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PERCEPTIONS AND EXPECTATIONS OF PALESTINIAN
TEACHERS TOWARDS INCLUSIVE EDUCATION

Percepciones y expectativas del profesorado
palestino ante la inclusión educativa

TESIS DOCTORAL (Con Mención Internacional)
NA'MTI ADNAN AYYAD ABU HERAN
TUTORES: Dr. D. Jesús Domingo Segovia & Dr. D. Ali Habayeb
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Perceptions and expectations of Palestinian teachers towards inclusive education in Bethlehem district

Percepciones y expectativas del profesorado palestino ante la inclusión educativa en el distrito de Belén

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2014

AUTORIZACIÓN PARA PRESENTACIÓN DE TESIS

El doctorando **NA'MTI ADNAN ABU HERAN** y los directores de la tesis, Dr. D. Jesús Domingo Segovia y Dr. D. Ali Hassan Habayeb, Garantizamos, al firmar esta tesis doctoral, que el trabajo ha sido realizado por el doctorando bajo la dirección de los directores de la tesis y hasta donde nuestro conocimiento alcanza, en la realización del trabajo, se han respetado los derechos de otros autores a ser citados, cuando se han utilizado sus resultados o publicaciones.

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Dedication أهـــــــداء/ / Dedicatoria

To all those who believe in everyone's right to life and common learning...

To all those who believe that people have abilities, ways of being, different beliefs and religions but that human nature is the same and have the same rights to life and a worthy learning process...

To all those fathers and mothers that life has given them a handicapped son or daughter...

To all those teachers who are convinced that this boy or girl has the right to learn and participate in common life...

To all those innocent ones whose incapacity makes their lives more difficult, and even adding to their burden, we relegate them to isolation, marginalization, and stigmatization and consider them as a burden to society...

To all of them I dedicate this research, in order to serve us all, fathers and mothers, teachers, educators and personnel, to help us know better the needs and difficulties that they have in school...

The time has come to see them as an important, active and productive part of society, and if we want, extend our hand to them to offer protection, help and adequate teaching.

لكل من أمن بحق الأخر في العيش والتعلم والمشاركة ...

لكل من أمن بأن البشر مختلفون في قدراتهم وأشكالهم وأديانهم ومعتقداتهم لكنهم متساوون بإنسانيتهم وحقهم بجودة العيش والتعلم ...

لكل أم وأب منحتهم الحياة إبنا أو إبنه يعاني إعاقة أو ضعفاً...

لكل معلم ومعلمة أيقن وأيقنت أن هذا الطفل الصغير له الحق في التعلم ومشاركة الأخرين ...

لكل هؤلاء الأبرياء الصغار الذين قَست عليهم أقدارهم... فَقسونا عليهم أكثر بعزلهم وتهميّشهم ووصمهم والنظر إليهم كعبء ثقيل على مجتمعهم ...

أهديكم جميعا هذه الدراسة لتكون عوناً لنا أباءاً ومعلمين ومربين ومسؤولين لمساعدة هؤلاء ومعرفة حاجاتهم والصعوبات التي يعانونها في مدارسهم ..

فقد حان الوقت للنظر لهم على أنهم جزء مهم وفعّال ومنتج في المجتمع إن أردنا لهم ذلك وإن مددنا لهم يد العون والرعاية والمسانده والتعليم المناسب .

A todos los que creen en el derecho del otro a la vida y el aprendizaje en común...

A todos los que creen que las personas tienen capacidades, formas de ser, religión y creencias diferentes pero su naturaleza humana es la misma y tienen el mismo derecho a una vida y un aprendizaje digno...

A todos los padres y madres a quienes la vida les ha dado un hijo o una hija con alguna minusvalía...

A todos los maestros y maestras que tienen la certeza de que este niño o niña tiene derecho a aprender y participar de una vida en común...

A todos aquellos pequeños inocentes cuya incapacidad hace su vida más difícil, y aún más difícil se lo ponemos al aislarlos, marginarlos, estigmatizarlos y considerarlos como una carga para la sociedad...

A todos ellos les dedico este estudio, para que nos sirva de ayuda en tanto que padres y madres, profesores, educadores y responsables, y nos haga conocer mejor las necesidades y dificultades que tienen en la escuela...

Ya es hora de verlos como una parte importante, activa y productiva de la sociedad, si así lo queremos, les tendemos la mano y les ofrecemos protección, apoyo y la enseñanza adecuada.

Na'mti Adnan Ayyad Abu Heran

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Abbreviations

- Autistic Spectrum Disorders (ASD)

- Cerebral Palsy (CP)

- The Convention on the Rights of Persons with Disabilities (CRPD)

- Disabilities Education Improvement Act (IDEA)

- Education for All (EFA)

- Educación para Todos (EPT)

- Inclusive education (IE)

- Individuals with Disabilities Education Act (IDEA)

- Individual Educational Plans (IEPs)

- Initial teacher education (ITE)

- Journal Citation Reports (JCR)

- kaiser-meyer-olkin (kmo)

- Ministry of Education and Higher Education (MoEHE)

- NVivo is a qualitative data analysis (QDA) computer software package.

