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Inclusive Education Through the Eyes of Teachers

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ABSTRACT

This research was conducted in order to determine the present situation, as experienced by teachers from different branches, serving in secondary schools of the Ministry of National Education in Aksaray, regarding inclusive education. In the literature search, ERIC & Taylor Francis database was searched over keywords. The articles related to the problem situation of the research were selected and included in the article. In addition, the sources I have access to have been used while writing the literature and these studies have been included in the bibliography. More specifically, a total of 22 teachers from six different branches serving in secondary schools of the Ministry of National Education in Aksaray Central District (Turkey) participated in the present research, which combined a qualitative research method and a case study. Purposive sampling and convenience sampling among nonrandom sampling types were used in order to select the research participants. The selection criteria were as follows: serving in secondary schools of the Ministry of National Education in Aksaray Central District (Turkey), having students in their class from disadvantaged groups. Research data were collected via semi-structured interviews with questions devised by the authors in accordance with the related literature and research objectives. In the analysis of the data, content analysis methodology was utilized. In the research, it was found that teachers have a general idea about what inclusive education is, and that they think inclusive education is necessary and has advantages and disadvantages according to the way it is applied, that teachers and students should have in-service training to improve of inclusive education, and that improving schools' physical opportunities was a factor in improving inclusive education. Research results were discussed in relation to the related literature and some suggestions were presented.

Keywords:
Inclusive Education, Qualitative Research, Teacher's Points of View

1. Introduction

Given recent developments in the world, updating education policies is one of the leading topics in the context of social justice. The fact that not all members of society can enjoy equal rights to education, even though some countries seek to protect these rights with legal safeguards, updating education policies may be considered as one of the most important needs. Moisă (2012) mentions that excluded members of society are not involved in decision-making processes, which means they are forced to live a life in isolation. This causes individuals to lose their sense of belonging to society, reduce social interaction to a minimum and internalize these negativities (European Commission, 2010; Ladanyi, & Szelenyi, 2006; Moisă, 2012). Sanchez (2012) reports that countries tend to pursue social inclusion policies for excluded people to enable them be involved in society once again. Indeed, the USA introduced regulations from the beginning of the 1900s, although it was not until 1993 that all states had accepted the legal regulations regarding extensive schooling, which enables the integration of students in need of special education into the educational environment (Hossain, 2012). A joint declaration was issued following the formation of the Education for All (EFA) movement within UNESCO to

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highlight what needed to be done, while drawing attention to the regulations from the USA, involving the participation of 300 participants on behalf of 92 governments in 1994, in Salamanca, Spain. With this movement, the importance of including all students in education, caring about differences, planning to include all schools in the integration process and standing up for quality education for all was emphasized by all participating countries (UNESCO, 1994). This movement's position here is acknowledged as an international declaration asserting the rights of individuals in need of special education (Eklindh, & Brule-Balescut, 2006). Yet, Warnock stated that focusing only on students in need of special education at schools could have negative consequences, along with changing conditions, and suggested that it creating a school environment including socially disadvantaged individuals was a better alternative (Warnock, 1979). Including disadvantaged children in the school environment increases student diversity. But, what are these disadvantaged groups? İMECE (2017) answered this question by categorizing the students in disadvantaged groups as follows: a) girls, b) disabled children, c) children in need of special education**,** d) working children, g) children from poor families, f) children living in war zones, e) displaced children (asylum seekers and refugees).

As seen in the present classification, there are millions of people who have a place in society, while there are others looking for a new safe place to live away from their country of birth or as a result of international migration. This social mobility is reflected in the educational environment. In order to prevent increasing student diversity from harming social structures at schools, different perspectives are required (Sanchez-Marti & Ramirez-Iniguez, 2012). One of these different perspectives belongs to UNESCO, which has introduced a new perspective that is going to change our thoughts regarding the development of social diversity in the educational environment. In other words, UNESCO has stated that it is required to reveal differences and diversity in the educational environment from an inclusionary perspective. Thus, the inclusive education population has been expanded, such that it includes not only students in need of special education but also all other students from disadvantaged groups. Providing equal and quality education for all is the aim of inclusive education (UNESCO, 2001). All school staff, students and parents have important roles to play in embedding acceptance for this perspective in schools. Further, it is necessary for all educational partners to reject negative attitudes, behaviors and mentalities for integration in schools to be realized (Booth & Ainscow, 1998). A great deal of responsibility falls on teachers, given that they are the ones who interact the most with students, i.e., they execute inclusive education practices. Since teachers act as an intermediary between society and school and are generally role models in the eye of students, teachers' attitudes are predictive factors. Teachers are also required to cooperate with each other, act in unison and share their experiences in the classroom to ensure the success of inclusive education (Ainscow, 2005; Hiebert, Gallimore & Stigler, 2002; Huberman, 1993; Lambert, Walker, Zimmerman, Cooper, Lambert, Gardner & Ford-Slack, 1995; Little & McLaughlin, 1993; Riehl, 2000; Şimşek, 2017). In this context, the aim of the study is to determine the present situation faced by teachers as among the important partners in the progress of inclusive education. For this purpose, answers to the questions below were formulated to elicit teachers' views:

1. What does inclusive education mean to you?
2. What are your opinions regarding the necessity of inclusive education?
3. What do you think about the potential benefits of the inclusive education for students?
4. How can inclusive education become more effective?

2. Methods

2.1. Research Design

This study was designed to include qualitative research and a case study. While a case study focuses on "how" and "why" questions in qualitative research, the present situation can only be revealed with taking individual and group factors regarding the research problem into account (Hitchock & Hughes, 1995; Yıldırım & Şimşek, 2016). According to Yıldırım and Şimşek (2016) qualitative research; and qualitative data collection methods such as observation, interview and document analysis are used, and a qualitative process for the realistic and holistic presentation of perceptions and events in the natural environment is followed. Balcı (2015) considered the following three stages inevitable must-have for qualitative study. These; 1- Establishing the theoretical framework that will be the basis of research 2-the researcher to form a systematic, feasible and flexible research design 3- The researcher listed the findings of the research as a consistent and meaningful document that the reader can understand and present it to the reader. In this study, it is required to use a case study design since

we examined, given the topic's specific conditions and contexts, the opinions of teachers serving in secondary schools in Aksaray Central District about what inclusive education is, whether it is necessary and how it can be improved.

2.2. Participants

The study group consisted of 22 teachers from six different branches serving in secondary schools of the Ministry of National Education in Aksaray Central District. In the process of determining the participants of the research, purposive and convenience sampling involving nonrandom sampling types was used. In the process of purposive sampling, criterion and maximum variation sampling methods were used, in such a way that they supported each other. According to this, primarily criteria were chosen to determine the teachers who would participate in the research, i.e., serving in secondary schools of the Ministry of National Education in Aksaray Central District and having students from disadvantaged groups. Then, a maximum variation sampling process was functionalized in the research by agreeing that the selected participants should serve in as many different branches as possible. In that context, 22 teachers from six different branches (technology design teacher, religious culture and moral knowledge teacher, social studies teacher, Turkish teacher, science and technology teacher, and elementary mathematics teacher) serving at secondary schools of the Ministry of National Education in Aksaray Central District were chosen to participate in the research using convenience sampling, as well as applying the criteria given above and taking into account the ease of access to the respective schools. Demographic information on the participants is given in table below.

Table 1. Demographic information about the participants in the study group

Participant's name	Branch	Gender	Years of service
P1	Technology design teacher	Male	23 years
P2	Religious culture and moral knowledge teacher	Female	8 years
P3	Social studies teacher	Male	7 years
P4	Turkish teacher	Female	9years
P5	Science and technology teacher	Male	13years
P6	Elementary mathematics teacher	Male	8years
P7	Social studies teacher	Male	4 years
P8	Turkish teacher	Male	8 years
P9	Turkish teacher	Male	18 years
P10	Social studies teacher	Male	24 years
P11	Social studies teacher	Female	3 years
P12	Elementary mathematics teacher	Female	12 years
P13	Science and technology teacher	Female	17 years
P14	Social studies teacher	Female	19 years
P15	Turkish teacher	Male	18 years
P16	Religious culture and moral knowledge teacher	Female	4 years
P17	Technology design teacher	Female	14 years
P18	Turkish teacher	Female	22 years
P19	Turkish teacher	Male	19 years
P20	Social studies teacher	Male	23 years
P21	Elementary mathematics teacher	Female	8 years
P22	Elementary mathematics teacher	Female	18 years

