

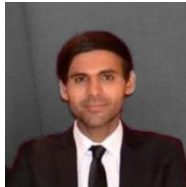
DRAFT POLICY ON INCLUSIVE NEEDS-BASED EDUCATION FOR TURKEY AND PAKISTAN, 2021- 2025



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Presidency for Turks Abroad and Related Communities



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Profiles

Dr. Munir Moosa holds a doctorate in Education with a concentration in Human Rights Education. He has a combined thirteen years of teaching and researching experience.

He is an Assistant Professor of Education at SMI University, and a founding Volunteer Director of Global Forum for Teacher Educators, where he promotes complementary human rights-centered education to children and women of disadvantaged communities along with adults of all ages and varied demographics.

Dr. Munir holds an esteemed international standing. He is the recipient of the Presidency of Turks and Related Communities (YTB) Research Fellowship, Lagos African Cluster Centre (ACC) Visiting Research Fellowship, The Commonwealth of Learning Fellowship, 2019, The Commonwealth UK, Distance Education Scholarship (2017-2019), and the Georg Eckert Summer Fellowship 2016. He also served as a Visiting Academic Scholar at the Humboldt University of Berlin (2017; 2019), and the University of California, Berkeley, 2017.

He is a published author of two international research projects and three open e-books. He has delivered guest lectures at global institutes (face-to-face and online) including the School of Education, UC Berkeley, Adult School Berkeley, and the Leuphana University of Lüneburg, Germany.

He pioneered a course on human rights education for future teachers in his home country; proposed Munir's permeable digital networking model; Munir's digital taxonomy of learning; Munir' model of teachers identity exploration; Munir's model of sustainable education during uncertain time; E-Steam Education- A Replacement of STEM and STEAM education; Munir's convergent model of reality; Munir and Nuket bud, petals, and thorns model of inclusivity; Munir's socio-ethrlical model of inclusivity, and coined the term Ethrlical thinking.¹

He is the first Asian who introduced the socio-counseling concept for learners, the socioecoethical model of social work, and the contextual socio-eco-ethical model of human rights education. Under these models, he educated more than half a million teachers towards human rights education and digital learning via his volunteer platform at no cost.

He is using a radical alternate approach and breaking the prejudices and social constructs of academia through open educational praxis.

His areas of interest include human rights education, gender studies, social work, peace studies, multiculturalism, education for justice, education in the conflicted areas, education of adult and old age people, education of disabled people, human identity, global education policies, digital literacy, open educational resources, low-cost technology, and global issues about human rights.

¹ Available at <https://sites.google.com/view/munir-moosa-sadruddin/my-global-models?authuser=0>

Dr. Nüket Afat holds a doctorate in the field of Special Education and Gifted Students. After graduating, she works for the Ministry of National Education (MoNE) for thirteen years in various institutions and departments. She is currently serving as Assistant Professor and Director of Special Talented Children Education Research and Application Center at the Istanbul Sabahattin Zaim University. Her areas of interest include education of gifted and talented children, special education, guidance, and family education.

Advisor

Professor Dr. Jamshed Adil Halepota is a Professor of Human Resource Management (HRM) and Organizational Behavior (OB). He is currently serving as, Dean of Management, Business Administration, & Commerce and Faculty of Education at SMI University.

Acknowledgment

I wish to extend my deepest gratitude to the Presidency for Turks Abroad and Related Communities, Government of Turkey, for awarding me the Turkish Presidency Research Scholarship, 2021.

Heartiest thanks to Professor Dr. Mehmet BULUT, President, Istanbul Sabahattin Zaim University, Professor Dr. Ibrahim GÜNEY, Vice President, Istanbul Sabahattin Zaim University, and Dr. Mujeebuddin Sahrai Memon, Vice-Chancellor, Sindh Madressatul Islam University for their utmost confidence and impeccable faith in my knowledge and skills.

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Special thanks to all the members of Global Forum for Teacher Educators for their support and encouragement.

I'm extremely grateful to Professor Dr. Zahid Ali Channar, SMI University; Professor Dr. Susan Katz, University of San Francisco; Dr. Gabriele Jähnert, Humboldt-Universität zu Berlin; Dr. Leigh-Anne Perryman, The Open University, UK, and Dr. John Aubrey Douglass, CSHE, University of California, Berkeley for their endless professional and moral support.

Finally, I acknowledge the following experts (scholars, professors, and parents) from Pakistan and Turkey for their constructive input: Dr. Anjum Bano Kazimi, Emre Ünlü, Dr. Shahida Sajjad, Meral Mlekoğlu, Dr. Samina Ashraf, Saziye Seçkin Yılmaz, Dr. Shagufta Shahzadi, Dr. Didem Güven, Dr. Nasreen Hussain, Dr. Syeda Rakhshanda Kaukab, Dr. Sarwat Nauman, Rizwan Ahmed Lodhi, Saadia Khan, and Tayyaba Tahira.

Note of Respect:

Gratitude to the respected Tolga Uçak, Consul General, Turkish Consulate General in Karachi for inviting me. Thanks for your kind-heartedness!

Equality, justice, exceptional transportation system, cleanliness, good security system, public welfare, hospitality, respect for humanity, animal rights, quality education and research, and great admiration for teachers- I found Turkey as a role model country.

God türkiyeyi korusun!

Foreword

We are honored to welcome Professor Dr. Munir Moosa Sadruddin as a distinguished guest researcher at the Istanbul Sabahattin Zaim University.

İZÜ is a leading international research university, founded in 1848. It is ranked among the top five non-profit universities in Turkey that offer quality education and research facilities to local and international students and scholars.

Dr. Munir visited us during June and July 2021 under the Turkish Presidency Award. He is a prominent name in the field of research and education. Besides serving as Professor of Education, he has expertise in human rights education. He has established a global reputation for his independent platform, GFTE, along with his theories and models. Turkish academics admire his global models! He has also been volunteering with different communities including individuals with inclusive needs. All these signify his wealth of expertise in the areas of education and humanities.

We are confident that this credible and research-oriented draft document would assist both countries.

Dr. Nüket Afat
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27.07.2021

EĞİTİM FAKÜLTESİ DEKANLIĞINA

This is to certify that Dr. Munir Moosa Sadruddin visited Istanbul Sabahattin Zaim University from June 1, 2021 to July 30, 2021 under Turkish Presidency Scholarship. He carried out a project titled "Draft Policy on Inclusive Needs-Based Education for Turkey and Pakistan, 2021- 2025" with Dr. Nuket Afat, Head, Department of Special Education.

We are confident that this credible and research-oriented draft document would assist the policy-makers towards the educational rights of persons with inclusive needs.

Dr. Öğr. Üyesi Nuket AFAT
Bölüm Başkanı



Summary

The Islamic Republic of Pakistan² and the Republic of Turkey³ enjoy resilient political, economic, social, cultural, and educational ties. On several occasions, both countries have shared mutual understanding to promote quality education and expand educational linkages.⁴ Every year, a good number of students from Pakistan visit Turkey to pursue higher education under the Turkish government scholarship.

Disability is perceived as a stigma in Turkey and Pakistan. Persons with disabilities are ignored and misconceived due to multiple factors. In the presence of an active catalyst, i.e., ‘culture of shame’, one cannot predict consistencies in the attitudes of the general public towards persons with inclusive needs. For this purpose, it is pertinent to take an inclusive approach to policies and practices.

Turkey and Pakistan, both countries support education advocacy for persons with inclusive needs. However, there has been a prolonged delay in drafting contextual education policy.

Previously formulated documents that directly or discursively discussed the educational rights of persons with inclusive needs focused on archaic practices that fluctuated with time, and did not reap productive outcomes due to lack of clarity, overwhelming guidelines, and incapacitated interventions. It encouraged me to propose a draft policy on inclusive needs-based education with some reasonable recommendations.

This draft policy is based on the premises of accessibility, inclusivity, innovation, and integration. Within, it focuses on the principles of socio-ethical model of inclusivity.

This draft policy emphasizes contextual education that meets the specific needs of persons with inclusive needs. It also stresses, how to educate and empower them with respect and dignity.

There are four sections starting with (1) introduction (2) situation analysis (3) vision, mission, core values, hierarchical objectives, and scope (4) policy actions and recommendations.

Experts’ opinions are incorporated, wherever required.⁵ Technical terms are explained in plain language.

² The Islamic Republic of Pakistan was established on August 14, 1947. Based on the UN data, the current estimate population is two hundred and twenty-five million (as of June 10, 2021).

