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## **EXPERT OPINIONS ABOUT POSITION OF SOCIAL INCLUSION SUBJECT IN SOCIAL STUDIES EDUCATION<sup>2</sup>**

### **Abstract**

This study aiming the evaluation of position of social inclusion subject in social studies education with respect to expert opinions have been executed as case study model having qualitative aspect by taking the ideas of experts for presenting the role of social inclusion in social studies training. This interview form, where open and close ended question formats were used together which were developed by researchers for social studies field education experts were used for gathering information within scope of study and ideas of 32 academicians who are working in different universities at country-wide were taken. Research results were obtained from findings which have occurred within framework of themes which were determined with respect to expert ideas. With this respect; highlighting that developing awareness about social inclusion at individuals as part of citizenship and democracy training which has important place in social studies and including this subject more in elementary and secondary school social studies education curricula were included in results of studies.

**Keywords:** Social Inclusion, Social Studies Education, Citizenship Education, Democracy Education

## **SOSYAL İÇERMECİLİK KONUSUNUN SOSYAL BİLGİLER EĞİTİMİNDEKİ YERİNE YÖNELİK UZMAN GÖRÜŞLERİ**

### **Özet**

Sosyal içerme konusunun sosyal bilgiler eğitimindeki yerinin uzman görüşlerine göre değerlendirilmesini amaçlayan bu çalışma, sosyal bilgiler eğitiminde sosyal içermeciliğin rolünün ortaya konulmasına yönelik olarak uzman görüşlerinin alınmasıyla yapılan nitel boyutlu bir durum çalışması modeli şeklinde yürütülmüştür. Sosyal bilgiler alan eğitimi uzmanlarına yönelik olarak araştırmacı tarafından açık ve kapalı uçlu soru formatlarının bir arada kullanıldığı görüşme formu geliştirilmiştir. Çalışma kapsamında ülke çapında farklı üniversitelerde görev yapan 32 akademisyenin görüşleri alınmıştır. Araştırma sonuçları uzman görüşleri doğrultusunda belirlenen temalar çerçevesinde oluşan bulgulardan elde edilmiştir. Bu bağlamda Sosyal bilgiler eğitiminde önemli yer tutan yurttaşlık ve demokrasi eğitiminin bir parçası olarak bireylerde sosyal içerme konusunda farkındalık geliştirilmesinin önemli olduğu tespit edilmiştir. Ortaokul sosyal bilgiler öğretim programlarına bu konunun daha çok dâhil edilmesi gerekliliği de araştırma sonuçları arasında yer almaktadır.

**Anahtar Kelimeler:** Sosyal İçerme, Sosyal Bilgiler Eğitimi, Yurttaşlık Eğitimi, Demokrasi Eğitimi

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## INTRODUCTION

Social Inclusion concept which is the opponent of social inclusion in English is used as “sosyal içirme” in Turkish Literature. Together with globalization the understanding that differences are varieties and harmony started to be prevailing in our country too and social inclusion concept has started to gain importance in Turkish literature. Even though there not with much amount, different definitions related to social inclusion concept can be observed in different sources. In addition that social inclusion is mentioned as meeting in change in attitude and behavior and in common identity (Genç, 2012) and also it can be defined as “the process providing the ones who are facing to be socially excluded and poverty risk to participate the economic, social and cultural life entirely and gaining the opportunities and resources for utilizing the life and welfare standards which are considered as normal in their society (World Bank, 2007)”.

Social inclusion which is related with reducing impoverishment, marginalization and other poverty types considers human as center of defining policies. Human's recognizing the opportunities and improving their lives are included in objectives of social inclusion. Social inclusion concentrates on competence of people rather than their inadequacy. Starting from this point social exclusion is a process where individuals, groups or communities are pushed at the edges of societies, disconnected from society where they live, they deprived from complete participation when their poverty, unsoundness and lack of education are considered (UNV, 2011). With this respect social inclusion requires achieving result comparison of life conditions of person, group or communities with life conditions of other for maintaining social integration, and seems to be normative concept highlighting the right of individuals for participating the life of their own societies.