2.3. Data Collection Tool

In the process of data collection for this research, a semi-structured interview form was created by the researchers informed by the literature and expert opinion. The interview is an effective method for gathering information about individuals' experiences, attitudes, opinions, complaints, feelings and beliefs (Yıldırım &

Şimşek, 2016). This method also enables instant feedback and offers researchers the flexibility to change the number and order of the questions (Çepni, 2005; Ekiz, 2003; Karasar, 2010; Yıldırım & Şimşek, 2016). Semi-structured interview is used because of its features such as allowing the data to be quickly coded and analyzed, and helps to compare the similarities and differences between the participants' given information. The advantages of a semi-structured interview are these: The flexibility of unstructured interview and key questions increase comparability. The disadvantage of a semi-structured interview are these following: Probe questions selected by the interviewer may increase participants' prejudice and limit the comparability of answers (Büyüköztürk, Çokluk & Köklü, 2011; Çepni, 2005).

There were four questions about inclusive education on the interview form. As a result, the participants were asked about what inclusive education means to them, whether or not it is necessary, whether it is advantageous or disadvantageous, and their suggestions to improve it. Besides, a four-stage process was followed to prepare the interview form with the aim of effectively collecting data in the research process. In the first stage, literature related to the research subject was reviewed and a draft interview form was created in accordance with the research objectives. In the second stage, a draft interview form was presented to three lecturers, two of whom have conducted related studies while the third is an expert in assessment and evaluation in education, for their opinions. After their review, some changes were made to the interview form. In the third stage, the opinions of a lecturer from the Department of Turkish Teaching were received in terms of spelling and incomprehensibility and the interview form was put into its final form in this context. In the fourth stage, the interview form was controlled by trialing it with three teachers who were not participants. Based on the answers from these three teachers, the questions were understood to be comprehensible and easily answerable, and the interview form was made ready for the actual application.

2.4. Data Collection

A pre-interview was executed by going to the schools where the participants of the research were serving and asking them if they were willing to be interviewed on a voluntary basis; if so, date and venue were mutually agreed. Before the interview, the objective of the study was explained to the participants in detail; it was also mentioned that the interview was voluntary, that it could be ended by the participant at any time, and that it would be sound recorded to prevent data loss. Once the required consent was given, the interview was conducted. Creswell (2007) emphasized that one should not ignore the codes of conduct that should be followed during qualitative research. At this point, it should be explained that information that belongs to the participants will not be shared in any other environment, that the sound recordings were taken with their consent and that the participants could give their answers freely, and that the interviews were conducted in the frame of the codes of conduct. The interviews also took about 45-50 minutes.

2.5. Data Analysis

Data were analyzed in the frame of the answers given to four open-ended questions on the semi-structured interview form. The content analysis methodology is described as a repeatable method based on coding, i.e., summarizing text using smaller content categories. In this sense, there should be a unity between content, results and repeated expressions in the content analysis; otherwise, the analysis becomes meaningless and inadequate. The main point of the content analysis is to make the categories clear by correlating them with environmental situations (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2008; Wamboldt, 2009; Yıldırım & Şimşek, 2016). By applying content analysis to the interview questions, themes and sub-themes as well as frequency and percentage values, were obtained as shown in the tables below. Besides, participants' opinions supporting the themes and sub-themes were given in quotes and written in italics. In order to prevent confusion with regard to participants' opinions, each of the 22 participants was allocated an anonymous label between P1 and P22.

2.6. Validity and Reliability

Validity in qualitative research can be described as stating the topic objectively in the frame of the main problem (Yıldırım & Şimşek, 2016). At this point, four main strategies, i.e., dependability, credibility, transferability and confirmability as trustworthiness criteria ensure the rigour of qualitative findings (Lincoln & Guba, 2000). Dependability is generally concerned with research's ability to reflect the truth. In this study, long periods of interaction and participant confirmation, which are among the methods for increasing