³ The Republic of Turkey was founded on October 29, 1923. Grounded on the UN data, the present population is about eighty-five million (as of June 10, 2021).

⁴ For example, recently, both countries have signed an agreement to promote literacy in Pakistan through the support of the Turkish Maarif Foundation. Details available at <https://www.aa.com.tr/en/asia-pacific/pakistan-turkey-formalize-deal-for-literacy-promotion/2108267>

⁵ Underlined

I hope this document remains pertinent to the policy-makers in deciding on the educational rights of persons with inclusive needs.



Dr. Munir Moosa Sadruddin
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Assistant Professor of Education, SMI University
Volunteer Director, Global Forum for Teacher Educators

Introduction

Special Education, Inclusive Education, Special Needs Education, Remedial Education, and Exceptional Education - these are a few widely used terms to define education for inclusive needs-based learners.

The term ‘Special Education’ has global variants. Some countries and organizations have referred to special education as general education for disabled children, while others have categorized it according to different disabilities.

Oxford dictionary defines special education as “the education of children who have physical or learning problems.”⁶ Likewise, the International Standard Classification of Education, UNESCO (2012), terms special education as “education designed to facilitate the learning of individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods.... Reasons may include disadvantages in physical, behavioral, intellectual, emotional and social capacities.” The Turkish Special Education and Services Regulation states that “special education is significantly different from their peers in terms of individual and developmental characteristics and educational qualifications”.⁷ These definitions lack clarity.⁸

Another term, ‘Inclusive Education’ focuses on acceptance, equity, and inclusion. According to UNICEF, “[Inclusive education means] all children in the same classrooms, in the same schools. It refers to real learning opportunities for groups who have traditionally been excluded – not only children with disabilities, but speakers of minority languages too.”⁹ In addition, The Alliance of Inclusive Education has uniquely defined it as “education that includes everyone, with non-disabled and disabled people (including those with special educational needs) learning together in mainstream schools, colleges, and universities... This means the system must adapt to include disabled people – they should not have to adapt to the system.”¹⁰ Similarly, Power-deFur and Orelove (1997) outlined, “[Inclusive education is] the practice of providing a child with disabilities with his or her education within the general education classroom with the supports and accommodation needed by that student.”

Inclusive education offers better educational and social outcomes (Dell’Anna, Pellegrini, Ianes & Vivanet, 2020; Kart & Kart, 2021; Open Society Foundations, 2019). It focuses on catering to persons with inclusive needs by removing the segregation caused by the education systems and emphasizes pluralistic practices that create inclusive learning contexts.

In Turkey and Pakistan, no standard definition of inclusive education is documented. From researchers’ viewpoint, the term ‘inclusive needs-based education’ gives more clarity to what is to be achieved for the educational rights of persons with inclusive needs.

⁶ <https://www.oxfordlearnersdictionaries.com/definition/english/special-education>

⁷ Details available at https://orgm.meb.gov.tr/meb_iys_dosyalar/2020_06/24163215_ozel_eYitim_yonetmeliYi_son_hali.pdf

⁸ Available definitions reflect the situation, nature, values and environments of which they are a part of. It is operationalized and conceptualized differently in diverse contexts. These had also been the subject of contentious debate, both in terms of meaning and interpretation. Therefore, these should not be generalized.

⁹ <https://www.unicef.org/education/inclusive-education>

¹⁰ <https://www.allfie.org.uk/definitions/what-is-inclusive-education/>

Situation Analysis

Classification of Disability

According to the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and its Optional Protocol (2006, December 13),¹¹ “Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others” (p.4).

List of disabilities including but not confined to visual impairment, hard of hearing, deaf-blindness, multiple disabilities, autism spectrum disorder, intellectual disability, sensory disability, orthopedic impairment, specific learning disability, cognitive disability, speech impairment, physical disability, acquired brain injury, psychiatric disabilities, spinal cord disability, psychosocial disability, neurological disability, multiple sclerosis, muscular dystrophy, and cerebral palsy.

A good number of conceptual models¹² exist to understand disability and its functioning. Each country has adopted one or multiple models to devise strategies. The most commonly established models are social¹³ and medical.¹⁴

The International Classification of Functioning, Disability, and Health (ICF) (World Health Organization, 2001) is a universal concept to understand and classify human functioning and disability. According to ICF, “disabilities refer to difficulties encountered in one or all the three areas of human functioning namely impairments, which is associated with the problems in body functions or alterations in body structure; activity limitations, which denotes difficulties in executing activities; and participation restrictions that is linked to the health challenges that hinder the involvement of a person in different life events.”

ICF treats disability as a continuum, and contempt categorizes people with disabilities as a separate group.

¹¹ The first international treaty to shelter the dignity and respect of persons with disabilities.

¹² For example, biomedical, identity, rehabilitation, charity, rights-based, interface, minority, moral, social, medical, economic, empowering, diversity, professional and functional models.

¹³ “It sees disability as a complex collection of conditions, mostly construct by the social environment.”

¹⁴ “It views disability as a problem caused by disease, trauma or other health condition.”

	Part 1: Functioning and Disability		Part 2: Contextual Factors	
Components	Body Functions and Structures	Activities and Participation	Environmental Factors	Personal Factors
Domains	Body functions Body structures	Life areas (tasks, actions)	External influences on functioning and disability	Internal influences on functioning and disability
Constructs	Change in body functions (physiological)	Capacity Executing tasks in a standard environment	Facilitating or hindering impact of features of the physical, social, and attitudinal world	Impact of attributes of the person
	Change in body structures (anatomical)	Performance Executing tasks in the current environment		
Positive aspect	Functional and structural integrity	Activities Participation	Facilitators	not applicable
	Functioning			
Negative aspect	Impairment	Activity limitation Participation restriction	Barriers / hindrances	not applicable
	Disability			

ICF

ICF for Children and Youth (CY) is a derived classification based on ICF. It covers additional details related to infants, toddlers, children, and adolescents (World Health Organization, 2007).

In Turkey, the following types of disabilities are documented¹⁵: “visual disability, hearing disability, speech and language disability, orthopedic disability, psychological and emotional disability, chronic disability, and multiple disabilities” (TurkStat, 2010, as cited in Sart, Baris, Duskun & Sariisik, 2016). Whereas, one of the reports has categorized disabled people as “mentally disabled, hearing impaired, vision impaired, orthopedic impaired, speech impaired, chronic ill, and psychologically and/or emotionally ill” (General Directorate of Services for Persons with Disabilities and Elderly People, Ministry of Family, Labour and Social Services, 2011).

¹⁵ According to the Turkish National Database.

In Pakistan (as of 1998), the following disability categories are documented: blind, deaf/mute, crippled, insane, mentally retarded, individuals having multiple disabilities, and others. Most are characterized as ‘others’ followed by crippled, individuals having multiple disabilities, blind, mentally retarded, deaf/mute, and insane.¹⁶ Whereas, the National Database & Registration Authority (as of February 2021) has classified the disabled population as blind, deaf and dumb, physically disabled, and mentally retarded. The physically disabled constitute the largest group, followed by mentally retarded, deaf & dumb, and blind.¹⁷ Moreover, the Government of Punjab, in the first special education policy, has listed the following categories: visually impaired, hearing impaired, slow learners, physically handicapped/disabled, autism spectrum disorder, mentally challenged, attention deficit hyperactivity disorder, & specific learning disabilities.¹⁸

A few terms to classify the disabled population, for example, mentally retarded and deaf & dumb, are inappropriate. It should be reviewed to preserve their dignity.

Disabled Population in Pakistan and Turkey

The World Health Organization (2020) & the United Nations Disability and Development Report (United Nations, 2019) states that around “one billion people in the world (15% of the total population) experience some form of disability.” Prevalence is high in developing countries.

As claimed by the Turkey Disability Survey, around 8,431,937 people (12.29% of the Turkish population as of 2002) include persons with disabilities (Turkish Statistics Institute, 2002, p.5).¹⁹

As projected by the Pakistan Bureau of Statistics (as of 1998), the disabled population in Pakistan is nearly three million (3,286,630).²⁰ Contrary, the 6th Population and Housing Census of 2017 have estimated nearly 1 million total disabled population.²¹ Conversely, data released by the National Database & Registration Authority has estimated a total population of 371,833.²²

Available statistics regarding the disabled population are out-of-date, uncertain, and disaggregated. It does not project the total population in Turkey and Pakistan.

