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## An Analysis of the Decisions on Special Education in the MONE Councils Held Between 1999 and 2021<sup>1</sup>

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### Abstract

In this study, the decisions taken in the field of special education in the National Education Council held five times between 1999 and 2021 were analysed. Eleven of the councils, which were held twenty times in total, dealt with special education. In the research, which was carried out by document-based research method, one of the qualitative research methods, data were collected through document analysis. According to the findings obtained in the research; although it was seen that the decisions of the Council were taken in order to eliminate the deficiencies in their period, it was determined that there were deficiencies in terms of realisation. In addition, it has been observed that the concepts and definitions related to special education have changed according to the years and that the subject of special education has been discussed more frequently in all the councils held closer to the present day. Since the decisions taken in each council consist of decisions taken in order to complete the deficiencies of the previous council decisions and to bring innovation to the field, the next council decisions should be investigated in terms of the decisions taken in the field of special education.

### 1. INTRODUCTION

#### Problem Status

The desired result of this research; By examining the decisions taken regarding special education in the National Education Councils, it tries to reveal what kind of decisions are taken in the solution of special education problems and for the healthy functioning and improvement of special education. Revealing the framework in which these decisions are generally handled will provide an understanding of the extent to which the problems experienced in special education are largely addressed and what the solution suggestions are. Thus, Türkiye's special education will be shed light

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in detail in the focus of the council decisions. On the other hand, it will be revealed to what extent the decisions taken in the councils are to help the development of individuals who need special education, to meet their educational needs, to prevent inadequacies from turning into obstacles, and to raise independent and productive individuals. With such a research, it is hoped that significant contributions will be made to the field of Turkish educational history, the field of special education and researchers who do and want to do research in the field. Based on these reasons, the purpose of the research is given below.

### **Purpose of the Research**

The aim of this research is to examine the decisions taken within the scope of special education in the National Education Councils held from the Republic to the present day (1999-2021). In line with this general purpose, answers to the following questions were sought.

- From the Fourteenth National Education Council (1999) to the Twentieth National Education Council (2021), what are the decisions taken regarding special education in the councils held in Türkiye?
- What kind of developments have the decisions taken in the councils led to regarding special education in Türkiye?

### **Design of the Study**

This study was carried out by document-based analysis method, which is one of the qualitative research designs. It is stated that there are some theoretical and philosophical frameworks such as positivism, interpretation, critical theory and poststructuralism when investigating truth and reality in social sciences (Glesne, 2011). It is difficult to define the concept of qualitative research in a single way because it brings together different disciplines and many concepts. Qualitative research is a type of research in which qualitative data collection methods such as observation, interview, and document analysis are used, and perceptions and events are monitored in the natural environment (Yıldırım & Şimşek, 2018). In other words, it is an approach that focuses on investigating and understanding the social phenomena around them with a theory-based understanding.

## **2. DECISIONS OF THE COUNCIL**

### **2.1. 22-26 February 1999 – Findings on the Decisions Taken at the 16th Ministry of National Education Council on Special Education**

The 16th MONE Council was held between 22-26 February 1999 at the "75th anniversary of our Republic. Vocational and Technical Education". It was also proposed to use the concept of "disabled" instead of the word "disabled", which was discussed many times in the council. In the council where many decisions were taken regarding students with special education needs; Issues such as vocational

education of children with special education needs, training of trainers and improvement of the physical conditions of educational institutions were discussed.

The following data are obtained in the council about special education and children in need of special education. Special education plans to provide education at the preschool, primary and secondary education level to people with vision, hearing, mental, physical, emotional or speech difficulties. There are 114 private educational institutions where 22,789 students with various disorders are enrolled. A further 25,300 children with disabilities are educated through special classes in regular schools. Teachers who will work in private education institutions are given an exam that tests the special qualifications required by 2 national and 6 private high schools throughout the country (MONE,1999;459). In the light of these data, it is seen that there are some positive developments regarding the education of children with special education needs. In addition, the increase in the population of the country and the proportion between the proportion of children in need of special education in this population and the educational opportunities available are also important. Controlling the number of children to whom the facilities are delivered and their distribution according to the school level can also be considered as an indicator of whether the decisions taken in the councils have a practical equivalent. One of the main goals of the Ministry of National Education is to ensure that every child in need of special education benefits from the right to education.

The decisions taken for the employment of students in need of special education and their adaptation to social life are gathered under the title of "Employment of Disabled People through Vocational Education".

