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SPECIFIC APPROACH OF SPECIAL EDUCATION IN TURKEY

Marin Drămnescu (a), Vladimir Enăchescu (b)*

* Corresponding author

(a) Lumina - The University of South-East Europe, 64B Colentina/Bucharest Romania, marin.dramnescu@lumina.org
(b) The Bucharest University of Economic Studies, 6 Piata Romana, 1st district, Bucharest, Romania, vld_enachescu@yahoo.com

Abstract

In the contemporary world there are many definitions of integration resulting from the idea of equality in education and the principle that people should be educated in the least restrictive environment where you will give a modern education is a prerequisite for democratization. Integrating people with special needs provides education on equal terms with children of the same age in the normal education programs according to the type and degree opportunities offered and resources need to be used. Kircaali-Iftar (1992) defines integration as an education that can be taught in general education classes provided children with special needs to ensure teacher and / or student with disabilities special education services. Therefore, integration is not only the formation of a special needs child with his peers in a normal house without receiving any special educational support. Rather education of students with special needs in general education classes will be continued with the support of special education. This article highlights the role of education through continuing education emphasizing the integration of people with special needs and providing educational support services, along with their peers in countries not belonging to the European Union. Through these apps, people with special needs may continue their education through integration in the same class with their peers without disabilities either in full-time and part-time. In the application program ala part-time students attend certain lessons or extracurricular activities with their peers without disabilities.

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Keywords: Integration; special needs; special programs; extracurricular activities; disabilities.

1. Introduction

Education is one of the fundamental human rights and is a process of programmed events and selected to ensure social skills and personal development of individuals. The Universal Declaration of Human Rights specifies that everyone has the right to education. Under the Convention on the Rights of the Child, the signatory states agreed with the right to education of every child and that this will be done based on the principle of ensuring equal opportunities.

The specific of the contemporary society is that produced a series of changes in the general attitude of the community towards people with "special educational needs". Particularly, people who have various

physical and mental disabilities constitute a group that calls from the community, social services and interventions and also a psycho specialist. Such interventions involve a complex activity which envisages prevention, identification, diagnosis and psycho-diagnosis, therapy and psychotherapy, appropriate types of rehabilitation, education and re-education, expert advice and counseling and guidance. All these measures aim ultimately socio-professional integration and monitoring further developments of the person involved in the process. Achieving these objectives involves a type training of real psychological, pedagogical, medical and social legal and teachers responsible for educating children with special needs.

How the school environment has a significant share in the recovery of children in difficulty, the role of inclusive education should be inserted into an overall educational strategy. Restructuring of the education and management reforms are still ongoing, have produced changes in Axiological education grid in relation to the democratization of society, thus making enforcement of the right to education for all children and equal chances of access to their education. In an attempt to provide a life with a degree of autonomy enlarged vision of the need to change children with special needs by waiving labeling and stigmatization is considered as an important objective.

Therefore, without discrimination, every country is responsible for the education of all individuals. Equality in education is one of the fundamental principles of democratization.

In Turkey the right to education is guaranteed by Article 42 of the Constitution. Education in Turkey are conducted under the supervision and control of the state, being on the landing of equal justice, safety and health. Turkish education system has completed its current form by legislation which determine the type and level of education and the principles of operation. Ministry of Education undertake an important role in providing education services in both provinces of the country and foreign organizations.

2. Problem Statement

The general framework of the national education system in Turkey is determined by the National Education Law number 1739 which lists the general purpose of national education, basic principles and overall structure of the national education system in Turkey. "The right to education" and "equality and opportunity in education" are among the basic principles of national education.

Educational services are inadequate for people with special needs and why these people need special education. Special education is planned educational services aimed at individual and opportunity for such persons to live independently. Development of special education cannot be considered independently of other developments around the world. Development of special education is in accordance with our developing democracy, which allowed the adoption of a more moderate and more positive perspective on the variety of individual characteristics, as reflected in special education.

Table 1. Educational Services. Groups of disabilities:

Groups of disabilities	Groups of disabilities
People with visual disabilities	Children with adaptation problems
People with hearing disabilities	People with speech and language difficulties
People with physical disabilities	Gifted children
People with mental disabilities	Children with chronic diseases and long-term hospitalized children

Similar to the special education in Europe also in Turkey, the development of this type of education cannot be considered independent of social evolution but in line with the development of democracy, which allowed while adopting a more moderate and more positive on the variety of individual characteristics, so reflected in special education.

3. Research questions

The purpose of article is to assess the manner in which integration is carried out in schools for children with special educational needs in a country not belonging to the European Union but which is making major efforts for joining this space. Research questions: How it is structured the education system in Turkey? What are the decision-central structures that ensure the implementation of educational policies? What is the number of teachers relation to the number students? How many people with special needs and their distribution is impaired, gender, place of origin? Whose special education management in Turkey and how is it structured? How it is organized special education system in Turkey? What is the number of schools that provide education for children with special needs and that is the manner of organization and operation to these?

