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An Analytical Study of the Palestinian Inclusive Education Policy and Its Application in Reality: Toward Developing A Visionary Model in Light of International Criteria and Local Experiences

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Educational Administration

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I

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Declaration

I certify that this thesis submitted for the degree of PhD is the result of my own research, except where otherwise acknowledged, and that this thesis (or any part of the same) has not been submitted for higher degree to any other university or institution.

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Dedication

I dedicate this work to the memory of my father

“May Allah mercy his soul”

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I would like to express my appreciation to all those who supported me to complete this thesis.

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Abstract

An Analytical Study of the Palestinian Inclusive Education Policy and Its Application in Reality: Toward Developing A Visionary Model in Light of International and Local Criteria.

Bushra Izzat Mohammad Albadawi

The study aimed to propose a visionary model of inclusive education in Palestine by analyzing the application of inclusive education policy in Palestine in the Light of national and international criteria. To achieve the aims of the study, the study used a mixed approach (quantitative and qualitative) relaying on content analysis, questionnaire, interviews, decision analysis tools (influence diagram and decision trees) with the focus group as study tools.

The study adopted four dimensions of inclusive education (concept, policy statements, "systems and structure", and practice) from UNESCO (2016, 2017). The study was conducted in four phases: phase I; content analysis, where (4) Palestinian inclusive education policies documents were reviewed and analyzed. Phase II; recognize the reality of implementing inclusive education policies in Palestine's schools through questionnaire and interview, a questionnaire distributed on (206) inclusive education officers, (principals or his deputy); working in Palestinian schools located in three directorate (Jerusalem, north Hebron and Bethlehem), while the interviews conducted with (10) inclusive education officers and special needs supervisor working at Ministry of Education of Palestine. Phase III; content analysis of (9) international inclusive education documents. Phase IV; recognize influence diagrams and decision tree construction through discussions with the focus group consists of ten experts includes (4) inclusive education officers, (3) PMoE special needs supervisors, and (3) academic experts in the field of inclusive education for the visionary model development.

The results of validity and reliability tests for all study tools are sufficient to conduct the study. Content analysis finding revealed that Palestinian inclusive education policies adopted by the Ministry of Education are in line with international documents. Questionnaire finding revealed that the application of inclusive education policy in Palestinian schools is still underdeveloped for all-inclusive education dimensions, policy concept, policy statement, “systems and structure”, and practice from study sample viewpoint, finding of the study showed differences in sample' responses about inclusive education application in Palestinian schools attributed to demographic variable (supervising authority, directorate of School, gender-based school type). The proposed model included the development of UNESCO's four dimensions in the context of society. The study recommended an urgent need to develop Palestinian educational policy, regulations and practices to ensure that inclusive education is for all students. The study also recommended PMoE to develop the currently teachers' technical and vocational training programs to implement inclusive education effectively, redesigning textbooks and curricula especially meet the needs of students in inclusive context, the PMoE may use the early intervention, the universal design, and allocating a website that includes inclusive education services in Palestine for all segments of society.

Keywords: inclusive education, inclusive education visionary model, inclusive education concept, inclusive education policy, inclusive education, “systems and structure”, inclusive education practice.

Chapter One

Introduction

This chapter provides an overview of the study topic in the local and international context, it explores the study background, problem statement, study questions, objectives, significance, limitation and key terms associated with the study. The study utilizes a combination of quantitative and qualitative methods to develop a model for the inclusive education system in Palestine.

1.1 Overview

The modern world is characterized by instability, restlessness, the spread of various, diseases, and wars. These factors, and many others, are responsible for increasing the number of people with disability, especially in developing countries like Palestine.

There is an argument that the growing number of persons with disabilities is a real impasse facing today's human society and a heavy burden on governments trying to provide medical, psychological, social, and educational support to children with disabilities (Sabatello and Schulze, 2013); through developing policies for including children with disabilities in mainstream education and provides all financial, legal and educational means to implement policies (Gamson et al., 2015)

Policies are usually developed and approved through a legislative process, policies are put in place to provide a framework for the attainment of multiple and often competing socioeconomic objectives, in addition; policies need to be implemented to have achieve the desired effect. however, most policies do not specify what actions implementers must do; where policy success hinges dependent on how it will be carried out (Beyaztaş and Kapti, 2013).

One approach to achieving education for all is through enhancing the ability of the educational system to connect with all students; This process is known as inclusive education (Bivins, 2015).

Inclusive education strives to improve children's skills and aptitudes in a secure learning environment through stimulating children's interest and giving children the required resources, they need to make great contributions to society (Bizri et al., 2021).

The world's trend nowadays is moving to merge schools and classrooms for children with disabilities along with normal track and toward classrooms where children with special needs and their peers without disabilities can learn together, low and middle-income (LMI) countries including parts of Africa, Asia, Latin America approved policies demonstrating that they are following this trend (Fargues, 2017).

Mitchell and Sutherland (2020) mentioned that many countries having trouble making this shift and are looking for advice and illustrations of effective special education or inclusive school reform programs. According to World Health Organization (WHO) statistics; 3.8% of individuals with disabilities are 15 years old (WHO, 2021). Parolin et al. (2022) mentioned that there will be 240 million children with disabilities in 2022; these children will not access the basic services provided to their peers without disabilities. Based on UN Children's Fund, 90% of disabled children in low-income countries have never received any type of education. Additionally, once enrolled, children with disabilities are more likely than non-disabled children to leave school (Kingsbury, 2018).

The impact of education and the information and skills it imparts on children's life, profession, earnings, health, and potential future contributions to society and the

economy are all interconnected. More equitable schools have a variety of characteristics, but no single policy or practice guarantees success (Sudhakar, 2018).

Every child should be able to achieve at least a basic level of competency in an (inclusive school, regardless of gender, social status, migration history, educational aptitude, special needs, or location of residence (Mitchell and Sutherland, 2020)

Equitable and inclusive education is crucial, where every child has the right to experience growth development and participate as fully as possible in society (Mugambi, 2017).

The difficulties faced by children with disabilities must be addressed at every step of lifelong learning, from early childhood development to higher education and adult education (Cerna et al., 2021).

It is not required for every child to achieve the same degree of success for equity to exist, additionally, this doesn't imply that almost all children need to learn the same topics or have the same knowledge (Edmonds, 2020).

The practice of integrating children with disabilities into the educational system is known as inclusive education, and it is becoming a crucial component of educational research. Inclusive education is an approach to power, decision-making, and risk dynamics. It is based on a radical commitment to equity as a prerequisite for achieving equitable educational outcomes; those making decisions are more inclined to manage risks in their favor (Angevine et al., 2019).

The major goal of inclusive education is to reduce educational disparities, exclusion, and discrimination, it is based on a notion that derives from ideas of justice; although the term "inclusion" was initially used to refer to issues related to education and disabilities, it has come to mean respecting variety among all people, regardless of

social status. Justice, equality, tolerance, diversity, engagement, community, leadership, devotion, shared vision, and collaboration are common motifs in interpretations of inclusion (Heran, 2014).

Contrarily, mainstreaming or integration has a tendency to concentrate on children with special needs and their educational progress in relation to how they might be considered "ready" or "deserving" of mainstream accommodations. As opposed to exclusion, inclusion focuses on the child's right to participate in, the school's duty is to do so (Assembly, 2011).

In Palestine, three different providers of education services to children namely government schools managed by the Palestinian Ministry of Education (PMoE), UNRWA schools managed by the UN based in refugee camps, and private sector schools managed by NGOs and other local charity organizations. These three providers provide education services to over 1,300,000 Palestinian children between the ages of 6 and 18. These students are taught by 70,000 teachers in 3,037 primary and secondary schools (PCBS, 2020).

According to the Palestinian Central Bureau of Statistics PCBS (2020), there are approximately 32.5% of children with disabilities between the ages of 6 and 9 are not in school, compared to (0.9%) of their peers without disabilities. In Palestine, 15% of children in elementary schools who are between the ages of 5 and 17 are children with disabilities (UNICEF, 2018).

PMoE which aspires to implement inclusive education through promoting social equality and justice, is crucial in this regard (Aladini, 2020). Minister of education and higher education MoEHE's inclusive education strategy makes significant reforms to

the whole educational system, including policies, teaching methods, curriculum, and resource distribution (MoEHE, 2015).

A systematic approach to inclusive education is required since there is an integration between educational techniques, structural school systems, investments in education, learning environments, students' backgrounds and educational outcomes (Howard, 2019).

The rationale behind carrying out this study is attributed to the fact that students with learning disabilities in Palestine are marginalized owing to the fact that teachers are not trained sufficiently, although the national education policy in Palestine (2015) underscores the importance of enhancing the inclusive education in Palestine by creating a child-friendly environment, engaging students, and training teachers. However, the concept, policy statement, "systems and structure", and practices are not fully applied as deciphered by the study from contact in the mediate environment. Therefore, the researcher aims to develop a visionary model of inclusive education in Palestine by analyzing the application of inclusive education policy in Palestine in the Light of national and international criteria.

1.2 Study background

Children with disabilities in developing countries experience obstacles, stigmatization, and discrimination while attempting to access education services (Burton et al., 2013).

The rights of disabled children are the responsibility of the Palestinian state; Palestine Law No. 4 for 1999 on the rights of persons with disabilities emphasizes that children with disabilities must have equal access to resources as their nondisabled peers, this includes rights and obligations and forbids the denial of rights based on

disability, educational opportunities, appropriate curriculum, teaching methods and tools, facilities, trained educators and evaluations (Snounu et al.,2019).

MoEHE made a long-term effort to create an inclusive education strategy that builds on past achievements and creates the conditions for long-term success through effective and frequent coordination among those involved in education in the public and private sectors (Nasir-Tucktuck et al., 2017).

The Education for All projects were launched by Ministry of education and higher education in Palestine in 1994, Inclusive education as a formal concept was introduced in Gaza Strip and Westbank in 1997, these projects came to meet the needs of students with disabilities particularly those who are marginalized, without making distinctions based on gender, adversity, or handicap (UNESCO, 2013).

Hidayati (2017) mentioned that MoEHE established and strengthened a qualified team of inclusive education advisers in 1999, as well as the capacity of school teachers and principals, and made improvements in schools' facilities to accommodate all students.

MoEHE is hopeful that this strategy would greatly advance education for all students, especially those who are underprivileged and have impairments. In addition, MoEHE hopes to provide the required tools to guarantee the strategy's successful execution (Talley and Brentnall, 2016).

Several international accords guarantee the right to education; the Universal Declaration of Human Rights Article No. 26 states that everyone has a right to education (Assembly, 1948). The development of educational rights has been a result of implementing international agreements (Morsink, 1999).

Nasir-Tucktuck et al. (2017) show that MoEHE needs more effort to make changes in Palestine towards inclusive education to bridge the gap between conventional and inclusive education, "integrated education" is commonly utilized; where integrative Education has been the focus of several projects in Palestine so far, which is seen as the first step toward an "inclusive educational system" (UNSCEO, 2013).

The foundational elements of the educational system must be changed for inclusive education, including regulatory frameworks, funding allocation, instructional strategies, curriculum, assessment, and infrastructure, among other things. They also need to adopt a learner-centered approach (Abdat, 2002).

1.3 Problem statement

The rights of all children as well as the rights of people with disabilities such as the rights to equitable and inclusive education are ensured, protected, and promoted in Palestine (MacKenzie et al., 2020).

The United Nations (UN) launched Agenda 2030's fourth Sustainable Development Goal (SDG), which calls for "ensuring inclusive and excellent education and fostering opportunities for lifelong learning for everyone," (English & Carlsen, 2019). The UN's new sustainable development 2030 underlines the importance in ensuring the complete right to education for everyone. Inclusive education is now a prerequisite for education (Kioupi and Voulvoulis, 2019). It provides a clear direction and road map to drive the global campaign through 2030. In contrast, previous Millennium Development Goals (MDGs), focused on access to education rather than quality.

Given the international and Palestinian conventions that emphasize the right to education for all individuals, regardless of their religion, color, or disability, inclusive and equitable education has emerged as a pressing concern. As Palestine is an active member of the international community and has committed to upholding all conventions and laws related to inclusive education, it is imperative for Palestine to align its policies, practices, and implementation with these conventions. By doing so, Palestine can ensure that education is accessible to all and that the principles of inclusivity and equity are upheld. (Nicolai,2007).

According to the Palestinian Central Bureau of Statistics PCBS (2019), 15% of Palestinian people with disabilities are under age of 19 years old. Access to inclusive education for students with disabilities is necessary because it is morally correct to do so (Shraim and Khlaif, 2010). In this regard Palestinian MoEHE initiated an inclusive education department with teams of inclusive education counselors (MoEHE, 2015). However, the application of inclusive education was not addressed in reality (Abu Khayran,2019). Therefore, the policies of inclusive education need to be applied in Palestine effectively to give children with disabilities the right to equitable learning (Aladini, 2020). Moreover, MacKenzie et al. (2020) mentioned that Palestinian children with disabilities encounter exclusion and discrimination and do not have the opportunities to develop their fullest potentials and to make the most of their talents. According to Hammad and Al-Qatrawi (2016) there were no attempts being made by the relevant authorities in Palestine to promote an inclusive education policy, which appears to be a serious issue. Following a thorough literature search, the researcher discovered that the inclusive education strategy in Palestine had not been well covered, even in all countries it is not enough. The researcher aspires set out to address this gap and as a result of the paucity of study on inclusive education policies in Palestine.

The aim of this study is to propose a visionary model of inclusive education in Palestine by verifying the application of inclusive education policy in Palestine in the Light of local and international criteria.

1.4 Study questions

The study intended to answer the following questions:

First question: What is the scope of the current Palestinian inclusive education policy?

Second question: What is the status of practicing the inclusive education policy in Palestinian schools?

In order to examine differences in participant's viewpoints about inclusive education in Palestine, the following null hypotheses were examined:

Ho: There are no statistical differences at alpha level 0.05 in the sample's statistical means viewpoints about inclusive education (Concept, policy statement, "systems and structure", practice…) according to demographic variables (authority supervision, directorate of education, type of school based on students' gender).

Third question: What are the international criteria for inclusive education?

Fourth question: To what extent influence diagram and decision tree might be used to as methods for building a visionary policy model of inclusive education in light of international criteria and local experiences?

Fifth question: What is the visionary model of inclusive education in light of international criteria and local experiences?

1.5 Study objectives

The current study aims to achieve the following objectives:

1- Analyze the current Palestinian policy of inclusive education.

2- Explore the current application of Palestinian inclusive education policy.

3- Explore the gap between the international and national criteria for inclusive education.

4- Propose a visionary model for inclusive education for Palestinian community

1.6 Study significance

The study's significance comes from the fact that it is one of the few studies that cover the Palestinian inclusive education policies and how it's really implemented; In addition, the suggested visionary model will pave the way towards having our Inclusive education policy as internationalized. The significance of the study includes theoretical and practical significance.

- **Theoretical significance**

The study addresses a vital issue that has a direct impact on disabled students' life so as to see into the availability of related policy of inclusion to ensure that proper care is provided through related policy; where inclusive education is an essential component of disability rights and advocacy.

This study is also significant because it will contribute to the national and international literature on inclusive education. In addition, reconsidering the provision of inclusive education by arguing that reframing current models of inclusive education for children with disability and difficulties are important in light of the value of educational equality.

- **Practical significance:**

In addition to providing all students the opportunity to obtain equal learning regardless of their gender, disabilities, or learning difficulties. Its tries to improve the inclusive education quality of education in Palestine by the provision of new ramifications on the subjects and current experiences in light of international criteria.

The significance of this study lies in its potential to make a positive impact on inclusive education practices in Palestine. By providing valuable insights to PMoE.

1.7 Study limitations

This study has several limitations including the instruments, and small sample size of participants.

-Human limitations: The results of the study may be influenced by the participants involved such as: special needs supervisors, special needs educational experts, educational experts, principals, and inclusive education officers).

-Time limitations: the study was conducted during the academic year 2022/2023.

-Place limitations: the study was limited to Educational offices (Jerusalem suburb, Bethlehem, north Hebron), governance (government, private, and UNRWA schools).

-Objectivity limitations: The study is confined to the scope of the title.

-Procedural limitations: The results of the study are determined by the degree of validity and reliability of the instruments used in the study, the validity of the study depended on the self-selection of participants, the accuracy of the study sample response, and the nature of the statistical analysis used.

-Conceptual limitations: The definitions of concepts are thoroughly explained.

-Procedural limitations: The study is restricted by its methodology, population, sample, study tools, and their validity and reliability parameters, as well as the statistics used

1.8 Key terms definition

- **Inclusive education**

Inclusive education indicates that accomplishment of education is the right of all students in their local community schools. Inclusive education implies classroom teachers have the ultimate power and responsibility for teaching students. according to Nilholm (2021) inclusion means all students should be participating socially and learn with their classmates according to their prerequisites.

- **Education policy**

Education policy refers to a set of guidelines, principles, laws, and regulations that shape the provision and delivery of education in a particular context, these policies may be developed and implemented at various levels of government, including national, regional, and local levels, and may cover a wide range of issues, such as curriculum design, teacher training, school governance, funding, and accountability (Anderson &Holloway, 2020). The researcher defines it as policy of decisions and principles that affect the education field.

- **Education policy for inclusive education**

Education policy for inclusive education means the policy by the Ministry of higher education in a country to convert their education system from exclusion to inclusion by giving the opportunity to the whole students to yield equitable learning regardless of the differences between them in terms of gender, learning difficulty, and learning disability. According to UNRWA (2020), inclusive education policy means a process of enhancing school, classroom practices, and the education system, meeting the students' needs by placing greater emphasis on marginalized and excluded students and articulating the multiple needs of people with disabilities. The researcher defines it as a principle and frame for decisions adopted by the school to improve inclusive education.

- **Palestinian education policy for inclusive education**

Palestine Education Policy for Inclusive Education are a strategy plan developed by Ministry of Education and Higher Education in Palestine from 2014 to 2019, which encompasses particular goals pertaining to learners with special education needs, determines the need for more detailed policy inclusive related to inclusive education for disabled children (MacKenzie et al., 2020). The researcher defines it as a policy for improving the quality of learning in Palestine that gives all students the chance to learn in spite of their detentions/limitations/restrictions and learning differences.

- **Palestinian inclusive education criteria**

Palestinian inclusive education frames used to provide a suitable environment for students with disabilities by providing the capacity building, assigning qualified teams and consolers, improving the capacity of academic staff, refining the curriculum and adjusting the school building to absorb all students with different needs (MoEHE, 2017). The researcher defines Palestinian inclusive education criteria as a set of principles outlined in the Palestinian policy for inclusive education these criteria are intended to be implemented and observed in Palestinian schools, specifically to address the needs of students with disabilities and learning difficulties. The aim is to create a child-friendly environment and ensure that no students are excluded.

- **International criteria for inclusive education**

United Nations International Children's Emergency Fund (UNICEF) defined four ~~criteria~~ components of inclusive education, namely, concept, policy statement, "systems and structure", and practice (UNICEF, 2016). The researcher defines it as the elements that should be established in Palestinian schools to guarantee that inclusive education is well established by understanding the concept of inclusive education, knowing the policies of inclusive education, identifying inclusive education structure, system, and application.

- **Policy dimensions for inclusive education**

There are three policy dimensions for inclusive education, namely creating inclusive education culture, producing inclusive policy, and developing inclusive practices (Alexaki, et al., 2022). The researcher defines it as the dimensions that facilitate the application of inclusive education by having a solid culture of inclusive education, identifying the policy of inclusive education, and applying the inclusive education practices.

- **Policy concept of inclusive education**

UNICEF (2016) recognizes that all children in the same schools are learning together despite of the excluded and marginalized group of students. The researcher defines it as the policy that seeks to consolidate the concept of inclusive education in Palestinian schools.

- **Policy statement of inclusive education**

Policy statement of inclusive education is improving inclusive education policy at regional levels to become a part of daily practice in schools, classrooms, and educational settings (Inclusive Education Policy, 2021). The researcher defines it as the statement that identify the policy of inclusive education in schools to enable the students to access and fully participate in learning.

- **Policy structure of inclusive education**

Policy structure of Inclusive education is defined is defined as “taking a holistic approach to education reform and thus changing the way the educational system tackles exclusion and lay down the framework of inclusive education” (UNESCO, 2009). The researcher defines it as framework of principles, guidelines, and regulations that arrange provision and delivery of education for all learners, including those with disabilities, special needs, and other diverse backgrounds that seeks to improve the education by overcoming exclusion and focusing on inclusion.

- **Policy practice of inclusive education**

Policy practices are all steps, methods, and strategies that should be taken to apply and improve inclusive education (UNESCO, 2009). The researcher defines it as the practices that should be applied in inclusive education in schools to guarantee that all students are not excluded or marginalized by providing flexible curricula, safe environment and trained teachers in accordance to the settled policy.

- **Visionary model of inclusive education**

A visionary model is a framework that provides a vision for the future and outlines a roadmap for achieving that vision. It is a proactive and forward-thinking approach to planning and decision-making that seeks to anticipate future trends, challenges, and opportunities and develop strategies to address them (United Nations General Assembly, 2015).

The researcher defines it as a long-term perspective emphasis on innovation and creativity, and a commitment to inclusive education., involving a broad range of participants in the planning and implementation process. other issues related to its integration with strategies, individual plans, evaluations, activities, administrative issues, training teachers, vocational rehabilitation for people with disabilities since early age.

- **Influence diagram**

An influence diagram proves a simple graphical representation of a decision problem (Clemen, 1996). The elements of a decision problem include decisions to make, uncertain events, and the value of outcomes. They are shown in the influence diagram as different shapes. These shapes are linked with arrows or arcs in specific ways to show the relationship among the elements (Clemen and Reilly, 2014). These shapes include squares, circles and rectangles. Squares represent decisions, circles represent

chance events, and rectangles with rounded corners represent values. These shapes generally are referred to as nodes: decision nodes, chance nodes, and value nodes (Hall et al.,2010).

- **Decision tree**

Decision Tree refers to "a graphical presentation of expected value calculation" it is "an attempt to explicitly determine the alternatives available the expected costs, payoffs and probability of success associated with each alternative" (Mocket al., 1972).

The researcher defines it as a sequence of decisions and their consequences with the objective to select the best course of action to help decision maker the optimum solution based on the maximum (or minimum) expected Value.

1.9 Summary

This chapter provides a brief review background of inclusive education in Palestine, the study problem, study objectives, questions, and hypotheses, and provides a description of the expected contributions of the study. The next chapter focuses on literature review, previous studies and the theoretical background in more detail.

Chapter Two

Theoretical background and literature review

This chapter provides a broad overview of the theoretical background, literature review, study framework, and related researches conducted on inclusive education, and on inclusive education criteria and policies. The chapter introduces a literature review of the policy of inclusive education within international standers and frameworks, Palestinian inclusive education national strategies, the chapter shed light on application of inclusive education in Palestine. in addition, the chapter includes a review for related researches and studies about inclusive education. The chapter ends with a summary

2.1 Inclusive education concept and definition

Since 1990, the United Nations Education for All (EFA) movement has sought to ensure that every student has access to high-quality basic education, the goal of the EFA declaration is to recognize the barriers that certain students confront in their pursuit of educational opportunities and importance of using regional and local resources to face of these issues (Ainscow, 2016).

Later; inclusion and fairness in education have become more important as a consequence of global policy. This phrase sums up both the "World's Conference on Special Needs" and the events that followed its conclusion in the Salamanca Declaration, The Salamanca Declaration is a Framework for Actions required for Special Needs Education, organized by the Spanish Ministry of Education in 1994. The Salamanca declaration was the first to mention "inclusive education" as a concept (Armstrong et al., 2009).

Dakar's 2000 "World Education Forum" conference was convened to review progress made over the past decade; the result of the conference mentioned a greater emphasis on inclusivity. Dakar Framework for action was ratified, showing their commitment to the goal of EfA (Sandor, 2016). United Kingdom government embarked on an educational "crusade" it laid out its broad objective in the White Paper Excellence in Education (DfEE, 1997).

The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines inclusive education as "a process of strengthening the capacity of the education system to reach out to all learners, including those who are excluded on the basis of gender, disability, poverty, ethnicity, language, or any other factor" (UNESCO, 2019).

The World Health Organization (WHO) defines inclusive education as "a process of increasing the participation of all learners in the educational process, including those who have been marginalized or excluded" (WHO, 2005). In the same context, the European Agency for Special Needs and Inclusive Education defines inclusive education as "a system where all learners can participate fully in education, regardless of their background, ethnicity, gender, language, disability, or social status" (European Agency for Special Needs and Inclusive Education, 2016). In addition; the American Association on Intellectual and Developmental Disabilities (AAIDD) defines inclusive education as "the practice of educating all students, regardless of disability, in the same classroom or learning environment" (AAIDD, 2016). The National Association for the Education of Young Children (NAEYC) defines inclusive education as "a philosophy that recognizes the diversity of learners, respects and values individual differences, and supports the full participation of all children in all aspects of the educational environment" (NAEYC, 2009). MoEHE defines inclusive education

as increasing access to education for all by making changes in the system to remove obstacles in the environment, attitudes, policies, practices, and resources that prevent some students from attending the local school with their peers. (MoEHE, 2015)

The Researchers note that all these definitions highlight the importance of creating inclusive learning environments that promote diversity, respect for individual differences, and full participation of all learners in education.

Inclusive education is based on the principles of social justice and human rights and recognizes the importance of promoting understanding, acceptance, and respect for diversity. As noted by the American Association on Intellectual and Developmental Disabilities (AAIDD), inclusive education "fosters positive attitudes towards diversity, promotes social justice, and challenges stereotypes and prejudice" (AAIDD, 2016).

According to UNESCO (2009), there are three justifications for adopting an inclusive education approach namely educational, social and economic justifications

1- An educational justification: Schools need a vision through which their methods and practices are developed to fulfill their demand to include and accommodate all children.
2- Social justification: Inclusive schools are the only ones capable of cultivating tolerance, accepting others and diversity, and building a non-discriminatory society by educating all children together.
3- An economic justification: inclusive education is that havening all students in one inclusive school eliminates the need for budding separate schools for specific groups of students.

2.2 Inclusive education goals

Warnes et al. (2022) stress on the main goal of inclusive education is to provide support for students with special educational needs and disabilities, ensuring that they can participate fully in school life and reach their full potential. It also aims to provide all students with access to high-quality education, regardless of their abilities or backgrounds. This includes access to a broad and balanced curriculum that is designed to meet the needs of all learners (Downing and Peckham, 2007).

In addition, Inclusive education aims to provide personalized learning experiences that are tailored to the needs and abilities of individual students by providing additional support to students who require it, as well as challenging and engaging activities for those who are more advanced (Booth and Ainscow, 2011).

Inclusive education is necessary to promote social inclusion by creating opportunities for students to learn and interact with their peers from diverse backgrounds by promoting positive attitudes towards diversity and encouraging students to develop empathy and respect for others (UNESCO, 2017). Bryan and Henry (2012) mention that inclusive education promotes collaboration and partnership between schools, families, and the wider community through involving parents and careers in decision-making processes and working closely with other agencies to provide support for students and families.

Lu et al. (2022) mentioned that inclusive education can contribute to sustainable development by promoting social inclusion, improving educational outcomes, building human capital, fostering environmental awareness, and strengthening partnerships and collaboration.

2.3 International declarations and conventions towards inclusive education and human rights

Due to the importance of inclusive education, a number of international declarations and conventions have been made. Figure1 presents the most important international declarations and conventions in this regard (UNESCO, 2019) stated hereunder.

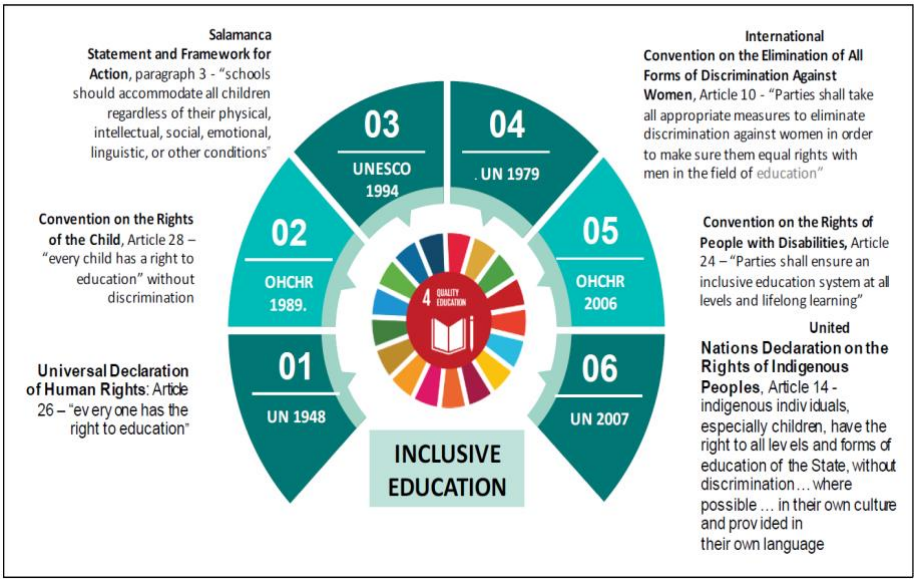

Figure 1 *International declarations and conventions towards inclusive education and human rights*

1. UN 1948 Universal Declaration of Human Rights, which states in Article 26 that "Everyone has the right to education," is the first international agreement or treaty to formally recognize the right to education (Assembly, 1948).
2. OHCHR 1989 convention on the rights of the child, Article 28" every child has a right to education" without discrimination.
3. UNESCO 1994 Salamanca statement and framework for action, paragraph "schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic, or other conditions".

4. UN 1979 International convention on the elimination of all forms of discrimination against women, article 10- “Parties shall take all appropriate measures to eliminate discrimination against women in order to make sure them equal rights with men in the field of education”.
5. OHCHR 2006 Convention on the rights of people with disabilities. Article 24- “parties shall ensure an inclusive education system at all levels and lifelong learning”.
6. UN 2007 Nations Declaration on the rights of indigenous peoples, article 14-indigenous individuals, especially children have the right to all levels and forms of education of the state, without discrimination.

These declarations and conventions provide a strong international framework for promoting inclusive education and upholding the right of individuals with disabilities. They guide governments, educational institutions in developing policies and practices that support inclusive education and ensure equal opportunities for all learners.

The rights to education have been expanded upon by later international agreements. Beginning with the World Declaration on Education for All in 1990, the Education for All (EFA) movement had as its overarching goal "universalizing access to [basic] education for all children, youth, and adults while fostering equity.

The World Declaration on Education for All (UNESCO, 1990) was adopted in Justine (Thailand) in 1990 and urged urgent action to address the fundamental learning requirements of all children, youth, and adults.

Although students with disabilities were included in the declaration at the time, inclusive education was not the action's main focus, Instead, it focused on the

learning process and the declaration paid little attention to diversity or need to change system.

The Salamanca Statement emphasized the need for immediate action and the establishment of inclusive schools that welcome all students. It is important to recognize that the connection between special education and inclusion, although unfounded, highlights the significance of having regular schools that are designed to accommodate diverse learners. By fostering inclusion, not only do educational outcomes improve, but the overall effectiveness and cost-effectiveness of the entire education system are also enhanced.

Six years later, the Dakar Framework for Action (UNESCO, 2000) calls for a renewed commitment to Education for All and the Salamanca Statement, emphasizing the need for increased efforts in the areas of partnerships, professional capacity building, quality and relevance of education, and access and equity for all children.

Dakar Framework also works to combat discriminatory attitudes, builds inclusive communities, builds an inclusive society to achieves education for all.

Importantly, Dakar Framework is the first to acknowledge the necessity to contextualize inclusive education for the various facets, requirements, and advantages of every nation or educational system. The framework makes explicit its commitment to inclusive education by calling for information and communication technologies, a diversified educational system, adaptable curricula, high-quality learning, and, most importantly, the respect and encouragement of diversity.

The right to education once again promoted and reaffirmed in Article 24 of the United Nations Convention on the Rights of Persons with Impairments (Assembly United Nations General, 2007). It reinforces the pledges made by nations that ratified

the United Nations Convention on the Rights of the Child with an emphasis on children with disabilities as it places the burden of responsibility for the education of children with disabilities on nations that have signed the agreement (Assembly, 1989).

The Convention on the Rights of Persons with Disabilities (CRPD) represents a significant advance in reaffirming the right of all people with disabilities to education, free from discrimination and on an equal footing with others. However, much has been accomplished in terms of access to education over the past 30 years, participation in education and learning outcomes continue to be problematic, with as many as 57 million children out of school, according to the Sustainable Development Goal 4 (SDG4), which was developed as part of the agenda 2030 in November 2015 (United Nations General Assembly, 2015)

CRPD Committee Evaluating and understanding teaching practices are highly important in inclusive education (Schuelka, 2018). To teach in inclusive classrooms, teachers should have a solid knowledge of inclusive education policies, which improves the confidence levels of teachers that might be reflected on students (Wray et al., 2022)

In respect of the policy of inclusive education, UNESCO (2017) identified four policies for inclusive education; the first one is that the documents of national education strongly underscore equity and inclusion, leaders at various levels define consistent policy objectives to improve equitable educational practices and inclusion, leaders at various levels challenge inequitable, discriminatory, and no inclusive educational practices, and senior staff at district, school, and national levels provide leadership in equity and inclusion in education.

Schuelka (2018) mentioned that's the implementation of successful inclusive education requires six aspects includes:

- Clear definition for inclusive education.
- Concrete inclusive education indicators, measures, outcomes, and targets.
- Comprehension of the current educational, cultural, and structural challenges obstructing the successful implementation of inclusive education.
- Well-designed strategy for the implementation of inclusive education includes an evaluation, school review process, and a clear plan.
- Providing sustained support, resources for all school leaders and teacher, and training reinforce the implementation of inclusive education.
- Implementation of national leadership on inclusive education policy, curricular reform, education management information systems, and coordinating social systems; including, inclusive employment and inclusive education.

According to Schuelka (2018) the international criteria of inclusive education include following aspects:

- Classroom and school level implementation; including, school plans and reviews .
- Supporting school leadership to implement a school inclusive vision for their schools as well as training and supporting all educators in inclusive practices .
- To implement inclusive education at the national level, a policy that explicitly identify and enhance inclusive education should be applied, the curriculum should be flexible, a strong system for data collection and management, and coordinating with other aspects of society for the employment of inclusive education factors.

Global Action Plan states an inclusive education system ensures each child can achieve his or her full potential. Global Action Plan requires schools to be open to all children in society, regardless of their gender, race, ethnicity, religion, language or culture; to ensure they have equal access to quality teaching and learning opportunities; and provide them with adequate learning support where needed.

It also requires schools to develop curricula which reflect pluralistic societies; involve parents in their children's education; encourage respect for diversity; promote tolerance and non-violence; promote social cohesion; and prepare students for life in a globalizing world (Ashbee and Guldberg, 2018; Gaad, 2010). The international criteria for inclusive education mention the school structure should be as shown in figure 2:

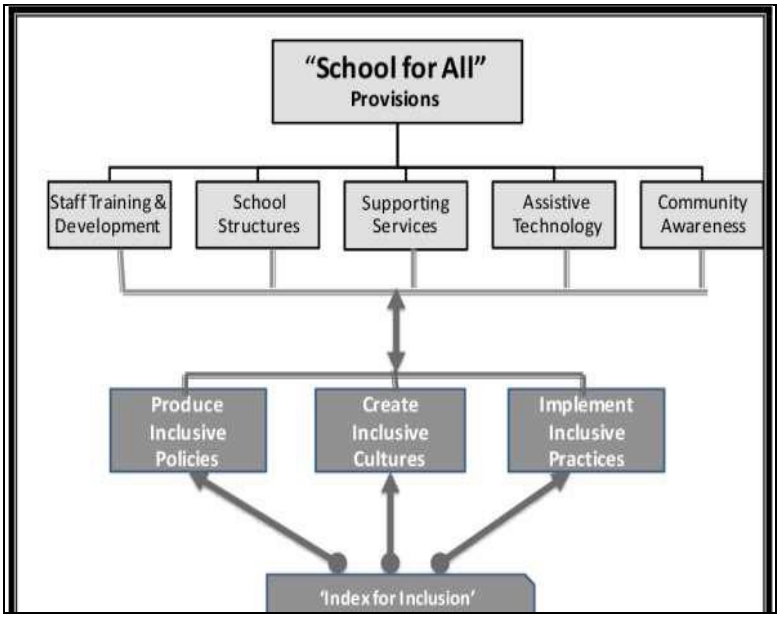

Figure 2 *Inclusive school index (Stadnick, 2019)*

Figure 2 shows school for all provisions consists of five aspects, namely, staff training and development, school structures, supporting services, assistive technology, and community awareness. for index for inclusion, it consists of producing inclusive policies, creating inclusive cultures, and implement inclusive practices.

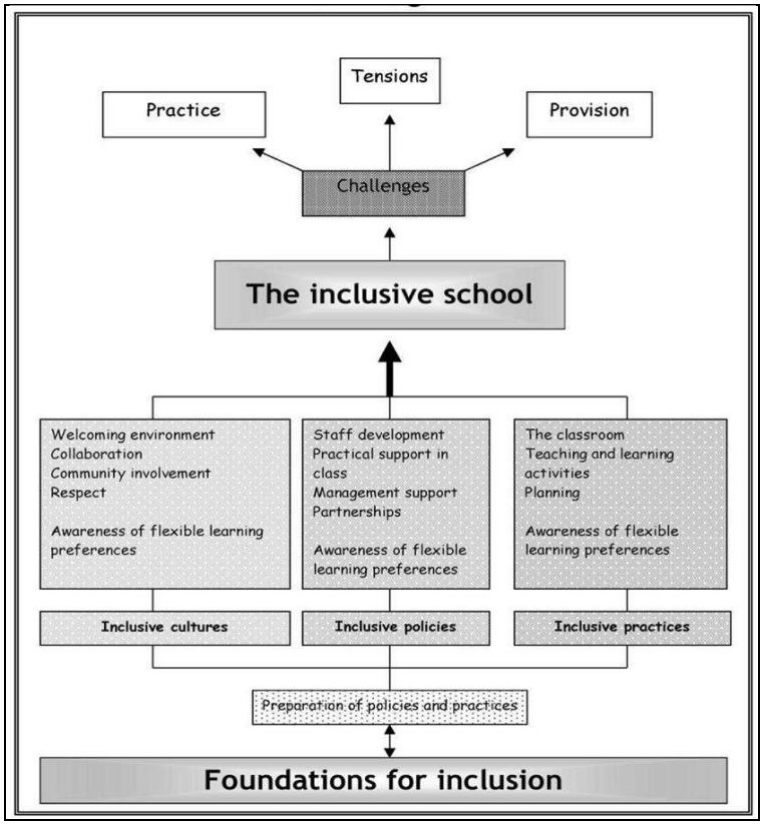

Figure 3 *Inclusive school according to Rodriguez and Dieker (2018)*

Figure 3 shows three challenges facing inclusive education, namely, tensions, practice, and provision. Policies and practices preparation entails improving inclusive culture, inclusive policies and inclusive practices. To elaborate, inclusive culture consists of:

- Welcoming environment collaboration.
- Community involvement respect.
- Awareness of flexible learning preferences.

Inclusive policies consist of:

- Staff development practical support in class.
- Management support partnership.
- Awareness of flexible learning preferences.

Inclusive practices consist of:

- The class rooms
- Teaching and learning activities planning
- Awareness of flexible learning preferences.

These three components constitute the foundations for inclusion.

2.4 Inclusive education international frameworks

Inclusive education is an important international concept that has been the focus of various frameworks and initiatives. These frameworks provide guidance on how to promote inclusive education and ensure that all learners have access to high-quality education. Ainscow et al. (2019) mentioned five international frameworks used globally by governments as a guidance on how to promote inclusive education and ensure that all learners have access to high-quality education.

- Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994): The Salamanca Statement and Framework for Action on Special Needs Education is a key international framework for inclusive education. It emphasizes the importance of inclusive education for all learners, regardless of their background or abilities, and highlights the need for inclusive policies and practices that promote the full participation of all learners in education.
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) (United Nations, 2006): The UNCRPD is a legally binding international treaty that sets out the rights of persons with disabilities. It recognizes the right of all persons with disabilities to education on an equal basis with others, and calls for the adoption of measures to ensure that education is accessible to all learners, regardless of their disabilities.

- Education 2030 Agenda (UNESCO, 2015): The Education 2030 Agenda is a global agenda for education that aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. It highlights the importance of inclusive education and calls for the adoption of policies and practices that promote inclusion and ensure that all learners have access to high-quality education.
- Sustainable Development Goals (United Nations, 2015): The Sustainable Development Goals (SDGs) are a set of 17 goals adopted by the United Nations General Assembly in 2015 to promote sustainable development. SDG 4 aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. It emphasizes the need for inclusive education and calls for the adoption of policies and practices that promote inclusion and ensure that all learners have access to high-quality education.
- The White Paper "Excellence in Schools" was published by the Department for Education and Employment (DfEE) in 1997 in the United Kingdom. It was a key policy document that set out the government's vision for education and aimed to raise standards in schools. The paper emphasized the importance of high-quality education for all students and outlined several keys strategies for achieving this goal.

Ainscow et al. (2019) justifies the important of Salamanca Declaration and UNESCO because they clearly provide answers for the following questions:

- How can ensure that all students have equal access to education through promoting laws, policies, programmed, and practices?
- In order to ensure that all students have equal access to educational opportunities, what should governments do?

- What ideas do we have for promoting equity and diversity in education?

United Kingdom government embarked on an educational "crusade," it laid out its broad objective in the White Paper Excellence in Education (DfEE, 1997). Six policy concepts were established, with a focus on the raising of "standards" and the accountability of schools includes:

- Education is the government's main priority.
- Standards in schools, not the structure of the educational system, were the key focus; policies assisted many individuals, not just a few.
- Take action to support struggling schools while praising those that are doing well.
- Why performance failure has no place in the workplace.
- The government worked together with everyone committed to raising standards.
- High prospects for all children, including those with special educational needs. This is one of six ideas guiding the new thinking on inclusive education.
- Promoting, whenever possible, the inclusion of children with special educational needs in regular education.
- A dedication to offering parents of children with special educational needs efficient services from the complete spectrum of independent services and nonprofit organizations. Value for plutocrat with a shift of coffers from precious remediation to cost-effective forestallment and early intervention.
- Boosting opportunities for staff development in special education.
- Original provision for special education grounded upon a cooperation of all those with a donation to make.

2.4.1 Inclusive education policy

Policy is defined as a course or principle of action adopted or proposed by a government, party, business, or individual (Oxford University Press). From a practitioner's point of view, policy making has been defined as the process by which a government translates their political vision into programs and action to deliver the desired outcomes in the real world (Hallsworth, 2011).

The process by which prospective policy ideas are formed is referred to a policy formulation; formulating a policy starts when a problem is raised by decision makers, policymakers work to develop potential answers to pressing issues (Howlett & Giest, 2015).

To solve the issue on the agenda, a policy is prepared. In the majority of circumstances, the definition of the problem determines how policy is formulated; Therefore, problem definition is essential for developing policies. By figuring out the root causes of the issue, policymakers will be better able to create solutions (Cerna, 2013).

The stage of policy legitimating involves picking a suggested policy and putting it into effect with political backing. Decision makers are drawn to one of the suggested policy options after they have developed them (Shipan and Volden, 2008).

One policy solution goes through a legitimizing process even when there are other political actors involved and their solutions could differ. In democracies, administrations or parliaments are in charge of legitimating or enacting policy (Zahariadis, 2003).

The process through which the approved policies are put into real life application called implementation. Since the majority of policies are developed during

the implementation phase, this stage of the policy process is regarded as the most crucial phase (Jeston, 2014).

A legislative procedure is used to ratify create/ or develop policies, However, the majority of rules do not include a specific activity should be taken by implementers (Hallsworth, 2011).

Policies are generally ambiguous to give implementers a suitable foundation so that implementers can apply policies in varying periods, locations, and situations. the policy implementation success depends on how effective implementers put the policy into action (Beyaztaş et al., 2013).

International promotion by United nation for inclusion has resulted in the acceptance of inclusive educational policy in most countries; however, inclusion education policy implementation differs greatly within and between countries (Sharma et al.,2019).

Owing to fact that the implementation of inclusive education completely different within and between countries, it requires micro level of practices in schools, adoption and reasons behind adopting particular policies in schools (Albadawi, 2023).

2.4.2 Inclusive education practice

Teachers' role in inclusion is manifested in enabling the students to feel that they belong to the school, along with teaching them. Their role is also manifested in reducing underachievement, promoting participation, especially among students who suffer from learning difficulties (Rouse, 2008)

Florian (2008) suggests that instructor behavior determines whether or not IE succeeds. According to prior study, teachers are skilled at making a variety of judgments in response to the wide range of distinctions amongst students, who come in

diverse shapes and sizes. Florian (2008) show how a teacher's knowledge, beliefs, and practice interact to define a teacher's capacity for professional growth, more a teacher believes in equal rights and is willing to try, the more she will comprehend inclusive classrooms. Since it will challenge teachers' preconceptions about normality and disability, Florian believes that teacher education is essential to the future of IE, as well as their perceptions that they are unqualified to educate children with extra needs (Abd Algani et al., 2021).

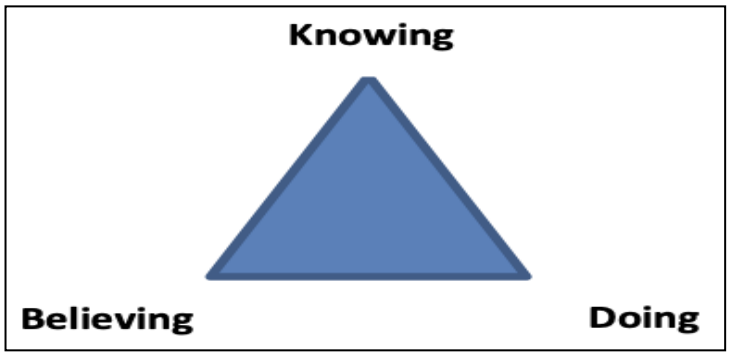

Figure 4 *Florian's model for teacher development (Florian, 2008)*

Figure 4 shows the model for teacher development in which any two of the three aspects influence the third one, Florian's model for professional learning could benefit from the addition of the social dimension of learning, such that the instructor is not alone but is member of a social learning program, starting to learn with and through linkage with other teachers, allowing for the growth of sharable understanding and knowledge. "Understanding" is a suitable term in this context (Florian, 2008).

Opportunities for collaborative teaching must be provided for trainee teachers and individuals looking to build collaborative practice as part of their professional growth. At the university of Manchester's center for equity in education, methods for evaluating the efficacy of collaborative teaching are being created (CEE, 2007). However, there is still room for more study and development in this field.

2.4.3 Inclusive education school

Schools facing more responsibility to educate an expanding diverse group of students, it is critical that practitioners understand the notion of inclusive education; but as the numerous conceptualizations of inclusion and conceptual methods to promoting inclusion in schools may add to educators' and policymakers' confusion and doubt; against this context, efforts such as the inclusive school communities (ISC) project, which aims to strengthen school communities' awareness of inclusion and ability to deliver an inclusive education, are critical (Pinson, 2007). Adopting a holistic strategy to inclusive education is critical to ensuring its success and sustainability, where inclusive schools are crucial for laying a solid basis for students with special needs to access, engage in, and give back to the community, as well as live satisfying lives (Abu-Saad, 2006).

Jarvis et al. (2020) mentioned that establishing inclusive schools is a complicated and multifaceted process that requires time, dedication, continual reflection, and persistent effort. In this context Beatriz et al. (2008) urged that any improvements for schools' system to be inclusive should include necessary changes to policy, teaching, and practice, these changes begin from inside schools by building a solid foundation for inclusive school values, dedicated leadership, and shared vision amongst school staff.

Inclusive education necessitates innovative, more efficient, and effective strategies to enhance student involvement and accomplishment; and can be accomplished through adapt new structures schools and multitier frameworks of support in which teachers collaborate with specialists to identify, supervise, and support students who require varying different types and levels of interference at varying times and for varying purposes (Lyon et al., 201). This approach is in contrast

to 'categorical' approach where general educators directing recognized children with disabilities needs towards special educators for the purpose of designing and administering supplemental instruction outside of the normal classroom (MacKenzie et al., 2020), Jarvis et al. (2020) mentioned the concept of inclusive class room as illustrated in figure 5.

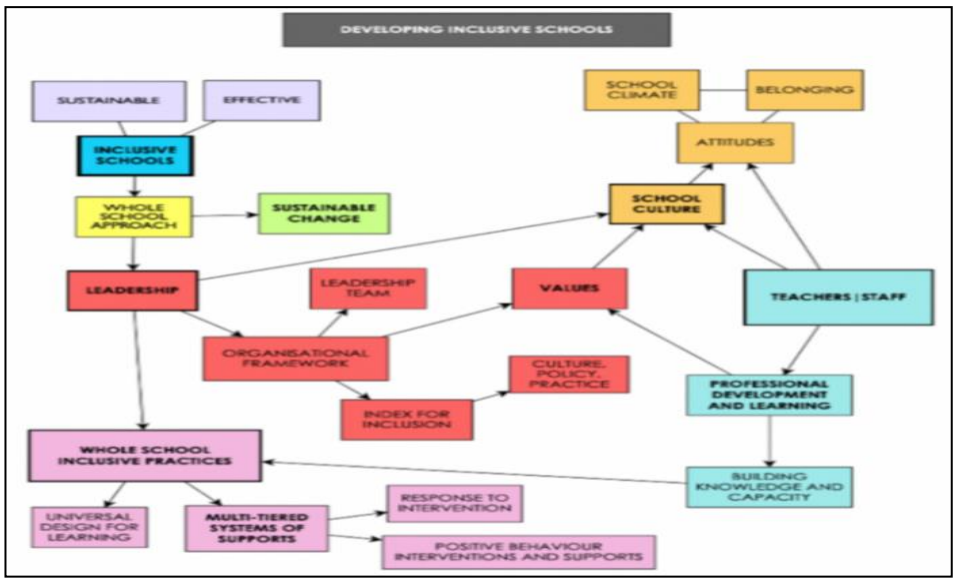

Figure 5 *Inclusive classroom development* (Jarvis et al., 2020)

Even at the classroom level, for inclusive management and teaching techniques to be sustainable, they must be backed up by university policies, practices, and culture. Barriers to inclusive classroom practice may include a lack of effective student development and support in the classroom; educators' unwillingness to include students with special needs; perceptions inconsistent with inclusive classrooms; teacher education that fails to address inclusion concerns; and a lack of responsibility for the implementation of integrated teaching practices. Each of them requires focused, coordinated assistance. The challenge of incorporating inclusive practices including such differentiated teaching or Universal Design for Learning into classroom work is sometimes underestimated, and so these practices are most likely to become

incorporated when they are reinforced by such a collaboration and collaborative effort(Abu-Saad, 2006).