Recently instead of social exclusion which promotes towards negative thinking, policy makers chose to use social inclusion concept which includes more positive meaning and started to specify inclusive growing as policy for an inclusive society. Governments try to involve young, old, handicapped, women and similar all disadvantageous groups actively at development of country for achieving this. Equal opportunities, equal rights, social and economic policies, public sensitivity against diversity, determination of rights and responsibilities of citizens are important for formation of inclusive society.

Creating sensitivity at public about diversity which is one of conditions of inclusive society can be possible by inclusive training. Inclusive training is related to social harmony, quality of teaching and education system, protection form for interests of fragile groups and deprived individuals, personal improvement, seeing the relation between work, welfare and social justice. Demanding policies which will maintain participation in education and social life will not mean requesting services aiming only most disadvantageous and handicapped people. Inclusive education requires creating an environment where everyone can improve themselves and realize their potential.

World Development Summit which was held in Copenhagen and making the call for “a society where each individual has rights, responsibilities and active role to be played (UNDESA, 1995)” highlighted that investments which were made for strengthening their own capacity, sources and opportunities are the most important ones. This highlight is important for

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Integration of all people indiscriminatingly with social inclusive understanding, bringing economic gain for society and for assisting to create powerful and harmonious societies.

For realizing social inclusion in societies, members of societies have to feel that they can make meaningful contribution (UNDESA, 2009). Economic, political and social aspects for social exclusion effects disadvantageous groups differently. Poor communities living in cities who are one of these disadvantageous groups are forced to live with suffering from urban corruption, crimes and social division. Living in such environment where deprivations are prevailing may leave traces over societies which may not be cleared (Hyatt, 2001). When position other group, women, is considered it is known that the possibility for them to live as poor is higher with respect to men (UNIANWGE, 2011) and in many fields women are deprived from educational and healthcare services (Lopez-Carlos and Zahidi,2005). Other group, young people are known to be group which is most prone to social inclusion (Johnston, MacDonald, Mason, Ridley and Webster, 2000; Weil, Wildemeersch and Jansen, 2005). Social exclusion depends on factors such as unemployment, poverty, crime and use of drugs. When older people are considered it can be said that particularly the ones who has left working life and having weaker family relations are more vulnerable against social exclusion. (Jehoel-Gijsbers and Vrooman, 2008). One of these groups may be the most emphasized one, the handicapped people are subjected to social exclusion not for their contribution they can make for society, with prejudices which were defined with their disabilities and misunderstandings. Refugees have to cope with social exclusion since they have to handle language obstacle and have to learn local traditions (UNV, 2011). When epidemic virus (HIV/AIDS etc) are considered, according to United Nations Common HIV/AIDS program UNAIDS, it is predicted that total number patients who have virus is more than 33 million (UNAIDS ,2010) and misunderstanding related to sickness increase and leaves indelible marks over people having virus. In addition to mentioned groups, people having different sexual preference (LGBT), having physical appearance different from others, criminals and children may also be included

Preventing pushing individuals who are included in abovementioned groups out of society and prevention of participation to social life as they wish because of poverty, basic competence and lack of lifelong learning deficiencies or discrimination can only be maintained by social inclusive policies.

With this respect this teaching can be possible with social studies course in schools where importance of adaptation to society where they live and approaching differences with respect and tolerance are learnt by individuals. This study which was realized about problematic “What are the opinions of experts related to position of social inclusion subject in social studies education aims evaluation of position of social inclusion subject in social studies education with respect to expert opinions?” When effect of social studies education over maintaining integration in society; it is thought that study is important for presenting the necessity of including social inclusion subject beginning from elementary curricula.

### METHOD

#### *Research Model*

It is in form of case study pattern having qualitative aspect which was realized by taking the opinions of experts for presenting the role of social inclusion subject in social studies

education. Generalization of results is not in question since cases are different from each other. (Yıldırım and Şimşek, 2006: 77). This research model was preferred in accordance with the problem clause and the specifications of the working group.

