

Comparing Inclusive Education Practices Implemented in Schools According to Stages of Education¹

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Abstract

This paper aims to analyse inclusive education applications used in elementary, secondary and high schools and to find whether or not the practices differ according to stages of education. Semi-structured interview technique, one of the qualitative research methods, was used in this study. 45 school managers working in schools located in Süleymanpaşa district of Tekirdağ in 2022-2023 academic year were interviewed by using the interview form prepared by the researcher and thus inclusive education activities were implemented in schools were researched. The findings obtained were analysed in descriptive analysis method. They were considered separately under the headings of “Inclusive Education Activities Implemented in Elementary Schools”, “Inclusive Education Activities Implemented in Secondary Schools” and “Inclusive Education Activities Implemented in High Schools”, and thus, efforts were made to find whether or not there were any differences between practices of inclusive education at different stages of education. While a great majority of the managers stated their views on inclusive education as “beneficial, necessary and it should be increased” regardless of the stages of education, managers of high schools emphasised the need for conducting activity-based education. While elementary and secondary school managers

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stressed that activities such as “supportive education and education at home” were done for students with special needs in schools, managers of high schools stated that programmes for individual education should be designed. Managers at all stages of education said in relation to children of families with low socio-economic level that they should be given materialistic and moral support.

Introduction

Man is a social creature, and each child is born into a society. Yet, although all children have the same universal rights at birth, they may not have the same opportunities in the society they were born. Even nutrition need- the most basic need- can be met in different ways and at different levels by families. The cognitive, motor and social development of many children aged under 5 is influenced in negative ways in developing countries due to poverty, poor health and inappropriate living conditions, and as a result, more than 200 million children under 5 years old cannot reach their cognitive development potential (Grantham McGregor, ve diğ erleri, 2007). While this situation affects children’s healthy growth on the one hand, it also causes the difference between them and their peers to increase on the other hand. Over time, the increased differences between children are observed more clearly, and they affect the degree to which children benefit from education.

Considering the fact that even children who are born into the same family have differences, it may be difficult for children who are born into different families and into different opportunities and who lead different lives to benefit from education to the same extent. Children’s characteristics, the environment into which they are born and the properties of their family shape children’s future and they can even cause them to be disadvantaged compared to their peers. While some children are disadvantaged in front of their peers because they cannot develop physically and socially due to various inadequacies, some others are disadvantaged due to the properties of the family they are born into (socio-economic level, educational level, etc.), and they cannot benefit equally from education. Yet, right of education is one of the most fundamental rights of children. Every child has the right of receiving education to use their capabilities and capacity to the maximum. Societies should assure individuals’ right of education and right to access to knowledge while expecting individuals to play their roles and to fulfill their responsibilities, and should also give them the opportunity to use their right. Regardless of children’s personal traits physical properties, the family they are born into and their expectations; countries are liable to respect and protect children’s right of education and to assure that all children benefit

from education equally. Education is a human right and is basic to a fairer society (UNESCO, 2021). Children's right of education is also mentioned in several international agreements and texts (Özaydınlık, 2019).

Geneva Declaration of the Rights of the Children emphasises that backward children should also be supported beside enabling children's physical and psychological development (Geneva Declaration of the Rights of the Children, 1924). Article 26 of Universal Declaration of Human Rights, which was signed in 1948, expresses the situation clearly as "everyone has the right of education. Education is free of charge at least at elementary and basic levels of education. Elementary education is compulsory" (Universal Declaration of Human Rights, 1948). European Convention on Human Rights stressed in 1950 that discrimination of any kind should not be made (European Convention on Human Rights, 1950). "Convention on Children's Rights" signed in 1990 by relevant states pointed out that discrimination could not be made with any reason while drawing attention to equality of opportunity in education (Convention on Children's Rights, 1990). The movement of education for all- which aimed to make all children and adults benefit from basic education was started in "Conference on Education for All" in 1990. It was stated in Salamanca Declaration published in Salamanca city of Spain in the conference held jointly by Spanish government and UNESCO in 1994 that each child had characteristics specific to him or her and that they should be given the opportunity to learn and achieve by letting them receive education according to their interests, abilities and learning needs (UNESCO, 1994). In a similar way, legislative regulations were also made in Turkey. Thus, article 42 of "The Constitution of Republic of Turkey" lays emphasis on the right of education.