Sustainable, whole-school transformation cannot be accomplished by focusing just on one aspect of inclusion, since components do not work in isolation. Rather than that, the core aspects of inclusion, such as leadership, school culture, staff capacity development, and inclusive practices, are interrelated components of a larger system. Thus, critical components of inclusion must be evaluated jointly and included into early planning to guarantee they work in harmony and are incorporated into the school's growing inclusive fabric (Rodriguez, 2019).

2.5 Inclusive education in Palestine

The UNESCO "Education For All" initiative was signed by Palestine in 1999, afterwards, a study on the West Bank and Gaza Strip's education system was mainly favorable, recommending that the requirements of children with special needs including special educational requirements be a major focus of the next five-year modernization and development.

UNESCO trained (36) teachers (as part of the initiative in inclusive education), then formed inclusive education teams participated in a three years pilot project that began in 1997, each district that provided principals and teachers with training for public schools. The MoEHE established inclusive education as a concept for all Palestinian public schools beginning in 2000. MoEHE announced in 2008 that all children will be integrated with various needs definitely exists, but the ability to do so have lagged behind and those with disabilities, were educated by 2015.

Beyond the donor supported pilot phase, the MoEHE maintained the inclusive education teams. With the creation of the "Education for All Package on Inclusive and

Child Friendly Education and Early Childhood Development in Palestine," a more thorough understanding of inclusive education has evolved. a set of initiatives created in collaboration with nine UN agencies (FAO, UNDP, UNESCO, UNFPA, UNICEF, UNRWA, UNSCO, WFP and WHO).

These initiatives intend to increase the ability of MoEHE staff members and educational leaders to support all children's access to early high-quality development and education, especially children who are at danger of being excluded from or undereducated.

The goal of this package is to provide education that is child centered, democratic and participatory, and inclusive. By inclusive education, they mean that it accepts the great diversity of learners' origins and skills and encourages gender equality (PIEP, 2015).

In order to ensure that all children have access to high-quality services, the Package aims to: develop/strengthen MoEHE structures; build capacity within MOE (including education planners, supervisors, resource teachers, regular teachers, and school leadership); pilot innovative projects; strengthen existing child friendly schools; and create strong community ties .

The Palestinian MOEHE has a commitment toward inclusive education within the international law, inclusive education in Palestine aims fundamentally to alter the entire educational system (MoEHE, 2015).

In 2008, MoEHE a proposed strategy for developing educational qualification programs in higher education institutions, the goal of the strategy was to advance general education in Palestine. Teaching approaches have not yet been a requirement for employment in Palestinian schools. Universities offer educational qualifying

programs, but participation is still optional. As a result, in terms of subject matter expertise, instructors in Palestinian schools are 'technically' competent. According to the policy, by the academic year 2014–2015, only those who have completed teacher qualification programs at institutes of higher education would be employed as educators in Palestinian schools.

MoEHE (2015) summarize the objectives of the policy as shown in figure 6.

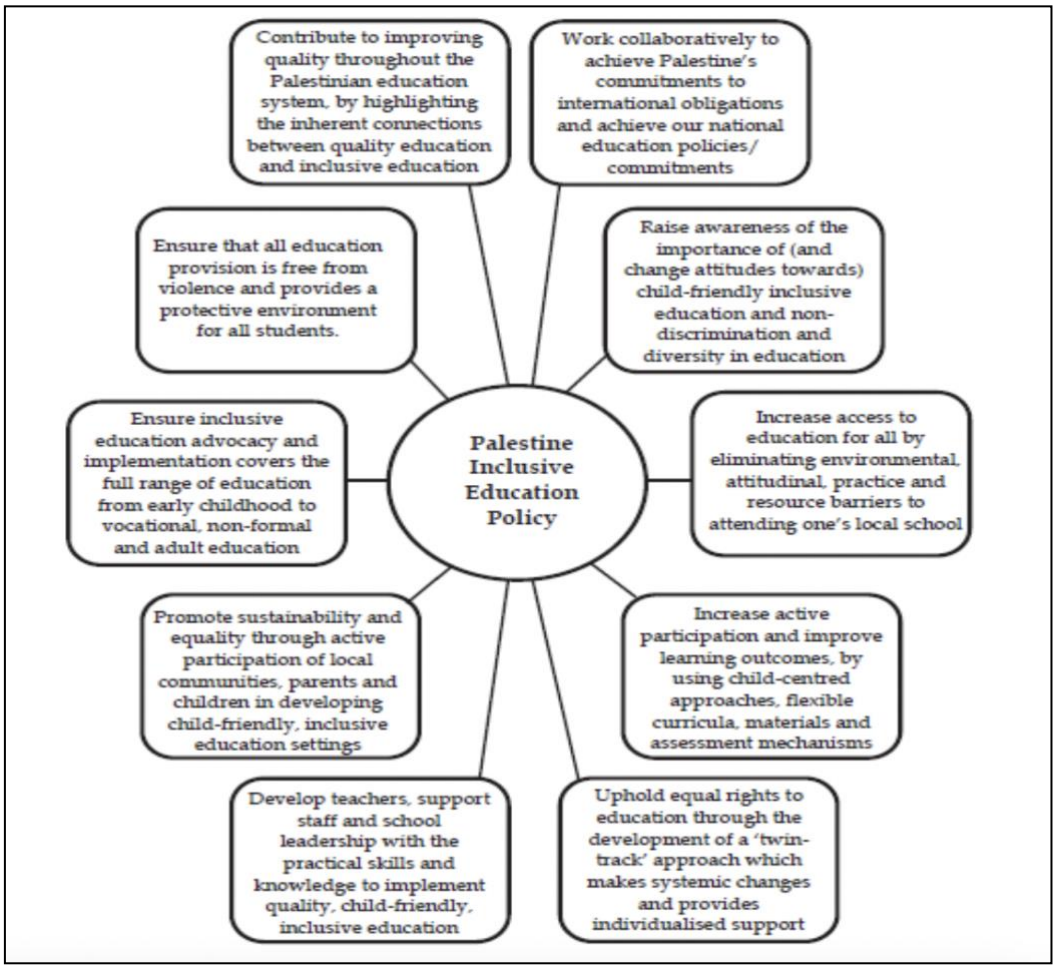

Figure 6 *Palestinian inclusive education policy (MoEHE, 2015)*

The Palestinian MoEHE policy contributes to improve quality throughout the Palestinian education system by highlighting the inherent connections between quality education and inclusive education. It also advocates working collaboratively to achieve Palestinian's commitment to international obligation and achieve their national

education policy and commitment. Furthermore, MoEHE Policy ensures that all education provision is free from violence and provides protective environment for all students. The policy raises awareness of the importance of and change attitudes towards child friendly inclusive education and nondiscrimination and diversity in education.

The Policy ensures that inclusive education advocacy and implementation covers the full range of education from early childhood to vocational, nonformula, and adult education.

MoEHE policy increases access to education for all by eliminating environmental, attitudinal, practice, and resource barriers to attending one's local school. Furthermore, it promotes sustainability and quality through active participation of local communities, parents, and children in developing child friendly, inclusive education. In addition to the policy tires to increases active participation and improves learning outcomes by using child centered approaches, flexible curricula, materials and assessment mechanisms, it aims to develop teachers, support staff and school with the practical skills and knowledge to implement quality, child friendly, inclusive education. Finally, MoE policy upholds equal rights to education through the development of a 'twin track' approach, which makes systematic changes and provides individualized support.

The right of Palestinian children with disabilities to an adequate education is enshrined in Palestinian legislation, although many Palestinian children with disabilities lose out on an education for several reasons includes limited resources, political instability, limited teacher training, stigma and discrimination limited community engagement (Nicolai, 2017).

One of the key issues discussed extensively in local and international studies is the adoption of inclusive education on quality education and its related targets being fundamental to achieving better quality. Inclusive education represents an ethical commitment to values of giving equal rights and equal opportunities to all children to be included in schools and to participate in all learning and social activities regardless of their abilities. Hence, it is vital to expand Inclusive education practices to all schools and make it mandatory for all Palestinian schools and universities (Lifshitz et al., 2004; MacKenzie et al., 2020). Figure 7 represents how to creation more positive position for disability in Palestinian community (MoEHE, 2015).

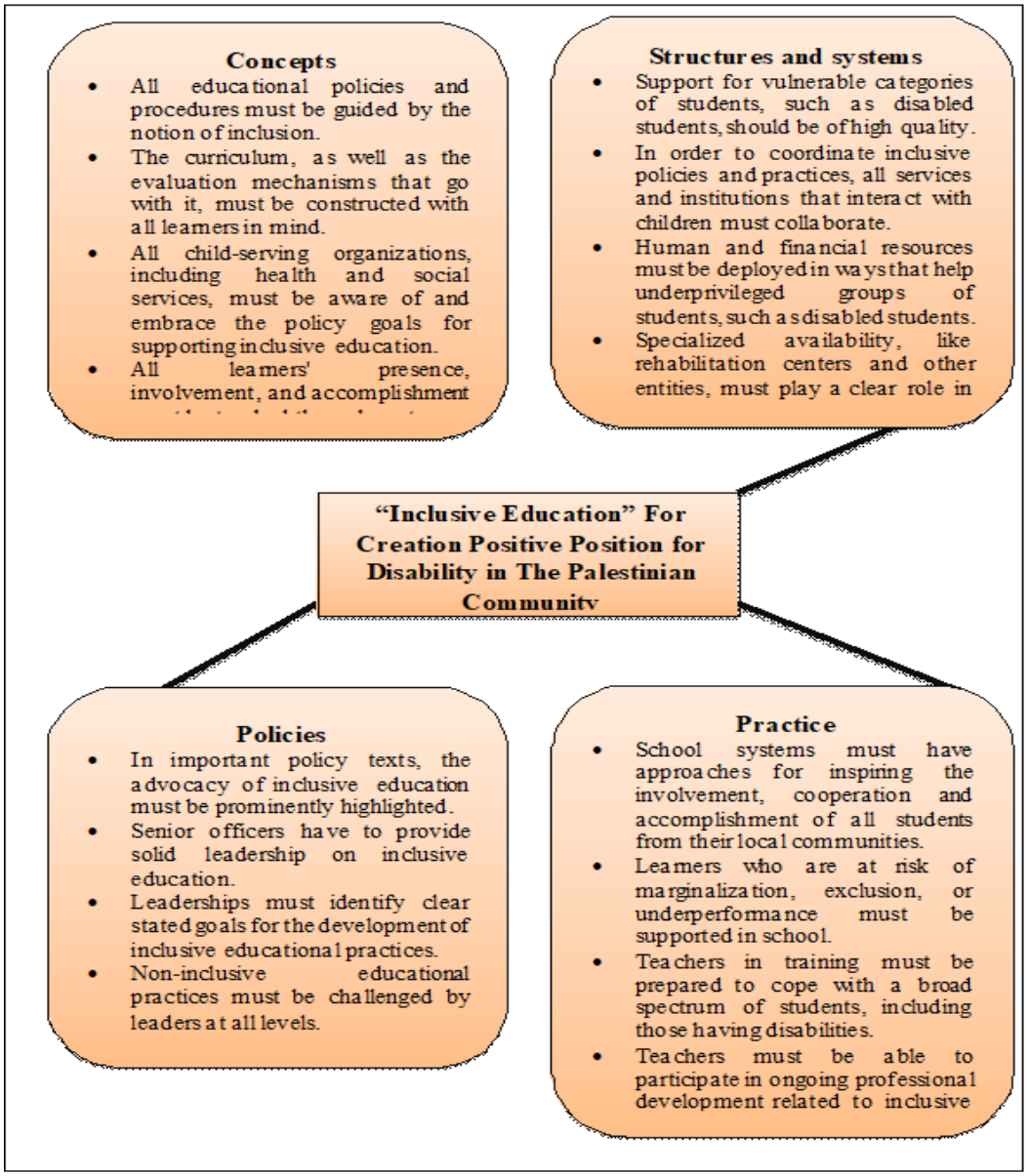

Figure 7 *Creation positive position for disability in the Palestinian community*

Implementing of inclusive education requires taking several key practical measures. One of these vital measures is promoting school principals and teachers' awareness, perspectives and attitudes and also to develop and update their pedagogical capacity in teaching and assessment (Majadley, 2019). In this context Jaradat (2010) investigated the Palestinian experience in integrating children with physical and mobility disability in government schools and found two conflicting attitudes among school administration as well as several concerns among some teachers about the lack

of success of this inclusion policy due to being concerned about taking responsibility for students who suffer from muscular dystrophy, entering and leaving their classes and schools and in the break. This indicates the importance of considering how to enhance and reinforce teachers' perceptions and awareness "from a positive and commonsense perspective" to more ethical attitude and professional practices. It also necessitates conducting more field-based research to explore the strengths and weaknesses of using inclusive education in Palestinian schools as well as conducting more experimental comparative studies with Arab and non-Arab countries (Majadley, 2019).

There is an important need to build specialized understanding of disability and pedagogical capacity of teachers to competently deal with and teach Palestinian children according to the type of disability these children have. For example, it is difficult to introduce enabling practices for children with disability without a full understanding of disability and without replacing current traditional teacher-centered teaching approaches and assessment methods and techniques (Opdal et al., 2001). There was, according to Opdal et al. (2001), a surprisingly high favorable attitude toward the inclusion of disabled children, but a lack of knowledge to SEN in teacher education and limited chances for instructors to refresh their knowledge were discovered (Abdelnour, 2010; Thaver and Lim, 2014).

Despite of Salamanca agreement, which signed by Palestine and in addition Palestinian legislation states the right of children with disabilities to adequate education, many children with disabilities in Palestine are still unable to attend school (Hamdouna, 2018).

There was no solid evidence of educators' views toward inclusion in Palestine in the literature. A study by Lifshitz (2004) indicated that Israeli educators were more

ready to incorporate students with special needs, even when views in Palestine were shifting. As a result of this, many Palestinian teachers saw children with disabilities as a hindrance to education and a threat to society. Opdal et al. (2001) reported that 60 percent of instructors agreed that children with SEN should be able to attend mainstream schools, and 90 percent said that public schools should alter to accommodate the needs of the child with SEN and disabilities. According to Goldman et al. (2005), one of Palestine's biggest problems is the inability to recognize children with special needs. Some progress has been achieved, but there are still many obstacles to overcome, such as outdated rigid teaching techniques, a difficult curriculum, and lack of funds. The research identified improvements in attitudes that were favorable to inclusion, although they were characterized by a benevolent approach rather than a right based one. There are just a few brilliant examples of inclusive education in Palestine in the scant literature. Abualia (2006) and Hawash (1998) highlight efforts to enhance inclusion in marginalized Bedouin communities inside the West Bank by building a welcoming atmosphere, educating instructors, and incorporating parents (Crabtree and Williams, 2017; Razeq, 2020).

The researcher summarized the significant barriers to implementing inclusive education in Palestine successfully, these barriers include resource limitations, providing teacher training and support, challenging negative attitudes and stigma, promoting parental involvement, strengthening policy implementation, and addressing geographic and socioeconomic disparities.

The researcher also notices an inclusive education policy implementation gaps, inconsistent practices, and a lack of coordination among government entities, educational institutions, and civil society organizations can hinder the application of inclusive education. Strengthening governance structures, promoting interagency

collaboration, and establishing monitoring mechanisms can help address these challenges and ensure policy coherence and effective implementation.

While there are significant barriers to implementing inclusive education in Palestine, they can be overcome through targeted interventions and collaborative efforts. By addressing resource limitations, providing teacher training and support, challenging negative attitudes and stigma, promoting parental involvement, strengthening policy implementation, and addressing geographic and socioeconomic disparities.

2.6 Decision making

The ability to carefully weigh the pros and disadvantages of a choice may be hindered by social pressure or time constraints. One's emotional state at the time of a decision making may have an impact. People may make less than ideal decisions if they lack the necessary knowledge or abilities.

People frequently struggle to comprehend the likelihood of repercussions, even when given the opportunity and time. They are more prone to depend on personal experience than on knowledge regarding probability, even when they are aware of the data. Combining knowledge about probabilities with information about preferences is one of decision essential making's challenges (Taghavifard et al., 2009).

In this respect, decision making has various fields which are categorized into descriptive fields, normative fields and prescriptive fields. These fields are represented in figure 8.

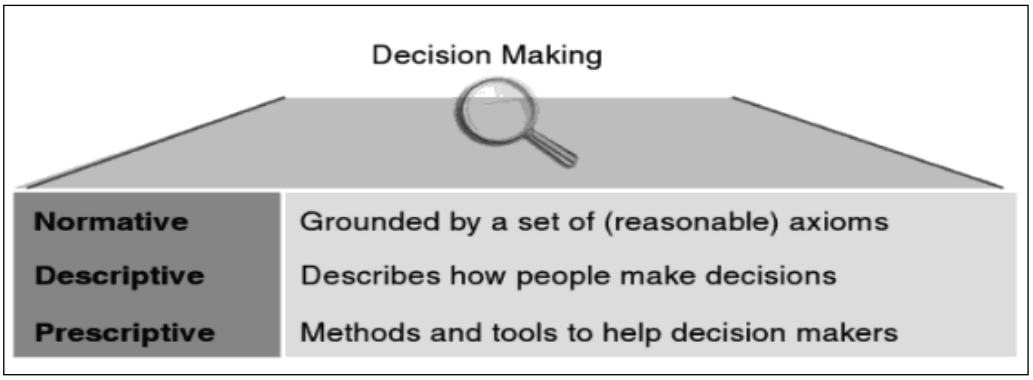

Figure 8 *Categories of decision-making studies according to Eidsvik et al. (2015)*

The process of decision analysis is systematic and based on a scientific criterion. Eidsvik et al. (2015) mentions three main stages for decision analysis process includes formulation, evaluation and appraisal. Figure 9 illustrates these stages.

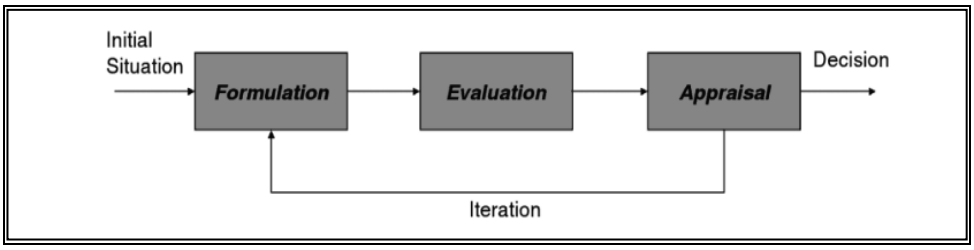

Figure 9 *Main stages of the decision-making cycle: Eidsvik et al. (2015)*

- **Decision Analysis**

Decision analysis defined in 1964 by Stanford University Professor Ronald. It refers to a systematic and visual approach to making strategic decisions. It includes both decision trees and influence diagrams. Howard (2019) coined the term decision analysis to define the field of study that follows a logical approach to evaluate available alternatives in a decision situation in case uncertainties seem to prevail and preferences become confusing. According to Howard (2019) decision Analysis is a systematic, visual, and quantitative decision-making approach where all aspects of a decision are evaluated before making an optimal choice (Eidsvik et al., 2015). In this

context, decision analysis is a structural framework for instructions about systematic thinking in searching for alternatives for complicated decision problems (Terek, 2002).

- **Influence diagram and decision tree**

Influence diagram defined as graphical instrument utilized for mapping the interaction of several components of a decision setting (Hal et al., 2010). The decisions are usually represented with chance events, rectangles, uncertainties with circles or ovals, fixed or calculated inputs as well as outputs with rounded rectangles, and values or outcomes with triangles.

Influence diagram provides a simple graphical representation of a decision problem. The elements of a decision problem decisions to make, uncertain events, and the value of outcomes show up in the influence diagram as different shapes. These shapes are linked with arrows or arcs in specific ways to show the relationship among the elements. Squares represent decisions, circles represent chance events, and rectangles with rounded corners represent values. These shapes generally are referred to as nodes: decision nodes, chance nodes, and value nodes (Clemen, 1996).

According to Kjaerulffand Madsen (2008), influence diagram means computing various actions for a variety of decision options; given accurate information at the decision time.

Decision tree are models for permit the individual to perceive the patterns of information action in data. Decision tree defined as a manner of formally grasping control strategies in a manner that permits visualization and is considered more intuitive compared to a mathematical equation to facilitate the understanding and interpretation of the data (Weber and Fajen, 2015).

Decision trees a graphical presentation of expected value (EV) calculation" (Schuyler 2001). It's "an attempt to explicitly determine the alternatives available, expected costs, payoffs and probability of success associated with each alternative" (Mock et al., 1972).

The decision trees show the flow of decisions and their consequences with the objective to select the best course of action. By solving decision trees, the analyst decision maker is seeking the optimum solution based on the maximum (or minimum) Expected Value.

According to Aghaei et. al. (2019) decision tree takes the structure of tree containing branches, leaves, and nodes. A test is performed in each internal code of the tree. The outcome of the test is represented in each branch. All points that provide the same answers for all tests were collected. Accordingly, each path from root to leaf constitutes a classification rule in which each data point is assigned to a leaf. A DT can also be an analysis tool by examining the outcomes under wide range of input variables. The latter is best modeled using stochastic values i.e., inputs are based on probabilistic distribution estimates. It is considered as an effective tool to facilitate the selection between several courses of action. They provide a highly effective structure within which you can lay out options and investigate the possible outcomes of choosing those options. They also help you to form a balanced picture of the risks and rewards associated with each possible course of action.

Decision trees and influence diagrams are good tool for decision making; they allow decision maker to examine the potential effects of a decision throw provide a framework to quantify values of outcomes and possibilities of obtaining this output. In addition, provides recommendation about the best judgments for each outcome based on certain information (Taghavifard et al., 2009).

Influence diagrams vary from decision trees. To articulate the differences between both, Götz (1996) indicates that influence diagrams are consisted of graphs with nodes embodying decisions and events, while the arrows among them constituting the dependencies as illustrated in figure 10.

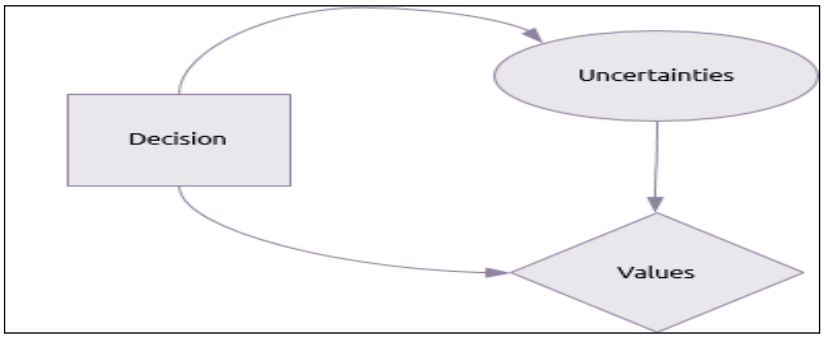

Figure 10 *Influence Diagram*

On the other hand, Götz (1996) argues that decision trees are defined as tree diagrams with branches for decisions and events as illustrated in figure 11 and figure 12.

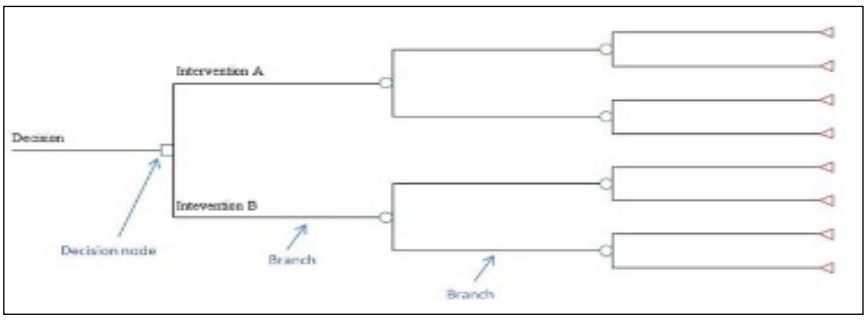

Figure 11 *Decision trees*

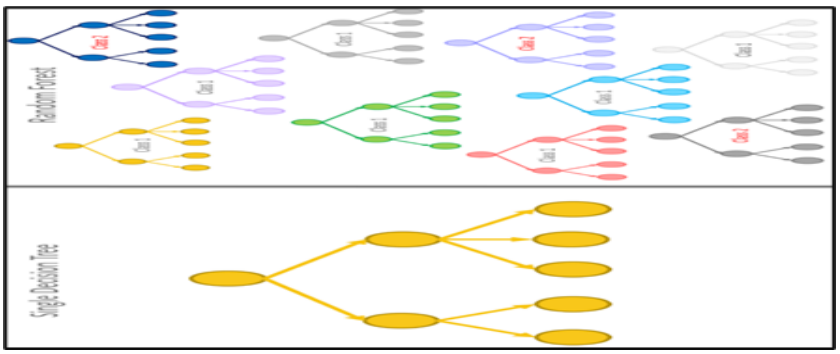

Figure 12 *Decstion Trees with events*

2.7 Related work to inclusive education

This section presents the previous studies that were conducted on inclusive education according to the components of inclusive education; the researcher divided this related work into subsections. The researcher arranged the previous studies according to the date from the newest to the oldest and the reason for that because it will illustrate how the topic has changed: the first definitions of it, then major time periods of change as researchers talked about it, then how it is thought about today.

- Inclusive education policy

Rouse (2008) conducted a study on the policy of inclusive education. The study took place at University of Aberdeen in Scotland. The study indicated that the support of inclusion exists, but the policy of applying inclusive education is not existed because teachers are not entirely supported and not prepared well to work in inclusive manners. The study investigated the challenges in developing successful inclusive schools. To overcome such challenges, the study recommended reconsidering the teachers' identities, roles, and responsibilities by developing teachers' knowledge, skills, beliefs, and attitudes.

Development Studies Centre (2012) investigated the national strategic plan of the disability sector in the occupied Palestinian territories. The study indicated that Palestine work with UNESCO to improve the lives of excluded children. The study indicated that the national strategic framework of the disability sector provided an appropriate ground to enable all active institutions to comply with a unified national perspective to combine efforts to enhance the lives of people with disabilities, their surroundings, their families to give them the opportunities to lead the process of the

society transformations of beliefs and concepts. Such commitment is emanated from the necessity to enhance and deepen the cooperation and coordination among the sector's influencers to face the difficulties that hinder the effective and full participation of people with disabilities and to decrease duality and dispersion in the sector while maintaining diversity

Lingard et al. (2013) investigated, outlined, and contextualized the rise of contemporary and global national modes of top down, test-based accountability in schooling systems. The effects of such infrastructures of accountability on teachers' pedagogical work, accountability, the goals of schooling, and the width of curriculum were also addressed. The study argued that a new global pan optimism, along with national schooling system positioned within the global educational policy field and global market place with significant impacts within national policy making. After reviewing the literature, the findings revealed that the width of the curriculum was reduced to guarantee the enhancement of test scores. Besides, the global policy field was constituted due to the infrastructures of accountability.

Ware (2014) investigated the policy developments since devolution and their impacts on inclusive education. The study took place in Wales. The study discussed four policy initiatives, namely, Literacy and Numeracy Framework, Foundation Phase, and Masters in Educational Practice and the suggested reform of initial teacher education and training), for responding to Wales's poor performance in the Program for International Student Assessment, and their possible effects, along with the governmental strategies on enhancing the special educational needs system in Wales. The study suggested connecting teacher education with relevant research. The study concluded that developing policy statements had a positive impact on inclusive education.

Anderson and Boyle (2015) conducted a study on inclusive education in 8 educational institutions in Australia. The study sought to provide a report card on inclusive education in Australia. To achieve this objective, the study reviewed the literature, and related reports and educational policies. To evaluate the performance of Australia's public education system, the study adopted Loreman (2014) taxonomy for measuring inclusive education, namely, students' participation, students' achievement, and post school options. The results revealed the lack of consistency in the educational institutions in Australia in terms of enacting and managing inclusive education. The findings further showed that there are a lot of students who are marginalized and excluded in such schools. The study recommended adopted national approach that calls for inclusion, and continued development of effective education in Australia.

Kay et al. (2019) examined workforce reform in early childhood and the education policy in England. The study used rhetorical analysis to investigate how Early Years Teachers' Status (EYTS) is comprehended within workforce reform. To attain this aim, a critical analysis was conducted to Greater Childcare and Foundations for Quality. The drivers for reform and policy levers were identified in both documents. The study summarized the factors that hinder the application of education policy in England; including, lack of payment, progression, and professionalism. The study recommended applying EYTS.

Benson (2020) conducted a study on the evolution of Jordanian inclusive education policy and practice. To analyze micro, macro levels of inclusive education policy in Jordan, the study adopted (Schuelka, 2018; Bartlett & Vavrus,2014) as theoretical frameworks to understand this issue. The study reviewed the literature and inclusive education policy at national, local, and international levels. The study found that the policy of inclusive education in Jordan is supportive, but the implementation is

limited due to several factors, such as lack of physical resources, community support, inadequate support, and training. To likely create better results, more localized inclusive education should be created and supported.

Teschers (2020) proposed a comprehensive inclusive education model for curriculum, policy, and classroom development in New Zealand. The five aspects of comprehensive inclusive education model focus on; comprehensive perspective of education, whole child approach, systems thinking, whole school approach, and community approach. The study further indicated that there are sub aspects emanated from such aspects; such as family, parents, teachers, environment, and curriculum. The study recommended continuous work to create more inclusive education and inclusive society.

- **Inclusive education**

Forlin (2010) found the style of leadership and the role of school manager play are essential requirements of various learners within inclusive education. The majority of the literature shows a dearth of information about the development of inclusive leadership skills and collaborative management roles among rural school principals. The article examines how collaborative roles played by rural school management assist students in adjusting to learning in a welcoming atmosphere. The collaborative leadership theory is the chapter's central idea. The author used a qualitative study methodology and the inter poeticism paradigm to collect the perspectives of rural school managers on how their collaborative responsibilities affect students' academic progress. The study's overall conclusion shows that collaborative leadership is essential to inclusive education and that teacher parent cooperation in the classroom improves students' academic success. The type of teacher education required

to assist this shift and a number of obstacles that have emerged as difficult for the push towards inclusion are examined.

Loper's (2010) evaluated of inclusive policies in Hong Kong, results revealed that the regulations contained gaps that could allow for discrimination. Those flaws included vague educational provisions, an extremely limited definition of discrimination, and a lack of a clear need to provide concessions to prevent prejudice. In order to protect the rights of students with disabilities to an education free from discrimination, results also emphasized the importance of delivering high-quality instruction, which calls for modifications and accommodations.

Abdurrazaq et al. (2013) examined Nigerian inclusive education polices and they found Nigerian polices lacks a number of ideas would have helped students with disabilities access the least restrictive environment and receive appropriate accommodations. Through identification and referral procedures, objective evaluations, and IEPs Individual Educational Plans, the policies were absent. Further limiting the ability to provide accommodations for kids with disabilities in an inclusive environment was the fact that educational policies did not promote teacher' skill development to work successfully with a variety of disabilities.

Chun (2014) examined the Taiwan's special education policy which aims to help students with disabilities reach their full potential, have equal access to a quality education, live independently, actively participate in their communities, and become as economically self-sufficient as they can, thereby making a variety of contributions to their communities. The author found that Taiwan's national special education policy generally adheres to IDEA, the basic ideas, and UNCRPD after comparing these policies to three conceptual models, one worldwide and two nationals. Taiwan's traditional attitudes and views regarding disabilities are primarily to blame for the

disparities between Taiwan's policies and those of IDEA and the fundamental ideas. The authors provide more complex explanations of Taiwan's laws concerning family participation, privacy rights, and appropriate evaluation procedures.

Ree (2015) discovered that the terminology used in Japanese policies was ambiguous or lacking in definitions. The lack of an explanation for prejudice in education was first noticed. Furthermore, policies pertaining to reasonable accommodations were ambiguous. Arguing that such ambiguous policies foster accidental obstacles and calling for a more specific definition to facilitate more inclusive behaviors.

Chong (2016) analyzed Malaysia's educational policies educational systems. Results showed that rules held Malaysian schools responsible for high academic success, which prevented schools from creating inclusive learning environments. According to educational regulations, kids with mild and moderate impairments were given a trial time to see if they could adjust to the general education environment. This trial period began with little steps inside the regular classroom environment. Instead of using inclusive approaches when placing kids in the general school context, mainstreaming practices were employed. The justification for this policy excludes children based on their inherent deficiencies while placing less importance on their needs and potential.

Hameed and Manzoor (2019) aimed to explore the Pakistan's policies on inclusive education. Study finding of inclusive education showed those with mild and moderate impairments left with more complex needs out. Pakistani schools and general education schools have continued to operate as distinct entities after the UNCRPD was signed, posing obstacles for the progression of a student with disabilities into the general education context.

Srivastava and Shree (2019) aimed to explore authentic leadership (AL) as a predictor of inclusive organization in an Indian school context, the goal of this research is to present a theoretical model. The research conceptualizes a framework for investigating and establishing inclusive classroom (IC) environments in developing countries. In order to intervene in the relationship between AL and IC, the study also offers academic optimism (AO), a latent word that includes collective efficacy, faculty trust, and academic attention as its characteristics, this study might help practitioners and academics redesign their practices and policies in the education system of emerging nations.

Zabala (2020) assisted SETT Framework, which stands for Student, Environment, Tasks, and Tools. Finding showed that technology (AT) equipment and services that help students with disabilities succeed academically were initially intended as a decision-making tool to help collaborative teams acquire and organize information. The initial goal of the structure and how the concepts of the SETT Framework have evolved to encompass not just AT but other education programs, no educational contexts, and other recipients are explained and illustrated. Accordingly, this commentary is structured around important questions that are meant to elicit thoughtful responses from AT service providers, educators, families, and others who assist kids with disabilities on how the SETT Framework might be used in all stages of AT service delivery.

Ramchand (2021) examined classroom practice and teachers' views in Karnataka, a southern Indian state. It's based on a survey of five schools in Karnataka's various districts. Using international treaties, declarations, and promises such as the Sustainable Development Goals, the Indian state is aiming to make the education system more inclusive, but with little attention to context. Finding found that a vision

of inclusive education, structural support, and strong teacher education are all necessary to promote inclusive classroom practices.

Raftery and Brennan (2021) evaluated the views and experiences of primary school principals in the Republic of Ireland on the new special education teacher distribution model that went into force in 2017. Principals and instructors confront a variety of problems when it comes to helping students with special educational needs in an inclusive manner. Leaders of schools are encouraged to read this article for ideas on how to cultivate an inclusive culture. There are also discussions of policy implications, suggestions for practice, and future study.

Raftery (2021) conducted research; pre-service instructors at teacher training institutes in four different countries were surveyed on their views regarding inclusive education. Pre-service teachers' attitudes toward inclusive education vary across nations in terms of intellectual, physical, social, and behavioral elements, according to Wilczenski's 1995 Attitudes towards Inclusive Education Scale. They are particularly enthusiastic about including children with social problems into their classrooms. These concerns, such as shyness, do not need urgent intervention and substantial amounts of additional time or effort on the part of the instructor, as the conduct element, which ranked low worldwide in terms of favorable attitudes, does. Regular interaction with a child with a disability, education, teaching experience, understanding of policy and legislation, and confidence levels all had a substantial influence on views. Students should have chances to succeed and reflect, as well as academic material related to policy and legislation related to inclusive education, according to this study, which suggests that teacher training schools should include these elements in their curricula.

Nuzulia et al. (2021) aimed to describe the validity of teaching materials in inclusive education settings, also describes the increase in critical thinking skills of

students with special needs between before and after using teaching materials, in addition, describes the responses of students with special needs to teaching materials in inclusive education settings. Research and development use a model adapted by Borg & Gall (2003). Of the ten development steps, the researcher only applies seven developments. Steps. The results of this development indicate 1) the module specification consists of cover, author words, and table of contents, material, evaluation questions, and author's bio. The results of the research were 82% content experts with good qualifications, 86% learning media experts with good qualifications, and 82% learning experts with good qualifications. 2) The results of the attractiveness of teaching materials, the researcher conducted a posttest in the experimental class to 4 students with a percentage achievement of 82% with good qualifications. This shows that the use of teaching materials has reached attractive and valid criteria. Analysis of the data used by the Independent Samples T-Test with the SPSS 16 tool and the Sig 0.048 <0.05, then Ho was rejected, meaning that there was a difference in learning outcomes from students who had used teaching materials. So, it can be concluded that the use of teaching materials in an inclusive education setting can improve the critical thinking skills of students with special needs.

Moosa and Bekker (2021) examined the education policy and legislation in South Africa necessitate inclusive education, which demands instructors in classrooms to be sensitive and adaptable to the variety of their students' backgrounds. A lack of conceptual clarity about the nature of inclusive practice and education is worsened by the fact that many still see it as a special need only approach, rather than one that encompasses a wider range of variety. Instructors need to be challenged and disrupted in their thinking throughout their initial teacher education (ITE) in order to promote inclusive education concepts that allow teachers to respond to diversity. Because it

emphasizes inclusive pedagogy as an approach to thinking about and practicing inclusion in order to enhance the learning of all students, the researchers choose to utilize the Inclusive Pedagogical Approach in Action (IPAA) Framework. Research shows that pre service teachers' understanding of inclusive education must be taken into account and that they need extensive training in order to implement inclusive pedagogy. In order to help preserves' teachers in their development of responsiveness in inclusive practice, they propose that they be supported via ITE programs and further research.

Liebner and Schmaltz (2021) discussed the adoption of the Nations Convention on the Rights of Individuals with Disabilities has had a significant impact on the German education system, including teacher training. The importance of professional competencies and their development is highlighted in this article. The educational science portion of teacher preparation programs in Germany has required all aspiring educators to earn a bachelor's degree by the year 2013 in areas such as heterogeneity, inclusion, and diagnostics. Teacher preparation programs in Germany vary widely in terms of their curriculum and organization. Though inclusion and heterogeneity are formally included into German education, an overview of how acceptance teacher training is now implemented is lacking. For this research, the first step is to analyze the educational science sections of the curriculum, in order to address this gap. A qualitative content analysis was performed on the study and examination requirements for all of Germany's general education teacher training programs (primary, secondary I and II). According to the findings, the curriculum for heterogeneity and inclusion vary widely across states and institutions and between different academic programs.

Cutler et al. (2021) conducts a study explored Master of Teaching preserve teachers' (PSTs') feelings of comfort and more broadly, their emotional experience as they prepare to work in classrooms with students. Within the context of a broader mixed methods research project, PSTs were surveyed, and data were combined with a focus group (total participants' = 42). Theoretically, Vygotsky's cultural historical approach was used to elicit information about the PSTs' emotional experience. Important findings indicate that teaching preserves teachers' past experiences influence their understanding of content and their willingness to transform their developing pedagogy. Systemic tensions around language and context contributed to challenging emotional experiences when PSTs were unable to mitigate the issues. It is argued that comfort is an initial starting point, but the stduy provides a lens to examine and support a broader understanding of the institutional structures which constrain PSTs when working with students.

Bipath et al. (2021) aimed to explore early childhood development (ECD) settings in South Africa. ECD managers and teachers discussed the difficulties they have in implementing the Inclusive Education Policy (IEP). Accessibility to early education is often denied to children with impairments, making them more vulnerable and marginalized. The research used a qualitative technique based on ecosystems theory. Three Early Childhood Development center managers and three instructors from the Eastern Cape, South Africa, were among the participants. The results showed that the legislation and its execution were poorly understood by the majority of participants. IEPs were not properly monitored, supported, or executed because there was a lack of leadership from policymakers. There should be thorough training and development for all ECD practitioners as well as ongoing assistance in executing it as well as enough resources for their centers and playrooms.

Banks (2021) aims were to explore the UN Convention on the Rights of Persons with Disabilities' main principles of inclusive education is influencing countries throughout the globe to revise their conventional financing systems for special educational needs. When it comes to education funding, many countries are beginning to realize that how schools are financed has a direct influence on how inclusive they can be because of growing costs, governments are now demanding 'cost management,' as well as more accountability and transparency in the allocation of resources. Students with impairments in mainstream school in Ireland are now eligible for assistance without a diagnosis thanks to a new financing model that eliminates the requirement for a diagnosis. However, since the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) was ratified in 2018, Ireland's special system of education was under consideration for massive reform, t with prospect of shifting to an education system and eliminating special schools and classes. In light of this, we must ask: Is it possible to fund general education and special education separately in an inclusive system? Parents and disability organizations are concerned about a single financing model for all pupils, despite the fact that it is the most obvious answer. Many individuals are worried that the government would use disabled children as a method to reduce total expenditure by "dropping through the cracks."

Bahrudin et al. (2021) aim to determine the implementation of special needs schools as organizers of inclusive educational resource centers. Research was conducted in a special needs school designated as an inclusive education resource center numbering 18 schools in Jakarta. Research uses a qualitative approach. Implementing the special needs schools' program as a resource center for inclusive education illustrates that the condition of inclusive education has not been maximized because there is still a lack of means to support the activities of inclusive educational

resource centers. In addition, the need for training on inclusive education for teachers and education personnel becomes important for inclusive schools to do.

Zhukova et al. (2022) indicated the author's vision of inclusive education is formed in the study, which is understood as a system with a high integration ability, the role of which is reduced to creating a sustainable society with rational moral foundations. A doctrinal model of the implementation of the Sustainable Development Goals is proposed, the core of which is the humanization of society, contributing to moral, economic, social, cultural changes and influencing the life of society, while becoming the driving force of the economic, social and environmental aspects of sustainable development. The author's approach allows us to expand the scientific vision of the essence and content of inclusive education, to determine the role of humanization in ensuring the implementation of the Sustainable Development Goals. The conceptual provisions of the article can be used as the basic foundations of a sustainable development strategy.

Ioannidi and Malafantis (2022) reviews the literature to provide a pedagogically conceptual and practically applied stance on inclusive education and teaching. Eliminating social and academic marginalization is the goal of inclusive education. Schools are positioned as being at the center of inclusive education in the framework. To engage all students in learning that is meaningful, pertinent, and accessible, inclusive pedagogy in this sense refers to the ways that lessons, classroom activities, curriculum, and assessments take issues of diversity into consideration. The article is structured with a synopsis of significant historical occurrences, recent developments, and a discussion of the present state of educational practices and activities that support assuring the success of all students. The paper's overarching strategy is to add to the ongoing discussion on the present definition and importance of

inclusive pedagogy and education, with a focus on the social model of disability and human rights.

Mweli and Gcelu (2022) Examine requirements of various learners within inclusive education, the style of leadership and the role school manager's play are essential. The majority of the literature shows a dearth of information about the development of inclusive leadership skills and collaborative management roles among rural school principals. Authors examine how collaborative roles played by leader school management assist students in adjusting to learning in a welcoming atmosphere. They used a qualitative study methodology and the interpretive paradigm to collect the perspectives of rural school managers on how their collaborative responsibilities affect students' academic progress. The study's overall conclusion shows that collaborative leadership is essential to inclusive education and that teacher parent cooperation in the classroom improves students' academic success.

- **Inclusive education in Arab countries and Palestine**

Abu-Saad and Champagne (2006) conducted a study to evaluate the concept of inclusive education and its implementation in Palestinian schools. The research also focuses on the problems that school workers face while implementing inclusive education in their classes. When doing this research, the researcher used a descriptive approach. Thirty teachers from 10 UNRWA schools in central Gaza were interviewed by a researcher who chose them at random. The results show that teachers utilized the inclusive education project's tools successfully. Teacher demonstrations of the difficulties they have in implementing inclusion were followed by examples of how to overcome those difficulties. The study recommends school staff adequate training and assists schools in implementing the initiative by providing them with tools and resources.

Rushdy (2009) aimed at identifying the importance of the Future School in educating students about the prevention of disability, and knowing the importance of early intervention in preventing disability or minimizing its negative effects. The researcher recommended training teachers and parents on communication skills and ways to deal with children.

Jaradat (2010) aimed to examine study were to examine the initiatives taken by the Palestinian Ministry of Education to include students with physical and motor disabilities in the classroom. Government schools connected to the Ministry of Education that enrolled in the inclusive education program between 1997 and 2007 made up the study community. The study reached a set of results, the most important of which is the inclusion of the inclusive education program within the new structure to the Department of Educational Guidance and Special Education in the year 2005-2006 AD, after it was within the structure of the general administration of public education. The right to basic education for every citizen residing on the land of Palestine, regardless of gender, religion, sect, sect, race, or type of disability. The school is open to all students and does not exclude anyone from them, especially students who are able to learn. In the entrances to the school and public facilities, as well as building a private bathroom in the health unit, every school built anew has these modifications and work to modify the existing schools in coordination with the local community institutions.

Al-Smadi (2010) aimed to identify the attitudes of teachers of the first three grades. Towards integrating students with disabilities with ordinary students in the first three grades in the city of Arar, to this end, a questionnaire was distributed that measures teachers' attitudes towards integrating students with disabilities with ordinary students. The questionnaire included three dimensions (psychological, social,

academic, academic, academic, academic, and academic). The study arrived at through the use of arithmetic means, percentages, standard deviations and the level of significance. There are positive attitudes among teachers towards inclusion, and that there are differences in attitudes on the dimensions contained in the questionnaire, but these differences were not statistically significant. Through this study, it was recommended to conduct studies to identify the trends of merging, including the administrative sector and teachers, each according to his specialization.

Albaz and El-Sherbiny's (2013) study aimed to present a proposed vision to activate the relationship between educational media (school, family, NGOs, and the media) to integrate people with special needs in public education schools in the Kingdom of Bahrain. Activating the relationship between educational media to integrate people with special needs in public education schools in the Kingdom of Bahrain, and was applied to a sample of (231) principals of schools applying for integration, their assistants and special education specialists, a sample of parents of students with special and ordinary needs, and a sample of boards of directors civil societies working in the field of disability, and a sample of media workers (radio, television, press) on the role of each of them towards the rest of the educational media to activate the integration of people with special needs in public education schools in the Kingdom of Bahrain. The study reached a number of results, the most important of which are: The study sample agreed with a large degree on all the proposed methods; Where the arrangement of the axes of the field study came from the point of view of the study sample as follows: (the role of the media in the first arrangement the role of the family in the second arrangement the role of civil associations came in the third arrangement the role of the school came in the fourth arrangement), and the study also found no There are statistically significant differences about the proposed methods for

activating the relationship between educational media to integrate people with special needs in public education schools in the Kingdom of Bahrain due to the variable of the employer, people with special needs in general education schools in the Kingdom of Bahrain.

Alattal (2016) aimed to identify the extent of practical application enjoyed by UNRWA teachers in the governorates of Gaza with regard to inclusive education and ways to develop it, and the researcher adopted the descriptive and analytical approach. A questionnaire was allocated to (257) directors of the UNRWA in the governorates of Gaza, and the study concluded that the practical application reached (76.17%) with a high degree of appreciation, and it was found that there are no statistically significant differences between the average degrees of the study sample members according to the extent of the practical application attributed to variables such as educational qualification, school type, and gender, and there are differences in two areas: the third field for boys' school, and the fourth field for mixed school, and there are statistically significant differences between the average grades of the study sample, in terms of practical application, due to the variable years of service For the benefit of the category less than five years in all fields, and the total degree of the degrees. A questionnaire, except for the fourth field, in which there are no differences. Among the most important results of the interviews conducted by the researcher is to improve the degree of practice: Train teachers to prepare lesson plans and individual plans that respond to the expectations of all students. Analyzing the content of the curriculum in the light of inclusive education and enriching it in proportion to the diversity among students.

Omar (2017) aimed to identify the differences between ordinary children and extraordinary children in accepting each other in integration classes in kindergarten

institutions, and vice versa; And to determine the degree of difference in acceptance of the other between ordinary and no normal children in the integration classes in kindergarten institutions; And work to develop the acceptance of the other among ordinary and extraordinary children in the integration classes in kindergarten institutions. The research used the descriptive analytical method, and the basic research sample was chosen by the simple random method, and it consisted of 20 male and female children with disabilities, and 20 male and female children from normal children. The "Thamarat Alhayah" Kindergarten was chosen in Alexandria Governorate and it is one of the private integration schools in Alexandria Governorate. The most prominent results of the research were: Ordinary children are less receptive to their disabled peers in the integration classes in kindergarten institutions. Disabled children are more receptive to their ordinary peers in the integration classes of kindergarten institutions. Handicapped children outperform ordinary children in the degree of acceptance of others in the integration classes of kindergarten institutions.

Muhanna (2018) aimed to identify the degree of employment of the inclusive education strategy among UNRWA school principals in Gaza governorates, and its relationship to raising the level of teachers' professional competence. The study indicated that the degree of employment of UNRWA school principals in the governorates of Gaza for the inclusive education strategy from the teachers' point of view reached a relative weight of 71.13%, with a significant degree of approval. Females, and for the educational qualification variable in favor of those with a bachelor's degree, and there are no differences attributed to the variable years of service, as well as the level of professional competence of teachers of UNRWA schools in the governorates of Gaza with a relative weight of 84.14%, and there are statistically significant differences in the level of professional competence of teachers

due to the gender variable in favor of females There are no differences attributable to the variable of academic qualification and years of service, the International Relief Agency in Gaza governorates studied the strategy of inclusive education and the level of professional competence of their teachers.