- UNESCO National Education Support Strategy (UNESS)

- United Nations (UN)

- United Nations Educational, Scientific and Cultural Organization (UNESCO)

- United Nations Relief and Works Agency (UNRWA)

- United Nations International Children's Emergency Fund (UNICEF)

- Palestine Economic Council for Development and Reconstruction (PECDAR)

- Special educational needs (SEN)

- Swedish Individual Relief Association (SIRA)

- Teacher Self-Efficacy Scale (TES)

- The Arab League Educational Cultural and Scientific Organization (ALECSO)

- The Islamic Educational, Scientific and Cultural Organization (ISESCO)

- The Sentiments, Attitudes and Concerns about Inclusive Education (SACIE) Scale

- Palestinian National Authority (PNA)

- Palestinian Central Bureau of Statistics (PCBS)

- Palestinian Legislative Council (PLC)

- Physical Education (PE)

- Olympic/Paralympics Education (O/PE)

- Qualitative data analysis (QDA)

- Statistical Package for Social Sciences (SPSS)

- Students with disabilities (SWD)

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Resumen ejecutivo en español

Resumen ejecutivo en español

1. Justificación y planteamiento del problema de investigación

El estudio tiene como objetivo la investigación y el reconocimiento de los retos y las dificultades más importantes que enfrenta el programa de integración de estudiantes con discapacidades en clases regulares en Palestina; más particularmente en Belén.

La relevancia de este estudio viene dada por la pertinencia y actualidad del tema de la educación inclusiva, avalado por un importante volumen de trabajos e investigaciones en el ámbito internacional y árabe. Es evidente la necesidad actual de crear una mayor conciencia de la necesidad y del derecho de todos a una buena educación, para lo que la educación inclusiva es un factor determinante para la población de alumnado con diferentes tipologías y niveles de discapacidad en Palestina.

Para definir con mayor pertinencia el problema de investigación, señalar que va en línea con un conjunto de investigaciones de ámbito internacional y especialmente desde el ámbito árabe sobre nuestra temática y planteamiento. Revisando los trabajos de varios de estos estudios internacionales (Parrilla, 1992; Cook, Tankersley, Cook & Landrum, 2000; Kuyini & Desai, 2007; López, Echeita & Martín, 2010; Echeita, et. al, 2009; Sanhueza, Granada & Bravo, 2012) y árabes (Khochen & Radford, 2012; Al-Sabbah & Shanaah, 2010; Al-Taimani, 2009; Al-Ajmi, 2008; Al-Sabbah et al., 2008; Awadeh, 2007; Mubarak, 2007; Noghai, 2007; Ja'far, 2003; Momberg, 2008) se extraen las siguientes lecciones a tomar en consideración en el estudio:

- Existe una laguna de estudios de los campos relacionados con este tema en el ámbito árabe, y muy especialmente en el palestino.

- La mayoría de los estudios árabes son de revisiones teóricas, dependientes de estudios y recursos secundarios de otros; siendo necesario entrar en la realidad local y evidenciarla con datos.

- En todos los estudios que hablan de la integración en las escuelas ordinarias se destaca la importancia de las actitudes del profesorado hacia la integración en las diferentes tipologías de minusvalías y discapacidades.

- También es evidente la diferencia entre los resultados de los estudios en función de los contextos, la cultura, el medio ambiente, el área geográfica y el tamaño de la muestra.

La investigación informa que para ello no sólo bastan las normas y los recursos, sino que también es determinante la actitud del profesorado. Es necesario para ello cambiar las perspectivas del profesorado y las actitudes de todas las partes interesadas.

Con todo ello, el problema de investigación se concreta en conocer y trazar una panorámica sobre la situación actual de la integración y la inclusión educativa en Palestina, desde la perspectiva del profesorado, tanto en lo que considera el profesorado como realidad actual como en lo que a su juicio debería ser. Con ello se identifican tanto las diferentes dificultades que encuentran la integración y la inclusión educativa de los alumnos con discapacidad, como las posibilidades de cambio al establecer una comparativa entre realidad y deseo. En este sentido a mayor distancia entre ambos rangos de puntuación, las expectativas, conciencia de cambio y posibilidad del mismo es mayor, mientras que a menor distancia de percepción, las dificultades o situación actual se encuentra más cristalizada y permanente.

A lo que hay que añadir otros análisis inferenciales y correlacionales que toman en consideración diferentes variables independientes que intervienen, como son: género, titulación académica, años de experiencia, la autoridad de la escuela, ubicación de la escuela, el tipo de discapacidad del alumno y el grado de estudios en los que se encuentran escolarizados.

Con este trabajo se intenta también, más allá de los datos y las inferencias, crear conciencia del tema y una implicación en la búsqueda de alternativas justas que mejoren la situación y ofrezcan oportunidades reales de posibilidad de mejora. Es necesario en ello cambiar las perspectivas del profesorado y las actitudes de todas las partes interesadas. Es decir, el gobierno local, el Ministerio de Educación, profesorados, padres y gestores de la escuela en la educación de Palestina, para mejorar el soporte y servicios para estudiantes con discapacidades en las escuelas.