In our secondary education system, the inadequacy of equality of opportunity and opportunity in the education of the disabled easily pushes young people out of the system and isolates them from society. For this reason, it is necessary to take some measures that will lead to radical solutions in terms of secondary education and vocational training programs for the disabled.

1. The legislation applied to the entrance to vocational education programs should be reviewed, and the selection of students should be made according to the characteristics required by the profession.
2. In the vocational and technical education of the disabled, guidance should be made by taking into account the disability groups and the degree of disability.
3. In order for disabled young people to benefit from the educational opportunities available in vocational and technical education, physical barriers should be eliminated, the necessary educational equipment should be provided to the disabled, and education should be structured according to the disabled, not the disabled according to education.

4. Pursuant to Law No. 3308, a special effort should be made for employers to recruit disabled apprentices at the rate of 3 percent of their apprentices.
5. Vocational training programs should be developed taking into account the special abilities of some disability groups. For example, masseur and music teacher for the visually impaired, nursing mother for the orthopedically handicapped, professions performed in noisy environments for the hearing impaired...
6. Necessary programs should be established for children in need of special education to complete their education in a shorter time and necessary measures should be taken to encourage them to provide further education (MONE, 1999; 124-125).

Employment is an important issue both for general and for children with special educational needs. The fact that children who receive education only do not have a job in any field after school is an obstacle for them to adapt to society. It is seen that the knowledge taught and the behaviors gained in schools and private education institutions are extinguished and forgotten when they are not reinforced in practice. For this reason, job creation is one of the issues that needs to be addressed. For employers, the decision to employ apprentices at a rate of 3 percent is very important. In this regard, encouraging the employer and helping the employer to assist in matters such as taxes and insurance premiums will also have positive results.

Considering the decision taken to direct children in need of special education to different occupational groups according to their disability; Occupational groups where children can be successful apart from their disability should be determined and children should be directed to these areas. While carrying out these directions, measures regarding occupational health and safety should not be ignored. In addition, informing employers and businesses; Young people with disabilities should be specially monitored and supervised during their education in enterprises, and in this process, businesses should be enlightened about disabled people; It should be ensured that wrong attitudes towards people with disabilities are eliminated (MONE,1999;199).

It is seen that the 1999 MONE Council took decisions for the professional development of children with special education needs and for their upbringing as professional individuals.

## **2.2. 13-17 November 2006 – Findings on the Decisions Taken at the 17th Ministry of National Education Council on Special Education**

At the Seventeenth National Education Council held in Ankara between 13-17 November 2006; Transitions between Levels in the Turkish National Education System, Orientation and Examination System, Globalization and the Turkish Education System in the EU Process were discussed. The

important issues emphasized in these headings are the transitions of children in need of special education between levels, the exams to be applied and the steps to be taken regarding special education in the EU harmonization process.

The decisions taken as a result of the reports prepared by the sub-committees in the council are as follows.

### **Special Education**

1. In directing students who have completed primary school to vocational high schools, a commission consisting of the student's parents, an administrator of the school they have completed, a guidance teacher, a classroom teacher, a vocational high school guidance teacher and mobile teachers working within Guidance Research Center should decide to place the student in a department where he can be successful in line with his characteristics.

Taking into account the individual and physical characteristics of children with special education needs, acquiring a profession will enable them to be successful in the profession they will have in the future. In the choice of profession, the fact that a commission that follows the development process of the child is also effective will form the infrastructure of this success.

2. Students attending the inclusion program should be constantly monitored together with the mobile teacher and school counselor assigned to Guidance Research Center. The current status of students with disabilities and their monthly, semesterly and annual developments should be followed.

Follow-up of the developmental processes of children in need of special education has an important place in their integration into social life. Follow-up of the process by experts will yield positive results.

3. Since pre-school education of children with disabilities is compulsory, children with mild and moderate disabilities should go to normal kindergartens to receive inclusive education, and children with severe disabilities and more than one disability should receive education in kindergartens affiliated to private and official special education institutions opened on a provincial basis.

Not all children with special educational needs have the same level of disability. According to the disability and degree they have, it is necessary to plan the institution and classroom environment where they will be educated. In this way, it is necessary for the integration of children with special education needs and for the healthy development processes of other children in the same classroom and school environment with the group in question.

4. In order for all children with disabilities to receive a healthy education, the arrangement of their physical environment should be completed within the appropriate and legal process.

In order for children with different physical needs according to their disability to participate in the education process, it is necessary to carry out infrastructure works in school and classroom environments. Deficiencies such as ramps, listening laboratories, etc. should be eliminated in schools or special education centers.