Global Commitments and Local Actions

Turkey and Pakistan have committed to supporting persons with disabilities through international & local obligations.

¹⁶ <https://www.pbs.gov.pk/sites/default/files/tables/DISABLED%20POPULATION%20BY%20NATURE%20OF%20DISABILITY.pdf>

¹⁷ https://www.pbs.gov.pk/sites/default/files/disability_data_28252021.pdf

¹⁸ With the classification of each category (mild, moderate, severe and profound).

¹⁹ Last available Population and Housing Census 2011 has not documented exact data on the population with disabilities. For more information, visit https://www.ailevecalisma.gov.tr/media/46090/bulten_en_200508.pdf

²⁰ <https://www.pbs.gov.pk/sites/default/files/tables/DISABLED%20POPULATION%20BY%20NATURE%20OF%20DISABILITY.pdf>

²¹ <https://www.pbs.gov.pk/content/provisional-summary-results-6th-population-and-housing-census-2017-0>

²² https://www.pbs.gov.pk/sites/default/files/disability_data_28252021.pdf

Both have ratified the UDHR, 1948, and the UNCRC, 1989. Turkey²³ and Pakistan are also signatories to the UNCRPD and the Optional Protocol.

Both countries are working towards accomplishing the Sustainable Development Goals (SDGs). Concerning disability, the following goals are noteworthy: “Goal number 3- Ensure healthy lives and promote well-being for all at all ages; Goal number 4- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all; Goal number 5- Achieve gender equality and empower all women and girls; Goal number 8- Promote sustained, inclusive, and sustainable economic growth, full and productive employment and decent work for all; Goal number 10- Reduce inequality within and among countries; Goal number 11- Make citizens and human settlements inclusive, safe, resilient and sustainable; Goal number 16- Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all level.” However, disability-sensitive policies have not yet been formulated to achieve these goals.

Persons with disabilities are legally supported under the Constitution of the Republic of Turkey.²⁴ Besides, the Turkish Disability Act, 2005²⁵ (amended in 2014) serves as a legal document to protect their rights.

The rights of persons with disabilities are secured by the provisions in the Constitution of Pakistan, 1973.²⁶ Various acts and bills were also approved, including but not limited to the “Disabled Persons (Employment and Rehabilitation) Ordinance, 1981;²⁷ National Policy for Rehabilitation of the Disabled, 1986 (uv); National Policy for Persons with Disabilities, 2002;²⁸ National Plan of Action 2006 to Implement the National Policy for Persons with Disabilities;²⁹ Accessibility Code of Pakistan, 2006;³⁰ The Special Citizens’ Act, 2008;³¹ The Special Citizens’ Act, 2009 (uv); The Special Citizens Bill, 2015;³² and scattered act like Islamabad Capital Territory (ICT) Rights of Persons with Disability Act, 2020”.³³ [1]

Despite global commitments and local actions, stigmas, prejudices, social constructs, and discrimination towards the disabled population remain widespread in both Turkey and Pakistan.

²³ Details available at <https://ailevecalisma.gov.tr/media/42414/crpd-national-indicators-for-the-rights-of-persons-with-disabilities.pdf>

²⁴ <https://www.ilo.org/dyn/natlex/docs/ELECTRONIC/39950/66755/F775497162/TUR39950%20English.pdf>

²⁵ https://www.un.org/development/desa/disabilities/wp-content/uploads/sites/15/2019/11/Turkey_Turkish-Disability-Act-TDA-No.-5378-of-2005.pdf

²⁶ http://www.na.gov.pk/uploads/documents/1333523681_951.pdf

²⁷ <http://ilo.org/dyn/natlex/docs/ELECTRONIC/102095/123300/F1474370254/PAK102095.pdf>

²⁸ <http://pspmr.org/wp-content/uploads/2016/11/3-National-Policy-for-Persons-with-Disabilities-2002.pdf>

²⁹ https://www.un.org/development/desa/disabilities/wp-content/uploads/sites/15/2019/10/Pakistan_National-Plan-of-Action-to-implement-the-National-Policy-for-Persons-with-Disabilities-2006-%E2%80%93-2011.pdf

³⁰ http://www.nowpdp.org/wp-content/uploads/2016/08/Accessibility_Code_of_Pakistan_2006.pdf

³¹ <http://nasirlawsite.com/laws/scitizen.htm>

³² http://www.na.gov.pk/uploads/documents/1431062711_664.pdf

³³ http://www.senate.gov.pk/uploads/documents/1578920632_772.pdf

Drawing on researchers' personal experiences, there are few misconceptions regarding disabilities in the national documents, which need rectification. In addition, the local population and the representatives are not much acquainted with all the rights of the disabled population. Attitudes of the general public, though studied by previous researchers, were not comprehended through the ethnographic lens to magnify societal attitudes and concealed realities. In short, a lack of consensus with overwhelming expectations has cyclically affected the rights of the disabled population.

Education for Persons with Inclusive Needs

In Turkey, the General Directorate of Special Education and Guidance Services, Ministry of National Education (MoNE) manages special education and guidance facilities.³⁴

The idea of special education originated in Turkey during the era of the Ottoman Empire with the establishment of the 'Enderun School' in 1455 for gifted and talented pupils.³⁵ In 1889, Istanbul Trade school for visually impaired and hard to hear children was founded. Since then, government and private organizations have opened a good number of educational institutions for children with special needs (as cited in Kutay, 2018).

The constitution and the disability act carry regulations on educational rights. In addition, a significant number of guidelines were approved that directly or indirectly iterated their educational privileges. It includes but not limited to the “Law on Children in Need of Protection, 1957; Primary Instruction and Education Law, 1961; Law on Children with Needs of Special Education, 1983; Regulation on the Special Schools, 1985; Regulation on Education of Mentally Handicapped Children, 1992; Statutory Decree Law on Special Education, 1997; Regulation on Special Educational Services, 2000; Regulation on the Counseling and Psychological Guidance Services, 2001; The Special Education Services Regulation (SESR), 2006 (revised in 2012); The Pre-School and Primary Education Institutions Regulation; The Secondary Education Institutions Regulation (SEIR); Strategy and National Plan of Action on Accessibility (2010-2011); Draft National Education Strategic Plan (2010-2014); Strategy and Plan of Action on Care Services (2011-2013); Strengthening Special Education Project (2011-2013); Strategy and Action Plan on Gifted Persons (2013-2017); Action Plans of the Child Intersectoral Board (2014-2015); Draft National Action Plan on Autism, 2016; Regulation on Guidance Services, 2017; Regulation of Special Educational Services, 2018, and Regulation on the Counseling and Psychological Guidance Services, 2020 (as cited in Yazicioglu, 2020).”³⁶⁻³⁷ One of the targets of the Eleventh Development Plan (2019-2023)³⁸ and Turkey's Education Vision, 2023³⁹ is to improve inclusive practices.

In Turkey, early childhood education is compulsory for inclusive children. More recently, to increase the accessibility of resources, the MoNE has published content via mobile app for students

³⁴ For details, visit <https://orgm.meb.gov.tr/>

³⁵ Anatolian Seljuk Period in the 1200s is supposed to be the beginning of treating mentally challenged people in Darüşşifa.

³⁶ For more information, visit https://www.ohchr.org/Documents/Issues/Disability/DisabilityInclusivePolicies/States/PM%20Turkey_ENG.docx

³⁷ For more information, visit http://orgm.meb.gov.tr/www/icerik_goruntule.php?KNO=608

³⁸ https://www.sbb.gov.tr/wp-content/uploads/2020/06/Eleventh_Development_Plan-2019-2023.pdf

³⁹ https://2023vizyonu.meb.gov.tr/doc/2023_VIZYON_ENG.pdf

with special educational needs (“from learning difficulties through to sensory and cognitive impairments”), their parents, and teachers (OECD, 2020; Vidal, 2020).

Experts are in view that the national policy, regulations, and laws have positively supported the educational rights of persons with disabilities. However, their implementation hasn’t reached the optimum level due to lack of awareness, financial shortcomings, low visibility of positive patterns, lack of cooperation with medical science, and shortfall of educational institutions and experts.

In Pakistan, before the 18th Amendment in the Constitution of 1973,⁴⁰ the Ministry of Social Welfare and Special Education looked after the management of special education. After the devolution, responsibility rests upon each province.⁴¹

The history of special education in Pakistan has multiple versions. It is believed that before the partition from India, the first school was established in 1906 for visually impaired children, and the second school was set up in Karachi for hard to hear children (as cited in Khan, 1998).

