A Systematic Review of Graduate Studies on Educational Inclusion in Türkiye

RESEARCH ARTICLE

Elif ILİMAN PÜSKÜLLÜOĞLU[1]

1 Asst. Prof. Dr., Ege University, Educational Sciences Department & Visiting Scholar, Arizona State University, Mary Lou Fulton Teachers College, elif.iliman@gmail.com. ORCID: 0000-0001-9390-1139

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Abstract

This study aimed to investigate graduate research on educational inclusion in Türkiye. The study was a systematic review. The review included 100 graduate theses from the Council of Higher Education of Türkiye (YÖK) National Thesis Center using the keywords "inclusion" and "inclusive education". The studies were examined by type, methodology, year, sample/study group, the city data collected, disciplines, subjects, and the results they produced. The research showed that most educational inclusion studies were at the master's level. Nearly half of the assessed research was done within two years. Turkish educational inclusion research was mostly qualitative. In graduate research on educational inclusion, teachers' viewpoints dominated sampling and study groups, and Istanbul was the city from which the most data was collected for the graduate thesis. Inclusion in education was particularly explored in educational administration, elementary education, and curriculum and instruction. Teacher attitudes dominated graduate research on educational inclusion, although refugee and special needs education were also important. From the results of postgraduate theses on inclusion in education, it was understood that although there was awareness and good practices in the Turkish education system, there were problems both in legislation and practice, and still much work to be done with the participation of all stakeholders. Given the research findings and the importance of inclusion in education, undergraduate and graduate knowledge production should cover inclusion more, especially in teacher training programs. This approach establishes the groundwork for an inclusive society in which educators, administrators, scholars, and policymakers collaborate, ensuring that all persons may access educational opportunities tailored to their needs.

Keywords: *education policies, education for all, inclusive education*

Türkiye'de Eğitimde Kapsayıcılık ile İlgili Yapılmış Lisansüstü Çalışmaların Sistematik İncelemesi

ARAŞTIRMA MAKALESİ

Öz

Bu çalışmanın amacı Türkiye'de eğitimde kapsayıcılık ile ilgili yapılmış lisansüstü çalışmaların incelenmesidir. Çalışma sistematik derlemedir. Çalışmanın temel amacı doğrultusunda YÖK Ulusal Tez Merkezi'nde "kapsayıcılık" ve "kapsayıcı eğitim" anahtar kelimeleri kullanılarak ulaşılan 100 lisansüstü çalışma bu incelemeye dahil edilmiştir. Çalışmalar tür, yöntem, yıl, örneklem/ çalışma grubu, disiplinleri, verilerin toplandığı şehirler, konu ve ürettikleri sonuçlar bakımından incelenmiştir. Araştırma sonuçlarına göre eğitimde kapsayıcılık konusunda çalışmaların çoğunluğu yüksek lisans düzeyinde gerçekleşmiştir. İncelenen çalışmaların yaklaşık yarısının son iki yılda gerçekleştiği görülmektedir. Eğitimde kapsayıcılık konusunda Türkiye'de gerçekleşen çalışmalarda en çok nitel yöntemler kullanılmıştır. Eğitimde kapsayıcılık lisansüstü çalışmalarında örneklem ve çalışma gruplarında en çok öğretmenlerin görüşlerinden yararlanılmış ve araştırmalar için en çok verinin toplandığı il İstanbul'dur. Eğitimde kapsayıcılık konusunun en çok çalışıldığı anabilim/bilim dalları arasında eğitim yönetimi, sınıf eğitimi ve eğitim programları ve öğretimi yer almaktadır. Eğitimde kapsayıcılık lisansüstü çalışmalarında en çok ele alınan konu öğretmen tutumudur. En çok çalışılan konular arasında mülteci çocukların eğitimi ve özel gereksinimli çocukların eğitimi de bulunmaktadır. Eğitimde kapsayıcılık ile ilgili lisansüstü tezlerin sonuçlarından eğitim sisteminde konuya ilişkin farkındalık ve gerçekleştirilen iyi uygulamalar olmasına rağmen hem mevzuatta hem de uygulamada sorunların olduğu ve tüm paydaşların katılımıyla yapılması gereken çok iş olduğu anlaşılmaktadır. Tüm bu araştırma sonuçları ve eğitimde kapsayıcılığın önemi göz önünde bulundurulduğunda eğitimde kapsayıcılık konusuna lisans ve lisansüstü düzeyde bilgi üretiminde ve özellikle öğretmen yetiştirme programlarında daha çok yer verilmesi önerilebilir. Böylelikle öğretmenlerin, yöneticilerin, akademisyenlerin ve politika yapıcıların iş birliği içinde çalışabileceği, tüm bireylerin gereksinimleri doğrultusunda eğitim olanaklarından yararlanabileceği kapsayıcı bir toplumun temelleri atılabilir.

Anahtar Kelimeler: *eğitim politikaları, herkes için eğitim, kapsayıcı eğitim*

Introduction

Inclusion is becoming more and more crucial in the context of individuals' equal access to education regardless of their income, race, nationality, individual characteristics, and disabilities (United Nations Educational, Scientific, and Cultural Organization [UNESCO], 2021). To ensure the inclusion of educational settings, numerous stakeholders must collaborate and cooperate (Hehir & Katzman, 2012). This results in inclusion being addressed by many different disciplines such as economics, business, public administration, law, architecture, and education (Armstrong & Barton, 2008). While inclusion may be defined variably throughout these disciplines, the unifying aspect of these definitions is

the establishment of an understanding that embraces all individuals. On the other hand, graduate programs are crucial for demonstrating the quality of knowledge produced in scientific disciplines and offering insights into the advancement of knowledge. This study attempts to clarify the status of inclusion in education within the graduate-level knowledge produced in Türkiye. This section of the paper first examines the definition of inclusion and inclusive education, its relationship with various disciplines, and its global dissemination. Second, it handles legal foundations, practices, and the current state of inclusive education in Türkiye. Third, it explores the origins of inclusive education and the significance of inclusion in education and educational sciences. This section concludes with an analysis of studies on inclusion in education, outlining the significance, the research problem, and sub-objectives of the research.

Inclusion is the process of identifying and eliminating obstacles to the presence, participation, and success of all learners in educational environments, particularly for groups at risk of marginalization, exclusion, or potential failure (UNESCO, 2005). Inclusive education is a process that acknowledges diversity, different needs, abilities, traits, and learning objectives, eliminates all types of discrimination, and consequently seeks to deliver a quality education (UNESCO, 2008). While the notions of inclusion and inclusive education differ, their primary focus is to ensure the participation and needs of all learners within educational settings.

Inclusive education refers to a philosophy or a way of thinking about people, diversity, pedagogy, and learning (Graham, 2024). The perception of these concepts, especially education, influences the variation in beliefs and practices of inclusion (Crossley & Hewitt, 2021). Traditional disciplines, like psychology, sociology, philosophy, and history, along with fields such as genetics, economics, and politics, which have lately begun investigating education-related topics, assert that inclusive education is within their domains. The assertion by numerous disciplines regarding their connection to inclusion and their advocacy for the field indicates that various social, organizational, economic, pedagogical, attitudinal, and cultural dimensions must interact to establish inclusive schools and societies (Armstrong & Barton, 2008).

Inclusion refers to the accessibility of the rights afforded to the majority, as well as the principles of inclusion and non-discrimination (Crossley &

Hewitt, 2021). The Universal Declaration of Human Rights, promulgated by the United Nations in 1948, is crucial for the realization of these rights (United Nations, 1949). In subsequent years, several organizations, gatherings, and texts influenced the global dissemination of inclusion (Barton & Armstrong, 2008). The 1990 Jomtien Conference resulted in the World Declaration on Education for All and the Framework for Action to Address Basic Learning Needs, while the 1994 Salamanca Statement yielded the Framework for Action on Special Needs Education. The Jomtien Conference emphasized the enhancement of basic education, the reduction of adult illiteracy, the improvement of educational quality, and the fulfillment of the learning requirements of various disadvantaged groups (UNESCO, 1994a). The Salamanca Statement emphasizes the fundamental ideas, policies, and practices essential for inclusive education to accommodate all learners, including those with special educational needs (UNESCO, 1994b). As a result, these two documents form the basis for educational inclusion.