5. The problems of not having enough special education classes for children with special needs, the physical conditions of the existing special education classes are insufficient, and the numerical inadequacy of field teachers should be eliminated as soon as possible.

Technical inadequacies in the classrooms adversely affect the learning process. In addition, the inability to meet the need for teachers according to the number of students causes the process to be adversely affected.

6. In order to diagnose and guide children with special needs, the norm staff in guidance and research centers should be increased, appropriate personnel should be appointed and employees should be financially supported.

Identifying children in need of special education is as important as the education process. Many families do not want to accept that their children need special education. This, in turn, leads to miscommunication among children's friends and failure in school. At this stage, expert personnel support is needed for diagnosis. Early diagnosis plays an important role in building the future of children correctly. For this reason, care should be taken to have a sufficient number of experts both in schools and in institutions affiliated to the Ministry of National Education. In addition, it is also necessary to support the experts or other personnel in question in matters such as working conditions and salaries.

7. It has been found appropriate to make the necessary legal arrangements for special education schools to provide support special education services, provided that they are planned together with the parent-teacher association, in terms of evaluating the idle capacity.

Parent-teacher associations have an important place in terms of including families in the education process in schools. In cooperation with the parent-teacher association, children who need special education manage the process together with their families and help to achieve the purpose of education.

8. Normal education is applied in private and public special education schools. However, dual education should be possible in schools with inappropriate infrastructure conditions.

9. It is necessary to develop the measurement tools necessary for the completion and guidance of children with special needs, to adapt them to Turkish, to carry out validity, reliability and standardization studies, and to train experts to apply them.

There is a need for accurate measurement and evaluation tools in matters such as identifying children in need of special education and determining the appropriate form of education. An exam that measures a standard student should not be the same as an exam that measures the success of a student with special education needs. For this reason, it is necessary to train experts who will perform this process with the right measurement and evaluation tools.

Children with disabilities in the kindergarten classes of primary schools affiliated to the Ministry of National Education are asked not to be charged before school.

### **Primary**

1. It should be ensured that the students who are subject to inclusive education have an institution to go to after primary education and that this situation is clearly written on the child's orientation form and that these students are directed to business schools.

The determination of the future professions of children in need of special education should be made at the primary education stage and necessary guidance should be made according to these identified characteristics. The management of this process should also be in the hands of experts.

2. It should be ensured that support service personnel are provided to the classes where inclusive education is provided and that the wages of these personnel are covered by local means.

Having support staff in schools who can meet the needs of inclusive students in addition to teachers makes the work of teachers easier. This helps to increase the quality of education.

3. It is necessary to increase the number of mobile teachers in all private educational institutions.

4. In support special education services, the duties of each discipline related to their own areas of competence - the special education teacher teaching, the child development specialist applying the developmental inventories; physiotherapist performing physiotherapy; family counseling by the psychologist; The social worker must fulfill social work, planning, family follow-up and preparation of a referral report.

5. Teachers working in all primary schools are required to undergo at least 180 hours of in-service training on children with special needs and special education and teaching strategies.

In the education of children with special education needs, other teachers have various responsibilities as well as specialist teachers. In particular, all teachers should have information about the adaptation of inclusive students to the classroom. For this purpose, the participation of all teachers in in-service training contributes to the healthy conduct of the education process.

6. In special education, it is necessary to provide services to all disabled people, regardless of age limit. Legal arrangements should be made regarding this.

The level of education that children in need of special education needs is more important than what age group they are in. For this reason, it is necessary to determine the appropriate education style of students with the right measurement and evaluation tools.

7. It is necessary to program educational activities for families of disabled people.

Education is not just an activity within the boundaries of the school. In this context, students who need special education need family members who will continue the process of education and adaptation to social life outside of school. For this reason, it is necessary to provide various trainings that will make positive contributions to the education of children and raise awareness of families.

8. For individuals with special needs, it is necessary to open protected workplaces by local governments according to the type of disability and to increase the quotas of existing ones.

In order for individuals in need of special education to acquire a profession that can continue their lives and to perform these professions, it is necessary to create employment opportunities in accordance with their disability in their environment. In this regard, local governments have various responsibilities.

9. Living home areas where individuals in need of special education and care can continue their lives after losing their families should be established and expanded by local governments.

Various opportunities should also be under the responsibility of local governments so that individuals with special needs who need family support can continue their lives after losing their family members. Support such as living space, employment, etc. should be provided by local governments.