Khan reported, “In the 1980s, when the Government of Pakistan was taking initiatives to develop special education services, a separate system of special schools by category of disability was established” (ibid, p.104). In 1985, model special education schools were piloted throughout the country. Later, The National Policy for Rehabilitation of the Disabled, 1986 proposed to integrate at least ten percent of disabled children in mainstream schools (ibid). However, the recommendation failed to sustain due to instabilities in policies and political transitions.

The right to education has found its place in the Constitution of Pakistan (Article 25-A and Article 38-D); Five-Year Plans; National Education Policies; The National Policy for Special Education, 1999; Islamabad Declaration on Inclusive Education, 2005;⁴² Pakistan Vision 2025,⁴³ along with, in few other policies and bills [See 1]. More recently, the Higher Education Commission of Pakistan has launched a policy for disabled learners.⁴⁴ In addition, the province of Punjab has drafted the Punjab Special Education Policy, 2020.⁴⁵

Today, a good number of educational and vocational institutions are running across Pakistan to support the education of learners with special needs.

In the views of experts, accomplishments of the government include the inclusion of elements of special education in the national education policies, provision of assessment facilities, the establishment of vocational education institutions, and quota for job placement of disabled persons. However, they highlighted the following barriers to design and implementing inclusive education policy: lack of consensus between stakeholders, NGOs, and educational institutions, weak administrative structure, i.e., poor coordination between the federal and provincial

⁴⁰ http://www.na.gov.pk/uploads/documents/report_constitutional_18th_amend_bill2010_020410_.pdf

⁴¹ Also, the Directorate General of Special Education (for Islamabad), under the Ministry of Human Rights.

⁴² Available on pp.43-45 at http://www.ibe.unesco.org/fileadmin/user_upload/archive/National_Reports/ICE_2008/pakistan_NR08.pdf

⁴³ <https://www.pc.gov.pk/uploads/vision2025/Pakistan-Vision-2025.pdf>

⁴⁴ <https://www.hec.gov.pk/english/services/universities/Pages/Policy.aspx>

⁴⁵ <https://sed.punjab.gov.pk/system/files/Special%20Education%20Policy%20Final%20Draft.pdf>

government, weak eligibility criteria for the selection of policymakers, budgetary constraints, political instability, shortage of assistive devices, non-inclusive approach to education, negative social attitudes, unavailability of the recent population of persons with disabilities, lack of teachers' commitment, and weak parental involvement. One of the experts expressed that the change of government is so high, that developing policies, implementing them, and following up is next to impossible.

Enrolment Ratio

According to the available data of MoNE, around 186,722 students with disabilities studied in inclusive educational institutions during 2012-2013,⁴⁶ which rose to 259,282 during 2014-2015 (as cited in Sart, Baris, Sariisik & Duskun, 2016). As claimed by the Ministry of National Education (2018), “Number of students that use formal special education and inclusive education [rose upto] 353 thousand and 610.” Based on the last available data (2018-2019), “there are 1489 schools, 14,043 teachers, and 398,815 students, who received formal education from special education schools, special education classes, and inclusive classes.”⁴⁷ Also, there are 2505 special education and rehabilitation centers, 25,915 teachers, and 415,785 students, who received non-formal education during 2017-2018 (as cited in General Directorate of Services for Persons with Disabilities and the Elderly, Ministry of Family, Labour and Social Services, 2020).

Special Education Department, Government of Punjab⁴⁸ estimated around two hundred and ninety-four educational institutions, six colleges, and three vocational training institutes offer education to about 32,345 special needs children in the province of Punjab. These institutes cater to children with multiple disabilities, hearing impairment, mental challenge, physical disability, slow learners, and visual impairment. In Sindh,⁴⁹ seventy-two special education and rehabilitation centers are established. One of the provincial reports estimated 2719 children enrolled with disabilities in Sindh.⁵⁰ In Balochistan,⁵¹ six special education centers and twelve complexes are set up for the education of hearing impaired, physically challenged, visually impaired, and mentally challenged children (enrollment ratio unavailable). Khyber Pakhtunkhwa⁵² has enrolled about 2549 children including 1529 hard to hear children, 268 visually impaired, and 752 mentally retarded and physically handicapped children in around 44 educational institutions during 2016-2017. The Directorate General of Special Education, Ministry of Human Rights, Government of Pakistan⁵³ claims that they have enrolled around 1530 physically and mentally challenged students from grade one to graduation in Islamabad.

⁴⁶ <http://www.adiscuola.it/beyondthebarriers/wp-content/uploads/2016/10/Special-Education-in-Turkey-English.pdf>

⁴⁷ Vast majority of students are getting education in inclusive classes.

⁴⁸ <https://sed.punjab.gov.pk/system/files/Special%20Education%20Policy%20Final%20Draft.pdf>

⁴⁹ <https://depd.sindh.gov.pk/institutions>

⁵⁰ https://depd.sindh.gov.pk/elfinder/connector?token=&cmd=file&target=fls2_REVQRC9GSU5BTCBSRVBPUIQucGRm

⁵¹ <https://www.swd.balochistan.gov.pk/special%20education.html>

⁵² https://swkpk.gov.pk/?page_id=9

⁵³ <http://www.mohr.gov.pk/Detail/MzYzY2VkMzctMGZjYi00YjRhLWFiNDktMTA3ZDdjNWJiMTM3>

The actual number of functional educational institutions (public and private) offering inclusive needs-based education, total enrolment of students acquiring inclusive needs-based education

(with categories), and those who don't have access to inclusive needs-based education are unpredictable in Turkey and Pakistan. It is projected that the number of educational institutions established by civil society, foundations, non-governmental organizations, and international non-governmental organizations is larger in number than the institutes established by the government.

Rehabilitative Services

In Turkey, Guidance and Psychological Counseling Services Regulation, 2020⁵⁴ guarantees counseling services to inclusive learners. Although a good number of rehabilitation centers work for persons with inclusive needs in Turkey⁵⁵ and Pakistan,⁵⁶ recent data on the provision of rehabilitative services in educational institutions is not documented.

Employability

To ensure employment opportunities, Turkey has ratified the ILO Convention on Vocational Rehabilitation and Employment of Disabled Persons, 1983⁵⁷ in 2000. Disabled people are legally secured from employment discrimination under the Turkish Disability Act, 2005. To encourage the disabled population to take up employment, incentives are offered like income tax reduction.⁵⁸ Till January 2020, around 15,552 workers with disabilities are employed by 1,273 public, and 94,504 workers by 16,464 private institutions.⁵⁹

Pakistan has also ratified the ILO Convention in 1994. Locally, it has passed the Disabled Persons (Employment and Rehabilitation) Ordinance, 1981,⁶⁰ and the Disabled Persons (Employment and Rehabilitation) (Amendment) Act, 2012.⁶¹ Following versions are released by provinces: "Sindh Empowerment of Persons with Disabilities Act, 2018;⁶² The Khyber Pakhtunkhwa Disabled Persons (Employment and Rehabilitation) Amendment Act, 2012;⁶³ The Punjab Disabled Persons (Employment and Rehabilitation) (Amendment) Bill, 2015;⁶⁴ and The Balochistan Persons with Disabilities Act, No II of 2017."⁶⁵ Pakistan has not yet conducted a disability employment survey. It is therefore challenging to know actual figures.

In Turkey & Pakistan, the number of employed persons with different disabilities is not documented. Also, the operational definition of disability is unavailable due to which, employment

⁵⁴ http://orgm.meb.gov.tr/meb_iys_dosyalar/2020_08/14231603_Rehberlik_ve_Psikolojik_DanYYma_Hizmetleri_YonetmeliYi_2.pdf

⁵⁵ Details about the residential care and rehabilitation centers (public and private), available on p.43 onwards at https://www.ailevecalisma.gov.tr/media/46090/bulten_en_200508.pdf

⁵⁶ Undocumented

⁵⁷ https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_103529.pdf

⁵⁸ https://www.ailevecalisma.gov.tr/media/46090/bulten_en_200508.pdf (p.52 onwards)

⁵⁹ Details available on page 20 onwards at https://www.ailevecalisma.gov.tr/media/46090/bulten_en_200508.pdf

⁶⁰ <https://www.ilo.org/dyn/natlex/docs/ELECTRONIC/50075/97325/F1697756412/PAK50075.pdf>

⁶¹ <https://www.mindbank.info/item/6175>

⁶² <http://itacec.org/document/2018/Sindh-Empowerment-of-PWD-Act-XLVIII-of-2018-june-11-2018.pdf>

⁶³ http://kp.gov.pk/uploads/2016/05/16_KP_Act_2012_XVI_of_2012.pdf

⁶⁴ http://papmis.pitb.gov.pk/uploads/bills/billpassed_2015_10.pdf

⁶⁵ <https://pabalochistan.gov.pk/pab/pab/tables/alldocuments/actdocx/2018-10-23%2011:12:48act-2-2017-disability.pdf>

opportunities are often delivered to physically challenged people alone. These indicate weak interventions that are detrimental to the well-being of all persons with disabilities.

