



Inclusion in Türkiye and Hungary from the Salamanca Statement to today: policies and statistics

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Abstract

In June 2024, the Salamanca Statement and Framework for Action on Special Needs Education (United Nations Educational, Scientific and Cultural Organization [UNESCO], 1994) have seen its 30th anniversary. The Salamanca Statement has been the mainstay of the spread of inclusion and influenced the educational systems of many countries. Although the countries that signed the Statement have made various regulations in their policies and practices to create more inclusive educational environments, these regulations have not been at the same pace and intensity in every country. In this study, we discussed what happened in the education systems of Türkiye and Hungary, the two countries that signed the Salamanca Statement, from 1994 to the present day. This comparison of the education systems of these two countries with different cultural, historical, and political backgrounds can contribute to the evaluations regarding the current situation of the practices of inclusion.

Keywords

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Introduction

The Salamanca Statement is considered the primary starting point in research, practice, and policies related to inclusion (Magnússon, 2019), and the most important international document in the field of special education (Ainscow et al., 2019). Having a rights-based anti-discriminatory stance, the Statement challenged the idea that some students don't belong to regular schools and contributed to the spread of the idea of inclusion in policies and practices (Flecha & Soler, 2013; Florian, 2019). Its call to governments to adopt the principle of inclusion, enrolling all children in regular schools unless there are compelling reasons for doing otherwise (UNESCO, 1994) had a great impact all over the world. The Statement has been accepted as a guide for national education policies (Majoko, 2013; Migliarini et al., 2019) and has given a lead for many countries to develop policies regarding inclusion (Meijer & Watkins, 2019). As well as changes in education policy, the Statement brought about a linguistic shift

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from the term integration to the term inclusion (Vislie, 2003). The term inclusion was used for the first time in the global sense with the Statement (Francisco et al., 2020), and soon after that, it began to be used in nearly all international documents and reports (D'Alessio & Watkins, 2009). Before the Statement, in the 1970s and 1980s, the term integration had been used generally and served as a mainstay for many policies and practices (Vislie, 2003). Integration accepts special and general education as different systems and means that members of the lesser system (special education) join the majority (mainstream) system (Idol, 1997). So, integration implies that the educative goal is to integrate a student back into the mainstream school, because at some point he/she has been excluded from it (Watkins, 2007). But the term inclusion being a human rights issue (Killoran et al., 2014) expresses a different political orientation and aims to ensure that no child is excluded from mainstream schools. As illustrated in Figure 1, integration differs from inclusion in that it involves physical placement but does not necessarily ensure meaningful participation or equal belonging, whereas inclusion emphasizes full participation of all learners within the same educational community. The main purpose of inclusion is to create supportive learning environments for all children regardless of their physical, cognitive, and social backgrounds (Qvortrup & Qvortrup, 2018). Inclusion is a rights-based approach to education and aims to not exclude or marginalize from education systems those in vulnerable situations, persons with disabilities, indigenous people, those in remote rural areas, ethnic minorities, the poor, women and girls, migrants, refugees, and displaced persons, whether as a result of conflict or natural disaster (UNESCO, 2018). So, inclusion contributes to reducing social barriers, eliminating discrimination, and providing a qualitative education available and accessible to all students (Kauliņa et al., 2016).

