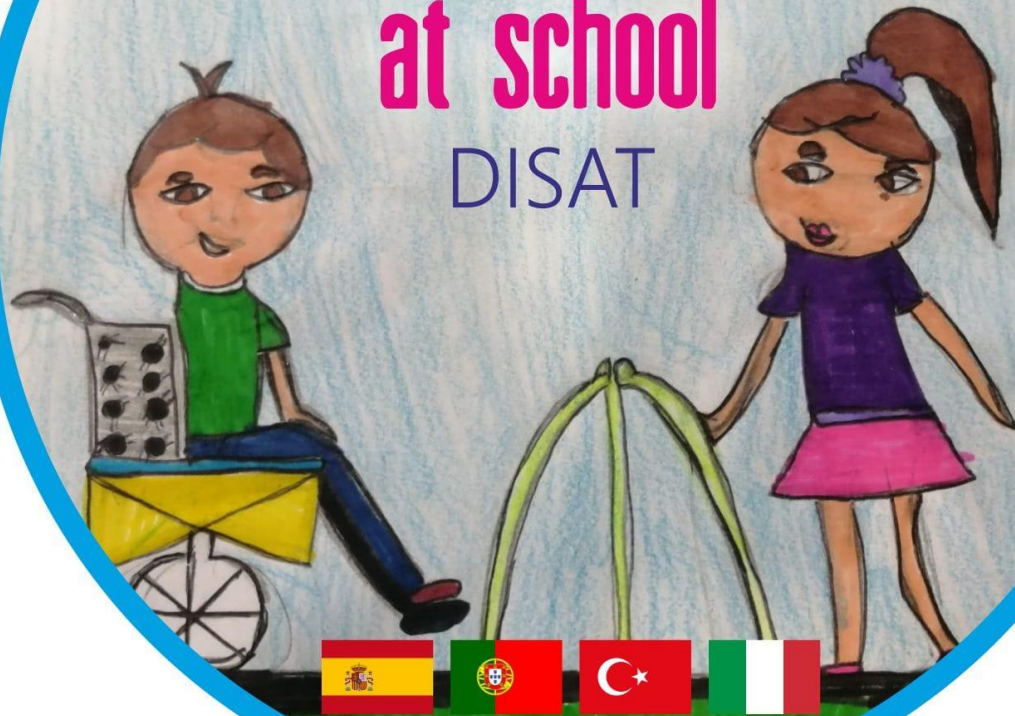
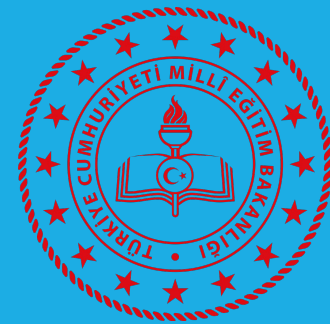


Designing inclusive spaces at school

DISAT



INCLUSIVE AND SPECIAL EDUCATION IN TURKIYE



Cofinanciado por el
programa Erasmus+
de la Unión Europea



The purposes of special education in our country are to create individuals with special educational needs in line with the overall objectives of Turkey and the basic principles of National Education and to regulate the procedures and principles for providing general and vocational education to be able to benefit from the law.



According to the results of educational evaluation and diagnosis conducted in guidance and research centers, special education schools and institutions are opened by the Ministry for the individuals who need special education as well as educational services through integration/integration practices in all types and levels.

In this context, vision, hearing, orthopedic, physical disability, individuals with intellectual disabilities, individuals with autism and individuals with special abilities are provided with institutional education.

In addition, education services are offered at home or in hospitals for individuals with special educational needs who are in the age of compulsory education and who cannot benefit directly from educational institutions due to health problems.

The rights and responsibilities of the students and parents in our country are stated in the Regulation on Preschool Education and Primary Education Institutions of the Ministry of National Education. In addition, Contact Center “147”, which the Ministry of National Education serves for the purpose of providing all kinds of information, questions, demands, opinions, suggestions, notifications, and complaints received from students, parents, teachers and all other citizens in order to ensure equal opportunities in education, was established.