Hussein (2019) aimed to identify the reality of the application of the inclusive education approach in UNRWA schools in Palestine in the light of the logical model. Jerusalem and Jericho, where the content and apparent validity were confirmed by choosing a simple random sample of them, the size of which was (228) teachers, sufficient resources and means are provided for inclusive education. As for the teachers and principals at the beginning of the application of inclusive education, they were not trained and their attitudes were negative, and although their abilities and attitudes have developed with the application of the inclusive education approach, they still need to be empowered, and the trainers are not specialized, and the trainers are not Training on specialized subjects in special education, and no evaluation studies of the inclusive education approach have been conducted. On the other hand, principals and teachers saw that students' attitudes and participation have improved, and that parents have become positive attitudes, but they are not playing their required role. In addition, the teacher’s large number of classes and the large number of students in classes are among the most important challenges that hinder the implementation of inclusive education. The most important proposals for improving the application of inclusive education were represented; The necessity of providing specialists, reducing quotas, training teachers, reducing student numbers, adapting the curriculum and assessment methods, and modifying school buildings to suit inclusive education.

Baamer (2019) aimed to identify the readiness of the institutions to move toward inclusive education from the perspective of the staff of Jeddah's integration

schools, and identifying the potential barriers to its implementation, as well as how these factors relate to age and years of experience. The sample population consisted of 71 people from special education and general education teachers. The findings demonstrated that the integrated schools' level of readiness to transition to inclusive education was moderate. Additionally, there were no distinctions in terms of preparation between general education teachers and special education teachers. There were statistically significant disparities in the level of preparation between the age groups, favoring teachers under the age of 30 with less than five years of experience.

Aladini (2020) aimed to investigate how inclusive Education is being implemented in Palestinian Schools, when implementing inclusive education in schools, school staff members often encounter difficulties. The author employed a descriptive strategy to accomplish the study's goals. The author spoke with thirty UNRWA (United Nations Relief and Works Agency) school teachers in Gaza Strip's central region. Six questions were asked in the interview. Using the inclusive education initiative's tools successfully by instructors has yielded great outcomes. When it comes to implementing inclusion, teachers shared their experiences and gave advice on how to overcome the challenges they confront. The researcher advises that participants offer school employees with appropriate training and provide schools with the necessary instruments and resources to properly implement this program.

Shbeeb and Raja (2021) aimed to identify the challenges facing the implementation of the inclusive education policy in Palestine, and to achieve the objectives of the study, the researchers used the qualitative analytical approach through conducting organized interviews with a sample of ten specialists in inclusive education. participants in the interview with jurisdiction agreement to a large extent in their answers in the development of a concept of inclusive education policy at the

national level, and agreed unanimously on a set of indicators in teacher training strategy adopted in 2008 that guide the preparation of programs of teachers towards inclusive education. The participants have showed harmony on the mechanisms that MOE has dealt with and approved to meet the needs and requirements of people with special needs in light of the Corona pandemic. They stressed that education at this stage was positive as the students were close to their parents and their environment, helping them psychologically, and make parents participants supportive of the learning process, and the most prominent Recommendations reached by researchers educate schools and society to promote the concept of inclusive education nationally, and teacher training, and qualify them continuously, in order to be able to deal with people with special needs according to international standards and indicators, and the development environment of the school of; to be motivating, attractive, safe and suitable for people with special needs.

Ayad (2021) aimed to ascertain the reality of the inclusive education policy from the instructors' point of view in light of some quality standards in public schools, the researcher used a descriptive and analytical approach based on a questionnaire. The sample for the study consisted of (207) teachers of education who resided in Jerusalem's suburbs. The study found that the arithmetic means of the final score, represented the reality of inclusive education policy from the teachers' perspective (2.55). The field of curricula and inclusive education had the greatest arithmetic average (2.84), followed by the study planning and curriculum area (2.55). The findings of the gender hypothesis showed that there are disparities in favor of male in terms of scientific qualification, favoring postgraduate studies, as well as in terms of years of experience, favoring (5–10) years, and in terms of educational stage, favoring higher basic. The study recommended that teachers be continuously trained on all

modern programs for working with students with disabilities in order to be able to make appropriate and modern school plans and to incorporate into the Palestinian curriculum everything that is contemporary and contemporary with regard to students with disabilities and encourage them to think and innovate. Teachers should focus more in developing a comprehensive plan to evaluate all students through an evaluation plan for inclusive education, and to work on strengthen the school environment to be qualified in terms of devices and equipment for students with different disabilities.

Albadawi and Alwari (2021) aimed to determine the challenge the Palestinian Ministry of Education is having funding its inclusive education program. Additionally, offer suggestions for how to balance an inclusive program in the Palestinian Ministry of Education as a methodological manual. The General Administration of Counseling and Special Education at the Palestinian Ministry of Education used the questionnaire as a tool to collect data from staff members and responsibility centers, adhering to the "analytical descriptive" method. It included all of the General Administration of Consoling and Special Education's employees and responsibility centers, which totaled (104) employees distributed among (22) public administration workers, (82) employees of the Palestinian governorates' directorates of education, and a sample of (90) responsibility centers and Employees genuinely gave a response. It was discovered that the General Administration of Guidance and Special Education's expenses are unrelated to the goals to be accomplished. It appears that there is still a natural connection between the special education program and budgets. It turns out that institutional and administrative issues make it impossible to apply the inclusive education program's funding effectively. Organizing the inclusive education program as a priority for the purpose of allocating the Ministry of Education's expenditure in the

various centers of responsibility is necessary to the successful completion of the budgeting process for the inclusive education program in the Ministry of Education in Palestine.

Albadawi (2023) conducted a study on the inclusive education policy and the challenges of applying inclusive education in Palestine. The data were analyzed qualitatively by reviewing the literature on inclusive education in Palestine. The findings revealed that the majority of students with disabilities in Palestine are unable to attend schools. The results showed that inclusive education in Palestine face challenges in terms of teachers and curricula. Also, the results revealed that teachers should be trained and the curricula should be flexible. The study recommended adjusting the policy of inclusive education in a manner that enable all excluded and marginalized students to be included in inclusive education.

- **Decision analysis**

Taghavifard et al. (2009) described the most crucial and frequently challenging role for a manager is making decisions. Decision analysis model domain lies in the middle of two extremes. Depending on how much information having about how the activities will turn out. On this scale, one "pole" is deterministic. Pure uncertainty is the "pole" opposite of this. Risky issues lie between these two extremes. The primary premise is that managers' levels of assurance regarding any particular problem vary according to their level of knowledge about the same problem. The researchers provide a step-by-step method for making decisions when dealing with difficult issues. Using various choice criteria, various forms of information, and information of varying quality, it demonstrates the decision analysis process for both public and private decision making. Along with the aims and objectives that direct decision making, it covers the components of the analysis of decision alternatives and

choices. Along with the risk assessment tools, the main concerns surrounding a decision preferences maker for different options, selection criteria, and choice modes are sure.

Bielzaet al. (2011) showed that Influence diagrams have grown in popularity since they were first used to describe Bayesian decision issues in the middle of the 1970s. Extensions of the influence diagram methodology have been developed in response to the need to better describe complicated challenges. The researchers examine the representation issues and modeling difficulties related to influence diagrams in their study. In particular, conditional distribution trees, sequential decision diagrams, and sequential valuation networks are used to depict asymmetric choice issues. They also look at how sequential valuation networks, sequential influence diagrams, and unconstrained influence diagrams express the order of decision and chance factors.

Zhouetal (2013) claimed that many decisions are made in contexts where participants interact and may also have an impact on one another's choices. The study introduces a novel method known as game theory-based influence diagrams that applies game theory to influence diagrams in order to represent decision making in such dynamic contexts (GIDs). The list of factors that determine how each decision maker makes decisions is expanded by GIDs to include the strategy decisions made by other decision makers, so that decision makers can make more rational decisions. As a result of integrating influence diagrams and game theory, GIDs benefit from the simplicity and efficiency of influence diagrams for modeling complex decision problems as well as the rationality and suitability of applying game theory for making decisions in dynamic interactive scenarios.

Goodwin and Wright (2014) carried out a study on the importance of decision analysis for management judgment. The study indicated that decision analysis plays a pivotal role in enabling decision makers to gain in depth understanding of the problem they encounter. The study indicated that the majority of decision problems are complicated due to both environment and the participation of the interested groups. In making decisions, the study concentrated on both psychological and quantitative aspects of decision making. The complexity of making decision refers to its multiple objectives, uncertainty, multiple participants, and its complex structure. To overcome these problems, it is necessary to apply a decision analysis, which includes the decomposition of problem into a group of smaller problems to make it easier to handle.

2.7.1 Related works summary

Table 1 *Related work summary*

No.	Articles	Finding
1.	Mweli and Gcelu (2022)	Collaborative leadership is essential to inclusive education and that teacher parent cooperation in the classroom improves students' academic success.
2.	Zhukova et al. (2022)	Policy vision of inclusive education is formed in the study, which is understood as a role of which is reduced to creating a sustainable society with rational moral foundations
3.	Liebner and Schmaltz (2021)	The curriculum for heterogeneity and inclusion varies widely across states and institutions and between different academic programs.
4.	Ramchand (2021)	Successful implementation of worldwide policy recommendations requires inclusive classroom practices, vision of inclusive education, structural support, and strong teacher education
5.	Moosa and Bekker (2021)	Pre service teachers' understanding of inclusive education must be taken into account and that they need extensive training in order to implement inclusive pedagogy.
6.	Cutler et al. (2021)	Teaching preserve teachers' past experiences influence their understanding of content and their willingness to transform their developing pedagogy
7.	Jaya and Kustandi (2021)	The need for training on inclusive education for teachers and education personnel becomes important for inclusive schools to do.
8.	Nuzulia et al. (2021)	Results shows that the use of teaching materials has reached attractive and valid criteria, the use of teaching materials

No.	Articles	Finding
		in an inclusive education setting can improve the critical thinking skills of students with special needs.
9.	Albadawi(2023)	Majority of students with disabilities in Palestine are unable to attend schools. Inclusive education in Palestine face challenges in terms of teachers and curricula
10.	Shbeeb and Raja (2021)	Ministry of education policy about inclusive education meet the needs and requirements of people with special needs in light of the corona pandemic
11.	Albadawi and Alwari (2021)	It was discovered that the general administration of guidance and special education's expenses, it turns out that institutional and administrative issues make it impossible to apply the inclusive education program's funding effectively
12.	Raftery (2021)	Regular interaction with a child with a disability, education, teaching experience, understanding of policy and legislation, and confidence levels all had a substantial influence on views.
13.	Banks (2021)	Many individuals are worried that the government would use disabled children as a method to reduce total expenditure by "dropping through the cracks.
14.	Ayad (2021)	The findings of the gender hypothesis showed that there are disparities in favour of male in terms of scientific qualification, favouring postgraduate studies, as well as in terms of years of experience, favouring (5–10) years, and in terms of educational stage
15.	Zabala (2020)	Technology (AT) equipment and services that help students with disabilities succeed academically were initially intended as a decision-making tool to help collaborative teams acquire and organize information
16.	Teschers (2020)	Proposed Five aspects of comprehensive IE model focus on; comprehensive perspective of education, whole child approach, systems thinking, whole school approach, and community approach.
17.	Benson (2020)	The policy of inclusive education in Jordan is supportive, but the implementation is limited due to several factors, such

No.	Articles	Finding
		as lack of physical resources, community support, inadequate support, and training.
18.	Aladini (2020)	Using the inclusive education initiative's tools successfully by instructors has yielded great outcomes. When it comes to implementing inclusion, teachers shared their experiences and gave advice on how to overcome the challenges they confront
19.	Hameed and Manzoor (2019)	Pakistani schools and general education schools have continued to operate as distinct entities after the UNCRPD was signed, posing obstacles for the progression of a student with disabilities into the general education context
20.	Srivastava and Shree (2019)	Authentic leadership (AL) is a predictor of inclusive organization in an Indian school context. Academic optimism (AO) is a latent word that includes collective efficacy, faculty trust, and academic attention. This study might help practitioners and academics redesign their practices and policies in the education system of emerging nations.
21.	Hussein (2019)	Large number of students in classes is among the most important challenges that hinder the implementation of inclusive education. Specialists, training teachers, reducing student numbers, adapting the curriculum and assessment methods, and modifying school buildings are factors affects inclusive education implementation.
22.	Kay et al. (2019)	Factors that hinder the application of education policy in England; including, lack of payment, progression, and professionalism.
23.	Muhanna (2018)	The study indicated that the degree of employment of UNRWA school principals in the governorates of Gaza for the inclusive education strategy from the teachers' point of view with a significant degree of approval.
24.	Baamer (2019)	The findings demonstrated that the integrated schools' level of readiness to transition to inclusive education was moderate.
25.	Ainscow et al. (2019)	Indicated that new international policy papers have helped to clarify the concepts of inclusion and equality. Emphasize

No.	Articles	Finding
		impetus for inclusion in the framework of the 2030 Sustainable Development Goals or Global Goals of the United Nations, in order to guide the formulation of national policies and programmed.
26.	Omar (2017)	Ordinary children are less receptive to their disabled peers in the integration classes in kindergarten institutions. Disabled children are more receptive to their ordinary peers in the integration classes of kindergarten institutions. Handicapped children outperform ordinary children in the degree of acceptance of the other in the integration classes of kindergarten institutions.
27.	ALattal (2016)	Train teachers to prepare lesson plans and individual plans that respond to the expectations of all students. Analysing the content of the curriculum in the light of inclusive education and enriching it in proportion to the diversity among students.
28.	Chong (2016)	Results showed that rules held Malaysian schools responsible for high academic success, which prevented schools from creating inclusive learning environments. According to educational regulations, kids with mild and moderate impairments were given a trial time to see if they could adjust to the general education environment.
29.	Ree (2015)	Discovered that the terminology used in Japanese policies was ambiguous or lacking in definitions. The lack of an explanation for prejudice in education was first noticed.
30.	Anderson and Boyle (2015)	Lack of consistency in the educational institutions in Australia in terms of enacting and managing inclusive education. There are a lot of students who are marginalized and excluded in such schools
31.	Ware (2014)	Developing Wales's education policy statements had a positive impact on inclusive education.
32.	Goodwin and Wright (2014)	Decision analysis plays a pivotal role in enabling decision makers to gain in depth understanding of the problem they encounter; decision problems are complicated due to both environment and the participation of the interested groups. In making decisions

No.	Articles	Finding
33.	Chun (2014)	Find Taiwan's national special education policy generally adheres to IDEA, the basic ideas, and UNCRPD after comparing these policies to three conceptual models, one worldwide and two nationals.
34.	Zhou, et. al (2013)	Decision making in such dynamic contexts benefit from the simplicity and efficiency of influence diagrams for modelling complex decision problems as well as the rationality and suitability of applying game theory for making decisions in dynamic interactive scenarios.
35.	Micheal and Oboegbulem (2013)	Nigerian polices lacks a number of ideas that would have helped students with disabilities access the least restrictive environment and receive appropriate accommodations
36.	AlBaz and El-Sherbiny (2013)	Statistically significant differences about the proposed methods for activating the relationship between educational media to integrate people with special needs in public education schools in the Kingdom of Bahrain due to the variable of the employer
37.	Word Bank (2012)	The national strategic framework of the disability sector provided an appropriate ground to enable all the active institutions to comply with a unified national perspective to combine efforts to enhance the lives of people with disabilities
38.	Bielza, et al. (2011)	In particular, conditional distribution trees, sequential decision diagrams, and sequential valuation networks are used to depict asymmetric choice issues.
39.	Forlin (2010)	Collaborative leadership is essential to inclusive education and that teacher parent cooperation in the classroom improves students' academic success
40.	Al-Smadi (2010)	There are positive attitudes among teachers towards inclusion, and that there are differences in attitudes on the dimensions contained in the questionnaire
41.	Jaradat's (2010)	The right to basic education for every citizen residing on the land of Palestine, regardless of gender, religion, sect,

No.	Articles	Finding
		sect, race, or type of disability. The school is open to all students and does not exclude anyone from them, especially students who are able to learn. Every school built anew has these modifications
42.	Loper (2010)	Evaluation of inclusive policies in Hong Kong found that the regulations contained gaps that could allow for discrimination.
43.	Rushdy (2009)	Is training teachers and parents on communication skills and ways to deal with children.
44.	Taghavifard et al. (2009)	Managers' levels of assurance regarding any particular problem vary according to their level of knowledge about the same problem, main concerns surrounding a decision preferences maker for different options, selection criteria, and choice modes are sure
45.	Rouse (2008)	The study indicated that the support of inclusion is existed, but the policy of applying inclusive education is not existed because teachers are not entirely supported and well prepared to work in inclusive manners
46.	Abu-Saad and Champagne (2006)	The results show that teachers utilized the inclusive education project's tools successfully
47.	Nilsson (2004)	The stakeholders should be involved for achieving success in Modelling of products and processes development of requirements and connects to the hierarchical breakdown of needs and suggests.

2.7.2 Researcher comments on related Works

This section highlighted the contributions, similarity and differences between the previous studies and the present study, considering factors such as geographical contexts, research objectives, methodologies used, and specific areas of focus. By recognizing these variations, the researcher aims to gain a comprehensive understanding of the diverse approaches and challenges involved in implementing inclusive education across different regions. Moreover, highlight the unique aspects of each study while identifying commonalities that contribute to the overall understanding of inclusive education. Lastly, emphasized the objective of the current study, which is to analyze the inclusive education policy in Palestine and proposed a visionary model

First: Similarities among previous studies and the current study include:

Geographical Context: This study conducted in Palestine as the same geographical context to many previous studies includes (Albadawi, 2021; Shbeeb and Raja, 2021; Albadawi and Alwari, 2021; Ayad, 2021; Aladini's,2020; Albadawi, 2019; Muhanna, 2018).

Policy Analysis: Many studies analyze inclusive education policies at the international levels (Development Studies Centre, 2012; Anderson and Boyle, 2015; Benson, 2020; Chun, 2014; Loper, 2010; Moosa and Bekker, 2021; Ree, 2015; Ware, 2014). Several related works, including (Abu-Saad and Champagne 2006, Jaradat, 2010; and Albadawi, 2023) focus on analyzing the inclusive education policy and its implementation in Palestine.

Methodology: This study uses a quantitative approach; in similar to Bahrudin et al. (2021) study which use quantitative approach to determine the implementation of special needs schools as organizers of inclusive educational resource centers in Jakarta.

The current study relied participant's interviews as a research tool like Shbeeb and Raja (2021) study which used on interviews with qualified experts due to their large experience in inclusive education policy concept at the national level.

Decision Analysis: In this study, decision analysis tools are used as part of the research methodology. Comparing this aspect with the studies by Taghavifard et al. (2009), Bielza et al. (2011), Zhou et al. (2013), and Goodwin and Wright (2014) can provide insights into the application of decision analysis techniques in the context of inclusive education research and policy-making.

To ensure the relevance and effectiveness of inclusive education practices, both the previous studies and the current study emphasize various participants, gather their perspectives, experiences, and recommendations like Kay et al. (2019), Omar (2017), Chong (2016), Ree (2015) and Anderson and Boyle (2015).

Second: Differences between the previous studies and current study include:

Different Areas of Comparison:

Geographical Context: The previous studies cover diverse geographical contexts, including Scotland (Rouse, 2008), Australia (Anderson and Boyle, 2015), Wales (Ware, 2014), Jordan (Benson, 2020), New Zealand (Teschers, 2020), South Africa (Moosa and Bekker, 2021), and various countries (Cutler et al., 2021; Raftery, 2021; Ree, 2015).

Focus of the Study: The studies focus on various aspects of inclusive education, including policy analysis (Rouse, 2008; Development Studies Centre, 2012; Ware, 2014; Benson, 2020; Chun, 2014; Loper, 2010; Abdurrazaq et al., 2013; Ree, 2015; Chong, 2016; Hameed and Manzoor, 2019; Banks, 2021; Bipath et al., 2021; Liebner and Schmaltz, 2021), performance evaluation (Anderson and Boyle, 2015), workforce reform (Kay et al., 2019), leadership roles (Forlin, 2010; Mweli and Gcelu, 2022),

implementation challenges (Bipath et al., 2021; Moosa and Bekker, 2021). policy evaluation Loper, 2010; classroom practices and teacher views (Ramchand, 2021), emotional experiences of teachers (Cutler et al., 2021), teacher training and development (Srivastava and Shree, 2019; Moosa and Bekker, 2021), curriculum and teaching materials (Nuzulia et al., 2021), assistive technology (Zabala, 2020), special education financing systems (Banks, 2021; Albadawi and Alwari, 2021), and the role of special needs schools (Bahrudin et al., 2021). These provide a broad perspective on inclusive education from different angles. Challenges and Implementation Issues: Various studies address the challenges and barriers faced in implementing inclusive education, such as limited resources, lack of support, inadequate training, discriminatory practices, and the need for leadership support (Rouse, 2008; Anderson and Boyle, 2015; Teschers, 2020; Bipath et al., 2021; Moosa and Bekker, 2021; Loper, 2010; Al-Smadi,2010; Hussein,2019; and Baamer, 2019; and) discuss the challenges and barriers faced in implementing inclusive education in different contexts. By comparing their findings and recommendations with this study, the researcher could identify common challenges and recommendations for improving policy statements, systems, and structures to ensure effective implementation of inclusive education.

Teacher Training: Several studies, such as Rushdy (2009), Alattal (2016), and Ayad (2021), highlight the importance of teacher training in implementing inclusive education. Comparing their findings and recommendations with this study can provide insights into the specific training needs of teachers in Palestine and the strategies required to enhance their competencies in inclusive practices. Research Method: The studies employ various study methods, such as qualitative studies (Rouse, 2008; Forlin, 2010; Kay et al., 2019; Teschers, 2020; Ware, 2014; Bipath et al., 2021; Cutler et al., 2021; Liebner and Schmaltz, 2021; Mweli and Gcelu, 2022), policy analysis

(Development Studies Centre, 2012; Chun, 2014; Loper, 2010), quantitative analysis (Benson, 2020; Chun, 2014), surveys (Anderson and Boyle, 2015; Raftery, 2021; Raftery and Brennan, 2021), content analysis (Kay et al., 2019), focus groups (Cutler et al., 2021), development models (Nuzulia et al., 2021) (Abdurrazaq et al., 2013). Upon comparing the proposed study with previous one, the researcher has acquired valuable insights into the present status of inclusive education across diverse contexts. Moreover, by examining the challenges encountered in other regions, the researcher can proactively anticipate and address potential obstacles during the implementation of inclusive education in Palestine. The analysis of inclusive education in Palestine is further enriched by considering these various areas of comparison among related works and the current study. Through this process, the researcher can identify gaps and make significant contributions to propose a visionary model for inclusive education in Palestine.

Chapter Three
Methodology and Procedures

3.1 Introduction

This chapter aims to provide a clear and comprehensive overview of the methods and techniques used to achieve the study's objectives.

This chapter contains the methodology issues used in the study, such as the study scientific method followed by the study design, defining the study population, the method for determining the sample type and size, data sources and data collection methods, and the statistical method; to test hypotheses and answer the study questions, and it will also provide a detail of the statistical methods used and the justifications for their use procedures.

3.2 Study approach

This study followed mixed methods descriptive quantitative and qualitative study approach to collect and analyze information about inclusive education policies in Palestine.

According to Apuke (2017) quantitative research deals with quantifying and analyzing variables in order to get results. It involves the utilization and analysis of numerical data using specific statistical techniques to answer questions like who, how much, what, where, and when. It also describes the methods of explaining an issue or phenomenon through gathering data in numerical form.

The study also used a qualitative thematic content analysis based on semantics in terms of discussing the collected data from the content analysis of national and

international documents related to inclusive education policy, the interviews regarding inclusion policy in Palestine, and focused group based on decision analysis tools to build the visionary model. The theoretical framework in a qualitative research is only required to arrange the dataset for interpretation, and the theory eventually from the research per set (Tavakol and Sandars, 2014).

3.3 Study Design

The study design is the general plan or roadmap of how the researcher intends to gather the data required to answer the study questions (Saunders et al., 2012). Design of research method based on national and international content analysis, The researcher adopted the questionnaire and the interview as a data collection tools to investigate how Palestine's inclusive education is applied in the light of international criteria to develop a proposed visionary model using influence diagrams and decision trees to delineate areas of uncertainty and to see into the scoop of complicities; and how these complicities and uncertainties can be avoided through the professional lenses of the focused group who have the real expertise and the general approach for the future. The study is based on four phases illustrated in figure 13 stated hereunder.

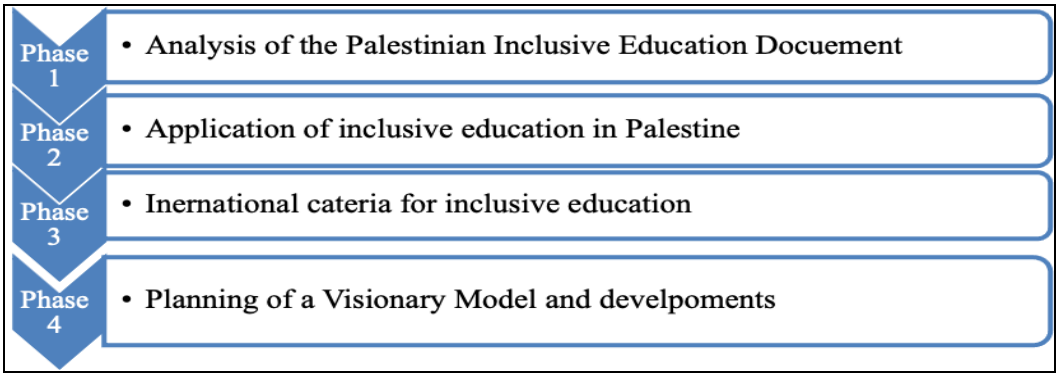

Figure 13 *The phases of the study*

3.2.1 Phase One: Analysis of the Palestinian inclusive education documents

Documents analysis is a systematic procedure for reviewing the documents both printed and electronic (computer based and internet transmitted) material (Lincoln & Guba, 1985). Documents analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008). The study reviewed four national documents located in Ministry of education in Palestine website, namely; UNESCO (2016), Palestine inclusive education policy (2015), Education for All and The Post-2015 Sustainable Development Goals in order to answer the first research question related to the scope of the current Palestinian inclusive education policy.

- **Content analysis procedure**

Data collection process starts with content analysis includes selected documents, documents were analyzed to define the areas of interest to review the frame work in question, the criteria for analysis is analyzed in light of idea unit. Idea in paragraph was consider as a unit of measurement for delineating the four areas in questions whether it related to concept, policy, "systems and structure" and practices. Criteria is related to positive impact and the major positive delineation for each area.

Afterwards four area explicitly stated from unit of analysis, dimensions of the policy concepts, policy statements, structures, systems, and practices adapted from UNESCO (2016) as shown in figure 14.

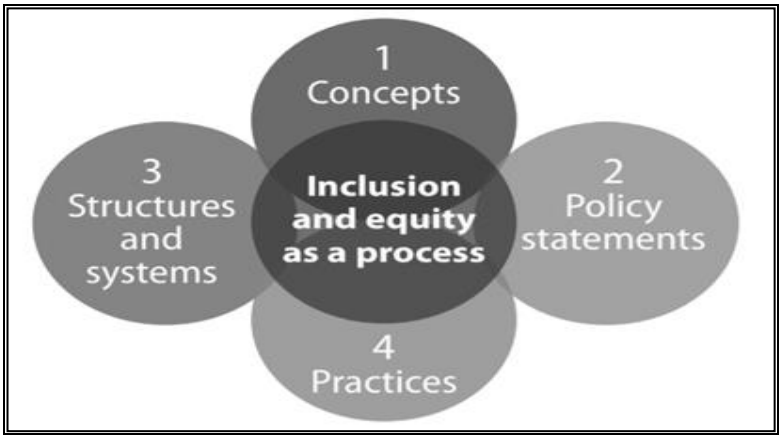

Figure 14 *Dimensions of the policy review framework*

- **National documents content analysis validity and reliability**

The findings revealed the conformity of the analysis between the researcher analysis and the second analytic was (93%) see appendix (G) for national document two analysis.

The conformity index for the first analytic (the researcher) and the second analytic (related to Holsti law for reliability coefficient).

Reliability coefficient = 2T / (N1 + N2)

Reliability coefficient= 2*26/ (28+28) =93% for international documents analysis.

Where t = 26, the number of cases agreed upon by the two encoders.

N1 =28, the number of cases coded by the first researcher.

N2 =28 the number of cases coded by the second analyze.

3.3.2 Phase Two: Application of inclusive education in Palestine

Researcher used questionnaire and interview as a data collection tools to find out how inclusive education is implemented in Palestine. Inclusive education officers and school principals or their deputies selected from three different directorates in Palestine (Bethlehem, Jerusalem Suburb, North Hebron)

Questionnaire

The questionnaire consists of (16) items represent four dimensions (concept, policy statements, "systems and structure" and practice) for inclusive education, the questionnaire adopted from UNESCO (2016, 2017). to investigate the Palestinian inclusive education policy and its application in reality: Toward Developing a visionary model in light of international criteria and local experiences.

The researcher explained the aims of questionnaire for the participants (Inclusive education officers and school principals or their deputies and clarified that data will be collected and used for scientific research only.

The questionnaire consists of two parts:

1- Demographic variables include:

   a. Directorate (Bethlehem, Jerusalem Suburb, North Hebron)

   b. Supervising authorities (Government, Private, UNRWA)

   c. Gender of schools according to the gender of students (male, female, mixed)

2- Inclusive education dimensions items (concept, policy statements, "systems and structure", practice) see Appendix B.

The responses of the participant's answers were analyzed according to scale shown in table2. The idea of using this scale is consistent with the idea that developing inclusion in education is an ongoing process, rather than a single event.

Table 2 *Scale of data analysis*

Scale interval (range)	Criteria
Less than 1.67	Underdeveloped
More 1.67 – 2.34	Developed
More 2.34 – 3	Highly Developed

Questionnaire validity and reliability

Questionnaire content validity

The questionnaire translated into Arabic language (Palestinian local language). The questionnaire was given to jury of ten experts (listed in appendix K) in order to detect the accuracy, clarity and the appropriateness of the instrument as shown in appendix B. The jury of experts asked to modify some questionnaire items, the researcher modified questionnaire items according to experts' recommendation as shown in appendix A, the jury of experts made some linguistic adjustments to the questionnaire, the proportion of the jury of experts' compatibility with all questionnaire items came at 96%. The differences jury of experts was about some items in the first dimension "inclusive education concept".

Questionnaire factorial validity

Following the development of the initial study questionnaire, the next stage involves assessment of questionnaire content validity. A convenience sample of 80 participants (Inclusive education officers and principal or their deputy) was used in the pilot study before moving on with more extensive research, the purpose of the pilot study was to determine (1) the degree to which the participant will comprehend the questions, (2) the typical time it would take to answer the questions, and (3) the dependability of the questionnaire. The researcher performed an exploratory factor analysis so that it could identify independent factors and items that load onto. An examination of Kaiser Meyer Olkin's measure of sampling adequacy was 0.762, above the recommended value of 0.7, and Bartlett’s test of Sphericity was significant (2(120) =1341.572, p=0.000)).

Accordingly, the principles component factor analysis, with a Varimax (orthogonal) rotation of 25 of the 16 Likert scale questions from this view point survey. The questionnaire was conducted on 80 participants as a pilot study from the population of the study but out of the sample of the study.

The following criteria were adopted in order to determine the number of factors:

1. The Kaiser test, which is one of the most common criteria, and depends on the Eigen value being equal to one or more, it has been taken into account that the item loading on the factor is not less than 0.30.
2. Cattell's criterion, which depends on the graphical method (Scree plot). Figure 15 shows the graph of the expected number of factors.

Figure 15 *Number of factors expected from the factor analysis of a scale*

Figure 15 illustrate result of analysis; four factors eigenvalue is more than (1), and these factors explained (61.823%) of the total variance.

For other fifth factor that function accepted on it, the loading value of two items was less than 0.3, and the other two items their loading value on other factors are more, so the fifth factor as the test expected is deleted, the tool is limited to four factors, and the loading value of the items on their factors is shown as in the table3.

Table 3 *The results of Factorial Validity*

	Concept	Policy statements	" systems and structure"	Practice
Eigenvalues	4.188	1.832	1.637	1.153
Percentage of total variance	26.173	37.565	47.795	55.001

Questionnaire internal validity

The internal validity of the scale was verified by calculating Pearson correlation coefficient between scale items and total scale score. Table 4 illustrates these results.

Table 4 *Internal validity test results*

#	Correlation	P
Concept	0.916**	0.000
Policy statements	0.788**	0.000
"systems and structure"	0.678**	0.000
Practice	0.778**	0.000
Total	**0.825****	**0.000**

Table 4 shows the total correlation coefficient equal (0.825) for all areas of the questionnaire, the results indicate that correlation is statistically significant at the level of moral $\alpha \leq 0.05$ and so the questionnaire is sincere to put the measure.

Questionnaire reliability

Reliability of the questionnaire means giving the same result if the questionnaire is redistributed more than once under the same circumstances and conditions, in other words, the stability of the questionnaire means stability in the results of the questionnaire and not change significantly as if the questionnaire redistributed to participant several times during certain periods of time, according to Stephanie Glen (2022) if a score of Cronbach's Alpha is more than 0.7, then it will be accepted as a good questionnaire reliability. The reliability result is 0.825; hereabove

is a well-accepted reliability, noting that the questionnaire was translated by two professionals with 96% of agreements on questionnaire items population and sample.

- **Study population**

The study population comprised inclusive education officers and schools principal or their deputy in Palestine, chosen from three educational directorates (Jerusalem suburbs, Bethlehem, North Hebron) working in three Palestinian different supervising authority s (private, UNRWA, Government). Table 5 shows the study population.

Table 5 *Total distribution of Palestinians schools according to supervising authority and directoraite in 2021*

Directorate	Supervising authority			Total Schools
	Private	UNRWA	Gov.	
Jerusalem Suburbs	37	9	74	120
Bethlehem	36	8	128	172
North Hebron	10	9	106	125
Total	**83**	**26**	**312**	**421**

When discussing inclusive education, it is important to take a broad view that considers the education system as a whole rather than focusing on specific schools or levels of education because inclusive education is a philosophy and approach to education that seeks to create learning environments that are supportive of all students, regardless of their background, abilities, or needs.

As such, it is important to consider how inclusive education officers, principles can be integrated into all levels of education, from early childhood education to high school. That's why the researcher selected all schools nevertheless school education level or type. In addition, the reason for selecting schools' principals or their deputies

and inclusive education officers is that they are primarily responsible for implementing policies and practices related to inclusive education.

Study sample

Sampling is a systematic collection of the sample participants of the study from the target population size. The selected sample will reflect and represent the characteristics of the population of the study and they can provide the information that the researcher is interested (Glatte, 2015). The reason for using the simple random sampling technique for participants because the researcher intended to give all participants an equal opportunity to be selected. Furthermore, the simple random sampling technique increases the representativeness of the samples from the total number of participants. The researcher takes into consideration when detecting the sample size, the fact that not all Palestinian schools have inclusive education officers, that's why researcher selects participants both school's principals and inclusive education officers.

According to Krejcie & Morgan's (1970) equation in figure 16, the sample size for schools is (154) schools selected randomly.

$$n = \frac{\chi^2 Np(1-p)}{e^2(N-1) + \chi^2 p(1-p)}$$

- n = sample size
- N = population size
- e = acceptable sampling error
- χ^2 = chi-square of degree of freedom 1 and confidence 95% = 3.841
- p = proportion of population (if unknown, 0.5)

Figure 16 *Krejcie & Morgan's (1970) equation*

Table 6 *Selected schools' sample*

	Private	UNRWA	Gov.	Total
Jerusalem Suburbs	9	6	15	30
Bethlehem	5	8	78	91
North Hebron	1	7	25	33
Total	**15**	**21**	**118**	**154**

Table 7 shows the total number of selected schools' inclusive education officers and principals to participate in the study.

Table 7 *No. of schools' inclusive education officers and principals*

	Private	UNRWA	Gov.	Total
Jerusalem Suburbs	19	6	17	42
Bethlehem	10	33	80	123
North Hebron	3	7	31	41
Total	**32**	**46**	**128**	**206**

- **Study interview**

The interview consists of six questions (more details look to appendix E) adapted from UNESCO (2016) coding system, consists of concept, policy, statements, "systems and structure", practice. The researcher conducted in- depth interviews with a total of ten experts, specifically comprising five inclusive education officers and five special needs supervisors. These individuals were purposefully selected based on their experience in the field All participants willingly agreed to take part in separate interviews. The interviews were conducted across three directorates: Bethlehem on 7th July 2022, and North Hebron on 14th July 2022. Jerusalem on 15th August 2022, According to Neuman (1994), the use of purposive sampling in this study is deemed appropriate because it allows the investigator to deliberately choose specific cases that can provide

valuable insights. It is especially useful when seeking unique instances that hold particular relevance to the study topic.

Interview validity and reliability

Interviews used to evaluate notional inclusive education educational policy in Palestine. To ensure the validity of interview, the researcher asked ten professors as experts (see appendix K) to examine interview questions. 100% of the experts agreed that the questions of interview were clear and suitable for the purpose of the study with a 100% agreement rate. See (appendix E) for English version of interview and (appendix F) for Arabic version of interview. Another researcher analyzed the interviews, agreement rate between the two analyses was 93%.

3.3.3 Phase Three: International inclusive education documents Analysis

In an analysis of the international inclusive education policy. The researcher searched for all possible international several key documents related to inclusive education. the criteria for analysis are analyzed in light of idea unit. Idea in paragraph was consider as a unit of measurement for delineating the four areas in questions whether it related to concept, policy, "systems and structure" and practices. Criteria is related to positive impact and the major positive delineation for each area.

The researcher reviewed nine international resources to answer the second study question related to what are the international criteria for inclusive education. These resources include Education 2030: Incheon Declaration and Framework for Action, 2014, Global Education for All, The Muscat Agreement, The Sustainable Development Goals 2009, Policy Guidelines on Inclusion in Education UNESCO 2003, Diversity Inclusion and Equity Policy (Cerna et al.,2021), Education Policy Analysis, Dakar Framework for Action adopted a World Declaration on Education for

All (EFA) in 2000, UN Standard Rules on Equalization of Opportunities for Persons with Disabilities- Standard Rule 6.1, and Salamanca Framework for Action, 1994.

International documents content analysis validity and reliability

The findings revealed the conformity index of the analysis between researcher analysis and the second analytic was (93%) see appendix (H) for international documents two analysis.

The conformity index for the first analytic (the researcher) and the second analytic was (related to Holsti law for reliability coefficient) was 93%.

3.3.4 Phase Four: Visionary model planning

Visionary model focused group

The researcher conducts a semi-structured interview with focused group, the semi-structured interview questions were prepared previously to review the four dimensions (concepts, policy, “systems and structure” and practices).

The focus group elected purposefully held at Al-Quds University in (18-21/09/2022) consists of ten experts; (4) inclusive education officers, (3) PMoE special needs supervisors, and (3) academic experts in the field of special education. The researcher explained the aims of the interview for the focus group, clearly that the data will be collected and used for scientific research only.

The focused group interview elaborated through the previous indicator's questionnaire as an evaluation form as shown in Appendix (C) for English version and Appendix (D) for Arabic version.

The focused group interview was to evaluate current inclusive education, the evaluation form divided into three columns. The first column discusses the inclusive

education area to be examined, it identifies different types of evidence that should be collected. The second column represents an assessment to embed and discusses the level of progress that fits the current inclusive education status including principles of inclusion and equity in educational policy, the national curriculum and its associated assessment, policy support for leadership on inclusion and equity in education, current education structures and schools and other learning centers and systems.

The above procedure helped the researcher to identify the current inclusive education policy's points of strengths and weaknesses to build on, and aspects of policy that need modification throw deeply discussed questions. The researcher records any other information about recommended actions that should be taken or any other interview dimensions notes in the third column entitled ‘Comments’. The results from the first three questions of this study used to build decision analysis tools (influence diagram, decision tree).

Visionary model

Developing the visionary model by using the decision analysis relies on the results of literature review, national documents analysis, questionnaire, interviews, international documents analysis.

The focused group was asked to complete UNESCO (2017) indicators form to build the Visionary model based on decision analysis tools.

3.4 Data collection sources

The researcher collected data from different resources to achieve the study objectives, these data source includes:

The researcher used various data sources to develop research theoretical framework, include national and internationals documents. The researcher collects research primary data through content analysis and interviews.

3.5 Data collection procedures

1- Accumulate a deep review of national and international document about inclusive education policy and practice.
2- Decide what are documents to be analyzed.
3- Documents Content analysis with validity and reliability to the content analysis.
4- Two English language translators translated the instrument. Translation reliability was calculated through degree of agreement inter the two translators.
5- Developing questionnaire and interview tools by applying validity and reliability tests.
6- Data analysis.
7- Decision analysis through influence diagram and decision tree.
8- Develop the inclusive education visionary model.
9- Obtain the required facilitating task documents from the dean ship of education in Arab American University "Appendix L".

3.6 Data Collection Action Plan

Table 8 shows the most important events and tasks that were accomplished during conducting the study.

Table 8 *Most important data collection events and tasks*

Phases and Questions	Steps
Phase1: RQ1. What is the scope of the current Palestinian inclusive education policy?	Proof of the Concepts: Literature Review, Documents analysis

Phase2:	
RQ2. What is the status of practicing the inclusive education policy in Palestinian schools?	Questionnaire and Interview
Phase 3:	
RQ3.What are the international criteria for inclusive education?	Literature Review, Documents analysis.
Phase 4.	
RQ4. To what extent influence diagram and decision tree might be used to as methods for building a visionary policy model of inclusive education in light of international criteria and local experiences?	Visionary Model Planning Information Gathering focused group Influence diagrams and Decision trees
RQ5. What is the visionary model of inclusive education in light of international criteria and local experiences?	Documents analysis, questionnaire, Interview results, focused group interview, and Decision analysis results. Feedback from participants, and evaluation Questionnaire used as evaluation form. Revisions to Visionary Model: Based on Participants feedback

3.7 Data Analysis Description

Data analysis was described by Bogdan and Biklen (1982) as the process of identifying, classifying, and then interpreting the data, and determining the data that were selected. Considering this definition, the procedures for analyzing the quantitative data included identifying the raw data, converting them into codes, interpreting them and analyzing the interpreted data.

SPSS v25 software used to analyze questionnaire items to obtain results allows generalization of data to the entire population, whereas descriptive statistics only give a preliminary comprehension and test of the applicability of the data (Gayle, 2000). Data obtained through the interview were analyzed qualitatively by data classification, coding, finally analyzing by Data interpretation and validation.

3.8 Summary

The methodology is an important component of a research project as it provides a transparent and systematic description of how the study was conducted, allowing other researchers to replicate and verify the results. The study used quantitative and qualitative approaches. The study methodology consists of four phases to achieve the

goal of the study. The researcher illustrates study design includes data collection tools and strategies, population and sampling perform tests of validity and reliability.

Chapter Four

Findings

Introduction

This chapter includes quantitative and qualitative findings. This includes results of the study questions, and the results of hypothesis testing.

presentation analysis and hypotheses testing to answer the study questions to get acquainted with the most prominent findings. The chapter focuses on presenting findings from documents analysis, questionnaire, interviews and focus group. The present study sought to examining application of inclusive education policies in Palestine. The findings of the study and hypotheses test results presented according to the phases of the study questions.

4.1 Findings

Having examined the findings related to the analysis of the Palestinian Inclusive Education Policy(phase1: results of the first question) and the application of inclusive education policies in Palestine (Phase 2: results of the second question), then proceed to (Phase 3: results of the third questions) where the researcher explore the international criteria of inclusive education, then move on to (Phase 4: the finding to the fourth and fifth study questions); where proposed a visionary model based on focused group approach through the use of influence diagrams and decision trees.

4.2.1 Phase 1: Results of Palestinian Inclusive Education Policy Analysis

Findings related to first study question: What is the scope of the current Palestinian inclusive education policy?

- **Palestinian inclusive education policy**

Researcher analyzed the Palestinian national documents to observe the extent of adopting inclusive education policies applied in Palestine. Data were collected from four national documents located on formal PMoE, UNRWA and UNESCO websites; namely (UNESCO, 2016), Palestine Inclusive Education Policy (2015), the Index for Inclusion and Empowerment: Guidelines to use it as inclusive instructional design tool (UNRWA, 2020). The study selected documents for analysis; defined units and categories for analysis, data were categorized into codes according to UNESCO (2016) coding system. Table 9 shows Palestinian inclusive education policy standards.

Table 9 *Palestinian Inclusive education standards from analysis* the national agreement that assigned from Palestinian ministry of education

1.Concepts	
Resource	
Palestine Inclusive Education Policy (2015)	Concepts Inclusion is seen as an overall principle that guides all educational policies and practices. Inclusive education is a crucial step in building a society that is inclusive and just. It must be understood that it is considerably more significant for Palestine than just serving as an example of how to provide education. A "twin-track" strategy for inclusive education should be used to guarantee that general, systemic barriers to inclusion are addressed. The curriculum and its associated assessment systems should design to take account of all learners. All agencies that work with children, including health and social services, should understand and support the policy aspirations for promoting inclusive education. Systems should in place to monitor the presence, participation and achievement of all learners.
UNESCO (2016)	An inclusive school is a school for all, and it has to do with the right to education. It is a matter of approaching the educational relationship from a completely different perspective. It is not the student who shall adapt to the context, but the opposite: adapting context to all learners' needs.
2.policy statements	
Palestine Inclusive Education Policy (2015)	Policies The promotion of inclusive education is strongly featured in important policy documents. Senior staff provides clear leadership on inclusive education. Leaders at all levels articulate consistent policy aspirations for the development of inclusive practices in schools. Leaders at all levels challenge non inclusive practices in schools.
Index for Inclusion and Empowerment: Guidelines to use it as inclusive instructional design tool	**Inclusion and Empowerment's part 1:** This goal is in line with the following MoEHE's Palestine Inclusive Education Policy principles aim to: ▪ Increase active participation of all students in the learning process, and improve their social and academic learning outcomes, through the use of child-centered approaches, and by developing flexible curricula, teaching and learning

materials and assessment mechanisms that can be adapted to the individual needs of learners,

- Uphold equal rights to education through the development of a 'twin-track' approach, through which both systemic changes are made and individualized support is provided to those most at risk of exclusion from/within the education system.
- Promote sustainability and equality in the wider society, by ensuring the active participation of local communities, parents/caregivers and children in the development of child-friendly, inclusive education settings.
- Ensure that efforts to advocate for and implement inclusive education cover the full range of education from early childhood to vocational, non-formal and adult education.

Inclusion and Empowerment's part 2:

This goal is in line with the following MoEHE's Palestine Inclusive Education Policy principles seek to:

- Raise awareness of the importance of (and change attitudes towards) child friendly inclusive education and non-discrimination and diversity in education.
- Increase access to education for all, by making systemic changes that eliminate the environmental, attitudinal, policy, practice and resource barriers that prevent some students from attending their local school with their peers.
- Develop a cadre of teachers, support staff and school leadership who have the practical skills, as well as theoretical knowledge, to implement quality, child friendly, inclusive education within the regular education system.

Index for Inclusion and Empowerment's part 3:

This goal is in line with the following MoEHE's Palestine Inclusive Education Policy principles seek to:

- Work collaboratively to achieve Palestine's commitments to international obligations (Education for All, the Post-2015 Sustainable Development Goals, the Convention on the Rights of the Child, the Convention on the Rights of Persons with Disabilities, and others), and achieve our national education policies/commitments.
- Ensure that efforts to advocate for and implement inclusive education cover the full range of education from early childhood to vocational, non-formal and adult education.
- Ensure that all education provision is free from violence and provides a protective environment for all students.

Index for Inclusion and Empowerment's part 4:

	This goal is in line with the following MoEHE's Palestine Inclusive Education Policy principles seek to: ▪ Develop a cadre of teachers, support staff and school leadership who have the practical skills, as well as theoretical knowledge, to implement quality, child friendly, inclusive education within the regular education system. ▪ Promote sustainability and equality in the wider society, by ensuring the active participation of local communities, parents/caregivers and children in the development of child-friendly, inclusive education settings (Pacetti, Soriani, Castellani,2020**)**.
	3. "system and structures"
Palestine Inclusive Education Policy (2015)	There should be a high-quality support for vulnerable groups of learners. All services and institutions should involve with children work together in coordinating inclusive policies and practices. Resources, both human and financial, should distributed in ways that benefits vulnerable groups of learners. There should be a clear role for specialist provision such as resource centres and other units, in promoting inclusive education.
(UNRWA, 2015)	Through three strategic elements, the Inclusive Education Strategy aims to integrate inclusive education into the current structures and procedures of education program: ▪ The strategy considers all children. ▪ Offering extra assistance. ▪ Creating support mechanisms for significant requirements. A strategy entails identifying and removing any obstacles that can obstruct students' access, education, growth, and involvement. The strategy supported inclusive, child-friendly, healthy, secure, and engaging learning environments in classrooms where practices are more responsive to children' various needs. It is expected of teachers to conduct continual informal assessments, observations, and information collection to determine a student's requirements in the areas of learning, psychological development, and health. It also entails collecting data produced by daily activities to create flexible strategies that can be applied to various technical and administrative levels in the education programs.
	4. Practices as adapted

Palestine Inclusive Education Policy (2015)	Schools participating in inclusive education has strategies for encouraging students' attendance and effective participation. Schools support all students whom are vulnerable to marginalization, exclusion and underachievement. Teachers are trained about dealing with students' diversity. Teachers also have opportunities to continuing professional development regarding inclusive practices.
Emerging inclusive education in the United Nations relief and works agency for Palestine refugees in the near east: a review of the literature UNRWA inclusive education policy 2012-2015	Points out that the continuous support enables students with learning disabilities to attain their full potential while reaching society's standards. Although number of schools has risen recently in Palestine, but most of them didn't get the sufficient supports or trained teachers. Additionally, many students remain out of school due to Israeli military invasions policies or lack of transportation. The international community tried to help overcome these problems by provides more fund and equipment to schools, but there has been no progress due to Israeli restrictions

The analysis of Palestinian inclusive education policy documents revealed that also Palestinian children's organizations understand and support Palestine's inclusive education policy aspirations for promoting inclusive education practice in schools, the analysis also indicated that the Palestinian government adopted diverse strategies for inclusive and child-friendly education that monitor all students' achievements.