10. It should be ensured that students receive education in job training centers, private education institutions and business schools, taking into account the age limit and development areas. Quotas for students with disabilities in vocational education and apprenticeship training should be increased.



## **Gifted and Gifted Children**

1. It is necessary to establish policies on the education and employment of gifted children.

The education of gifted children is a subject that requires expertise in itself. Various policies need to be developed by the Ministry of National Education in this regard. Identification, education, employment, etc.

2. Certificate programs should be opened by universities to teachers who are interested in the education of gifted children.

There are university departments that train teachers for the education of gifted children. In cases where these are insufficient, it should be ensured that teacher candidates and teachers who turn to this field are trained and certified at universities.

3. Activities and projects implemented in science and art centers must be credited in the general education institutions where students attend

4. It should be ensured that the examination system applied in the admission of students to Science High School, Anatolian Fine Arts High School and similar talent-oriented secondary education institutions is two-stage and talent-oriented.

5. Medallion schools, research units that are centers of attraction and similar measures for gifted children should also be taken into account and the families of these children should be supported financially.

6. In general education, it is necessary to switch from a student-oriented classroom system to a discipline-lesson-oriented classroom system between grades 6-12 and to provide the opportunity for gifted children to progress at their own pace.

7. It is necessary to abolish the provisions that prevent children with disabilities with special abilities from entering higher education institutions.

8. In the selection of teachers for science and art centers, criteria similar to the selection of teachers in science high schools and Anatolian high schools should be introduced.

9. With the cooperation of TÜBİTAK, the Ministry of National Education and universities, cooperation should be made in the organization of summer-winter camps, science consultancy and similar activities on the education of gifted children.

The education of gifted children is one of the important issues that should be emphasized. Some of the important problems are the control of the educational processes of these children and their integration with other children. Necessary infrastructure studies should also be carried out in measurement and evaluation. Again, in the selection of teachers, the criteria and examination system should be made functional.

## **Personnel**

1. In order to train classroom teachers who can do inclusive education in special education, it is necessary to make program arrangements that will take these areas into account in pre-service education.
2. The personal rights of teachers providing inclusive education should be improved.
3. Teachers from outside the field should not be appointed in the fields of guidance counselor and special education teaching.
4. In order to meet the shortage of classroom teachers in private education institutions, it should be ensured that the teachers who will work in these institutions are trained before their duties with non-thesis master's programs.
5. Services should be procured in special education schools.
6. In order to meet the need for teachers in special education schools, it is necessary to provide employment of teachers on a permanent or contracted basis, provided that they pay additional course fees.
7. Grade teachers should be given special education formation.

Personnel employment and teacher training, which were superficially mentioned in the previous councils, were mentioned as a separate topic in the seventeenth council. It has been suggested that services should be procured to eliminate the shortage of teachers or personnel.

## **Alignment to the European Union**

1. In order to switch to integrated special education practices, special education courses should be included in all associate and undergraduate programs that provide pre-service education.
2. Student and teacher projects for students with special education needs should be prepared more and these projects should be supported.
3. Arrangements should be made to ensure the participation of students with disabilities in Erasmus, Komenius and similar mobility programs (MONE, 2007; 58-61).

The topic of harmonization with the European Union was discussed for the first time in the council in 2006. The reason for this is that Türkiye's application for candidacy to the European Union was accepted in 2004. In this context, decisions have been taken to make projects and arrangements in order for the students who need special education and the teachers who train these students to get to know Europe and to follow the processes there.

### **2.3. 1-5 November 2010 – Findings on the Decisions Taken at the 18th Ministry of National Education Council on Special Education**

The Eighteenth National Education Council was convened in Ankara between 1-5 November 2010 with the theme of "2023 Vision in Education". In the council; Teacher Training, Employment and Professional Development, Educational Environments, Corporate Culture and School Leadership, Strengthening Primary and Secondary Education, Ensuring Access to Secondary Education, Sports, Art, Skills and Values Education, Psychological Counseling, Guidance and Guidance were discussed.

The decisions taken in the council regarding special education are grouped under four headings. These; a) training of special education teachers, b) employment, c) vocational education and d) opening of schools for the gifted.

In the decision taken in order to eliminate the shortage of teachers trained in the relevant departments of universities for the education of children with special education needs; "Due to the inability to close the shortage of teachers in the fields of special education, PDR and pre-school teaching, universities should focus on the training of teaching staff and pay attention to the sending of students to be sent abroad within the scope of the law numbered 1416 in these fields (MONE, 2011; 206) The aim is both to benefit from international experiences in teacher training and to encourage the preference of these departments. In this way, teacher candidates will have the chance to apply their overseas experiences in their fields. In addition, the increase in the number of academicians in universities that train teachers in the fields of special education will enable the opening of new departments in other universities and will enable more teachers to be trained. Thus, it will help to close the shortage of teachers in special education areas.