4. Purpose of the study

Education through integration that began to be applied in Turkey with Law number 2916 of the 1983 Act of children requiring special education continued with Decree number 573 of the 1997 Decree in respect of the law for special education and not least with Regulation Services special Education in 2000. These laws aim to turn students with special needs active members of the community and provide them with an educational environment shared with other children who are developing normally and is under legal in many European countries. And in the development plan is intended that pupils with special educational needs be given priority method of integrated education.

The article analyzes the positive and negative aspects of integration and the results will provide a real source of information on projects that the Ministry of Education will make for integration.

The article examines whether the transformation of traditional Turkish school in one with profound meanings inclusive has infrastructure, material resources, human, legal and institutional. It follows that the objectives of inclusive education aimed at combating non-schooling, dropout and school failure through efforts that go beyond the barriers of material difficulties, personal, family or social facing children. Meanwhile, the research results will reveal whether the objectives of inclusive education in Turkey should aim to provide optimal learning conditions that give everyone a chance an equal start in life in terms of education.

5. Research methods

The main research method is quantitative one. Data is gathered from secondary sources, namely official statistics published by the Turkish government structures (Ministry of Education, Institute of Statistics, the Higher Education Council), journals and national education law. This approach provides an overview of the education system in Turkey and, in particular, to the special school. The research findings may identify general pattern of functioning education system in Turkey and can be used as a starting

point for a comparative analysis of the education system in Romania or another Country, Member of the U.E. Republic of Turkey's education system consists of two main parts: the "formal" and "non-formal education".

Education Level	Number of schools	Students registered	Teachers number
Preschool education	2470	434771	9111
Primary education	35581	10565389	399025
Secondary school education	6861	3039449	167949
Non-formal education	8644	3451515	57750
Total	53556	17491124	633835

Table 2.

Number of schools, pupils and teachers by level of education, 2004-2005

Formal education is classic and includes pre-school, primary, secondary and higher education institutions. Non-formal education includes academic education and vocational training to citizens who have never received formal education or have dropped out of school at any level (Akkok, 2001) (MEB,, 2006).

There are two educational institutions that control all activities of the Republic of Turkey: Milli Eğitim Bakanlığı (MEB) (Ministry of National Education) and Yükseköğretim Kurulu (YÖK) (Higher Education Council). Both public and private education in pre-schools, schools and special educational programs are under the control and responsibility of the Ministry of National Education (MEB, 2006). In 2005, there were 53 556 schools that provided formal and non-formal 17,491,124 633 835 students being served by teachers (MEB, 2006).

6. General characteristics of persons with disabilities in Turkey

People with disabilities in the Republic of Turkey have equal rights with others benefiting from the provisions of the law relating to the education of persons with disabilities. Of Turkey's population of 74,724,269, a total of 8.357 million people are disabled most of them in old age. The number of disabled men is higher than women and the geographical layout most of them live in the Black Sea. While the highest rate of disability is observed in people with physical disabilities, the lowest percentage observed disability hearing disability (DIE, 2008). Research by gender, shows that physical disability, the sight, hearing, mental and language disorders are present in men, while chronic diseases are present in women. On the other hand, physical disabilities, vision, hearing, speech and mind are present in rural areas, the number of people who have chronic diseases is higher in urban areas. The education level of people with disabilities in Turkey is presented in Table 3.

Table 3. Percentage of people with disabilities in relation to level of education

	Unlettered	Intellectual	Intellectual without complete education	Primary school	Secondary school	High school	University studies
Turkey	36.37	63.62	7.69	40.97	5.64	6.90	2.42
Urban	27.40	72.58	6.85	42.75	8.00	10.62	4.36
Rural	45.36	54.64	8.54	39.17	3.31	3.16	0.47
Male	25.75	74.22	7.95	47.21	6.98	8.98	3.10
Female	51.26	48.74	7.32	32.22	3.78	3.97	1.45

According to Table 3, a 36% of the population is illiterate disabled people or about 3 million people with disabilities. This rate is higher in rural areas. Since 27% of the female population of the Republic of Turkey is illiterate (DIE, 2008), this requirement also applies to women with disabilities. More than half of women with disabilities are illiterate. (Jordan, A., Kircaali-İftar, 1992)

Another problem stems from higher education to the disabled. According to data from Table 3, it is observed that disabled people continue higher studies in rate of 2.42%. Result that disabled people in Turkey are unable to benefit from higher education. Disability Studies in Turkey are very limited. In research carried out by the Prime Minister were tested expectations of disabled people from the government (Table 4). It notes that financial support is one of the highest expectations of people with disabilities (61%). The rate of people with disabilities who expect financial support is 68% in rural areas, while about 55% are in urban areas. Approximately 59% of men and 64% of disabled women expect financial support from organizations and institutions. Expectations regarding the education of disabled persons is at the lowest level (2.42%). These results may be useful for analysis and policy directions for reform. (Eres F., 2010).