After these documents, UNESCO invited nations worldwide to implement measures aimed at promoting inclusive education, emphasizing the importance of ensuring that all individuals, including those with disabilities, have access to basic education, the opportunity to develop their learning potential, and the ability to engage fully in society (Taneri et al., 2020). Globally, including in Türkiye, essential legislative measures are being established to improve educational inclusion, accompanied by various initiatives aimed at their implementation (Gültekin Talayhan & Sakız, 2022). This section of the study outlines the legal foundations of inclusive education in Türkiye, scrutinizes the actions undertaken for its implementation, and provides an overview of the current state of inclusive education within the country.

The national legal foundations of inclusive education in Türkiye are based on the Constitution of the Republic of Türkiye, the Primary Education and Education Law No. 222, the Basic Law on National Education No. 1739, the Law No. 5378 on Disabled Persons and Amendments to Certain Laws and Decree Laws, the Decree Law No. 573 on Special Education, the Law No. 6458 on Foreigners and International Protection, Temporary Protection Regulation No. 6883 and the Regulation on Special Education Services (Akgündüz, 2021). Article 42 of the Constitution of the Republic of Türkiye (amend. 1982) guarantees the right to education, and the principle of equality in the Basic Law on National Education No. 1739 (1973) states that there can be no discrimination

based on gender, language, religion, race, and disability. Law No. 5378 on the Disabled Persons (2005), Decree Law No. 573 on Special Education (1997), and the Regulation on Special Education Services (Ministry of National Education, 2018) govern the educational provisions for disabled individuals, while Law No. 6548 on Foreigners and International Protection (2013) and Regulation No. 6883 (Ministry of Interior, 2014) delineate the educational conditions for foreign nationals.

Related to the inclusive education practices, within the scope of Quality Inclusive Education, the Ministry of National Education and The United Nations Children's Fund (UNICEF) collaborated on the Training of Ministry of National Education Teachers with Foreign National Students in their Classrooms Project to facilitate the integration of foreign students into the Turkish Education System and to support teachers in this regard (Aktekin, 2017). Besides, The Ministry of National Education and the Delegation of the European Union to Türkiye signed a Facility for Refugees in Türkiye (FRIT) agreement and implemented the Supporting the Integration of Syrian Children into the Turkish Education System (PICTES) project to facilitate foreign students' access to and benefit from education (Şimşek et al., 2019). In a meeting held with the participation of Ministry of National Education bureaucrats, the President of the Council of Higher Education, and the Deans of Faculties of Education, the issue of inclusive education in teacher training was also discussed (The Council of Higher Education, n.d.). With the latest update of teacher training programs, Inclusive Education was added to the elective course pool (The Council of Higher Education, 2018). As can be seen from the legal documents and practices, inclusive education in Türkiye is accepted as a concept related to either people with disabilities or refugees. However, each of these documents and practices is very important for the Turkish inclusive education context.

Currently, inclusion and inclusive education emphasize that all individuals should have access to educational opportunities. In essence, inclusion is a notion grounded in special education, particularly in addressing the educational requirements of those with disabilities. In addition, the fact that children with special needs constitute the largest group that cannot benefit from education causes special education and children with special needs to come to the forefront of studies on inclusion (UNESCO, 2005). Comprehending the evolution of special education and inclusive education necessitates an understanding of the

development of education systems and their interrelation with the economy. Education systems do not evolve randomly or merely in reaction to the demands of various groups. They extend as the objectives of their controllers transform and develop, encompassing conflict and power struggles (Tomlinson, 2017).

Inclusive education is a political and pedagogical concept that addresses the methods of education and training as well as the beneficiaries of the right to education (Crossley & Hewitt, 2021). When authority is exercised restrictively, it establishes obstacles that result in the marginalization of some persons and groups. Conversely, when communication channels among educational stakeholders are transparent and power is utilized effectively, a comprehensive understanding of education develops, allowing all individuals to benefit from educational opportunities (Foucault, 1972 cited in Crossley & Hewitt, 2021). Consequently, authority within educational institutions must be exercised effectively, fostering an inclusive educational framework characterized by open communication channels, supportive collaboration, acknowledgment of individual differences and needs, and respect for diversity. This necessitates the engagement and collaboration of all stakeholders, encompassing the development of educational policies, the structuring of curricula, the design of educational facilities, and the administration of schools. This engagement and cooperation pertain to various disciplines within educational sciences, including educational administration and program development, as well as diverse stakeholders such as administrators, teachers, educators, and policymakers.

The core justification for why education should be inclusive is that it is a fundamental human right and helps to create a more just society (Ainscow, 2005). This also clarifies the connection between inclusive education and various educational science fields. Different aspects of inclusive education are influenced by several educational science disciplines, including administration, curriculum, and psychology. Teachers must recognize and address each student's needs to create an inclusive learning environment. To put it another way, inclusive education should guide the construction of the curriculum, organizational structures, and instructional methods (Taneri et al., 2020). Establishing an inclusive school atmosphere that demonstrates positive attitudes and perspectives toward students' variety and differences is also essential (Sakız, 2022). To establish an inclusive education system, it is critical to design curricula that promote cultural variety and fortify socioeconomic and psychological support systems for kids who differ in any

circumstances (Taneri, 2024). Indeed, inclusive education is addressed in many contexts related to educational sciences, including classroom practices, school development, leadership practices, teacher development, and systemic change (Ainscow, 2005). This situation highlights the value of inclusive education and its methods in teacher preparation and clarifies why inclusive education should be covered in courses offered by educational programs, educational administration, and the fields of guidance and psychological counseling in addition to inclusive education courses. In other words, collaboration among all disciplines, especially educational sciences, is necessary to achieve inclusive education.

Inclusion, inclusive education, and related themes are significant contemporary challenges in social policies, particularly in educational ones (Kauffman & Badar, 2020). To formulate policies and enhance social interactions within education, it is advantageous to employ diverse perspectives and various analytical methodologies. The varying terminologies, methodologies, and research traditions among disciplines might occasionally lead to misunderstanding; yet they are predominantly enriching (Armstrong & Barton, 2008). Likewise, inclusive education pertains to various fields within educational sciences and necessitates the collaboration of all educational stakeholders. Educators must operate within the context of inclusion in educational settings, adhere to the principles of inclusive education programs, and prepare future teachers according to an educational philosophy centered on inclusion. Thus, it can facilitate the ongoing comprehension of inclusion, the principles of which are established in educational settings and society. All of these demonstrate the paramount significance of inclusion in the realm of education.

The volume of research on inclusion or inclusive education is substantial, and its scope is extensive. Aytaç et al. (2023) examined inclusive education as a consequence of globalization and migration. Eranıl and Kasalak (2024) searched for the education of refugee children. Erdoğan et al. (2022) investigated the opinions of school administrators on inclusive education. Güner Yıldız et al. (2022) analyzed the significance of inclusive education in classroom management, the challenges faced, and proposed solutions. Öncel and Akgül (2024) studied the expectations of parents of both refugee and Turkish children about their teachers. Spandagou (2021) assessed the advancements and obstacles in inclusive education. Shrestha and Bhattarai (2024) explored the extent to which inclusive education encompasses all learners. Şimşek et al. (2019) examined diversity and

inclusive education within curricula. Tavares (2024) evaluated equity, diversity, and inclusion experiences of international students. Ünal and Aladağ (2020) analyzed the challenges faced in inclusive education practices and proposed solutions. Vantieghem et al. (2023) researched teacher competencies for inclusive education. Woodcock et al. (2022) investigated teacher self-efficacy and inclusive education practices.

In recent years, there have also been studies that evaluate or review research on inclusive education: Amaç (2021) examined research pertaining to inclusive education and primary school teachers. Bildirici Çalık (2024) analyzed studies related to inclusive leadership using bibliometric methods. Cook and Cook (2020) assessed the 50 most often cited studies on inclusion. Messiou (2017) explored papers on inclusive education published in the International Journal of Inclusive Education from 2005 to 2015, focusing on their topics and methodologies. Methlagl (2022) investigated studies on inclusive education from 1980 to 2019 with bibliometric techniques. Palaz et al. (2023) performed a comprehensive evaluation of the literature in the field of inclusive education. Van Mieghem et al. (2020) evaluated 26 systematic reviews and meta-analyses. Yada et al. (2022) performed a meta-analysis examining the influence of teachers' self-efficacy and attitudes on inclusive education. Waitoller and Artiles (2013) analyzed research on professional growth in inclusive education from 2000 to 2009. Evaluations of research on educational inclusion across several frameworks are conducted. Each of the conducted studies possesses considerable significance.