Este estudio está destinado a informar al Ministerio de Educación en Palestina sobre el estado de la cuestión de las prácticas inclusivas que están sucediendo en las escuelas que tienen y atienden a estudiantes con discapacidades; así como de las dificultades más importantes que enfrenta el programa de integración de estudiantes con necesidades especiales en clases ordinarias desde la perspectiva del profesorado. Desde estos datos y sugerencias, se espera que el Ministerio de Educación en Palestina comience a implementar cambios positivos en el sistema educativo actual, fortalezca el programa de integración de estudiantes con necesidades de apoyo específico en clases ordinarias y fomente buenas prácticas inclusivas en todas las escuelas.

2. Diseño de investigación

El trabajo se desarrolla entre 2010 y 2014 en Belén, siendo el primer año de contextualización y de revisión teórica, hasta alcanzar un diseño de investigación; seguido de una fase de fundamentación epistemológica, teórica y metodológica que concluye con la construcción y validación del instrumento de recogida de evidencias. Éste se aplica en el año 2012; dedicándose el resto del tiempo a la elaboración de resultados, discusión de los mismo y elaboración del informe final de trabajo.

Este estudio consta de siete capítulos. El primero de ellos para establecer el problema de investigación, así como los lineamientos básicos del estudio (objetivos, cuestiones, hipótesis…). Seguidamente se realiza una fundamentación teórica y revisión de la literatura internacional sobre el estado de la cuestión en la actualidad, en dos capítulos. En el primero de ellos se realiza una revisión de la Literatura sobre Educación Inclusiva e Integración. Seguidamente, se realiza un repaso sobre la situación actual (normativa y descripción del contexto de trabajo) de la educación inclusiva en Palestina. Quedando el próximo capítulo como el eje central en el que se hace una exhaustiva revisión de las actitudes de los Profesores sobre la educación inclusiva y los factores que afectan las actitudes de los profesores, y de estudios previos sobre el problema de investigación, tanto en el ámbito y realidad árabe, como en el resto del escenario internacional.
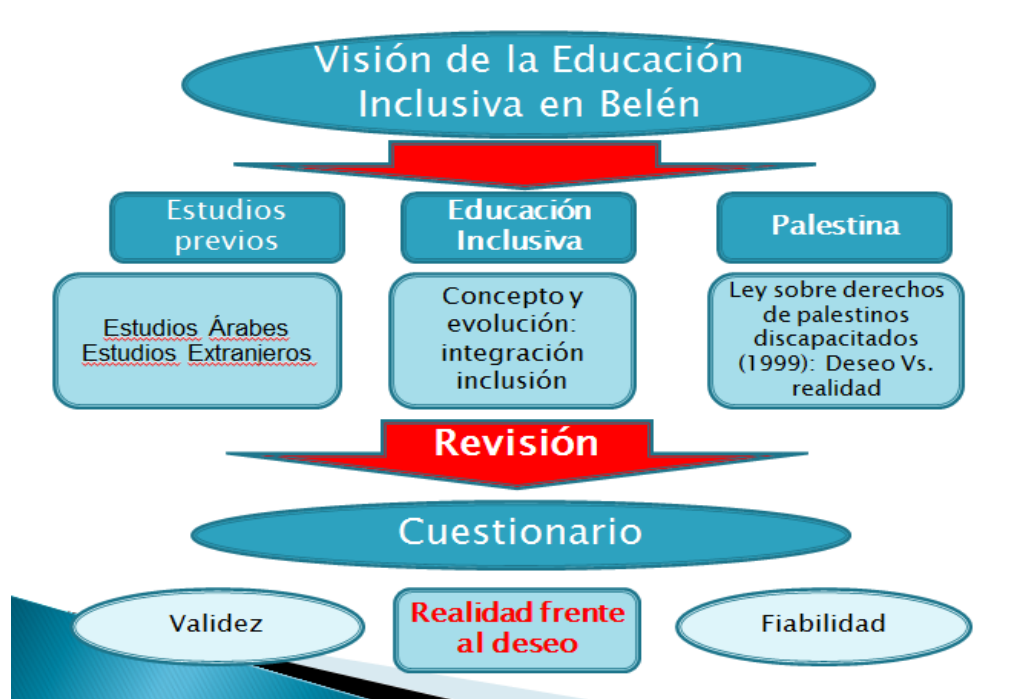
El resto de capítulos abordan la parte empírica del estudio. En el primero de ello se presenta tanto la metodología de estudio como su desarrollo. La selección tanto del enfoque metodológico, como la propia construcción del instrumento y toma de decisiones sobre metodología son derivadas tanto del problema de investigación como de lo que informa la fundamentación epistemológica, teórica y contextual sobre estas temáticas.

Seguidamente se presentan descriptiva, comparativamente (realidad y debería ser) e inferencialmente los resultados, en torno a las hipótesis y preguntas que orientaron la investigación. Todo ello se discute con los resultados de otros estudios e informes sobre esta realidad y temática y se presentan conclusiones, implicaciones y recomendaciones emergentes del trabajo.

3. Objetivos de investigación

1. Analizar la realidad de la educación y la inclusión educativa en Palestina, con especial énfasis en el sector de Belén.