Vision

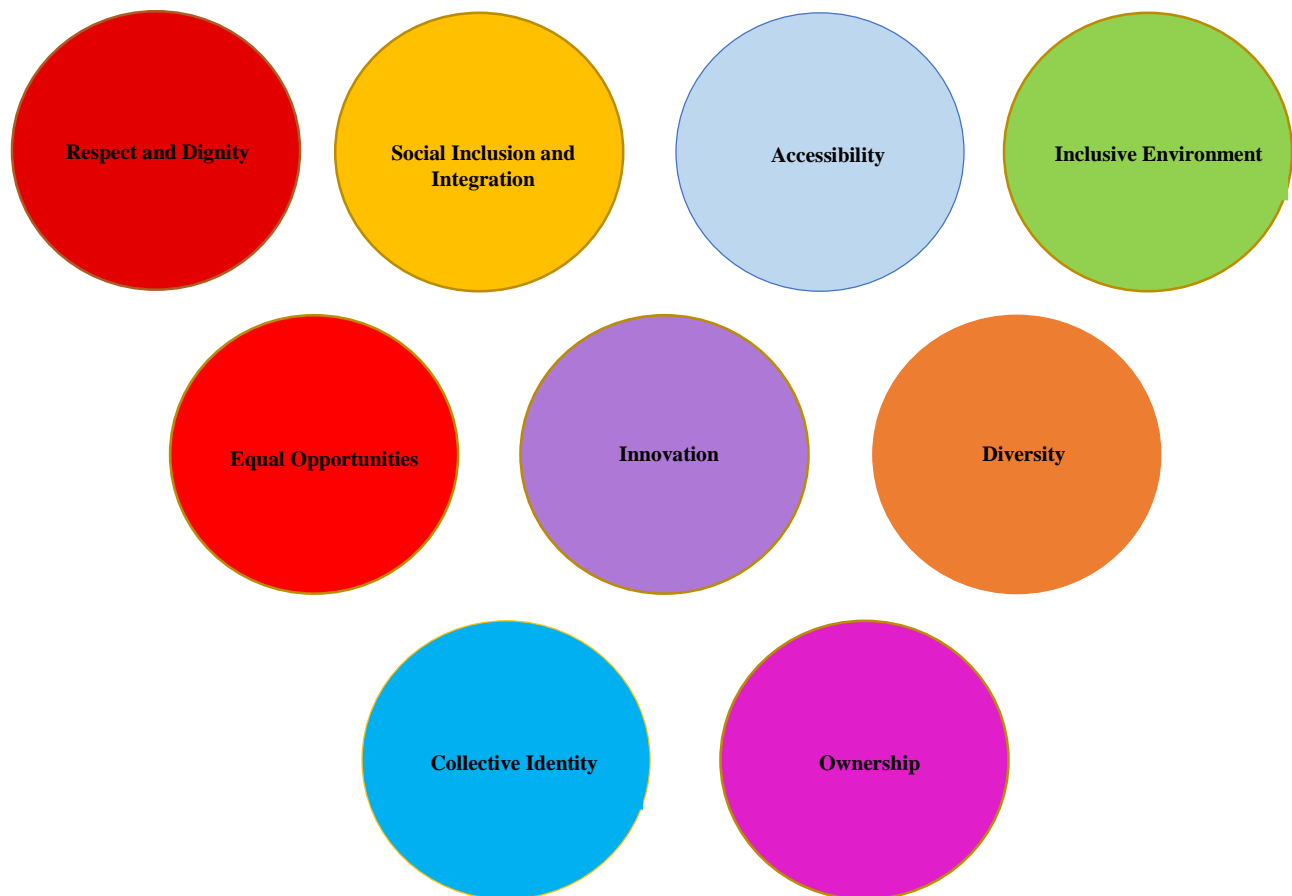
Prepare them, in keeping with individual needs, for sustainable livelihood; enhance their well-being; and shift their learning dependencies to maximum independencies.

Mission

Provision of contextual educational opportunities and rehabilitative services in safe and accessible environments, and prepare inclusive needs-based learners in the paths they choose to follow, so they can contribute to themselves, their families, and communities in productive ways.

Core Values

The draft policy shall focus on the following values under the principles of Munir's socio-ethical model of inclusivity:



Hierarchal Objectives

1. Clarity regarding the role of government, classification of disability, demographics, and eligibility criteria for inclusive needs-based education
2. Awareness and capacity-building programs for the policymakers, educational institutions, and general public
3. Collaboration with learning communities to gather learning resources
4. Strengthening teacher education
5. Promote parental education
6. Ensure educational accessibility in an integrative, safe, and diverse environment
7. Provide contextual education
8. Offer rehabilitative services

Scope

1. Policymakers of the Republic of Turkey and the Government of Pakistan
2. Educational institutions
3. Research communities & the general public

Policy Actions and Recommendations

Clarity regarding the role of government, classification of disability, demographics, and eligibility criteria for inclusive needs-based education

Policymakers and inclusive needs-based educational institutions are at the forefront of ensuring good governance practices. However, there is a functional overlapping due to a lack of role clarity.

*It is therefore suggested to form a department of inclusive needs-based education under the Ministry of Education in Turkey and Pakistan. It should serve as a point of reference for deciding on the policy, curriculum, training, research, rehabilitation, counseling, and the management of inclusive needs-based education.*⁶⁶

Available pieces of evidence indicate a lack of clarity in categorizing disabilities. There is an augmented risk of misdiagnosis. ICF, and ICF for Children and Youth may serve to demystify disability. However, these documents remain complex and lack precision. There also exists criticism on the conceptual framework and classification scheme of ICF (Jahiel, 2015).

It is proposed to focus on the following categories and sub-categories [without any boundary/limitation]: physically-challenged (cerebral palsy, acquired brain injury, neuromuscular, orthopedic, etc.), and developmental disabilities (intellectual, ADHD, autism spectrum disorder, down syndrome, hearing impairment, vision impairment, learning disabilities, etc.), with the severity level.

Munir's ethrical model of thinking deems fit the conceptual framework of disability. Based on it, Munir's socio-ethical model of inclusivity is derived.⁶⁷ It spectates disability through a critical lens with respect and dignity. It states, "Disability is not a problem, rather social construct, i.e., deleterious societal thinking and attitude towards disability is the main source of the problem." According to this model, "Society perceives others as disabled due to a lack of self-identity exploration. Fluctuated attitudes towards others are observable because we overlook our identity. We live in an impermeable bubble of ego, and often ignore, dishonor, or feel pity for others than ourselves. We fear to accept who we are. We often ignore our weaknesses, conceal our fears, and fail to realize physical/psychological/medical/intellectual/learning challenges that we had faced (blurry sense of realization over time), are facing, or are likely to face. We must critically understand ourselves, embrace our identity, recognize individual differences, and think about others through the lens of our dignity to make ethical decisions for building compassionate attitudes towards others."

Available demographics do not indicate the actual population of persons with disabilities, number of inclusive needs-based educational institutions, total enrolment of learners acquiring inclusive

⁶⁶ Major administrative reformations, linkages, and other necessary decisions rest upon the government.

⁶⁷ This model should be used in combination with Munir's convergent model of reality. Available at <https://sites.google.com/view/munir-moosa-sadrudin/my-global-models?authuser=0>

needs-based education (with categories), and those who lack access to inclusive education. The lack of updated data poses a significant challenge for future planning.

There is a dire need to provide clear statistics of the disabled population for proper planning and provision of effective services. The latest data regarding the total population of persons with disabilities and other demographic markers must be made available, in consultation with the relevant authorities. A strong MIS system should be established to keep records of the number of existing educational institutions (inclusive needs-based and regular, catering inclusive needs-based learners from school to university level) [functional and non-functional], and the number of enrolled learners with specifications of needs. This data should be published openly for the public and research community.