No research pertaining to inclusion in education was identified among the studies analyzed in the Council of Higher Education of Türkiye (YÖK) National Thesis Center. The handling of inclusive education at the graduate level is crucial for demonstrating the generation of knowledge regarding inclusion in educational studies. The analysis of research on educational inclusion is crucial for clarifying the present condition of inclusion in education as reflected in graduate-level research. In addition, it is foreseen that this study will contribute to literature by revealing the scope and quality of the work done at the graduate level on inclusion in education. Furthermore, it is essential to make such a conclusion to advance studies on inclusion scientifically and to guide educational policy concerning inclusion. Considering all this, this study aims to analyze graduate research on educational inclusion in Türkiye. To accomplish this objective, the subsequent questions will be addressed:

1. What is the distribution of the studies on inclusion in education in YÖK National Thesis Center according to their descriptive characteristics (types, methods, years, sample/study groups, cities where data were collected, disciplines, and subjects)?
2. Which results are presented in the studies on inclusion in education in the YÖK National Thesis Center?

Methodology

Research model

There are many types of review studies. Critical review, literature review, mapping review, meta-analysis, and systematic review are frequently used in the literature (Grant & Booth, 2009). Systematic reviews can be carried out to present the general picture of the field and thus guide future research (Petticrew & Roberts, 2006). Besides, systematic reviews reveal where knowledge gaps or evidence gaps exist (Lasserson et al., 2019). Systematic review studies, which offer a holistic perspective on the topic being researched, also enable the comparison and interpretation of existing studies (Yılmaz, 2021a). In education, it is often thought that literature review and research are two different things, but both reviews and research are conducted for the purpose of revealing information (Newman & Gough, 2020). Systematic reviews are also important in determining educational policies and guiding practices (Zawacki-Richter, 2020). This study can be defined as a systematic review. In this research, the status of graduate studies conducted in Türkiye on educational inclusion was examined in terms of types, methods, years, sample/study groups, cities where data were collected, disciplines, subjects, and results. In other words, the knowledge accumulated so far has been systematically researched and evaluated. Thus, it has been determined how the distributions of studies related to inclusion in education are, what their boundaries are, and what directions are needed.

Data source

The quality of systematic reviews and meta-analysis studies may vary according to which studies are included in the scope of the study, the rigor, transparency, inclusion, and exclusion criteria (Davies, 2000). The criteria for inclusion in the study were the graduate theses that emerged from the search with the keywords “kapsayıcılık” (inclusion) and “kapsayıcı eğitim” (inclusive education) in the YÖK National Thesis Center and being related to Education

and Training. In the research, the criteria of not being related to Education and Training were used as exclusion criteria. A search was performed in October 2024 at the YÖK National Thesis Center with the keywords “kapsayıcılık” (inclusion) and “kapsayıcı eğitim” (inclusive education) to retrieve the research data. The term “general search” was employed to ensure no study was overlooked. The search with the keyword “inclusion” yielded 270 graduate studies. Since the fields of these studies were very diverse, the subject tab was sorted alphabetically and 43 studies under the title of Education and Training were downloaded to the researcher’s computer. To ensure comprehensive coverage of inclusion studies, further research was reviewed, resulting in the incorporation of one additional psychology study pertinent to education and training. The search with the keyword “inclusive education” yielded 100 graduate studies. Studies were sorted alphabetically and 89 studies under the title of Education and Training were downloaded to the researcher’s computer. To ensure comprehensive coverage of inclusion in education studies, further research was reviewed, resulting in the incorporation of seven studies that may be pertinent to education and training. When all the theses were downloaded, it was seen that 25 of the studies were duplicated in both searches. Following a preliminary review of the titles and abstracts of the studies, 15 studies that could be found with these keywords but, which were not directly related to inclusive education, were excluded from the study. This research involved 100 graduate studies on inclusive education. The studies included could be found at the end of the paper, in Appendix A. The research was a review study that did not necessitate data collection from human subjects or living organisms. Consequently, approval from the ethics committee was not obtained.

Analysis

In order to answer the first sub-problem of the research descriptive analyses were held. Descriptive statistics were presented with graphics for visualization of the findings. For the second sub-problem, content analysis was performed to analyze the results of the graduate studies. According to the themes that emerged, the findings were given.

Validity and Reliability

To ensure validity and reliability in the study, external controls and the strategies of examining the data set by more than one researcher were utilized

(Creswell, 2015; Glesne, 2013). The data set and the emerging themes were investigated by a field expert, corrections were made based on the feedback, and the themes were finalized after reaching a consensus. In addition, the theses discussed in the study were presented in a separate references section at the end of the text. In this way, concerns about the validity of the research, that is, its accuracy and credibility, as well as its reliability, were addressed.

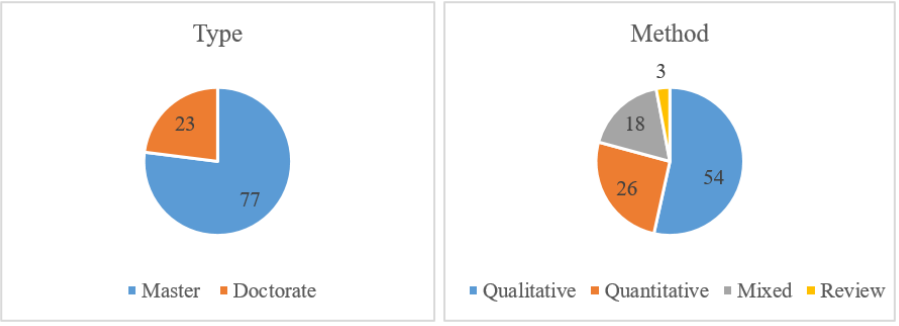
Findings

This section of the research, which aimed to examine the graduate studies on inclusion in education in Türkiye, addressed the sub-problems within the scope of the research. First, it explained the context of the answers given to the sub-problems. Then, it illustrated the answers with graphics and figures and provided explanations.

Within the scope of the first sub-problem of the research, the distribution of the studies was analyzed according to descriptive characteristics. Graphic 1 illustrated the distribution of graduate research on inclusion in education within the YÖK National Thesis Center according to their types and methods. It showed how the distributions were numerically and proportionally according to these variables. According to their types, it was observed that 77% (n=77) were at the master's level, while 23% (n=23) were at the doctoral level. This condition indicated that most studies on educational inclusion undertaken at the graduate level in Türkiye were at the master's degree level.

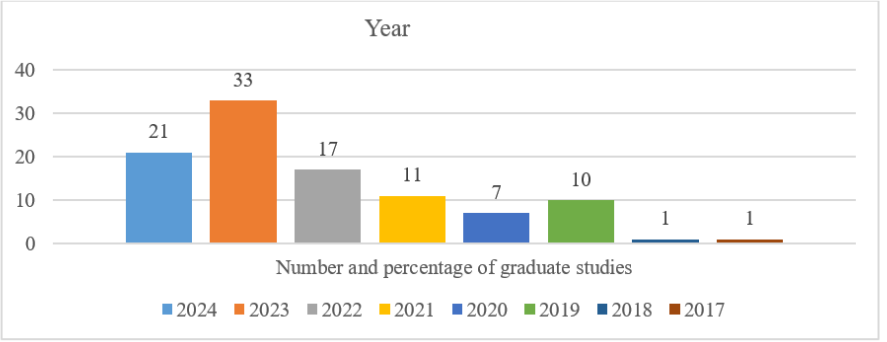
Graphic 1

Distribution of Studies According to Their Types and Methods



Graphic 2

Distribution of Studies According to Their Years



Upon examining the distribution of the studies by their methodologies, it was observed that 53% (n=53) employed qualitative methods. In the methodological categorization of the research, 26% (n=26) were quantitative, 18% (n=18) employed mixed methods, and 3% (n=3) utilized review methods (systematic review and literature review). This condition indicated that the predominant methodological approach in educational inclusion studies was qualitative research. Undoubtedly, numerous factors may have contributed to this circumstance. One reason may be that the phenomena of inclusion in education is multifaceted and requires examination of situation-specific factors.