Generally, inclusive education focuses on the student's needs, strengths, interests, and learning styles rather than their disabilities or learning differences. Many students who are considered to be disabled or have special needs may feel isolated if they are unable to participate in typical classroom activities, including general education courses such as English, math, science, or history (Rodriguez and Dieker, 2018). Such concept has become an increasingly popular concept among many educators around the world as well as advocates of human rights and social justice in recent years (Aladini, 2020). Inclusive education documents in Palestine meets the international standards of inclusive education. Document's analysis finding mention that current schools systems achieve special students' needs, but researcher indicates that PMoE should make some modifications on school buildings design standards to absorb more students, where the concept of inclusive education should be fostered by making the education more responsive, beneficial, relevant to the students' needs, and more inclusive.

Palestine Inclusive Education Policy (2015) makes a clear distinction between the concepts of special education, integrated education and inclusive education, and seeks to ensure that this clarity is extended to all PMoE documents. PMoE documents didn't address the required changes to improve the current.

- **Palestinian inclusion education policy**

According to Palestine Inclusive Education Policy (2015), inclusion is an overall principle guides all educational policies and practices. The Palestinian policies confirm the importance of the inclusive education in terms of its practices and policies as considered as an inclusive education perspective. In addition, Palestinian curriculum and its assessments tools should designed for all students.

Palestinian inclusive education policies document analysis revealed that also Palestinian children's organizations understand and support Palestine's Inclusive Education policy aspirations for promoting inclusive education. Presence and participation systems are in place to monitor all students' achievements.

The Palestinian inclusive education policy (2015) also adopts the international definition of inclusive schools, meaning that Palestinian inclusive school is the school for all students.

The Palestinian inclusive education policy (2015) in this regard enable practitioners to collaboratively to achieve Palestine’s commitments to international obligations and achieve the national education policies/ commitments. It also aims to raise awareness about the importance of (and change attitudes towards) child-friendly inclusive education and non-discrimination and diversity in education

The Palestinian inclusive education policy aimed to access to education for all by eliminating environmental, attitudinal, practice and resource barriers to attending one’s local school. It seeks to increase active participation and improve learning outcomes, by using child-centered approaches, flexible curricula, materials and assessment mechanisms. Much importantly, the Palestinian policy upholds equal rights to education through the development of a ‘twin-track’ approach which makes

systemic changes and provides individualized support (Palestine Inclusive Education, 2015).

The Palestinian inclusive education policy also stresses on both (teacher and school staff) development to ensure effective implementation for inclusive education principles.

In this context, The Palestinian inclusive education policy started developing teachers, supporting staff and school leadership practical skills and knowledge is required to ensuring quality, child-friendly and inclusive education implementation. In addition, Palestinian inclusive education policy is concerned with sustainability and quality through active participation of local communities, parents and children.

The Palestinian policy cares about securing educational environment to provide violence-free environment for all students. Moreover, Palestinian education system contributes to improving quality by highlighting inherent connections between quality education and inclusive education (Palestine Inclusive Education, 2015).

The results indicate that the promotion of inclusive education is strongly featured in important policy documents, where leaders at all levels articulate consistent policy aspirations for the development of inclusive practices in schools, as they don't object including /practicing inclusive practices in schools. The PMoE strategy is all-inclusive ordination; it supports high-quality education for all Palestinian citizens, regardless social or personal circumstances by changing educational system to an inclusive and student-friendly.

The current education system in Palestine operates according to an international framework that aims to provide comprehensive support for students within mainstream educational environments. It ensures that students receive tailored learning

opportunities by employing adaptable teaching methods, curricula, and assessment systems. Moreover, the system prioritizes the establishment of an inclusive infrastructure that is welcoming, safe, and accessible to all. By effectively addressing obstacles and eliminating any form of discrimination within the education system, it strives to create a more equitable and inclusive society as a whole.

The Ministry of Education and Higher Education (MoEHE) acknowledges that achieving inclusive education requires taking simultaneous actions to:a) Tackle factors that lead to the exclusion of certain students from or within the education system, such as inflexible curricula and examination methods, inaccessible infrastructure, and teaching challenges encompassing insufficiently prepared teachers and inadequate learning materials; b) Offer the necessary assistance to fulfill the diverse needs of the majority of students, while recognizing the potential for exclusion, and to enable their participation in the education system.

Furthermore, the Palestinian approach aims to enhance the social and educational achievements of students and promote their active engagement in the learning process. This is achieved by employing child-centered methods, such as the creation of adaptable curricula, the utilization of updated teaching and learning resources, and the implementation of innovative assessment techniques.

The researcher believes current policy of inclusive education in Palestine seeks to meet the international criteria by providing equal learning, avoiding discrimination and violence but researcher suggests that policy of inclusive education should set a clear objectives and visions towards inclusive education. The execution of inclusive education should maintain students' rights and needs to provide education for all.

- **Palestinian inclusive education "systems and structure"**

Palestinian PMoE policy for inclusive education ensures a high-quality support for vulnerable groups of students. In this regard, Palestinian documents stated all services and institutions involved with children, including schools, training centers… etc., are working together in coordinating inclusive policies and practices. Moreover, human and financial resources are distributed to gain more benefit for vulnerable groups of students.

Much importantly, Palestinian policy defines a clear role for every promoting inclusive education organization. Inclusive education in Palestine focuses on overcoming obstacles prevent students to have equitable learning. It further focuses on insuring that all students are educated as well.

The environment of classroom in inclusive education is healthy, safe, supportive and child-friendly. It is commonly known teachers play a pivotal role in education process. In Palestinian inclusive education, teachers are considered as a main driver for students' development, engagement and improvement. Therefore, teachers are required to identify the students' needs by collecting data regarding students' needs, using observations and continual informal assessments.

The students' psychological aspect should further be highlighted by teachers. Therefore, the teachers are required also to carry out and support activity daily plans. Such plans should be conducted at both technical and administration levels (Palestine Inclusive Education Policy, 2015).

UNRWA Inclusive Education Strategy aims to integrate inclusive education into structures and procedures of the current education program, a strategy that considers all children. UNRWA strategy have three different strategic aspects namely children, educational environments and teacher.

The strategy entails identifying and removing any obstacles that can obstruct students' access education, growth, and involvement.

The strategy should support inclusive, child-friendly, healthy, secure and engaging learning environments in classrooms for more responsive to children' various needs. It is expected teachers to conduct continual informal assessments, observations, and information collection to determine a student's requirements in three areas includes learning, psychological development, and health. Strategy also emphasizes to ensure the use of data collected from daily operations to develop flexible plans that may be applied at various technical and administrative levels in education Programs (UNRWA, 2020).

- **Palestinian inclusive education practices**

Palestinian inclusive education policy emphasize that Palestinian schools have clear strategies to ensure and encourage the presence, participation, and achievement of all learners.

Palestinian policy statement clearly makes schools are responsible for ensuring the provision of education for all, including people with special needs. In this regard, schools are responsible for designing policies and principles, and integrate students with special needs into classes and ensure their academic achievement.

Moreover, greater efforts should be made in training qualified teachers to deal with different groups of students. In this regard, Palestinian policy stresses that all teachers have been involved in continuing professional development programs with regard to inclusive education practices; but these development programmers are not sufficient to cover all inclusive education practices. In this context, in-school teachers'

practices indicate that they are insufficiently trained to teach students with learning disabilities and to achieve inclusive education.

To overcome this problem, MoEHE launched programs to train teachers; however, these programs need more assessment and support. In this context, Rodriguez (2019) points out that the continuous support enables students with learning disabilities to attain their full potential while reaching society's standards.

Although number of schools has risen recently in Palestine, but most of them didn't get the sufficient supports or trained teachers. Additionally, many students remain out of school due to Israeli military invasions policies or lack of transportation.

The international community tried to help overcome these problems by provides more fund and equipment to schools, but there has been no progress due to Israeli restrictions (Relief and East, 2012).

4.2.2 Phase 2: Application of inclusive education policies in Palestine.

Findings related to second study question: "What is the status of practicing the inclusive education policy in Palestinian schools?"

To find out the status of practicing the inclusive education policy in Palestinian schools, the researcher surveyed a number of inclusive education officers and school principals in Palestine, then the researcher conducted interviews with a number of inclusive education officers and special need supervisors.

Analysis of participant's responses about inclusive education policies in Palestine.

To find out how inclusive education is implemented in Palestine, the participants' opinions were surveyed about (inclusive education, inclusive school, and inclusive classroom). Also, the differences in the respondents' responses about

inclusive education application in Palestine were examined according to the demographic variables (type of school based on supervising authority, type of school based on gender, directorate of education) .

Table 10 shows statistics analysis results (minimum, maximum, mean and standard deviation) of participant's viewpoint towards inclusive education in Palestine.

Table 10 *Statistical Analysis results of participant's viewpoint towards inclusive education policy in Palestine.*

Factor	N	Minimum	Maximum	Mean	Std. Deviation
1- Concept					
1- Inclusion and equity are overarching principles that guide all educational policies, plans and practices.	206	1	2	1.33	0.47
2- The national curriculum and its associated assessment systems are designed to respond effectively to all learners.	206	1	3	1.29	0.47
3- All partners who work with learners and their families understand and support the national policy goals for promoting inclusion and equity in education.	206	1	3	1.34	0.49
4- Systems are in place to monitor the presence, participation and achievement of all learners within the education system.	206	1	3	1.30	0.48
Total	**206**	**1.00**	**2.75**	**1.31**	**0.43**
2- Policy statements					
1- The important national education policy documents strongly emphasize inclusion and equity	206	1	3	1.59	0.58
2- Senior staff at the national, district and school levels provide leadership on inclusion and equity in education.	206	1	3	1.88	0.41
3- Leaders at all levels articulate consistent policy goals to develop inclusive and equitable educational practices.	206	1	2	1.18	0.39

	Factor	N	Minimum	Maximum	Mean	Std. Deviation
4-	Leaders at all levels challenge non-inclusive, discriminatory and inequitable educational practices	206	1	3	1.05	0.28
	Total	**206**	**1.00**	**2.75**	**1.43**	**0.28**
	3- "systems and structure"					
1-	There is high-quality support for vulnerable learners.	206	1	3	1.14	0.44
2-	All services and institutions involved with learners and their families work together in coordinating inclusive and equitable educational policies and practices.	206	1	3	1.04	0.24
3-	Resources, both human and financial, are distributed in ways that benefit potentially vulnerable learners.	206	1	3	1.10	0.38
4-	There is a clear role for special provision, such as special units, in promoting inclusion and equity in education.	206	1	3	1.10	0.40
	Total	**206**	**1.00**	**2.75**	**1.43**	**0.28**
	4- Practice					
1-	Schools and other learning centres have strategies for encouraging the presence, participation and achievement of all learners from their local community	206	1	3	1.13	0.45
2-	Schools and other learning centres provide support for learners who are at risk of underachievement, marginalization or exclusion	206	1	3	1.14	0.46
3-	Teachers and support staff are prepared to respond to learner diversity during their initial training	206	1	3	1.09	0.37
4-	Teachers and support staff have opportunities to take part in continuing professional development regarding inclusive and equitable practices.	206	1	3	1.11	0.42
	Total	**206**	**1.00**	**2.00**	**1.12**	**0.23**
	Total scale	**206**	**1.00**	**1.69**	**1.18**	**0.15**

According to findings, participants consider inclusive education application in Palestine is undeveloped (Mean = 1.18); thus, it required more procedures and support.

To examine differences in participants' viewpoints about inclusive education in Palestine, researcher formulated the following null hypothesis.

H0: There are no statistical differences at alpha level 0.05 in participants' viewpoints about inclusive education according to demographic variables Type of school based on: (supervising authorities, Directorate of education, gender).

The following analysis presents results for null hypothesis validity.

H0-1: There are no statistical differences at alpha level 0.05 in participants' viewpoints about inclusive education according to demographic variable (Type of school based on supervising authorities).

Table 11 shows differences in participants' view points towards inclusive education according to (type of school based on supervising authority).

Table 11 *Differences in participants 'viewpoints about inclusive education according on supervising authority* .

Dimension	Supervising authority	N	Mean	Std. Deviation
Concept	Private	32	1.03	0.10
	Gov.	129	1.22	0.36
	UNRWA	45	1.78	0.39
	Total	206	1.31	0.43
Policy statements	Private	32	1.03	0.11
	Gov.	129	1.51	0.27
	UNRWA	45	1.48	0.10
	Total	206	1.43	0.28
“Systems and structure”	Private	32	1.08	0.16
	Gov.	129	1.11	0.20
	UNRWA	45	1.06	0.14
	Total	206	1.09	0.18
Practice	Private	32	1.03	0.12
	Gov.	129	1.16	0.25
	UNRWA	45	1.06	0.18
	Total	206	1.12	0.23

Total mean	Private	32	1.02	0.05
	Gov.	129	1.18	0.14
	UNRWA	45	1.32	0.12
	Total	206	1.18	0.15

Results in Table 11 shows differences in participants' view points towards implementation of inclusive education in Palestine with regard to schools supervising authorities as a demographic variable. One-way ANOVA test used to examine if these differences were significant. One-way ANOVA test results shown in table 12:

Table 12 *One-way ANOVA test analysis results for differences in participants' viewpoints towards implementation of inclusive education in Palestine according (supervising authorities)*

		Sum of Squares	**Df**	**Mean Square**	**F**	**Sig.**
Concept	Between Groups	13.63	2.00	6.82	58.47	0.00
	Within Groups	23.67	203.00	0.12		
	Total	37.30	205.00			
Policy statement	Between Groups	5.93	2.00	2.96	60.91	0.00
	Within Groups	9.88	203.00	0.05		
	Total	15.81	205.00			
“systems and structure”	Between Groups	0.08	2.00	0.04	1.27	0.28
	Within Groups	6.68	203.00	0.03		
	Total	6.76	205.00			
Practices	Between Groups	0.60	2.00	0.30	6.05	0.00
	Within Groups	10.11	203.00	0.05		
Total mean	Between Groups	1.68	2.00	0.84	55.54	0.00
	Within Groups	3.08	203.00	0.02		
	Total	**4.76**	**205.00**			

Table 12, illustrates a significant difference in participants' viewpoints about policy and implementation of inclusive education in Palestine with regards to the operator-based school's type, where ($F = 55.54$, $p < 0.05$) and factors values are:

concepts (F = 58.47, p < 0.05), policy statement (F =60.91, p < 0.05), practices (F = 6.05, p < 0.05).

While the results show there is no significant differences in participants' viewpoints towards "systems and structure" attributed to supervising authority where (F =1.27, p < 0.05). To obtain more detailed information in each type of school, the post-Hoc test was executed by Tukey HSD method.

Table 13 *Result of Tukey (HSD) analysis for participants' viewpoints attirbiuted to* School type Based on Supervising Authorities

Dimension	Supervising Authorities		Mean Difference (I-J)	Std. Error	Sig.
Concept	Private	Gov.	-.18774*	0.07	0.01
		UNRWA	-.75208*	0.08	0.00
	Gov.	Private	.18774*	0.07	0.01
		UNRWA	-.56434*	0.06	0.00
	UNRWA	Private	.75208*	0.08	0.00
		Gov.	.56434*	0.06	0.00
Policy statement	Private	Gov.	-.47456*	0.04	0.00
		UNRWA	-.44653*	0.05	0.00
	Gov.	Private	.47456*	0.04	0.00
		UNRWA	0.02804	0.04	0.46
	UNRWA	Private	.44653*	0.05	0.00
		Gov.	-0.02804	0.04	0.46
"Systems and structure"	Private	Gov.	-0.03040	0.04	0.40
		UNRWA	0.01701	0.04	0.69
	Gov.	Private	0.03040	0.04	0.40
		UNRWA	0.04742	0.03	0.13
	UNRWA	Private	-0.01701	0.04	0.69
		Gov.	-0.04742	0.03	0.13
Practices	Private	Gov.	-.12766*	0.04	0.00
		UNRWA	-0.02986	0.05	0.56
	Gov.	Private	.12766*	0.04	0.00
		UNRWA	.09780*	0.04	0.01

Dimension	Supervising Authorities		Mean Difference (I-J)	Std. Error	Sig.
Total mean	UNRWA	Private	0.02986	0.05	0.56
		Gov.	-.09780*	0.04	0.01
	Private	Gov.	-.16558*	0.02	0.00
		UNRWA	-.29965*	0.03	0.00
	Gov.	Private	.16558*	0.02	0.00
		UNRWA	-.13408*	0.02	0.00
	UNRWA	Private	.29965*	0.03	0.00
		Gov.	.13408*	0.02	0.00

Table 13 shows differences in participants' viewpoints toward inclusive education policy implementation in Palestine attributed to the demographic variable (supervising authorities). These differences in participants' responses toward the first dimension (concept) are in favor of UNRWA schools; however, there is also a meaningful difference between government schools and private schools.

The researcher highlights that UNRWA schools, which are run by the United Nations Relief and Works Agency for Palestine Refugees, may receive specific funding and support for inclusive education initiatives. This can result in participants in UNRWA schools perceiving more positive outcomes or experiences related to inclusive education compared to participants in other types of schools.

For (the policy statement) dimension, there are differences in participants' viewpoints toward inclusive education policy statements attributed to the demographic variable (supervising authorities) in favor of UNRWA and governmental school than private schools, but no difference was found in participants' responses toward inclusive education policy statements regarding governmental and UNRWA schools.

The researcher mentioned that these differences in viewpoints are not necessarily indicative of the overall effectiveness or quality of inclusive education

across different school types. They reflect the specific context and resources available within UNRWA schools, which may contribute to a more positive perception among participants.

From researcher viewpoint, UNRWA schools, being managed by the United Nations Relief and Works Agency for Palestine Refugees, often receive specific funding and resources dedicated to inclusive education. This enables them to implement inclusive practices more effectively and provide the necessary support to students with diverse needs. As a result, participants within UNRWA schools may witness the positive outcomes of these initiatives and have a more favorable perception of inclusive education. In addition, UNRWA schools often cater to a higher proportion of marginalized and vulnerable students, including refugees and those from low-income backgrounds. These schools may have developed inclusive education strategies and programs that are tailored to address the specific needs and challenges faced by these student populations. Participants within UNRWA schools may witness the positive impact of these tailored approaches, leading to a more positive perception of inclusive education. Additionally, the supervising authority of UNRWA schools may prioritize and emphasize inclusive education as part of their educational mission and mandate. This can create a supportive environment where participants are more aware of and engaged in inclusive education practices. This emphasis on inclusive education at the institutional level can contribute to participants' more positive viewpoints.

For the “systems and structure” dimension, there are no differences in participants' responses toward inclusive education “systems and structure” attributed to the demographic variable (supervising authorities).

The researcher mentioned that “systems and structure” of inclusive education are implemented in a similar manner across different types of schools, irrespective of

the supervising authorities. The policies, guidelines, and procedures related to inclusive education are standardized and uniformly applied across the PMoE education system, including UNRWA schools, government schools, and private schools. Therefore, participants' perceptions of the “systems and structure” may not vary significantly based on the school type. In addition, the researcher mentioned that participants involved in inclusive education, such as teachers, and principals, may receive similar training and professional development opportunities regardless of the school type. The focus on inclusive education principles, strategies, and best practices is emphasized in pre-service programs delivered by the supervising educational institutions. This shared training experience contributes to a common understanding and perception of inclusive education “systems and structure” among participants, irrespective of the school type.

For (the practices) dimension, there were differences in participants' responses attributed to the demographic variable (supervising authorities) in favor of governmental schools than UNRWA and private schools, there were no meaningful differences between the private and UNRWA schools.

The researcher attributes these results because governmental schools' extent of collaboration and support networks established can also contribute to differences in participants' responses. Schools under UNRWA supervision may have more less networks for sharing best practices, exchanging ideas, and accessing support from experts or organizations specializing in inclusive education. This collaborative environment can influence participants' perceptions of the effectiveness of inclusive education “systems and structure”.

H0-2: There are no statistical differences at alpha level 0.05 in the sample’s statistical means viewpoints about inclusive education (Concept, policy statement, “systems and structure”, practice) according to demographic variable (Directorate of education).

To examine differences in participants' responses towards policy and implementation of inclusive education in Palestine according to demographic variable (directorate of education), a descriptive analysis was conducted as shown in table 14.

Table 14 *Statesitcal analysis results for differences in participants' viewpoints toward inclusive education policy implementation in according to demographic variable (directorate of education)*

Dimension	Directorate of education	N	Mean	Std. Deviation
Concept	Bethlehem	123	1.45	0.48
	North Hebron	41	1.12	0.19
	Jerusalem Suburbs	42	1.11	0.21
	Total	206	1.31	0.43
Policy statements	Bethlehem	123	1.50	0.29
	North Hebron	41	1.48	0.15
	Jerusalem Suburbs	42	1.15	0.16
	Total	206	1.43	0.28
"Systems and structure"	Bethlehem	123	1.11	0.20
	North Hebron	41	1.04	0.12
	Jerusalem Suburbs	42	1.11	0.18
	Total	206	1.09	0.18
Practice	Bethlehem	123	1.19	0.27
	North Hebron	41	1.00	0.00
	Jerusalem Suburbs	42	1.01	0.05
	Total	206	1.12	0.23
Total mean	Bethlehem	123	1.24	0.16
	North Hebron	41	1.15	0.07
	Jerusalem Suburbs	42	1.07	0.08
	Total	206	1.18	0.15

Table14 shows differences in participants' viewpoints toward policy implementation of inclusive education in Palestine regarding directorate of education, researcher used one-way ANOVA test to check statistical differences were significant or not, result shown in table 15:

Table 15 *One-way ANOVA results of statistical differences in participants' view points toward policy implementation of inclusive education regarding directorate of education.*

Dimension		Sum of Squares	Df	Mean Square	F	Sig.
Concept	Between Groups	5.65	2.00	2.83	18.13	0.00
	Within Groups	31.65	203.00	0.16		
	Total	37.30	205.00			
Policy statement	Between Groups	3.90	2.00	1.95	33.26	0.00
	Within Groups	11.91	203.00	0.06		
	Total	15.81	205.00			
"Systems and structure"	Between Groups	0.13	2.00	0.07	2.02	0.14
	Within Groups	6.63	203.00	0.03		
	Total	6.76	205.00			
Practices	Between Groups	1.74	2.00	0.87	19.66	0.00
	Within Groups	8.97	203.00	0.04		
Total mean	Between Groups	10.71	205.00			
	Within Groups	1.00	2.00	0.50	26.98	0.00
	Total	**3.76**	**203.00**	**0.02**		

According to Table 15 there was a significant difference in participants' viewpoints toward policy and implementation of inclusive education in Palestine with regard to directorate of education ($F = 26.98$, $p < 0.05$).

Results shows significant differences in participants' viewpoints toward concepts where ($F = 18.13$, $p < 0.05$), policy statement ($F = 33.26$, $p < 0.05$) and practices ($F = 19.66$, $p < 0.05$), while there are no significant differences in participants' viewpoints toward "systems and structure" regarding school directorate where ($F = 2.02$, $p < 0.05$). Tukey HSD analysis used to get more details about these differences.

Table 16 *Result of Tukey (HSD) analysis for differences in participants' viewpoints toward inclusive education policy implementation regarding (directorate of education)*

Dependent Variable	Directorate		Mean Difference (I-J)	Std. Error	Sig.
Concept	Bethlehem	North Hebron	.33333*	0.07	0.00
		Jerusalem Suburbs	.34204*	0.07	0.00
	North Hebron	Bethlehem	-.33333*	0.07	0.00
		Jerusalem Suburbs	0.00871	0.09	0.92
	Jerusalem Suburbs	Bethlehem	-.34204*	0.07	0.00
		North Hebron	-0.00871	0.09	0.92
Policy statement	Bethlehem	North Hebron	0.02642	0.04	0.55
		Jerusalem Suburbs	.34727*	0.04	0.00
	North Hebron	Bethlehem	-0.02642	0.04	0.55
		Jerusalem Suburbs	.32085*	0.05	0.00
	Jerusalem Suburbs	Bethlehem	-.34727*	0.04	0.00
		North Hebron	-.32085*	0.05	0.00
"systems and structure"	Bethlehem	North Hebron	0.06301	0.03	0.05
		Jerusalem Suburbs	-0.00145	0.03	0.96
	North Hebron	Bethlehem	-0.06301	0.03	0.05
		Jerusalem Suburbs	-0.06446	0.04	0.11
	Jerusalem Suburbs	Bethlehem	0.00145	0.03	0.96
		North Hebron	0.06446	0.04	0.11
Practices	Bethlehem	North Hebron	.19309*	0.04	0.00
		Jerusalem Suburbs	.18118*	0.04	0.00
	North Hebron	Bethlehem	-.19309*	0.04	0.00
		Jerusalem Suburbs	-0.01190	0.05	0.80
	Jerusalem Suburbs	Bethlehem	-.18118*	0.04	0.00
		North Hebron	0.01190	0.05	0.80
Total mean	Bethlehem	North Hebron	.08994*	0.02	0.00
		Jerusalem Suburbs	.17233*	0.02	0.00
	North Hebron	Bethlehem	-.08994*	0.02	0.00
		Jerusalem Suburbs	.08239*	0.03	0.01
	Jerusalem Suburbs	Bethlehem	-.17233*	0.02	0.00
		North Hebron	-.08239*	0.03	0.01

Table16 presents the variations in participants' perspectives on the policy and implementation of inclusive education in Palestine based on different school directorates. The findings indicate significant differences among the directorates in terms of participants' overall viewpoint, concept of inclusive education, policy statements, “systems and structure”, and practices.

Specifically, the participants in Bethlehem directorate had significantly higher viewpoints compared to both North Hebron and Jerusalem Suburbs directorates in terms of the overall mean of their perceptions regarding the policy and implementation of inclusive education in Palestine. Furthermore, the participants in North Hebron directorate had significantly higher viewpoints than those in Jerusalem Suburbs directorate.

In terms of the concept of inclusive education, participants in Bethlehem directorate held higher viewpoints compared to both North Hebron and Jerusalem Suburbs directorates. However, there were no significant differences between North Hebron and Jerusalem Suburbs directorates.

Regarding the policy statement dimension, participants in Bethlehem and North Hebron directorates had significantly higher viewpoints compared to Jerusalem Suburbs directorate. However, there were no significant differences between Bethlehem and North Hebron directorates.

In the “systems and structure” dimension, participants in Bethlehem directorate had significantly higher viewpoints than those in North Hebron directorate, while there were no significant differences between North Hebron and Jerusalem Suburbs directorates.

In the practices dimension, participants in Bethlehem directorate had significantly higher viewpoints compared to both North Hebron and Jerusalem Suburbs directorates, whereas no significant differences were observed between North Hebron and Jerusalem Suburbs directorates.

The researcher attributes these differences to various factors, such as the level of support and resources provided by the directorate, the implementation strategies employed, the collaboration among participants, or the specific initiatives and practices implemented in each directorate that have led to positive outcomes.

H0-3: There are no statistical differences at alpha level 0.05 in the sample's statistical means viewpoints about inclusive education (Concept, policy statement, "systems and structure", practice) according to (Gender of schools according to the gender of students).

To examine differences in participants' viewpoints towards policy and implementation of inclusive education in Palestine according to demographic variable (Gender of schools according to the gender of students), a descriptive analysis was conducted as shown in table17:

Table 17 *Statesitcal analysis reusults for differences in participants' viewpoints toward inclusive education implementation in Palestine according to demographic variable (Gender of schools according to the gender of students)*

Dimension	Gender of schools according to the gender of students	N	Mean	Std. Deviation
Concept	Male	85	1.36	0.43
	Female	92	1.33	0.45
	Mixed	29	1.14	0.27
	Total	206	1.31	0.43
Policy statements	Male	85	1.44	0.21
	Female	92	1.51	0.30

Dimension	Gender of schools according to the gender	N	Mean	Std. Deviation
	Mixed	29	1.11	0.17
	Total	206	1.43	0.28
"systems and structure"	Male	85	1.11	0.19
	Female	92	1.08	0.18
	Mixed	29	1.09	0.17
	Total	206	1.09	0.18
Practice	Male	85	1.16	0.25
	Female	92	1.11	0.22
	Mixed	29	1.03	0.13
	Total	206	1.12	0.23
Total mean	Male	85	1.20	0.14
	Female	92	1.21	0.16
	Mixed	29	1.06	0.11
	Total	206	1.18	0.15

Table 17 shows differences in participants' viewpoints toward inclusive education implementation in Palestine with regards to Gender of schools according to the gender of students , one-way ANOVA test used to see if the differences were significant or not, results shown in table 18:

Table 18 *One-way ANOVA test results for differences in participants' viewpoints toward inclusive education implementation in Palestine* Gender of schools according to the gender of students

Dimension		Sum of Squares	Df	Mean Square	F	Sig.
Concept	Between Groups	1.07	2.00	0.53	2.99	0.05
	Within Groups	36.24	203.00	0.18		
	Total	37.30	205.00			
Policy statement	Between Groups	3.51	2.00	1.75	28.93	0.00
	Within Groups	12.30	203.00	0.06		
	Total	15.81	205.00			

"systems and structure"	Between Groups	0.07	2.00	0.03	1.03	0.36
	Within Groups	6.70	203.00	0.03		
	Total	6.76	205.00			
Practices	Between Groups	0.36	2.00	0.18	3.50	0.03
	Within Groups	10.35	203.00	0.05		
Total mean	Between Groups	10.71	205.00			
	Within Groups	0.51	2.00	0.25	12.14	0.00
	Total	4.25	203.00	0.02		

Table 18 shows differences in participants' view points toward inclusive education policy in Palestine regarding Gender of schools according to the gender of students . The results illustrate that overall participant responses ($F = 12.14$, $p < 0.05$), concepts ($F = 2.99$, $p < 0.05$), policy statement ($F = 28.93$, $p < 0.05$), practices ($F = 3.5$, $p < 0.05$), "systems and structure" ($F = 1.03$, $p < 0.05$). Post-Hoc test and Tukey HSD methods to obtain more details about these differences.

Table 19 *Results of Tukey (HSD) analysis for differences in participants' viewpoints toward policy and implementation of inclusive education in Palestine* "Gender of schools according to the gender of students "

Gender of schools according to the gender of students			**Mean Difference (I-J)**	**Std. Error**	**Sig.**
Concept	Male	Female	0.02708	0.06	0.67
		Mixed	.21795*	0.09	0.02
	Female	Male	-0.02708	0.06	0.67
		Mixed	.19087*	0.09	0.04
	Mixed	Male	-.21795*	0.09	0.02
		Female	-.19087*	0.09	0.04
Policy	Male	Female	-0.06403	0.04	0.09

Gender of schools according to the gender of students			Mean Difference	Std. Error	Sig.
statement		Mixed	.33205*	0.05	0.00
	Female	Male	0.06403	0.04	0.09
		Mixed	.39608*	0.05	0.00
	Mixed	Male	-.33205*	0.05	0.00
		Female	-.39608*	0.05	0.00
"system and structures"	Male	Female	0.03862	0.03	0.16
		Mixed	0.02850	0.04	0.47
	Female	Male	-0.03862	0.03	0.16
		Mixed	-0.01012	0.04	0.79
	Mixed	Male	-0.02850	0.04	0.47
		Female	0.01012	0.04	0.79
Practices	Male	Female	0.05285	0.03	0.12
		Mixed	.12434*	0.05	0.01
	Female	Male	-0.05285	0.03	0.12
		Mixed	0.07150	0.05	0.14
	Mixed	Male	-.12434*	0.05	0.01
		Female	-0.07150	0.05	0.14
Total mean	Male	Female	-0.00924	0.02	0.67
		Mixed	.13750*	0.03	0.00
	Female	Male	0.00924	0.02	0.67
		Mixed	.14674*	0.03	0.00
	Mixed	Male	-.13750*	0.03	0.00
		Female	-.14674*	0.03	0.00

Table 19 illustrates that participants' viewpoints regarding the policy and implementation of inclusive education in Palestine were significantly higher in male gender-based schools and female gender-based schools compared to mixed-gender schools. Specifically, participants had more positive perceptions toward the concept of inclusive education, policy statements, and practices in gender-segregated schools.

The researcher suggests that this difference can be attributed to the presence of specific policies and practices in gender-segregated schools that cater to the unique needs and challenges of each gender group. These schools have likely developed

specialized programs, resources, and strategies that effectively support inclusive education for their respective gender groups, which contributes to a more favorable perception among participants. In contrast, no significant differences were found in participants' viewpoints regarding the “systems and structure” of inclusive education across different school types. This indicates that the infrastructure, administrative processes, and overall systems supporting inclusive education are similar in all types of schools, regardless of gender segregation.

Participant’s interview data analysis

Ten participants including (5 special needs supervisor and 5 inclusive education officers) were interviewed for their views on the application of inclusive education policy in Palestine**.**

- Concept of inclusive education

Q1: What do you know about the concept of inclusive education?

The qualitative analysis of inclusive education concept data classifies the concept for inclusive education into three categories. Table 20 presents the commonly raised topics by participants in detail with the excerpts taken from the interviews

Table 20 *Inclusive education concept classification*

Category	Frequency	Codes
Education for All	3	The education that does not differentiate between students.
No Differences among students with disabilities	2	The students with disabilities from different environments, backgrounds, disabilities, and gender can learn.
Only for specific students	2	It is only confined to marginalized students.
Fundamental change to the system	1	The system is responsible for the achievement and performance of the students.

Table 20 shows four categories for the term of inclusive education concept.30% among the participants agreed that concept of inclusive education is ‘education for all', which means education that does not differentiate between students.

To illustrate, six of the interviewees No.1, No.3, No.5, No.6, No.7, and No.10 pointed out inclusive education provides education for all students regardless of their differences as illustrated in script 1 below:

> ***Education that does not exclude any student, despite of difficulty, disability, gender or color, while taking individual differences into account and responding to individual needs. It entails ensuring that all students receive an equal education.***
>
> ***Special needs supervisor 1***

The second category; “No differences among normal students and others with disabilities", two of interviewees No.2 and No.4 indicated that the inclusive education does not differentiate between students with disabilities as indicated in the following excerpt:

> ***Inclusive education is pertained with excluded students. I mean by excluded students, the students with learning disabilities that feel that they are marginalized because they do not obtain the opportunity to learn as normal students.***
>
> ***Inclusive education officer 4***

The third category; “only for specific students which it is only confined for marginalized students”, two of interviewees No.7 and No.9 indicated that the inclusive education is only given for marginalized students who are taught in schools that are only peculiar to them as indicated in the following excerpt:

> ***Excluded students are only taught in premises that are only peculiar to them. They are excluded from normal students. They are not allowed to be engaged with other students because of their differences.***
>
> ***Inclusive education officer 7***

The fourth category “fundamental change to the system, where system is responsible for students' achievement and performance", one of interviewee's No. 3 indicated several reasons play a pivotal role behind lack of engagement, poor participation and lack of student's achievement as shown in the following excerpt:

> ***When children are not accessing, participating in or achieving in education, it is not their fault, rather it is a problem with the system. Inclusive education is therefore about making fundamental changes to the entire education system (policies and resource allocation, teaching practices, curricula, assessment, infrastructure, etc) so that education/schools become flexible and able to adapt to the needs of every learner – they become learner-centered.***
>
> ***Special needs supervisor***4

The analysis results indicate that most participants understand the importance of inclusive education concept. However, some of them believe that inclusive education is only tailored for students with disabilities without bearing in mind inclusive education seeks to give opportunity for all students to learn in a suitable environment. Therefore, the concept of inclusive education is underdeveloped in Palestine.

- **Inclusive education policy statement**

Q2: What are the policy statements for inclusive education in Palestine?

The qualitative analysis of policy statement theme from the interviews with the Special needs supervisor and inclusive education officers classify policy statement for inclusive education into five categories. Table 21 presents the commonly raised topics by participants in detail with the excerpts taken from the interviews

Table 21 *Inclusive Education Policy Statements classification*

Category	**Frequency**	**Codes**
The education that does not exclude students that has a clear leadership.	3	The education that provides equitable learning.
Safe and equitable access to education by an effective leadership.	2	The good leadership leads to an effective participation.
Training teachers	2	Changing the teachers' method of teaching and making the teaching accessible for all students in general and UNRWA students in particular.
Collaborative work	2	Achieving national education policies and commitments.
Inadequate support	1	The lack of support for excluded students hinders the application of inclusive education policy in Palestine.

Table 21 shows five categories for the term 'policy statement.' 30% among the participants agreed that inclusive education policy statement is 'the education that does not exclude students,' which means the education that provides equitable education.

To illustrate, three of the interviewees (No.1, No.2, and No.3) indicated that the inclusive education policy statement provides education for all students regardless of their differences as illustrated in script 1 below:

> ***According to 2015 inclusive education policy 'education that does not exclude any student irrespective of difficulty, disability, gender or colour, while taking into consideration individual differences and responding to individual needs, whose leaders are trustworthy and have a clear vision towards improving the future of education in Palestine.***
>
> ***Special needs supervisor1***

The second category; "safe and equitable access to education by an effective leadership", Two of interviewees ('No. 4, No. 5) mention several reasons play pivotal role behind lack of student's engagement, poor participation and lack of achievement as shown in the following excerpt:

> ***According to the 2012 Policy for Safe and Equitable Access to Education mentions marginalized groups/children, such as children distanced from service centres, poor children, children with disability, orphans, children in conflict with the law, and children in marginalized areas such as East Jerusalem and its suburbs, Bedouin areas, areas close to the Wall, Seam Zone, the Old City of Hebron and North Hebron. The good leadership and policy in such inclusive education increases the effective participation for students.***
>
> ***Special needs supervisor4***

The third category "training teachers" two of interviewees (No. 6, No. 7) indicated making teaching accessible which required teachers training as basic

elements of policy statements for inclusive education in Palestine. Teacher training about how to deal with disabled students as indicated in the following excerpt:

> ***A focus on changing the way teachers teach might similarly align with a greater emphasis on Inclusive Education. Quality education must be accessible for all UNRWA students and to this effect the importance of an Inclusive Education approach, supported by a Policy, and the development of diagnostic and learning tools to identify, and support children, with Special Education Needs (SEN), Whether they are children who are highly able, or those with learning needs or physical disabilities are key (Education Reform 2015: 8).***
>
> ***Special needs supervisor6***

The fourth category “collaborative work", two of the interviewee's (No. 8 and No. 9) pointed out working collaboratively might achieve the inclusive education policy in Palestine as indicated in the following excerpt:

> ***One of the policies outlines the inclusive education commitments of the MoEHE as Work collaboratively to achieve Palestine’s commitments to international obligations (Education for All, the Post-2015 Sustainable Development Goals, the Convention on the Rights of the Child, the Convention on the Rights of Persons with Disabilities, and others), and achieve our national education policies/ commitments.***
>
> ***Special needs supervisor*8**

The Fifth category “inadequate support ”the interviewees (No. 10) mentioned the inclusive education in Palestine is insufficiently supported, which hinders implementation of inclusive education policy in Palestine as indicated in the following excerpt:

> ***In the year 2000, the MoE adopted IE as a general program to be implemented in all schools between 2006 and 2007, during which it facilitated the registration of many students with a range of additional needs in mainstream classrooms. The support available for these students was inadequate (for many reasons, including: lack of support staff in some schools, numbers of students per class, curriculum density and its disregard for diverse learners, lack of teacher training, lack of policy).***
>
> ***Special needs supervisor 10***

Based on the above dissection; researcher indicates inclusive education in Palestine needs an effective leadership, trained teachers, collaborative work from all parties, and sufficient support to achieve inclusive education policy statements in Palestine. This result is in-line with (Benson,2020) which indicates the implementation of policy is limited due to several factors, such as lack of physical resources, community support, inadequate support, and training.

- **“Systems and Structure”**

How is the “Systems and Structure” in Palestine respond to the inclusive education?

The qualitative analysis of “systems and structure” theme forms the interviews with the participants classifies “systems and structure” theme to three categories. Table

22 presents the commonly raised topics by participants in detail with the excerpts taken from the interviews

Table 22 *Inclusive education "systems and structure" classification*

Category	Frequency	Codes
The insufficient support	5	Vulnerable group of students do not obtain high quality of support.
Resources Shortage	3	The financial and human resources are not harnessed for students' safety.
The lack of specialists' role	2	The role of resource centre and other units do not enhance inclusive education.

Table 22 shows three categories for the term "systems and structure". Five of the interviewees (No.1, No. 3, No. 5, No.7, No. 9) indicated that systems of schools in Palestine are not designed to support the vulnerable studentsas illustrated in script 1 below:

> ***The "systems and structure" of schools in Palestine are not designed to support the vulnerable students, who are marginalized and excluded. Such group of students do not receive sufficient support to enable them to engage with their classmates, to understand them, and to develop their skills by encouraging them.***
>
> ***Special needs supervisor 1***

The second category "resources shortage", Three interviewees No. 2, No. 4, and No.6 mention resources in Palestinian schools are not distributed in a way that

benefits and supports the vulnerable group of students as shown in the following excerpt:

> ***The "systems and structure" of schools in Palestine do not have sufficient resources i.e., neither human resources (teachers, principals, and academic staff) nor financial resources are provided to improve the "systems and structure" of inclusive education in Palestine***
>
> ***Inclusive education officer 2***

Third category "lack of specialists' role", two interviewees No. 8 and No.10 indicate schools' resources center along with other units in Palestine do not support inclusive education as indicated in the following excerpt:

> ***The "systems and structure" of schools in Palestine is underdeveloped because the resource centres and other units in Palestinian schools do not provide adequate assistance for students to enhance inclusive education in Palestine.***
>
> ***Special needs supervisor 8***

Based on the above dissection, researcher indicates inclusive education in Palestine needs sufficient support, adequate resources whether human or financial and specialists' role should be identified to adjust inclusive education "systems and structure" to meet international standards.

- **Practices**

What are the practices of inclusive education in Palestine?

The analysis the qualitative data of practices theme from the interviews with the participants, according to results; participants classify practices of inclusive

education into five categories. Table 23 presents the commonly raised topics by participants in detail with the excerpts taken from the interviews:

Table 23 *Inclusive education practices classification*

Category	Frequency	Codes
Capacity building.	4	The counsellors adapted to improve the capacities of school teachers, principals, but the school building need adjusted.
Outlining strategies	3	The strategies need to develop to encourage and support students.
Improving the curriculum and the training teachers.	1	The textbooks and curriculum should develop and the teachers training insufficient.
Enhancing child friendly school	1	Child friendly school enhance the quality of education.
Equitable education.	1	The education in Palestine didn't meet the students' needs.

Table 23 shows five categories for the term practices, the first category 'Capacity building'. Four interviewees No.1, No.2, No.4, No. 5 indicated capacity of teachers and consultants and principals' staff are underdeveloped, appointing counselors and developing the capacity of school premises also need more adjustment as illustrated in script 1 below:

> ***In order to meet the requirements of successful inclusive education, MoEHE has appointed teams of inclusive education counsellors and developed their capacity, to be capable to improve the capacity of school teachers and principals, and the ministry has to made adjustments to school buildings to accommodate all students.***
>
> ***Special needs supervisor 1***

Second category “outlining strategies” three interviewees No.4, No. 6, and No.10 indicated current inclusive education strategies in Palestine should be developed to enhance overall inclusive education practices as indicated in the following excerpt:

> ***Government didn't provide enough strategies for encouraging the presence, participation and achievement of all learners, lack of providing support for learners who are vulnerable to marginalization, exclusion and underachievement. Teacher needs to be more supporting.***
>
> ***Inclusive education officer 4***

Third category “Improving the curriculum and training teachers”, Three interviewees No.7, No. 2, No. 4 indicated curriculums should be developed to improve inclusive education practices in Palestine as indicated in the following excerpt:

> ***The MoEHE policy aims to focus on quality education by providing safe access to education, reviewing and updating the curriculum and textbooks, and enhancing teachers’ own education. While implementation faces many political and economic struggles, the MoEHE, with the support of UNESCO and its branches, plans to implement an “education for all” policy to promote quality education for all students, regardless of their gender, abilities, disabilities, backgrounds, or circumstances.***
>
> ***Inclusive education officer 7***

Fourth category “enhancing child friendly school”, one interviewees No.8 indicated enhancing child friendly school should be achieved by provide safer environment as indicated in the following excerpt:

> ***Inclusive and Child-Friendly Education brings together Child-Friendly Schools (CFS) and Inclusive education (IE) to strengthen the MoE’s capacity to provide quality education to all Palestinian children. Inclusive Education (IE) programs and Child-Friendly Schools (CFS) refers to the classroom and the whole school and making sure all children are in school and actively involved in learning.***
>
> ***Special needs supervisor 8***

Fifth category “providing equitable education”, one interviewees No.9 indicated inclusive education in Palestine seeks as much as possible to meet students’ needs as indicated in the following excerpt:

> ***The Palestinian Ministry of Education and Higher Education (MoEHE) has, from its birth, aimed to provide education to all children regardless of their diverse and varying needs. Faced with scarce specialized human and material resources, the ministry elected inclusive education (IE) to address these needs as this would utilize the already existing schools and staff (MoEHE, 2015).***
>
> ***Special needs supervisor 9***

Based on the above dissection, it is clear participants indicated that inclusive education practices are in line with MoE in term of appointing counselors to

developing capacity of school, but strategies to support students are not well as enough, MoE should makes more efforts to improve curriculum and capacity building, child friendly school and providing equitable.

- **Common strategies used to promote inclusive education**

Researcher asked interviewee about required strategies that should be followed to promote inclusive education in Palestine. The interviewee highlighted six categories of strategies can be used to promote inclusive education. Table 24 list these strategies.

Table 24 *Strategies should be followed to promote inclusive education in Palestine*.

Inclusive Education strategy: categories	Respondents	Code to comments
Community based education	8	The important role that education plays in developing a strong society.
Early intervention	7	The untimely intervention as soon as possible.
Developmental of monitoring programs.	8	-
Inclusive education teachers training.	10	-
National inclusive education website.	7	-
Universal Design for Learning (UDL) Approach	9	-

- **Community based education**

Eight participants suggest that strong community education can be very useful for inclusive education policies. UNESCO and UNICEF conduct a study in 2012 showed children with disabilities who participated in Community Based Education were more likely to attend school than those who received special schooling.

A Corresponding participant stated that community-based education helps children with severe disabilities improve their socialization skills and family relationships.

> ***"As Palestine prepares to begin various initiative of inclusive education practice, it's important to understand the important role that education plays in developing a strong society. The Ministry of Education has outlined inclusive educational policy that aims to provide all students with an equal opportunity to learn and grow. We hope this policy to inspire our school to follow suit and foster inclusive environments that allow for everyone to reach their full potential."***
>
> ***Inclusive education officer.***

- **Early intervention**

Seven participants pointed out although children with special needs need early intervention and special care for development and development, they need to live as normally as possible; inclusive education policies are the best way to achieve that. By making sure all children get fair education, even those with special needs get a shot a normal childhood.

> ***"As you can see, the Ministry of Education in Palestine has released a new educational policy that calls for inclusive education for all students in Palestine. The policy outlines the steps and measures that schools needed to take in order to implement inclusive education, a major step forward in creating a more inclusive society should be the untimely intervention as soon as possible. We hope this policy to promote social justice and equality for all students in Palestine."***
>
> ***Special needs supervisor.***

- **Developmental of monitoring programs**

Eight participants pointed out developmental screening programs. The Palestinian Ministry of Education should implement all-inclusive educational policies from pre-school to final elementary grade twelve.

UNICEF, NGOs, civil society organizations, other government ministries and communities are all responsible for supporting the implementation of inclusive education policies.

- **Inclusive teachers training**

Ten participants emphasize inclusive teachers training important. Equipping teachers with the knowledge, skills, and strategies needed is important to create inclusive learning environments that meet the diverse needs of all students, including those with disabilities, special educational needs, or from marginalized backgrounds. The trainings should clarify different aspects of inclusive education.

- **National inclusive education website**

Seven participants emphasize national inclusive education website is required to address inclusive education in Palestine issues regarding to school supplies, students, families, teachers, inclusive education officer, and school leaders.

Nine participants pointed out Universal Design for Learning (UDL) has been gaining traction worldwide as an approach to learning and teaching. One of UDL basic concepts is learning must be as inclusive and individualized as possible, UDL also emphasizes collaboration, multidisciplinary approaches, problem-based learning, and self-directed approaches to learning (El Ahmad &Kawtharani, 2022). Biggeri and Ciani (2019) mention UDL approach fits very well with Palestinian culture.

Results of interviews analysis revealed that concept of inclusive education is not completely understood for participants; where participants indicate inclusive education is only tailored for students with learning disabilities. In addition,

participants believed good leadership, trained teachers, collaborative work, safe environment, equitable learning are required in Palestinian schools.

The results also revealed that "systems and structure" of inclusive education in Palestinian schools, lack of sufficient support, resources, and specialists' role are obstacles to implements inclusive education in Palestine. Participants made suggestions to overcome these obstacles includes capacity building, outlining strategy, improving the curriculum and training the teachers, enhancing child friendly school, and achieving equitable education.

4.2.3 Phase 3: International criteria of inclusive education

Findings Related to Third Study Question: What are the international criteria for inclusive education?

Literature and documents analysis were analyzed qualitatively to obtain international criteria for inclusive education, table 25 shows international criteria of inclusive education.