*Work group*

Work group of study consists of 53 social studies education field expert who were determined with respect to simple random sampling method. Information related to work group are given in Table 1.

**Table 1.** Personal Information Related to Participants Forming the Workgroup

Personal Information	<i>f</i>	
Gender	Women	8
	Men	24
Department were duty is assigned	Social Studies teaching	19
	History teaching	5
	Other	8
Expertise field	Social Studies teaching	24
	History teaching	4
	Other	4
Academic Title	Professor	3
	Associated Professor	9
	Assistant Professor	12
	Doctor	8
Instructing Course in Social Studies teaching Department	Yes	21
	No	11

*Preparation and Application of the Instrument*

Field literature related to subject was scanned within scope of literature scanning. The instrument proper for objectives where open and closed ended question formats are used together was prepared by researcher and measurement tool was finalized after considering the scope validity with respect to opinions of 5 different lecturers. “*Form for determining the Expert Opinions for Position of Social Inclusion subject in Social Studies Education*” consists of two sections: In first section there are personal information (gender, assigned department, expertise field, academic title, instruction course in social studies teaching department) In 2<sup>nd</sup> section, there are open and close ended questions. Finalized instrument were sent to 53 social studies field expert who work in different universities of Turkey by means of electronic mail. 53 field education experts who are randomly selected from universities were reached on 3 April

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2014 by e-mail and 5 day period was determined for stating their opinions. Forms of 32 participants who have completely filled and send the form at the end of period were evaluated.

### *Analysis of Data*

Data which were obtained from total 32 academicians were subjected to content analysis. Content analysis is a research method for making replicable and valid inferences from data to their context, with the purpose of providing knowledge and new insights (Elo and Kyngas, 2008: 108). The reason why this analysis method chosen is to make a better understanding of the phenomena, in accordance with the research problem and the specifications of the work group. After the data gathering, a categorization matrix was developed, all the data are reviewed for content and coded for correspondence with or exemplification of the identified categories. Then, frequency analysis (f) and percentage (%) were made for close ended questions and content analysis was made for open ended questions.

### FINDINGS

Analysis related to questions in measurement tool which was prepared for social inclusion of Social Studies field education experts were included under this title.

Participants were asked whether they have knowledge about social inclusion concept within scope of research and analysis of participants' opinions were presented in table 2.

**Table 2.** Opinions of Field Training Experts about awareness of Social Inclusion Concept

Opinions	f	%
I have knowledge about social inclusion concept	10	31,25
I do not have knowledge about social inclusion concept	22	68,75
Total	32	100

As it can be seen from table 2, 22 of participants mentioned that they do not have knowledge about social inclusion before, and 10 of them have mentioned that they have knowledge about it. Giving answer such as I do not have knowledge about social inclusion by majority of participants is evaluated as social inclusion subject is not well known subject in field.

It was asked participants whether Turkish translation of Social Inclusion is proper and analysis of opinions of participants were presented in table 3.

**Table 3.** Opinions of Field Education Experts about Turkish Translation of Social Inclusion Concept

Opinions	f	%
Turkish Translation is proper.	18	56,25
Turkish translation is not proper.	14	43,75
Total	32	100

As it can be seen from table 3 18 of participants mentioned that Turkish translation of social inclusion is proper and 14 of them mentioned that Turkish translation is not proper. This finding is considered as important since it presents the review of Turkish correspondence of social inclusion concept.

Recommendations of field experts who have mentioned that Turkish translation of social inclusion concept is not proper are presented in table 4.

**Table 4.** Recommendations of Field Education Experts about Turkish translation of Social Inclusion Concept

<b>Recommendations</b>	<b>f</b>	<b>%</b>
Social Involving	2	33,3
Social Integration	4	66,6
Total	6	100

2 of participants who have mentioned that Turkish translation of social inclusion concept is not proper have recommended social involving and 4 of them have recommended social integration concepts.