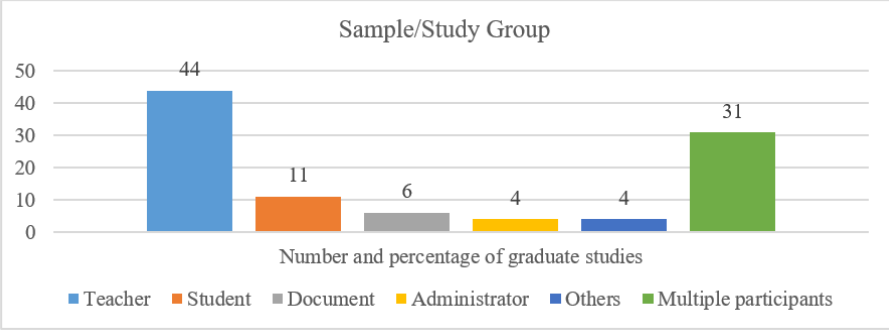
As can be seen in Graphic 2, the analysis of study distribution by year reveals that the peak number of studies, accounting for 33% (n=33), took place in 2023. Subsequently, the year 2024 recorded a rate of 21% (n=21), followed by the year 2022, with a rate of 17% (n=17). Graduate research on educational inclusion in Türkiye began in 2017. Certainly, numerous factors may have contributed to this circumstance. One reason may be that the phenomena of inclusion in education have been examined in graduate research since 2017, prompted by the integration of students into the Turkish school system owing to wars and migrations. Although the quantity of studies had increased in subsequent years, 2023 remained the year with the highest volume of research on the issue.

As can be seen in Graphic 3, analysis of the study distributions, according to their samples and study groups, revealed that 44% (n=44) involved teachers, whereas 31% (n=31) included multiple participant groups. The distribution of

the studies by sample and study groups included 11% (n=11) students, 6% (n=6) documents, 4% (n=4) administrators, and 4% (n=4) others (lecturers, parents, etc.) This condition indicated that the samples and study groups in research on educational inclusion predominantly consisted of teachers. Research was undertaken with diverse participants, integrating the perspectives of numerous stakeholders in educational settings, including teachers, students, administrators, guidance counselors, and union leaders.

Graphic 3

Distribution of Studies According to Their Samples/Study Groups



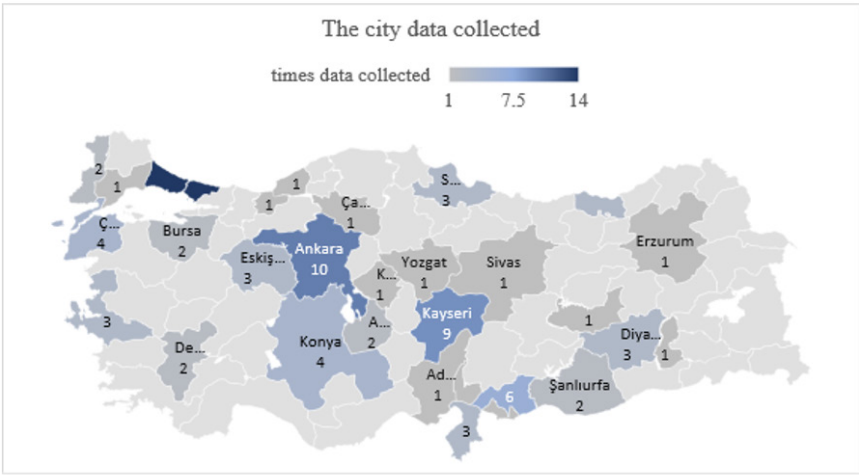
Graph 4 presented a map of the cities from which the data of the graduate theses on inclusion in education were collected. While some of the studies did not specify where the data were collected from, others included descriptions such as “a school in Western Anatolia” or “a district in the Aegean region”. Some of the studies collected data from more than one city in Türkiye. In some of the studies, data were collected only from cities abroad, while in others, data were collected both from cities abroad and from Türkiye. Four studies did not indicate where the data was collected. In four studies the data was collected from all over the country and in six studies data was obtained from documents. So, the total number of times data collected did not reflect the number of graduate studies. The graph shows all data collected from Türkiye.

The graph showed that Istanbul (n=14) was the city where the most data was collected. This was followed by Ankara (n=10), Kayseri (n=9), and Gaziantep (n=6). While Çanakkale and Konya were the cities where data were collected

four times each, Diyarbakır, Eskişehir, Hatay, İzmir, Samsun, and Trabzon were the provinces where data were collected three times each. Bursa, Denizli, Edirne, and Şanlıurfa were the provinces where data were collected twice each. The provinces where data were collected once for graduate studies on inclusion in education were Adana, Aksaray, Batman, Çankırı, Düzce, Elazığ, Erzurum, Kilis, Kırşehir, Mersin, Osmaniye, Sivas, Tekirdağ, Yozgat, Zonguldak.

Graphic 4

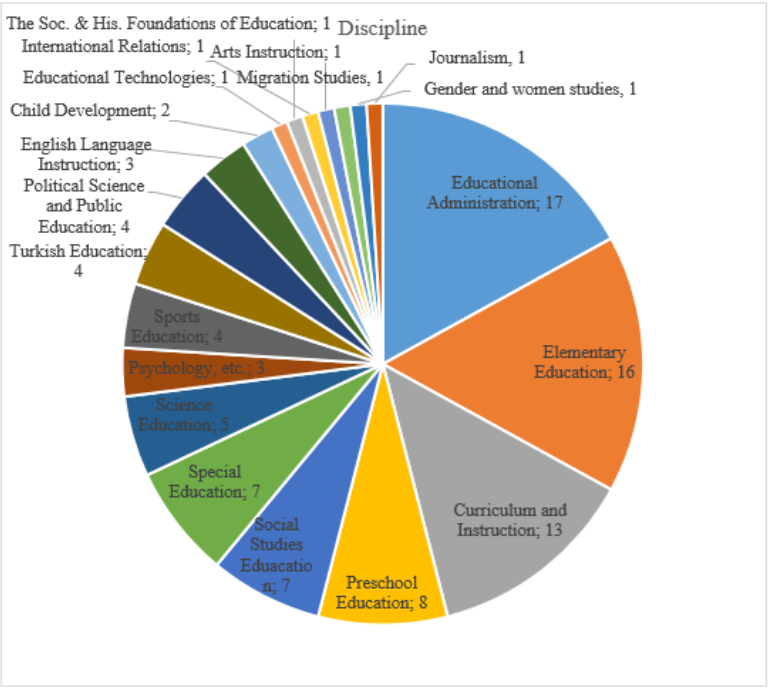
Distribution of Studies According to the City Data Collected



As seen in Graphic 5, the analysis of study distribution across primary disciplines revealed that educational administration comprises the highest proportion of research on inclusion in education at 17% (n=17), followed closely by elementary education at 16% (n=16). Subsequently, with a rate of 13% (n=13), curriculum and instruction ranked next. With a rate of 8% (n=8) in preschool education, and with each a rate of 7% (n=7) special education and social studies education were among the disciplines that studied educational inclusion most. The disciplines, that least researched educational inclusion, were educational technology, the social and historical foundations of education, international relations, art instruction, migration studies, journalism, and gender and women studies 1% (n=1).

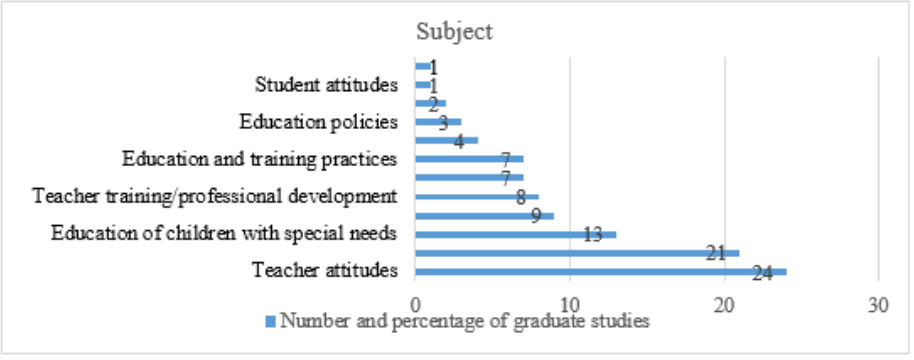
Graphic 5

Distribution of Studies According to Their Disciplines



Graphic 6

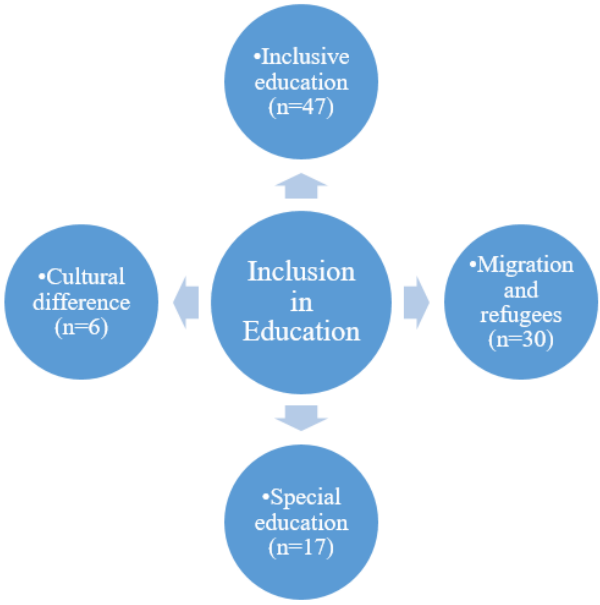
Distribution of Studies According to Their Subjects



Graphic 6 illustrated the categorization of graduate research on educational inclusion within the YÖK National Thesis Center based on their respective subjects. The subject most frequently studied, comprising 24% (n=24) of the distribution, was teacher attitudes. This was succeeded by the education of refugee/migrant children with a rate of 21% (n=21) and the education of children with special needs with a rate of 13% (n=13). The least examined aspects of educational inclusion pertained to student attitudes and education of Romani children, with a prevalence of 1% (n=1).

