

Investigation of Schools, Students, Teachers and Classrooms Statistics in Special Education Institutions in the Last 20 Years in Turkey

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ABSTRACT

Background: The most important aim of the education system is; to help solve the possible problems of all children in their developmental processes and to provide them with educational services in the areas they need. The purpose of special education in this system is; To provide equal opportunities in education to individuals who cannot benefit from normal education processes for any reason. In order to achieve this, it is important to define individuals in need of special education, to establish and supervise special education institutions, to prepare special education programs according to the developmental characteristics and individual competencies of individuals in need of special education, and to adapt existing programs.

Aim: The aim of this research is to analyze the School, Student, Teacher and Classroom Statistics in Private Education Institutions in Turkey in the Last 20 Years and to make an assessment about the current situation.

Methods: The Statistics of Schools, Students, Teachers and Classrooms in Private Education Institutions published by the Ministry of National Education of the Republic of Turkey between 2001-2020 were examined. Statistics have been obtained from the official website of the Ministry of National Education of the Republic of Turkey.

Results: According to the research data, while the number of private education institutions was 342 in the 2001-2002 academic year, this number increased by approximately 4 times to 1,417 in the 2019-2020 academic year. While the number of teachers in the 2001-2002 academic year was 2,834, this number increased by 5 times and reached 15,321 in the 2019-2020 academic year. While the number of students studying in 2001-2002 was 53,306, this number increased by 8 times in the 2019-2020 academic year and reached 425,774. When the students who receive formal education in special education institutions are compared with those in special education schools, special education classes and inclusive education, the majority of the students who receive education in total are educated in inclusive education.

Conclusion: As the academic year progresses in Turkey, there is a certain increase in the number of schools, the number of students studying, and the number of teachers providing education in Private Education Institutions. In this context, it is thought that teaching the disabled education as a compulsory course in all education faculties and giving disabled education seminars in all schools will have positive effects for special education students.

Keywords: Special Education, Integration Education, Inclusive Education, Turkey

INTRODUCTION

Just as every individual has the right to benefit from equal opportunities in education, individuals with special education needs also have the right to do so.

Individuals with special needs are individuals who have different needs from their peers in terms of physical, mental, emotional and social characteristics¹. Children in need of special education cannot spontaneously develop the knowledge, skills and attitudes necessary for an active and healthy lifestyle. This development is only possible within the learning process. For this reason, learning should begin in childhood, and the duty of educators is to prepare the learning environment, to ensure that students with disabilities make daily physical activity a lifelong habit and gain a healthy lifestyle².

In the middle of the 15th century, education for the gifted was first offered to students with special needs in the Ottoman Empire; Later, education started with schools opened for the hearing impaired in France in 1755, for the visually impaired in England in 1791, and for the mentally disabled in Switzerland in 1842³⁻⁵.

According to the definition of the Turkish Ministry of

National Education, Special Education Schools are; They are institutions that operate in order to minimize the problems arising from the disabilities of individuals with special needs, to optimize their current abilities, to develop basic self-care skills and independent living skills, and to ensure their adaptation to society⁶.

However, during the education in special education schools, students are kept separate from their normally developing peers. For this reason, there is no opportunity for positive interaction and socialization between students with special needs and other students. In order to overcome this disadvantage, different practices were needed to ensure that students with special needs were educated in the same schools by mingling with their peers. The first of these is inclusive education⁷.

The inclusion system is to keep the child with special education needs together with his/her friends at normal level as much as possible and to provide him/her with an education environment that is limited as little as possible and that can best meet his/her needs^{8,9}. Many factors such as teachers, normal students, mainstreaming students, school management, families of mainstreamed students,

physical environment, families of normal children and support special education services are effective in the success of mainstreaming education practices¹⁰.

Considering the importance of physical education and sports practices in appropriate education programs to be applied to students in need of special education, and the qualities that sports bring to the individual, it is known how important it is in terms of ensuring the continuity of life as a self-sufficient individual and social harmony¹¹. There are many studies showing that sportive activity has a significant effect on the socialization of individuals with special needs^{12-15,18}.

Physical education and sports for the disabled were recognized for the first time in the United States as a specialty. Following this, the necessity of physical education and sports course for the disabled in physical education and sports teaching programs was accepted and practical experiences were started as an important part of this course. In Turkey, physical education and sports lessons for the disabled began to be applied to physical education and sports teaching programs as a compulsory course for one semester in 1997. In 2000, it started to be implemented in many programs^{16,19}. However, physical education and sports for the Disabled, which is a specialty on its own, are few departments in universities. In particular, it is very important that teachers who graduated from physical education and sports departments for the disabled to work in private education institutions.

Aim of the study: The aim of this research is to analyze the School, Student, Teacher and Classroom Statistics in Private Education Institutions in Turkey in the Last 20 Years and to make an assessment about the current situation.

MATERIAL AND METHODS

The Statistics of Schools, Students, Teachers and Classrooms in Private Education Institutions published by the Ministry of National Education of the Republic of Turkey between 2001-2020 were examined. Statistics have been obtained from the official website of the Ministry of National Education of the Republic of Turkey.