Table 25 *International criteria of inclusive education*

Resource	International Principle	Summary of international principle
2015 | Education 2030: Incheon Declaration and Framework for Action	The cornerstone of a revolutionary education agenda is inclusion and equity in and through education, therefore tackling all forms of exclusion and marginalization, inequities and inequalities in access, participation, and learning outcomes are essential.	Inclusion and equity in and through education is the cornerstone of a transformative education agenda
2014 | Global Education for All The Muscat Agreement	Affirm that the post-2015 education agenda should be based on human rights and equity and inclusion, support free and mandatory basic education, expand	In order to support free and compulsory basic education, a policy must be: rights-based and

	the vision of access for all to reflect relevant learning outcomes through the provision of high-quality education at all levels, from early childhood to higher education, in safe and healthy environments, and adopt a holistic and lifelong learning approach.	reflect a perspective based on equity and inclusion; should broaden the vision of access for all to reflect relevant learning outcomes through the provision of high-quality education at all levels, from pre-kindergarten to higher education, in safe and healthy environments; should adopt a holistic and lifelong learning approach.
The Sustainable Development Goals Source: Sustainable Development Goals. Goal 4: Quality Education. Retrieved from https://www.un.org/sustainabledevelopment/education/	Goal 4 aims to - "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"31 Goal SDG 4.1 "By 2030, ensure that all boys and girls complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes." SDG 4.5 "By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in Vulnerable situations."	Ensure inclusive and equitable quality education and promote lifelong learning
2009 | Policy Guidelines on Inclusion in Education UNESCO	The process of enhancing the educational system's ability to reach out to all students is known as inclusive education, and it can be seen as a fundamental tactic for achieving EFA.	Inclusive education should guide all education policies and practices

	Starting from the premise that education is a fundamental human right and the cornerstone of a more just and equal society, it should serve as the overarching principle that directs all educational policies and activities.	
(Cerna, et. al, 2021)	Equity And Inclusion: Meeting the educational needs of students is part of the development of equitable provision in an inclusive society where individual rights are recognized and protected.	Development of equitable provision in an inclusive society
The Dakar Framework for Action adopted a World Declaration on Education for All (EFA) in 2000	The new millennium goal to guarantee that every girl and boy has access to primary school education by 2015 was established in response to this widely acknowledged need for change. EFA has made a strong case for inclusive education as one of the best strategies to address issues with marginalization and exclusion. The fundamental tenet of EFA is that all children should have the opportunity to learn.	The fundamental principle of Inclusive Education is that all children should have the opportunity to learn together.
Salamanca Framework for Action, 1994.	An inclusive school's basic concept is that, if possible, all children should learn together, regardless of difficulties or differences. The diverse needs of their students must be recognized and served by inclusive schools through suitable curricula, organizational structures, instructional techniques, resource use, and partnerships with local communities. These schools must also accommodate various learning styles and rates. Additionally, they must guarantee that every kid receives a top-notch	All children should learn together

	education. To accommodate the variety of special needs present there; every school should provide a continuum of services and assistance.	
UN Standard Rules on Equalization of Opportunities for Persons with Disabilities. Standard Rule #6.1	"General education authorities are responsible for the education of persons with disabilities in integrated settings. Education for persons with disabilities should form an integral part of national educational planning, curriculum development and school organization."	Education for persons with disabilities should form an integral part of national educational planning, curriculum development and school organization

Table 25 summarizes the international criteria for inclusive education. International criteria for inclusive education stress on the importance of providing equal education, supporting and free compulsory education, and ensuring inclusive and equitable quality education and promote lifelong learning, and inclusive education should guide all education policies and practices.

Inclusive education concepts

Inclusion and equity through education is cornerstone of transformative education agenda, therefore to addressing all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes (UNESCO, 2015).

UNESCO (2015) mention that equity and inclusion mean meeting educational needs of students is part of equitable provision development in an inclusive society where individual rights are recognized and protected.

The Dakar framework for action adopted the world declaration on education for all (EFA) in 2000 which states that all children should have the chance to learn, regardless of their background or social class (Framework, 2000).

Salamanca Framework for Action (1994) emphasis inclusive schools must recognize and respond to diverse needs of their students (UNESCO, 1994).

Schools must accommodate both different styles and rates of education and ensure quality education to all. There should be a continuum of support and services to match continuum of special needs encountered in every school (Wang, 2009)

The White Paper titled "Excellence in Schools" was published in 1997 by the UK government's Department for Education and Employment (DfEE). It outlined the government's vision and proposed reforms for improving the quality of education in schools. highlight eight policy concepts were developed, with an emphasis on improving "standards" and holding schools more accountable. It acknowledged the importance of inclusive education and ensuring equal opportunities for all students. It aimed to address educational inequalities, particularly for students from disadvantaged backgrounds or with special educational needs.

Inclusive education policy statements

Tawil (2016) mention Global Education for All (Muscat Agreement- post-2015) stressed on importance of education agenda to be rights-based and reflect equity-based perspective and inclusion, must support free and compulsory basic education.

Moreover, education should expand access for all vision to reflect relevant learning outcomes through quality provision for education from early childhood to higher education, in safe and healthy environments. Furthermore, education should take a holistic and lifelong learning approach

The fourth goal of sustainable development goals seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

The fourth goal also states that “by 2030, ensure that all boys and girls complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.” Moreover, “By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children's invulnerable situations.”

According to Policy Guidelines on Inclusion in Education UNESCO (2009), inclusive education is processor strengthening capacity of education system to reach out to all learners and can thus be understood as a key strategy to achieve EFA.

As an overall principle, Inclusion in Education Policy should guide all education policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society.

In this context, Dakar Framework for Action adopted a World Declaration on Education for All (EFA) in 2000. Dakar Framework addressed this widely recognized need for change, which affirmed notion of education as a fundamental right and established the new millennium goal to provide every girl and boy with primary school education by 2015.

EFA also clearly identified Inclusive Education as one of the key strategies to address issues of marginalization and exclusion. The fundamental principle of EFA is that all children should have the opportunity to learn.

The broad goal of United Kingdom government's educational "crusade" was outlined in White Paper Excellence in Education (DfEE, 1997). Six policy ideas were developed, with an emphasis on improving "standards" and holding schools more accountable.

- Government policies aided a wide range of individuals, not simply a small number of people.
- The main emphasis lied on school standards rather than how the educational system is set up.
- Intervene to support failing schools while praising those that are doing well.
- Performance failure was not tolerated.
- The school leaders must work with everyone committed to raising.

Inclusive education "systems and structure"

The Salamanca Framework for Action, 1994 clearly stated the "systems and structure" of inclusive education. Salamanca Framework for Action provided principles and guidelines for inclusive schools to ensure the implementation of international goals in this regard. Salamanca Framework stated the fundamental principal of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have.

Moreover, inclusive schools must recognize and respond to diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities.

There should be a continuum of support and services to match the continuum of special needs encountered in every school. Dakar Framework for Action (UNESCO, 2000) calls for a renewed commitment to Education for All and the Salamanca Statement, emphasizing the need for increased efforts in the areas of partnerships, professional capacity building, quality and relevance of education, and access and equity for all children.

Importantly, it is first to acknowledge the necessity to contextualize inclusive education for the various facets, requirements, and advantages of every nation or educational system.

The broad goal of the United Kingdom government's educational "crusade" was outlined in the White Paper Excellence in Education (DfEE, 1997). five principles guiding the new thinking on inclusive education.

- Promoting, whenever possible, the inclusion of students with special education needs in regular classrooms.
- A dedication to offering parents of children with special educational needs efficient resources from the whole spectrum of neighborhood services and non-profit organizations.
- Economical use of resources by switching from pricey remediation to affordable preventive and early intervention.
- Expanding chances for special education staff development.
- Special education services are offered locally.

Inclusive education practices

Many governmental and non-governmental organizations focused on practical aspects by making standard rules and guidelines for practical aspect of inclusive education principles.

The most important standards in this regard are those known as the UN standard rules on equalization of opportunities for persons with disabilities.

UN Standard Rule #6 states that “States should recognize the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults

with disabilities, in integrated settings. They should ensure that the education of persons with disabilities is an integral part of the educational system."

Dakar Framework for Action (UNESCO, 2000) makes an explicit commitment to inclusive education by calling information and communication technologies, a diversified educational system, adaptable curricula, high-quality learning and respect and encouragement of diversity.

Dakar Framework for Action douses on four areas of actions provided for child protection.

1- Early intervention, which makes sure parents of children with disabilities have access to quality childcare and children who struggle in school get treatment they need as soon as possible.
2- Eliminating obstacles to learning by incorporating inclusive practices into all schools and early childhood settings.
3- Improving teachers' abilities to meet students with disabilities needs and narrowing their attention on development students are making, which raises expectations and accomplishment levels.
4- Delivering improvements in partnership - putting changes into practice so parents can rest easy knowing their children received instruction they require. (DfES, 2003).

Table 26 Summarizes the principles of international inclusive education practices design, international inclusive education practices include nine principles of universal design adopted from UNESCO and UNICEF (Relief & East, 2012) developed by Scott et al. (2001).

Table 26 *Principles of international inclusive education practice instruction design*

Principle	Definition	Example(s)
Principle 1: Equitable in use	Instruction is designed to be useful to and accessible by people with diverse abilities. Provide the same means of use for all students; identical whenever possible, equivalent when not.	Provision of class notes online. Comprehensive notes can be accessed in the same manner by all students, regardless of hearing ability, English proficiency, learning or attention disorders, or note taking skill level. In an electronic format, students can utilize whatever individual assistive technology is needed to read, hear, or study the class notes.
Principle 2: Flexibility in use	Instruction is designed to accommodate a wide range of individual abilities. Provide choice in methods of use.	Use of varied instructional methods (lecture with a visual outline, group activities, use of stories, or web board based discussions) to provide different ways of learning and experiencing knowledge.
Principle 3: Simple and intuitive	Instruction is designed in a straightforward and predictable manner, regardless of the student's experience, knowledge, language skills, or current concentration level. Eliminate unnecessary complexity.	Provision of a grading rubric that clearly lays out expectations for exam performance, papers, or projects; a syllabus with comprehensive and accurate information; a handbook guiding students through difficult homework assignments.
Principle 4: Perceptible information	Instruction is designed so that necessary information is communicated effectively to the student, regardless of ambient conditions or the student's sensory abilities.	Selection of text books, reading material, and other instructional supports in digital format or online so students with diverse needs (e.g., vision, learning,

Principle	Definition	Example(s)
		attention, English Language Learners) can access materials through traditional hard copy or with the use of various technological supports (e.g., screen reader, text enlarger, online dictionary).
Principle 5: Tolerance for error	Instruction anticipates variation in individual student learning pace and prerequisite skills.	Structuring a long-term course project so that students have the option of turning in individual project components separately for constructive feedback and for integration into the final product; provision of online "practice" exercises that supplement classroom instruction.
Principle 6: Low physical effort	Instruction is designed to minimize nonessential physical effort in order to allow maximum attention to learning. Note: This principle does not apply when physical effort is integral to essential requirements of a course.	Allowing students to use a word processor for writing and editing papers or essay exams. This facilitates editing of the document without the additional physical exertion of rewriting portions of text (helpful for students with fine motor or handwriting difficulties or extreme organization weaknesses while providing options for those who are more adept and comfortable composing on the computer).
Principle 7: Size and space for approach and use	Instruction is designed with consideration for appropriate size and space for approach, reach, manipulations, and use regardless of a student's body size, posture, mobility, and	In small class settings, use of a circular seating arrangement to allow students to see and face speakers during discussion— important for students with attention

Principle	Definition	Example(s)
	communication needs.	deficit disorder or who are deaf or hard of hearing.
Principle 8: A community of learners	The instructional environment promotes interaction and communication among students and between students and faculty.	Fostering communication among students in and out of class by structuring study groups, discussion groups, e-mail lists, or chat rooms; making a personal connection with students and incorporating motivational strategies to encourage student performance through learning students' names or individually acknowledging excellent performance.
Principle 9: Instructional climate	Instruction is designed to be welcoming and inclusive. High expectations are espoused for all students.	A statement in the class syllabus affirming the need for class members to respect diversity in order to establish the expectation of tolerance as well as to encourage students to discuss any special learning needs with the instructor; highlight diverse thinkers who have made significant contributions to the field or share innovative approaches developed by students in the class.

Table 27 summarize results obtained by researcher from field study, these results answer the first three study questions. The results show a contradiction between MoE inclusive education adoption, which adopt inclusive education in accordance with international standards, and the actual application of inclusive education in Palestine.

Table 27 *Summary of* the first three questions *"local and international standards for inclusive education and the reality of applying inclusive education in palestine"*

Dimension	**Q1**	**Q2 questionnaire result**	**Q2 interview result**	**Q3**
Concept	In Palestine, inclusion is seen as an overall principle that is the guide of all educational policies and practices. The curriculum and its associated assessment systems are designed to take account of all learners. All agencies that work with children, including the health and social services, have to support the policy aspirations for promoting inclusive education.	Results showed that inclusion and equity are Underdeveloped, not overarching principles that guide all educational policies, plans and practices, the national curriculum and its associated assessment systems are not designed to respond to all learners, all partners do not understand the national policy goals for promoting inclusion, and systems are not in place to monitor the presence, participation and	The majority of participants understand the importance of understanding the concept of inclusive education. However, some of them believe that inclusive education is only tailored for students with disabilities without bearing in mind that inclusive education seeks to give the opportunity for all students to learn by providing the suitable environment. Therefore, it can be deduced that the concept of	Globally, an inclusive education system ensures that each child can achieve his or her full potential. This requires schools to be open to all children in society, regardless of gender, race, ethnicity, religion, language or culture. It also requires them to develop curricula which reflect pluralistic societies.

Dimension	Q1	Q2 questionnaire result	Q2 interview result	Q3
		achievement of all.	inclusive education is underdeveloped in Palestine	
Policy statements	Through the analysis of the Palestinian documents regarding inclusive education, it has been found that the promotion of inclusive education is strongly featured in important policy documents, senior staff provides clear leadership on inclusive education, leaders at all levels articulate consistent policy aspirations for the development of inclusive practices in schools. They also challenge non inclusive practices in schools.	Results revealed that the important national education policy documents underdeveloped, do not strongly emphasize inclusion and equity, senior staff at the national, district and school levels do not provide leadership on inclusion and equity in education, leaders at all levels do not articulate consistent policy goals to develop inclusive and equitable educational practices, and leaders at all levels do not challenge non-inclusive practices	It is obvious that inclusive education in Palestine needs an effective leadership, trained teachers, collaborative work from all parties, and sufficient support to achieve the policy statements of inclusive education in Palestine.	International resources underscored the importance of providing equal education, supporting and free compulsory education, ensuring inclusive and equitable quality education and promote lifelong learning, and inclusive education should guide all education policies and practices
"systems and	The Palestinian documents have	There is no quality support for	It is obvious that inclusive	Inclusive schools must

Dimension	Q1	Q2 questionnaire result	Q2 interview result	Q3
structure"	stated that all services and institutions involved with children, including schools, training centres, etc., should work together in coordinating inclusive policies and practices. Moreover, human and financial resources should distributed in ways that benefit vulnerable groups of learners. Much importantly, the Palestinian policy assigns a clear role for specialist provision such as resource centres and other units, in promoting inclusive education	vulnerable learners, all services and institutions didn't involve with learners and their families, resources, both human and financial, aren't faire distributed. There isn't a clear role for special provision, such as special schools and units, in promoting inclusion and equity in education.	education in Palestine needs sufficient support, adequate resources whether human or financial, and the specialists' role should be identified to adjust the "systems and structure" of inclusive education to meet the international standards.	recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities.
Practice	After reviewing the Palestinian Inclusive Education Policy (2015), schools have strategies for	The practice of inclusive education in Palestine was underdeveloped, revealed that schools and other	Based on interview analysis it is clear that the participants indicated that the practices of	Internationally, much effort has been done to ensure full implementation of inclusive

Dimension	Q1	Q2 questionnaire result	Q2 interview result	Q3
	encouraging the presence, participation and achievement of all learners from their local communities. Schools provide support for learners who are vulnerable to marginalization, exclusion and underachievement. Trainee teachers are prepared for dealing with learner diversity. Teachers have opportunities to take part in continuing professional development regarding inclusive practices.	learning centres do not have strategies for encouraging the presence, participation and achievement of all learners from their local community, schools and other learning centres do not provide support for learners who are at risk of underachievement, marginalization or exclusion, teachers and support staff are not prepared to respond to learner diversity during their initial training, and teachers and support staff do not have opportunities to take part in continuing professional development regarding inclusive and equitable practices	inclusive education are in line with PMoE in term of appointing counsellors to developing the capacity of school, but the strategies to encourage and support students not well as enough, and the ministry of education should work well to improve the curriculum and should improve the capacity building, enhancing child friendly school, and providing equitable. However, such findings are emanated from their perspectives, while the reality indicates that inclusive education	education goals, focused on the practical aspects by making standard rules and guidelines of inclusive education principles the UN standard rules on equalization of opportunities for persons with disabilities. Education for persons with disabilities should form an integral part of national educational planning, curriculum development and school.

Dimension	Q1	Q2 questionnaire result	Q2 interview result	Q3
			practices in Palestine are underdeveloped. The Strategies to be taken: Community Based Education Early Intervention Developmental &Screening Programs. Inclusive education Teachers Training national inclusive education website Universal Design for Learning (UDL) Approach.	

Table 27 shows the main barriers and gaps that should be covered by PMoE in order to provide the inclusive education in light with international criteria.

The results of analysis show the need to develop teachers' pedagogical skills and specialized knowledge of disabilities because it might be challenging to implement enabling behaviors for kids with autism without displacing the present teacher-centered teaching methodologies and evaluation processes.

The strategic plans for the PMoE do not indicate any concrete, context-based activities or procedures that will be taken to implement high-quality, inclusive education and to properly oversee its delivery in colleges and universities.

Most schools, especially public schools in WB, lacks of inclusive education requirements regard infrastructural preparations, assistive learning aids and equipment, as well as services to be established.

All forms of disability statistics at all educational levels—preschool, school, and higher education—are not updated on a regular basis.

There isn't a specific funding set up for assisting and teaching persons with disabilities and attempting to raise more money from national and international contributors.

4.2.4 Phase 4: Visionary Model Development

To develop the proposed visionary model for inclusive education in Palestine, the researcher followed two steps;

1- Model planning through influence diagram and decisions tree.

2- Proposed model for inclusive education in Palestine.

Part 1: Visionary model planning through influence diagram and decisions tree

Findings related to fourth study question: “to what extent influence diagram and decision tree might be used to as methods for building a visionary policy model of inclusive education in light of international criteria and local experiences”

Influence diagram and decision tree impact on inclusive education

Researcher analyzed international and the national documents, questionnaire and participants' interviews, then she created influence diagrams and decision trees to identify the shortcomings of inclusive education policies in Palestine.

The researcher, with the focused-group of 10 experts includes (4) inclusive education officers, (3) MoE special needs supervisors, and (3) academic experts in the field of inclusive education; discussed how inclusive education is mandatory in

Palestine. The focused-group pointed out inclusive education is the key to open potential of all students because it provides a curriculum tailored to all student's needs. This result is line with (Lewis et al., 2019). In addition, they mentioned all-inclusive education dimensions (concept, policy statement, "systems and structure", practice) must include all the following components (curriculum adaptation, awareness, environment, leader ship, teacher). Researcher and focused group experts arrive to an action plan focus on enhancing inclusive education dimensions (concept, policy statement, "systems and structure", practice).

The action plan based on the promoting strategies mentioned by the interviewees (community-based program, early intervention, developing screening program, special needs teacher program, international website, universal design program). Figure 17 illustrates influence diagram used to develop the promoting strategies.

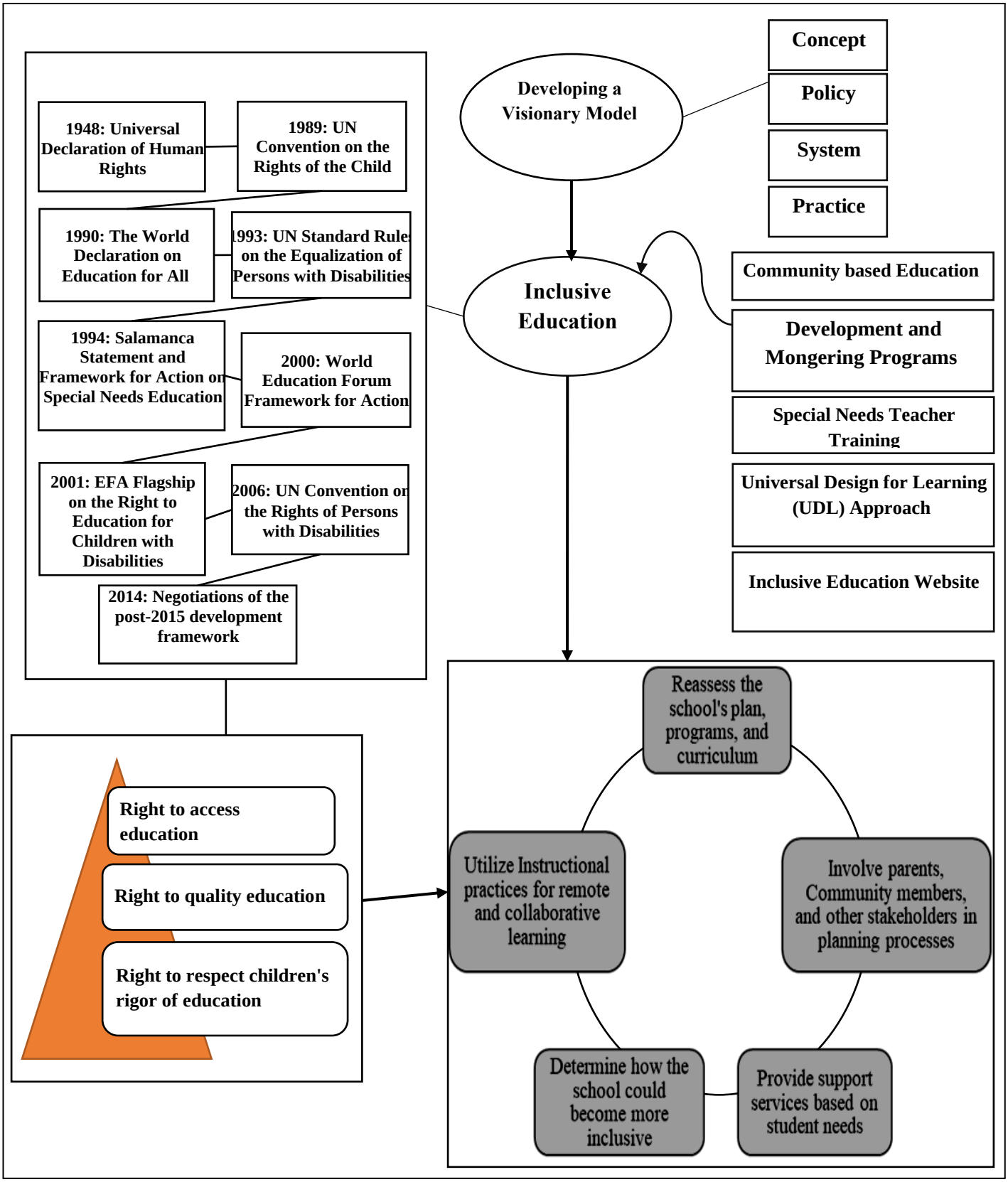

Figure 17 *Inclusive education influence diagram*

The proposed inclusive education model has a potential to revolutionize the way students with special needs are viewed and treated within the school system. Although it is helpful to integrate students with special needs into standard classroom environments, there are also many obvious challenges facing teachers looking to implement an inclusive education model.

Teachers need support from parents, officials, and other staff who understand what it means to create an inclusive environment. The first step is to create a dreamy model to investigate how integration is practiced in school, and then determine where it can be improved. Studying current practices would help in decision-making.

Inclusive education in Palestine also is not planned to fit all students, lessons do not encourage the participation of all students, students are not actively involved in the classroom, and students are also not encouraged to support their peers, support should provide when students exteriorize any difficulties, classroom discipline not based on mutual respect and healthy living, students don't have somebody to speak with when they are worried or upset, the assessment also does not contribute to the achievement of all students.

The proposed visionary model should be designed to improve the quality of education and improve educational opportunities for all students regardless of race, gender, learning difficulty, and disability.

The first step in developing a visionary model is re-assessing current schools' plans, programs, and curriculum. Regardless of where students are placed, it's important for teachers to keep up their assessments to help children succeed in school.

Students with disabilities should be assessed to determine whether they need individualized education. Schools that implement inclusive education should allow

teachers to work with students in a range of settings including general education classrooms, self-contained classrooms, and resource rooms.

The influence diagram clearly identifies the steps and processes involved in creating an inclusive education policy. The below decision tree offers a visual representation of the entire policy-making process, it can help easily decision-makers navigate through it.

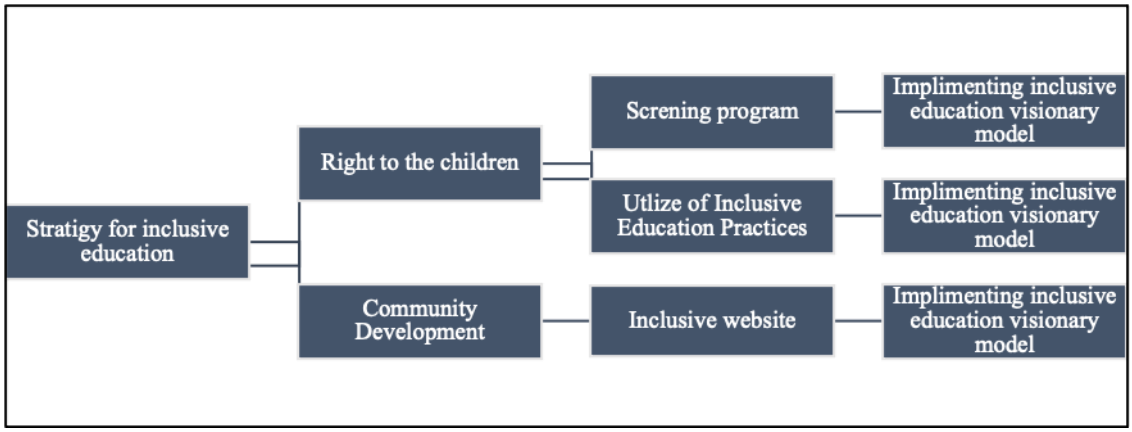

Figure 18 *Strategies for inclusive education*

The decision tree in figure 18 shows the focus group suggested strategies required to implement inclusive education visionary modal.

The base of strategies relays on children's rights and community development. Children's rights include two strategies namely including screening programs and utilizing inclusive education practices, while including inclusive websites is emanated from community development as an inclusive education strategy.

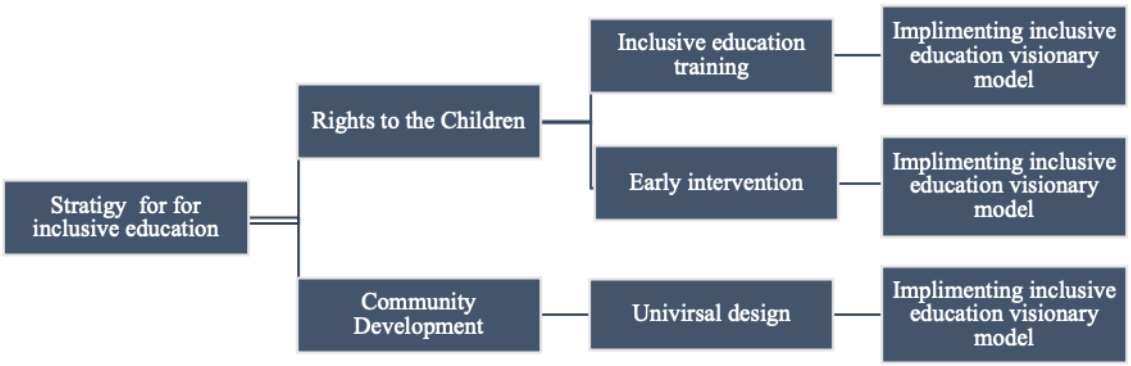

Figure 19 *The required strategies for inclusive education decision tree*

The decision tree in figure 19 shows required strategies to implement inclusive education visionary modal. The base of strategies relays on children rights and community development. Two strategies include inclusive education training and early intervention are emanated from strategy for inclusive education, based on children rights.

Based on international and local criteria, the concept of inclusive education is divided into three categories: access, quality, and respect for all students. The concept of the visionary model attempts to be as inclusive as possible, allowing many students with disabilities as feasible to attend normal schools, with maximum flexibility in implementation. Using this approach, inclusive education participants at all levels can be able to put inclusive education policies into action. In addition, provide a more affordable budget for families to enable their children. The study designed a decision tree for schools and programs. The designated decision tree should address important issues in light of international criteria and local experiences.

Focused group decisions for "inclusive education concept" dimension

Table 28 shows the results of the inclusive education concept questions discussed with the focused group and actions to be taken:

Table 28 *Focused group discussion about concept specification*

First dimensions concept	Level of progress as focused group point view	Action should be taken
1.1 Inclusion and equity are overarching principles that guide all educational policies, plans and practices		
After the researcher discussed with the focused group these questions: How far are the principles of inclusion and equity understood and defined within education policies? To what extent are inclusion and equity embedded as core principles in all education policies and plans? To what extent are all national educational policies and plans informed by the principles of inclusion and equity? To what extent are education practices guided by the principles of inclusion and equity?	Inclusion and equity are not yet strong features of educational policies, plans and practices but initial discussions have begun regarding how this can be addressed	Planning and actions should be taken to ensure that inclusion and equity are features of educational policies, plans and practices
1.2 The national curriculum and its associated assessment systems are designed to respond effectively to all learners		
After the researcher discussed with the focused group these questions: To what extent is the national curriculum based on the principles of inclusion and equity? To what extent does the national curriculum have the robustness and flexibility to suit all learners? To what degree are the assessment systems used to celebrate different levels of achievement and to support the development of all	The national curriculum and assessment systems are only suitable for some learners but initial discussions have begun regarding how this can be improved.	Planning and actions should be taken to ensure that the national curriculum and assessment systems respond effectively to all learners

First dimensions concept	Level of progress as focused group point view	Action should be taken
learners?		
1.3 All partners who work with learners and their families understand and support the national policy goals for promoting inclusion and equity in education		
After the researcher discussed with the focused group these questions: To what extent is there a widespread commitment/agreement among all professionals who work with children, youth and adults to act according to the principles of inclusion and equity? To what extent do those who work with children, youth, and adults and their families understand the implications of the principles of inclusion and equity for their roles?	Although agencies have varied understanding of national policy aspirations and plans for promoting inclusion and equity in education, initial discussions have begun to address this issue.	Planning and Actions should be taken to ensure that agencies understand and support national policy aspirations for promoting inclusion and equity in education.
1.4 Systems are in place to monitor the presence, participation and achievement of all learners within the education system		
After the researcher discussed with the focused group these questions: How effective are the systems for collecting data (quantitative and qualitative) regarding the presence, participation and achievement of all learners? To what extent are data analyzed in order to determine the impact of efforts to foster greater inclusion and equity? To what extent are actions taken in light of the data analysis to strengthen inclusive and equitable settings and practices?	There are limited arrangements for monitoring the presence, participation and achievement of all learners but initial discussions have begun to address this issue	Planning and Actions should be taken to establish effective systems for monitoring the presence, participation and achievement of all learners.

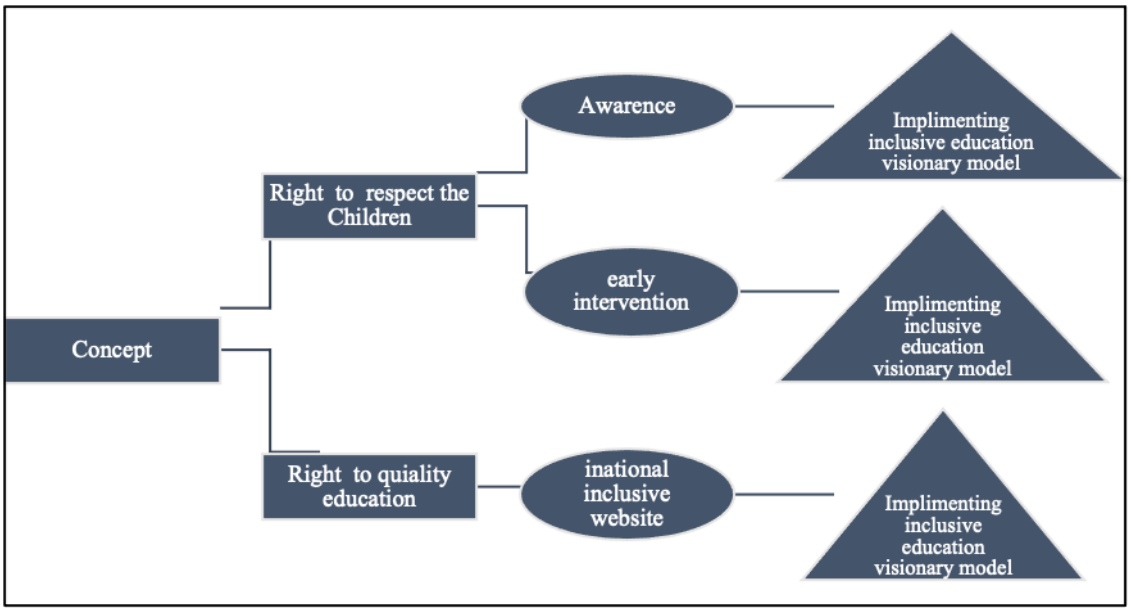

Figure 20 *Decision tree for the concept to implement inclusive education*

The decision tree in figure 20 shows the concept of inclusive education according to the focused group; the concept includes raising awareness and early intervention as children's rights. The model also focuses on children's rights in quality education through a national inclusive website. An inclusive education visionary model should be implemented to achieve these objectives. According to Moosa and Bekker (2021), inclusive education concepts allow for responding to diversity. In this context; raising awareness, including (contextual, family, community characteristics, and cultural awareness) can be achieved through awareness programs, a welcoming environment, awareness of flexible preferences, and awareness of diversity.

Focused group decisions for "policy statement" dimension:

Table 29 shows focused group discussion about policy statement and the actions to be taken:

Table 29 *Focused group discussion about policy statement specification*

Second dimensions Policy statements	Level of progress as focused group point view	Action should be taken
2.1The important national education policy documents strongly emphasize inclusion and equity		
To what extent do all major educational policy documents reflect the principles of inclusion and equity? To what degree are policy priorities informed by the principles of inclusion and equity?	Although there is little mention of inclusion and equity in important national education policy documents, initial discussions have taken place to address this issue.	Planning and Actions should be taken to ensure that inclusion and equity are a feature of important national education policy documents
2.2 Senior staff at the national, district and school levels provide leadership on inclusion and equity in education		
To what extent do education leaders at the local level encourage the development of inclusive and equitable cultures? To what extent do national policy-makers show clear and sustainable leadership to promote the principles of inclusion and equity? To what extent do local district principals provide clear and sustainable leadership regarding inclusive education? To what extent are educational leaders (local authorities, senior staff, school principals) trained regarding their responsibilities for enhancing inclusion and removing barriers?	While senior staff at the national and district levels provide limited leadership on inclusion and equity in education, initial discussions have taken place to strengthen this aspect	Planning and Actions should be taken to ensure that senior staff at the national and district levels are providing leadership on inclusion and equity in education.
2.3 Leaders at all levels articulate consistent policy goals to develop inclusive and equitable	Although leaders at different levels rarely challenge non-inclusive, discriminatory and	Planning and Actions should be taken to ensure that leaders at

Second dimensions Policy statements	Level of progress as focused group point view	Action should be taken
educational practices	inequitable educational practices, discussions have taken place to address this issue.	all levels challenge non-inclusive, discriminatory and inequitable educational practices
To what extent do national policy-makers encourage the development of inclusive and equitable practices? To what extent do local district principals take action to encourage the development of inclusive and equitable practices? To what extent do school principals and those who manage other centers of learning (e.g., pre-school provision; special schools) take action to encourage the development of inclusive and equitable practices?		
2.4 Leaders at all levels challenge non-inclusive, discriminatory and inequitable educational practices		
To what extent do systems for supporting schools and other centers of learning identify, challenge and remove non-inclusive, discriminatory and inequitable practices? Where non-inclusive, discriminatory and inequitable practices are found to exist, to what extent are they challenged?	Although leaders at different levels rarely challenge non-inclusive, discriminatory and inequitable educational practices, discussions have taken place to address this issue.	Planning and action should be taken to ensure that leaders at all levels challenge non-inclusive, discriminatory and inequitable educational practices
Recommended actions: Raise the powers of school principals to include taking the		

Second dimensions Policy statements	Level of progress as focused group point view	Action should be taken
appropriate decision against persons with disabilities. Involve them in formulating policies for equity.		

Figure 21 shows policy statement decision tree, the decision tree consists of two aspects; the first is raising awareness and early intervention as well as children's right should be respected.

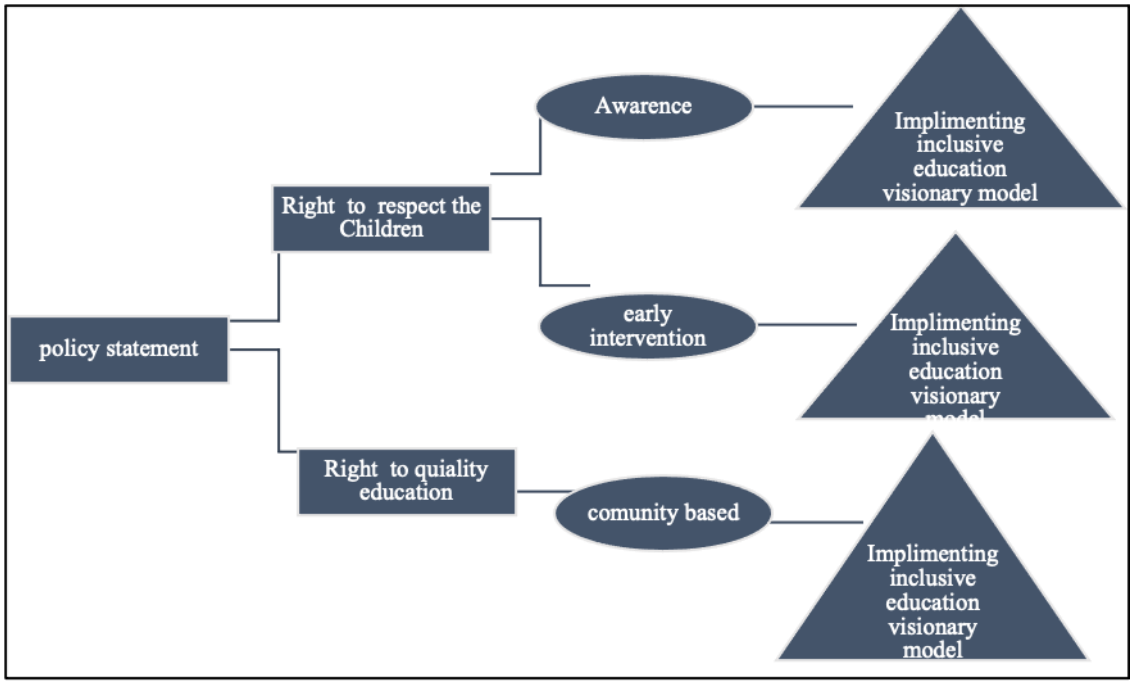

Figure 21 *Decision tree for the policy statement to implement inclusive education*

The second aspect relates to the right to quality education, specifically through a community-based approach. The policy statements of the proposed inclusive education visionary model are designed to fulfill these two objectives. The policy aims to advance equity and inclusion by providing support and assistance to teachers, emphasizing an inclusive perspective that focuses on abilities and disabilities. It also aims to enhance teachers' skills and knowledge by offering flexible training opportunities for their professional development. These findings align with previous

studies conducted by Teschers (2020), Development Studies Centre (2012), Lingard et al. (2013), Kay et al. (2019), Ware (2014), Anderson & Boyle (2019), and Benson (2020), which underscore the significant role of policy statements in promoting inclusive education.

Focused group decisions for "systems and structure" dimension:

Table 30 shows the questions discussed with the focused group and the actions to be taken:

Table 30 *Focused group discussion about "systems and structure" specification*

Third dimension: "systems and structure"	Level of progress as focused group point view	Action should be taken
3.1 There is high-quality support for vulnerable learners		
How effective are the systems for identifying vulnerable learners? To what extent are there flexible arrangements for ensuring that support is available to individuals as and when necessary? To what degree are families seen as partners in supporting their children's education? To what extent are learners themselves asked about their need for support?	While support for vulnerable learners is of variable quality, discussions have taken place to consider how this can be improved.	Planning and actions should be taken place to ensure high- quality support for all vulnerable learners.
3.2 All services and institutions involved with learners and their families work together in coordinating inclusive and equitable educational policies and practices		
To what extent do schools (and other education providers) collaborate with other relevant sectors, such as health and social work? To what extent is there effective cooperation between schools and other centers of learning? To what degree do institutions and services within districts have a shared	Although the work of services and institutions tends not to be well coordinated, discussions have taken place to consider how this can be improved.	Planning and actions should be taken to ensure that services and institutions involved with learners and their families work together.

Third dimension: "systems and structure"	Level of progress as focused group point view	Action should be taken
understanding of inclusion and equity, and work together? To what extent do both public and private education providers apply inclusive and equitable education practices?		
3.3 Resources, both human and financial, are distributed in ways that benefit potentially vulnerable learners		
To what extent are all learners seen as being of equal importance educationally? To what extent are available resources used flexibly, and targeted to support participation and learning?	While there are concerns that resources are not distributed fairly, discussions have taken place to address this issue.	Planning and Actions should be taken to ensure that resources are distributed fairly, focusing in particular on vulnerable groups of learners
3.4 There is a clear role for special provision, such as special schools and units, in promoting inclusion and equity in education		
To what extent do special schools and units have a common understanding of inclusion and equity? To what extent do students from special schools and units have opportunities to take part in activities within mainstream schools? To what degree is the expertise made available in special settings also made available to teachers in other schools?	While special provision is mainly separate from the mainstream education system, discussions have taken place to consider how closer links can be encouraged.	Planning and action should be taken place to encourage ways of creating stronger links between special provision and mainstream education institutions. and Action should gone on to ensure that special provision has a role in promoting inclusion and equity in education
Recommended actions: Resources, both human and financial, should distribute fairly.		

The focused group mentions respecting children's rights in education, so a mandatory alternative is developing monitoring programs, universal design and a

national inclusive website should be highlighted in visionary inclusive education model implementation.

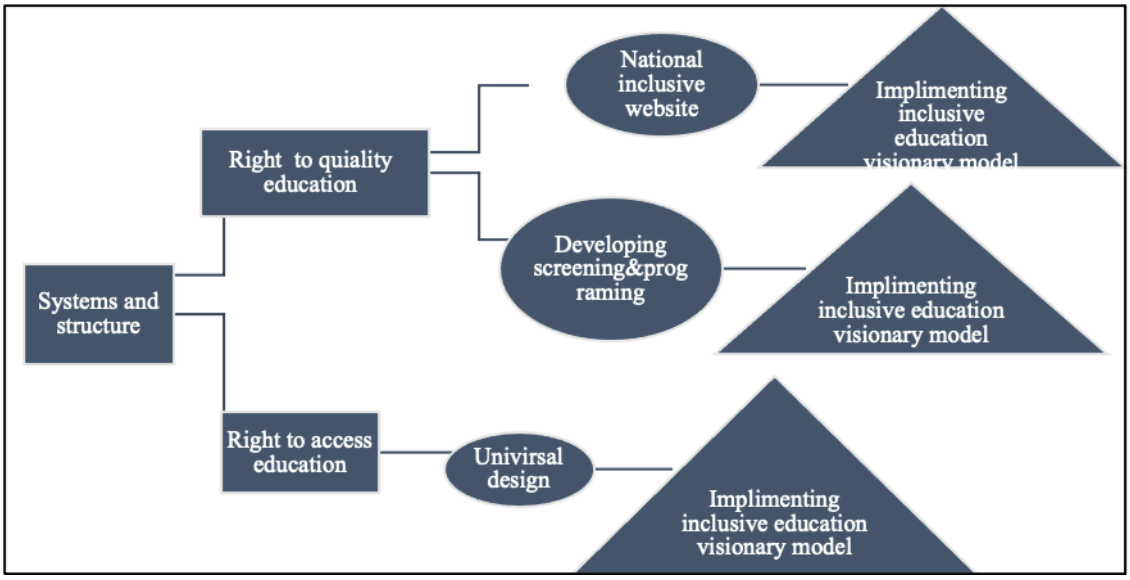

Figure 22 *Decision tree for "systems and structure" to implement inclusive education*

Figure 22 shows the "systems and structure" decision tree, the decision tree consists of two aspects; the first is the right to quality education achieved by national inclusive website and developing screening and programming.

The second is the right to access education attained by having a universal design. "Systems and structure" can be achieved by implementing an inclusive education visionary model. The inclusive system creates a link between special and general education. It seeks to achieve effective leadership, develop control systems and programs, harness human and financial resources, create a database for all required data regarding inclusive education in Palestine, and ensure the continuation of these programs until the university stage.

Focused group decisions for practice dimension

Table 31 shows the questions discussed with the focused group about practice and the actions to be taken:

Table 31 *Focused group discussion about practice specification*

Fourth dimension: Practice	**Level of progress as focused group point view**	**Action should be taken**
4.1 Schools and other learning centers have strategies for encouraging the presence, participation and achievement of all learners from their local community		
• Do teachers use a range of teaching techniques to cater for learner differences? • Are there effective procedures for taking account of the views of students regarding school practices?	While there is variation in the quality of the strategies used for encouraging presence, participation and achievement of all learners, discussions have taken place to improve this situation.	Planning and Actions should be taken place to ensure that there are effective strategies for encouraging the presence, participation and achievement of all learners.
4.2 Schools and other learning centers provide support for learners who are at risk of underachievement, marginalization or exclusion		
• Are teachers skilled in assessing the progress of individual students? • Do teachers (and other school staff) cooperate in supporting individual students? • Do teachers (and other school staff) take account of the cultures, interests and, aspirations of all their students in order to enhance their learning? • Do staff in schools and other centers of learning work closely with families in ensuring support for students?	Although support for vulnerable learners is varied in quality, discussions have taken place to bring about improvements.	Planning and action should be going on to strengthen the support provided for learners at risk of underachievement, marginalization and exclusion.
4.3 Teachers and support staff are prepared to respond to learner diversity during their initial		

Fourth dimension: Practice	Level of progress as focused group point view	Action should be taken
training		
• Are trainee teachers helped to develop positive attitudes towards student diversity? • Does the teacher education curriculum for all teachers highlight the principle of inclusive education? • Are trainee teachers helped to develop teaching strategies that respond positively to student diversity?	The training of teachers and support staff for responding to learner diversity is varied in quality but discussions have taken place to bring about improvements	Planning and Actions should be taken to ensure that teachers and support staff have effective training in respect to the way they respond to learner diversity.
4.4 Teachers and support staff have opportunities to take part in continuing professional development regarding inclusive and equitable practices		
• Do schools and other centers of learning have effective staff development programmers in relation to inclusive practices? • Are there opportunities for teachers to attend in-service courses regarding the development of inclusive practices?	. While there is variation in the quality of the strategies used for encouraging presence, participation and achievement of all learners, discussions have taken place to improve this situation.	Planning and Action should be taken to ensure that there are sufficient professional development opportunities that focus on inclusive and equitable practices
Recommended actions: Staff developments, tailored the curriculum.		

Focused group decided the right of quality education, so mandatory alternative is curriculum designed, staff training; Vocational training for the implementation of inclusive education should be highlighted in the visual model.

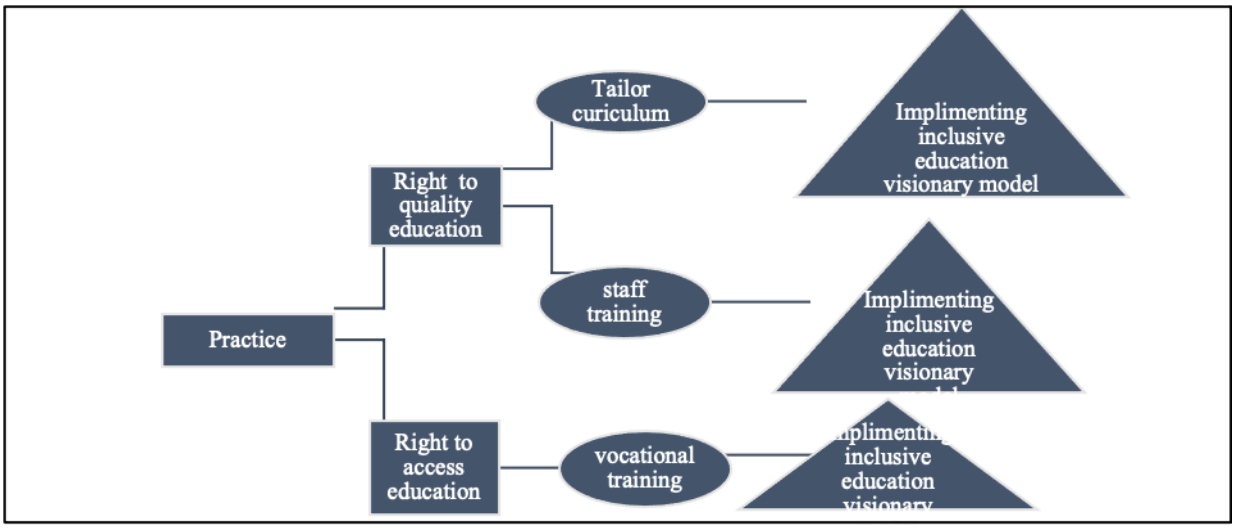

Figure 23 *Decision tree for the practice to implement inclusive education*

Figure 23 shows inclusive education can be achieved throw two rights; the first is right to inclusive education, which includes a tailored curriculum and staff training, while the second is the right to access education, which includes vocational training.