Within scope of research social studies field experts were asked the coverage degree of groups which were subjected to social exclusion by social inclusion concept and analysis of participant's opinions were presented in table 5.

**Table 5.** Opinions of experts related to coverage degree of some groups by social inclusion concept

<b>Groups</b>	<b>Includes</b>		<b>4</b>		<b>3</b>		<b>2</b>		<b>Do not include</b>	
	<b>5</b>		<b>4</b>		<b>3</b>		<b>2</b>		<b>1</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
Refugees	32	100	-	-	-	-	-	-	-	-
Disabled people	28	87,5	4	12,5	-	-	-	-	-	-
Having different sexual preference (LGBT)	26	81,2	-	-	3	9,3	-	-	3	9,3
Ethnical Minorities	26	81,2	3	9,3	3	9,3	-	-	-	-
Epidemic virus (HIV/AIDS vb.) carriers	15	46,8	-	-	-	-	-	-	-	-
Criminals	15	46,8	12	37,5	5	15,7	-	-	-	-
Ones having physical appearance which is different than normal (having six finger,	15	46,8	13	40,6	-	-	-	-	4	12,6

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psora, obesity, burnt traces.)										
Unemployed people	15	46,8	-	-	12	37,5	5	15,7	-	-
Women	14	43,7	6	18,7	12	37,5	-	-	-	-
Older people	14	43,7	6	18,7	12	37,5	-	-	-	-
Children	9	28,1	9	28,1	14	43,7	-	-	-	-
Young people	9	28,1	5	15,7	9	28,1	9	28,1	-	-

When Table 5 is examined it can be seen that firstly 'refugees and handicapped people' later people having different sexual preference (LGBT), ethnical minorities, epidemic virus carriers, criminals (imprisoned), unemployed people, women, older people should be included as groups who are subjected to social exclusion within scope of social inclusion of social studies field experts.

Question of to what extent social inclusion includes following subjects was asked to social studies field education experts and analysis for their opinions was presented in table6

**Table 6.** Opinions of Field Education Experts about extent degree of some subjects by Social Inclusion concept.

Groups	It includes				It does not include					
	5		4		3		2		1	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Gender discrimination	32	100	-	-	-	-	-	-	-	-
Racism	28	87,5	4	12,5	-	-	-	-	-	-
Poverty	28	87,5	-	-	-	-	4	12,5	-	-
Deprivation from public services	25	78,1	3	9,3	2	6,3	2	6,3	-	-
Sensitivity against social gender	16	50	8	25	8	25	-	-	-	-
Democracy awareness	14	43,9	6	18,7	6	18,7	-	-	6	18,7
Citizenship knowledge	6	18,7	12	37,5	12	37,5	-	-	2	6,3

When table 6 is examined it can be seen that social studies field experts have the opinion such that firstly gender discrimination then racism, poverty, deprivation from public services, sensitivity against social gender, democracy awareness and citizenship knowledge should be involved within scope of social inclusion

Compatibility between social inclusion subject with social studies was asked within scope of research and opinions of participants were presented in table 7.

**Table 7.** Opinions of education experts about compatibility between Social Inclusion Concept and Social Studies

Opinions	f	%
Little compatibility	-	-
Compatible	6	18,75
Very compatible	26	81,25
I do not have idea	-	-
Total	32	100

In table 7, it can be seen that 6 of participants mentioned that social inclusion concept is compatible with social studies, 26 of them mentioned that they are very compatible. This finding is evaluated as very important for immediately including social inclusion concept into social studies.