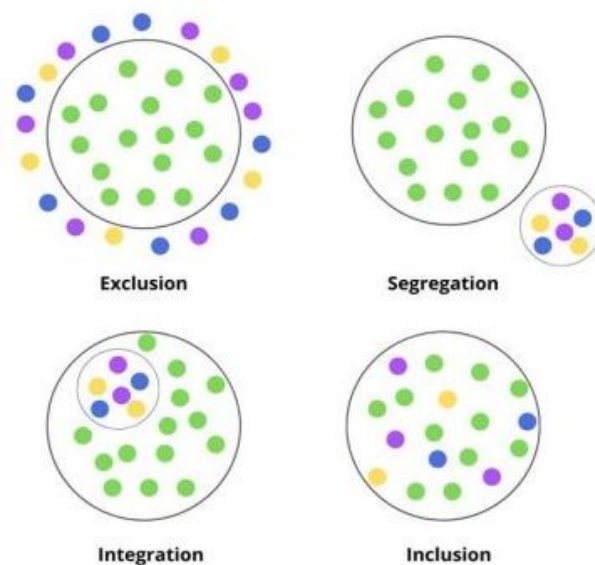


Figure 1. The four models of education in OECD Education Working Papers No. 260 (Cerna et al., 2021)

Florian (2019) states that there is a wide variety of differences between countries in the interpretation and implementation of inclusion. The fact that the decision-making authority on how to implement the inclusion is left to each nation and the decision-makers in these nations has led to the emergence of different meanings and, accordingly, different practices (Hunt, 2011). Therefore, the policies related to inclusion may differ according to the countries (Magnússon, 2019). In addition, if the Salamanca Statement is considered a tool for eliminating discrimination and creating the ideal society, it can be said that there may be changes in these policies according to the ideal society understanding of each country (Magnússon, 2019). However, considering that there will be progress towards inclusion in the countries that are party to the Salamanca Statement (Prince & Hadwin, 2013), it will be important to examine whether the ideals related to inclusion are included in the national policies of these countries, how they are included, and how they are comparatively examined (Magnússon, 2019). There are three

main reasons for this comparative study of Türkiye and Hungary. First, although both countries have committed to inclusion by signing the Salamanca Statement (UNESCO, 1994), they have different historical, political, and cultural structures (Deregözü, 2020). These differences provide an important opportunity for comparison in terms of understanding how the same international statement is interpreted and implemented in two different contexts. Second, while Hungary has become a full member of the European Union (EU) as of 2004 (Avar, 2024; Csehi, 2020), Türkiye is still a candidate country (Çetinkaya, 2019). Therefore, it can be said that both countries have different levels of obligations towards the principles and goals of the EU while developing their inclusive education policies. This situation shows that the EU influence on the shaping of practices and policies differs, and makes it possible to evaluate the paths followed by the two countries comparatively in this context. Thirdly, the minority/migrant social groups that the two countries focus on within the scope of inclusion also differ. While the focus regarding inclusion in Türkiye has been on the education of Syrian migrant children in recent years (Bayraklı, 2024; Güner et al., 2024; Kocaoğlu & Güner, 2024), the participation of Roma/Gypsy children in education is the main area of discussion in Hungary (Fehérvári & Varga, 2023). This situation provides a comparative perspective in terms of understanding how practices are developed for groups with different disadvantages and what problems are encountered. Based on these, this study aims to examine the reflections of the Salamanca Statement on the policies and statistics of inclusion in Türkiye and Hungary, two of the countries that are party to the Salamanca Statement, and to compare the national developments in these two countries.

Reflections of the Salamanca Statement in Türkiye

Following the Salamanca Conference, the ‘Decree Law No. 573 on Special Education’ was published in 1997. Compared with the first comprehensive law for individuals with special needs in Türkiye, which is the ‘Law on Children in Need of Special Education’, numbered 2916, and was published in 1983, it is the first legislation in which the concepts of special education support, integration, and individualized education plan are defined (Sucuoğlu & Kargın, 2008). According to this, in the 12th article of the decree, integration is defined as ‘*The education of individuals who require special education is carried out together with their peers in accordance with the individual education plans prepared by using appropriate methods and techniques in schools and institutions of all types and levels.*’ (Özel Eğitim Hakkında Kanun Hükmünde Kararname, 1997, p. 859). In addition, essential points related to the family, such as conducting special education services in early childhood through families, ensuring the family's participation in every stage of special education, and taking their opinions, are included in this legislation. However, although these concepts are included, the details regarding where, by whom, and how they will be applied are not clearly defined (Sucuoğlu & Kargın, 2008). Therefore, it can be argued that the effects of this ambiguity are reflected in the implementation of integration practices. A review of the post-Salamanca period reveals that various stakeholders in integration—such as children with special needs, their typically developing peers, families, and teachers—have required substantial support regarding the scope and application of integration (Batu, 2000; Kargın & Baydık, 2002; Sucuoğlu, 2004). These details regarding integration and implementation were presented in the ‘Special Education Services Regulation’ published in 2000 based on this decree (Yazıcıoğlu, 2018).