2. Conocer el marco normativo y la evolución de la atención a la diversidad en Palestina

3. Conocer el estado de la investigación en inclusión educativa en el ámbito árabe y palestino.

4. Establecer unos marcos realistas que sirvan para comprender, situar y ubicar el nivel de logro en inclusión educativa alcanzado en Palestina con respecto de otros referentes de escolarización y de logro educativo en Palestina.

5. Establecer unos marcos realistas que sirvan para comprender, situar y ubicar el nivel de logro en inclusión educativa alcanzado en Palestina, con respecto de los diferentes procesos, momentos y estadios de desarrollo del concepto de educación inclusiva que van siendo validados a nivel internacional.

6. Conocer la percepción del profesorado en torno a las diferentes dificultades que encuentra la integración y la inclusión educativa de chicos y chicas con discapacidad.

7. Identificar las dimensiones y aspectos que a juicio del profesorado están complicando más la integración escolar en Palestina.

8. Establecer un mapa de posibilidad de integración en función de las respuestas que marcan los grados deseables para el profesorado.

9. Describir los ámbitos de mejora deseables desde la perspectiva del profesorado.

10. Establecer guías de acción en política educativa para aminorar las dificultades halladas y caminar en línea con las directrices internacionales sobre inclusión educativa dentro de las posibilidades de acción identificadas en el estudio.

4. Preguntas de investigación

El estudio trata de responder a preguntas tanto desde la indagación bibliográfica y documental como de la perspectiva del profesorado en torno a dimensiones y variables de estudio.

a) Para indagación bibliográfica:

1) Cuáles son los principales datos e indicadores de educación en Palestina (y, especialmente en Belén), con respecto de Sistema Educativo, escolarización, recursos, resultados académicos…

2) ¿Qué orientación tiene la política educativa Palestina con respeto de la educación inclusiva?

3) ¿Cuáles son los principales datos e indicadores de la atención a las personas y colectivos que tienen necesidades específicas de apoyo educativo en Palestina (y, especialmente en Belén)?

4) ¿Qué dimensiones, aspectos, espacios y escenarios de acción, y bajo qué condiciones se desarrolla la integración escolar o la inclusión educativa en Palestina?

5) ¿Cuáles son los ámbitos preferentes de investigación sobre la realidad de la inclusión educativa en el mundo árabe en general y palestino en particular?

b) Por dimensiones:

6) ¿Cuáles son los principales retos y dificultades que encuentran los estudiantes con discapacidad para su inclusión educativa y social. Y qué otros son los que deberían ser los principales?

7) ¿Cuáles son los principales retos y dificultades que encuentra el profesorado que trabaja con estudiantes con discapacidad para la inclusión educativa de este colectivo. Y qué otros son los que deberían ser los principales?

8) ¿Cuáles son los principales retos y dificultades que encuentran y observan los padres de niños y niñas con discapacidad para la inclusión de sus hijos. Y qué otros son los que deberían ser los principales?

9) ¿Cuáles son los principales retos y dificultades que encuentra la Administración Educativa frente a la inclusión educativa de niños y niñas con discapacidad. Y qué otros son los que deberían ser los principales?

10) ¿Cuáles son los principales retos y dificultades que ofrece el ambiente de trabajo escolar para la inclusión educativa de niños y niñas con discapacidad. Y qué otros son los que deberían ser los principales?

11) ¿Cuáles son los principales retos y dificultades relacionadas con los programas escolares (curriculum) para la inclusión educativa de niños y niñas con discapacidad. Y qué otros son los que deberían ser los principales?

12) ¿Cuáles son los principales retos y dificultades relativas a la gestión del aula para la inclusión educativa de niños y niñas con discapacidad. Y qué otros son los que deberían ser los principales?

13) ¿Cuáles son los principales retos y dificultades relacionadas con las actividades extracurriculares para la inclusión educativa de niños y niñas con discapacidad. Y qué otros son los que deberían ser los principales?

14) ¿Cuáles son los principales retos y dificultades relacionadas con los métodos y los materiales didácticos utilizados para la inclusión educativa de niños y niñas con discapacidad. Y qué otros son los que deberían ser los principales?

15) ¿Cuáles son los principales retos y dificultades relacionadas con la conciencia y las actitudes para la inclusión educativa de niños y niñas con discapacidad. Y qué otros son los que deberían ser los principales?

16) ¿Cuáles son los ámbitos y dimensiones en los que a juicio del profesorado parece posible incidir para cambiar basándose en claras diferencias entre realidad y deseo?

17) ¿Cuáles son los referentes, ámbitos y dimensiones en los que parece existir mayor resistencia al cambio desde la perspectiva del profesorado?

18) Con qué se relacionan las dimensiones que a juicio del profesorado que presentan los mayores retos y dificultades en la inclusión educativa?

19) ¿Con qué se relacionan las dimensiones que a juicio del profesorado que presentan el deseo o posibilidad de cambio en cuanto a la inclusión educativa?

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20) ¿Qué grado de relación significativa existe entre las diferentes dimensiones de estudio?

21) ¿Cuáles son las dimensiones más importantes a juicio del profesorado que deberían mejorar para influir positivamente en la inclusión educativa?

22) ¿Cuáles son los "elementos principales", que componen cada dimensión de estudio, sobre los que habría que operar cambios muy significativos?

