

## **HISTORY OF HIGHER EDUCATION PROVISION FOR THE DEAF IN TURKEY AND CURRENT APPLICATIONS AT THE ANADOLU UNIVERSITY**

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### **ABSTRACT**

The aim of this presentation is to summarize the history of deaf education in Turkey. The problems that deaf students face in their educational life with special reference to higher education will be discussed. Properties of educational settings and university entrance requirements will be explained. Within this general concept, Anadolu University experience will be explained by giving two distinct but related provisions offered to deaf students in Turkey: Education and Research Centre for Hearing-Impaired Children (İÇEM) and Integrated College for the Disabled. İÇEM offers education from preschool to high school.

The aim of the centre is to enable students to acquire spoken language skills in a natural language environment using aural/oral approach and to help prepare them to the university entrance examinations.

Integrated College for the Disabled was founded in 1993 and offers two year pre-degree programs in computing and building construction and four year degree programs in ceramic arts and graphic arts. These two institutes will be introduced and their programs will be discussed.

**Keywords:** Deaf, Hearing-Impaired Education, Turkey

### **INTRODUCTION OF EDUCATIONAL PROGRAMME FOR THE HEARING-IMPAIRED STUDENTS IN TURKEY.**

The opening of the first school for the deaf-mute was initiated by an Austrian, Monsieur Grati (Grati Effendi) in 1881, who applied to the Minister of Education of that time Münif Paşa, for his consent to open a special school. Consent was granted and the school opened during the 1891-1892 academic year. (Gök, 1958, p. 11).

In another source it was mentioned that the first studies in the field of educating children with special needs was initiated in 1889, by the Director of a Commerce School in Istanbul, Grati Effendi with the opening of the School for the Deaf-mute for the education of children of some upper class civil servants. The number of students was set at 30 and it was suggested that students between the ages of 6-20 were to be accepted for a 4-year-long educational program. The school was a daytime school and its program was based on the French educational program for deaf students. Sign language was adopted as the educational method. (Special Educational Institutions, 1987, Enç, Çağlar and Özsoy, 1975, p. 97).

This school, known to be the first school for the deaf in the Turkish History of Special Education, and others which opened at later dates were transferred from the Ministry of Health and Social Services to the Ministry of Education in 1951.

In 1952, foreign experts who specialized in the field of special education were recruited and a programme to train native teachers, who either already worked in this field or who would be working in this field, was started. In the first year of this teacher training program Harriot L. McLaughlin, the Headmaster of the 47<sup>th</sup> School for the Deaf in New York, and in the second year Adolf Fronthaller from Austria were invited to give lectures.

To this end, a school for Special Education had been opened at Gazi Educational Institute, however it was closed down after 2 terms of education (Special Educational Institutions, 1987, Enç, Çağlar and Özsoy, 1975, p. 97). This attempt can be considered as a significant step in the Turkish History of Special Education. The first foreign instructors of the time worked in this school and they, indeed, started to train the teachers who would be working in this field. In the following years the opening of schools for the Blind and the Deaf continued. In 1955, the first Psychological Clinic (now known as the Guidance and Research Centre) was brought into service in Ankara. The main aims of this clinic was to establish special classes for the mentally defective students with an educable level, to select the students to be educated, to analyze and guide other children in need of special education.

A special education field was developed under the authority of the Elementary School General Directorate within the framework of the Ministry of Education. The sixth branch which was established under the body of the Elementary School General Directorate not only carried out studies about the maintenance, education and

development of children in need of protection staying at the orphanages but also undertook the responsibilities of the educational services of the children in need of special education. These studies were carried out under the presidency of Remzi Pamir, later on sixth branch was divided into two different branches after Orhan Çaplı returned to Turkey during the 1957-58 academic year, having completed his studies in the special education field in America. In this way, a special educational branch under the body of Ministry of Education was established for the first time. Orhan Çaplı was appointed as the first director of this branch (Danişoğlu, 1991).

### **THE PRESENT SITUATION CONCERNING THE EDUCATION OF THE HEARING-IMPAIRED CHILDREN**

Article 42 of the Constitution of the Republic of Turkey states that “Nobody shall be deprived from the right to have education and training. Government shall take necessary precautions for the ones in need of special education to make them useful human beings for their society.” In addition, the article 61 of the Constitution states that “The government shall take necessary precautions for the protection of the disabled and their adaptation to the social life.” (The Constitution of the Turkish Republic dated 9 November 1998 and numbered 2709)

The basic article of Turkish Constitution stating that “Each Turkish citizens shall have the right to basic education” constitutes the fundamental of the Code for Children in need of Special Education dated 1983 and numbered 2916 which today regulates the social rights and educational program for the hearing-impaired. This code aims to implement the regulations essential for the education of the children in need of special education according to the basic principles of Turkish National Education and to help them have jobs and professions and to provide them the necessary education in order to help them adapt themselves to their environments and society. With a view to reaching these aims, the Regulation for Guidance and Research Centre and Special Educational Schools was put into action.