Opinion expressions of field experts who have mentioned that social inclusion concept is very compatible with social studies were articulated. Social inclusion concept is very compatible with Social Studies. Because:

- *Social Studies aims integration of individual with society.*
- *One of objectives of social studies education program is to maintain social participation of different ones*
- *Social studies is a course aiming individuals to live society with harmony.*
- *Data diversity included by social studies is proper for making evaluation about this subject and to use this in education.*
- *It teaches individuals their rights. It provides them to take place as individual and present participation to social life. It covers abilities such as respect to individual differences, tolerance and similar values and empathy.*
- *It covers subjects such as citizenship, rights, freedom, alienation, tolerance and living together culture*

As it can be seen from foregoing participant expressions, when content of social inclusion is considered, it can be said that its inclusion in social studies which allows integration of individual with society should absolutely be done.

Position of social inclusion subject within present social studies program was asked to social studies field experts within scope of research and analysis of opinions of participants were presented in table 8.



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**Table 8.** Opinion of Field Education experts about position of Social Inclusion Concept within Present Social Studies Program

Opinions	<i>f</i>	%
Few	20	62,5
Medium	8	25
Much	4	12,5
I do not have idea	-	-
Total	32	100

When table 8 is examined, it can be seen that 20 of participants mentioned that social inclusion concept has been placed in social studies education program with few amounts, 8 of them mentioned that it has place with medium amount and 4 of them have mentioned that it is included with much amount. This finding is evaluated as important since it indicates that social inclusion concepts can not take place in social studies education program sufficiently.

Related to foregoing question if any, can you give examples regarding where social inclusion is covered in Social Studies? Question was asked within scope of research and opinion expressions of field experts were articulated as following. Participant examples;

- *It was discussed mostly under titles of entrepreneurship and voluntarism. Also this subject should be highlighted more in social studies education program.*
- *Social inclusion, individual differences, knowing him/herself were included in relevant units.*
- *4<sup>th</sup> acquisition which is present in Social Studies 7<sup>th</sup> class education program "Journey in Turkish History": presents evidences based on tolerance and living together idea in Ottoman society.*
- *Citizenship awareness, improving entrepreneurship skill, rights and responsibilities can be given as example.*
- *"Individual and society" learning area and included intermediate disciplines (handicapped people, children, young people).*
- *Aid subjects for fighting against diseases and natural disaster.*
- *Positive attitudes and behaviors about individual and social differences are tried to be improved in 4<sup>th</sup> class "I know myself unit".*
- *Acquisitions which will be obtained by living together despite differences are emphasized in 4<sup>th</sup> class "All together" unit.*
- *Awareness at global scale against differences between people is tried to be developed in 4<sup>th</sup> class "My friend at distant" unit.*

- *“Groups, Institutions, social organization” Learning Area and included intermediate disciplines (deprivation from public services, citizenship knowledge) can presented as example.*

As it can be seen from abovementioned examples, it can be seen that social inclusion is included in social studies education program at the least but as it can be understood from examples which were presented about this, place allocated for it is not sufficient.

Social studies field experts were asked *“What should be the place of social inclusion concept in Social Studies Program”* was asked within scope of research and analysis of opinions of experts were presented in table 9.

**Table 9.** Opinions of Field Education experts about position of Social Inclusion concept within social studies program

Opinions	f	%
It is not important concept for Social Studies Program	-	-
It is important concept for social studies program	10	31,25
It is very important concept for social studies program	22	68,75
I do not have idea	-	-
Total	32	100

When table 9 is examined, it can be seen that 10 of participants mentioned that social inclusion is an important concept for social studies, 22 of them mentioned that it is very important concept for social studies program. This finding is considered to be important since it presents the necessity of including social inclusion concept into social studies education program.

Some examples from opinion expressions of field experts who have mentioned that position of social inclusion concept within social studies program as very important were articulated below. It is very important concept for Social Studies Education Program. Because:

- *In our school most important course where such courses can be dealt is Social Studies.*
- *Reintroducing children to society and placing respect to differences should be maintained beginning from early ages.*
- *Social studies aims keeping society together and exclusion of disadvantageous groups from society and abovementioned subjects are risks for society.*
- *Social studies is a course which prepares individual for society, position in society and his responsibilities.*
- *Children should feel and learn their rights, acquisition of place in society beginning from early ages and,*

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- *It is important since it covers Tolerance, ethnical togetherness, being Republic of Turkey citizen, respecting differences, importance of living together.*

According to foregoing opinions of participants, it is evaluated that seeing social inclusion which covers maintaining social acceptance, living together with harmony, social integration, respect for differences in social studies lesson curriculum which provides individuals to learn importance of foregoing is important.