23) ¿Cuáles son los "elementos principales", que componen cada dimensión de estudio, que el profesorado considera que son retos más complejos sobre los que se necesita incidir de cambiar?

c) Por variables de estudio:

24) ¿Existen diferencias de percepción sobre la realidad y posibilidad de la inclusión educativa en Palestina en base a:

- El género del profesorado,

- Su titulación académica, Su experiencia docente,

- El tipo de escuela donde trabaja,

- La ubicación de la misma,

- El tipo de discapacidades que presentan sus estudiantes, y

- El grado de estudios en los que se encuentran escolarizados?.

5. Hipótesis de estudio

1) En Palestina aún no es realidad la inclusión educativa, incluso la integración educativa de chicos y chicas con diferentes tipologías de discapacidad presenta aún bastantes dificultades reales tanto en la escolarización como en el desempeño profesional.

2) La inclusión educativa y social en Palestina se encuentra en unas fases iniciales de su desarrollo y encuentra similitudes con otros procesos vividos en otros contextos.

3) Los y las docentes palestinas encuentran una realidad de la integración escolar bastante mermada y con dificultades, pero consideran necesario y posible ir avanzando hacia la verdadera inclusión.

4) Existe un margen entre la realidad y el deseo que muestra la posibilidad de cambio para ir ganado espacios a la inclusión educativa, así como pistas (en determinadas dimensiones y aspectos) por las que ir caminando en este sentido.

5) Se pueden identificar y graduar dimensiones de realidad y posibilidad en función de diversas variables profesionales e institucionales

6. Marco Teórico

Se diseñó un marco teórico partiendo de los estudios y opiniones de expertos más destacadas sobre el tema de la integración y la inclusión educativa y sus metas. Se tomaron en cuenta las principales investigaciones sobre el tema en el ámbito árabe e internacional y se describían la realidad de la integración en el Sistema Educativo Palestino.

a) Pilares teóricos del estudio: hacia la inclusión educativa

La inclusión educativa es un proceso, una conquista social. Parte de la no escolarización y no participación digna en la sociedad de colectivos y personas con discapacidades. Y se sigue un proceso de conquista hasta alcanzar la escolarización y la integración. Pese a ello, queda mucho recorrido para la inclusión. La inclusión educativa y social es pues más una aspiración que la descripción de una realidad. Por lo que importa tanto realizar una foto del momento actual como de las posibilidades de seguir avanzando ilustrando pistas, caminos, posibilidades, retos…

Todos los alumnos tienen derecho a la educación (Organización de las Naciones Unidas para la Ciencia, la Cultura y la Educación - UNESCO, 1994), cualesquiera que sean sus características o dificultades particulares. Este derecho se justifica educativamente por la necesidad de que se eduquen todos los niños juntos obligando a las escuelas a idear modalidades de enseñanza para las diferencias individuales; socialmente porque al educar a todos los niños juntos se sientan las bases para una sociedad más justa, animando a la gente a vivir junta en paz; y económicamente ya que se ha determinado que el educar a todos los alumnos juntos resulta menos costoso que establecer distintos tipos de escuelas (UNESCO 2003; Khochen & Radford, 2012; Kuyini & Desai, 2007).

A lo largo del proceso de consolidación de constructo "educación inclusiva" se ha ido evolucionando conceptualmente desde la separación hasta el deseo de la inclusión, pasando por fases de escolarización, normalización o integración escolar y social.

En la actualidad se está virando de manera importante el cambio del concepto de integración por el de inclusión plena y esto por una serie de razones. En primer lugar, se está adoptando el concepto de inclusión porque comunica con mayor precisión y claridad lo que hace falta: hay que incluir a todos los niños en la vida educativa y social de sus escuelas y aulas de su barrio y no sólo colocarlos en clases normales. En segundo lugar, se está abandonando el término integración porque supone que el objetivo consiste en reintegrar a alguien o algún grupo en la vida normal de la escuela y de la comunidad de la que había sido excluido. El objetivo básico consistiría, en primer lugar, en no dejar a nadie fuera de la vida escolar, tanto en el plano educativo como en el físico y social. En tercer lugar, el centro de atención de las escuelas inclusivas consiste en cómo construir un sistema que incluya y esté estructurado para satisfacer las necesidades de cada uno. No se asume que las escuelas y aulas tradicionales, estructuradas para satisfacer las necesidades de los llamados "normales" o de la mayoría sean suficientes ni que todos los alumnos tengan que ajustarse a lo que se ha diseñado para la mayoría so pena de exclusión. La integración implica la necesidad de adaptar a los alumnos previamente excluidos a la normalidad existente. En la enseñanza inclusiva, la responsabilidad se sitúa en el personal de la escuela que debe preparar una situación que satisfaga las necesidades de todos los alumnos (Echeita & Ainscow, 2011).

La educación inclusiva significa el fin de las etiquetas, de la educación especial y de las aulas especiales, pero no el de los apoyos necesarios ni de los servicios que deben proporcionarse en las aulas integradas (Kim, 2012; Luengo, 2005; Stainback, 1999).