Table 4. Percentage of people with disabilities in relation to government expectations

	Financial support	Creating educational opportunities	Help in finding a job	Defending the legal rights	Secondary school	Others	Unknown
Turkey	61.22	3.31	9.55	3.51	4.12	13.53	4.76
Urban	55.28	4.23	10.20	4.60	4.71	15.37	5.60
Rural	68.03	2.25	8.80	2.26	3.45	11.41	3.80
Male	59.34	3.63	12.33	4.10	2.97	12.65	4.98
Female	63.76	2.88	5.78	2.72	5.67	14.72	4.46

7. Education of disabled people in Turkey

Special education is supervised and controlled by the Ministry of National Education of Turkey (Cikili, Y.,1996). The education of children with disabilities is a matter of concern for the Ministry of Education, under the principle of "equality and education" (MEB, 2007). In Turkey, educational services are offered in special education schools for children and youth in five groups: visually impaired, hearing impaired, physically disabled and mentally disabled people long-term illness. (Macid A. M., Cakiroglu A, K. W. Malmgren, 2009). Of the children in all groups, persons in an optimal state included education in

public schools to benefit from education services through special education courses and education support (MEB, 2008). The numerical values on Disability between 0-19 years are presented in Table 5 (DIE, 2008):

Table 5. Number of people with disabilities between 0-19 years / gender

Age group	Total	Male	Female
0 - 4	263055	157186	105869
5 - 9	319276	183599	135677
10 - 14	278468	157323	121145
15 - 19	297837	155941	141896
Total	1158636	654049	504587

Analysis of data from Table 5 show that in Turkey there are a number of 1.15.636 disabled children, boys outnumber girls being. The disability there are the following: 21.6% 22.2% physical disability and visual disability. 36.2% of disabled children are between the ages of 0-19 years (DIE, 2008). No data are available on the mentally handicapped.

The new legislation requires that special education does not isolate people with special educational needs of their social and physical environment (MEB, 2000). It also requires that people with disabilities who meet certain criteria to be included in normal schools for training courses benefit from special education and further education (Sari, H., 2000). It envisages the education of persons with disabilities by supporting them in mainstream classes or separate (MEB, 2008).

Special education consists of primary schools, vocational and technical schools with more programs, schools of applications, special schools for autism education center for children and centers of science and art, children's talented and gifted in Turkey (MEB, 2006). Children with disabilities are educated in boarding schools or day care centers, except for children with autism and those included in the science and art centers. Special education schools are summarized below (MEB, 2008).

Table 6. Summary of special education schools in 2004-2005

School / Institution	Number of School / Institution	Students number	Teachers number
Preschool special education	38	309	58
Early Intervention Centre hearing impaired students (kindergarten)	1	31	7
Elementary school students with hearing impairments	49	5732	1159
Vocational high school students with hearing impairments	14	1174	175
Elementary school students with impaired vision	16	1348	358
Elementary school for pupils with physical disabilities	4	191	55
Vocational high school students with physical disabilities	2	55	19
Elementary school for students with mental retardation	43	2383	705
Vocational school	57	1852	209
Vocational practice center	212	6387	1276
Hospital-elementary school	44	81	
Children with autism education center	12	366	159
Science & Arts Center	25	2232	253
Elementary school for homeless children Vakifbank	1	22	10
Total	480	22082	4524

8. Overview of special education schools

Table 7. Schools and teachers for special education (MEB, 2008)

School type	Number of School / Institution	Students number	Teachers number
Primary school children with impaired hearing	48	4967	1023
Vocational high school hearing impaired children	15	1301	211
Primary school children with impaired sight	16	1349	385
Primary school children with orthopedic disabilities	3	442	73
Vocational high school children with orthopedic disabilities	2	96	23
Primary school children with mental disabilities	50	2889	1149
Vocational schools mentally disabled children	67	2736	
Schools and educational applications	121	5328	1526
Training centers	126	2578	
Centre of Science and Arts	43	5756	552
Hospital-primary school education	47	5996	94
Children with autism educational centers	23	692	230
Home education	-	200	
Research centers and orientation	192	-	926
Adapting education in normal schools	-	56521	-
Total	753	90851	6192

The data in Table 7 shows that there are a number of 3-6 students per teacher in special education in Turkey. Because of the treatment period that can be variable, there are no statistics for children receiving education in hospital or at home. Therefore, it appears that there are many teachers who teach children in hospital and at home.

9. Conclusions

Analysis of the evolution of Turkey attest a paradigm shift from a normative model, segregationist education based more on the medical model of disability treatment, an interpretative model based on the social model of disability treatment. This model takes into account the respect for the right of all persons to education and respect for the right of every child to have access to autonomy and responsibility.

Turkey's legal framework meets international standards and is based on the principle of education for all, aimed to harness the learning potential of each child. It shows a concern and political will with regard to inclusive practices and active engagement of government agencies in implementing inclusive education.

In order to implement inclusive education in Turkey are developed structures / support services at national, local and institutional perspective aiming to inclusion of children in mainstream schools. The new support services created are based on the social model, the strengths and needs of students, and the advantages and problems of each child and each family.

In Turkey there is the idea of placing children with special needs together with other children in mainstream education and envisages taking all necessary measures and provide sufficient support for the integration of a child. It ensured the education of individuals with special educational needs, the same institutions, alongside their peers without disabilities. Against this background, educational services are planned based on the educational performance of children's fundamental needs.

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