### RESULTS AND RECOMMENDATIONS

This study which was realized for presenting the position of social inclusion subject in social studies presented that majority (%68,75) of participants did not hear social inclusion concept before, that translation of social inclusion word is proper with our language (%56,25), however if rewording is required, social integration concept (%66,6) can also be used instead of social inclusion concept.

Starting from research findings, participants mentioned the disadvantageous groups which should be included in social inclusion concept as Refugees (%100), Handicapped people (%87,5), people having different sexual preference (LGBT) (%81,2), ethnical minorities (%81,2), Epidemic virus carriers (HIV/AIDS etc.) (%46,8), Criminals (Imprisoned) (%46,8), People having physical appearance different than others (six fingered people, psora, obesity, burnt mark etc) (%46,8), unemployed people (%46,8), Women (%43,7), older people (%43,7), Children (%28,1), Young people (%28,1). When those groups are considered Adaman and Keyder (2006) concluded in his study about poverty and social exclusion which was made in metropolitan cities' squatter house and depression districts that social exclusion is based on poverty and young people are subjected to not completely getting benefit from educational opportunities, that handicapped people are deprived from healthcare, education, place, employment and care services and few participation to political decision taking processes, being subjected to domestic violence, experience social exclusion by people who are forced to migrate, exclusion of groups which are accepted as marginal about sexual preference and criminal record by society. It can be said that results of said research with respect to disadvantageous groups support the results of this study.

Results which were obtained from participants regarding with subjects included in social inclusion within scope of this research are as following: Gender discrimination (%100), Racism (%87,5), Poverty (%87,5), Deprivation from public services (%78,1), Sensitivity against social gender (%50), Democracy awareness (%43,9) and citizenship awareness (%18,7). It is evaluated that these subjects are already included in social studies educational program but they should be configured with social inclusion perspective.

Social studies field education experts have expressed their opinion as social inclusion concept is very proper with social studies (%81,25). They support their opinion with expressions such as social studies aims integration of individual with society, providing participation of different ones and data diversity included in social studies is the most proper discipline which can involve social inclusion.

Majority of participants (%62,5) mentioned that social inclusion subject is included in social studies program with few amounts. It was concluded that participants support these opinions with examples such as voluntarism value of social inclusion in social studies learning

program, improving citizenship awareness, tolerance subjects and subjects from social and individual differences.

Regarding with what should be the position of social inclusion in social studies education program with respect to field experts; participants mentioned that it is very important concept (%68,75) for social studies and it was concluded that participants support their opinions by mentioning that most important course which can deal with social inclusion subject should be social studies.

As a result it is obvious that according to opinions of participants social inclusion concept come to the fore as a new field and it should be included in social studies education program and areas which are covered by this field has gained importance in globalized world.

Education and training policies should enable all citizens to benefit from quality education and to acquire the knowledge, skills, and competences needed for employment, inclusion, active citizenship and personal fulfillment (EC, 2016). Quality education is therefore an education that is inclusive (UNESCO, 2016). Like in many countries in the world, presence of individual and social difference in Turkey is an undeniable reality. In past basic task of social studies education is to disregard these differences and training monotype citizens having aspects which are defined by government. This should be proper with political, philosophical, scientific and ethical features of modernity. In this process end of cold war, informatics revolution, and globalization has prepared ground for rise of postmodern value system. In 21<sup>st</sup> century it was understood that social exclusion does not serve for objectives such as social peace, democratic society, national union and integrity. Parallel with these changes, some arrangements were made in social studies education program too. However it was understood from findings of research that these arrangements are not sufficient. Social inclusion concept should play important role in social studies for seeing the differences as not discrimination but harmony of colors for building a country which is multicultural, having democracy and social peace and national unity.