Actualmente las políticas educativas ponen gran énfasis en atender la diversidad de todos los alumnos que forman parte del proceso educativo, de manera que éstos puedan aprender juntos dentro de una misma comunidad. En el modelo inclusivo no existen requisitos de entrada para seleccionar a los niños que ingresan a un sistema educativo, por lo tanto no hay discriminación en este sentido y se da paso al derecho de educación para todos, a la igualdad de oportunidades y a la participación (Khochen & Radford, 2012; Kuyini & Desai, 2007; Booth & Ainscow & Kingston, 2006; Ainscow & Booth, 2002). Además implica la identificación y eliminación de barreras, transformar el sistema educativo para dar respuesta a la diversidad de necesidades educativas de todos los niños, incluidos aquellos que presentan alguna discapacidad, garantizando para todos una educación de calidad (Pizarro y Morales, 2007; Echeita y Ainscow, 2010, 2011; Ainscow, Booth y Dyson, 2006; Macarulla y Sáiz, 2009).

Con una escuela inclusiva se trata de lograr el reconocimiento del derecho que todos tienen tanto a ser considerados, como a verse a sí mismos como miembros de la comunidad educativa a la que pertenecen, cualquiera que sea su medio social, su cultura de origen, su

ideología, el sexo, la etnia o situaciones personales derivadas de una discapacidad física, intelectual, sensorial o de la sobre dotación intelectual (Jiménez León, 2010). Estamos hablando del movimiento "Educación para Todos" (EPT) o su acrónimo inglés EFA: ¨Education for All¨ donde uno de sus objetivos es dirigirse a toda la población excluida de la educación o con riesgo de serlo.

b)Profesorado y Educación Inclusiva

La educación para todos no es suficiente si no se garantiza su calidad y que esta sea inclusiva. Además de la norma, hace falta el cambio de actitud del profesorado para poder aterrizar estas "buenas ideas" en la práctica cotidiana, en los normales procesos de enseñanza-aprendizaje, y en las prácticas diaria de clase.

Algunos de los estudios realizados sobre las actitudes y opiniones del profesorado hacia la discapacidad, los estudiantes con discapacidades y la inclusión o integración indican claramente que el éxito de cualquier política de inclusión y su puesta en práctica depende en gran medida de las actitudes y creencias de los profesores (Thaver y Lim, 2012; Kim, 2012; Ojok y Wormnaes, 2012; Shevlin et al, 2012; Slee 2011; Florian et al, 2010; Avramidis & Bayliss, 2000A).

Las actitudes hacia los alumnos con discapacidad son un aspecto importante de su integración en aulas ordinarias o en otras actividades sociales. Y las actitudes indiferentes o incluso negativas por parte del profesorado regulares pueden tener repercusiones perjudiciales en los estudiantes con discapacidades, y dar lugar a sentimientos de alienación, angustia psicosocial y un profundo sentimiento de ser "menor", debido a su discapacidad (Thaver & Lim, 2012).

El profesorado es globalmente visto como agente clave para poner en práctica la educación inclusiva, aunque en casi todos los estudios se destaca la complejidad del tema inherente a la actitud del profesorado ante la inclusión educativa (De Boer, Pijl & Minnaert, 2011; Forlin & Chambers, 2011; Echeita et al, 2009). Se reconoce que los docentes tienen un papel fundamental en el logro de mejores prácticas educativas. Es desde el aula donde se aprende a entender y respetar la diversidad; es allí donde los estudiantes aprenden valores, conocimientos y formulan sus expectativas y responsabilidades en la sociedad. El maestro actúa como modelo y mediador de estos aprendizajes, de allí su importancia en la transformación de una sociedad incluyente, que valora, permite y promueve la participación de todos sus ciudadanos en el desarrollo del país.

Los docentes desde sus prácticas tienen la responsabilidad de incluir la diversidad de sus estudiantes como una oportunidad de aprendizaje y mejores desarrollos educativos

para todos los estudiantes (Momberg, 2008). El maestro actúa como modelo y mediador de estos aprendizajes, de allí su importancia en la transformación de una sociedad incluyente, que valora, permite y promueve la participación de todos sus ciudadanos en el desarrollo del país. Existe una necesidad sentida de formar maestros que entienden y valoran la diversidad; ellos deben además tener la capacidad de utilizar estrategias que promuevan y hagan exitosa la educación inclusiva. El profesorado debe recibir la formación y los recursos necesarios para cumplir con el aprendizaje específico de los niños para la aplicación con éxito de la inclusión.