Another decision taken is; Adequate training of teachers on special education strategies in order to educate students with special education needs. And this education is given by the lecturers of the special education department of the faculties of education (MONE, 2011; 208). With this decision, it is seen that the education of students in need of special education is aimed only by teachers graduated from special education departments of universities. For this reason, it is emphasized that teachers who have graduated from the special education departments of universities can meet the condition of having received the necessary vocational training. In this decision, which supports each other with the decision taken above, it is emphasized that there should be academicians who provide education in universities and are trained in this field.

When the councils are carefully examined, it is seen that in the seventeenth and eighteenth councils, the education of gifted children is especially mentioned. Organizing in-service training activities on the

basis of provinces, districts and schools based on needs analysis in order to ensure that teachers adapt effectively to changing and developing information technologies. The teachers to be appointed to the science and art education centers should be trained by the instructors of the educational sciences and special education departments in a way that will respond to the development, interests and needs of the students in these schools (MONE, 2011; 209). In this decision, which was taken to ensure the professional development of teachers, it is thought that teachers who participate in in-service training programs that are open to educational developments in our country and in the world and can be updated will be more productive. It is seen as an issue that needs to be emphasized that the teachers who will work in the schools opened for the education of gifted children keep up with the current developments.

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#### **2.4. 2-6 December 2014 – Findings on the Decisions Taken at the 19th Ministry of National Education Council on Special Education**

The Nineteenth National Education Council was held in Ankara between 2-6 December 2014; 1) Curriculum and Weekly Course Schedules; 2) Increasing the quality of teachers; 3) Increasing the Quality of Education Administrators and 4) School Safety. 179 advisory decisions were taken in the council.

When we look at the decisions taken in the council regarding special education; For students who need special education at the secondary education level in the title related to curriculum and weekly course schedules; It was decided to prepare a regulation for the education of gifted students and to make a new curriculum to be valid from kindergarten (MONE, 2019; 3). In this context, as in the councils held

in the past, the need for a program related to special education was emphasized in this council. Unlike other councils, in special education, the program should be prepared from kindergarten.

When we look at the title about increasing the quality of education administrators in the council; It was decided to propose to open programs specific to school levels in graduate programs (for example, management of special education, management of vocational technical education, primary education management, secondary education management, management of higher education), and to open a doctorate program in education for practitioners, as in the non-thesis master's program (MONE, 2019; 12). With this decision, it is aimed to take the necessary steps to train the teachers needed in education in a well-equipped manner. In the field of special education, it is aimed to open undergraduate departments and to pave the way for specialization in graduate education.

In general, it is seen that some of the decisions taken in the previous councils in the Nineteenth National Education Council have been brought to the agenda again. A different topic is not addressed in the field of special education.

### **2.5. 1-3 December 2021 - Findings on the Decisions Taken at the 20th MONE Council on Special Education**

The Twentieth National Education Council was held in Izmir between 1-3 December 2021; 1) Equal Opportunities in Basic Education; 2) Improvement of Vocational Education; 3) Professional Development of Teachers. It is seen that the issue of special education is discussed under every heading.

When we look at the decision taken on special education in the pre-school title in the Equal Opportunity in Basic Education session; In order to facilitate access to pre-school education for disadvantaged regions and groups, different models (mobile teacher class, mobile classroom, transport center kindergarten, summer education, mobile education, home-based education, community-based early intervention model, mobile kindergarten, etc.) should be used by developing their own standards for the needs of regions and families (MONE, 2021; 92). With this decision, it is emphasized that steps should be taken to equalize the right to basic education, regions or students' access to education.

In this session, a separate topic was opened for individuals who need special education. Under the title of Improvement of Special Education and Guidance Services;

1. Students who need special education for 37-78 months should be ensured to participate in education through inclusion and integration, and necessary measures should be taken in this regard.