In the following years, a change began to be seen from the term “integration” to the term “inclusion”. For example, Article 15 of ‘Law on Disabled People’ numbered 5378, which came into effect in 2005, said that: ‘*Disabled people cannot be prevented from receiving education for any reason. Children, youth and adults with disabilities are provided with equal education opportunities in inclusive settings and with non-disabled individuals, taking into account their special circumstances and differences.*’ (Engelliler Hakkında Kanun, 2005). After that, in the ‘Special Education Services Regulation’ that came into force a year later, in 2006, the expression ‘*ensuring inclusion in society*’ was used (Özel Eğitim Hizmetleri Yönetmeliği, 2006, p. 2).

In 2008, the ‘*Circular on Educational Practices Through Integration*’ was issued, and the term integration continued to be used. But in 2017, the ‘*Circular on Educational Practices Through Integration/Inclusion*’ came into force instead of this circular, and the term integration had left its place to the term ‘*integration/inclusion*’ (Ministry of National Education [MoNE], 2017). Similarly, in the ‘*Special Education Services Regulation*’, the most recent version of which was published in 2018, when compared with the previous regulations, the term ‘*integration/inclusion*’ was used instead of integration. The term “*integration/inclusion*” has been increasingly used in recent literature (Ahmetoğlu et al., 2019; Çakıcı, 2020; Çulhaoğlu & Söğüt, 2021; Kocaoğlu et al., 2023; Yıldırım & Kılıç, 2024), particularly following changes in these educational regulations. An examination of current practices reveals that the number of courses related to inclusion within teacher education programs has grown, alongside the development of interdisciplinary master’s and doctoral programs aimed at training experts to enhance the quality of inclusion.

Lastly, another legislative development about inclusion is the regulations about migrants, which came into force with the start of a large migration wave from various countries to Türkiye since 2011, mostly from Syria (Kocaoğlu & Güner, 2024). These are the ‘*Law No. 6458 on Foreigners and International Protection*’ (Yabancılar ve Uluslararası Koruma Kanunu, 2013) and the ‘*Temporary Protection Regulation*’ issued in 2014 based on Article 91 of the Law on Foreigners and International Protection (Geçici Koruma Yönetmeliği, 2014). When the full texts of these regulations for migrants are examined, it is emphasized that these individuals will be provided with education by the state and that they cannot be deprived of education and basic/emergency health services, even if necessary restrictions are imposed. In the 90th article of the ‘*Law on Foreigners and International Protection*’, this situation is expressed as ‘*Those who do not comply with the written obligations and those whose applications and international protection status are negatively decided; except for education and basic health rights, restrictions may be imposed in terms of benefiting from other rights*’ (Yabancılar ve Uluslararası Koruma Kanunu, 2013). Similarly, in the 35th article of the ‘*Temporary Protection Regulation*’, it is stated that ‘*Those who do not comply with their obligations despite being warned, may be completely or partially restricted from benefiting from other rights, excluding education and emergency health services*’ (Geçici Koruma Yönetmeliği, 2014). These articles in the laws about migrants show us no matter the situation any migrant will access to education services, and it can be said that this is within the scope of inclusion.