Algunos autores (Beyene y Tizazu, 2011) van más allá y apuntan que cuando no se han llevado a cabo la planificación y la formación, los profesores desarrollan actitudes negativas hacia la inclusión que afectan a sus funciones. Estas actitudes indiferentes o incluso negativas por parte del profesorado pueden tener repercusiones perjudiciales en los estudiantes con discapacidades y llevar a sentimientos de alienación, angustia psico-social y un profundo sentimiento de ser "menor" a causa de su discapacidad (Thaver & Lim, 2012; McDougall et al. 2004). Incluso influir en la actitud de sus alumnado hacia los compañeros con discapacidad (De Laat et al., 2013; Bossaert et al., 2011; Vignes et al., 2009). Por tanto, podemos concluir diciendo que la aplicación con éxito de la inclusión depende en gran medida de la buena voluntad de los educadores, además de la habilidad que se requiere para desarrollarla.

c) La integración escolar en Palestina

El Ministerio de Educación Palestina (MoEHEs) ha adoptado la definición de la UNESCO para la educación inclusiva, que establece que la educación debe ofrecer igualdad de oportunidades educativas para todos los estudiantes, y encontrar el camino adecuado para fundirlas en la educación escolar, no importa cuán diversos eran sus necesidades, o tratando de cumplir con la educación especial debe quien las necesita. También adoptó la Declaración de Salamanca al aceptar en las escuelas regulares a todos los estudiantes (niños y niñas) con discapacidades.

La educación inclusiva se inició en Palestina con una fase piloto entre 1997-1999 con el apoyo de Diakonia/NAD, la UNESCO y Save the Children -Suecia. Entonces el MoEHE aprobó el proyecto y lo desarrolló en todo un programa en el que 36 empresarios fueron entrenados y empleados para trabajar con los títulos de "asesores de educación inclusiva", con la misión de: integrar a los estudiantes, modificar las actitudes, difundir el conocimiento, desarrollar habilidades en el profesorado, coordinar programas y organizaciones que trabajan en el campo de la educación especial para proporcionar

herramientas y dispositivos, modificar los edificios escolares y ofrecer el diagnóstico, la detección temprana de la discapacidad y, en ocasiones, ofrecer sesiones de terapia. Tres supervisores de educación especial fueron reclutados para el seguimiento de la labor de los asesores (Karlsson, 2004; Habayeb y Othman, 2005), desarrollando la Estrategia de Apoyo a la Educación Nacional de la UNESCO (UNESS), como apoyo internacional para el desarrollo de la educación en Palestina (Sheikha et al., 2013; UNESCO, 2012b).

El programa se amplió para incluir a todas las escuelas en el país durante el período 2006-2007, creando comités de amigos de los discapacitados y nominando un maestro para ser el responsable de la educación inclusiva: un profesor a tiempo completo como persona de contacto entre el asesor del ministerio y los estudiantes. Una de las críticas al programa era que no existían criterios obvios para el proceso de integración, la falta de profesores especializados en educación especial, la carga completa de la profesora responsable, y la falta de disponibilidad de fondos.

La integración es una de las tendencias modernas en materia de educación especial. La experiencia de Palestina MoEHE en la integración de estudiantes con discapacidad en las escuelas regulares ha pasado muchas fases, cubriendo también los diferentes tipos de discapacidad (visual, auditiva, movimiento, trastornos del habla y parálisis cerebral). Era vital para el éxito de la experiencia proporcionar todos los recursos necesarios, ya sea en recursos materiales como los edificios, dispositivos, tecnologías, o el profesorado y personal de apoyo y desarrollar y distribuirlos. Algunos educadores consideran que la experiencia de integración de Palestina todavía esté en su infancia a pesar de todos los esfuerzos realizados, debido a la falta de material preparado y los recursos humanos. Por lo tanto, es importante volver a estudiar el caso y tratar de sensibilizar a la sociedad y cambiar sus actitudes hacia los colectivos de discapacitados con el fin de alentarlos a tomar sus derechos de educación y trabajo, sobre todo de que el éxito del proceso de integración depende de muchos factores tales como la disponibilidad de recursos humanos y materiales, y no hay muchos estudios que han tratado de explorar este tema, sobre todo de la disponibilidad de recursos para la integración de las personas con discapacidad sensorial. En cuanto a los estudiantes con discapacidades mentales, se fueron proporcionando Recursos Habitaciones o se integraron aulas especiales proporcionadas por la Asociación de Socorro Individual Sueco (SIRA).

Sin embargo, Palestina se queda para ser un caso especial debido a las circunstancias difíciles impuestas por la ocupación, y el gran número de ellos con discapacidad ha dejado de diferentes sectores, además del control de la ocupación en el sistema educativo que dio lugar a descuidar estos grupos, y los hostigamientos israelíes a las organizaciones que trabajan en este campo, tales como la detención de sus líderes, lo que se reflejó

negativamente en los servicios prestados por estas organizaciones. (Sheikha et al., 2013; Habayeb y Othman, 2005).

En Palestina aún falta mucho por hacer para poder hablar con propiedad de una educación inclusiva. Existe un buen marco internacional (UNESCO, 1994, 2008), y la norma Palestina se refiere a ella como *búsqueda de la integración*, pero la realidad no es así. Hay muchas dificultades e incluso algunos programas, normas, organización, incluso sirven sin querer para la desigualdad. Incluso el profesorado –con carencias formativas evidentes en este campo- no ha asumido aún este concepto y habla cotidianamente de "integración" o en términos que nos hacen inferir que ese es su posicionamiento.

Aún a sabiendas de la distancia existente entre el concepto de educación inclusiva por el que trabajamos y la realidad del Sistema Educativo Palestino -más propias de etapas anteriores de escolarización o, a lo sumo, integración (Climent et al., 2009), es pertinente tomar en consideración que la inclusión es un proceso de múltiples caminos. Los diferentes contextos y sistemas educativos han seguido desde diferentes trayectorias hacia la inclusión desde puntos de partida también particulares. Por ello, pese a las dificultades, destacar la oportunidad e interés de conocer el estado de la cuestión en Palestina, para instarle y apoyarle en su mejora.