Nobody can be deprived of educational rights. The scope of educational right is identified and regulated by law. Primary education is compulsory for all male and female citizens and is free of charge in state schools. The government provides the necessary aid through scholarship and in other ways so that successful students who are devoid of financial possibility can sustain their education (The Constitution of the Republic of Turkey, 1982).

Article 12 of "Primary Education Law no 222" emphasises the necessity for children with special education needs to be supported in the statement "children who are at the age of primary education but are mentally, physically, psychologically and socially disabled are offered the opportunity to receive special education" (Law of Primary Education No 222, 1961).

Inclusive education, which is based on laws, emerged in the late 20th century and began to find a place in the educational policy of several

countries in the late 21st century. Inclusive education is a process which supposes that educational process should be arranged in a way that offers equal opportunity to all children regardless of their religion, race, gender and medical and socioeconomic status so that they can benefit from education equally. United Nations Educational Scientific and Cultural Organisation (UNESCO) defines it as responding to learners' differences and needs by promoting their participation in learning, in culture and in the society, by making them remain in education and by reducing their isolation from education and directing them (UNESCO, 1994). It also contains the modifications made in content, structure, approaches and strategies with perspective including all the children within the appropriate age range and with belief in responsibility of the educational system (UNESCO, 2005). Its goal is to conduct a process of education which enables disadvantaged children to exercise their right of education in equal circumstances with other children without isolation or discrimination. In brief, inclusive education is everybody's access to education- which is a fundamental right (Stubbs, 2008).

Inclusive education has to do with regulating education in the way that meets the needs of all learners rather than with adaptation of children with different needs and properties into the system. Stubbs (2008), explains the difference between inclusive education and special education with two different models. The author stresses in the social model involving inclusive education and education for all that both the problem and the solution are in the society and in the educational system (Stubbs, 2008). What needs to be changed is the structure of schools, methods and techniques used in the classroom and teachers' and parents' way of looking at differences- and not the properties of children- in inclusive education. Studies concerning and regulations directed to inclusive education were started in Turkey as well as in several countries with high academic achievement. Maya and Karaman (2021)- in a study analysing the inclusive education studies conducted in countries with high academic achievement- found that effective studies on inclusive education were conducted, educational systems and educational environments were regulated in a way that addressed all students and that the activities done in classrooms were arranged in such a way that they suited to students who came from different environments and who had different characteristics in those countries (Maya & Karaman, 2021).

Various regulations and studies concerning inclusive education have also been done in recent years in Turkey. Ministry of National Education positioned its document of vision on the basis of "ensuring that all girls and boys at school age can have access to education, drop outs are prevented

and those children can exercise their educational rights on all dimensions” (MEB, 2019). Besides, Teacher Training Project on Inclusive Education Teacher Training Module was also done under the coordination of Erciyes University with cooperation between Ministry of National Education and UNICEF; in-service training modules for teachers and self-learning models were formed from those modules which were created under 10 headings (MEB, 2022).

This study aims to identify the inclusive education practices made at the stages of primary school, secondary school and high school on the basis of school managers’ views, and to find whether or not the practices differ according to stages of education.

The current study seeks answers to the questions formulated below:

1. What inclusive education practices are available in primary schools according to the views of primary school managers?
 - a) What are the views of primary school managers on inclusive education?
 - b) What are the inclusive education activities that should be used primary schools according to the views of primary school managers?
 - What activities should be done/ are done for students with special needs according to the views of primary school managers?
 - What activities should be done/ are done for students coming from families with low socio-economic level according to the views of primary school managers?
2. What inclusive education practices are available in secondary schools according to the views of secondary school managers?
 - a) What are the views of secondary school managers on inclusive education?
 - b) What are the inclusive education activities that should be done in secondary schools according to the views of secondary school managers?
 - What activities should be done/are done for students with special needs according to the views of secondary school managers?

- What activities should be done/are done for students coming from families with low socio-economic level according to the views of secondary school managers?
3. What inclusive education practices are available in high schools according to the views of high school managers?
 - a) What are the views of high school managers on inclusive education?
 - b) What are the inclusive education activities that should be done in high schools according to the views of high school managers?
 - What activities should be done/are done for students with special needs according to the views of high school managers?
 - What activities should be done/are done for students coming from families with low socio-economic level according to the views of high school managers?