2. Social awareness activities on the importance of special education and the right of individuals with special education needs to access education should be disseminated and necessary measures should be taken against violations of the prohibition of discrimination.
3. The services provided in the entire educational environment, primarily support education rooms for students with special education needs, should be developed by taking into account universal design principles and should be enriched in terms of materials. Support services should be developed in accordance with the teaching needs of students who benefit from education services through inclusion and integration, and special education services should be established in line with this goal.
4. Transportation services should be provided with shuttle buses and appropriate personnel arranged in accordance with the needs of physically disabled students.
5. In order to increase the accessibility of guidance and psychological counseling services, alternative support models (mobile Guidance Research Center, technology products, etc.) should be disseminated in appropriate service areas.
6. Blended (hybrid) education models should be developed for students with chronic diseases and chronic diseases, including live distance lessons.
7. Efforts should be made to appoint support education personnel and/or facilitators for all students with special education needs who are educated through mainstreaming/integration.
8. In order to support the development of individuals with special education needs and to gain national, spiritual, moral, humanitarian and cultural values, projects should be developed by providing sustainable collaborations with public institutions and organizations, local governments, non-governmental organizations and the private sector; Social, cultural, artistic, sports, etc. activities should be increased.
9. Guidance services should be strengthened at all levels of education and grade levels. In this context, at least one (1) guidance teacher/psychological counselor norm should be established for each school at all levels, and classroom guidance course should be included in the weekly course schedules at each grade level. Promotional and information activities for these services should be increased.
10. With the cooperation of the family, school administration, teachers, guidance teachers/psychological counselors and other experts (in line with the request of the school and/or family), the information obtained from different sources using formal and informal assessment methods for students at all grade levels should be recorded in the portfolios on the e-School.
11. It should be ensured that gifted students are supported with enriched programs in the school environment.
12. Studies should be carried out for the employment of individuals with special education needs, taking into account their talents and skills in their vocational training. In this direction, collaborations should be developed for the dissemination of various employment models.

13. Gifted students should be included in the evaluation process of creativity and/or productivity skills in the process of diagnosis.

14. Studies should be developed to enable guidance teachers/psychological counselors to provide psychological counseling and guidance services remotely.

15. Guidance and psychological counseling services should be carried out by taking into account our national culture, civilization and universal values.

16. It should be ensured that special education and rehabilitation centers are prevented from being concentrated in certain centers, taking into account criteria such as population, transportation, etc., and their opening in settlements where there are no institutions should be encouraged.

17. Necessary legislative arrangements should be made in accordance with international conventions on special education, guidance and psychological counseling services.

18. It should be ensured that the concept of Safe Educational Communication, which is created in order to keep children away from negative effects and harmful habits in educational and social communication processes, is developed and training programs are created and trainings are provided in this context.

19. Public servants who make notifications within the scope of the Child Protection Law should be supported in legal processes.

20. Educational content on addictive factors should be prepared taking into account the age and developmental characteristics of the child (MONE, 2021; 93-95) decisions have been taken.

When we look at the decisions related to special education in the Development of Vocational Education session;

Theoretical and practical trainings on the vocational acquisition of students with special education needs should be enriched.

Incentives should be implemented in order to ensure that students with special education needs and within the scope of inclusion benefit adequately from skill training and internship opportunities in enterprises (MONE, 2021; 100).

When we look at the decisions taken regarding special education in the Professional Development of Teachers session; Teachers' professional development programs should be determined on the basis of current needs. In this context, technology, distance education, blended education, online psychological counseling, special education and inclusive education, foreign language, combating addiction, basic health information, disaster management and emergency trainings should be given. In-service trainings should be diversified as face-to-face, remote and blended (MONE, 2021; 102).

### 3. CONCLUSION AND RECOMMENDATIONS

Changing conditions in a society, the necessity of adapting to changing conditions, population growth, economic concerns necessitate new decisions. When we examine the decisions of the Ministry of National Education Council regarding special education, we can say that there is a systematic development and progress with the decisions taken. It is possible to say that the perspective of individuals with special education needs is an indicator of this progress and change. Instead of the concepts of "handicapped, blind, deaf, barren, etc.", the concepts of "visually impaired, hearing impaired, etc." show that the social perspective of the individuals in question has also changed. In the recent councils, important decisions have been taken considering the technological conditions of the period. One of them is the proposal to develop new computer programs in cooperation with higher education institutions and to initiate multimedia teaching applications to be used at various levels of education. Considering the conditions of the period, it is seen that it is aimed to move the education system in our country to the international level.

As a result, every decision taken in the first council regarding the education of individuals with special education needs has brought innovations with it. Today, individuals in need of special education throughout the country have a lot of opportunities to access this education. In addition, important steps will be taken towards becoming a "barrier-free society" with the new decisions to be taken and the legal studies to support these decisions.

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