RESULTS

Table 1: Distribution of Private Education Institutions and Number of Teachers by Years

Academic year	Number of Schools	Number of Teachers
2019-2020	1.417	15.321
2018-2019	1.489	14.043
2017-2018	1.395	12.846
2016-2017	1.362	12.009
2015-2016	1.268	11.595
2014-2015	1.254	10.596
2013-2014	1.248	9.733
2012-2013	1.248	10.344
2011-2012	814	7.607
2010-2011	753	6.843
2009-2010	700	6.005
2008-2009	670	5.695
2007-2008	561	4.758
2006-2007	537	4.979
2005-2006	495	4.680
2004-2005	480	4.524
2003-2004	441	3.441
2002-2003	490	3.385
2001-2002	342	2.834

The statistics reached within the scope of the research are presented as tables and figures below.

In Table 1, while the number of teachers was 2,834 in the 2001-2002 academic year, this number increased by 5 times and reached 15,321 in the 2019-2020 academic year. In addition, the number of schools, which was 342 in 2001-2002, increased approximately 4 times and became 1,417 in the 2019-2020 academic year.

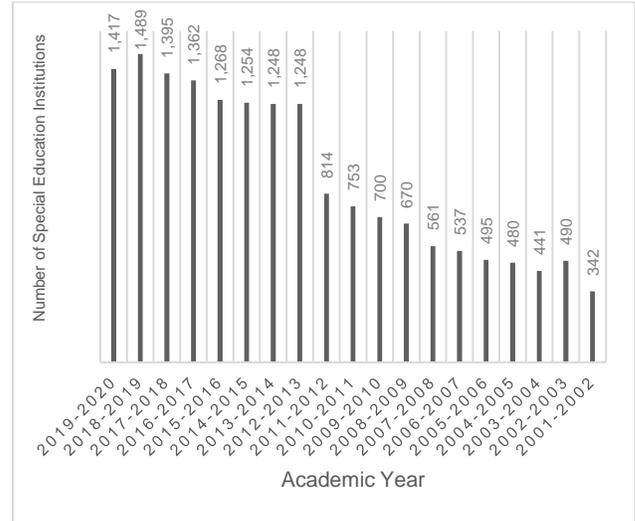


Figure 1: Distribution of the Number of Private Education Institutions by Years

In Figure 1, it is seen that the Number of Private Education Institutions has increased in 2001-2002 towards the 2019-2020 academic year. It is seen that there is a significant increase especially in the 2012-2013 academic year and this increase continues.

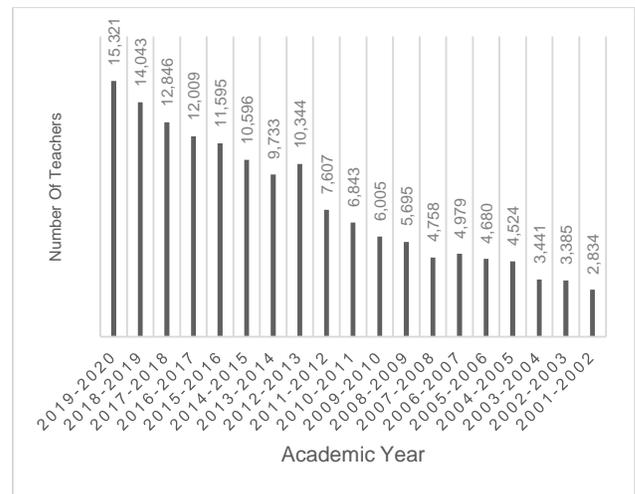


Figure 2: Distribution of the Number of Teachers in Private Education Institutions by Years

In Figure 2, it is seen that the Number of Teachers in Private Education Institutions has increased in 2001-2002 towards the 2019-2020 academic year. It is seen that there is a significant increase especially in the 2012-2013 academic year and this increase continues.

Table 2: Distribution of the number of students studying in special education schools, special education classes and inclusive classes by years

Academic Year	Special Education Schools	Special Education Classes	Inclusive Classes	Total
2019-2020	55.588	51.886	318.300	425.774
2018-2019	53.814	49.304	295.697	398.815
2017-2018	50.025	45.815	257.770	353.610
2016-2017	48.212	42.900	242.486	333.598
2015-2016	49.206	36.742	202.541	288.489
2014-2015	43.796	32.265	183.221	259.282
2013-2014	40.505	29.094	173.117	242.716
2012-2013	33.877	25.477	161.295	220.649
2011-2012	42.896	20.968	148.753	212.617
2010-2011	40.189	18.576	93.000	151.765
2009-2010	36.599	15.712	76.204	128.515
2008-2009	30.671	13.015	70.685	114.371
2007-2008	30.671	9.252	58.504	96.008
2006-2007	27.439	9.643	55.096	92.178
2005-2006	25.238	8.921	45.532	79.691
2004-2005	22.082	8.130	42.225	72.437
2003-2004	19.895	7.405	35.625	62.925
2002-2003	17.988	6.912	31.708	56.608
2001-2002	17.320	6.912	29.074	53.306

While the number of students studying in 2001-2002 was 53,306, it is seen that this number increased by 8 times in the 2019-2020 academic year and reached 425,774. When the students who receive formal education in special education institutions are compared with those in special education schools, special education classes and inclusive education, the majority of the students who receive education in total are educated in inclusive education.