persuasiveness, were utilized. According to this, in-depth interviews were carried out with the participants, while providing a comfortable atmosphere and following pertinent codes of conduct. Furthermore, the research's validity was confirmed by four domain experts, three of who are specialists in their respective fields while the fourth is an expert in evaluating spelling and incomprehensibility. Approval was assumed on account of the feedback on the draft interview form from three teachers other than the participants, and on the basis that participants were presented with the content of the said study and that their opinions were recorded using sound-recording equipment and transcribed with their consent. Transferability is concerned with explaining the research process in detail (Başkale, 2016; Çepni, Kılınç & Kılcan, 2018; Lincoln & Guba, 2000; Miles & Huberman, 1994; Yıldırım & Şimşek, 2016). The selection of participants followed a criteria-based rationale while all stages of the research have been stated clearly, thus confirming the existence of a transferability strategy. Regarding the credibility strategy, the research was shared with an expert who has conducted similar studies in the finalization stage of the research; this expert also examined the research with regard to all its contexts. The expert mentioned that there was logical credibility across the literature review, method, findings, results and research problem. Besides, the expert was asked about the confirmability of themes and sub-themes determined as a result of raw data findings and researchers' analysis, as well as confirmability the themes and sub-themes obtained in light of participants' opinions.

3. Findings

In this chapter, the findings obtained from the participant teachers via the content analysis are given.

Table 2. What does inclusive education mean to you?

Theme	Sub-themes	Frequency(f)	Percentage(%)
Views regarding inclusive education	Including all students in the educational environment	18	81.81
	Including special education students in the educational environment	4	18.19

As seen in table 2, according to the results of the content analysis of answers to the first question, "What does inclusive education mean to you?", under the theme "Views regarding inclusive education", the sub-theme with the maximum frequency and percentage is "Including all students in the educational environment" (18 and 81.81%, respectively), while the sub-theme with the minimum frequency and percentage value is "Including special education students in the educational environment" (4 and 18.19%, respectively).

Here is a sample of teachers' views regarding the themes:

"We should regard education as being inclusive for all. That is, it means the right to education for all children having difficulties in accessing educational, social, cultural and life-sustaining activities and opportunities, on equal terms with their peers." (P20)

"It means including all students, children, with learning disabilities, being physically handicapped, being a refugee or having any other differences." (P1)

"Inclusive education means that all children can attend education and training activities in the same environment regardless of their language, religion or ethnicity." (P15)

"It means that children in need of special education can receive education in the same educational institution as their peers." (P2)

"It means that physically and mentally handicapped children can receive education along with their peers." (P21)

Table 3. What are your opinions regarding the necessity of inclusive education?

Theme	Sub-themes	Frequency (f)	Percentage (%)
Views regarding whether or not inclusive education is necessary	I think it is necessary	18	81.81
	I think it is partially necessary because of its constraints	3	13.63
	I don't think it is necessary	1	4.54

As seen in table 3, according to the content analysis results for the answers given to the Question 2, "What are your opinions regarding the necessity of inclusive education?", under the theme "Views regarding whether or not inclusive education is necessary", the sub-theme with the maximum frequency and percentage is "I think it is necessary" (18 and 81.81%, respectively), while the sub-theme with the second-highest frequency and percentage value is "I think it is partially necessary because of its constraints" (3 and 13.63%, respectively) and the sub-theme with the lowest frequency and percentage value is "I don't think it is necessary" (1 and 4.54%, respectively).

Below is a sample of teachers' views regarding the themes:

"I find it necessary. The needs of all the students such as students with special needs or refugees should be satisfied without any discrimination in the educational environment." (P3)

"I find it necessary since differences should not be obstacles for the individuals in receiving an education." (P13)

"I think inclusive education is partially necessary. By saying partially, I mean this: the level of children's disabilities affects whether inclusive education is completely necessary or unnecessary. For example, sometimes adaptation problems are experienced in education by refugee children and other children. Again, there are some problems in educating highly disabled children." (P1)

"I don't find it is necessary. I think that the children in need of special education should be educated in special classes on a one-for-one basis." (P5)

Table 4. What do you think about the potential benefits of the inclusive education for students?

Theme	Sub-themes	Frequency (f)	Percentage(%)
Views regarding whether inclusive education is advantageous/ disadvantageous	I think it is advantageous	4	18.18
	I think it is disadvantageous	5	22.72
	I think it is both advantageous and disadvantageous	13	59.09

As seen in table 4, according to the content analysis results for the answers given to the third question, "What do you think about the potential benefits of the inclusive education for students?", under the theme "Views regarding whether inclusive education is advantageous/disadvantageous", the sub-theme with the maximum frequency and percentage is "I thinks it is both advantageous and disadvantageous" (4 and 59.09%, respectively), followed by "I think it is disadvantageous" (5 and 22.72, respectively); the sub-theme with the lowest frequency and percentage value is "I think it is advantageous" (13 and 18.18%, respectively).