Method

Research Design

This study -which aims to identify the inclusive education practices available in primary, secondary and high schools and to find whether the practices differ according to the stages of education- uses qualitative research method. The purpose in a qualitative study is to reveal the meanings that individuals who are the subject matter of the study assign to events, experiences or problems. Semi-structured interview, one of the qualitative study methods, was used in data collecting the data. Semi-structured interview is a method in which pre-determined questions or questions appropriate for the arising issues during the interview can be asked (Güler, Halıcıoğlu, & Taşgın, 2015, s. 41-133)The current study uses a phenomenological design because it involves various responses given to or perceptions held by school administrators working in schools located in Süleymanpaşa district of Tekirdağ in relation to a certain phenomenon. In a phenomenological study, a researcher investigates individuals' responses to or perceptions of a certain phenomenon. The researcher tries to identify the common responses or perceptions by analysing several perceptions held by different participants (Yalçın, 2022). The research population was composed of the managers of 65 schools located in Süleymanpaşa district of Tekirdağ in 2022-2023 academic year. The population was used as the sample for the research and 45 of the school managers who agreed to take part in the study were interviewed.

Data Collection Tool

The interview form prepared by the researcher was used in this current study. Relevant literature was scanned, scientific books on inclusive education and educational practices were reviewed and the disadvantaged groups were determined by analysing the theses published in recent years before preparing the interview questions. The interview form was prepared so as to find whether or not the school managers had participated in any in-service training about inclusive education before, to find their views on inclusive education and to find the practices whose target group was disadvantaged groups. The form contained 3 open-ended questions.

Participants

The study group was composed of 45 administrators 19 of whom worked in primary schools, 12 of whom worked in secondary schools and 14 of whom worked in state high schools located in Süleymanpaşa district of Tekirdağ in 2022-2023 academic year. 10 (22.2%) of the participants were female whereas 35 (77.7%) of them were male. 8 participants (17.7%) were under 44 years old while 31 (68.8%) were between 45-54 years old and 6 (13.3%) were above 55 years old. Of them, 40 (88.8%) were married but 5 (11.1%) were single. 18 participants (40%) were classroom teachers (primary school teachers) while 27 participants (60%) were teachers of other branches. 28 (62.2%) of them held a graduate degree whereas 17 (37.7%) of them held a post-graduate degree. As to their seniority, it was found that 10 of them (22.2%) had 11-21 year experience while 35 (77.7%) had 22 year or more experience. While 15 participants (33.3%) had under 10-year management experience, 11 (24.4%) had 11-15 year experience and 19 (42.2%) had 16 year or more experience in management. 19 (42.2%) of them were the managers in primary schools, 12 (26.6%) were the managers in secondary schools and 14 (31.1%) were the managers in high schools. Of them, 23 (51.1%) had been managers for 0-4 years in their school, 10 (22.2%) had been managers for 5-8 years in their school and 12 (26.6%) had been managers for 8 years or more in their school.

Data Collection & Analysis

45 school managers who volunteered to take part in the study were interviewed in person and face-to-face by making an appointment beforehand by using the interview form at the stage of data collection. The interviews lasted approximately 20 minutes. The participants stated their views in writing and orally during the interviews, and no interventions were made to their responses.

The data collected through interview technique -a method of qualitative study- were put to descriptive analysis. Descriptive analysis aims to reach conclusions by systematically and clearly describing the findings with the help of pre-determined themes, by presenting them to readers in an organised and interpreted way and by setting up a cause and effect relationship (Yıldırım & Şimşek, 2018). The collected data were summarised and interpreted by creating codes under pre-determined themes.

Results

The findings obtained in the study suggested that 19 of the participants who were interviewed were the managers in primary schools, 12 were the managers in secondary schools and 14 were the managers in high schools. It was found that 17 of the 19 primary school managers, 11 of the 12 secondary school managers and 10 of the 14 high school managers had received in-service training in inclusive education. In other words, 38 out of 45 school managers were found to have received training in inclusive education and were knowledgeable about it.

Statements made by some of the participants in relation to training they received are as in the following: "I joined the 7-day, 40-hour training offered by the Ministry of National Education on 'Inclusive Education: Training Managers' in 2018." (P1). "I joined 3 training sessions and 680-hour course" (p41).

1) Inclusive Education Practices available in Primary Schools

a) The primary school managers' answers to the question "What do you think about inclusive education?" are shown in Table 1.