Inclusion is a complicated pedagogical and psychological process and requires a specific attitude and preparedness of the education professionals, and society as a whole (Kauliņa et al., 2016). As can be seen, in Türkiye, the term ‘*integration*’ was revised as ‘*integration/inclusion*’, but it is not possible to say that the practices in education settings are fulfilling the requirements of inclusion. Although the post-Salamanca legislations are adequate, when practices are evaluated holistically, it can be said that they are far from the definition of the international inclusion term and are limited to only a certain group or category (Güner Yıldız et al., 2022; Keser & Düzkantar, 2019). For example, in the Educational Practices Teacher's Guidebook in the Scope of Inclusion, which was published in 2013, it is stated that “*In Türkiye’s system, the educational diagnostic results of students are classified as “severe, moderate, and mildly disabled”. Students with mild disabilities can be enrolled in mainstream schools, as their ability to attend school requires only minor changes in educational practices at school.*” (MoNE, 2013, p. 27). As it can be understood, students with moderate and severe special needs are not accepted into classrooms that include typical students. So, in this article, the practices made in Türkiye are mentioned as integration, not inclusion. Moreover, while there is still a long way to inclusion, it is seen that even applications that can be defined as integration are carried out with many problems.

The problems experienced in the general education settings regarding integration in Türkiye are reported in various studies. Among these problems can be listed as inadequacies of educational environments, lack of knowledge of teachers about integration, negative attitudes of teachers towards educating students with special needs, and inadequacy of support services. For example, there are many

studies reporting teachers' lack of knowledge about integration (Akdemir et al., 2022; Akkaya & Güçlü, 2018; Aktan, 2021; Bakkaloğlu et al., 2018; Batu et al., 2018; Buldu et al., 2021; Çalışoğlu & Tanışır, 2018; Değirmenci-Kurt & Tomul, 2020; Gezer & Aksoy, 2019; Gök & Dokumacı, 2021; Güner Yıldız et al., 2022; Gürgür & Hasanoğlu Yazçayır, 2019; Kilinc, 2019; Koç & Gürgür, 2021). Also, teachers need more knowledge and support about cooperating with other teachers, school administrators, experts, and families (Akdemir et al., 2022; Aktan, 2021; Bakkaloğlu et al., 2018; Batu et al., 2018; Değirmenci-Kurt & Tomul, 2020; Gök & Dokumacı, 2021; Gürgür & Hasanoğlu Yazçayır, 2019). Crowded classrooms are cited as another problem. In some studies, it is emphasized that the number of students in the classes should be reduced in order to carry out integration practices (Batu et al., 2018; Gök & Dokumacı, 2021; Gürgür & Hasanoğlu Yazçayır, 2019; Koç & Gürgür, 2021). It is also emphasized in the studies that there is a need for more materials and assessment tools to be used for the evaluation and education of students with special needs (Akdemir et al., 2022; Batu et al., 2018; Kilinc, 2019). These findings from various research show that there should be more firm steps taken action to implement the articles on the regulations on integration.

Changes in Special Education Statistics in Türkiye after the Salamanca Statement

Statistical data on integration can be considered as a reliable data source that can reveal the change and development of integration rates in Türkiye since Salamanca. According to official statistics, the earliest data after Salamanca belong to 2006. In Table 1, the numbers and rates of students with special needs who have been educated in integration settings since 2006 are given. It is noteworthy that although the earliest data belong to 2006, the data about the number of students with special needs studying in integration settings are accessible after 2010. Considering the rates over the years, the rate of students who received education in mainstream schools among all students with special needs increased from 65.38% to 75.59% in the period from 2010-2011 to the 2021-2022 academic year. In other words, the proportion of students who received education in mainstream schools has increased gradually.