Below is a sample of teachers' views regarding the themes:

"It is both advantageous and disadvantageous. Its advantage is that the student has the opportunity to receive an education without being excluded and feeling different. Experiencing success not only socially but also academically with others makes them feel happier. I think disabled children and other students both benefit from this education. Enabling disabled individuals to adapt in the classroom is not as easy as expected, which is a disadvantage and this can affect both the teacher and the students negatively. Sometimes the students can exclude disabled individuals by mocking them about their disability." (P21)

"It is both advantageous and disadvantageous. The advantages of inclusive education are that children aren't excluded by receiving an education with their peers and that children learn to live by respecting each other's rights. Its disadvantage is that, sometimes, they cannot understand each other in the classroom environment, which can lead to factors whereby they can be affected by each other in a psychologically negative way." (P1)

"It is both advantageous and disadvantageous. As an advantage, the student can adapt herself/himself to society more easily and see herself/himself as a part of society. As a disadvantage, if it is not applied properly, the disabled individual can feel lonelier and deteriorate psychologically." (P9)

"I find it disadvantageous. All the students with different aspects make it difficult to apply. That there are some expressions such as respecting sexual orientation differences is pathetic; it is unacceptable at any price. It means putting dynamite under the roots of society." (P14)

"I find it advantageous. It is advantageous in terms of providing all students with access to an equal education." (P6)

Table 5. How can inclusive education become more effective?

Theme	Sub-themes	Frequency (f)	Percentage (%)
Suggestions for improving inclusive education	Students should be educated about the subject at a fundamental level	15	68.18
	The school and the classroom should be prepared in the frame of inclusive education	4	18.18
	Teachers should be trained in the subject	3	13.63

As seen in table 5, according to the content analysis of the answers given to the fourth question, "How can inclusive education become more effective?", under the theme "Suggestions for improving inclusive education", the sub-theme with the maximum frequency and percentage is "Students should be educated about the subject at a fundamental level" (15 and 68.18%, respectively), while the sub-theme with the second-highest frequency and percentage value is "The school and the classroom should be prepared in the frame of inclusive education" (4 and 18.18%, respectively). The sub-theme with the lowest frequency and percentage value are "The teachers should be trained about the subject" (3 and 13.63 %, respectively).

Below is a sample of teachers' views regarding the themes:

"In order to make inclusive education more effective, students can be initially invited to take part in a self-knowledge activity so that they can feel empathy. This can make inclusive education more effective." (P7)

"For inclusive education to be effective, I think that, primarily, such children should receive fundamental training, and then included in inclusive education after following up on their adaptation process." (P1)

"In order to improve inclusive education, technical opportunities at schools should be utilized more properly and effectively, the physical environment should be adapted, guidance services should follow the children and update files on a daily basis, and parents should especially be offered training seminars." (P9)

"Primarily, educators should made aware of and informed about this issue and educated accordingly." (P3)

4. Conclusion and Discussion

Here, research results were evaluated in the frame of the current literature. In terms of what inclusive education means to them, the participants highlighted two sub-themes: including all students and including special education students in the educational environment. Regarding this point of view, the majority of participants (18 participants) mentioned that inclusive education is generally a perception aimed at including all students in the educational environment, while only four participants described it as only referring to the inclusion of students in need of special education in the educational environment. It can be seen that, for this question, participants were mainly supportive of the view that inclusive education should include all students in the educational environment. When the descriptions in the literature are reviewed, inclusive education used to emphasize the inclusion of students with special needs prior to the Salamanca declaration. Following this statement and in light of UNESCO's initiatives, as well as the improvements that have taken place around the globe, the scope of inclusive education has widened to include all students with differences. In turn, Jenkinson (1997), Lewis and Doorlag (1999) have described inclusive education as supporting disabled students in communicating with society and their peers; this means that they are enabled to socially and educationally participate alongside their peers in the same classroom environment, with the educational methods allowing them to become self-sufficient and gain knowledge and skills. Meanwhile, Shaddock, Smyth King, and Giorcelli's (2007) research found that some countries only believe that children with disabilities should be included in inclusive education, but these researchers also explained how to resolve problems of children who suffer as a result of gender, poverty, behavior, culture, and immigration. Both and Ainscow (1998), UNESCO (2001), Simon, Echeita, Sandoval, and Lopez (2010) have described inclusive education as an approach enabling the potential learning of all students with differences, supporting them in receiving education alongside their peers in the classrooms.