Article 3 of the Code for Children in need of Special Education states that children between the ages of 4-8 who can not benefit from the ongoing educational services due to their physical, physiological, social and medical differences shall constitute the children in need of special education. However, this definition does not cover the hearing-impaired children between the ages of 0-4, which is a very critical period in proper language acquisition.

The article 12 of this code envisages that families, individuals and associations in question shall report the children in need of special education to the institutions in charge. However, it is observed that this article is not implemented properly today (Commission Report on the Education of the Hearing-impaired Children, 1991, Ankara, p.1113)

Paragraph (a) of article 16 in the Regulation for Guidance and Research Centre, which was put into force in accordance with the code numbered, 2916 entitles institutions to conduct analysis among the physically, emotionality and sociality maladjusted children and place them in the special educational institutions, vocational training services and to provide them educational support (The Code and Regulations on the Special Education, Milli Eğitim Printing Office, 1986, p.32)

The government is entitled to provide education for the hearing-impaired in accordance with the article 42 of the constitution. At the same time, article 22 of the Basic Code for the National Education requires that the children between the ages of 6-14 shall have education. Article 8 of this code envisages that special precaution shall be taken in order to provide the necessary education for the children in need of special education (Basic Code for the National Education numbered 1739 and dated 24 June 1973 and the Official Gazette numbered 14574, p.8600).

Along with these codes, article 4 of the code 2916 not only highlighted the importance of educating handicapped children in special institutions but also pointed out that by taking the necessary precautions the handicapped children whose situation is suitable for the normal schools shall have their education in these schools to which their peers attend.

In Turkey, it is not obligatory to get high school or university education because the codes on education limit the obligatory education age to 14. However, article 31 of the Basic Code for the National Education states, “The ones who finish high school or the like shall gain the right to apply to the higher education institutions.” According to this article, a hearing-impaired child who has finished high school or an equivalent school gains the right to further education. The hearing-impaired students who are successful in the university entrance examinations gain the right to have university education.

Article 42 of the Constitution of the Turkish Republic states that “Working is the right and duty of all the citizens.” This article covers the hearing-impaired individuals too. The articles gathered under the “General Principles of Special Education” entitle the Ministry of Education to provide continuous vocational training to children in need of special education. In addition to this code, the article 39 of the Apprenticeship and Vocational Training Code appointed the Ministry of Education to arrange courses for the individuals in need of special education to get ready for the working life.

It is important that hearing-impaired children are fitted with suitable hearing-aids. Articles 19 of the code “Children in need of Special Education” points out that the special educational materials to be used in the education and training of these children shall be supplied by the Ministry of Education. However this code does not include the provision of individual hearing aids which are very important for their education. Working families acquire these hearing aids through their social security agencies. Article 2 of the Social Insurance Association Code number 3279 states that all the expenses concerning the maintenance and repair of the equipments and prosthesis supplied to the handicapped children shall be funded by the Social Insurance Association (MEB, 2005). However, the rights of the civil servants insured by the Pension Funds are limited, and only small percentage of the cost of hearing aids is refunded. The hearing-impaired individuals not covered by any of these two agencies are deprived of such rights.

### **THE EDUCATION SYSTEM IN TURKEY**

Following the foundation of the Turkish Republic, as in other fields, reforms were also undertaken in education. Under the law for the Unification of Education, which was enforced in 1924, all schools were annexed to the Ministry of Education. The Ministry of Education was charged with the task of implementing a contemporary mode of education for Turkish citizens. by opening primary and secondary schools and other institutes and arranging courses within the framework of the educational policies decided upon. Today the Ministry also meets the requirements of these institutions in the way of teachers and administrators and draws up the respective rules, regulations and programs. It also arranges educational programs for children of school age who are needy or require special care.

### **EDUCATIONAL INSTITUTIONS IN TURKEY**

#### **Pre-School Training**

Compulsory education is 8 years, between the ages of 7-14. Pre-school training is not compulsory but for all infants, especially for the hearing-impaired infants, the first four years are crucial for their language acquisition.