These statistics show that the number of students with special needs studying in general education classrooms in Türkiye is increasing every year. Even though a quarter of children with special needs are integrating into general educational classrooms today, there is still a lot of work to be done regarding integration in Türkiye. The National Action Plan for Educational Practices Through Integration/Inclusion (MoNE, 2022), which outlines what must be done in the five years between 2022 and 2026 in order to make the education system more inclusive, can be considered an indicator of this situation. Within the action plan, there are targets for the work to be done within a five-year period in areas such as support services to be provided, materials to be prepared, physical arrangements to be made in educational environments, and the number of students, teachers, school administrators, and parents to be given education. These targets are comprehensively discussed within four policy areas titled Access to Education, Improving Quality in Education, Raising Awareness and Attitudes, and Legal Regulations. When these four policy areas and their associated targets are examined, it becomes clear that the journey towards inclusion, as outlined in legislative texts, is intended to be continued through educational practices in Türkiye.

Table 1. Distribution of Students Receiving Education in Integration Settings in Türkiye

Year	Total number of students with special needs	Number of students with special needs studying in integration settings	Percentage (%)
2006-2007	32.027	Unavailable	-
2007-2008	24.613	Unavailable	-
2008-2009	25.386	Unavailable	-
2009-2010	28.195	Unavailable	-
2010-2011	141.248	92.355	65,38
2011-2012	199.513	148.753	74,55
2012-2013	220.649	161.295	73,10
2013-2014	242.716	173.117	71,32
2014-2015	259.282	183.221	70,66
2015-2016	288.489	202.541	70,20
2016-2017	333.598	242.486	72,68
2017-2018	353.610	257.770	72,89
2018-2019	398.815	295.697	74,14
2019-2020	425.774	318.300	74,75
2020-2021	425.816	319.881	75,12
2021-2022	472.686	357.319	75,59

MoNE (2025)

Reflections of the Salamanca Statement in Hungary

In order to better understand the education of children with special educational needs (SEN) in Hungary, it would be appropriate to look at the past years. The 1886 Public School Education Act, which mandated compulsory education for children, explicitly excluded children with SEN from compulsory education. Segregated education in Hungary began in 1902, and integration was not possible until 1993 (Németh & Pukánszky, 2004). By the middle of the 20th century, especially in the Rákosi era between 1945 and 1956, the Hungarian educational policy showed unique and specific features, and this uniqueness unfolded in the fact that the Rákosi era suppressed all initiatives that were unacceptable in terms of Stalinist policy (Donáth, 2008). Still, experts were consulted on possible educational orientations despite the intimidation, and the education system adapted to the educational paradigm of socialist countries (Donáth, 2008). Dissatisfaction with the high level of repression induced the 1956 revolution in Hungary and led to the Kádár era (1956-1989) (Barkó, 2021). But indeed, there was no substantial change in the regime.

A major and dramatic change in the history of the Hungarian education system came with an attempt to renew it in the early 1980s. This was the last major modernization effort of the Kádár regime, in which education policy was a prominent part. This time, real experts were involved in the reforms (Kozma, 2016), and the political system accepted some, but not all, of the experts' recommendations. For example, it did not ban further integration, but it also did not allow it. Parents were not seen as education partners, as all decisions were subject to significant restrictions on rights and freedom, which included education (Sáska, 2016). There was already a sense of regime change behind the reforms, and this political situation lasted until 1989. The 1985 Education Act, which strongly emphasized the rejection of the past and a move towards a new, freer system, was a part of these reforms. Thanks to the Education Act, integration was also valorized (Kozma, 2016), but unfortunately, it did not necessarily affect children with disabilities, as defined at the time, who were still only allowed to receive segregated education.

The other specific characteristic of the 1985 Education Act is that the State shall make special provisions for the education and training of the physically, sensorially, mentally, and speech-impaired. The 1985 Education Act used the term 'disability', which was considered appropriate at that time.

Despite this, disability was mentioned only 15 times in the text of nearly 80,000 characters. The word 'integration' was not mentioned once in the Act, even though it is already a known concept.