Assessment is essential for screening, diagnosis, and for taking appropriate decisions about the child's educational placement. However, there is no standardized local assessment mechanism followed in Turkey⁶⁸ and Pakistan⁶⁹. Eligibility criteria for inclusive needs-based education are not documented. Parents are often referred to different institutions for the eligibility assessment and related services.⁷⁰

Provision of early assessment and intervention services must be ensured. There should be a dedicated team of experts (doctors, psychologists, therapists, inclusive needs-based educationists) at every educational institution to determine whether a child qualifies for inclusive needs-based education or not. Relevant authorities in consultation with experts must design and implement standardized eligibility criteria. At a minimum, a child having any one of the disabilities, and that disability is causing adverse impacts on education should be offered free educational and rehabilitative services without discrimination.

⁶⁸ Stanford–Binet Intelligence Scale, Wechsler Intelligence Scale, and Leiter International Performance Scale are used for assessment. “In 2016, Turkey developed its first national intelligence test, Anadolu-Sak Intelligence Scale (ASIS) for identification of gifted students, however, its implementation and efficacy is not yet established.”

⁶⁹ Wechsler Intelligence Scale and developmental scale are mainly used for assessment.

⁷⁰ There are pieces of evidence of misdiagnosis or late diagnosis.

Awareness and capacity-building programs for the policymakers, educational institutions, and general public

Lack of accurate knowledge and retrogressive attitudes could curtail effective policymaking and implementation. It is hard to predict the knowledge and attitudes of representatives towards inclusive needs-based education, as previous research studies did not take this subject matter into account.

All policymakers should undergo module-based training on human rights, human development and disabilities, inclusive needs-based education, and introduction to research. This training must be designed locally with the support of higher education institutions (HEIs). For the collection of reliable research data on disability, education, employment, monitoring, and evaluation, online capacity-building programs should be designed/adapted in consultation with HEIs.

Anyone with an academic degree in human rights education, special education, or inclusive needs-based education along with a proven track record of serving inclusive communities should be scrutinized, and then looped for policymaking.

The progressive attitude of teachers towards inclusive needs-based learners is significant for upholding their educational rights. However, it is challenging to predict teachers' knowledge and attitudes,⁷¹ as recent research studies did not look into this subject matter.

Teachers and supporting staff should be cultured towards acceptance, empathy, respect, and affection for inclusive needs-based learners. This can be done by integrating elements of inclusivity and diversity in the institutional policy and job description.

To dispel myths and prejudices around disabilities, teachers and supporting staff should undertake module-based training on human rights, human development and disabilities, and inclusive needs-based education. This training should be planned locally in consultation with HEIs.

Experts are in view that children lack empathy, compassion, and tolerance towards anyone who does not meet the rampant definition of normalcy.

It is proposed to promote the notion of equality, develop empathy, and shape positive attitudes of school-going learners towards inclusive needs-based learners. Rather than solely focusing on basic literacy, numeracy, and science education, moral and ethical education should be imparted in the first place.

Introductory courses on disability studies should be designed with the support of open educational resources, and introduced from secondary education onwards. As an alternate, sustainable simulation activities such as the establishment of an inclusive society, self-identity exploration programs, and social events should be initiated.

⁷¹ In view of researchers, knowledge is not constant, and attitudes are temporary constructions that fluctuate with time.

It is unpredictable to confirm perceptions, intentions, attitudes, and the actual behavior of the general public towards individuals with inclusive needs. However, researchers have witnessed a growing prevalence of stigma and discrimination against persons with inclusive needs, both in Turkey and Pakistan. Where uneducated people consider them a taboo, there exist some uncivilized educated people with conservative mindsets, who consider disability a curse and sin. One of the experts expressed that the disabled population is demeaned and ridiculed due to socio-economic factors and the outlook of the public, who have lost their values in the long run.

It is crucial to sensitize society towards persons with inclusive needs. To achieve this, the government should use a human rights-based approach and run programs via broadcast and social media on case studies, inspirational stories, rights of persons with inclusive needs, self-actualization, and personal identity exploration (in regional languages). Engaging trustworthy motivational speakers and religious leaders may also support this cause. To further sensitize, public places should be more accommodating and inclusive.

Collaboration with learning communities to gather learning resources

While inclusive needs-based learners have the same educational needs as others, they lack equitable access to learning resources.

Researchers conducted a content analysis of some available educational resources in Turkey and Pakistan. They concluded that learning resources for inclusive needs-based learners are limited. Available resources are scattered and poorly adapted.

It is pertinent to design/adapt contextual learning materials and activities through communities of practice. An inclusive schools alliance⁷² should be established for gathering a pool of available resources (audio, video, text, braille form, images, animations, etc) that can address each learner's unique learning needs. These resources should be published in form of central open repositories (under Creative Commons license) and hard copy form. A team of veteran inclusive teachers can develop supplementary learning resources and guide books for parents and caregivers. Most importantly, all resources must be translated into local and regional languages with the help of translators.

Research in the area of inclusive needs-based education is sparse.

Government should promote the culture of research, resource development, and information sharing. The establishment of a research forum of likely-minded educators, researchers, learners, and parents may serve this purpose. Government must offer a scholarship to dedicated research scholars and academicians, who intend to research on the enhancement of inclusive education.

⁷² Local and global institutions that offer inclusive needs-based education.

Strengthening teacher education

Pakistani and Turkish universities offer undergraduate programs to train future teachers.⁷³ They also offer separate special education degree programs.

Teacher education programs in Pakistan are not designed to teach inclusive needs-based learners (different categories). Whereas, in Turkey, under the regulation of The Council of Higher Education (CoHE), programs for teaching children with special needs are unified under special education teacher education programs (as cited in TEDMEM, 2018). It is noteworthy that some universities in Turkey have initiated undergraduate special education teacher training programs with specialization in different categories like hearing impaired, mentally disabled, gifted children, and developmental disabilities. Significant credit courses like family education and parenting education are also incorporated, however, the effectiveness of these programs is not yet established.

It is recommended to offer undergraduate (1) teacher education programs with a concentration or major in special education [sub-specialization in disability], and (2) special education programs with a concentration or major in teaching [level-based].

Following courses⁷⁴ must be incorporated in teacher education programs (general and specific): disability studies (compulsory), growth and development of children with inclusive needs (compulsory), inclusive needs-based education (compulsory), inclusive pedagogies (compulsory), mental health education (compulsory), psychology of inclusive needs-based learners (optional), basic first-aid (optional), social counseling (optional), teaching ethics (optional), and vocational education (optional).⁷⁵ Courses must be designed/adapted in collaboration with international universities. It is also suggested to include two months compulsory internship for future teachers at any inclusive needs-based educational institution during the final semester.

There are no unified guidelines or pre-requisite for hiring teachers in public and private inclusive needs-based educational institutions. Special education or teacher education graduates are mostly appointed as special education teachers in Turkey and Pakistan.

A minimum of a bachelor of teacher education with a concentration or major in special education [sub-specialization in disability], or a bachelor of special education with a concentration or major in teaching [level-based] should be a pre-requisite for hiring teachers. In addition, a pre-entry recruitment test, interview, and teaching demonstration must be conducted.

To strengthen teaching practices, the government in collaboration with genuine private organizations should introduce inclusive teaching licensure. Teachers should pass additional examinations every year for license renewal.⁷⁶

⁷³ Number of graduated teachers is cryptic in Pakistan and Turkey.

⁷⁴ A minimum of three compulsory and two optional courses [Final decision to be made by universities].

⁷⁵ Compulsory courses may also be covered as deficit courses from any approved/recognized institution.

⁷⁶ Global Forum for Teacher Educators is willing to actively support this cause.

Free open educational courses must be launched for the continuous professional development and up-gradation of teachers. Platforms like Futurelearn, Coursera, edX, and OpenLearn may serve a purpose. As an alternative, HEIs in Turkey and Pakistan can design and launch contextual courses under the Creative Commons License.

To ensure personal and professional balance, and to prevent burnout, institutions should avoid assigning additional teaching and administrative tasks. Before allocating any duty, written consent must be taken.

Promote parental education

Parents are the key contributors in the process of ensuring the successful dissemination of inclusive needs-based education. Their involvement can support learners' to achieve major milestones. However, the stigma associated with disabilities, lack of information, and skewed social justice has de-motivated some parents to take interest in their child's education. Moreover, because of cultural constraints, some parents desist to decide on the education of their children without family support.