#### **Pre-School Training for Hearing-Impaired Children**

According to the statistics of the Ministry of Education; covering the period up to 2003-2004 academic year, there are 14 pre-school classes in 8 of the hearing-impaired schools and 104 hearing-impaired children are educated in these schools ([www.orgem.mep.gov.tr/OzelEgitim\\_dosyalar/dergiicin17042003.htm](http://www.orgem.mep.gov.tr/OzelEgitim_dosyalar/dergiicin17042003.htm)). Besides these pre-school classes there is only one pre-school which has 24 hearing-impaired students and 4 teachers. As you seen from these statistics the number of hearing impaired children in pre-school training is limited.

#### **Primary School and Secondary School Education**

These are national educational institutions, governed by the State to train and educate boys and girls through the compulsory 8-year education between the ages of 7-14. Primary school education is 5 years and secondary school education is 3-years. In recent years primary and secondary schools have been united the name of primary school education. Some of these schools provide special and auxiliary classes for children requiring special education.

#### **Primary Schools and Secondary Schools for Hearing-Impaired Children**

Compulsory primary education starts at the age of 7, and this is also true for the primary schools for the hearing impaired children. According to the curriculum, oral approach is used in these schools. As mentioned before, early education is crucial for acquiring fluent oral communication skills. Therefore the primary school starting age of 7 for the hearing impaired children is a big disadvantage for their language development. As a result this, most of the hearing impaired children leave school with a reduced level of reading, writing and oral communication skills.

In 2003-2004 academic year, there were 5756 students and 811 teachers in 48 hearing-impaired primary schools within the Ministry of Education system ([www.orgem.mep.gov.tr/OzelEgitim\\_dosyalar/dergiicin17042003.htm](http://www.orgem.mep.gov.tr/OzelEgitim_dosyalar/dergiicin17042003.htm)).

### **General Lycees**

3 year Lycees education is not compulsory and caters for the 15-17 age group. Main aim of Lycees education is to prepare students for higher education. Lycees graduates leave school with a good level of economic, social and cultural awareness combined with a developed sense of responsibility towards the community.

Because of the inherent communication and attained level of education problems of the hearing-impaired 15-17 year old students, their integration in the mainstream Lycees is limited.

### **Technical Lycees**

These Lycees provide a 3 year vocational training. Their syllabus is a combination of mainstream Lycees science syllabus and a variety of technical subjects. Subjects such as computing, electronics, chemistry, technical drawing etc constitute the technical syllabus of these Lycees.

Hearing-impaired students who are mainstreaming in Lycees mostly choose technical Lycees but they experience the same problems that other hearing-impaired students do in their age group.

### *Technical Lycees for Hearing-Impaired Children*

In 2003-2004 academic year, there were 1173 students enrolled in 14 hearing-impaired lycees within the Ministry of Education systems and 128 teachers were working in these schools ([www.orgem.mep.gov.tr/OzelEgitim\\_dosyalar/dergiicin17042003.htm](http://www.orgem.mep.gov.tr/OzelEgitim_dosyalar/dergiicin17042003.htm)). Out of 266 hearing-impaired technical lycees graduates who took the Student Selection Examination, only 11 of them won places on 4-year university diploma courses and 12 students won places on 2 year certificate courses. Besides these, 47 students were granted direct entry to universities without going through the student selection procedure.

### **Main Streaming in Turkey**

Special Education and Guidance Services provide back up to those hearing-impaired students who are continuing their education in main stream schools. During 2003-2004 academic year there were 1579 hearing-impaired students educated in these schools ([www.orgem.mep.gov.tr/OzelEgitim\\_dosyalar/dergiicin17042003.htm](http://www.orgem.mep.gov.tr/OzelEgitim_dosyalar/dergiicin17042003.htm)).

The population of Turkey in 2002 was 70 million. 16 million, or approximately 23% of the population, were students in primary and secondary schools. According to the Ministry of Education statistics, out of 16 million students, 58,351 of them were students with disabilities. This is equivalent to 1% of the student population and well below the WHO estimate of people with disabilities (WHO,2005).

### **Higher Education**

The purpose of higher education is to provide training for individuals based on contemporary teaching methods, to meet the needs of the nation and country in the fields of training and education, scientific research, press and consulting services.

All universities and schools of higher education are affiliated to the Higher Education Council established in 1981. The Council is an autonomous public juridical body with the authority and responsibility to administer the activities of all institutions of higher education. It annexes to itself the following: the Higher Supervisory Board, the Student Selection and Placement Centre and other sections related to planning, research, development, evaluation, budgets, investment and coordination.

