**Education**

**2(a). Does your country have laws, policies, plans, strategies or guidelines on physical education in public and private schools, including in special education, informal education and extra-curricular activities, relating to the inclusion of persons with disabilities, particularly children and young people, to avoid their exclusion or exemption from physical education and facilitating contact with disability-specific sports? What are the objectives of these instruments?**

**2(b)(i). Are teachers and professors of physical education trained to include students with disabilities in either mainstream or disability-specific physical education?**

**2(b)(ii). Do persons with disabilities who want to be teachers and professors of physical education have access to equal certification to exercise the profession?**

**2(c). What are the challenges to implementing the above? Are you aware of any good practices related to the above?**

**Studies Carried Out Within the Scope of Preschool Education:**

There are no physical education lessons in pre-school education level. Pre-school education period, by its nature, is an activity based process. The types of activities included in the program are “Turkish, Art, Drama, Music, Movement, Game, Science, Mathematics, Preparation for Reading and Writing, and Field Trips”, each of which complements each other. Especially music activities and movement activities contribute greatly to the development of children's motor skills. Pre-school education aims to offer equal opportunities to all children in learning and preparation for primary school, taking into account the needs of children with special needs. When there are children with special needs in the classroom, teachers are expected to make adaptations for children with special needs in the activities they prepare. In addition to the adaptations in the activities, teachers should apply the Individualized Education Program (IEP). These adaptations are aimed at integrating children with special needs to the whole educational process. Points to be considered in supporting children with special needs according to their developmental areas are given in the IEP program.

**Studies Carried Out Within the Scope of Curriculum:**

Following topics are included in the curriculum applied in primary and secondary schools;

* Respect to people's differences,
* Differences between people are natural and this should not cause discrimination,
* Differences do not prevent friendship and relationship with other people,
* Differences require sometimes different rights (children's rights, women's rights, disabled rights, etc.),
* Justice and gender equality in the context of equality, positive discrimination (such as disadvantaged, disabled, children-related examples) etc.

Accordingly, the textbooks and teaching materials are prepared with an approach that supports human rights and freedoms and rejects any discrimination. There are no elements in the content and visual elements of the books that would violate the rights and freedoms of individuals. And expressions that are against human rights and that are in the nature of discrimination and prejudice are not used.

In addition, among the issues to be considered in the implementation of the Physical Education and Play Lesson Curriculum applied in primary schools and the Physical Education and Sports Lesson Curriculum applied in secondary schools following expression is also included: “In cases where students have special needs, necessary arrangements should be made in course practices. Special needs can arise from both learning disabilities, health problems, various disabilities, and reasons such as having special qualifications or reaching learning goals earlier than their peers. ” On the other hand, it is stated that special adaptations should be made for students with special needs among the issues to be considered in the implementation of the Sports and Physical Activities Course Curriculum, which is taught electively in secondary schools.

**Studies Carried Out Within the Scope of Projects:**

Ministry of National Education, DG for Basic education runs the Project titled Inclusive Early Childhood for Children with Disabilities Project which is co-financed by the European Union and the Republic of Turkey within the scope of Enhanced Support Activities to Strengthen the European Integration Process (ESEI). The project aims to contribute to the social inclusion of children with disabilities into social life through quality inclusive education from preschool to the end of grade 1, and will facilitate their employment and access to economic and social life in the long term, and to increase access of children with disabilities (ages 3-to-7) in early childhood education and grade 1, via the provision of quality inclusive education.

The main results of the project which was implemented in 6 provinces in 90 pilot schools as follows;

1. The cognitive, emotional and social development of all children participating in inclusive education is improved.
2. The awareness of families and caregivers of children with disabilities (ages 3-to-7) about inclusive education rights and opportunities, the importance of school-family collaboration and available services are increased.
3. The awareness of decision makers, families and caregivers of children without disabilities about the rights of children with disabilities on quality inclusive education have increased and their support has been ensured.
4. Teachers were equipped with knowledge and skills that enable them to provide quality inclusive education to all children (ages 3-to-7).

To reach the aforementioned results;

1 TV spot, 6 short movies, 2 press releases, 10 social media releases, 4 posters, 4 brochures are developed to disseminate information on inclusive early childhood education, particularly products that will be used to inform society on the rights of and opportunities for CwD. The brochures were distributed to approximately 32.000 parent and via the family briefing seminars approximately 16.000 parents were informed about the educational rights of children. Educational support materials to support inclusive education practices in early childhood and grade 1 classrooms were developed, designed, printed and distributed in pilot schools to almost 32.000 children. 140 teacher trainers were trained and via the cascade training seminars approximately 1300 teachers were reached. Further an archive of child developmental portfolios and professional teacher portfolios is created and the development of children and professional development of the teachers were monitored.