There are three policy dimensions for inclusive education includes creating inclusive education culture, producing inclusive policy and developing inclusive practices (Alexaki et.al,2022).

Inclusive practices involve adapting teaching methods, materials, and resources to accommodate various learning styles, abilities, and backgrounds. This adaptation ensures that every student can effectively access and engage with the curriculum. Customizing the curriculum involves considering five essential elements: objectives, content, strategies, activities, and evaluation plans. By tailoring these components, the curriculum is designed to meet the diverse needs of all students, leaving no one behind. It is equally important to establish an accessible environment that removes physical and social barriers. This includes providing necessary accommodations and support, as well as fostering an inclusive and welcoming atmosphere that encourages the participation and engagement of all students.

Part 2: Visionary model of inclusive education

Findings related to fifth study question: What is the visionary model of inclusive education in light of international criteria and local experiences?

The visionary model of inclusive education is dedicated to ensuring equal access to education for all individuals. It starts by gaining a comprehensive understanding of student's circumstances and utilizes this knowledge to formulate a plan for implementing inclusive education. The proposed model places a strong emphasis on recognizing the individual needs of each student, thereby ensuring that everyone has the opportunity to learn and thrive. The findings pertaining to the first study question highlight the necessity of inclusive education schools, emphasizing that they are not a luxury but a fundamental requirement. Therefore, the Palestinian Ministry of Education (MoE) should develop a strategy that allocates a feasible budget for inclusive education in Palestinian schools. Additionally, an accountability system should be established to ensure the full inclusion of all students, guaranteeing their rights to an inclusive education.

By implementing this strategy, students will receive the necessary assistance to overcome academic hurdles, along with a wide range of opportunities in society. Through the application of this strategy, researchers can ensure that all students have the opportunity to unlock their full potential and make significant contributions to society.

Visionary model development process

The draft framework for inclusive education, as depicted in figure 24, was developed by the researcher based on the analysis of international and national documents, which addressed the study questions pertaining to the first and third aspects.

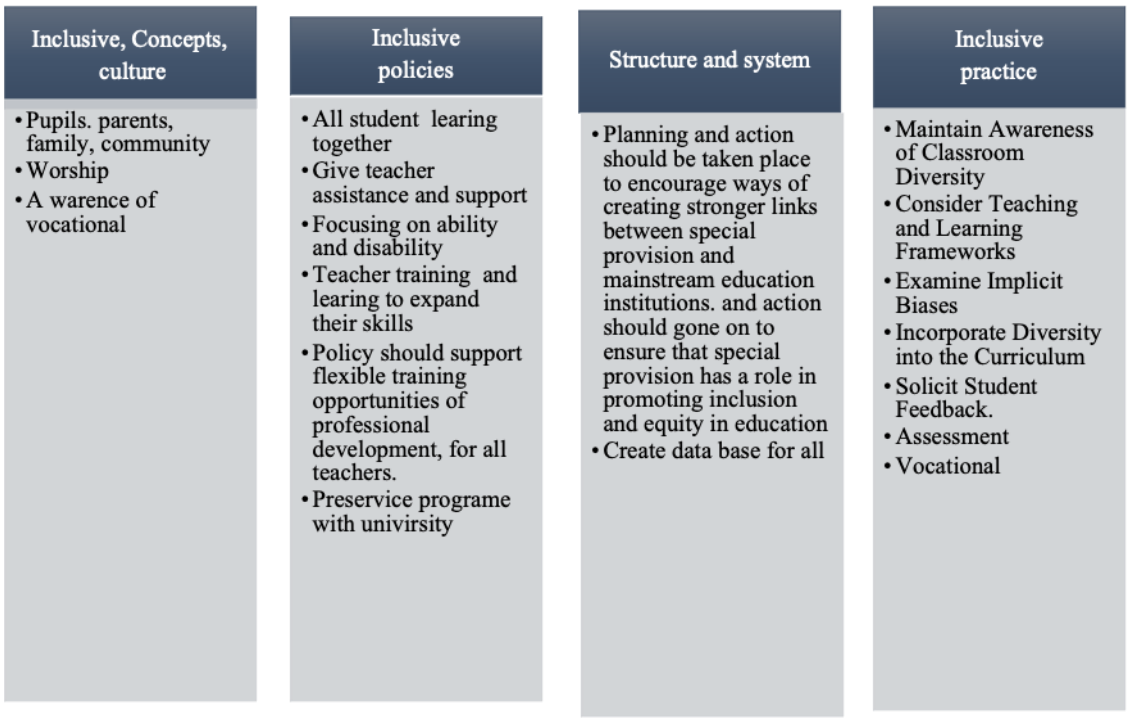

Figure 24 *Draft frame work of the inclusive education from the content analysis*

Figure 24 illustrates a draft framework for inclusive education, highlighting the relationship between school culture, whole-school inclusive practices, and leadership. The organizational framework includes key components such as the leadership team, the index for inclusion, values, and cultural policies and practices. In order to develop an inclusive school, attention must be given to both school climate change and fostering a sense of belonging, as these factors are linked to attitudes. The school culture encompasses aspects such as teachers and staff, professional development, educational capacity, and knowledge building. Whole school inclusive practices are connected to universal design for education and multi-tiered systems of support. From the multi-tiered systems of support, two branches emerge in response to intervention and positive behavior interventions and supports. These branches contribute to creating a positive learning environment by teaching and reinforcing positive behaviors, reducing problematic behaviors, and promoting social and emotional development.

The findings indicate that inclusive education in Palestine is currently underdeveloped. Moreover, the results reveal that practices, policy statements, "systems and structure", related to inclusive education are not effectively implemented in Palestinian schools. As a result, the researcher raised questions during the focused group meeting concerning the inclusive education policy in Palestine. The insights gathered from the expert-focused group interviews led to the development of a preliminary visionary model, as depicted in figure25, which encapsulates the recommendations and ideas put forth by the experts.

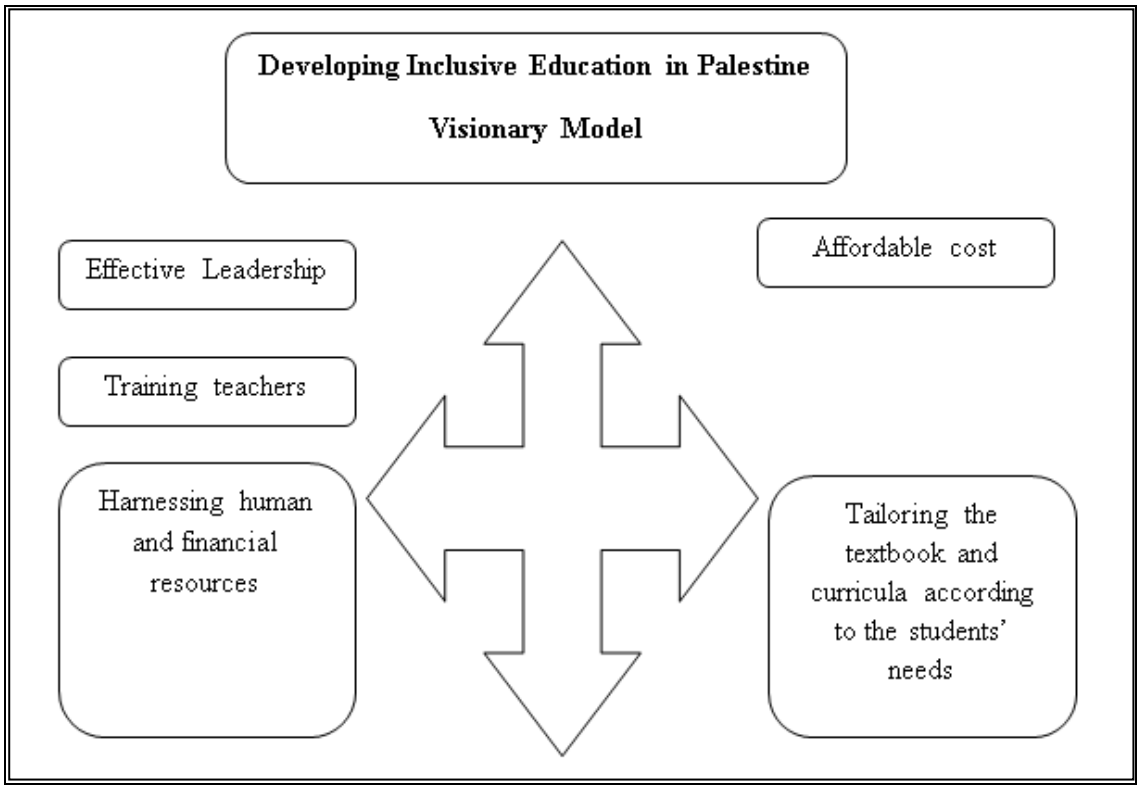

Figure 25 *The draft version of visionary model based on experts focused group interview*

The draft version of the model incorporates several elements, including teacher training, fostering a supportive environment, adapting textbooks and curricula to meet students' needs, ensuring affordability, and effectively utilizing human and financial

resources. These components are closely linked to effective leadership. In the draft visionary model, the leadership team is associated with both the index for inclusion and policy implementation.

To establish an inclusive school, it is crucial to focus on enhancing the leadership skills of teachers and other staff members. This development of leadership skills plays a vital role in creating an inclusive and supportive educational environment.

Inclusive education visionary model

The researcher collaborated with focus group to develop a visionary model that takes into account both international standards, adapted to the Palestinian context, and national criteria. The aim was to address the reasons behind the challenges in implementing inclusive education policy in Palestine.

The proposed visionary model as shown in figure 26, designed by the researcher, is intended to enhance inclusive education in Palestine. The researcher thoroughly examined the concepts, policy statements, “systems and structure”, and practices related to inclusive education in Palestine. This analysis involved considering both national and international criteria for inclusive education.

To gather insights and perspectives, the researcher conducted focus group interviews. These interviews spanned four sessions, with each session dedicated to exploring a specific aspect of inclusive education. The aim was to gain a comprehensive understanding of the current state of inclusive education in Palestine and to inform the development of the visionary mode.

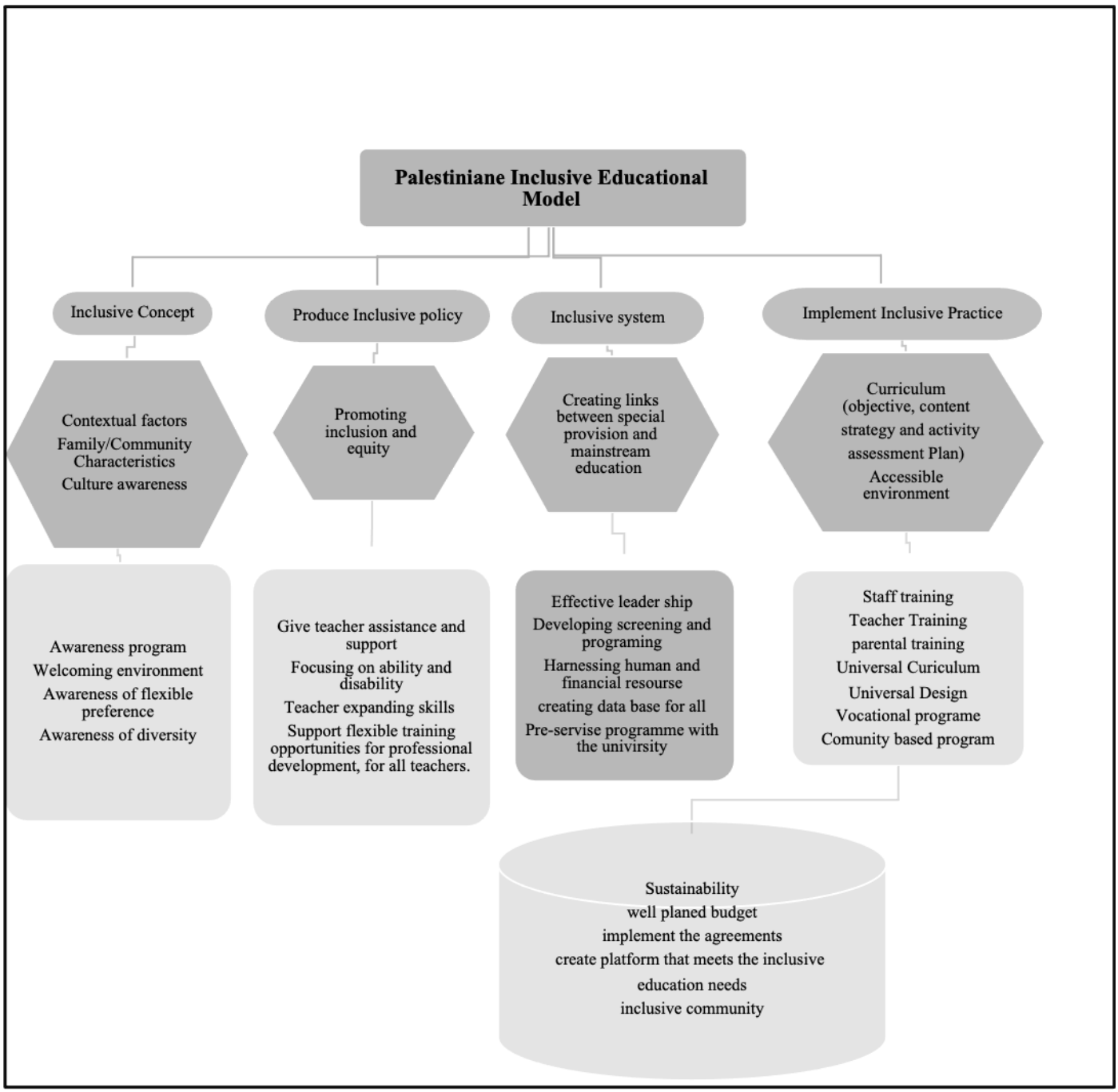

Figure 26 *Proposed Visionary model for inclusive education in Palestine developed by the researcher*

The vision, the mission of inclusive education visionary model

Vision, Mission of inclusive education visionary model

Vision: Inclusive education is a right, a privilege, not a luxury.

Mission: Activating the concept of inclusive education, its systems, policies and practices in light of standardized international parameters.

Goal: The model aims to overcome the challenges facing the application of inclusive education in Palestine by training the educational staff, tailoring the curriculum, creating a safe and friendly environment, improving the building, the transportation, achieving equitable learning in line with international and national criteria of inclusive education.

The philosophy of the proposed model

The philosophy of the visionary model is demonstrated through the thorough examination of international standards of inclusive education, and national standards specific to Palestine, as well as an assessment of the challenges and deficiencies in implementing inclusive education in Palestinian schools. This process involved distributing a questionnaire to participants and conducting interviews to gather valuable insights and perspectives, leading to informed conclusions.

The philosophy of the proposed model of inclusive education is rooted in the belief that every individual, regardless of their background, abilities, or needs, deserves equal access to quality education. It recognizes the importance of creating an inclusive and supportive learning environment where all students feel valued, respected, and empowered to reach their full potential.

The philosophy emphasizes the fundamental principles of equity, diversity, and inclusion. It acknowledges the unique strengths and challenges of each student and strives to address their individual needs through personalized support, accommodations, and modifications. It promotes student-centered approaches that foster active participation, collaboration, and self-directed learning.

The proposed model also emphasizes the significance of effective leadership, collaboration among participants, and the involvement of parents and the community in promoting inclusive education. It recognizes the importance of continuous professional development for teachers to enhance their skills in creating inclusive classrooms and implementing appropriate teaching strategies.

Components for the proposed inclusive education visionary model

The visionary model presented in Figure (26) outlines a proposed Palestinian inclusive education model that focuses on four key aspects: concept, policy, system, and practice. The inclusive concept encompasses contextual factors, family and community characteristics, and cultural awareness. Achieving this concept requires awareness programs, creating a welcoming environment, recognizing flexible preferences, and embracing diversity. The model aims to ensure that inclusion and equity are embedded in educational policies, plans, and practices. It also emphasizes the need for a national curriculum and assessment systems that effectively respond to the diverse needs of all learners.

The model highlights the importance of leadership at the national and district levels in promoting inclusion and equity in education. It calls for challenging non-inclusive, discriminatory, and inequitable practices and supporting teachers in expanding their skills through flexible professional development opportunities. The inclusive system seeks to bridge the gap between special provision and general education by promoting effective leadership, developing screening and programming, providing high-quality support for vulnerable learners, and harnessing human and financial resources. It also emphasizes the importance of creating a comprehensive database and ensuring the continuity of inclusive programs throughout the university stage.

To implement inclusive practices, it is essential to provide training for staff, teachers, and parents. The curriculum and content design should be universal, and strategies, activities, evaluation plans, and vocational programs should be based on inclusivity. Moreover, creating an accessible environment is crucial, and effective strategies should be in place to encourage the presence, participation, and achievement of all learners. The model emphasizes the need for effective support for learners at risk of underachievement, as well as continuous professional development opportunities for teachers and support staff that focus on inclusive and equitable practices.

It is important to note that the components of inclusion should not be considered in isolation, as they are interdependent. Leadership, school culture, staff capacity training, and inclusive practices must work together as an integrated system to bring about lasting change in the entire school. By taking a holistic approach and incorporating these essential components into the school's inclusive fabric, sustainability can be achieved. This includes proper budget planning, implementation of agreements, establishing a platform that meets inclusive education needs, and creating an inclusive community. Empowering students with differences play a crucial role in fostering greater self-confidence and self-advocacy skills.

Tools for the proposed model application in Palestine

The resources necessary to implement the model include human resources, such as teachers, academic staff, and educational personnel, as well as material resources, including the curriculum, to facilitate inclusive education in Palestine. To fulfill the objectives of the visionary model, the following tools can be employed to meet the goals:

Index for Inclusion: The Index for Inclusion is a self-evaluation tool that helps schools assess their inclusiveness and identify areas for improvement. It provides a

framework for evaluating policies, practices, and attitudes towards inclusive education and offers guidance on how to create a more inclusive learning environment.

Universal Design for Learning (UDL): UDL is an educational framework that emphasizes providing multiple means of representation, expression, and engagement to meet the diverse learning needs of students. It focuses on designing instructional materials, strategies, and assessments that are accessible and adaptable for all learners.

Individualized Education Plans (IEPs): IEPs are personalized plans that outline the specific goals, accommodations, and support services for students with disabilities or special educational needs. They are developed collaboratively by teachers, parents, and relevant professionals to ensure that students' unique needs are addressed in the educational setting.

Response to Intervention (RTI): RTI is a multi-tiered approach to identifying and supporting students who are struggling academically or behaviorally. It involves systematically monitoring students' progress, providing targeted interventions, and adjusting instruction based on their individual needs.

Positive Behavior Interventions and Supports (PBIS): PBIS is a proactive approach to promoting positive behavior and preventing challenging behaviors in schools. It involves establishing a supportive and inclusive school climate, teaching and reinforcing positive behaviors, and providing interventions to address behavioral challenges.

Collaborative Team Meetings: Collaborative team meetings bring together educators, parents, and other professionals to discuss and plan for the educational needs of students. These meetings provide an opportunity for collaborative problem-solving, sharing of information, and coordinating support services to ensure that

students receive the necessary support for their academic and social-emotional development.

Professional Development Programs: Professional development programs focused on inclusive education provide teachers and other education professionals with the knowledge and skills needed to effectively implement inclusive practices. These programs may include workshops, training sessions, and ongoing support to enhance teachers' capacity to meet the diverse needs of their students.

How the inclusive education proposed visionary model could be real and sustainable:

The proposed model implementation required involving the Palestine Ministry of Education (PMoE) and the community is crucial for the successful implementation of inclusive education. The following are some considerations for agreements and arrangements to ensure PMoE and community involvement:

1- Teachers should be trained to be more able to educate children with different needs.
2- Enabling parents to affirm their children's right to education in inclusive environments by ensuring that kindergartens and schools have the adequate and sustainable financial support
3- Empower the whole community - including ordinary who? and private teachers, social workers, parents and students - to work together and participate in the design, delivery and control of education.
4- Government responsibility for anti-discrimination laws, integration mandates and policies to overcome obstacles inclusive education implementation.

5- Draft training manual for lead inclusive education should be tested and implemented, the researcher already starts draft training in three private schools in Appendix no. (M).
6- Decision in some university may be taken to reassess the plan for preserves teacher to be within inclusive education standard.
7- Web site for inclusive education issues should be implemented; the proposed website includes all-inclusive services for all-inclusive education stakeholders' (Teacher/school, student/parent, community), Inclusive education website proposed schema in Appendix no. (N).

Summary

The study focused on proposed a model for inclusive education in Palestine, aiming to improve educational opportunities for all students, regardless of their background or abilities.

The study was conducted in four phases. The findings of the study revealed several important aspects related to inclusive education in Palestine. Firstly, it was identified that the concept of inclusive education emphasizes creating a safe and non-discriminatory learning environment for all students. The study highlighted the need for teachers and curricula to be designed to meet the diverse needs of students.

The study also examined the current policies and practices of inclusive education in Palestine. It was found that while some progress has been made, there are still significant gaps and challenges that need to be addressed. The study emphasized the importance of modifying national policies and regulations to align them with international standards of inclusive education. Furthermore, the study investigated the resources required for the successful implementation of inclusive education in

Palestine. Human resources, including trained teachers and educational staff, were identified as crucial for effective inclusive education. Additionally, material resources such as inclusive curricula were deemed necessary. Finally, a proposed visionary model was introduced to adapt inclusive education in Palestine.

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Chapter Five

Discussion, Conclusion, Recommendations

Introduction

In this chapter, the study's findings will be presented and discussed, leading to conclusions drawn from the study. The researcher will also offer recommendations for ministry of education and other stakeholders based on these conclusions and the limitations encountered during the study process. Additionally, this chapter will address the fourth empirical aim of the study, providing insights and analysis related to that particular aspect.

Discussion and conclusion

The study focused on five study questions that examined the implementation of inclusive education policies in Palestine. The results underscored the urgent need to revise Palestine's national policies, regulations, and educational practices in order to establish inclusive education for students with disabilities, in line with international standards. The following sections provide in-depth analysis and comprehensive answers to each study question, shedding light on the topic under investigation.

Phase One: Palestine inclusive education policy document analysis

- **What is the scope of the current Palestinian inclusive education policy?**

Phase one of the study involved conducting an analysis of the Palestine Inclusive Education Policy document. During this phase, the researcher examined the policy document in detail to gain insights into the inclusive education framework in Palestine. The analysis focused on understanding the key components, principles, and guidelines outlined in the policy document. This phase aimed to provide a

comprehensive understanding of the policy's objectives, strategies, and proposed actions to promote inclusive education in Palestine.

The study utilized UNESCO's (2016) Inclusive Education coding system to categorize the data into four main themes: concept, policy statements, “systems and structure”, and practices. The researcher conducted a comprehensive review of relevant documents on inclusive education, including resources such as UNESCO (2016), Palestine Inclusive Education Policy (2015), Education for All, the Post-2015 Sustainable Development Goals, Pacetti et al. (2020) index for inclusion and empowerment. These resources were examined to analyze the existing policies in Palestine pertaining to the implementation of inclusive education.

Palestinian inclusive education concept

The Palestinian inclusive education policy aims to establish a system that provides equal educational opportunities for all learners, including those with disabilities or special needs. Its goal is to remove barriers to access, participation, and academic achievement while emphasizing inclusive practices, resources, and support services.

According to the analysis of Palestinian documents, inclusive education in Palestine emphasizes the importance of creating a safe and non-discriminatory learning environment for all students, irrespective of their age, gender, ethnicity, or disabilities. It emphasizes the need for teachers and curricula to be designed in a way that meets the diverse needs of students.

The analysis of Palestinian documents also indicates that the inclusive education conventions in Palestine align with international standards. It highlights the necessity for students with disabilities to receive necessary support from schools. Specifically, Palestine's inclusive education policy (2015) emphasizes the need for the

Ministry of Education to make adjustments to school infrastructure to accommodate a larger student population. Strengthening the concept of inclusive education involves making education more responsive, meaningful, and inclusive to better serve the needs of students. The policy also emphasizes the requirement for sufficient financial resources to support inclusive education initiatives. However, according to Jaradat (2010), the funding provided by Palestinian governments and international organizations falls short of meeting the actual needs, resulting in underfunded and under-resourced inclusive education programs.

These findings are consistent with the study conducted by Rodriguez (2019), which that implementing inclusive education in Palestinian schools required more efforts to meets the students' needs.

Palestinian inclusive education policy statement

The analysis of the Palestinian inclusive education policy statement reveals that the implementation of inclusive education relies on the development of teachers and effective school leadership. The policy also demonstrates a collaborative approach, working in conjunction with other policies to fulfill Palestine's commitments to international agreements such as education for all, the post-2015 sustainable development goals, the Convention on the Rights of the Child, and the Convention on the Rights of Persons with Disabilities.

The primary goal of Palestinian inclusive education policy is to ensure that all forms of education are free from violence and provide a protective environment for all students. It aims to create a safe and inclusive learning environment, promoting equality and preventing discrimination and violence. The analysis confirms that Palestine's inclusive education policy adheres to international standards, aligning with

the principles and recommendations set forth in the UNESCO policy, as supported by Chun.(2014)

Palestinian national education policy documents strongly emphasize inclusion and equity were "underdeveloped". Although there is little mention of inclusion and equity in important national education policy documents, initial discussions have taken place to address this issue. Palestinian national education policy documents strongly emphasize inclusion and equity were "underdeveloped".

Senior staff at national, district, and school levels play the main leadership role in inclusion and equity in "underdeveloped" education, results show that senior staff at the national and district levels provide limited leadership on inclusion and equity in education, so Actions plan should be taken to ensure that senior staff at the national and district levels are providing leadership on inclusion and equity in education. Initial discussions have taken place to strengthen this aspect.

Leaders play a role at all levels to articulate consistent policy goals to develop inclusive and equitable educational practices, was Results show leaders at different levels rarely try to change non-inclusive, discriminatory, and inequitable educational practices, so actions plan should be taken to ensure that leaders at all levels challenge non-inclusive, discriminatory and inequitable educational practices, discussions should take place to address this issue.

However, despite these positive findings, further actions are required to fully meet international standards of inclusive education. One crucial action involves the development of new policies that enable education to be delivered both in physical classrooms and through remote learning, allowing students with disabilities to benefit from online learning activities. However, several challenges remain, including the low

level of technological and pedagogical skills among teachers and support staff, difficulties related to student achievement, and the need for greater collaboration with students' families.

The researcher believes that inclusive education policy in Palestine should be included in Palestinian social inclusiveness strategy. Social inclusiveness refers to ensuring that all individuals, regardless of their background, abilities, or characteristics, are fully integrated and valued members of society. It aims to promote equal opportunities, access to resources, and participation in social, economic, and cultural activities, while also fostering a sense of belonging, respect, and dignity for all. social inclusiveness plays a crucial role in supporting and reinforcing inclusive education. A socially inclusive society embraces diversity, values the rights and dignity of all individuals, and actively works towards eliminating discrimination and marginalization. Such a society provides a supportive and inclusive environment for learners with diverse needs, ensuring they are accepted, respected, and integrated into the broader social fabric. By fostering social inclusiveness, societies can create a foundation that supports the implementation and sustainability of inclusive education policies and practices.

Palestinian inclusive education “systems and structure”

The design of the inclusive education system and its various components, such as leadership, resources, and academic staff, should prioritize the needs of marginalized and excluded children, ensuring that they are not subjected to any form of discrimination. Providing children with disabilities the appropriate tools and support is essential to address their specific needs and overcome the challenges they may face.

The study reviewed Palestine's inclusive education policy (2015). The study found high-quality support for vulnerable groups of students. All children's services

and institutions collaborate to coordinate inclusive policies and practices. Distribution of resources (human and financial) to benefit vulnerable groups of students. There is a clear role for specialists such as resource centers and other units to promote inclusive education.

However, inclusive education was not achieved in Palestinian schools for the high cost of inclusive, leaving some families unable to afford the cost, and inclusive support systems are not equipped with mainstream classroom education. This result is in accordance with other studies includes (Baamer, 2019; Ainscow et al., 2019; Chong, 2016; Al-Smadi, 2010; Jaradat, 2010)

Furthermore, teachers and parents do not guarantee every student's full participation in learning activities. In order to achieve genuine inclusion, Governments must call for increased government funding for special needs education programmers as well as increased investment in accessible infrastructure within communities.

This result is consistent with (McKinsey et al., 2020b) found that government funding and investment as well as advocacy efforts can bring about genuine inclusion within communities and countries. The Palestinian Ministry of Education has made great strides to include children with disabilities in public schools; however, many children with disabilities lack access to local public schools.

If a child with disabilities cannot be educated at home or in school, it is proper to get support from support centers throughout Palestine. These centers offer health services, occupational therapy for children, and more, but they do not provide traditional classroom education.

In order to achieve genuine inclusion, the Palestinian government must call for increased government funding for special needs education programs as well as increased investment in accessible infrastructure within communities.

In addition, advocacy efforts must include both parents and teachers to ensure that every student is fully involved in learning activities regardless of capacity level, which ultimately leads to the genuine integration of students with disabilities within communities (MacKenzie et al., 2020).

Palestinian inclusive education practices

Following the review of the Palestinian Inclusive Education Policy (2015), schools have strategies to encourage attendance, participation, and achievement for all students from their communities. Schools provide support for students at risk of marginalization, exclusion, and lack of attainment. Trainee teachers are ready to deal with students' diversity. Teachers also have opportunities to participate in continuous professional development with regard to inclusive practices.

The concept of inclusive education encourages all students to participate in educational activities and engage all students, particularly the marginalized and excluded students. With regard to “systems and structure”, the study found that the Palestinian inclusive education policies stressed the provision of financial and human resources to support students. All children's services and institutions work together to coordinate inclusive policies and practices. the study finding revealed that Palestinian inclusive education practices are inconsistent with the Palestinian inclusive education policy.

Palestinian schools are not fully inclusive, as school systems are not equipped to teach the predominant classroom. The practices in Palestinian schools also indicate

teachers are not trained sufficiently to teach students with disabilities and to achieve inclusive teaching.

Aladini (2020) study found challenges impeding the implementation of an inclusive education policy in Palestine, such as Israel's repeated military invasions or lack of transportation, and insufficiently trained teachers. the results of Aladini (2020) study showed that inclusive education in Palestine is clearly defined, but teachers face challenges in application. This result provides tremendous support for where teachers who lack monitoring and awareness to apply inclusive education and are not effectively trained. Shabib Raja (2021) also noted that the school environment in general and in Palestine, in particular, must be supportive and safe. Although there are more schools now, many do not have sufficient supplies or trained teachers.

To overcome this problem, the Ministry of Education launched projects to train teachers in teaching students with disabilities. However, these efforts need continuous support. In this context, Rodriguez (2019) points out ongoing support enables students with disabilities to attain their full potential to reach society’s standards.

6.1.1 Phase Two: Inclusive education application in Palestine

What is the status of practicing the inclusive education policy in Palestinian schools? To address the second study question regarding the application of the educational policy for inclusive education in Palestine, two methods were employed: a questionnaire and an interview. The findings pertaining to the implementation of inclusive education in Palestine were derived from the data collected through the questionnaire and interview.

Inclusive education concept

Inclusion and equity are core principles that should shape all educational policies, plans, and practices, but currently, they are not fully developed within the educational system. However, initial discussions have begun to address this issue, highlighting the need for planning and actions to ensure that inclusion and equity become integral aspects of educational policies, plans, and practices.

The Palestine Inclusive Education Policy (2015) emphasizes the importance of active involvement from local communities, parents, and children in creating inclusive and child-friendly learning environments to promote sustainability and quality in education.

The findings indicate that inclusive education is not fully embedded in the educational policies, plans, and practices in Palestine. The existing national curriculum and assessment systems do not adequately cater to the diverse needs of students, and there is a lack of understanding and support among participants regarding inclusion and equity goals. Additionally, monitoring systems to track student presence, participation, and achievement are not well-established.

To address these challenges in Palestine, it is crucial for all participants, including inclusive education officer, educators, and principals, to collaborate and gain a better understanding of the national policy goals aimed at promoting inclusion and equity in education. This requires strengthening their understanding and support for inclusive education principles.

Shbeeb and Raja (2021) have highlighted the need for further development of the concept of inclusive education policy at the national level in Palestine, with a specific focus on inclusive practices in early childhood education. Early intervention and inclusive practices in the early years play a critical role in establishing the

foundation for inclusive education, but the policy may lack specific guidance and support in this area.

To address this issue, Champagne (2006) suggests that teachers should receive adequate training and curricula should be designed to be flexible, accommodating the diverse needs of students. According to Moosa and Bekker (2021), inclusive education concepts empower teachers to effectively respond to student diversity.

Inclusive education policy statement

The results of the current study revealed that the implementation of inclusive education in Palestine is not fully realized. Results expressed that the current focus of inclusive education is primarily on students with learning disabilities, overlooking other student populations. Results also emphasized the importance of effective leadership, well-trained teachers, collaboration, a safe learning environment, and equitable educational opportunities in Palestinian schools.

Furthermore, the study revealed that the existing “systems and structure” for inclusive education in Palestinian school's face barriers such as inadequate support, limited resources, and the underutilization of specialists. Participants provided recommendations to overcome these obstacles, including capacity building for educators, developing a comprehensive strategy, improving the curriculum and teacher training, creating child-friendly school environments, and striving for equitable education.

The inclusive education policy should promote a zero-tolerance approach to discrimination in education, addressing biases based on race, ethnicity, gender, disability, socioeconomic status, or any other characteristic. It should strive to create an

inclusive and safe learning environment where every student feels valued and respected.

By setting these policy goals and implementing strategies aligned with inclusive education principles, educational systems can create inclusive environments that enable all students to learn, participate, and succeed.

Inclusive education requires collaboration among various participants, including government agencies, educational institutions, community organizations, and families. Insufficient coordination and collaboration among these participants can impede the development and implementation of inclusive education policies and practices.

Attitudes and beliefs of participants, including educators, parents, and the broader community, can act as barriers to inclusive education. Negative attitudes, stigma, and discrimination toward students with disabilities or special educational needs can hinder their full inclusion in mainstream educational settings. Addressing these attitudinal barriers requires raising awareness, promoting understanding, and fostering a culture of inclusivity.

Effective implementation and monitoring mechanisms are essential for ensuring the successful execution of inclusive education policies. Inadequate policy implementation, monitoring, and evaluation processes can hinder the progress of inclusive education initiatives and impede the achievement of desired outcomes.

Alattal (2016) mentions the Palestine Inclusive Education Policy (2015) should highlight the connections between quality education and inclusive education, some techniques should be followed to improve the degree of practice: Train teachers to prepare lesson plans and individual plans that respond to the expectations of all

students, Analyzing curriculum content in light of inclusive education and enriching curriculum to property diversity among students.

Inclusive education “systems and structure”

In line with the Palestine Inclusive Education Policy (2015), it is crucial to change attitudes regarding non-discrimination and diversity in education, with a particular emphasis on child-friendly inclusive education.

The current findings indicate that the provision of high-quality education support for children with disabilities in Palestine is not yet fully developed. There is a need for discussions and actions to address this issue and improve the quality of support provided to all children with disabilities. Furthermore, the coordination and collaboration among various services and institutions involved with learners and their families in promoting inclusive and equitable educational policies and practices are also not yet fully developed. Efforts should be made to enhance the coordination and collaboration among these participants to ensure inclusive and equitable education for all.

Despite the lack of coordination among services and institutions involved in education, discussions have taken place to improve this situation. It is necessary to take action to ensure effective collaboration among these entities.

The distribution of resources, both human and financial, in a manner that benefits potentially vulnerable learners is currently not well-developed. It is important to address concerns about unfair resource allocation through further discussions and planning.

Special provisions, such as special schools and units, have a significant role to play in promoting inclusion and equity in education. Discussions should be held to

explore ways to foster closer links between these provisions and mainstream educational institutions, aiming to promote inclusion and equity effectively.

Inadequate physical accessibility in schools, such as lack of ramps, elevators, or accessible toilets, can limit the participation of students with physical disabilities. Physical barriers can prevent students from accessing educational facilities and fully participating in learning activities, thereby hindering inclusive education efforts

The findings related to the dimension of "systems and structure" indicate a lack of quality support for vulnerable learners, limited involvement of services and institutions with learners and their families, unequal distribution of resources, and an absence of a clear role for special provisions in promoting inclusion and equity in education.

Aladini (2020) emphasizes the importance of teachers sharing their experiences and providing guidance on overcoming the challenges associated with implementing inclusion. Additionally, it is advised to provide schools with the necessary tools and resources to effectively implement inclusive practices (Aladini, 2020).

Inclusive education practices

The strategies implemented by schools and other educational institutions to promote the presence, participation, and achievement of all students from their local community were found to be inadequate. However, discussions have taken place to address the need for improvement the quality and the effectiveness of these strategies. Action plans should be implemented to ensure that the strategies employed are effective in encouraging students' presence, participation, and achievement.

The implementation of inclusive education requires comprehensive changes in educational policies, teacher training, infrastructure, and community attitudes, which

may not have been adequately addressed in the policy. Although the Palestinian government has emphasized inclusive education policies and programs in schools, the study findings indicate that schools are not currently equipped to provide inclusive education and required rehabilitation. This finding aligns with previous research (Altal, 2020).

To compensate for the shortcomings, the Palestinian government has established support centers that offer health services and vocational training. However, the lack of these support centers results in a lack of support in mainstream classrooms. Due to the high cost of inclusive schools and the inability of support centers to meet standard requirements, non-governmental organizations (NGOs) contribute to the provision of education.

In this regard, Jaffe (2016) highlights the Global Partnership for Education as a successful example of an NGOs that provides educational opportunities for impoverished communities. This study seeks to examine the application of inclusive education in Palestine, where NGOs licensed by the Ministry of Education and Higher Education operate schools for children with various disabilities and special education centers (UNICEF, 2018).

The school strives to create an inclusive and accessible environment for every child, ensuring their access to and within the school premises. This includes considering factors such as the school's physical infrastructure, classroom environment, and safety measures, taking into account the diverse needs of all learners. The school's leadership and management should collaborate with the community, local leaders, and other participants to develop accessible transportation options for students, identify barriers, and find solutions. Efforts are made to identify and address accessibility issues that prevent certain children from attending school. The school adheres to

universal design principles, ensuring that all buildings are accessible to all learners regardless of their age, disability, or other factors. Adequate modifications are made to toilets to accommodate learners and staff with physical impairments.

However, the study findings indicate that the support provided to students at risk of underachievement, marginalization, or exclusion in schools and other education centers is not well-developed. Discussions should taken place to address this issue, and action plans should be implemented to strengthen the support provided to these students.

Many schools in Palestine face challenges in terms of infrastructure that supports inclusive education. Limited physical accessibility, such as inaccessible buildings, lack of ramps or elevators, and inadequate toilet facilities, hinders the full participation of students with physical disabilities.

Furthermore, the findings highlight that teachers and support staff's preparedness to respond to student diversity is underdeveloped. Discussions should be held to improve the quality of teachers' training and the support provided to staff in addressing students' diverse needs. Actions need to be taken to ensure that teachers and support staff receive adequate training in relation to student diversity.

Additionally, the findings indicate a lack of opportunities for teachers and support staff to engage in continuous professional development regarding inclusive and equitable practices. Discussions should be taken place to improve the quality of strategies employed to encourage students' presence, participation, and achievement. It is crucial to take action and provide sufficient professional development opportunities that focus on inclusive and equitable practices.

The results obtained from participants' perspectives indicate that inclusive education practices in Palestine are underdeveloped, which aligns with the findings of Muhanna (2018), highlighting the need for further efforts to implement an inclusive education strategy by UNRWA.

Despite the low responses from principals, special education supervisors, and inclusive education officers, they indicate a lack of development in the four dimensions of inclusive education, The responses of inclusive education officers to “systems and structure” that high-quality education support for children with disabilities in Palestine is not yet fully developed, likely due to the implementation being driven by decision-makers and fear of accountability from principals. According to Palestine's Inclusive Education Policy (2015) it is crucial to provide support and the development of practical skills of teachers, staff, and school leadership to effectively implement high-quality and child-friendly inclusive education.

Hussein (2019) identified several barriers to implementing inclusive education in Palestine, including the large number of students These include the large students number in schools, limited access to comprehensive training programs for teachers, the importance of focusing on Universal Design for Learning (UDL) strategies, the necessity of reducing students numbers in class, and challenges concerning curricula and evaluation methods.

In Palestine, there is a clear need for comprehensive and ongoing training for teachers to effectively implement inclusive education practices. Limited training opportunities and inadequate teacher preparation programs can hinder the adaptation of teaching methods, provision of individualized support, and addressing diverse learning needs in the classroom. Teachers should be trained in collaborative and co-teaching models, as these approaches are commonly used in inclusive education settings. They

should possess skills to work collaboratively with other educators, support staff, and specialists to provide coordinated support to students with diverse needs. Additionally, a solid understanding of special education principles, including different disabilities, learning difficulties, and developmental disorders, is essential. Familiarity with various strategies and interventions for supporting students with diverse needs is also important. Teachers should be well-versed in inclusive education practices and approaches, including the principles of Universal Design for Learning (UDL), differentiation, and adapting instruction to meet the needs of all learners. They should also have knowledge of Individualized Education Plans (IEPs) and be able to collaborate with other professionals to develop and implement appropriate IEP goals, accommodations, and modifications for students with disabilities. Effective classroom management strategies for inclusive education settings should also be part of their training. These acquired skills will promote positive behavior, create an inclusive and supportive learning environment, and address behavioral challenges proactively. Additionally, teachers should receive training on assistive technologies and be familiar with the use of assistive devices, software, and tools that support students with disabilities in accessing the curriculum, communication, and independent learning.

Bahrudin et al. (2021) emphasize the need for training school teachers on inclusive education, while Aladini (2020) suggests that teachers should share their experiences and provide advice on overcoming challenges related to inclusion. Participants are advised to plan and provide appropriate training for school staff.

Furthermore, the analysis revealed several areas where improvements are needed, such as creating a welcoming environment for everyone, ensuring equal value and high expectations for all students, treating staff and students with respect, fostering partnerships between staff and families, ensuring building accessibility for all students,

providing support from senior staff to ensure the participation and learning of all students, and establishing monitoring systems for the presence, participation, and achievement of all students.

These findings contrast with the conclusions drawn by Bedouin (2021), who noted significant variations in policy implementation both across countries and within countries, necessitating an understanding of practices at the micro level and the reasons behind the development of the policy.

In Palestine, inclusive education is implemented to promote equal educational opportunities for all students, including those with disabilities or additional learning needs. According to Palestine's Inclusive Education Policy (2015), there is a need to enhance active participation and improve learning outcomes through the use of child-friendly curricula, flexible materials, and evaluation mechanisms.

The findings of this study align with the research conducted by Schuelka (2018), suggesting that inclusive education in Palestine should be supported by a clear school vision that explicitly embraces and promotes inclusive education. This includes implementing a flexible curriculum, establishing robust systems for data collection and management, and fostering coordination with other societal aspects to promote inclusive education factors.

Moreover, there is a lack of effective system in place to monitor the presence, participation, and achievement of all learners within the education system. Establishing an efficient monitoring system is crucial to ensure that all students are accounted for and receive equal opportunities for learning and success.

The existing national curriculum and associated assessment systems do not adequately cater to the diverse needs of all students. This creates the potential for

certain student groups to be unfairly advantaged or disadvantaged based on factors like race, gender, or socioeconomic status. Adjustments should be made to the assessment process to ensure accessibility for all students, such as providing additional time or allowing the use of assistive technology. This will ensure that assessments accurately measure the intended outcomes and do not create disadvantages for specific student groups. Additionally, assessment methods should consider the unique strengths and needs of all students, rather than relying on a one-size-fits-all approach.

Phase Three: international criteria of inclusive Education

- **What are the international criteria of inclusive education?**

Inclusive education places a strong emphasis on addressing the individual needs, strengths, interests, and learning styles of students, rather than focusing solely on their disabilities or differences. It is crucial to ensure that students with disabilities or special needs are not isolated and are provided with opportunities to participate in various classroom activities, including mainstream subjects like English, mathematics, science, and history (Rodriguez & Decker, 2018). This approach has gained significant recognition among teachers worldwide and has garnered support from advocates of human rights and social justice in recent years (Aladini, 2020).

Documents' analysis was used to answer third study question: "What are the international criteria for inclusive education?"

The study reviewed the presence of international criteria for inclusive education in Palestine and found that there were ten aspects to be included in schools to achieve inclusive education: first, international standards indicated that equitable learning for students from early childhood to adulthood. Second, the inclusive education environment must be safe and supportive. Third, inclusive education must guide all educational policies and practices. Fourth, all students should have the opportunity to

learn together. Fifth, inclusive education must be an integral part of national educational planning, curriculum development and school organization. Sixth, use assistive technological like (screen reader, text to speech software) and various teaching methods like (co-teaching, peer support, individualized education plans IEPs) .Seventh, give students constructive feedback. Eighth, allow students to use a text processor to write and edit papers or essay tests. Ninth, use a circular seating arrangement to allow students to see and confront speakers during the discussion, enhancing communication among students. Tenth, all leader and staff should have training and development.

The study findings indicated that while the majority of schools are familiar with the international criteria of inclusive education, but they do not apply such criteria to the fullest extent. This outcome is consistent with the Bedouin (2021) that the majority of countries have accepted the international promotion of inclusion, but the implementation of the policy varies widely between countries and within countries, requiring knowledge of practices at the micro level in education and of why and how policy initially.

To adhere to international criteria and overcome this problem, Ross (2008) recommended teachers' guidelines, roles and responsibilities be reviewed through the development of teachers' knowledge, skills, beliefs and attitudes. Furthermore, Albadawi (2021) recommended amending the inclusive education policy so that all excluded and marginalized students can be integrated into inclusive education.

Phase Four: Proposed visionary model

The proposed visionary model of inclusive education in light of international criteria and local experiences

The methods used to answer fourth study question: influence diagram, decision trees regarding “How influence diagram and decision tree might be used as methods for building a visionary policy model of inclusive education in light of international criteria and local experiences?".

Influence diagram shows inclusive education in Palestine are relied on international and national criteria. Such criteria focus on four keys aspects: inclusive concept, policy statements, “systems and structure”, and practice. The influence diagram seeks to overcome challenges of inclusive education in Palestine. As a result, influence diagram aimed to achieve the following objectives:

1. Integration of students with disabilities into regular classroom settings. The Palestine Inclusive Education Policy (2015) emphasized the need to increase access to education for all students by removing environmental barriers and attitudinal obstacles.
2. Promotion of inclusive education in Palestine through adequate support provided to teachers by principals, special needs supervisor and inclusive education officer. The study findings indicated that building a visionary policy model could be achieved by addressing specific issues, such as understanding the application of inclusive education policies in Palestinian schools. It was observed that teachers’ needs lacked adequate training, which aligned with the findings of Ramchand (2021), highlighting the need for teachers to be equipped with conceptual and practical knowledge on fostering inclusive schools. Liebner and Schmaltz (2021) further emphasized the importance of teacher preparation programs to address the needs of students with disabilities.

3. Overcoming challenges related to transportation and Israeli military invasions, which often prevent many students from attending school. The visionary policy aimed to improve inclusive education by enhancing the quality of education and providing opportunities for marginalized students.
4. Assessment of schools' existing plans, programs, and curriculum to enhance inclusive education in Palestine.
5. Identification of students' needs and implementation of individualized learning approaches. The decision tree highlighted the importance of considering children's rights, international criteria, and inclusive education practices. Community development and the allocation of appropriate budgets were also key factors in the decision-making process.
6. Implementation of inclusive education through various settings, including general education classrooms, self-contained classrooms, and resource rooms.
7. Use of classroom assessments to identify strengths and weaknesses in the implementation of inclusive education in Palestine.

The study utilized influence diagram and decision trees to develop a visionary model for inclusive education in Palestine, aimed to improve inclusive education policies. This finding aligns with Terek (2005), who highlighted the effectiveness of decision trees and influence diagram in addressing complex decision problems. Decision-making tools, such as decision trees and influence diagram, are crucial for collaborative teams in acquiring and organizing information, as emphasized by Zabala (2020). Goodwin and Wright (2014) underscored the importance of decision analysis, which involves breaking down problems into smaller, more manageable components.

Contribution

This study aims to improve the current literature and provide more insights into the implementation of inclusive education in three directorates in Palestine: North Hebron, Bethlehem, and Jerusalem. Consequently, the appropriateness and effectiveness of the services offered to inclusive education remain unknown completely. The outcomes of special education–also remain ambiguous, leading to continued reliance on subjective opinions ~~in~~ educational practices. Therefore, there is a clear need to employ scientific research methods for program evaluation to measure the implementation and outcomes of inclusive education services, ensuring a more informed and evidence-based approach. The study compared national criteria of inclusive education with international criteria; it further identified shortcomings of inclusive education in Palestine. The reasons behind its low level are the unsuitability of methods in improving inclusive education in Palestine to meet the national and the international criteria.

Such issues were addressed from reviewing literature, distributing a questionnaire, and conducting interviews.

Therefore, using results secured through focused group to propose a visionary model of inclusive education in Palestine in light of international criteria and local experiences, based on decision analysis tools (influence diagram and decision trees) are the major contribution of the thesis as it delineates major parameters of educated tools that should be adhered to educate practices in Palestine in line with as explicated in chapter four.

Recommendations

In the light of the findings, few recommendations were made based on the results of the thesis questions as prioritized and sequenced according to questions stated:

1. Ensure that teachers in Palestine receive adequate training to effectively support and educate inclusive students.
2. Enhancing Inclusive education policies in Palestine to meet national and international standards.
3. Inclusive education in Palestine should be improved from underdeveloped status to overdeveloped status by concentrating on improving concept, policy statement, “systems and structure”, and practices.
4. The Strategies to be taken: Community Based Education, Early Intervention, Developmental and Screening Programs. Inclusive education Teachers Training, national inclusive education website, Universal Design for Learning (UDL) Approach.
5. The schools for inclusive education in Palestine should have an easy access for families to enroll their children in such schools.
6. The human and financial resources should be harnessed to improve the quality of inclusive education in Palestine.
7. The textbooks and curriculum should be tailored to meet students with different needs.
8. To ensure that all learners’ needs are met, PMoE should develop technical and vocational educational programs that are inclusive in nature.
9. Ensure all institutions understand inclusive education and support the national policy aspirations for promoting inclusion and equity in education, and actively engage students and collaborate with their families.
10. PMoE should establish effective systems for monitoring all students' presence, participation and achievement. It is strongly recommended that the stated visionary model proposed explicated in the study should be adapted,

implemented, as well as, institutionalized to capitalize on par-mounted areas of excellence to ease the life of all students in inclusive education as meaningful as possible in light of international criteria.