Figure 1

Distribution of Studies According to Their Themes



As can be seen in Figure 1, within the scope of the second sub-problem of the research, the results of the theses on inclusion in education in the YÖK National Thesis Center were examined according to the prominent themes. In 47% of the theses (n=47), inclusive education is mentioned as a holistic concept. In the rest of the theses, specific disadvantageous groups come to the forefront. In this context, 30% (n=30) of the theses deal with migration and refugees, 17%

(n=17) with special education, and 6% (n=6) with cultural differences. The results of these studies were evaluated in the context of these themes.

The results of research on inclusive education revealed that teachers' attitudes towards inclusive education were generally positive, but they lacked knowledge about inclusive education and therefore needed professional development support, social support and transformative leadership (Alkaya, 2023; Amaç, 2023; Baka, 2023; Bayram, 2019; Coşkun, 2023; Güler, 2023; İlçin, 2022; Postallı, 2024; Uruk, 2023; Yakar, 2024). According to the studies held with preschool teachers (Durmuş, 2022; Erçiçek, 2023; Özden, 2024; Şengöz, 2022; Yalvaç, 2024), social studies teachers (Fırat, 2021; Önal, 2023; Öner, 2022; Şimşek, 2019; Ünal, 2021b), science teachers (Bilge, 2023; Dumlu, 2023; Güngör, 2022; Yamaçlı, 2020), elementary teachers (Kuşça, 2023), teachers and prospective teachers (Deliktaş, 2023), high school teachers (Selimhocaoğlu, 2021) and foreign language teachers (Çakar, 2024; Moran, 2022; Yılmaz, 2021b), it was understood that although teachers' perceptions, attitudes, awareness and self-efficacy towards inclusive education were high, they needed support in inclusive education.

In the context of current policies and practices in Türkiye, inclusive education was insufficient to cover disadvantaged groups other than special education and there were deficiencies in both legislation and practice (Demirel Kaya, 2019; Kozanhan Çakır, 2024; Yaşar, 2024). Among the problems of inclusive education revealed by the research results were that the Ethiopian media failed to support inclusive education (İsmail, 2023), inclusive education in IB schools did not produce the results it should have (Akardaş Karataş, 2023), the theme of children's rights and inclusion was not included in more than half of the children's books examined within the scope of the research, and the rest of them were embedded (Güzen, 2022). However, research results showed that school administrators' attitudes towards inclusive education were positive and their awareness was high (Aksungur, 2022; Aygün, 2024; Dönmez, 2022), a professional development program helped teachers to use inclusive practices in their classrooms (Güçkıran, 2024), differentiated instruction and inclusive education practices increased students' academic achievement and mediated pre-service teachers to understand inclusive education more effectively (Akyar, 2023; Gürgen Akıcı, 2023; Mazı, 2023), and trauma-informed supported increase inclusiveness in teacher-student relationships and were functional (Kardaş,

2022; Kaya, 2022). As a result of a study, a valid and reliable measurement tool addressing students' attitudes toward inclusive education was developed (Türkmenoğlu, 2022) and a study revealed that participation and inclusion in education could be increased by increasing students' skills (Özdan, 2024).

Research on migration and refugees has revealed that Syrian students have high attitudes toward school (Halef, 2021), but there are many problems in accessing education (Aktürk Çopur, 2019; Keleş, 2019; Taşdelen Eren 2024). Syrian students had problems with their academic achievement and social skills (Dağdelen, 2023). This situation stemmed from language insufficiency (Abacı Yıldız, 2024; Aydoğan, 2023; Günay Cengiz, 2024; Ovalı, 2023; Özcan, 2018; Saraç, 2022; Şahin, 2022; Toktay, 2023; Yavuztürk, 2023), lack of culturally sensitive education (Yılmaz, 2020b), and teachers' attitudes towards Syrian students (Alhleel, 2021; Akkaya, 2021; Sardroud, 2023). It was seen that Syrian students negatively affected the classroom environment and were perceived negatively (Çetin, 2023; Kaya, 2020; Kömürcü, 2019). Syrian students usually sit alone or at the back of the class (Yıldırım, 2017). All these revealed the need for comprehensive education planning including curriculum, teacher training, and parent involvement in inclusive education practices related to migration and refugees (Duyul, 2019; Erten, 2021). Apart from what needed to be done at the macro level, it had been observed that the methods used by teachers in their classrooms positively affected Syrian students' participation in the lesson (Durhat, 2021; Kırılmaz, 2019), and in this context, creative drama in education (Pay, 2019) and art education (Tekin, 2023) had produced positive results. The professional development program developed on the subject (Seyidoğlu, 2024) and the study of attitudes on this subject (Kıroğlu, 2022) also yielded positive results.

From the results of the research on inclusion in education related to special education, it was understood that preschool teachers' knowledge about students with learning disabilities was insufficient (Ertaş, 2022), the school participation of students with autism spectrum disorder was low (Doğuş Tandırcı, 2023), and it was difficult for students with severe and multiple disabilities to access quality education (Kolay, 2023). Inclusive education was supported by classroom teachers, but there was a lack of training on the subject (Çınar, 2020), and teachers had problems with inclusion practices (Hodzic, 2024; Özer, 2023). Students who continued mainstreaming education were subjected to peer bullying

(Tosun, 2024) and teachers intervened more actively in situations involving physical violence where one of the parties in peer conflict was a student with special needs (Karaahmetoğlu, 2024). It was understood that inclusive students couldn't complete the distance education process in a qualified way (Başkan İşler, 2023) and individuals with disabilities experienced inadequacy in terms of accessibility and educational materials suitable for their needs in open and distance education (Yıldız Şeker, 2022). It was seen that inclusion problems in education related to special education could be overcome with professional development programs (İpek, 2024; Kara Eren, 2021; Yılmaz, 2020a). It was seen that pre-service teachers (Zhalelkanova, 2019) and parents (Yalçın, 2024) had a positive view of students with special needs, and physical education and sports teachers (Ünal, 2021a) had self-efficacy regarding their education. It was seen that the participation of students with special needs in higher education was supported in Türkiye and the United States, but there were problems during the processes (Yavuzkurt, 2024).

According to the research on inclusion in education related to cultural differences, a cooperative teaching model could increase participation in student groups with cultural differences (Çubuk, 2020). Culturally responsive teaching could improve the quality of education (Nago, 2023) and culturally responsive educational environments could support bilingualism (Bayram, 2024). However, there were both positive and negative opinions about the reflections of bilingualism on the educational environments (Yılmaz, 2023). In addition, students experienced deficiencies and problems in their mother tongue due to the limited Turkish lessons in schools abroad (Arslan, 2023). Finally, although Romani primary school students had a high sense of belonging to the school, it was understood that Romani parents had problems with issues such as poverty, social stigmatization, and exclusion (Gürhan, 2023).

Conclusion, Discussion, and Recommendations

This section of the research, which sought to analyze graduate works on inclusion in education in Türkiye, presented the results in a sequential manner aligned with the study's sub-objectives. The results of this study were examined in conjunction with other research outcomes in literature. This section concluded with recommendations formulated for researchers, practitioners, and policymakers.

The first sub-objective of the research involved an analysis of the descriptive characteristics of research pertaining to inclusion in education, as recorded in the YÖK National Thesis Center. In the distribution of graduate research on educational inclusion, master's theses were prominent. This may be related to the higher number of students in Turkish higher education at the master's level. Recently, scholars, educators, prospective teachers, and teacher educators have become increasingly aware of global issues such as migration, climate change, and artificial intelligence. Therefore, they strived to address matters such as equity, diversity, and inclusion (Flores, 2023). Consequently, master's theses on educational inclusion represented a significant component of the research. On the other hand, approximately one-quarter pertained to doctoral dissertations. Undoubtedly, all output generated at the graduate level had intrinsic value. It was posited that the knowledge acquired at the doctoral level would considerably enhance the growth of literature and discipline in a distinctive manner.