To clarify misconceptions, promote resilience, and create a supportive environment, the government in collaboration with the HEIs should initiate a family education program.⁷⁷ In the next phase, a parental education program (not diagnosis-specific) should be launched to enhance knowledge, skills, and parental practices.

Understanding parents' experiences through phenomenological and ethnographic approaches are not documented in Turkey and Pakistan.

HEIs with the support of the government must undertake research studies to gather parents' experiences. Their narratives can serve as guiding principles to formulate contextual plans.

The establishment of a national inclusive parental council might help to unite parents and experts on one platform, to discuss key challenges, and to raise voices for meeting the educational needs of inclusive learners.

The stable mental health of parents is essential for the successful transition of inclusive needs-based learners. However, parents often find it challenging to accept their situation. They bury their grievances which result in mental stress.

To elucidate the factors affecting parental mental health, free support from counselors, psychologists, and other professionals must be ensured by the government. It is also suggested to train parents as counselors to understand the needs of their children.⁷⁸

⁷⁷ Delivery mode and other necessary decisions rest upon the government.

⁷⁸ Subject to the nature of disability.

Ensure educational accessibility in an integrative, safe, and diverse environment

Recent data regarding the number of schools offering inclusive needs-based education is not documented. Available numbers are inconsistent and limit analysis of the educational accessibility and attainments of persons with inclusive needs.

To update data, the department of inclusive needs-based education under the Ministry of Education⁷⁹ should start a campaign to register existing special and inclusive needs-based educational institutions (public and private).

It is predicted that inclusive needs-based educational institutions are inadequate in some provinces. It is also projected that there is a disproportionate number of educational institutions in rural and urban areas. One of the reasons could be an underutilized budget. One of the experts underlined that the budget allocation is misspent. Secondly, honest and dedicated people in the government sector are lacking, which results in manipulated data.

To increase the number of institutions, and to level off existing rural-urban disparity, it is recommended to conduct school mapping. Based on findings⁸⁰, the government should establish new educational institutions in every area.

The absence of educational institutions in the vicinity could have prevented some parents to send learners to far-flung places because of transport costs. In Turkey, around 106,379 learners have benefitted from Free Transportation to Schools Program in 2018-2019,⁸¹ but Pakistan has not yet taken any such action.⁸²

Government should offer free transport facilities to inclusive learners. This news should be disseminated to learners, their parents, and guardians in regional and national languages via posters, banners, and media.

To ensure all learners with inclusive needs are catered to, educational institutions must assess individuals' requirements, and make necessary arrangements in consultation with the government.

To request a registration certificate, school transport management should get accessibility clearance from a registered mobility specialist. In addition, transportation staff should attend annual accessibility training for the renewal of a certificate.⁸³

Vehicles should be equipped with, for example, wheelchair restraints, lifts, ramps, safety straps, emergency communications systems, basic medical equipment, and an emergency evacuation

⁷⁹ Plan to be made and execute by the government, like cancellation of school registration, in case of noncompliance.

⁸⁰ Number of functional and non-functional educational institutions offering inclusive needs-based education; number of persons with inclusive needs (with categories), and the available resources.

⁸¹ Details available at https://www.ailevecalisma.gov.tr/media/46090/bulten_en_200508.pdf (page 34 onwards)

⁸² Some private institutions and non-governmental organizations offer free or paid transport services to inclusive learners.

⁸³ Government may assign this task to private institutions.

plan.⁸⁴ In addition, an escort mechanism like a tracking device must be installed for safety and security.

A good number of inclusive needs-based learners lack access to education due to discrimination in admission policy. One of the experts narrated that most of the schools refuse to take in inclusive needs children. If some do, they don't have a sound system for evaluating these kids and facilitating their learning in a safe and inclusive environment.

Government must introduce a non-discrimination⁸⁵ [Zero Rejection] admission policy for all educational institutions. Regulatory bodies should be set up for parents and guardians to complain against discriminatory practices. Reasonable penalties should be inflicted upon those who fail to comply with rules, and act responsibly- be it school administration, educators, or peers.

Inclusive needs-based learners, who intend to continue higher education (local or international), should be facilitated by the government under scholarship schemes.

Formal education is a viable way to educate persons with inclusive needs. But medical reasons, cultural restraints, or other conditions could refrain them to access formal education.

To reduce obstruction from accessing meaningful learning, skills-based informal and non-formal education should be introduced parallel with formal education, under the guidance of trained parents, teachers, and educators. In case, any learner is unable to attend school, a homeschooling option should be offered. They should have freedom of choice to return to formal schooling. If that is not possible, s/he should be facilitated to continue informal or non-formal education.

Persons with inclusive needs are trained in different ways- responding to their physical, intellectual, emotional, educational, and/or societal needs. Three common approaches to teaching inclusive learners include: segregation- teaching at special schools or home; inclusive education- teaching all learners together in mainstream school; and integrated education- attending special classes in ordinary schools. Although there exist segregated and some inclusive needs-based institutions, teaching in general education settings⁸⁶ can improve accessibility and visibility. It can also build resilience among other learners.

As global education systems are shifting from a segregated model to an inclusive paradigm, the government must gradually permeate the concept of inclusive education within ordinary education settings.⁸⁷ At present, the main focus should be to improve the current education system for inclusive needs-based learners.

One of the main barriers to physical accessibility is to move within the educational institutions with ease. A good number of educational institutions in Turkey and Pakistan are not structurally built for inclusiveness.

⁸⁴ With the support of organizations offering medical welfare services.

⁸⁵ Age, gender identity, sexual orientation, nature of disability, religion, ethnicity, etc.

⁸⁶ Along with offering additional services.

⁸⁷ Support learners with inclusive needs to study with others, or set up separate classrooms within regular schools.

All educational institutions (newly built or renovated) must have an accessibility plan. They must conduct an ‘access audit’ to ensure meeting physical accessibility requirements. All-inclusive design strategy may be utilized by architects, planners, engineers, and other relevant authorities to build/renovate educational institutions. These projects should be led by specialists or persons with disabilities in the profession of architecture.

Educational institutions (inclusive & general) must use the ground floor for inclusive needs-based classes. Possible changes to improve ground floor accessibility include but are not limited to circular handrails, ramp, gentle slope, and the textured concrete surface.

Reasonable adjustments like pavements, pedestrian ways, and crosswalks must be made to confirm, each learner can access all the facilities throughout the educational institution.⁸⁸

It is compulsory to have at least three fully wheelchair-accessible toilets (no squatting pan) at every inclusive and local institution.

The classroom environment should be modified like the layout of the class, lighting, furniture, paint scheme, no or less use of visual clutter.

Government must ensure the availability of assistive devices (for personal and learning use) and technologists at all educational institutions. For example, manual and electric wheelchairs, digital canes, crutches, hearing aids, braille (stylus and slate), braille keyboards, touch-screen laptops, interactive whiteboards, and android phones. These should be arranged in partnership with civil society. In case of limited resources, low-cost assistive devices may be used.

To advance learning content accessibility, the Ministry of National Education in Turkey has recently published online content, but resources in a variety of formats are unavailable in both countries.

All the learning resources should be made accessible to inclusive needs-based learners, their parents, teachers, and the general public. It must be published in audio, video, braille, and other accessible formats.

Inclusive needs-based learners pursue their learning path with unique attributes. At secondary and higher education levels, they find it difficult to participate in the standard examination.

Institutions must exempt them from the standard examination. Various assessment methods should be integrated. They should be allowed to request special arrangements for assessment such as oral examination or other alternate routes.

Inclusive needs-based learners are prone to discrimination, abuse, harassment, and insensitive comments within the educational institution.

⁸⁸ For example, places of worship, playground, library, auditorium, and canteen.