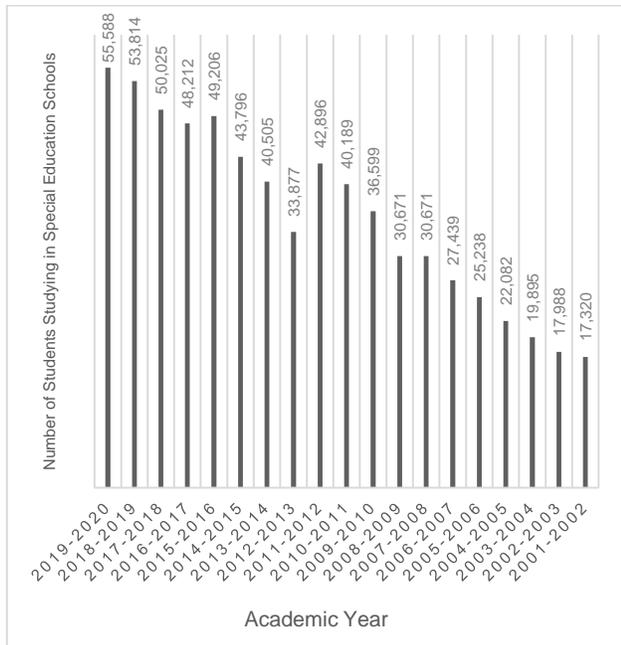


Figure 3: Distribution of the Number of Students Studying in Special Education Schools by years

In Figure 3, it is seen that the number of students receiving education in Special Education Schools has increased in 2001-2002 towards the 2019-2020 academic year. However, it is seen that there was a significant

decrease in the 2012-2013 academic year and an upward trend continued after this decrease.

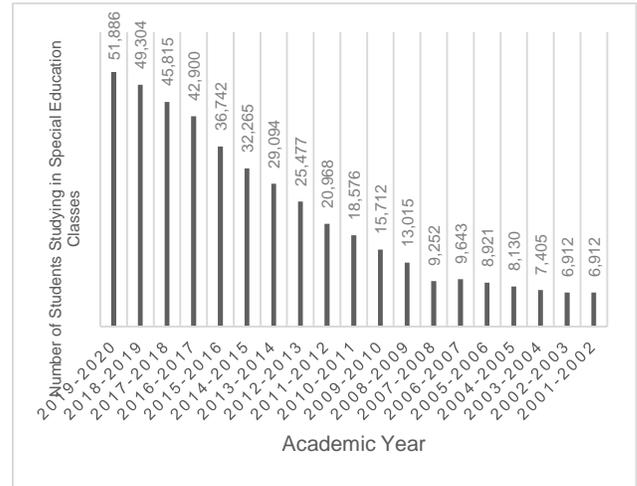


Figure 4: Distribution of the Number of Students in Special Education Classes by Years

In Figure 4, it is seen that the number of students receiving education in Special Education classes has increased in 2001-2002 towards the 2019-2020 academic year.

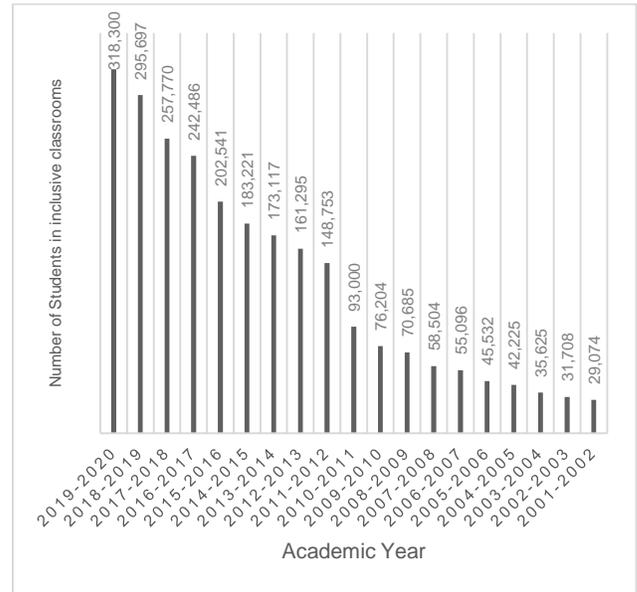


Figure 5: Distribution of the Number of Students Educating in Inclusive Classes by Years

In Figure 5, it is seen that the number of students receiving education in inclusive classrooms has increased in 2001-2002 towards the 2019-2020 academic year. It is seen that there is a significant increase especially in the 2012-2013 academic year and this increase continues rapidly.

CONCLUSION

As the academic year progresses in Turkey, there is a

certain increase in the number of schools, the number of students studying, and the number of teachers providing education in Private Education Institutions. In this context, it is thought that teaching the disabled education as a compulsory course in all education faculties and giving disabled education seminars in all schools will have positive effects for special education students.

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