Table 1. Primary School Managers' Views on Inclusive Education

	Theme	f	Participants
What do you think about inclusive education?	Education altogether, together	3	P3, P32, P22
	Beneficial, necessary, it should be increased	9	P4, P17, P20, P23, P24, P30, P35, P39, P41,
	Equality in opportunity, equal and fair education	3	P5, P6, P25
	Interest, demand and need	3	P32, P36, P40

An examination of Table 1 makes it clear that primary school managers' views are clustered around four themes labelled as "education altogether, together", "beneficial, it should be increased", "equality in opportunity, equal and fair education" and "interest, demand and need".

Some of the participants stated their views as in the following: “Inclusive education and academic studies on students in this group and their families and relevant practices should be under the control of the government. Those students should be in classroom environment when possible” (P22). “It is right to raise them (those students) in school environment, but it is not sufficient on its own” (P35). “Inclusive education is important because it offers all students equal and fair education” (P5). “It eliminates the differences of students needing special education as far as possible. It offers education supportive of students’ interest and needs” (P36).

b) The primary school managers’ answers to the question “What are the inclusive education activities that should be used in primary schools?” are shown in Table 2.

Table 2. Primary School Managers’ Views on Inclusive Education Activities that Should be Done in Primary Schools

	Theme	f	Participants
What are the inclusive education activities that should be used in primary schools?	Informing parents and teacher	4	P6, P17, P20, P41
	Cultural and artistic activities	5	P5, P23, P28, P39, P40
	Supportive education, individualised curriculum(IC),	3	P3, P36
	Stakeholder cooperation	3	P4, P32, P35
	Changes in instruments, materials and methods	2	P24, P30

It is clear from Table 2 that the primary school managers’ views on inclusive education activities that should be done in primary schools fall into five themes labelled as “informing parents and teacher”, “cultural and artistic activities”, “supportive education, individualised curriculum(IC)”, “stakeholder cooperation” and “changes in instruments, materials and methods”.

Some of the participants stated their views as in the following: “Informing activities can be done in the form of in-service training, seminars or conferences” (P6). “Each student’s interest, abilities and skills should be revealed. Programmes should be developed accordingly. Activities of sport, art and game should be increased” (P40). “Students should benefit from supportive education room through IC” (P3). “work should be done in cooperation with paediatricians (child traumas). Education cannot be conducted in inclusive education without overcoming child traumas.

Supportive education should be used and education should continue along with peers” (P4). “physical, social and cultural activities should be organised in schools so that disadvantaged students can join educational activities. These regulations may be the modifications to be made in teaching materials, in the physical structure of the school or in school culture” (P24).

c) The primary school managers’ answers to the question “What activities should be done/are done for students with special needs?” are shown in Table 3.

Table 3. Primary school managers’ Views on activities that should be done in primary schools for students with special needs

	Theme	f	Participants
What activities should be done/are done for students with special needs?	Supportive education, education at home	10	P3, P4, P17, P20, P23, P24, P30, P32, P36, P44
	IC, EC	5	P22, P35, P39, P40, P41
	Education according to student	2	P5, P28
	We have no activities	2	P6, P26

IC: Individualised curriculum / EC: Enriched Curriculum

According to Table 3, the primary school managers’ views on the inclusive education activities that should be done in primary schools for students with special needs are clustered around four themes labelled as “supportive education, education at home”, “IC (individualised curriculum), EC (enriched curriculum)”, “education according to student” and “we have no activities”.

Some of the views stated by the participants were as in the following: “Deficiencies are corrected in the supportive education room. Guidance is offered to family members. Relevant institutions are contacted” (P17). “Work can be done for students with special needs in accordance with legislative provisions. Students subject to IC and EC are evaluated according to their status” (P40). “Activities suitable to students’ development level are offered. Assignments and activities are given by diversifying them. Competitions suitable to each student’s level and capabilities are organised” (P5). “Seminars and in-service training can be offered. We have no activities in our school” (P6).

d) The primary school managers' answers to the question "What activities should be done/are done for students coming from families with low socio-economic level?" are shown in Table 4.

Table 4. Primary school managers' views on activities that should be done for students coming from families with low socio-economic level

	Theme	f	Participants
What activities should be done/are done for students coming from families with low socio-economic level?	Job opportunity for families	1	P4
	Cooperation with stakeholders	3	P24,P39, P44
	Supportive education	1	P6
	Participation in social activities	2	P17, P35
	They should be supported financially and morally	9	P5, P20, P22, P23, P28, P30, P36, P40, P41

As is clear from Table 4, the primary school managers' views on inclusive education activities that should be done for students coming from families with low socio-economic level are clustered in five themes labelled as "job opportunity for families", "cooperation with stakeholders", "supportive education", "participation in social activities" and "they should be supported financially and morally".