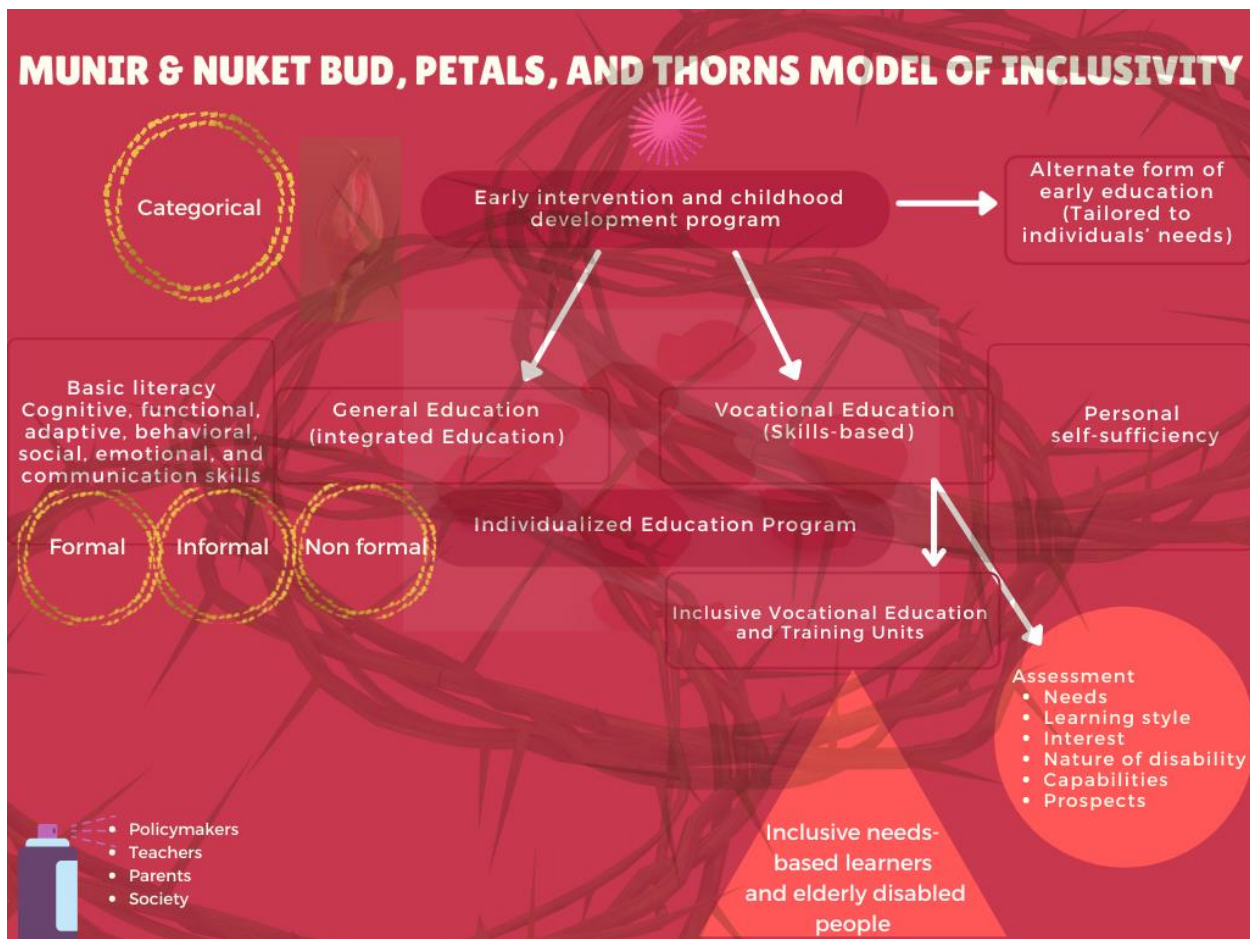
CCTV cameras (equipped with audio-recording) must be installed in the classrooms, play areas, lavatories, and other places. It should be surveilled by the security team, designated by the government. In case, the management finds someone guilty, s/he should be held accountable and terminated by filing a lawsuit.

Provide contextual education

Early education is crucial for the holistic development of children with inclusive needs. It also supports early identification and appropriate intervention. It has the potential to promote inclusiveness and diversity among fellows (Gargiulo & Kilgo, 2018; Graham, 2020; Margrain & Hultman, 2019; Spandagou, Little, Evans & Bonati, 2020).

Turkey has made Early Childhood Education and Care (ECEC) compulsory for children with special needs. More recently, it has launched the inclusive ECEC for children with disabilities project in collaboration with UNICEF.⁸⁹ However, Pakistan has not yet taken any considerable step.

It is suggested to adopt the “Munir and Nuket bud, petals, and thorns model of inclusivity” for the contextual education of inclusive needs-based learners.⁹⁰



Early intervention and childhood development programs (for children with and without disabilities) should be introduced as compulsory state-mandated programs. Both countries can

⁸⁹ <https://www.unicef.org/turkey/en/press-releases/project-inclusive-early-childhood-education-children-disabilities-starts-90-schools>

⁹⁰ Bud refers to early childhood education, petals refer to general and vocational education, and thorns refer to challenges.

work collectively to design and adapt learning resources. In case, a child is unable to attend a childhood development program, an alternate form of early education (tailored to individuals' needs) should be introduced.

With program completion, learners should be offered two parallel pathways: general (formal, informal, non-formal) and vocational. Both must be designed inclusively,⁹¹ innovatively,⁹² and contextually.⁹³

General education must focus on basic literacy, cognitive, functional, adaptive, behavioral, social, emotional, and communication skills. The main purpose should be to improve basic competencies and increase capacity.

Individualized Education Program (IEP) must be planned to meet unique learning characteristics. Timetable, learning arrangements, instructional methods, and classroom organization must be adjusted.

It is recommended to offer general education in ordinary schools with other students (integrated education). Inclusive learners may receive special instructions in a separate class a few times a week. With frequent progress checks, the learner must be shifted to another level.

Parents of inclusive needs-based learners desire to shift their children's dependencies to independencies. Globally, vocational education programs have facilitated inclusive learners towards a successful transition to life. However, vocational training towards self-sufficiency is somehow neglected in Pakistan and Turkey.

In the quest to support inclusive needs-based learners, skills-based vocational education⁹⁴ should be offered parallel with general education. In this regard, the government should loop vocational institutes, technical institutes, and skills development organizations. It is not essential to focus only on those skills that are relevant to the current labor market demand, rather, vocational education should stress personal self-sufficiency. Skills should be taught after assessing needs, learning style, interest, nature of disability, capabilities, and prospects.

If, in any case, the learner discontinues general education, s/he must be allowed to continue vocational education. For this purpose, inclusive vocational education and training units should be set up in all rural and urban areas. These units must also support elderly disabled people.

The inclusive pedagogical approach works on the principles of equity, accessibility, and belongingness. It offers a variety of differentiated lesson options, centered on the range of individuals' needs and abilities. This approach excludes practices that pre-determine what learners can achieve. Teachers reflect on difficulties as a professional challenge rather than discrepancies in learners (Florian, 2014; Loreman, 2017; Sanger, 2020).

⁹¹ Separate for each category.

⁹² Creative and unique practices using low cost technologies and other resources.

⁹³ Socio-culturally situated, reality-based and flexible.

⁹⁴ General to specific

An inclusive pedagogical approach, i.e., responsiveness to individual needs, abilities, and learning styles without marginalizing those, who are vulnerable to exclusion, should serve as a method of teaching across all educational institutions.

There are no inclusive resource teams within schools that can foster collaboration between multiple stakeholders (parents, teachers, therapists, counselors, etc).

In this regard, the resource team in every educational institution should be set up. Incentives may be provided by the government to the active members.

Offer rehabilitative services

To foster development, optimize functioning, and adjust inclusive needs-based learners, school-based rehabilitative services are imperative. It includes but is not limited to counseling services, occupational therapy, cognitive behavior therapy, play therapy, music therapy, physical therapy, speech-language support, employment services, and extra-curricular activities. In particular, therapies, counseling towards social and emotional well-being, and employment of inclusive needs-based learners are neglected areas.

From a full-inclusion perspective, there should be four units in every educational institution, namely the socio-counseling unit, therapy unit, recreational unit, and employment services unit.

Counseling must include personal, social-psychological, behavioral, emotional, educational, and related guidance. These services must be offered by trained staff members like social workers, academic counselors, and psychologists.

A strong alliance of trained doctors, nurses, psychologists, therapists, and inclusive needs-based educationists should be formed. Services including but not limited to physiotherapy, speech and language therapy, vocational therapy, cognitive therapy, and occupational therapy, should be offered at no additional cost.

Sports and other recreational activities are important for good physical and mental health, boosting confidence, improving social competence, and enhancing motor skills. Therefore, the establishment of sports, recreational and, entertainment centers must be ensured. These centers should be run by trained staff members.

Independent career guidance and recruitment support must be offered by experts. Transition plan meetings must be arranged with learners and parents for future planning and preparation. For employment, the government must pledge their inclusion and accommodate them. However, if a person wishes to set up a business after training, micro-finance facilities should be offered. The quota system should be abandoned as this practice gives rights to only physically challenged people.

Note: With the conclusion of the draft policy, we announce the establishment of the Global Alliance of Inclusive Needs-based Education.

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