The distribution of graduate theses about inclusion in education reveals that the inaugural study was conducted in 2017. While the historical evolution of inclusion studies in education differed per nation, the rise of regular and illegal immigration in Türkiye during the past decade has affected educational inclusion research. For instance, Aytaç et al. (2023) studied globalization, migration and education inclusion. Eranıl and Kasalak (2024) and Öncel and Akgül (2024) were just two studies on refugee children's education. Studies by Ünal and Aladağ (2020) and Güner Yıldız et al. (2022) highlighted the growing importance of inclusion in educational settings and research. This study revealed that approximately half of the educational inclusion theses analyzed were finalized in 2023 and 2024, with 2023 having the highest quantity. The bibliometric analysis of inclusive leadership research from 1992 to 2024 by Bildirici Çalık (2024) indicated 2022 had the most studies. In his bibliometric examination of pertinent articles, Methlagl (2022) found that inclusive education research peaked in 2019. Palaz et al. (2023) evaluated WOS publications on inclusive education from 1996 to 2021 and found that 2020 had the most inclusive education studies. Bildirici Çalık›s (2024) and Palaz et al.'s (2023) bibliometric analysis showed that research on inclusive education has grown from single digits to double digits from 2000 to 2010, and triple digits in the post-2010 era. In conclusion, despite the varying settings and scopes of the conducted study, there has been a notable growth in studies on educational inclusion in recent years. This issue pertains to the growing significance of inclusion in education.

In Türkiye, qualitative approaches were predominantly employed in graduate research about inclusion in education. The absence of a precise definition regarding the implementation of inclusive education could explain why the topic is examined through qualitative methodologies. Moreover, Waitoller and Artiles (2013) asserted in their study, which analyzed studies on professional development in inclusive education from 2000 to 2009, that qualitative methods were the predominant approach utilized. In contrast to these results, the research conducted by Cook and Cook (2020), which analyzed the 50 most referenced publications on inclusion, revealed that quantitative studies were the most prevalent, succeeded by systematic reviews, intervention studies, and qualitative research methodologies. Messiou's (2017) study analyzed inclusive education research published in the International Journal of Inclusive Education from 2005 to 2015, showing that the majority employed quantitative methodologies. In contrast to the aforementioned results, the assessment study by Van Mieghem et al. (2020) indicated that the predominant approach employed was the mixed method, as determined through systematic research and meta-evaluations.

It was recognized that most Turkish graduate research on educational inclusion focused on teachers within their sample and study groups. Amaç (2021) examined 65 publications on inclusive education, conducted on a sample of primary school teachers from 2010 to 2020. This situation indicated that teachers were involved in both graduate theses and articles related to educational inclusion. The meta-analysis by Yada et al. (2022) revealed a positive and moderate correlation between teachers' self-efficacy perceptions and their attitudes toward inclusive education. The study of Flores (2023) stressed the importance of teacher education and teachers since teachers were a key element of qualified educational settings that provide equal opportunities for all students. Consequently, it seemed that the research undertaken with a teacher sample accurately addresses the issue of inclusion in education. The second largest group, following teachers, comprised research that utilizes simultaneous data collecting from multiple participants. This condition was crucial for offering a comprehensive perspective on the subject, examining the issue from several angles, and elucidating the phenomenon fully. The third largest sample study group comprised students in educational inclusion theses. Tavares (2024) indicated that international students experienced exclusion due to insufficient intercultural understanding and poor curriculum internalization. This stance raised the question posed by Shrestha

and Bhattarai (2024) regarding the extent of inclusion in inclusive education, a perennial and universal issue within educational contexts.

It is seen that İstanbul was the city from which the most data were collected for graduate studies related to inclusion in education. It was seen that the data for the studies related to the inclusion in education was collected more than one times from metropolitan cities (Ankara, Kayseri, Gaziantep, Konya, Diyarbakır, Eskişehir, Hatay, İzmir, Samsun, Trabzon, Bursa, Denizli, Şanlıurfa) or places with relatively developed industries. Considering that inclusive education in Türkiye was generally perceived to be related to refugees and migration, it was seen that more data was collected from refugee-intensive cities. So, it can be said that this issue is on the education agenda in these cities.

The distribution of studies by primary disciplines revealed that educational administration comprised the highest number of studies, followed by elementary education and curriculum and instruction, which also exhibited a substantial quantity of research. Preschool education, special education, and social studies education were venues for several studies on inclusion in education. The national and international literature on inclusive education revealed that analogous studies were undertaken in educational administration (Erdoğan et al., 2022), classroom management (Güner Yıldız et al., 2022), elementary education (Van Mieghem et al., 2023; Woodcock et al., 2022), educational programs (Şimşek et al., 2019), special education (Erçiçek et al., 2022). Like in the proverb, it takes a village to raise a child, educational inclusion requires the cooperation of many disciplines. Besides, as Ainscow (2020) posited that inclusion and equity were essential elements of administration, school development, and community engagement, indicating that without educational inclusion, addressing learners' needs became significantly challenging.

The distribution of studies based on subjects showed that the primary focus was the teacher's attitudes. In the bibliometric analysis of inclusive education studies from 1980 to 2019 by Methlagl (2022), "teacher" was the second most frequent keyword following "disability" in the word analysis and the third was "teacher training". The prevalence of the fundamental notions of professional development and the educator's viewpoint was also significant. Ainscow (2020) advocated for inclusive inquiry grounded in dialogues between teachers and students, emphasizing the interplay of discussing learning and teaching, learning

from diversity, and cultivating inclusive practices to enhance inclusion and equity in education. Vantieghem et al. (2023) suggested that teachers' beliefs and self-efficacy were important for inclusive educational settings. The research conducted by Yılmaz et al. (2024) demonstrated that teacher training in inclusive education could transform the inclusive school climate, learning environments, and curricular material. The analysis of inclusive education research published in the International Journal of Inclusive Education from 2005 to 2015 by Messiou (2017) indicated that special education and disability were among the most often examined issues. In graduate research in Türkiye about educational inclusion, the primary focus, following teacher attitudes, was on the education of refugee/migrant children and education of children with special needs. In Messiou's (2017) study, pedagogy and the education of refugee children, while emerging themes, were regarded as relatively insignificant in proportion. Similarly, Taneri and Özbek (2023a) and Sakız et al. (2020) stressed that inclusive education studies focused on either people with disabilities or refugees.

Within the scope of the second sub-problem of the research, the results of the theses on inclusion in education were discussed under the themes of *inclusive education, migration and refugees, special education, and cultural diversity.* In this classification *inclusive education refer* to the broadest explanation of inclusion in education as cited by Taneri and Özbek (2023a). Besides, as stressed by Sakız (2022) inclusive education includes all stakeholders of education and accepts the individual as the subject of the system and different dimensions of it. Based on these definitions, in postgraduate studies on inclusion in education, *inclusive education* was mostly investigated through teachers' attitudes, perceptions, awareness, and self-efficacy. Research results revealed that teachers had high attitudes towards the subject, but they lacked knowledge and needed support in the operation of the process. It was understood from the research results that policies and practices related to inclusive education were insufficient to cover disadvantaged groups other than individuals with disabilities. The fact that school administrators' attitudes and awareness about inclusive education were high in the research results and that the studies carried out to develop inclusive education practices yielded positive results provided guidance on what could be done to support inclusive education.

Graduate research on inclusion in education related to *migration and refugees* was shaped by the inclusion process of Syrian students in education. It

was understood from the research results that Syrian students' participation and access to education was problematic due to language barriers, lack of culturally sensitive education, teachers' attitudes, and attitudes towards Syrian students in general. Research results revealed that Syrian students negatively affected the classroom environment, formed cliques in the classroom, and had problems with academic and social skills. To overcome the existing problems, the results of the research revealed that there was a need to improve attitudes, develop vocational training programs, support students' participation through different teaching methods, and make plans that include the participation of all stakeholders and the regulation of the curriculum. Likewise, Sakız et al. (2020) stressed the need for a pluralistic point of view for genuine inclusion and equality. Besides, Taneri et al. (2020) emphasized that inclusion was an idea for lessening the practices of exclusion and building a democratic society.