### **Recommendations**

In consideration of results which were obtained from research;

- Educational policies related to social inclusion should be improved more in Turkey. Social studies course is the best suited one in primary education about the social inclusion, so it would be integrated most with social studies, then other courses.
- Social inclusion should be included in social studies education curriculum after considering both covered subjects and groups. Especially it should be integrated in accordance with the concepts such as refugees and disabled people.
- Social Studies education field experts can design qualitative and quantitative researches for discussing social inclusion in public and academic society more and for increasing awareness about this subject.

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### GENİŞ ÖZET

Bireylerin, yaşadıkları topluma uyum sağlamalarına, farklılıklara saygı ve hoşgörü ile yaklaşmalarının önemini öğrendiği okullarda, bu öğretim ancak sosyal bilgiler dersi ile olanaklı hale gelmektedir. “Sosyal içerme konusunun sosyal bilgiler eğitimindeki yerine ilişkin uzman görüşleri nasıldır?” sorusuna yönelik yürütülen bu çalışmada, sosyal içerme konusunun sosyal bilgiler eğitimindeki yerinin uzman görüşlerine göre değerlendirilmesi amaçlanmıştır. Sosyal Bilgiler eğitiminin toplumda bütünleşmeyi sağlamaya yönelik etkisi düşünüldüğünde ortaokul programlarından başlayarak sosyal içerme konusuna yer verilmesinin gerekliliğinin ortaya konması bakımından çalışmanın önemli olduğu düşünülmektedir.

Sosyal içerme konusunun sosyal bilgiler eğitimindeki rolünün ortaya konulması için uzman görüşlerinin alınmasıyla yapılan nitel boyutlu bir durum çalışması deseni şeklindedir.

Araştırmanın çalışma grubu Türkiye genelinden basit seçkisiz örnekleme (Simple Random Sampling) yöntemiyle belirlenmiş 53 sosyal bilgiler eğitimi alan uzmanından oluşmaktadır.

Literatür taraması kapsamında konuyla ilgili alan yazın taranmıştır. Açık uçlu ve kapalı uçlu soru formatlarının bir arada kullanıldığı araştırma amacına uygun bir ölçme aracı araştırmacı tarafından hazırlanmış, 5 farklı öğretim üyesinin görüşleri doğrultusunda kapsam geçerliği dikkate alınarak ölçme aracına son şekli verilmiştir. “Sosyal İçermecilik Konusunun Sosyal Bilgiler Eğitimindeki Yerine Yönelik Uzman Görüşlerini Belirleme Formu” iki kısımdan oluşmaktadır: 1. kısımda katılımcıların kişisel bilgileri (cinsiyet, görevli olunan bölüm, uzmanlık alanı, akademik unvan, sosyal bilgiler öğretmenliği bölümünde derse girme durumu), 2. kısımda ise açık ve kapalı uçlu sorular yer almaktadır. Son şekli verilen ölçme aracı elektronik posta ile Türkiye'nin çeşitli üniversitelerinde görev yapan 53 sosyal bilgiler alan uzmanlarına gönderilmiştir. Üniversitelerden rastgele yöntemle seçilen 53 alan eğitimi uzmanına 3 Nisan 2014'te e-posta yoluyla ulaşılmış ve konuyla ilgili görüşlerini belirtmeleri için 5 günlük süre belirlenmiştir. Belirtilen süre sonunda ölçme aracını eksiksiz doldurup gönderen 32 katılımcının formları değerlendirmeye alınmıştır. Örneklem kapsamındaki toplam

32 akademisyenden elde edilen veriler içerik analizine tabi tutulmuştur. Analizde kapalı uçlu sorular için frekans (f) ve yüzde (%), açık uçlu sorular için ise içerik analizi yapılmıştır.