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Appendixes

Appendix A

The study Questionnaire

This survey is being conducted to investigate the Palestinian inclusive education policy/ies and its application in reality: Toward Developing a visionary model in light of international criteria and local experiences. This survey is only for the academic purpose and the personal identity was kept confidential. Thank you for your valuable time and opinion.

The study title:

"An analytical study of the Palestinian inclusive education policy: Toward Developing a visionary model in light of international criteria"

First dimension: concept of inclusive education	Level of progress "study scale" 1 2 3
1.1 Inclusion and equity are overarching principles that guide all educational policies, plans and practices	
1.2 The national curriculum and its associated assessment systems are designed to respond effectively to all learners	
The national curriculum based on the principles of inclusion and equity.	
The national curriculum has the robustness and flexibility to suit all learners.	
The assessment systems used to celebrate different levels of achievement and to support the development of all learners.	
1.3 All partners who work with learners and their families understand and support the national policy goals for promoting inclusion and equity in education	
There is a widespread commitment/agreement among all professionals who work with children, youth and adults to act according to the principles of inclusion and equity.	
Who work with children, youth, and adults and their families understand the implications of the principles of inclusion and equity?	
1.4 Systems are in place to monitor the presence, participation and achievement of all learners within the education system	
The systems collecting data (quantitative and qualitative) regarding the presence, participation and achievement of all learners,	
The data analyzed in order to determine the impact of efforts to foster greater inclusion and equity.	
The actions taken in light of the data analysis to strengthen inclusive and equitable settings and practices.	

Second Dimension: Policy statements of inclusive education	Level of progress 1 2 3
2.1The important national education policy documents strongly emphasize inclusion and equity	
The major educational policy documents reflect the principles of inclusion and equity.	
The policy priorities informed by the principles of inclusion and equity.	
2.2 Senior staff at the national, district and school levels provide leadership on inclusion and equity in education	
The education leaders at the local level encourage the development of inclusive and equitable cultures.	
The national policy-makers show clear and sustainable leadership to promote the principles of inclusion and equity.	
The local district principals provide clear and sustainable leadership regarding inclusive education.	
The educational leaders (local authorities, senior staff, and school principals) trained regarding their responsibilities for enhancing inclusion and removing barriers.	
2.3 Leaders at all levels articulate consistent policy goals to develop inclusive and equitable educational practices	
The national policy-makers encourage the development of inclusive and equitable practices.	
The local district principals take action to encourage the development of inclusive and equitable practices.	
The school principals take action to encourage the development of inclusive and equitable practices.	
2.4 Leaders at all levels challenge non-inclusive, discriminatory and inequitable educational practices	
The systems for supporting schools and other centers of learning identify, challenge and remove non-inclusive, discriminatory and inequitable practices.	
Where non-inclusive, discriminatory and inequitable practices are found to exist, to what extent are they challenged?	
Third Dimension: "systems and structure" of inclusive education	Level of progress 1 2 3
3.1 There is high-quality support for vulnerable learners	
The systems affective for identifying vulnerable learners.	
There are flexible arrangements for ensuring that support is available to individuals as and when necessary.	
The families are seen as partners in supporting their children's education.	
The learners themselves are asked about their need for support.	
3.2 All services and institutions involved with learners and their families work together in	

coordinating inclusive and equitable educational policies and practices	
The schools (and other education providers) collaborate with other relevant sectors, such as health and social work.	
There is effective cooperation between schools and other centers of learning.	
The institutions and services within districts have a shared understanding of inclusion and equity, and work together.	
The public and private education providers apply inclusive and equitable education practices.	
3.3 Resources, both human and financial, are distributed in ways that benefit potentially vulnerable learners	
All learners seen as being of equal importance educationally.	
Available resources used flexibly, and targeted to support participation and learning.	
3.4 There is a clear role for special provision, education such as special units, in promoting inclusion and equity in	
The special units have a common understanding of inclusion and equity.	
The students from special units have opportunities to take part in activities within mainstream schools.	
The expertise made available in special.	
Fourth dimensions: practice of inclusive education	Level of progress 1 2 3
4.1 Schools and other learning centers have strategies for encouraging the presence, participation and achievement of all learners from their local community	
The teachers use a range of pedagogical strategies to cater to learner differences.	
The effective procedures for taking account of students' views regarding their learning and aspirations.	
The leaders support the presence, participation, and achievements of all learners.	
4.2 Schools and other learning centers provide support for learners who are at risk of underachievement, marginalization or exclusion	
Teacher's skilled supporting students' development.	
Teaching and non-teaching staff take account of the cultures, identities, interests and aspirations of all their students in order to enhance their learning.	
Teaching and non-teaching staff in schools, and other centers of learning, work closely with families in ensuring support for students?	
4.3 Teachers and support staff are prepared to respond to learner diversity during their initial training	
The teacher education curriculum for all teachers emphasizes the principle of inclusion.	

The teacher trainees guided to develop positive attitudes towards student diversity.
The teacher trainees helped to develop teaching pedagogies that respond positively to student diversity.
Assistive technologies, including communication devices, are used to support individual students.
4.4 Teachers and support staff have opportunities to take part in continuing professional development regarding inclusive and equitable practices
The schools and other centers of learning have effective staff development programs related to inclusive practices.
Teachers have opportunities to see one another working in order to share ideas and practices.
There are opportunities for teachers to attend in-service courses and benefit from customized school support regarding the development of inclusive practices.

Appendix B

Study Tool Questionnaire

This survey is being conducted to investigate the Palestinian inclusive education policy and its application in reality: Toward Developing a visionary model in light of international criteria and local experiences. This survey is only for the academic purpose and the personal identity was kept confidential. Thank you for your valuable time and opinion.

The study title:

"An analytical study of the Palestinian inclusive education policy: Toward Developing a visionary model in light of international criteria"

First: General information about the school

Directorate: Bethlehem / north Hebron / suburbs of Jerusalem

Classification of the school according to gender: male/female/co-ed school

School Responsibility: Government/Agency/Private

Second: Inclusive education dimensions:

Four overlapping dimensions consist of 16 performance indicators organized around the four overlapping dimensions. The indicators can be used to review progress within a country or in a local district.

Could you please review the four dimensions with 16 performance indicators organized and the translation in Palestinian context in order to standardize the tool, knowing that the information you will provide will remain confidential and will only be used in the context of scientific research.

Participants: (Principals, Inclusive education officers)

السيد/الخبير المحترم:

قامت الباحثة بإعداد هذه الاستبانة في إطار مراجعة لسياسات التعليم الجامع في فلسطين في ضوء المعايير العالمية بهدف تطوير مفهوم التعليم الجامع في فلسطين وممارساته، وتتكون الإستبانة من جزئين؛ الجزء الأول يشمل معلومات عن مكان العمل والإدارة والشق الثاني يشمل أبعاد التعليم الجامع ومؤشراته.

الدراسة بعنوان" دراسة تحليلية لواقع تطبيق سياسات التعليم الجامع في فلسطين وتطوير تصور مقترح في ضوء المعايير الدولية والتجارب المحلية "

أولا: معلومات عامة عن المدرسة

المديرية: بيت لحم/ شمال الخليل/ ضواحي القدس

الوظيفة: مسؤول تعليم جامع / مدير أو نائبه

تصنيف المدرسة وفقا للنوع الاجتماعي للطلبة: مدرسة ذكور/ إناث/ مختلطة

مسؤولية المدرسة: حكومة/ وكالة/ خاصة

ثانيا: أبعاد التعليم الجامع

يركز إطار البحث على أربعة أبعاد متداخلة للتعليم الجامع وتتكون من 16 مؤشر أداء، ويمكن استخدام هذه المؤشرات لمراجعة سياسة وتطبيق التعليم الجامع في فلسطين.

نرجو أن تقوم بمراجعة هذه الأبعاد ومؤشراتها، والتكرم بإفادتنا بملاحظتكم القيمة في سبيل تطوير سياسة وتطبيق التعليم الجامع في فلسطين، مع العلم ان المعلومات التي ستقدمها ستبقى سرية ولن تستخدم إلا في إطار البحث العلمي.

1. The four dimensions with 16 performance indicators:	1. الأبعاد الأربعة/ 16 مؤشر أداء:

The diminutions of inclusive	Level of progress			comment
First dimension concept	Underdeveloped 1	developed 2	highly developed 3	البعد الأول: المفهوم
1.1 Inclusion and equity are overarching principles that guide all educational policies, plans and practices • Is inclusive education regarded as a principle by policy makers? • Does the idea of inclusive education inform all national policies? • How far is inclusion informing educational practices?	بحاجة الى تطوير	بأسلوب مطور	بأسلوب عالي التطوير	1.1 التعليم الجامع والإنصاف مبدأين شاملان يوجهان جميع السياسات والخطط والممارسات التعليمية
1.2 The national curriculum and its associated assessment systems are designed to respond effectively to all learners • Is the national curriculum based on the principle of inclusion? • Does the national curriculum have the flexibility to suit all learners? • Do assessment systems celebrate different levels of achievement?	بدرجة قليلة	متوسطة	بدرجة كبيرة	1.2 صمم المنهج الفلسطيني وأنظمة التقييم لتناسب جميع المتعلمين مبادئ التعليم الجامع مرونة ومناسبة
1.3 All partners who work with learners and their families understand and support the national policy goals for promoting inclusion and equity in education • Is there widespread commitment to the idea of inclusive education among professionals who work with children and families? • Do professionals who work with children and their families understand the implications of the principle of inclusion for their roles?				1.3 كل العاملين في مجال التعليم الجامع يدعمون الأهداف الوطنية

1.4 Systems are in place to monitor the presence, participation and achievement of all learners within the education system • Are there effective systems for collecting statistical data regarding the presence, participation and achievement of all children? • Is data analyzed in order to determine the impact of efforts to foster greater inclusion? • Are actions taken in the light of data analysis to strengthen inclusive practices?	1.4 وجود أنظمة لرصد وجود ومشاركة وإنجاز جميع المتعلمين داخل نظام التعليم
Recommended actions:	
Second Dimension: Policy statements: area to be examined	**البعد الثاني: بيانات السياسة: المجال الذي سيتم فحصه**
2.1The important national education policy documents strongly emphasize inclusion and equity • Do all major educational policy documents make reference to the principle of inclusion? • Are all policy priorities informed by the principle of inclusion?	2.1 تؤكد الوثائق الهامة لسياسة التعليم الوطنية بقوة على التعليم الجامع والإنصاف
2.2 Senior staff at the national, district and school levels provide leadership on inclusion and equity in education • Do national policy makers stress the importance of inclusion as a principle? • Do local district administrators provide clear leadership regarding inclusive education? • Do school principals and those who manage other centers of learning encourage the development of inclusive cultures in their schools?	2.2 كبار الموظفين على المستوى الوطني ومستوى المقاطعة والمدارس يوفرون القيادة فيما يتعلق بالتعليم الجامع والإنصاف في التعليم

2.3 Leaders at all levels articulate consistent policy goals to develop inclusive and equitable educational practices • Are national policy makers seen to encourage the development of inclusive practices? • Do local district administrators take action to encourage the development of inclusive practices? • Do school principals and those who manage other centers of learning (e.g., pre-school provision; special schools) take action to encourage the development of inclusive practices?	2.3 يضع القادة على جميع المستويات أهدافًا سياسية متسقة لتطوير ممارسات تعليمية جامعة وعادلة
2.4 Leaders at all levels challenge non-inclusive, discriminatory and inequitable educational practices • Are there systems for inspecting schools and other centers of learning that identify and challenge non-inclusive practices? • Where non-inclusive practices are found to exist, are they challenged by senior staff at the district level, in schools and centers of learning?	2.4 يتحدى القادة على جميع المستويات الممارسات التعليمية غير الجامعة والتمييزية وغير المنصفة
Recommended actions:	
Third dimension: “systems and structure”	البعد الثالث: الهياكل والأنظمة
3.1 There is high-quality support for vulnerable learners • Are there effective systems for identifying vulnerable groups of learners? • Are there flexible arrangements for ensuring that support is available to individuals as and when necessary? • Are families seen as partners in supporting their children’s education?	3.1 يوجد دعم عالي الجودة للمتعلمين المعرضين للخطر
3.2 All services and institutions involved with learners and their families work together in coordinating inclusive and equitable educational policies and practices • Is there cooperation between schools and other centers of learning? • Do institutions and services within districts work together?	3.2 تعمل جميع المؤسسات المشتركة مع المتعلمين وأسرهم معًا في تنسيق سياسات وممارسات تعليمية شاملة ومنصفة

3.3 Resources, both human and financial, are distributed in ways that benefit potentially vulnerable learners • Are all children seen as being of equal importance educationally? • Are available resources used flexibly to support participation and learning?	3.3 يتم توزيع الموارد، البشرية والمالية، بطرق تفيد المتعلمين المعرضين للخطر
3.4 There is a clear role for special provision, such as special units, in promoting inclusion and equity in education • Do special schools and units have working links with mainstream schools? • Do students from special schools and units have opportunities to take part in activities within mainstream schools?	3.4 يوجد وفرة في الوحدات خاصة لتعزيز وتطوير التعليم الجامع والإنصاف في التعليم
Recommended actions:	
Fourth dimensions: practice	البعد الرابع: الممارسات
4.1 Schools and other learning centers have strategies for encouraging the presence, participation and achievement of all learners from their local community • Do teachers use a range of teaching techniques to cater for learner differences? • Are there effective procedures for taking account of the views of students regarding school practices?	4.1 المدارس ومراكز التعلم الأخرى لديها استراتيجيات لتشجيع حضور ومشاركة وإنجاز جميع المتعلمين لأهدافهم في مجتمعهم المحلي
4.2 Schools and other learning centers provide support for learners who are at risk of underachievement, marginalization or exclusion • Are teachers skilled in assessing the progress of individual students? • Do teachers (and other school staff) cooperate in supporting individual students? • Do teachers (and other school staff) take account of the cultures, interests and, aspirations of all their students in order to enhance their learning? • Do staff in schools and other centers of learning work closely with families in ensuring support for students?	4.2 تقدم المدارس ومراكز التعلم الأخرى الدعم للمتعلمين المعرضين لخطر التحصيل الدراسي أو التهميش أو الاستبعاد

4.3 Teachers and support staff are prepared to respond to learner diversity during their initial training • Are trainee teachers helped to develop positive attitudes towards student diversity? • Does the teacher education curriculum for all teachers highlight the principle of inclusive education? • Are trainee teachers helped to develop teaching strategies that respond positively to student diversity?	4.3 المعلمين وطاقم الدعم مؤهلين للاستجابة لاختلاف التعلم عند المتعلمين أثناء تدريبهم الأولي.
4.4 Teachers and support staff have opportunities to take part in continuing professional development regarding inclusive and equitable practices • Do schools and other centers of learning have effective staff development programs in relation to inclusive practices? • Are there opportunities for teachers to attend in-service courses regarding the development of inclusive practices?	4.4 يتمتع المدرسون وطواقم الدعم بفرص المشاركة في التطوير المهني المستمر فيما يتعلق بالممارسات الجامعة والعادلة

Recommended actions:

Appendix C

Tools of four dimensions review frame work

"How should the review framework be completed? For each of the four dimensions (concepts, policy, structures, and systems and practices), and the 16 accompanying features in the policy review framework: 1. Review the questions in the first column entitled 'Areas to be examined' and identify the types of evidence to collect. 2. Discuss these and other relevant questions that arise while reviewing the evidence. 3. Record any information, insights and recommended actions in the second column entitled 'Comments'. 4. Circle the response in the third column, 'Level of progress', which best fits the current assessment of the actions taken to embed the principles of inclusion and equity in educational policy. This will help in identifying the areas of strength to build on, and the aspects of policy that need attention. This method is consistent with the idea that developing inclusion and equity in education is an on-going process, rather than a single event. Finally, identify recommended actions for each of the four dimensions". From A Guide for ensuring inclusion and equity in education corporate author: (UNESCO, p39-42, 2017)

First dimension concept	Level of progress click one			comment
1.1 Inclusion and equity are overarching principles that guide all educational policies, plans and practices				
• Is inclusive education regarded as a principle by policy makers? • Does the idea of inclusive education inform all national policies? • How far is inclusion informing educational practices?	Actions have been taken to ensure that inclusion and equity are features of educational policies, plans and practices	Planning has taken place to strengthen the role of inclusion and equity in relation to educational policies, plans and practices.	Inclusion and equity are not yet strong features of educational policies, plans and practices but initial discussions have begun regarding how this can be addressed.	Highly developed Developed Under developed Indicators prescribed experts
1.2 The national curriculum and its associated assessment systems are designed to respond effectively to all learners				
• Is the national curriculum based on the principle of inclusion? • Does the national curriculum have the flexibility to suit all learners? • Do assessment systems celebrate different levels of	Actions have been taken to ensure that the national curriculum and assessment	Planning activities are taking place to review the national curriculum and assessment	The national curriculum and assessment systems are only suitable for some	

achievement?	systems respond effectively to all learners.	procedures in relation to inclusion and equity.	learners but initial discussions have begun regarding how this can be improved.
1.3 All partners who work with learners and their families understand and support the national policy goals for promoting inclusion and equity in education			
Is there widespread commitment to the idea of inclusive education among professionals who work with children and families? Do professionals who work with children and their families understand the implications of the principle of inclusion for their roles?	Actions have been taken to ensure that agencies understand and support national policy aspirations for promoting inclusion and equity in education.	Planning activities are taking place to ensure that agencies understand national policy aspirations and plans for promoting inclusion and equity in education.	Although agencies have varied understanding of national policy aspirations and plans for promoting inclusion and equity in education, initial discussions have begun to address this issue.
1.4 Systems are in place to monitor the presence, participation and achievement of all learners within the education system			
Are there effective systems for collecting statistical data regarding the presence, participation and achievement of all children? Is data analyzed in order to determine the impact of efforts to foster greater inclusion? Are actions taken in the light of data analysis to strengthen inclusive practices?	Actions have been taken to establish effective systems for monitoring the presence, participation and achievement of all learners.	Planning has begun in establishing systems for monitoring the presence, participation and achievement of all learners.	There are limited arrangements for monitoring the presence, participation and achievement of all learners but initial discussions have begun to address this issue.
Recommended actions:			
Second Dimension: Policy		Level of progress	comments
2.1The important national education policy documents strongly emphasize inclusion			

and equity			
Do all major educational policy documents make reference to the principle of inclusion? Are all policy priorities informed by the principle of inclusion?	Actions have been taken to ensure that inclusion and equity are a feature of important national education policy documents.	Planning activities have taken place to make inclusion and equity a feature of important national education policy documents.	Although there is little mention of inclusion and equity in important national education policy documents, initial discussions have taken place to address this issue.
2.2 Senior staff at the national, district and school levels provide leadership on inclusion and equity in education			
Do national policy makers stress the importance of inclusion as a principle? Do local district administrators provide clear leadership regarding inclusive education? Do school principals and those who manage other centers of learning encourage the development of inclusive cultures in their schools?	Actions have been taken to ensure that senior staff at the national and district levels are providing leadership on inclusion and equity in education.	Planning has begun to encourage senior staff, at the national and district levels, to provide leadership on inclusion and equity in education.	While senior staff at the national and district levels provide limited leadership on inclusion and equity in education, initial discussions have taken place to strengthen this aspect.
2.3 Leaders at all levels articulate consistent policy goals to develop inclusive and equitable educational practices			
• Are national policy makers seen to encourage the development of inclusive practices? • Do local district administrators take	Action has been taken to ensure that leaders at all levels challenge	Planning has taken place to encourage leaders at all levels to challenge	Although leaders at different levels rarely challenge non-inclusive,

action to encourage the development of inclusive practices? • Do school principals and those who manage other centers of learning (e.g. pre-school provision; special schools) take action to encourage the development of inclusive practices?	non-inclusive, discriminatory and inequitable educational practices	non-inclusive, discriminatory and inequitable educational practices.	discriminatory and inequitable educational practices, discussions have taken place to address this issue.
2.4 Leaders at all levels challenge non-inclusive, discriminatory and inequitable educational practices			
To what extent do systems for supporting schools and other centers of learning identify, challenge and remove non-inclusive, discriminatory and inequitable practices? Where non-inclusive, discriminatory and inequitable practices are found to exist, to what extent are they challenged?	Action has been taken to ensure that leaders at all levels challenge non-inclusive, discriminatory and inequitable educational practices.	Planning has taken place to encourage leaders at all levels to challenge non-inclusive, discriminatory and inequitable educational practices.	Although leaders at different levels rarely challenge non-inclusive, discriminatory and inequitable educational practices, discussions have taken place to address this issue.
Recommended actions:			
Third dimension: "systems and structure"			
3.1 There is high-quality support for vulnerable learners			
• Are there effective systems for identifying vulnerable groups of learners? • Are there flexible arrangements for ensuring that support is available to individuals as and when necessary? • Are families seen as partners in supporting their children's education?	Actions have taken place to ensure high-quality support for all vulnerable learners.	Planning has taken place to improve the quality of support for vulnerable learners.	While support for vulnerable learners is of variable quality, discussions have taken place to consider how this can be

			improved.
3.2 All services and institutions involved with learners and their families work together in coordinating inclusive and equitable educational policies and practices			
• Is their cooperation between schools and other centers of learning? • Do institutions and services within districts work together?	Actions have been taken to ensure that services and institutions involved with learners and their families work together.	Planning has taken place to encourage services and institutions to collaborate.	Although the work of services and institutions tends not to be well coordinated, discussions have taken place to consider how this can be improved.
3.3 Resources, both human and financial, are distributed in ways that benefit potentially vulnerable learners			
Are all children seen as being of equal importance educationally? Are available resources used flexibly to support participation and learning?	Actions have been taken to ensure that resources are distributed fairly, focusing in particular on vulnerable groups of learners	Planning has taken place to improve the way resources are distributed, focusing in particular on the need to support vulnerable learners.	While there are concerns that resources are not distributed fairly, discussions have taken place to address this issue.
3.4 There is a clear role for special provision, such as special schools and units, in promoting inclusion and equity in education			
Do special schools and units have working links with mainstream schools? • Do students from special schools and units have opportunities to take part in activities within mainstream schools?	Action has gone on to ensure that special provision has a role	Planning has taken place to encourage ways of creating stronger links	While special provision is mainly separate from the mainstream education

		in promoting inclusion and equity in education	between special provision and mainstream education institutions.	system, discussions have taken place to consider how closer links can be encouraged.
Recommended actions:				
Fourth dimensions: practice				
4.1 Schools and other learning centers have strategies for encouraging the presence, participation and achievement of all learners from their local community				
Do teachers use a range of teaching techniques to cater for learner differences? • Are there effective procedures for taking account of the views of students regarding school practices?	Actions have taken place to ensure that there are effective strategies for encouraging the presence, participation and achievement of all learners.	Planning has taken place to strengthen the quality of the strategies used to encourage the presence, participation and achievement of all learners.	While there is variation in the quality of the strategies used for encouraging presence, participation and achievement of all learners, discussions have taken place to improve this situation.	
4.2 Schools and other learning centers provide support for learners who are at risk of underachievement, marginalization or exclusion				
Are teachers skilled in assessing the progress of individual students? • Do teachers (and other school staff) cooperate in supporting individual students? • Do teachers (and other school staff) take account of the cultures, interests and, aspirations of all their students in order to enhance their learning?	Action has been taken to ensure effective support for learners at risk of underachievement, marginalization and exclusion	Planning has been going on to strengthen the support provided for learners at risk of underachievement, marginalization and exclusion.	Although support for vulnerable learners is varied in quality, discussions have taken place to bring about improvements.	

• Do staff in schools and other centers of learning work closely with families in ensuring support for students?			
4.3 Teachers and support staff are prepared to respond to learner diversity during their initial training			
• Are trainee teachers helped to develop positive attitudes towards student diversity? • Does the teacher education curriculum for all teachers highlight the principle of inclusive education? • Are trainee teachers helped to develop teaching strategies that respond positively to student diversity?	Actions have been taken to ensure that teachers and support staff have effective training in respect to the way they respond to learner diversity.	Planning has taken place to strengthen the ways that teachers and support staff are trained to respond to learner diversity.	The training of teachers and support staff for responding to learner diversity is varied in quality but discussions have taken place to bring about improvements.
4.4 Teachers and support staff have opportunities to take part in continuing professional development regarding inclusive and equitable practices			
• Do schools and other centers of learning have effective staff development programs in relation to inclusive practices? • Are there opportunities for teachers to attend in-service courses regarding the development of inclusive practices?	Action has been taken to ensure that there are sufficient professional development opportunities that focus on inclusive and equitable practices.	Planning has taken place to create more professional development opportunities that focus on inclusive and equitable practices.	While there are only limited opportunities for professional development regarding inclusive and equitable practices, discussions have taken place to address this concern.
Recommended actions:			

Appendix D

Translated tool main frame

مراجعة الأداة:

تم تطوير المقياس من دليل ضمان التعليم الجامع والإنصاف في التعليم مؤلف الدليل:

اليونسكو [62507]، اليونسكو. المدير العام المساعد للتعليم، 2010-2018 (تشيان تانغ). كاتب مقدمة [55]

حضرة الإداريين ومسئولي التعليم الجامع وخبراء التربية والتربية الخاصة المحترمين

تقوم الباحثة بدراسة بعنوان " دراسة تحليلية لواقع تطبيق سياسات التعليم الجامع في فلسطين وتطوير تصور مقترح في ضوء المعايير الدولية والتجارب المحلية"

نود من حضرتكم المساعدة في بناء نموذج مقترح لسياسة التعليم الجامع وتطبيقاته في فلسطين وذلك بالاعتماد على أشجار القرار ومخططات التأثير والأبعاد الأربعة (المفاهيم، السياسة، "الهياكل، والأنظمة"، والممارسات) لسياسة التعليم الجامع على هذا المقياس وذلك لما فيه مصلحة للعملية التربوية الجامعة، مع العلم ان المعلومات التي تقدمها ستبقى سرية ولن تستخدم إلا في إطار البحث العلمي.:

كيف ينبغي مراجعة الإطار؟

لكل من الأبعاد الأربعة (المفاهيم، السياسة، "الهياكل، والأنظمة"، والممارسات) ، والفقرات الـ 16 المصاحبة في إطار مراجعة السياسة:

1. راجع الأسئلة الواردة في العمود الأول بعنوان "المجالات التي يتعين فحصها" وحدد أنواع الأدلة التي يجب جمعها.

2- ناقش هذه الأسئلة وغيرها من الأسئلة ذات الصلة التي تظهر أثناء مراجعة الأدلة.

3. سجل أي معلومات وإجراءات موصى بها في العمود الثاني بعنوان "التعليقات".

4. ضع دائرة حول الإجابة في العمود الثالث، "مستوى التقدم"، الذي يناسب التقييم الحالي للإجراءات المتخذة لتضمين مبادئ التعليم الجامع والإنصاف في السياسة التعليمية. سيساعد هذا في تحديد مجالات القوة للبناء عليها، وجوانب السياسة التي تحتاج إلى الاهتمام.

تتوافق هذه الطريقة مع فكرة أن تطوير التعليم الجامع والإنصاف في التعليم عملية مستمرة وليست حدثًا واحدًا.

أخيرًا، حدد الإجراءات الموصي بها لكل من الأبعاد الأربعة

البعد الأول: المفهوم	مستوى التقدم		ملاحظات
1.1 التعليم الجامع والإنصاف هما مبدآن رئيسيان يوجهان جميع السياسات والخطط والممارسات التعليمية التعليم الجامع يوجه السياسات التعليمية (من الخطط حتى الممارسات) - إلى أي مدى يتم فهم مبادئ التعليم الجامع والإنصاف وتعريفها في سياسات التعليم؟ - إلى أي مدى يتم تضمين التعليم الجامع والإنصاف كمبادئ أساسية في جميع	اتخاذ إجراءات لضمان أن يكون التعليم الجامع والإنصاف من سمات السياسات والخطط والممارسات التعليمية= 3 حاضر بقوة	التخطيط لتقوية دور التعليم الجامع والإنصاف فيما يتعلق بالسياسات والخطط والممارسات التعليمية=2 يوجد خطط	لم يعد التعليم الجامع والإنصاف بعد من السمات القوية للسياسات والخطط والممارسات التعليمية، ولكن بدأت المناقشات الأولية بشأن كيفية معالجة ذلك=1 يوجد مناقشات اوليه

سياسات وخطط التعليم؟ - إلى أي مدى جميع السياسات والخطط التعليمية الوطنية مستنيرة بمبادئ التعليم الجامع والإنصاف؟ - إلى أي مدى تسترشد ممارسات التعليم بمبادئ التعليم الجامع والإنصاف؟			
2-1 تم تصميم المناهج الوطنية وأنظمة التقييم الفعالة لاستجابة جميع المتعلمين. - إلى أي مدى يصمم المنهج الوطني على أساس مبادئ التعليم الجامع والإنصاف؟ -إلى أي مدى يتمتع المنهج الوطني بالمتانة والمرونة ليناسب جميع المتعلمين؟ -إلى أي درجة هي نظم التقييم المستخدمة للاحتفال مستويات مختلفة من الإنجاز ودعم تطوير جميع المتعلمين؟	اتخاذ إجراءات للتأكد من أن المناهج الوطنية وأنظمة التقييم تستجيب بشكل فعال لجميع المتعلمين.	تجري أنشطة التخطيط لمراجعة المناهج الوطنية وإجراءات التقييم فيما يتعلق بالتعليم الجامع والإنصاف	المناهج الوطنية وأنظمة التقييم مناسبة فقط لبعض المتعلمين ولكن المناقشات الأولية بدأت بشأن كيفية تحسين ذلك.
3-1 جميع الشركاء الذين يعملون مع المتعلمين وأسرهم يفهمون ويدعمون أهداف السياسة الوطنية لتعزيز التعليم الجامع والإنصاف في التعليم. - إلى أي مدى هناك اتفاق بين جميع المهنيين الذين يعملون مع الأطفال، الشباب والكبار على التصرف وفقا لمبادئ التعليم الجامع والإنصاف؟ - إلى أي مدى يفعل أولئك الذين يعملون مع الأطفال، والكبار وأسرهم فهم الآثار والأدوار المترتبة على مبادئ التعليم الجامع والإنصاف؟	تم اتخاذ إجراءات لضمان فهم الوكالات ودعمها لتطلعات السياسة الوطنية لتعزيز التعليم الجامع والإنصاف في التعليم.	تجري أنشطة التخطيط للتأكد من أن الوكالات تفهم تطلعات السياسة الوطنية وخططها لتعزيز التعليم الجامع والإنصاف في التعليم.	على الرغم من أن الوكالات لديها فهم متنوع لتطلعات وخطط السياسة الوطنية لتعزيز التعليم الجامع والإنصاف في التعليم، فقد بدأت المناقشات الأولية لمعالجة هذه المسألة.
4-1 وجود نظم لرصد حضور جميع المتعلمين في النظام التعليمي ومشاركتهم وإنجازهم. مدى فعالية هذه النظم لجمع البيانات (الكمية والنوعية) فيما يتعلق بوجود، مشاركة وإنجاز جميع المتعلمين؟ إلى أي مدى يتم تحليل البيانات من أجل تحديد تأثير الجهود المبذولة لتعزيز المزيد من التعليم الجامع والإنصاف؟ إلى أي مدى يتم اتخاذ الإجراءات في ضوء تحليل البيانات لتعزيز الإعدادات والممارسات الشاملة والمنصفة؟	تم اتخاذ إجراءات لإنشاء أنظمة فعالة لرصد حضور جميع المتعلمين ومشاركتهم وإنجازهم.	بدأ التخطيط في وضع أنظمة لرصد حضور ومشاركة وإنجاز جميع المتعلمين.	هناك ترتيبات محدودة لرصد حضور جميع المتعلمين ومشاركتهم وإنجازهم، لكن المناقشات الأولية بدأت في معالجة هذه المشكلة.
الإجراءات الموصي بها:			

البعد الثاني: بيانات السياسة:		مستوى التقدم	ملاحظات
2-1 تؤكد الوثائق الهامة لسياسة التعليم الوطنية بقوة على التعليم الجامع والإنصاف. إلى أي مدى تعكس جميع وثائق السياسة التعليمية مبادئ التعليم الجامع والإنصاف؟ إلى أي درجة تسترشد أولويات السياسة بمبادئ التعليم الجامع	تم اتخاذ إجراءات للتأكد من أن التعليم الجامع والإنصاف هما سمة من سمات وثائق سياسة التعليم الوطنية المهمة.	تم تنفيذ أنشطة التخطيط لجعل التعليم الجامع والإنصاف سمة من سمات وثائق سياسة التعليم الوطنية المهمة.	على الرغم من عدم وجود ذكر للإدماج والإنصاف في وثائق مهمة لسياسة التعليم الوطنية، فقد جرت مناقشات أولية لمعالجة هذه المسألة.

والإنصاف؟				
2.2 كبار الموظفين على المستوى الوطني ومستوى المقاطعة والمدارس يوفرون القيادة فيما يتعلق بالتعليم الجامع والإنصاف في التعليم. إلى أي مدى يشجع قادة التعليم على المستوى المحلي تطوير ثقافات شاملة ومنصفة؟ إلى أي مدى يظهر صانعو السياسات الوطنية قيادة واضحة ومستدامة لتعزيز مبادئ التعليم الجامع والإنصاف؟ إلى أي مدى يقدم مسئولو المنطقة المحلية قيادة واضحة ومستدامة فيما يتعلق بالتعليم الشامل؟ إلى أي مدى يتم تدريب القادة التربويين (السلطات المحلية وكبار الموظفين ومدراء المدارس) فيما يتعلق بمسؤولياتهم لتعزيز التعليم الجامع وإزالة الحواجز؟	تم اتخاذ إجراءات لضمان قيام كبار الموظفين على المستوى الوطني ومستوى المحافظات بتوفير القيادة فيما يتعلق بالتعليم الجامع والإنصاف في التعليم.	بدأ التخطيط في تشجيع كبار الموظفين، على المستوى الوطني ومستوى المحافظات، على توفير القيادة فيما يتعلق بالتعليم الجامع والإنصاف في التعليم.	في حين أن كبار الموظفين على المستوى الوطني ومستوى المنطقة يوفرون قيادة محدودة بشأن التعليم الجامع والإنصاف في التعليم، فقد جرت مناقشات أولية لتعزيز هذا الجانب.	
2-3 يضع القادة على جميع المستويات أهدافًا سياسية متسقة لتطوير ممارسات تعليمية شاملة وعادلة. - إلى أي مدى يشجع صانعو السياسات الوطنية على تطوير ممارسات شاملة ومنصفة؟ - إلى أي مدى يتخذ المسئولون المحليون الإجراءات لتشجيع تطوير ممارسات شاملة ومنصفة؟ - إلى أي مدى يتخذ مدراء (المدارس ومراكز التعلم الأخرى) إجراءات لتشجيع تطوير ممارسات شاملة ومنصفة؟	تم اتخاذ إجراءات للتأكد من أن القادة على جميع المستويات يتحدون الممارسات التعليمية غير الشاملة والتمييزية وغير المنصفة	تم التخطيط لتشجيع القادة على جميع المستويات على تحدي الممارسات التعليمية غير الشاملة والتمييزية وغير العادلة.	على الرغم من أن القادة على مختلف المستويات نادرًا ما يتحدون الممارسات التعليمية غير الشاملة والتمييزية وغير المنصفة ، فقد جرت مناقشات لمعالجة هذه المشكلة.	
2-4 يتحدى القادة على جميع المستويات الممارسات التعليمية غير الشاملة والتمييزية وغير المنصفة. - إلى أي مدى تقوم أنظمة دعم المدارس ومراكز التعلم الأخرى بتحديد وتحدي وإزالة الممارسات غير الشاملة والتمييزية وغير المنصفة؟ - حيثما وجدت ممارسات غير شاملة وتمييزية وغير عادلة، إلى أي مدى يتم تحديها؟	تم اتخاذ إجراءات للتأكد من أن القادة على جميع المستويات يتحدون الممارسات التعليمية غير الشاملة والتمييزية وغير المنصفة.	تم التخطيط لتشجيع القادة على جميع المستويات على تحدي الممارسات التعليمية غير الشاملة والتمييزية وغير العادلة.	على الرغم من أن القادة على مختلف المستويات نادرًا ما يتحدون الممارسات التعليمية غير الشاملة والتمييزية وغير المنصفة، فقد جرت مناقشات لمعالجة هذه المشكلة.	
الاجراءات الموصي بها				

البعد الثالث: الهياكل والأنظمة		مستوى التقدم		ملاحظات
3-1 هناك دعم عالي الجودة للمتعلمين الضعفاء. - ما مدى فعالية الأنظمة لتحديد المتعلمين الضعفاء؟	تم اتخاذ إجراءات لضمان دعم عالي الجودة لجميع المتعلمين الضعفاء.	تم التخطيط لتحسين جودة الدعم للمتعلمين الضعفاء.	في حين أن دعم المتعلمين الضعفاء متفاوت الجودة ، فقد جرت مناقشات للنظر في	

- إلى أي مدى توجد ترتيبات مرنة لضمان إتاحة الدعم للأفراد عند الضرورة؟ - إلى أي درجة تعتبر العائلات شركاء في دعم تعليم أطفالهم؟ - إلى أي مدى يُسأل المتعلمون أنفسهم عن حاجتهم للدعم؟			كيفية تحسين ذلك.
2-3 تعمل جميع الخدمات والمؤسسات المشتركة مع المتعلمين وأسرهم معًا في تنسيق سياسات وممارسات تعليمية شاملة ومنصفة. - إلى أي مدى تتعاون المدارس (ومقدمو خدمات التعليم الآخرون) مع القطاعات الأخرى ذات الصلة، مثل الصحة والعمل الاجتماعي؟ - إلى أي مدى يوجد تعاون فعال بين المدارس ومراكز التعلم الأخرى؟ - إلى أي درجة تتمتع المؤسسات والخدمات داخل المحافظات بفهم مشترك للإدماج والإنصاف، وتعمل معًا؟ - إلى أي مدى يطبق مقدمو التعليم العام والخاص ممارسات تعليمية شاملة ومنصفة؟	تم اتخاذ إجراءات لضمان عمل الخدمات والمؤسسات المعنية بالمتعلمين وأسرهم معًا.	تم التخطيط لتشجيع الخدمات والمؤسسات على التعاون.	على الرغم من أن عمل الخدمات والمؤسسات يميل إلى عدم التنسيق بشكل جيد ، فقد جرت مناقشات للنظر في كيفية تحسين ذلك
3-3 يتم توزيع الموارد، البشرية والمالية، بطرق تفيد المتعلمين الضعفاء. - الى أي مدى يُنظر إلى جميع المتعلمين على أنهم متساوون في الأهمية التعليمية؟ - إلى أي مدى تُستخدم الموارد المتاحة بمرونة، وموجهة لدعم المشاركة والتعلم؟	تم اتخاذ إجراءات لضمان توزيع الموارد بشكل عادل، مع التركيز بشكل خاص على الفئات الضعيفة من المتعلمين	تم التخطيط لتحسين طريقة توزيع الموارد، مع التركيز بشكل خاص على الحاجة إلى دعم المتعلمين المعرضين للخطر.	في حين أن هناك مخاوف من عدم توزيع الموارد بشكل عادل ، فقد جرت مناقشات لمعالجة هذه المسألة.
4-3 هناك دور واضح لتوفير الخدمات الخاصة، مثل المدارس والوحدات الخاصة، في تعزيز التعليم الجامع والإنصاف في التعليم. - إلى أي مدى يكون لدى المدارس والوحدات الخاصة فهم مشترك للإدماج والإنصاف؟ - إلى أي مدى يتمتع طلاب المدارس والوحدات الخاصة بفرص المشاركة في الأنشطة داخل المدارس العادية؟ - إلى أي درجة يتم توفير الخبرة المتوفرة في أماكن خاصة أيضًا للمدرسين في المدارس الأخرى؟	استمر العمل لضمان أن يكون للحكم الخاص دور في تعزيز التعليم الجامع والإنصاف في التعليم	تم التخطيط للتشجيع على إيجاد روابط أقوى بين مؤسسات التعليم العامة والمؤسسات التعليمية.	في حين أن الأحكام الخاصة منفصلة بشكل أساسي عن نظام التعليم السائد، فقد جرت مناقشات للنظر في كيفية تشجيع الروابط الأوثق
	الإجراءات الموصي بها		
البعد الرابع: الممارسة	مستوى التقدم		ملاحظات

4-1 المدارس ومراكز التعلم الأخرى لديها استراتيجيات لتشجيع حضور ومشاركة وإنجاز جميع المتعلمين من مجتمعهم المحلي. - إلى أي درجة يستخدم المعلمون مجموعة من الاستراتيجيات التربوية لتلبية الاختلافات بين المتعلمين؟ - إلى أي مدى توجد إجراءات فعالة لمراعاة آراء الطلاب فيما يتعلق بتعلمهم وتطلعاتهم؟ - إلى أي درجة يدعم قادة المدارس حضور جميع المتعلمين ومشاركتهم وإنجازاتهم؟	تم اتخاذ إجراءات لضمان وجود استراتيجيات فعالة لتشجيع حضور جميع المتعلمين ومشاركتهم وإنجازهم.	تم التخطيط لتقوية جودة الاستراتيجيات المستخدمة لتشجيع حضور جميع المتعلمين ومشاركتهم وإنجازهم.	في حين أن هناك تباينًا في جودة الاستراتيجيات المستخدمة لتشجيع حضور جميع المتعلمين ومشاركتهم وإنجازهم، فقد جرت مناقشات لتحسين هذا الوضع
4-2 تقدم المدارس ومراكز التعلم الأخرى الدعم للمتعلمين ضعفاء التحصيل الدراسي أو التهميش أو الاستبعاد. - إلى أي مدى يتمتع المعلمون بمهارة في تقييم تقدم الطلاب الفرديين ودعم تطورهم؟ - إلى أي مدى يأخذ أعضاء هيئة التدريس وغير المدرسين بعين الاعتبار ثقافات جميع طلابهم وهوياتهم واهتماماتهم وتطلعاتهم من أجل تعزيز تعلمهم؟ - إلى أي مدى يعمل أعضاء هيئة التدريس وغيرهم في المدارس ومراكز التعلم الأخرى بشكل وثيق مع العائلات لضمان الدعم للطلاب؟	تم اتخاذ إجراءات لضمان الدعم الفعال للمتعلمين المعرضين لخطر التحصيل والتهميش والاستبعاد	استمر التخطيط لتقوية الدعم المقدم للمتعلمين المعرضين لخطر التحصيل الدراسي والتهميش والاستبعاد.	على الرغم من تنوع جودة دعم المتعلمين الضعفاء، فقد جرت مناقشات لإحداث تحسينات.
4-3 إعداد المعلمين وموظفي الدعم للاستجابة لتنوع المتعلمين أثناء تدريبهم الأولي. لى أي مدى يؤكد منهج إعداد المعلمين لجميع المعلمين على مبدأ الدمج؟ إلى أي مدى يتم توجيه المدرسين المتدربين لتطوير مواقف إيجابية تجاه تنوع الطلاب؟ إلى أي مدى ساعد المدرسون المتدربون على تطوير طرق التدريس التي تستجيب بشكل إيجابي لتنوع الطلاب؟	تم اتخاذ إجراءات لضمان حصول المعلمين وموظفي الدعم على تدريب فعال فيما يتعلق بطريقة استجابتهم لتنوع المتعلمين.	تم التخطيط لتقوية طرق تدريب المعلمين وموظفي الدعم على الاستجابة لتنوع المتعلمين.	جرت مناقشات لتدريب المعلمين وموظفي الدعم للاستجابة لتنوع المتعلمين من حيث الجود
4-4 يحظى المعلمون وموظفو الدعم بفرص المشاركة في التطوير المهني المستمر فيما يتعلق بالممارسات الشاملة والعادلة. - إلى أي مدى تمتلك المدارس ومراكز التعلم الأخرى برامج فعالة لتطوير الموظفين تتعلق بالممارسات الشاملة؟ - إلى أي مدى تتوفر للمعلمين فرص لرؤية بعضهم البعض يعملون من أجل تبادل الأفكار والممارسات؟ - إلى أي مدى توجد فرص للمدرسين	تم اتخاذ إجراءات لضمان وجود فرص تطوير مهني كافية تركز على الممارسات الشاملة والعادلة	تم التخطيط لخلق المزيد من فرص التطوير المهني التي تركز على الممارسات الشاملة والعادلة.	بينما لا توجد سوى فرص محدودة للتطوير المهني فيما يتعلق بالممارسات الشاملة والمنصفة، فقد جرت مناقشات لمعالجة هذا القلق.

لحضور دورات أثناء الخدمة والاستفادة من الدعم المدرسي المخصص فيما يتعلق بتطوير الممارسات الشاملة؟
الإجراءات الموصى بها:

Appendix E

Interview Questions to evaluate the inclusive education in Palestine

Dear Sir/Madam

The researcher conducts a study titled by "An Analytical Study of the Palestinian Inclusive Education Policy and Its Application in Reality: Toward Developing A Visionary Model in Light of International Criteria and Local Experiences" as a requirement for a doctoral degree from the Arab American University. Your answers will help us understand and analyze problems related to inclusive education in Palestine, knowing that the information you provide in this survey is confidential and will only be used for strictly scientific study purposes. Thank you for your kind cooperation and appreciate your valuable time.

1-What do you know about inclusive education?

2- What are the policy statements for inclusive education in Palestine?

3-How the systems in Palestine are responding to the inclusive education?

4- What are the practices of inclusive education in Palestine?

5-What steps should be taken to promote inclusive education in Palestine?

Please check the following strategies if you agree, and add any others steps should be taken to promote inclusive education in Palestine

Area	Comments
Educational Policy for Inclusive Education	
Educational policy for inclusive education in Palestine	
Community Based Education	
Early Intervention	
Developmental Screening Programs.	
Special Needs Teachers Training	
School Supply Giveaway Program	

Appendix F

مقابلة تقييم واقع تطبيق التعليم الجامع في فلسطين

حضرة السيد/ة

تجري الباحثة دراسة بعنوان " دراسة تحليلية لواقع تطبيق سياسات التعليم الجامع في فلسطين وتطوير تصور مقترح في ضوء المعايير الدولية والتجارب المحلية" كمتطلب للحصول على درجة الدكتوراه من الجامعة العربية الأمريكية .ستساعد إجاباتكم في فهم وتحليل المشكلات المتعلقة بالتعليم الجامع في فلسطين، مع العلم أن المعلومات التي تقدمها في هذا الاستطلاع سرية ولن تُستخدم إلا لأغراض البحث العلمي البحت.

أشكركم على حسن تعاونكم وأقدر وقتكم الثمين

أسئلة المقابلة

1- ماذا تعرف عن التعليم الجامع؟

2- ما هي بيانات سياسة التعليم الجامع في فلسطين؟

3- كيف تستجيب الأنظمة في فلسطين للتعليم الجامع؟

4- ما هي ممارسات التعليم الجامع في فلسطين؟

5-ما هي الخطوات الواجب اتخاذها لتعزيز التعليم الجامع في فلسطين؟

يرجى التحقق من الاستراتيجيات التالية إذا وافقت وأضفت أي خطوات أخرى يجب اتخاذها لتعزيز التعليم الشامل في فلسطين

Area	ملاحظات	الإستراتيجية
Educational Policy for Inclusive Education		السياسة التعليمية للتعليم الجامع
Educational policy for inclusive education in Palestine		السياسة التربوية للتعليم الجامع في فلسطين
Community Based Education		التعليم القائم على المجتمع
Early Intervention		التدخل المبكر
Developmental Screening Programs.		تطوير برامج التشخيص.
Special Needs Teachers Training		تدريب معلمين ذوي الاحتياجات الخاصة
School Supply Giveaway Program		برنامج توزيع مستلزمات المدارس

Appendix G

Results of National Documents Analysis

First analyzer" researcher"	Second analyzer "another researcher"
1. Concepts: Palestine Inclusive Education Policy (2015) makes a clear distinction between the concepts of special education, integrated education and inclusive education, and seeks to ensure that this clarity is extended to all MoEHE documentation. It does not acknowledge that many of the 'special' needs that learners have can in fact be addressed by making fundamental improvements to the quality of teaching and learning within the regular education system, without the need for parallel or segregated provision. Integrated education refers to the process of bringing excluded children (usually those with disabilities) into the regular education system. Integrated education refers to the process of bringing excluded children (usually those with disabilities) into the regular education system. Integrated education is often an intermediary step towards the development of inclusive education. Inclusive education is about making fundamental changes to the entire education system so that it becomes flexible and can adapt to the needs of every learner. The Palestinian inclusive education policy adopts an international and broad definition of inclusive schools. That is, in the Palestinian context, an inclusive school is a school for all, and it has to do with the right to education. It is a matter of approaching the educational relationship from a completely different perspective. It is not the student who shall adapt to the context, but the opposite: adapting context to all learners' needs (Pacetti, Soriani, Castellani, 2020).	1. Concepts According to documents analysis the concept of inclusive education means that all students in spite of their age, gender, and race should have the opportunity to learn in a safe environment in which there is no discrimination among students. The teachers and the curriculum should be designed to meet the students' needs. Generally speaking, inclusive education focuses on the student's needs, strengths, interests, and learning styles rather than their disabilities or learning differences. Many students who are considered to be disabled or have special needs may feel isolated if they are unable to participate in typical classroom activities, including general education courses such as English, math, science, or history(Rodriguez &Dieker, 2018). Such concept has become an increasingly popular concept among many educators around the world as well as advocates of human rights and social justice in recent years (Aladini, 2020). Narrowly speaking, inclusive education in Palestine as the national agreements documents meets the international standards of inclusive education. The findings of Documents analysis indicated that the students with special needs should receive their basic needs and wants from schools.
1.2. Inclusion:	2 Policy Statements
According to the Palestine Inclusive Education Policy (2015), inclusion is seen as an overall principle that sure the guide of all educational policies and practices. Moreover, the curriculum and its associated assessment systems shoulddesign to consider all learners. All agencies that work with children, including the health and social services, have to understand and support the policy aspirations for promoting inclusive education. Systems are in place to monitor the presence, participation and achievement of all learners.	According to the researcher, the policy of inclusive education should set clear objectives and visions towards inclusive education. The execution of inclusive education should maintain students' rights and needs to provide education for all. The study reviewed the following resources; namely, UNESCO (2016), Palestine Inclusive Education Policy (2015), Pacetti et al. (2020) index for inclusion and empowerment in order to examine the adopted policies in Palestine for teaching inclusive education. According to Palestine Inclusive Education Policy (2015), the promotion of inclusive education is strongly featured in important policy documents. Senior staff should provide clear leadership on inclusive

2. Policy Statements:

This sub-section examines whether the Palestine Inclusive Education Policy provides a clear vision for and conceptualization of inclusive education as an approach for improving all learners' educational opportunities. It also explores whether the shared responsibility of all educators, leaders and decision-makers in enacting the vision is emphasized. The possible documents to be analyzed in this sub-section include the Palestine Inclusive Education Policy (2015).