In 1992 there were 54 universities with 396 faculties, 64 high schools, 174 professional high schools and 211 institutes all attached to the Higher Education Council. ([www.columbia.edu/cultsaltr-info/edu.system.html](http://www.columbia.edu/cultsaltr-info/edu.system.html)). Hearing-impaired teacher training programs are offered at the following universities:

1. Anadolu University
2. Ondokuz Mayıs University
3. Karadeniz Technical University

### **Anadolu University**

Anadolu University is one of the pioneer universities in education of hearing-impaired children and hearing-impaired teacher training programs. Hearing-Impaired children education program started in 1979 for the purpose of research and as a model school. Hearing-impaired teachers' training program was opened at the Faculty of Education in 1981. Also an undergraduate college for hearing-impaired students was opened in 1993.

### **EDUCATION AND RESEARCH CENTRE FOR HEARING IMPAIRED CHILDREN (İÇEM)**

This centre, abbreviated as İÇEM, was set up by the Anadolu University as a progressive auditory/oral educational program for hearing impaired children with an aim to be a model school of its kind. Starting in 1979 as a very small pre-school program, it has gradually developed into a fully comprehensive service, encompassing early diagnosis of deafness, hearing aid fitting and maintenance, cochlear implant pre and post assessment and programming, parent guidance, integration facilities and a special school with nursery, primary, secondary schools and general lycees departments leading to university entrance.

At present, two professionally trained audiologists, 43 teachers, 11 assistant teachers are full time members of staff. 134 hearing impaired and 37 hearing - a total of 171 students attend the school on a regular basis. The two aetiology clinics provide diagnostic service for referrals made from all parts of Turkey.

İÇEM, with all its clinics and departments is an institution on its own, but at the same time provide practicum experience for the students from the Faculty of Education who are being trained to become teachers of the hearing-impaired. İÇEM teaching staff members also lecture at the Faculty of Education on their 4-year teacher training program.

Short term, in-service training programs are run by the members of the Centre for teachers of the deaf employed by the Ministry of Education. İÇEM has also attracted visitors from abroad, mainly from Japan, Equator, and Singapore where schools wish to develop similar programs.

#### **School for the Handicapped**

This program was established in 1993. There are 150 deaf students enrolled at this school. Sign Language is not used within the university however students are free to communicate in sign language.

This two-year degree program is modified to accommodate deaf students who are allowed to complete the program in three or four years. There are currently four career choices: Computers, Ceramic Arts, Graphic Arts, and CAD.

School for the Handicapped started during 1993 academic year. The aim of the school is to offer special education for the handicapped in vocational programs and thus enabling them to become productive members of the community. The Department of Applied Fine Arts offers undergraduate programs in both ceramic arts and graphic arts. Department of Administrative Vocations and the Department of Architecture offer two-year degree programs in computer operator training and architectural drawing. These departments are equipped with the necessary technological aids to accommodate the educational needs of the hearing impaired.

#### **Department of Administrative Vocations**

##### **Computer Technology and Programming**

This program aims to prepare the students for future business life by equipping them with all the computer technology tools. All aspects of computer technology, organisational and business practices are taught in this program. Students are provided with the latest audio visual teaching aids, PC and MAC laboratories and access to the internet.

#### **Department of Architecture**

Department of Architecture offers an undergraduate program in architecture and a two-year degree program in architectural drawing. Program in architecture has been suspended since the 1999-2000 academic year.

#### **Construction**

In this program students are trained to become technical assistants capable of drawing architectural and constructional designs as well as electrical and mechanical system designs. They are also expected to be able to make model buildings and do their inspections based on the projects. Students are taught in drawing workshops using visual and technological materials. They are provided with Internet access and Computer Aided Drawing (CAD) software in computer laboratories.

#### **Department of Applied Fine Arts**

##### **Ceramic Arts**

In this program students are taught ceramic design, ceramic technology and industrial ceramic design. Besides these core topics students are also offered supplementary courses in History of Art, Theory and Methods of Ceramic Surface design etc. They are provided with Internet access and Computer Aided Drawing (CAD) software in computer laboratories.

### **Graphic Arts**

Students in this program are taught desktop publishing, photography, printmaking, advertising and production techniques. Visual aids are used extensively in the applied courses taught in drawing studios, printmaking studios, logography studios and MAC laboratories. Students also have access to the Internet.

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