Another result obtained from the research is concerned with participants' views about whether inclusive education is necessary. Participants' views were grouped according to the following sub-themes: "I think it is necessary", "I think it is partially necessary because of its constraints" and "I don't think it is necessary". Based on these sib-themes, the majority of participants (18 participants) generally found inclusive education to be necessary, while only three participants mentioned that they find it partially necessary because of its constraints. A minority of participants (one participant) mentioned that inclusive education is not necessary. Concerning this question, participants were united in holding the view that inclusive education should embrace differences in the same school environment. Meanwhile, Tinklin, Riddell and Wilson (2004), Moriña, López-Gavirab and Morgadoc (2017) mentioned in their research that they found inclusive education necessary, while highlighting the limited range of physical opportunities, both at universities and in other educational institutions, as well as problems arising from the curriculum and the lack of equipped personnel. Ainscow and César (2006), Kozleski, Artiles, Fletcher and Engelbrecht (2009), Messiou (2017) emphasized that inclusive education is necessary and, in particular, that countries should develop policies for improving inclusive education.

Another outcome of this study is about whether participants find inclusive education to be advantageous or disadvantageous. The participants expressed the view that they find inclusive education both advantageous and disadvantageous. The majority of participants (13 participants) emphasized that the benefits or downsides of inclusive education are, in general, contingent on how it is applied. In addition, some of the participants (five participants) mentioned that education overall can be highly disadvantageous if it is not properly delivered. On the other hand, a minority of the participants (four participants) stated that inclusive education has so many advantages, even given the current mode of application. This finding is reflected in the literature. ERG (2006) in its research regarding school practices and teachers' needs, emphasized that inclusive education will only succeed and offer an advantageous approach to education if it is applied properly, while stating that poorly designed education applications can lead to more downsides than benefits. Similarly, UNESCO (1994), Ainscow, Dyson and Weiner (2013) in their respective research compared schools created in the frame of inclusive education with all other types of schools, finding that, even if the latter are more costly, they lead to greater productivity in education and provide everyone with an equal and effective education.

Another outcome from the research concerns the participants' opinions about how to make inclusive education more effective. Here, participants were united around three sub-themes: students should be educated about the subject at a fundamental level; the school and the classroom should be prepared in the

frame of inclusive education, and teachers should be trained about the subject. Starting from this point of view, the majority of the participants (15 participants) supported the idea that students from disadvantaged groups and other peers should receive fundamental training on this issue in order to improve inclusive education, while some participants (four participants) mentioned that the school and classroom environments should be organized in the frame of inclusive education in order to improve the concept's efficacy. A minority of participants (three participants) expressed that, primarily, teachers who are the implementers of this approach should be informed regarding the issue by providing them with training for improving inclusive education. The majority of the participants agreed that students from disadvantaged groups and other peers should be educated regarding this issue, while the literature especially focuses on improving teachers' competence and school opportunities in the frame of inclusive education. Meanwhile, ERG (2006) in its research, obtained findings based on teachers' opinions as follows: they think that the curriculum flow should be flexible in order to enable teacher- student interaction; if there are disadvantaged students in the classroom, some teachers will internalize discrimination and they need to be won over to supporting inclusive education; teachers have experienced different kinds of discrimination in their schools related to religion, ethnicity, gender, disability, health, and poverty. At the same time, Ainscow (2005), Rouse (2008), Moriña (2017) emphasized in their research the fact that teachers' needs and education should be realized systematically and that their attitudes, beliefs, and self-sufficiency should be improved. Meanwhile, Tinklin, Riddell, and Wilson (2004), Ainscow, Dyson and Weiner (2013) opined that physical opportunities at current schools should be reformed; otherwise, inclusive education will not be able to achieve its goal. These following suggestions should be implemented, depending on the results:

1. Teachers should attend in-service education activities on inclusive education
2. Students should be provided with informing regarding inclusive education
3. Families should be provided with information regarding inclusive education,
4. The effectiveness of inclusive education should be increased by improving schools' physical opportunities in the frame of inclusive education
5. Regarding the generalization of inclusive education, countries, politicians, non-governmental organizations and schools should create awareness by carrying out activities to increase awareness in society.

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