Some of the views stated by the participants were as in the following: "Enabling them to receive aid in school, in the district and in the province, creating job opportunities for those families" (P4). "We try to give support to those students in cooperation with non-governmental organisations, municipalities and parent-teacher association" (P24). "They can be offered supportive education outside school hours" (P6). "Activities are done for parents. Social activities are done for children" (P17). "Students with low income are supported with the help of parent-teacher association, Directorate of National Education and non-governmental organisations. They are given moral support through negotiations with the school guidance service" (p5).

2) Inclusive Education Practices available in Secondary Schools

a) The secondary school teachers' answers to the question "What do you think about inclusive education?" are shown in Table 5.

Table 5. Secondary School Managers' Views on Inclusive Education

	Theme	f	Participants
What do you think about inclusive education?	Education altogether, together	1	P2,
	Beneficial, necessary, it should be increased	9	P7, P9, P11, P14, P16, P21, P25, P31, P42
	Equality in opportunity, equal and fair education	1	P43
	Interest, demand and need	1	P34

According to Table 5, secondary school managers' views fall into four themes labelled as "education altogether, together", "beneficial, it should be increased", "equality in opportunity, equal and fair education" and "interest, demand and need".

Some of the participants stated their views as in the following: "I think that all children are special and that they should be altogether without discrimination and by providing the necessary materials" (P2). "Important in terms of equality in opportunity" (P43). "Students' adaptation into school should not be expected in inclusive education. In my opinion, school conditions should be made suitable to students" (P34).

b) The secondary school managers' answers to the question "What are the inclusive education activities that should be used in secondary schools?" are shown in Table 6.

Table 6. Secondary School Managers' Views on Inclusive Education Activities that should be Done in Secondary Schools

	Theme	f	Participants
What are the inclusive education activities that should be used in secondary schools?	Informing parents and teachers	2	P2, P34,
	Cultural and artistic activities	3	P11, P16, P25
	Supportive education, education at home",	1	P7
	Changes in instruments, materials, methods and techniques	1	P14
	Attending school	1	P21

An examination of Table 6 makes it clear that the secondary school managers' views on the inclusive education activities that should be done in secondary schools fall into five themes labelled as "informing parents and

teachers”, “cultural and artistic activities”, “supportive education, education at home”, “changes in instruments, materials, methods and techniques” and “attending school”.

The views stated by some of the participants were as in the following: “offering seminars to parents and students, doing adaptation activities so that education is carried out with no problems, organising joint activities so that disadvantaged students and other students can work jointly” (P2). “They should be activity oriented, common behaviours should be determined between teachers, culture sharing between children” (P11). The number of supportive education and education at home should be increased by offering awareness seminars” (P7). Training on material development and activity should be popularised” (P14). “ensuring student attendance, making students available in environments of working harmoniously with their friends” (P21).

c) The secondary school managers’ answers to the question “What activities should be done/are done for students with special needs?” are shown in Table 7.

Table 7. Secondary school managers’ views on the inclusive education activities that should be done for students with special needs in secondary schools

	Theme	f	Participants
What activities should be done/are done for students with special needs?	Supportive education, education at home	3	P7, P11, P16
	IC	1	P25,
	Education together	3	P31, P34, P43
	Education according to students	2	P9, P21
	Seminars and adaptation education	1	P2

IC: Individualised curriculum

It is clear from Table 7 that the secondary school managers’ views on inclusive education activities that should be done for students with special needs in secondary schools are clustered in five themes labelled as “supportive education, education at home”, “IC (individualised curriculum)”, “education together”, “education according to students” and “seminars and adaptation education”.

Some of the views stated by the participants were as in the following: “Supportive education should be offered at times outside lesson time. Yes. We have supportive education and education at home practices in our school”

(P7). “We have IC planning and one-to-one lesson practice in educational support room in our school for students with special needs” (P25). “We work on implementing the principle of least restricting environment in our school. In this way, our special education students learn most of the cultural courses with other students” (P34). “We have such students in our school. Classroom environment in the school was adjusted to them. Besides, children are together in classroom environment and during breaks and they spend time together” (P21). Teaching materials were provided, seminars and training were offered, IC plans were prepared and thus, implementation of teaching was facilitated. Adaptation work was done” (P2).

d) The secondary school managers’ answers to the question “What activities should be done/are done for students coming from families with low socio-economic level?” are shown in Table 8.