Graduate research on inclusion in education related to special education revealed that although access to higher education for students with disabilities was supported, there were problems in supporting students with different types of disabilities in their participation in education, including distance and open education, and in the educational process. From the results of the research, it was understood that although teachers' attitudes towards inclusive students in general education classes were positive, there was a lack of knowledge about inclusive education and how inclusive students experience peer bullying. Professional development programs were developed and recommended in research to overcome inclusion problems in special education. These results were important, but Sakız (2016) criticized the understanding that inclusive education in Türkiye was understood as only including disabled students in mainstream schools. Similarly, Spandagou (2021, p. 1) stressed the same concerns about inclusive education being perceived as related to disabled students and emphasized that "education itself should be inclusive".

The results of graduate research on inclusion in education related to cultural diversity included positive and negative views on the phenomenon of bilingualism in the educational environment and revealed that students whose mother tongue was different from the language of the country they lived in experienced problems when they did not receive adequate education in their mother tongue. It was also seen from the research results that there were problems with the inclusion of Romani students in education. It was understood from the

research results that different methods and approaches could be used to overcome the problems related to the participation of students from different cultures in education and to improve the quality of education. As Taneri and Özbek (2023b, p. 765) highlighted "inclusive skills, positive attitudes, and culturally sensitive pedagogy" were required for inclusive education.

As can also be seen from the results of the graduate studies related to inclusion in education, inclusive education policies in Türkiye were addressed to either students with disabilities or Syrian migrants (Sakız et al., 2020), and there were gaps in the legislation on inclusive education in terms of gender, language, religion, and ethnicity (Düşkün, 2016). As Taneri (2024) pointed out there was a need for clarification on how inclusive education was perceived and applied in Turkish educational policy. The fact that the definition and strategies of inclusive education were not clear, and that inclusive education was structured in a narrow sense raised a number of problems in the education system in Türkiye (Sakız, 2016). As a result, it can be said that the current education system and education policies in Türkiye are insufficient in terms of inclusive education (Taneri, 2024).

In summary, Turkish graduate research on educational inclusion was mostly master's theses most of which were completed in recent years. Qualitative methods, especially data from teachers, were preferred. The topic was most extensively studied in educational administration, elementary education, and curriculum and instruction, with a focus on teacher attitudes. From the results of graduate theses on inclusion in education, it is understood that although there was awareness and good practices in the education system, there was still much work to be done with the participation of all stakeholders. Taneri and Özbek (2023a) proposed that inclusive education can only be realized through an inclusive culture that begins in classrooms and schools and extends to the mindset of policymakers.

In mainstream educational environments, the successful implementation of inclusive education policy necessitates essential modifications to the school's organizational framework, curriculum, and pedagogical approaches (UNESCO, 2005). Not all individuals can equally benefit from education tailored to their needs. Adopting an inclusive education strategy in the design, implementation, monitoring, and evaluation of educational policies is essential to fulfill the objectives of Education for All and to foster more inclusive societies (UNESCO,

2008). Inclusive education is essential for the establishment of an equitable society and the promotion of peace and sustainable development. Nevertheless, the existing educational policies and practices have rendered the achievement of inclusive education impracticable (UNESCO, 2013). Consequently, the subsequent recommendations might be made for academics, educators, and legislators concerning inclusive education: Educators can improve their understanding of the subject by participating in more comprehensive discussions about inclusion in education. Researchers can enhance diversity in education by employing quantitative methodologies with greater sample sizes. The extensive research on teacher samples and their views toward inclusion in education underscores the deficiency of meta-analyses on this topic. A meta-analysis of research on educators' views toward inclusion in education may be undertaken in this context. All stakeholders in education must exhibit inclusion in their interactions with learners, demonstrating sensitivity and attentiveness regarding the subject matter. Policymakers must prioritize the principle of inclusion in education throughout legislative documents. Nonetheless, it is inadequate by itself. As a result, integrating the subject into the organization of educational and training programs at all levels will facilitate the establishment, enhancement, and advancement of inclusion in education.

Genişletilmiş Özet

Giriş

Kapsayıcılık, bireylerin gelir durumlarından, etnik kökenlerinden, uyruklarından, bireysel farklılıklarından ve engel durumlarından bağımsız olarak onların eğitimden eşit bir şekilde yararlanabilmesi bağlamında her geçen gün daha çok önem kazanmaktadır (United Nations Educational, Scientific, and Cultural Organization [UNESCO], 2021). Diğer yandan lisansüstü çalışmalar bilim alanlarında üretilen bilginin niteliğini göstermesi ve gidişatı hakkında bilgi vermesi açısından oldukça önemlidir. Bu çalışmada da Türkiye'de lisansüstü düzeyde üretilen bilgi birikiminde eğitimde kapsayıcılığın mevcut durumunun ortaya konulması amaçlanmaktadır. Son yıllarda farklı ölçütler çerçevesinde eğitimde kapsayıcılık ile ilgili yapılmış araştırmaların değerlendirmesini yapan çok sayıda çalışma bulunmaktadır. Ancak YÖK Ulusal Tez Merkezi'ndeki eğitimde kapsayıcılık ile ilgili lisansüstü çalışmaları inceleyen bir araştırma bulunmamaktadır. Özellikle eğitimde kapsayıcılık ile ilgili yapılmış olan çalışmaların incelenmesi lisansüstü düzeyde üretilen bilgi birikiminde eğitimde

kapsayıcılığın mevcut durumunun ortaya konulması bakımından önemlidir. Ayrıca kapsayıcılıkla ilgili çalışmaların bilimsel temellerde ilerleyebilmesi ve eğitim politikalarına kapsayıcılık ile ilgili yön verilebilmesi için böyle bir tespitin yapılması önemli bir gerekliliktir. Bu nedenle bu araştırmanın amacı Türkiye'de eğitimde kapsayıcılık ile ilgili yapılmış lisansüstü çalışmaların incelenmesidir. Bu amacı gerçekleştirmek üzere aşağıdaki sorulara yanıt aranacaktır:

1. YÖK Ulusal Tez Merkezi'nde eğitimde kapsayıcılık ile ilgili yapılmış çalışmaların betimsel özelliklerine (türlerine, yöntemlerine, yıllarına, örneklem/çalışma gruplarına, verilerin toplandıkları illere, anabilim/bilim dallarına ve konularına) göre dağılımları nasıldır?
2. YÖK Ulusal Tez Merkezi'nde eğitimde kapsayıcılık ile ilgili yapılmış çalışmalarda hangi sonuçlar ortaya konulmaktadır?

Yöntem

Bu çalışma bir sistematik derlemedir. Araştırma verilerine ulaşmak için 2024 Ekim ayında YÖK Ulusal Tez Merkezi'nde "kapsayıcılık" ve "kapsayıcı eğitim" anahtar kelimeleri ve "genel tarama" kullanılarak tarama yapılmıştır, sırasıyla 270 ve 100 lisansüstü çalışmaya ulaşılmıştır. Bu taramalarda konu sekmesi alfabetik olarak sıralanmış, Eğitim ve Öğretim başlığı altındaki sırasıyla 43 ve 89 çalışma ile diğer başlıklar altında yer alan eğitim öğretimle ilgili sekiz çalışma araştırmacının bilgisayarına indirilmiştir. Her iki taramada ortak olan 25 ve kapsayıcı eğitimle doğrudan ilişkili olmayan 15 çalışma araştırma kapsamından çıkarılmıştır. Araştırmaya dahil edilme kriteri olarak "YÖK Ulusal Tez Merkezi'nde "kapsayıcılık" ve "kapsayıcı eğitim" anahtar kelimeleri ile yapılan taramada ortaya çıkma" ve "Eğitim ve Öğretim ile ilgili olma" belirlenmiştir. Araştırmada hariç tutuma kriteri olarak "Eğitim ve Öğretim ile ilgili olmama" ölçütü kullanılmıştır. Bu araştırmada kapsayıcı eğitimle ilgili 100 lisansüstü çalışma incelenmektedir. İncelenen çalışmalara EK A'dan ulaşılabilir.

Araştırmanın ilk sorusunu yanıtlamak için betimsel analizler gerçekleştirilmiştir. Betimsel istatistikler bulguların görselleştirilmesini sağlayan grafikler ile sunulmuştur. Araştırmanın ikinci alt problemi kapsamında lisansüstü tezlerinin sonuçlarını analiz etmek için içerik analizi gerçekleştirilmiştir. Ortaya çıkan temalara göre bulgular sunulmuştur.