The biggest change in the Hungarian education system occurred one year before the Salamanca Statement; the Act LXXIX of 1993 on Public Education was enacted. Thus, the legal environment governing Hungarian education changed drastically, replacing the education law that had been in place since 1985. The law created in 1993 was part of Hungary's democratic establishment. In fact, it was created by Hungary a year before the Salamanca Statement, but thanks in part to the democratic transition of 1989/90, it is a decentralized law that gives greater autonomy to education. Hungary followed the international discourse connected to integration, but similar to the previous law, the word 'integration' does not appear in this law. The most crucial differences between the 1985 and 1993 laws, according to the 1993 Law, were giving rights to families to educate children on their religious and philosophical beliefs and sharing the responsibility for education between the local government and parents. Even though the 1985 Law was modern, parental rights were not included in the focus because the right to decide was left to the state according to the socialist regime. In 1993, this changed, and it allowed parents the right to choose their school and specifically mentioned the responsibilities of children in segregated education (Fejes & Szűcs, 2018).

Following the Salamanca Statement, changes in the Hungarian education system have been slow (Réthy, 2002). In fact, there are a few verified cases in which the Salamanca Statement led to changes in Hungarian education. For example, we know of one case where an institution for special educational needs and segregated education of the disabled was closed down by the local government, specifically referring to the Salamanca Statement (Kerülő, 2008). In another court case concerning inequality of opportunity was brought in, in which the court ordered the municipality to eliminate Roma/Gypsy segregation, and in its reasoning referred to the Salamanca Statement as a binding and accepted regulation (Kerülő, 2008). The problem of the Roma/Gypsy groups was hidden in the pre-democratic period (Forray & Kozma, 2022). However, with the children with SEN, Roma/Gypsy children were also brought to the fore and included in the laws regulating education. The Office of the Ministerial Commissioner for the Integration of Disadvantaged and Roma Children was established in 2003 by the Hungarian Ministry of Education; however, under Act XLII of 2010, it was abolished. However, the situation of disadvantaged Roma/Gypsy children in Hungary is still not solved (Fehérvári & Varga, 2023).

If we look at the current situation of education in Hungary, even though integration is relatively widespread in Hungary, we cannot speak of inclusion. The terms 'integration' and 'inclusion' are used in the Hungarian special education system (Papp, 2011; Papp & Perlusz, 2012), but the Hungarian legislators use the two concepts interchangeably and with the same meaning. In fact, only integration is used in the law, which is also meant 'inclusion'. Similarly, a high percentage of both teachers and parents do not necessarily understand the differences between integration and inclusion (Varga, 2015) and reject inclusion (Erdei, 2020; Vida, 2019). The most significant problem is that the introduction of inclusion has not yet been followed by methodological innovation (Réthy, 2002; Vida, 2019). Inclusion requires different methods of classroom work, which can be interpreted in relation to special educational needs (Ainscow, 2014; Florian, 2008). But the structure, curricula, and governance of institutions have not been supportive of inclusion (Csepeli et. al., 2020). Also, it is difficult to see examples of inclusion, while the practices that can be named integration are widely implemented. There are only a few Hungarian institutions that meet the criteria for inclusion. Examples include the 'House of Children' Alternative Foundation Programme (Kókayné, 1999) and the Istvánffy Primary School in Szigetvár (Falus & Szűcs, 2023; Pirisi & Pesti, 1996), but these institutions no longer operate in this form.