Table 8. Secondary school managers’ views on activities that should be done in secondary schools for students coming from families with low socio-economic level

	Theme	f	Participants
What activities should be done/are done for students coming from families with low socio-economic level?	Cooperation with stakeholders	1	P34
	They should be supported financially and morally	11	P2, P7, P9, P11, P14, P16, P21, P25, P31, P42, P43

According to Table 8, the secondary school managers’ views on the inclusive education activities that should be done in secondary schools for students coming from families with low socio-economic level are clustered in two themes labelled as “cooperation with stakeholders” and “they should be supported financially and morally”.

Some of the views stated in this respect were as in the following: “Those students were allowed to benefit from the same opportunities as other students by working jointly with school administration, parent-teacher association, teachers and other stakeholders. There are no differences between students in socio-economic status in our school” (P34). “Financial aid is provided through parent-teacher association and benevolent parents. Clothing materials and food provision sent by municipalities and foundations are also distributed” (P2).

3) Inclusive Education Practices Available in High Schools

a) The high school managers’ answers to the question “What do you think about inclusive education?” are shown in Table 9.

Table 9. High School Managers' Views on Inclusive Education

	Theme	f	Participants
What do you think about inclusive education?	Education altogether, together	2	P29, P37
	Important, beneficial, it should be supported	10	P10, P12, P13, P15, P18, P19, P27, P33, P38, P45
	Interest, demand and need	1	P8
	If need is felt	1	P1

As clear from Table 9, high school managers' views are clustered in four themes labelled as "education altogether, together", "important, beneficial, it should be supported", "interest, demand and need" and "if need is felt".

Some of the views stated by the participants were as in the following: "I am one of those who faced the difficulties of starting primary school without learning Turkish when we came to Turkey. Schools are embrasive, tolerant and are responsible for bringing students with any kind of awareness together in educational environments and preparing them for life" (P29). I agree with the goals and targets of inclusive education. I believe that it is a social struggle" (P18). "I think that it should be applied to all individuals who need it" (P8). "Not in all schools but in the ones where necessary (when needed)" (P1).

b) The high school managers' answers to the question "What are the inclusive education activities that should be done in high schools?" are shown in Table 10.

Table 10. High School Managers' Views on Inclusive Education Activities that should be Done in High Schools

	Theme	f	Participants
What are the inclusive education activities that should be done in high schools?	Informing parents and teachers	3	P1, P18, P33
	Activity-based education	3	P10, P12, P29
	Integration, Mainstreaming	2	P13, P19
	Supportive education, education at home	2	P37, P38
	In accordance with needs	2	P27, P45
	We have no students or such activities	2	P8, P15

According to Table 10, high school managers' views on the inclusive education activities that should be done in high schools are clustered in six themes labelled as "informing parents and teachers", "activity-based

education”, “integration, mainstreaming”, “supportive education, education at home”, “in accordance with needs” and “we have no students or such activities”.

Some of the views stated by the participants were as in the following: “work on raising consciousness should be done. In-service training, a group should be formed for inclusive education” (P18). “Any kind of activity which accepts differences with tolerance, which adds a colour to the society, which reduces peer pressure and which eliminates teacher prejudice is acceptable” (P29). “work should be done for students who are within the scope of commingling and integrating. I consider the implementation of the project especially in vocational high schools important” (P13). “support education rooms, students who cannot come to school join classes at home” (P37). “Activities to reintegrate individuals into society should be done along with applications in accordance with their needs beginning at early childhood” (P27). “I haven’t thought about it because we have no such students in our school” (P8).

c) High school managers’ answers to the question “What activities should be done/are done for students with special needs?” are shown in Table 11.

Table 11. High school managers’ views on the inclusive education activities that should be done in high schools for students with special needs

	Theme	f	Participants
What activities should be done/are done for students with special needs?	Supportive education, education at home	3	P12, P37, P38
	IC	4	P1, P13, P27, P29
	Education together	2	P19, P45
	Seminars and adaptation education	1	P18
	We have no such students or activities	4	P8, P10, P15, P33

IC: Individualised curriculum

It is clear from Table 11 that high school managers’ views on the inclusive education activities that should be done in high schools for students with special needs fall into five themes labelled as “supportive education, education at home”, “IC”, “education together”, “seminars and adaptation education” and “we have no such students or activities”.