Sosyal içermecilik konusunun sosyal bilgilerdeki yerini ortaya koymak amacıyla yapılan bu araştırma; katılımcıların çoğunun (%68,75) “sosyal içirme” kavramını daha önce duymadıklarını, “social inclusion” kelimesinin dilimize çevrisinin uygun olduğunu (%56,25), ancak yeniden ifade edilirse ‘sosyal içirme’ kavramı yerine ‘sosyal bütünleşme’ kavramının (%66,6) da kullanılabilceği sonucunu ortaya koymuştur.

Araştırma bulgularından hareketle sosyal içermecilik kapsamına alınması gereken dezavantajlı gruplar katılımcılar tarafından öncelik sırasına göre; Göçmenler (%100), Engelliler (%87,5), Cinsel tercihi farklı olanlar (LGBT) (%81,2), Etnik azınlıklar (%81,2), Epidemik virüs (HIV/AIDS vb.) taşıyanlar (%46,8), Suçlular (Mahkûmlar) (%46,8), Fiziki görünüşleri normalden farklı olanlar (altı parmaklı, sedef, obezite, yanık izi vb.) (%46,8), İşsizler (%46,8), Kadınlar (%43,7), Yaşlılar (%43,7), Çocuklar (%28,1), Gençler (%28,1) şeklinde sıralanmıştır. Araştırma kapsamında sosyal içermeciliğin içerdiği konulara ilişkin katılımcılardan elde edilen sonuçlar; Cinsiyet ayrımcılığı (%100), Irkçılık (%87,5), Yoksulluk (%87,5), Kamu hizmetlerinden yoksunluk (%78,1), Toplumsal cinsiyete duyarlılık (%50), Demokrasi Bilinci (%43,9) ve Yurttaşlık bilgisi (%18,7) şeklinde sıralanmıştır. Belirtilen bu konular sosyal bilgiler öğretim programında halihazırda yer alan ancak sosyal içermecilik bakış açısıyla ele alınıp yeniden yapılandırılması gerektiği değerlendirilmektedir.

Sosyal bilgiler alan eğitimi uzmanları sosyal içirme kavramının sosyal bilgilere çok uygun olduğu (%81,25) yönünde görüş bildirmişlerdir. Bu görüşlerini sosyal bilgilerin bireyi topluma entegre etmeyi amaçlaması, farklı olanların sosyal katılımının sağlanması, sosyal bilgilerin içerdiği veri çeşitliliğinin sosyal içermeciliğe yer verebilecek en uygun disiplin olduğu vb. şeklindeki ifadelerle desteklemektedirler.

Sosyal bilgiler öğretim programında sosyal içermecilik konusunun yerine ilişkin katılımcıların çoğunluğu az (%62,5) yer verildiği şeklinde görüş bildirerek programdaki yerini yetersiz bulduklarını belirtmişlerdir. Katılımcıların bu görüşlerini, sosyal bilgiler öğretim programında sosyal içermeciliğin yardımseverlik değerinde, vatandaşlık bilincinin geliştirilmesinde, hoşgörü konularında, bireysel ve sosyal farklılıklar gibi konulardan örneklerle destekledikleri sonucuna ulaşmıştır.

Sosyal bilgiler öğretim programında sosyal içermeciliğin yerinin alan uzmanlarına göre ne olması gerektiğine ilişkin ise katılımcılar sosyal bilgiler için çok önemli (%68,75) bir kavram olduğu şeklinde görüş bildirmişler ve bu görüşlerini, okullarımızda sosyal içermecilik konularıyla uğraşabilecek en önemli dersin sosyal bilgiler olması şeklindeki ifadelerle görüşlerini destekledikleri sonucuna ulaşmıştır.

Sonuç olarak, katılımcı görüşleri doğrultusunda sosyal içirme kavramının; ülkemizde yeni bir alan olarak gündeme geldiği, sosyal bilgiler öğretim programlarına dâhil edilmesi gerekliliği, küreselleşen dünyada bu kavramın kapsadığı alanların öğretiminin önem kazandığı sonucu ortaya çıkmıştır.