As a result, the law still maintains segregated institutions in Hungary, even though it is formally committed to the education of children with SEN and other disadvantaged children in general education environments. It can be observed that the Hungarian government accepted various declarations and proposals on the surface (Erdei, 2020), but in reality, these had very little impact on

everyday practice. For instance, while so-called 'elite' schools only rarely admit students with SEN, and that's only if they are gifted, some schools have become collection points for students with SEN and disadvantaged. Teachers working in these schools feel that it is almost impossible to meet the challenges (Falus & Szűcs, 2023). Children with special educational needs sit in classrooms with high class sizes, and most teachers who teach them have no competence in special education needs. In many cases, they do not even know which child has a problem. Education is the same for all children, and most of the development takes place in separate sessions outside the classroom, not embedded in the curricular content (Trembulayák & Szabóné Pongrácz, 2023). Also, research studies have revealed several problems. For example, research conducted by Kende (2004) showed a general perception that children with SEN could be better educated in separate, segregated institutions. In 2019, the attitude toward acceptance did not show a significant shift; only half of the interviewed teachers supported it, and that support was only partial (Vida, 2019). In many cases, parents opposed the participation of a child with SEN in their children's classroom, because they fear that the quality of education will be compromised (Radó, 2018). Csepeli's work (2003) summarized the current situation in Hungary: educating children with SEN and disadvantaged in general education classrooms is a failure, and the heads of institutions themselves are not committed to this kind of educational practices.

Examining education statistics in Hungary is very complicated due to the difficulty of accessing data from all years and the possibility of data manipulation in the past. However, when we look at the available data, it is seen that the most important point is the decrease in the number of students. In 1994, 1.053.000 children were enrolled in full-time primary education in Hungary compared to 724,000 in 2019 (KSH- Hungarian Central Statistical Office, 2023). The Salamanca Statement targeted inclusion from a human rights perspective. However, the Hungarian education system has faced the most serious challenges in the last 30 years, such as the drastic decrease in the total number of children (Mrázik, 2017, 2021), exacerbated by temporary or permanent emigration to neighboring countries (Langerné, 2021). In addition, the decreasing number of teachers (Lukács, 2023) made it more difficult an overall shift towards inclusion.

Conclusion and Recommendations

In this study, we compared the educational systems of two very different countries in terms of the Salamanca Statement and its effects. The results of our comparison revealed that the developments related to inclusion in both countries are progressing very slowly and with several problems. Of course, the sources of problems and what is done in policies and practices differ according to the cultural, historical, and political structure of the two countries. For example, although the practices in Türkiye cannot be called 'inclusion' yet, it is clear that there is progress in the direction of inclusive education. However, when looking at the practices, physical inadequacies in educational environments, inadequacies in teacher training and skills, lack of support services, overcrowded classes, and lack of materials are noticeable. The fact that Türkiye has prepared National Action Plan for Educational Practices Through Integration/Inclusion (MoNE, 2022) in which they aim to carry out various actions within five years for a more inclusive education shows that they are aware of these shortcomings and are making efforts to overcome them. Looking at Hungary, it is possible to see that there is no clear point of view in terms of the concepts of integration and inclusion, and that problems arising from the country's political past made inclusive education difficult. It is understood from the research results from Hungary that there are similar problems in the education of children with special needs in Hungary as in Türkiye.

In line with these results, we believe that the following recommendations can be made:

- Although legal regulations regarding inclusion have developed to a certain extent in both countries, there are significant gaps in the implementation of these regulations. In this context, in order to strengthen the transition between policy and practice, collaborations should be established between universities and ministries of education, and inclusive practices should be implemented.
- Both in Türkiye and Hungary, it has been observed that teachers have little knowledge, have inadequate classroom competencies, and are inadequately prepared for different student profiles. This situation prevents the effective implementation of inclusive practices in schools. Therefore, inclusion should be systematically included in pre-service and in-service teacher training.

In summary, the comparison of the education systems of Türkiye and Hungary and the approaches to inclusive education, once again reveals that the effects of the Salamanca Statement and its effects on the implementation can be at different speeds and intensity in different countries (Hunt, 2011). Of course, the political, cultural, and historical characteristics of the countries strongly influence the size and type of the effects of the Salamanca Statement (Magnússon, 2019). However, after 30 years have passed since declared of the principles of inclusion in Salamanca, we conclude that it is important to work for the creation of a common language and common practice globally in terms of inclusion

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