Some of the views stated by the participants were as in the following: “plans suitable to them are made and additional classes are offered to them in courses they have difficulty and parent-student-teacher meetings are

organised under the coordination of guidance service regularly. Students with special needs should be treated equally” (P12). Our teachers are offered training activities with guide teachers in accordance with IC plans” (P1). “Such students should receive education with supportive materials beside being educated along with other students. Individuals should be informed correctly of perspectives about them” (P19). “consciousness raising work is done in in-class production areas and in workshops in the fact that those students are sensitive and are entrusted to us” (P18).

d) The high school managers’ answers to the question “What activities should be done/are done for students coming from families with low socio-economic level?” are shown in Table 12.

Table 12. High school managers’ views on the inclusive education activities that should be done for students coming from families with low socio-economic level in high schools

	Theme	f	Participants
What activities should be done/are done for students coming from families with low socio-economic level?	Determining the situation	2	P1, P19
	Cooperation with stakeholders	1	P38
	They should be supported financially and morally	8	P10, P12, P18, P27, P29, P33, P37, P45
	We have no such activities in our school	3	P8, P13, P15

As is clear from Table 12, high school managers’ views on the inclusive education activities that should be done for students coming from families with low socio-economic level in high schools are analysed in four themes labelled as “determining the situation”, “cooperation with stakeholders”, “they should be supported financially and morally” and “we have no such activities in our school”.

Some of the views stated by the participants were as in the following: “in my opinion, the type of support to be given can be identified after determining the situation through visits” (P1). “School administration and school guidance service monitor the students who financial state is weak and the necessary support is provided for them by means of parent-teacher association and the relevant stakeholders” (P38). “Students should be supported through parent-teacher association” (P10). “There are no such activities. Such students should be given wages monthly or weekly and they should be made to join activities along with their peers” (P13).

Discussion, Conclusions and Recommendations

This paper aimed to find whether or not school managers' thoughts on inclusive education and the inclusive education activities done in schools differed at the stages of primary school, secondary school and high school. The analyses performed for the collected data showed that primary school, secondary school and high school managers considered inclusive education beneficial and necessary and that they thought inclusive education activities should be increased. Besides, they also described inclusive education as a process in which all children receive education altogether; and they emphasised that it secured equality opportunity in education and that it should be performed in accordance with children's interest, need and demands.

As to the administrators' views on inclusive education activities that should be done in schools, while primary and secondary school managers argued that all the students should be included in cultural and artistic activities to be done in schools; high school managers stated that activity-based education should be offered to address all students. In addition to that, the managers of all stages of education stressed that parents and teachers should be informed of inclusive education and that they should be offered seminars and in-service training.

On examining the activities that should be done in schools for students with special needs, it was found that primary and secondary school managers said such students are offered supportive education and education at home and they also said such activities should be done. High school managers, on the other hand stated that individualised curriculum plans should be implemented and are implemented. Some of the managers said that such activities were not done in their school since they did not have such students. In relation to students coming from families with low socio-economic level, primary school, secondary school and high school managers emphasised that those students should be supported financially and morally so that they can benefit from education equally. They stated that aid is given to such students in various forms (financial aid, food and clothing) in cooperation with stakeholders.

As a result, it was found that the activities done in schools differed according to stages of education. Accordingly, while the inclusive education activities done in primary and secondary schools were cultural and artistic activities, the ones done in high schools were mostly individual activities. It might be attributed to the fact that primary schools and secondary schools aim to offer basic education and to raise individuals who are sensitive to the

society and who are good citizens. On the other hand, high schools prioritise individual goals because they are the institutions which aim to prepare individuals to occupations and to life. It was also found in this study that the inclusive education activities done in schools were determined according to needs, that no activities were done in matters for which need was not felt and that activities according to legislation provision and activities available in the curriculum were done.

In conclusion, recommendations listed below may be made to the Ministry of National Education and to the prospective researchers:

- Teachers may be offered in-service training and parent may be offered seminars on inclusive education.
- Institutions which do positive activities for disadvantaged students can be awarded.
- Regulations requiring the implementation of inclusive education can be made in legislation.
- The opinions of teachers, who are the practitioners of inclusive education, can be consulted.
- Disadvantaged students' parents' views on inclusive education can be consulted.

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