The Palestinian Ministry of Education has made great strides to incorporate children with disabilities into public schools; however, many families are unable to afford private schools and their local public school lacks accessibility for their child. If a child cannot be educated at home or in their community, access is provided through support centers throughout Palestine. These centers provide health services, job training, and more but fall short of providing mainstream classroom instruction. In order to achieve true inclusion, governments must advocate for increased government funding for special needs education programs as well as increased investment in accessible infrastructure within communities. In addition, advocacy efforts must include working with parents and teachers to ensure that every student can participate fully in learning activities regardless of ability level. Only then a person might see true inclusion within communities and countries (MacKenzie et al., 2020).

By reading the Palestinian inclusive education policy, which was released by the Ministry of Education and Higher Education in 2015, it has become obvious that the Palestinian authorities make inclusive education a priority and they strive to include all people with disabilities. The Palestinian policy in this regard works collaboratively to achieve Palestine's commitments to international obligations and achieve the national education policies/ commitments. It also aims to Raise awareness of the importance of (and change attitudes towards) child-friendly inclusive education and non-discrimination and diversity in education.

Since the main mission of inclusive education is to ensure education for all, the Palestinian inclusive education policy works to increase access to education for all by eliminating education. Leaders at all levels articulate consistent policy aspirations for the development of inclusive practices in schools. Leaders at all levels should challenge non inclusive practices in schools.

Pacetti et al. (2020) indicate that Palestinian policy is in line with the following MoEHE's Palestine Inclusive Education Policy principles:

1- It increases active participation of all students in the learning process, and improve their social and academic learning outcomes, through the use of child-centered approaches, and by developing flexible curricula, teaching and learning materials and assessment mechanisms that can be adapted to the individual needs of learners.

2. Upholds equal rights to education through the development of a 'twin-track' approach, through which both systemic changes are made and individualized support is provided to those most at risk of exclusion from/within the education system.

3. Promotes sustainability and equality in the wider society, by ensuring the active participation of local communities, parents/caregivers and children in the development of child-friendly, inclusive education settings.

4. Ensures that efforts to advocate for and implement inclusive education cover the full range of education from early childhood to vocational, non-formal and adult education.

5. Raises awareness of the importance changing the attitudes towards child friendly inclusive education and non-discrimination and diversity in education.

6. Increases access to education for all, by making systemic changes that eliminate the environmental, attitudinal, policy, practice and resource barriers that prevent some students from attending their local school with their peers.

7. Develops a cadre of teachers, support staff and school leadership who have the practical skills, as well as theoretical knowledge, to implement quality, child friendly, inclusive education within the regular education system.

8. Works collaboratively to achieve Palestine's commitments to international obligations (Education for All, the Post-2015 Sustainable Development Goals, the

environmental, attitudinal, practice and resource barriers to attending one's local school. In this context, it seeks to increase active participation and improve learning outcomes, by using child-centered approaches, flexible curricula, materials and assessment mechanisms. Much importantly, the Palestinian policy upholds equal rights to education through the development of a 'twin track' approach which makes systemic changes and provides individualized support.

In order to ensure an effective implementation of inclusive education principles and guarantee the achievement of its goals, the Palestinian policy ensure the importance of teacher development and school management. In this context, it is start working to develop teachers, support staff and school leadership with the practical skills and knowledge to implement quality, child-friendly, inclusive education. Apart from this, the Palestinian policy is concerned about sustainability and quality which it seeks to achieve through active participation of local communities, parents and children. It also cares about the security of the educational environment as it works to provide violence-free environment for all students. Moreover, it contributes to improving quality throughout the Palestinian education system, by highlighting the inherent connections between quality education and inclusive education

Through the analysis of the Palestinian documents regarding inclusive education, it has been found that the promotion of inclusive education is strongly featured in important policy documents, senior staff provides clear leadership on inclusive education, leaders at all levels articulate consistent policy aspirations for the development of inclusive practices in schools. They also challenge non inclusive practices in schools.

The MoEHE strategy is all-inclusive. It supports providing high-quality education to all Palestinian citizens, regardless of their social or personal circumstances. MoEHE was accomplished through changing the educational system to one that is inclusive and student-friendly. That is, a system based on universal design principles that accepts and supports all students in regular educational settings, offers responsive learning opportunities (through adaptable teaching and learning strategies, curricula, and assessment Convention on the Rights of the Child, the Convention on the Rights of Persons with Disabilities, and others), and achieve our national education policies/commitments.

9. Ensures that all education provision is free from violence and provides a protective environment for all students.

The researcher believes that policy of inclusive education in Palestine seeks to meet the international and national criteria by providing equal learning, avoiding discrimination and violence. However, the application of inclusive education in Palestine is still under examination.

The Palestinian Ministry of Education has made great strides to incorporate children with disabilities into private schools. Palestinian government advocates inclusive education policies and programs in the schools. However, the study found that they such schools are not affordable for some families. Therefore, the Palestinian government has established support centers that are equipped with health services and job training. However, the shortcoming of such support centers is manifested in the lack of mainstream classroom instruction. Owing to the high cost of inclusive schools and the inability of support centers to meet the standard requirements, non-governmental organizations contribute to the education. In this regard, Jaffe (2016) indicates that the Global Partnership for Education is an excellent example of a successful NGO that provides education opportunities for impoverished communities. The study seeks to examine the application of inclusive education in Palestine where the schools for children with different types of disabilities and special education centres are administered by non-governmental organizations that are licensed by the Ministry of Education and Higher Education (UNICEF, 2018).

3 "systems and structure"

The study reviewed the Palestine Inclusive Education Policy (2015). The study found that there is high quality support for vulnerable groups of learners. All services and institutions involved with children work together in coordinating inclusive policies and practices. Resources, both human and financial, are distributed in ways that benefits vulnerable groups of learners. There is a

systems, all housed within an infrastructure that is welcoming, safe, and accessible), and actively works to challenge and end all forms of discrimination in the educational system (and thus also within society).

The MoEHE is aware that inclusive education necessitates simultaneous efforts to: a) address the systemic reasons why some students are excluded from/within education, such as rigid curricula and examination systems, inaccessible infrastructure, subpar teaching and learning materials, insufficient teacher training, etc.; and b) provide targeted support to meet the individual needs of students most at risk of exclusion and to facilitate their inclusion.

It has been noted that the Palestinian policy works to increase active participation of all students in the learning process, and to improve their social and academic learning outcomes, through the use of child-centered approaches, and by developing flexible curricula, teaching and learning materials and assessment mechanisms that can be adapted to the individual needs of learners,

3. “systems and structure”:

The Palestinian policy for inclusive education ensures high quality support for vulnerable groups of learners. In this regard, the Palestinian documents have stated that all services and institutions involved with children, including schools, training centers, etc., work together in coordinating inclusive policies and practices. Moreover, human and financial resources are distributed in ways that benefit vulnerable groups of learners. Much importantly, the Palestinian policy assigns a clear role for specialist provision such as resource centers and other units, in promoting inclusive education (Palestine Inclusive Education Policy (2015).

Through three strategic elements, the Inclusive Education Strategy aims to integrate inclusive education into the current structures and procedures of the Education Program: a strategy that considers all children. A strategic strategy entails identifying and removing any obstacles that can obstruct students' access, education, growth, and involvement.

The strategy should support inclusive, child-friendly, healthy, secure, and engaging learning environments in classrooms where practices are more responsive to children' various needs. It is expected of teachers to clear role for specialist provision such as resource centers and other units, in promoting inclusive education.

However, the full inclusion is not achieved in Palestinian schools due to the fact that the schools are very expensive; therefore, some families are unable to afford their prices. Besides, the support systems are not equipped with mainstream classroom instruction. Moreover, the teachers and parents do not ensure that each student fully participate in learning activities. In order to achieve true inclusion, governments must advocate for increased government funding for special needs education programs as well as increased investment in accessible infrastructure within communities. This finding lends tremendous support to MacKenzie et al. (2020) that government funding and investment as well as advocacy efforts can achieve true inclusion within communities and countries.

4 Practices

The practices that found in Palestinian schools that teachers are not trained sufficiently to teach students with learning disabilities and to achieve inclusive teaching. To overcome this problem, the Ministry of Education has launched projects to train teachers on teaching students with disabilities or special needs. However, these efforts need continued support. In this context, Rodriguez (2019) points out that the continuous support enables the students with learning disabilities to attain their full potential while reaching society’s standards.

After reviewing the Palestinian Inclusive Education Policy (2015), schools have strategies for encouraging the presence, participation and achievement of all learners from their local communities. Schools provide support for learners who are vulnerable to marginalization, exclusion and underachievement. Trainee teachers are prepared for dealing with learner diversity. Teachers have opportunities to take part in continuing professional development regarding inclusive practices.

Palestinian youth in Palestine continue to face issues of access and quality when it comes to education. Between 2000 and 2008, school enrolment among children between 6-11 years old in Palestine increased from 58% to 93%, with an increase in girls’ enrolment

conduct continual informal assessments, observations, and information collection to determine a student's requirements in the areas of learning, psychological development, and health. It also entails making use of data produced by daily operations to develop flexible plans that may be applied at various technical and administrative levels in education Programs. https://www.unrwa.org/what-we-do/inclusive-education.

4. Practices:

According to the inclusive education policy published by the Palestinian Ministry of Education and Higher Education (2015), the Palestinian schools have clear strategies to ensure and encourage the presence, participation, and achievement of all learners. This clear statement makes schools responsible for ensuring the provision of education for all, including people with special needs. It is the duty of schools to implement the principles of supporting vulnerable groups of learners; to include them in classes and ensures their academic achievement. This necessitates that trainee teachers are prepared for dealing with different groups of learners. In this regard, the Palestinian policy emphasizes that teachers have taken part in continuing professional development regarding inclusive practices but not sufficient.

The MoEHE recognizes and will uphold its obligation to ensure that all students have access to education as a fundamental human right and in compliance with the law. Due to political circumstances, economic or social position, or handicap, the MoEHE will guarantee that special attention is paid to ensuring that enrollment procedures promote and facilitate education access for those groups most vulnerable to marginalization and exclusion. Regardless of the variety of students' abilities and support needs, the MoEHE will offer the facilities and resources required to allow them all access to education inside the normal education system. In order to identify students who, have particular access and learning requirements as well as those who are most at risk of being excluded, In order to make sure that all children have access to and participation in education, the MoEHE will continue to develop practical methods for identifying students with

from 51% to 79%. Although there are now more schools, many do not have adequate supplies or trained teachers. Additionally, many children remain out of school due to repeated Israeli military invasions in their neighborhoods or lack of transportation. The international community has tried to help resolve these problems by providing funding for new schools and equipment, but because of political conflict between Israel and Palestine, progress has been slow (Relief & East, 2012). The United Nations Educational Scientific and Cultural Organization (UNESCO) has called for international support for inclusive education in order to ensure that all children can exercise their right to a free inclusive and quality education without discrimination on any grounds. The International Inclusive Education Conference was held in Paris on November 29-30th to address key topics regarding inclusion (Relief & East, 2012).

particular access and learning requirements as well as those who are most at risk of exclusion. This will build on the successes of previous governmental and non-profit projects. The MoEHE will see to it that teams currently established in each directorate of the current inclusive education programs are used to promote, monitor, and evaluate the implementation of the inclusive education policy, including monitoring access for all.

Appendix H

Analysis for international documents

The researcher

1. Concepts:

Inclusion and equity:

Inclusion and equity in and through education is the cornerstone of a transformative education agenda, therefore to addressing all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes 2015 | Education 2030: Incheon Declaration and Framework for Action

According to Diversity, Inclusion and Equity (OECD) Education Policy Analysis (2003), equity and inclusion means meeting the educational needs of students is part of the development of equitable provision in an inclusive society where individual rights are recognized and protected.

2. Policy Statements:

The Muscat Agreement and Global Education for All state that the post-2015 education strategy should be rights-based, represent an equity and inclusion-based viewpoint, and support free and mandatory basic education. Additionally, education should broaden the concept of "access for all" to include "relevant learning outcomes" by offering high-quality instruction at all levels, from pre-kindergarten to higher education, in secure settings. It should also adopt a holistic and lifetime learning perspective.

"Ensure inclusive and equitable quality education and encourage lifelong learning opportunities for all," reads the fourth of the Sustainable Development Goals. "By 2030, ensuring that all boys and girls finish free, egalitarian, and high-quality primary and secondary education leading to relevant and effective learning outcomes," it adds. Additionally, "By 2030, remove gender inequities in education and ensure that all vulnerable groups, including individuals with disabilities, indigenous peoples, and children in vulnerable situations, have equitable access to all levels of education and vocational training." Inclusion in education is a process that strengthens the ability of the educational system to reach out to all students, according

Another researcher

1.Concepts:

Inclusion and equity:

Inclusion and equity through education is the cornerstone of a transformative education agenda, therefore to addressing all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes (Education 2030: Incheon Declaration and Framework for Action, 2015).

According to (Diversity, Inclusion and Equity (OECD) Education Policy Analysis, 2003), equity and inclusion means meeting the educational needs of students is part of the development of equitable provision in an inclusive society where individual rights are recognized and protected. The Dakar Framework for Action adopted a *World Declaration on Education for All* (EFA) in 2000 core belief is that all children should have the chance to learn, regardless of their background or social class.

Salamanca Framework for Action (1994) emphasise that inclusive schools must recognize and respond to the diverse needs of their students. They must accommodate both different styles and rates of learning and ensure quality education to all. There should be a continuum of support and services to match the continuum of special needs encountered in every school.

DfEE, (1997) highlight Six policy concepts were developed, with an emphasis on improving "standards" and holding schools more accountable.

The government's attention is on education.

• Policies benefited a large number of people, not just a few.

• The main emphasis lies on school standards rather than how the educational system is set up.

• intervene to support failing schools while praising those that are doing well. • There is no place for performance failure.

2. Policy Statements:

According to the Muscat Agreement and Global Education for All, the post-2015

to the Policy Guidelines on Inclusion in Education published by UNESCO in 2009. As such, inclusive education can be seen as a crucial technique to achieving EFA. Starting from the premise that education is a fundamental human right and the cornerstone of a more just and equal society, it should serve as the overarching principle that directs all educational policies and activities. A World Declaration on Education for All (EFA) was adopted in this context by the Dakar Framework for Action in 2000. By addressing this widely acknowledged need for change, it confirmed that the right to an education is a basic one and set the new millennium goal of ensuring that every girl and boy has access to primary schooling by 2015. Inclusive education has been firmly established by EFA as one of the most effective approaches to combat marginalization and exclusion problems. All children should have the chance to learn, according to the core idea of EFA.

Six policy proposals were developed, with an emphasis on boosting "standards" and making schools more accountable.

• Government programs aided a varied range of individuals rather than a small number of people.

• The major emphasis was on school standards rather than educational system structure.

• The administration worked with everyone who was dedicated to raising finances.

3. “systems and structure”:

The “systems and structure” of inclusive education were clearly described in the Salamanca Framework for Action in 1994. That is, it established principles and rules for inclusive schools in order to assure the achievement of worldwide goals in this area.

The primary idea of the inclusive school, it declared, is that all students should study together, whenever feasible, regardless of any challenges or differences they may have.

Furthermore, inclusive schools must recognize and respond to their students' diverse needs, including accommodating different learning styles and rates as well as ensuring quality education for all through appropriate curricula, organizational arrangements, teaching strategies, resource use, and community partnerships.

Every school should have a continuum of education policy must be rights-based, represent an equity and inclusion-based stance, and support free and mandatory basic education. Furthermore, education should expand the idea of "access for all" to include "relevant learning outcomes" by providing top-notch instruction in safe environments at all levels, from kindergarten to higher education. Additionally, it ought to have a holistic and lifelong learning approach.

"Ensure inclusive and equitable quality education and encourage lifelong learning opportunities for all," reads the fourth of the Sustainable Development Goals. "By 2030, ensuring that all boys and girls finish free, egalitarian, and high-quality primary and secondary education leading to relevant and effective learning outcomes," it adds. Additionally, "By 2030, remove gender inequities in education and ensure that all vulnerable groups, including individuals with disabilities, indigenous peoples, and children in vulnerable situations, have equitable access to all levels of education and vocational training."

In keeping with UNESCO's Policy Guidelines on Inclusion in Education (2009), inclusive education is processor strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve EFA. As an overall principle, it should guide all education policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society. In this context, the Dakar Framework for Action adopted a World Declaration on Education for All (EFA) in 2000. It addressed this widely recognized need for change, which affirmed the notion of education as a fundamental right and established the new millennium goal to provide every girl and boy with primary school education by 2015. EFA also clearly identified Inclusive Education as one of the key strategies to address issues of marginalization and exclusion. The fundamental principle of EFA is that all children should have the opportunity to learn.

The broad goal of the United Kingdom government's educational "crusade" was outlined in the White Paper Excellence in Education (DfEE, 1997). Six policy suggestions were created, with a focus on raising "standards" and enhancing school

support and services to match the range of special needs faced.

The Dakar Framework for Action (UNESCO, 2000) calls for a renewed commitment to Education for All and the Salamanca Statement, highlighting the importance of increased efforts in the areas of partnerships, professional capacity building, educational quality and relevance, and access and equity for all children.

The White Paper Excellence in Education described the overarching objective of the United Kingdom government's educational "crusade" (DfEE, 1997).

The new perspective on inclusive education is guided by six ideas.

• Whenever feasible, encouraging the inclusion of kids with special education needs in normal classrooms.

• A commitment to providing parents of children with special educational needs with efficient resources from a wide range of community agencies and charitable organizations.

Inclusive education aims to promote the inclusion of students with special educational needs in regular classrooms. The broad goal of the UK government's educational "crusade" was outlined in the White Paper Excellence in Education (DfEE, 1997).

4. Practices:

Much work has been done on a global scale to guarantee that inclusive education goals are fully implemented. Many governmental and non-governmental groups have concentrated on the practical elements of inclusive education concepts by developing standard norms and standards. The UN Standard Rules on Equalization of Opportunities for Persons with Disabilities are the most relevant rules in this regard. "General education authorities are responsible for the education of individuals with disabilities in integrated settings," according to Standard Rule #6.1 of these standards. Disability education should be a part of national educational planning, curriculum development, and school organization."

The Dakar Framework for Action (UNESCO, 2000) calls for information and communication technology, a diverse educational system, adaptive curriculum, high-quality learning, and, most importantly, the respect and support of diversity.

accountability.

• Government programs helped a variety of people, not just a select few; • The major focus was on academic standards rather than the structure of the educational system.

• Performance failure was not tolerated; intervention was made to assist failing schools while rewarding those that were succeeding.

The administration collaborated with those devoted to raising

3. "systems and structure":

The Salamanca Framework for Action, published in 1994, clearly articulated the structures and mechanisms of inclusive education.

That is, it developed principles and norms for inclusive schools in order to ensure the attainment of global goals in this field.

It asserted that the fundamental assumption of the inclusive school is that all pupils, regardless of their issues or differences, should learn together whenever possible.

Furthermore, inclusive schools must recognize and respond to their students' diverse needs, accommodating both different learning styles and rates, and ensuring quality education for all through appropriate curricula, organizational arrangements, teaching strategies, resource use, and community partnerships. There should be a continuum of support and services to match the continuum of special needs encountered in every school. Dakar Framework for Action (UNESCO, 2000) calls for a renewed commitment to Education for All and the Salamanca Statement, emphasizing the need for increased efforts in the areas of partnerships, professional capacity building, quality and relevance of education, and access and equity for all children. Importantly, it is the first to acknowledge the necessity to contextualize inclusive education for the various facets, requirements, and advantages of every nation or educational system.

The broad goal of the United Kingdom government's educational "crusade" was outlined in the White Paper Excellence in Education (DfEE, 1997).

Six principles guiding the new thinking on inclusive education.

• Promoting, whenever possible, the inclusion of students with special education needs in regular classrooms.

• A dedication to offering parents of children

A framework for child protection is provided by focusing on four areas of activity.

• Early intervention, which ensures that parents of children with special needs and disabilities have access to quality childcare and that children who struggle in school receive the necessary therapy as soon as possible.

• Removing learning barriers through introducing inclusive approaches into all schools and early childhood settings.

• Improving instructors' capacity to fulfil the needs of students with SEN and focusing their emphasis on student growth.

This increased expectations and levels of achievement. • Delivering improvements in collaboration - putting changes into action so that parents can feel certain that their child received the necessary instruction. (DfES, 2003: 5).

with special educational needs efficient resources from the whole spectrum of neighbourhood services and non-profit organizations.

• Economical use of resources by switching from pricey remediation to affordable preventive and early intervention. • Expanding chances for special education staff development.

• Special education services are offered locally

4. Practices:

On a worldwide basis, much work has been done to ensure that inclusive education ideals are properly implemented. Many governmental and non-governmental organizations have focused on the practical aspects of inclusive education principles, producing standard norms and standards. The most essential standards in this respect are the UN Standard Rules on Equalization of Opportunities for Persons with Disabilities. The education of persons with disabilities in integrated settings is the responsibility of general education authorities, according to Standard Rule #6.1 of these standards. National educational planning, curriculum creation, and school structure should all include disability education. "General education authorities are responsible for the education of persons with disabilities in integrated settings. Education for persons with disabilities should form an integral part of national educational planning, curriculum development and school organization."

Dakar Framework for Action (UNESCO, 2000) makes explicit its commitment to inclusive education by calling for information and communication technologies, a diversified educational system, adaptable curricula, high-quality learning, and, most importantly, the respect and encouragement of diversity.

Focusing on four areas of action provides a framework for child protection.

These include: • Early intervention, which makes sure that parents of kids with special needs and disabilities have access to quality childcare and that kids who struggle in school get the treatment they need as soon as possible. • Eliminating obstacles to learning by incorporating inclusive practices into all schools and early childhood settings.• Improving

instructors' abilities to meet the needs of students with SEN and narrowing their attention on the development that students are making.

This raised expectations and accomplishment levels.• Delivering improvements in partnership - putting changes into practice so that parents can rest easy knowing their kid received the instruction they require. (DfES, 2003: 5).

Appendix I

Interview Analysis

Held on
07/07/2022 Bethlehem
14/07/2022 North Hebron
15/8/2022 East Jerusalem

Q1-What do you know about inclusive education?	Category	
	Concept	Interviewees
Education that does not exclude any student, despite of difficulty, disability, gender, or colour, while taking individual differences into account and responding to individual needs. It entails ensuring that all students receive an equal education.	Educational for all	Administrator1 No.1
Education that respects individual diversity and attends to each student's needs while without excluding any students due to difficulty, disabilities, gender, or race. Making sure that every student receives an equal education is part of it.		No.3
Education that doesn't exclude any students based on their problems, disability, gender, or color, while also taking into account their particular requirements. It includes ensuring that every student receives an equal education.		No.5
Education that respects each student's individual needs while also not excluding any kids based on their issues, disabilities, gender, or race. Making sure that every student receives an equal education is part of it.		No.6
Education that does not exclude any students due to their challenges, disabilities, gender, or color while also respecting their particular needs. Making educational decisions that do not exclude any children based on their problems, disabilities, gender, or race, but also respecting each student's specific requirements. It includes ensuring that every student receives an equal education. It includes ensuring that each kid receives an equal education.		No.10.
Inclusive education is pertained with excluded students. I mean by excluded students, the students with learning disabilities that feel that they are marginalized because they do not obtain the opportunity to learn as normal students.	second category "No differences among students with disabilities"	code is the students are not differentiated interviewees No.2 Inclusive education officer
inclusive instruction does not make a distinction between students with impairments		No.4 Inclusive education

		officer 4
Excluded students are only taught in premises that are only peculiar to them. They are excluded from normal students. They are not allowed to be engaged with other students because of their differences.	the third category "only for specific students",	interviewees No.7 Inclusive education officer 7 and No.9.
When children are not accessing, participating in or achieving in education, it is not their fault. Rather it is a problem with the system. Inclusive education is therefore about making fundamental changes to the entire education system (policies and resource allocation, teaching practices, curricula, assessment, infrastructure, etc) so that education/schools become flexible and able to adapt to the needs of every learner – they become learner-centered.	The fourth category "fundamental change to the system	one code is emanated "the system is responsible for the achievement and performance of the students" No. 3 Principal3
2-What are the policy statements for inclusive education in Palestine?	Policy statement.	
According to 2015 inclusive education policy 'education that does not exclude any student irrespective of difficulty, disability, gender or colour, while taking into consideration individual differences and responding to individual needs, whose leaders are trustworthy and have a clear vision towards improving the future of education in Palestine.	the first category the education that does not exclude students	The education that provides equitable learning interviewees No.1 special needs supervisor 1
		No.2, and No.3 special need supervisor 3
According to the 2012 Policy for Safe and Equitable Access to Education mentions marginalized groups, such as children distanced from service canters, poor children, children with disability, orphans, children in conflict with the law, and children in marginalized areas such as East Jerusalem and its suburbs, Bedouin areas, areas close to the Wall, Seam Zone, the Old City of Hebron and North Hebron. The good leadership and policy in such inclusive education increases the effective participation for students.	the second category "safe and equitable access to education by an effective leadership "	the good leadership leads to an effective participation interviewees' No. 4, Inclusive education official 4
According to the 2012 Policy for Safe and Equitable Access to Education, marginalized children, such as children with disabilities, are mentioned. Effective student engagement is increased by competent leadership and policy in such inclusive education.		No. 5 Inclusive education official

A focus on changing the way teachers teach might similarly align with a greater emphasis on Inclusive Education. Quality education must be accessible for all UNRWA students and to this effect the importance of an Inclusive Education approach, supported by a Policy, and the development of diagnostic and learning tools to identify, and support children, with Special Education Needs (SEN). Whether they are children who are highly able, or those with learning needs or physical disabilities are key (Education Reform 2015: 8).	the third category "training teachers",	Code is "changing the teachers' method of teaching and making the teaching accessible for all students in general and UNRWA students in particular". To elaborate, two of the interviewees No. 6 Principal
One of the policy outlines the inclusive education commitments of the MoEHE as Work collaboratively to achieve Palestine's commitments to international obligations (Education for All, the Post-2015 Sustainable Development Goals, the Convention on the Rights of the Child, the Convention on the Rights of Persons with Disabilities, and others), and achieve our national education policies/ commitments.	the fourth category "collaborative work"	No. 7 Code is emanated "achieving national education policies and commitments". interviewees No. 8 Inclusive education official 8
These policies must also establish clear roles and responsibilities within different agencies as well as among families, schools and teachers related to students with special needs. Inclusive education is an educational approach that makes learning accessible to all children, including those with physical, mental or learning difficulties. It can involve any child being educated alongside another child who has a disability (integration) or it can mean adapting teaching methods so they meet individual needs (inclusion).		No. 9
In the year 2000, the MoEHE adopted IE as a general program to be implemented in all schools between 2006 and 2007, during which it facilitated the registration of many students with a range of additional needs in mainstream classrooms. The support available for these students was inadequate (for many reasons, including: lack of support staff in some schools, numbers of students per class, curriculum density and its disregard for diverse learners, lack of teacher training, lack of policy).	the fifth category "inadequate support"	One code is emanated "the lack of support for excluded students hinders the application of inclusive education policy in Palestine" one of the interviewees No. 10 Inclusive education official
Q3 How is the systems in Palestine respond to the inclusive education?	Structures and System emanate three categories	
The "systems and structure" of schools in Palestine	the first	Code is stemmed,

are not designed to support the vulnerable students, who are marginalized and excluded. Such group of students do not receive sufficient support to enable them to engage with their classmates, to understand them, and to develop their skills by encouraging them.	category 'sufficient support,'	namely, vulnerable group of students obtain high quality of support. interviewees No.1 Special needs supervisor1
Palestine's educational systems and structure are not built to serve the weaker, more un derprivileged students. Such a group of pupils does not receive enough ass istance to enable them to interact with, comprehen d.		No. 3special needs supervisor 3
The "systems and structure" of schools in Palestine do not have sufficient resources i.e. neither human resources (teachers, principals, academic staff) nor financial resources are provided to improve the "systems and structure" of inclusive education in Palestine.	the second category "lack of resources"	No. 5, No.7, No. 9 code is emanated "the financial and human resources are not harnessed for students' safety" three of the interviewees No. 2, Inclusive education official 2
The "systems and structure" of schools in Palestine is underdeveloped because the resource centres and other units in Palestinian schools do not provide adequate assistance for students to enhance inclusive education in Palestine.	the third category "lack of specialists ' role"	No. 4, and No.6 Code is emanated "the role of resource centre and other units do not enhance inclusive education." To elaborate, two of the interviewees No. 8 Principal
Because the resource centres and other units in Palestinian schools do not adequately support students to improve inclusive education in Palestine, the "systems and structure" of schools in Palestine are poor.		No.10 Inclusive education official
4-What are the practices of inclusive education in Palestine?	There are five categories emanated from the fourth theme entitled 'practices.	
In order to meet the requirements of successful inclusive education, MoEHE has appointed teams of inclusive education counsellor's and developed	The first category 'capacity	One code is stemmed, namely, the counsellors are adopted, the

their capacity, to be capable to improve the capacity of school teachers and principals, and the ministry has to made adjustments to school buildings to accommodate all students.	building	capacity of school teachers and principals are under developed, and the school building need adjustment. the interviewees No.1 Special needs supervisor1
The MoEHE has established teams of inclusive education counsellors and built their capacity to be able to increase the capacity of school teachers and principals, and the school buildings are weak, in order to satisfy the requirements of successful inclusive education.		No.2,
The school building needs additional modification, the capacity of the academic staff and principals is underdeveloped, and the supervisor adequate		No.4,
The supervisor is adequate, the academic staff's and principals' capacities require improvement, and the school facility needs more work.		No. 5Inclusive education official5
Government didn't provide enough strategies for encouraging the presence, participation and achievement of all learners. lack of providing support for learners who are vulnerable to marginalization, exclusion and underachievement. Teacher needs to be more supporting.	the second category "outlining strategies"	One code is emanated "the strategies are under developed to encourage and support students." interviewees No.4 Inclusive education official 4
		No. 6, and No.10
The MoEHE policy aims to focus on quality education by providing safe access to education, reviewing and updating the curriculum and textbooks, and enhancing teachers' own education. While implementation faces many political and economic struggles, the MoEHE, with the support of UNESCO and its branches, plans to implement an "education for all" policy to promote quality education for all students, regardless of their gender, abilities, disabilities, backgrounds, or circumstances.	the third category "Improving the curriculum and training teachers"	One code is emanated "the strategies are underdeveloped to encourage and support students." Inclusive education official 7
Inclusive and Child-Friendly Education brings together Child-Friendly Schools (CFS) and Inclusive education (IE) to strengthen the MoEHE's capacity to provide quality education to all Palestinian children. Inclusive Education (IE) programs and Child-Friendly Schools (CFS) refers to the classroom and the whole school and making sure all children are in school and actively involved in learning.	the fourth category "enhancing child friendly school"	One code is emanated "Child friendly school enhances the quality of education." one of the interviewees No.8 Special needs supervisor8

The Palestinian Ministry of Education (MoEHE) has, from its birth, aimed to provide education to all children regardless of their diverse and varying needs. Faced with scarce specialized human and material resources, the ministry elected inclusive education (IE) to address these needs as this would utilize the already existing schools and staff (MoEHE, 2015).	the fifth category "providing equitable education"	"The education in Palestine meets the students' needs." To elaborate, one of the interviewees No.9 Special needs supervisor9

5. What the steps should take to promote inclusive education in Palestine?	
The ministry should start to adopt a more inclusive educational policy. This policy should implement to provide an equal education for all students, regardless of their socio-economic background or disabilities. As this policy is still in its early stages, there is still much to be done in order to ensure that everyone enjoys an equal education	
We urgently need to respond with fresh ideas and methods that can make great education accessible to everyone, including the underprivileged, those living in rural areas, and those with unique educational requirements. This necessitates a comprehensive effort based on the finest knowledge and technology currently available, adapted to the requirements of certain populations.	No1, No2, No10
The ministry should implement the universal design.	No1, No2, No10 No3, No5
Enhanced child friendly school	No3, No4, No6. Np 10
should modify the curriculum to respond to the diversity Enhanced the internment.	

Appendix J
International Conventions for Inclusive Education

Conventions	Date	Features relevant to quality inclusive education
Human rights		
United Nations Declaration on Human Rights Education and Training	2011	"All children must be granted the right to an education in order for them to all have access to human rights education and training. Education and instruction must be conducted in a way that respects the rights of both teachers and students".
Vienna Declaration and Programs of Action	1993	"The rights of all children to life, safety, development, and participation must be supported. a focus on the rights of girls, children living in armed conflict, and children in situations that are very challenging for them".
Universal Declaration of Human Rights	1948	"Education is a right for everyone. The fundamental and primary levels of education must be free. The first grade must be completed".
Education		
Revised Recommendation concerning Technical and Vocational Education	2001	"Technical and vocational education programs should be designed as comprehensive and inclusive systems to accommodate the needs of all learners, Particularly girls and women".
Dakar Framework for Action	2000	"ensuring that all children, especially girls, children from disadvantaged backgrounds, and children from ethnic minorities, have access to and complete free, quality primary education by the year 2015; ensuring that the educational needs of all children, adolescents, and adults are met through equitable access to quality learning and life skills programs; enhancing all facets of educational excellence and making sure that everyone performs at the highest level possible to ensure that everyone achieves recognized and quantifiable learning outcomes, particularly in literacy, numeracy, and crucial life skills".
The Hamburg Declaration on Adult Learning	1997	"The State as essential vehicle for ensuring the right to education for all, particularly for the most vulnerable groups of society, such as minorities and indigenous people".
Recommendation concerning the Status of Higher-Education Teaching Personnel	1997	"Equitable treatment of women and minorities and elimination of sexual and racial harassment".

Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy	1995	"Respect for the educational rights of persons belonging to ethnic, religious and linguistic minorities, as well as indigenous people, and this must also have implications in curricula and methods as well as in the way education is organized".
The Salamanca Statement and Framework for Action	1994	"The wide range of diverse requirements and features of children should be considered by educational institutions. The majority of children receive an effective education in regular schools with this inclusive orientation, which also increases the effectiveness and, ultimately, the cost effectiveness of the entire educational system. They also work to combat discriminatory attitudes, build inclusive communities, build an inclusive society, and achieve education for all".
World Declaration on Education for All	1990	"Every person – child, youth and adult – shall be able to benefit from educational opportunities designed to meet their basic learning needs".
Recommendation on the Development of Adult Education	1976	"Norms and standards for wider access and inclusive approaches to education. Provision of continuing education and learning opportunities for youth and adults".
Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms	1974	"Need for understanding and respect for all peoples, their cultures, civilizations, values and ways of life".
Convention against Discrimination in Education	1960	"Right of access to education and to quality of education".
Recommendation Against Discrimination in Education	1960	"Elimination of discrimination in Education, and also the adoption of measures aimed at promoting equality of opportunity and treatment in this field".
Children		
Convention on the Rights of the Child	1989	"Right to free and compulsory primary schooling without any type of discrimination. Emphasis on child well-being and development, and measures to support child care".
International Convention concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labor	1999	"Access to free basic education and to vocational training for all children removed from the worst forms of child labor".

Conventions	Date	Features relevant to quality inclusive education
Disability		
UN Convention on the Rights of Persons with Disabilities	2006	"No exclusion from free and compulsory primary education, or from secondary education, on the basis of disability. Assurance of an inclusive education system at all levels and in lifelong learning (2014)".
UN Standards rules, rule 6.		"The education of people with disabilities should be "an integral part of the educational system; general education authorities are responsible for disabled persons," according to states. Education in mainstream schools requires the provision of appropriate support services; states must have a clear policy, a flexible curriculum, high-quality materials, ongoing teacher training, and support; Integrated education should be viewed as a complement to community-based programs; Deaf and deaf/blind pupils may get more appropriate instruction in separate schools, special classrooms, or units when the general education system is unable to fully satisfy their needs".
Gender		
Convention on the Elimination of All Forms of Discrimination against Women (1979)		"Elimination of discrimination against women in the field of education. Elimination of stereotyped concept of the roles of men and women by encouraging co-education, the revision of textbooks, school programs and the adaptation of teaching methods".
Culture, Ethnicity, Language, Religion		
United Nations Declaration on the Rights of Indigenous Peoples	2007	"Recognizes the right of indigenous families and communities to retain shared responsibility for the upbringing, training, education and well- being of their children, consistent with the rights of the child; indigenous peoples have the right to establish and control their education systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning".

Universal Declaration on Cultural Diversity ()	2005	"Encouraging linguistic diversity – while respecting the mother tongue – at all levels of education; Incorporating, where appropriate, traditional pedagogies into the education process with a view to preserving and making full use of culturally appropriate methods of

Conventions	Date	Features relevant to quality inclusive Education
		Communication and transmission of knowledge".
UN Convention on the Protection and Promotion of Diversity in Cultural Expressions	2005	"Equal dignity of and respect for all cultures, including the cultures of persons belonging to linguistic minorities".
International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families	1990	"Facilitation of teaching of mother tongue and culture for the children of migrant workers".
Convention concerning Indigenous and Tribal Peoples in Independent Countries	1989	"Right to education that is responsive to culture and needs of indigenous peoples. Elimination of prejudices ensuring that textbooks and other educational materials provide a fair, accurate and informative portrayal of the societies and cultures of these peoples".
International Convention on the Elimination of All Forms of Racial Discrimination	1965	"Adoption of measures, particularly in the fields of teaching, education, culture and information, to combat prejudices that lead to racial discrimination".
Other Conventions		
International Covenant on Civil and Political Rights	1966	"Elimination of discrimination to race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status".
International Covenant on Economic, Social and Cultural Rights	1966	"Right of everyone to access all levels of education, including technical and vocational Education".

Appendix K: A list of study tools jury of experts

Jury Expert Name	Scientific Degree
Saeed Awad	Assistance prof/ Alquds University
Ashraf Abo Kheran	Associated prof/ Alquds University
Mohssen Addas	Assistant prof/ Alquds University
Jafar Abu saa Kadoorie	Associated Prof/ Palestinian technical University
Amira Remawi	Assistant prof/ Alquds University
Behnan Alqeemary	Assistance prof/ Bierzeit University
Ahmad Mohsen	Special education needs supervisor/PMoE
Akram Abo Alia	Special education needs supervisor/PMoE
Rana Rashid	Inclusive education supervisor/PMoE
Ayman Abdelmajeed	Associated prof/ Beirzeit University

Appendix L
Facilitating letter (Arabic in Arabic language)

Arab American University
Faculty of Graduate Studies

الجامعة العربية الأمريكية
كلية الدراسات العليا

2022-4-5

الى من يهمه الامر

تسهيل مهمة بحثية

تحية طيبة وبعد،

تهديكم كلية الدراسات العليا في الجامعة العربية الأمريكية أطيب التحيات، وبالإشارة الى الموضوع أعلاه، تشهد كلية الدراسات العليا في الجامعة أن الطالب **بشرى عزات محمد بدوي** والتي تحمل الرقم الجامعي **201912786** هي طالب دكتوراه في برنامج الإدارة التربوية، و تعمل على رسالة الدكتوراة الخاصة بها بعنوان:" دراسة تحليلية لسياسة التعليم الجامعي الفلسطيني وتطبيقها على أرض الواقع: نحو تطوير نموذج تصوري في ضوء المعايير الدولية والتجارب المحلية" " تحت اشراف الدكتور محمد عمران صالحة، نأمل من حضرتكم الإيعاز لمن يلزم لمساعدتها للحصول على المعلومات اللازمة للدراسة، علماً أن المعلومات ستستخدم لغاية البحث فقط وسيتم التعامل معها بغاية السرية، وقد أعطيت هذه الرسالة بناءً على طلبها.

وتفضلوا بقبول فائق الاحترام

عميد كلية الدراسات العليا

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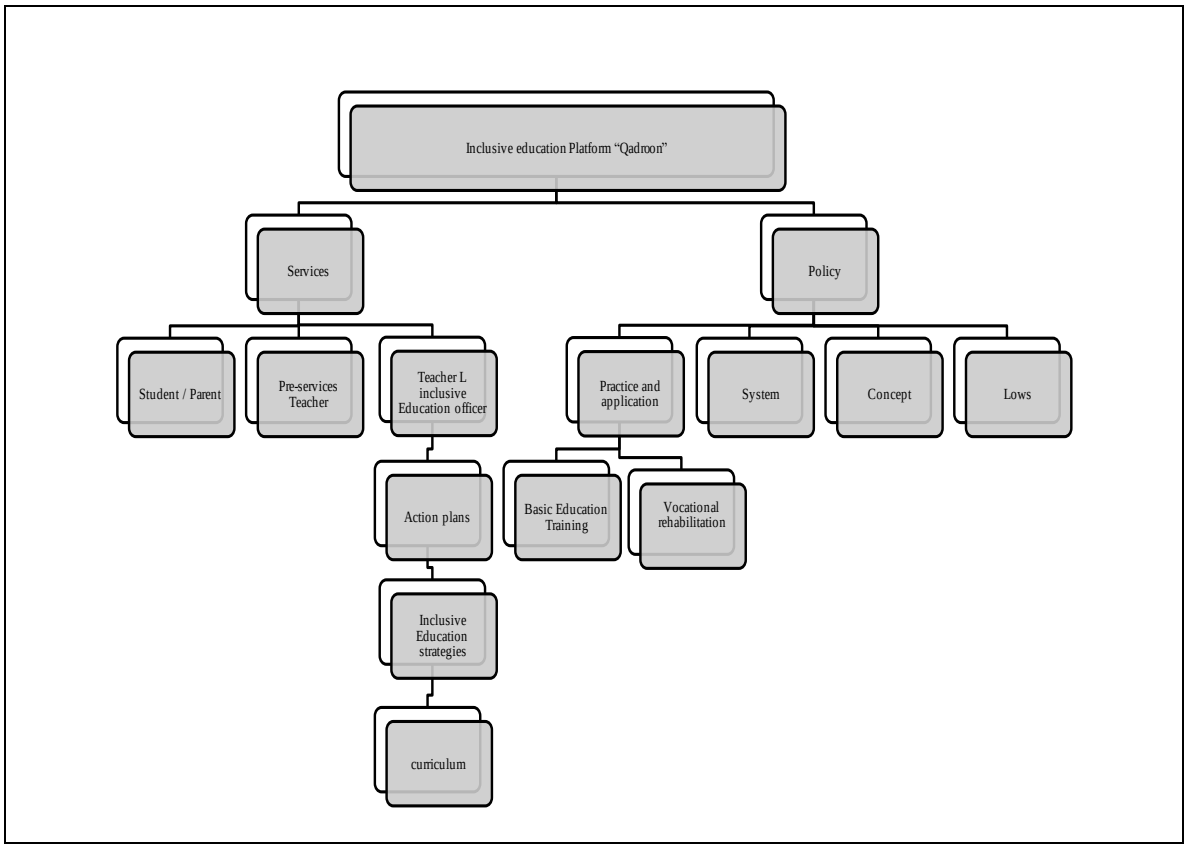
Appendix M

Draft training session for model sustainability

	The goal of training session	Presenter	Required time for teachers and specialists (Minutes)	Required time forcommunity (Minutes)
1.	Program presentation	Bushra Al-Badawi	30	30
2.	Inclusion and inclusive education	Bushra Al-Badawi	60	60
3.	Inclusion and inclusive education	Bushra Al-Badawi	120	
4.	transitional class	Said Awad	60	
5.	Early Intervention	Nora Abu Ghosh	60	60
6.	Strategies for people with disabilities	Amira Rimawi	60	60
7.	Individual plans and work with others	Amira Al-Rimawi	60	60
8.	Behavioral and emotional disorders Movement disorders and attention deficit hyperactivity disorder	Slowly Barham Nora Othman	120	60 120
9.	Social emotional learning	Rewayda Barham	60	60
10.	learning difficulties	Nigma Dakhal-allah.	60	60
11.	physical disabilities	Said Awad	60	30
12.	mental handicap	Said Awad	60	30
13.	autism	Suhair Al-sabah	60	60
14.	DSM5 Differential diagnosis	Suhair Al-sabah	40	
15.	Pronunciation and speech disorders	Said Awad	60	60
16.	Giftedness and Excellence People with Disabilities"	Bushra Al-Badawi	60	60
17.	Rights of people with disabilities, school, health care, insurance, etc	Bushra Al-Badawi	60	60
18.	rehabilitation for people with disabilities	Bushra Al-Badawi	120	120
19.	Class management and organization skills	Bushra Al-Badawi	60	
20.	Guidance and guidance in adolescence	Rewayda Barham	60	60
21.	Psychological Health	Rewayda Barham	60	30

Appendix N

Inclusive Education Website schema



ملخص

هدفت الدراسة إلى تطوير نموذج مقترح للتعليم الجامع في فلسطين من خلال التحقق من تطبيق سياسة التعليم الجامع في فلسطين في ضوء المعايير الدولية. ولتحقيق أهداف الدراسة، تم استخدام نهج مختلط (كمي ونوعي) يعتمد على تحليل المحتوى واستبيان ومقابلات ومخططات التأثير وأشجار القرار بمشاركة المجموعة البؤرية كأدوات للدراسة. اعتمدت الدراسة أربعة أبعاد للتعليم الجامع (المفهوم وبيانات السياسات والهيكل واللوائح والممارسة) من اليونسكو (2016).

تم إجراء الدراسة في أربع مراحل: المرحلة الأولى؛ تحليل المحتوى، حيث تمت مراجعة وتحليل (4) وثائق لسياسات التعليم الجامع الفلسطينية. المرحلة الثانية؛ التعرف على واقع تنفيذ سياسات التعليم الجامع في مدارس فلسطين، حيث تم توزيع استبيان اليونسكو (2017، 2016) على (206) مسئولا للتعليم الجامع وإداريون يعملون في المدارس الفلسطينية في ثلاث مديريات (القدس وشمال الخليل وبيت لحم)، بينما تم إجراء المقابلات مع (10) من الإداريين الذين يعملون في التعليم الجامع ومشرفي التعليم الجامع الذين يعملون في وزارة التربية والتعليم في فلسطين. المرحلة الثالثة؛ تحليل محتوى (9) وثائق دولية للتعليم الجامع. المرحلة الرابعة؛ شملت أدوات تحليل القرار (مخططات التأثير وأشجار القرار) من خلال المناقشات مع المجموعة البؤرية التي تتكون من عشرة خبراء؛ (4) مسئولي التعليم الجامع، (3) مشرفو التربية الخاصة بوزارة التربية والتعليم، و(3) خبراء أكاديميون في مجال التربية الخاصة لتطوير النموذج المقترح، جاءت نتائج اختبارات الصدق والثبات لجميع أداوت الدراسة بدرجة كافية للاعتماد عليها، أظهرت نتائج تحليل المحتوى أن سياسات التعليم الجامع الفلسطينية التي اعتمدتها وزارة التربية متوافقة مع الوثائق الدولية. وأظهرت نتائج الاستبيان أن تطبيق سياسات التعليم الجامع في المدارس الفلسطينية من وجهة

نظر عينة البحث لا يزال محدوداً لجميع أبعاد التعليم الجامع، وأظهرت نتائج الدراسة اختلافات ذات دلالة إحصائية في استجابة العينة حول تطبيق التعليم الجامع في المدارس الفلسطينية ترجع إلى المتغيرات الديموغرافية (سلطة الإشراف، مديرية المدرسة، نوع المدرسة بناءً على الجنس). ووجدت نتائج الدراسة أيضًا ضرورة ملحة لتطوير السياسات واللوائح والممارسات التعليمية الفلسطينية لضمان أن يكون التعليم الجامع لجميع الطلاب. يتضمن النموذج المقترح تطوير الأبعاد الأربعة ليونسكو في سياق المجتمع. أوصت الدراسة وزارة التربية والتعليم بتطوير برامج التدريب المهني للمعلمين لتنفيذ التعليم الجامع بشكل فعال، وإعادة تصميم الكتب المدرسية والمناهج لتلبية احتياجات الطلاب، وتسخير الموارد المالية، تخصيص وسائل التدخل المبكر والتشخيص، وتطوير موقع إلكتروني في فلسطين يشمل جميع خدمات التعليم الجامع لكافة شرائح المجتمع.

الكلمات المفتاحية: التعليم الجامع، يونسكو (2016)، النموذج المقترح، مفهوم التعليم الجامع، سياسات التعليم الجامع، أنظمة التعليم الجامع، ممارسات التعليم الجامع.