Bulgular

Araştırmanın birinci alt problemi kapsamında YÖK Ulusal Tez Merkezi'nde eğitimde kapsayıcılık ile ilgili yapılmış çalışmaların betimsel özelliklerine göre dağılımlarının nasıl olduğu ele alınmaktadır. Çalışmaların %77'i (n=77) yüksek lisans düzeyinde gerçekleşmiştir. Çalışmalar %54'lük bir oranla (n=54) en çok nitel yöntemle gerçekleştirilmiştir. Çalışmaların %33'ü (n=33) 2023 yılında gerçekleşmiştir. Çalışmaların örneklem ve çalışma gruplarına göre dağılımlarına bakıldığında %44'ünün (n=44) öğretmenlerle ve %31'inin (n=31) çoklu katılımcı grubuyla gerçekleştirildiği görülmektedir. Çalışmaların verilerin toplandığı illere göre dağılımına bakıldığında en çok araştırma verisinin İstanbul'dan toplandığı, Ankara, Kayseri ve Gaziantep gibi büyükşehirlerin eğitimde kapsayıcılık konusunda en çok veri toplanan iller arasında yer aldığı anlaşılmaktadır. Eğitimde kapsayıcılıkla ilgili en çok çalışma gerçekleştirilen anabilim/bilim dalının %17 (n=17) ile eğitim yönetimi, %16 (n=16) ile sınıf eğitimi ve %13 (n=13) ile eğitim programları ve öğretim olduğu görülmektedir. Çalışmaların konularına göre dağılımlarında %24 (n=24) ile en çok çalışılan konu öğretmen tutumudur. Ardından %21'lik bir oran ile (n=21) mülteci/göçmen çocukların eğitimi ve %13'lük bir oran ile (n=13) özel gereksinimli çocukların eğitimi gelmektedir.

Araştırmanın ikinci alt problem kapsamında YÖK Ulusal Tez Merkezi'ndeki Eğitimde kapsayıcılık konusundaki tezlerin sonuçları öne çıkan temalara göre incelenmektedir. Tezlerin %47'sinde (n=47) bütüncül bir kavram olarak kapsayıcı eğitimden söz edilmektedir. Tezlerin geri kalanında ise dezavantaj durumları ön planla çıkmaktadır. Bu bağlamda tezlerin %30'u (n=30) göç ve mültecileri, %17'i (n=17) özel eğitimi ve %6'si (n=6) kültürel farklılığı ele almaktadır. Bu araştırmalarda ele alınan sonuçlar bu temalar bağlamında değerlendirilmektedir.

Tartışma, Sonuç ve Öneriler

Araştırmanın birinci alt amacı kapsamında YÖK Ulusal Tez Merkezi'nde eğitimde kapsayıcılık ile ilgili yapılmış çalışmaların betimsel özelliklerine göre dağılımlarına bakılmıştır. Çalışmalarda yüksek lisans tezleri ön plana çıkmaktadır. Türkiye'de eğitimde kapsayıcılık konusunda en çok nitel yöntemler kullanılmıştır. Waitoller ve Artiles'in (2013) çalışma sonuçları bu araştırma sonuçlarıyla benzerlik gösterirken, Cook ve Cook'un (2020), Messiou'nun

(2017), Van Mieghem ve diğerlerinin (2020) sonuçları bu araştırmanınkinden farklıdır. Türkiye'de eğitimde kapsayıcılık konusunda gerçekleştirilen lisansüstü çalışmaların örneklem ve çalışma gruplarına göre dağılımlarında en çok öğretmenlerle çalışıldığı anlaşılmaktadır. Amaç'ın (2021) eğitimde kapsayıcılıkla ilgili makaleleri incelediği çalışmasında da en çok öğretmenlerle çalışıldığı görülmektedir. Eğitimde kapsayıcılık ile ilgili en çok çalışma 2023 yılında gerçekleştirilmiştir. Eğitimde kapsayıcılık konusundaki araştırma verileri en çok İstanbul'dan toplanılmıştır. Mülteci yoğun illerden birden çok kez veri toplandığı görülmektedir. Eğitimde kapsayıcılık lisansüstü tezlerinin en çok gerçekleştirildiği anabilim/bilim dalları eğitim yönetimi, sınıf eğitimi, eğitim programları ve öğretimdir. Çalışmaların konularına göre dağılımlarında ön plana çıkan öğretmen tutumudur. Methlagl'ın (2022) çalışmasında da öğretmen en çok karşılaşılan anahtar kelimeler arasında yer almaktadır. Türkiye'de eğitimde kapsayıcılık ile ilgili yapılmış lisansüstü çalışmalarda öğretmen tutumundan sonra mülteci çocukların eğitimi ve özel gereksinimli çocukların eğitimi en çok çalışılan konular arasında yer almaktadır. Messiou'nun (2017) çalışmasında ise özel eğitim ve engellilik en çok çalışılan konular arasında yer alırken mülteci çocukların eğitimi var olan konular arasında yer alsa da oransal olarak oldukça düşük kaldığı görülmektedir.

Araştırmanın ikinci alt probleminde kapsamında eğitimde kapsayıcılık ile ilgili tezlerin sonuçları kapsayıcı eğitimi, göç ve mülteciler, özel eğitim ve kültürel farklılık temaları altında ele alınmıştır. Eğitimde kapsayıcılık lisansüstü çalışmalarında kapsayıcı eğitim çoğunlukla öğretmenlerin tutum, algı, farkındalık, öz yeterlikleri üzerinden araştırılmıştır. Araştırma sonuçları öğretmenlerin konuya ilişkin tutumlarının yüksek olduğunu ancak bilgi eksikleri ve sürecin işletilmesi konusunda desteğe gereksinimleri olduğunu ortaya koymaktadır. Göç ve mültecilerle ilgili eğitimde kapsayıcılık lisansüstü araştırmaları sonuçlarından Suriyeli öğrencilerin eğitime katılım ve erişimleri dil yetersizliği, kültüre duyarlı bir eğitimin olmayışı, öğretmenlerin tutumları ve genel olarak Suriyeli öğrencilere karşı olan tutumlar nedeniyle sıkıntılı bir şekilde gerçekleştiği anlaşılmaktadır. Özel eğitimle ilgili eğitimde kapsayıcılık lisansüstü araştırmaları özel gereksinimli öğrencilerin yükseköğretime erişiminin desteklenmekle birlikte farklı engel türlerine sahip öğrencilerin uzaktan ve açıktan eğitim de dâhil olmak üzere eğitime katılımlarının ve eğitim sürecinde desteklenmesinde sorunlar olduğunu ortaya koymaktadır. Kültürel farklılıkla ilgili eğitimde kapsayıcılık

lisansüstü araştırmalarının sonuçları eğitim ortamında iki dillilik olgusuyla ilgili olumlu ve olumsuz görüşlere yer vermekte, anadili yaşadığı ülke dilinden farklı olan öğrencilerin anadilleri konusunda yeterli eğitim almadığı durumlarda sorunlar yaşadığını ortaya koymaktadır.

Sonuç olarak Türkiye'deki lisansüstü çalışmalarda eğitimde kapsayıcılık çalışmalarının önemli bir yer tuttuğu görülmektedir. Eğitimde kapsayıcılık her çocuğun gereksinimleri doğrultusunda eğitimden yararlanabilmesi için kritik derecede önemlidir. Yapılan çalışmalar oldukça değerlidir. Bununla birlikte kapsayıcı eğitim konusunda şunlar önerilebilir: Araştırmacılar eğitimde kapsayıcılığı daha büyük örneklemlerde nicel yöntemler kullanarak ele alabilirler. Eğitimde kapsayıcılık konusunda öğretmen tutumuyla ilgili yapılmış çalışmaların meta analizi yapılabilir.

Statement of Ethics: I affirm that the regulations outlined in the "Directive on Scientific Research and Publication Ethics of Higher Education Institutions" have been adhered to in this study and that I have not engaged in any conduct that contravenes "Actions Contrary to Scientific Research and Publication Ethics." I hereby assert that full accountability for any ethical violations lies with the author of the article.

Ethics Committee Permission: As the research constitutes a review study, data is not collected from human subjects and living creatures. Therefore, permission from the ethical committee was not required.

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Appendix A.

Studies Included in The Review from Yükseköğretim Kurulu (YÖK) Ulusal Tez Merkezi (UTM) (Council of Higher Education of Türkiye National Thesis Center)

Number	Bibliografik information related to the dissertation
1.	Abacı Yıldız, C. (2024). *Eğitim ve göç politikalarının ortak yüzü: Çokkültürlülük ekseninde göçmen çocukların okul ve toplumla uyumu* (Tez No. 861409) [Doktora tezi]. İstanbul Üniversitesi.
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