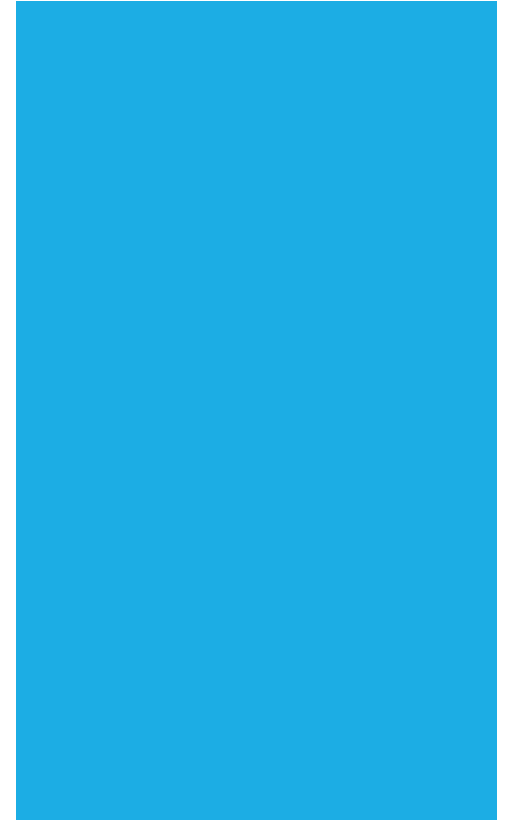


SPECIAL EDUCATION KINDERGARTENS

Special Education Kindergartens for Individuals of 36 months who Need Special Education and special education kindergarten can be opened for children who have not completed 69 months. Special education schools, independent kindergartens, and other elementary schools provide special education kindergartens for these children.

PRIMARY EDUCATION INSTITUTIONS FOR INDIVIDUALS NEEDING SPECIAL EDUCATION

For individuals with moderate or severe intellectual disabilities and moderate or severe autism, daytime special education practice school (Level I) and special education practice school (Level II) are opened. The special education program prepared by the Ministry is applied. Based on the programs followed by the students, the IEP is prepared. In these schools, students with moderate or severe intellectual disabilities and medium or severe autism are educated in separate branches. Classes are the most available; 8 students with intellectual disabilities and 4 students for students with autism.



SECONDARY EDUCATION INSTITUTIONS OPENED FOR INDIVIDUALS IN NEED OF SPECIAL EDUCATION

Daytime or boarding special education vocational high schools are opened for individuals with hearing or physical disabilities who complete primary education programs.



SPECIAL EDUCATION APPLICATION SCHOOLS

Special education application schools are opened for students who have medium or severe intellectual disabilities who cannot attend secondary education programs and who have medium or heavy autism.

HOSPITAL SCHOOLS

For the students who are in need of special education due to their health problems, hospital classes are opened with the proposal of the provincial or district special education services

HOMESCHOOLING

In accordance with the written request of the parent and the report of the Special Education Evaluation Board, home education services can be given during the school year for students who are in need of special education for compulsory education age, at least twelve weeks due to health problems.



SCIENCE AND ART CENTERS

The institutions for students, who continue their formal education and are specially gifted in the fields of general mental, visual arts or musical talent, opened to provide support education services in order to enable them to use their capacities at the highest level by developing their skills.





MULTICULTURALISM

Multiculturalism, an important sub-dimension of inclusive education, refers to the culture of


others among students. Familiarity and understanding of different cultures can only be achieved

through multicultural education. Multicultural education is an educational process in which all students benefit equally from education, regardless of their differences in religion, language, race, gender, age, social class, economic level.




There are still steps to be taken although considerable progress has been made.

Immigrant students in Turkey have difficulties in adaptation for various reasons. Due to the traumas experienced during the migration process; many negative behaviors, such as anxiety, insecurity, depression, hypersensitivity, are observed. Another important problem is whether the curricula and course contents are suitable for multicultural education.




In 2016, the "Financial Assistance Program for Refugees in Turkey" (FRIT) agreement was signed between the Ministry of National Education and the EU Delegation to Turkey, and a project called "Supporting the Integration of Syrian Children into the Turkish Education System" (PICTES) was started. The PICTES project, completed in 2019, aims to increase the access of Syrian children, who make up the vast majority of immigrant students, to education, to increase the quality of education offered, to improve the operational capacity of educational institutions and personnel, and to integrate them into the Turkish education system.



According to the Constitution of the Republic of Turkey, languages other than Turkish are forbidden to be taught as mother tongues to Turkish citizens in schools. Article 2 of the Law on Foreign Language Education and Teaching and Learning Different Languages and Dialects of Turkish Citizens states that "different languages and dialects traditionally used by Turkish citizens in their daily lives" can be taught through private courses and private schools can be opened to provide education and training in these languages.


- According to this law, only the children of the citizens of the Republic of Turkey who belong to the minority can study in minority schools.
- According to the Regulation on the Education of Children of Migrant Workers, children of migrant workers receive education in Turkey. Compulsory education also covers children of migrant workers.



It can be said that national legislation in Turkey is compatible with international legislation, especially when it comes to the education of children with disabilities.

The education of children with disabilities is comprehensively regulated in national legislation; however, it is difficult to say that there is an equally comprehensive regulation in terms of gender, language, religion and active origin.

Although gender-based discrimination is prohibited in the Constitution and many other documents, comprehensive arrangements have not been made to make educational settings inclusive for girls and children of different sexual orientations. A comprehensive regulation on the education of LGBTI (lesbian, gay, bisexual, trans and intersex) children is also missing in international legislation.



In addition, it is a situation that should be questioned whether the positive regulations in the legislation find sufficient response in practice. The reports of the committee following the conventions to which Turkey also show that there are many obstacles to be overcome in practice.

The studies about inclusive education in Turkey show that even though the practices of inclusion has been implemented since 1983, there are still huge problems to be solved for more successful inclusive practices.