Es evidente la necesidad actual de crear una mayor conciencia del derecho de una educación inclusiva y de su importancia para los niños con discapacidad en Palestina y se requiere un cambio de actitud y de mentalidad en la Administración Educativa y en el profesorado. Dada esta panorámica, parece pertinente, indagar sobre la opinión del profesorado palestino sobre cómo ve la realidad y sus expectativas en torno a la integración escolar de estudiantes con necesidades educativas especiales en sus aulas y escuelas hoy en día.

7. Metodología

a) Enfoque del estudio

Interesa una panorámica sobre la opinión del profesorado sobre la realidad de la inclusión educativa en las aulas regulares incluyen a los estudiantes con discapacidad y escuelas de Palestina. Se considera como el abordaje más adecuado para estudiar los desafíos que enfrentan los profesores en la educación inclusiva en Palestina utilizar un enfoque descriptivo cuantitativo e inferencial no experimental. Por lo que se opta por un enfoque metodológico descriptivo no experimental, que emplea la investigación por

encuesta (estudio de encuesta) y la investigación inferencial y correlacional (McMillan y Schumacher, 2001).

Este método es el más conveniente para cumplir con los objetivos del estudio, ya que trabajar en la descripción de los hechos con respecto a las posiciones en que se pare o describir lo que ya existe y la recogida de datos y la información que posteriormente se clasifican, organizan y expresan cuantitativamente, sino que también se debe interpretar en consecuencia con el fin de alcanzar una comprensión de la relación entre este fenómeno y sus factores diferentes usando herramientas de investigación.

b) Población y selección de la muestra del estudio

Se decidió estudiar la realidad de la opinión del profesorado palestino en el sector de Belén. Esta selección se debe a varios motivos: fue el primer distrito donde se implementó el programa de integración escolar y puede considerarse como representativa de la realidad palestina. Reúne todos los requisitos y variaciones de escuelas y es considerada como una zona política, social y educativa media, tanto en términos de población como de número de escuelas (Lempinen & Repo, 2002).

Dentro de Belén, se seleccionó una muestra de profesorado mediante un sistema de selección aleatoria estratificada. El tamaño de la muestra se calculó utilizando la Web http://www.surveysystem.com/sscalc.htm con un margen de error de 0,05 y representa al 9,3% de la población de estudio. La población incluye 2740 profesores (1008 hombres y 1732 maestras) en el distrito de Belén, resultando una muestra significativa compuesta por 340 (125 y 215) profesores palestinos de 1º a 10º grados, de aulas regulares que incluyen estudiante con diferentes discapacidades.

c) El método y el instrumento de recolección de datos

El presente estudio se utilizó un cuestionario como instrumento para la recolección de datos. Se construyó tras la revisión teórica de los elementos y dimensiones principales que podrían estar influyendo en la percepción y actitud del profesorado y que podrían responder a los desafíos que enfrentan el profesorado en la educación inclusiva en Palestina. Aunque existe un Departamento de Inclusión Educativa y la norma Palestina habla de inclusión, el profesorado no ha asumido aún este concepto y habla cotidianamente de "integración". Por ello, en el cuestionario se usa este término, como nos informó el juicio de expertos locales en Palestina.

El cuestionario consta de dos secciones. La primera tiene las características demográficas de los profesores palestinos como: Género, titulación académica, años de experiencia, la autoridad de la escuela, ubicación de la escuela, el tipo de discapacidad del alumno y el grado de estudios en los que se encuentran escolarizados.

La segunda incluye a los retos y dificultades de la integración de los estudiantes palestinos con discapacidad en las aulas regulares, que aborda diez dimensiones relativas a retos y dificultades en: los Estudiantes con Discapacidades (10 ítems), el profesorado (13 ítems), los Padres (7 ítems), la dirección y administración (12 ítems), el ambiente de trabajo de la escuela (10 ítems), los programas escolares (12 ítems), la gestión de la clase (11 ítems), las actividades extraescolares (6 ítems), los métodos y medios de enseñanza utilizados (12 ítems) y la toma de conciencia y cambio de actitudes (14 ítems).

Y el profesorado deberían tener que contestar el cuestionario dos veces: primero en la realidad de los retos y dificultades que enfrentan el profesorado, y la segunda vez en lo que debería ser el caso de acuerdo con la perspectiva del deseo del profesorado.

d) Análisis estadístico

Después de la recolección de datos, fue revisada en preparación para su transformación en el ordenador, que se asignaron a ciertos números es decir, transformadas respuestas verbales en números (Muy de acuerdo 4 puntos, 3 puntos de acuerdo, en desacuerdo 2 puntos y 1 punto en Muy desacuerdo) a fin de llevar a cabo los procedimientos requeridos para los datos estadísticos que tuvieron lugar a través de la obtención de los descriptivos básicos, contingencias, factoriales, correlaciones... utilizando el paquete estadístico SPSS v20.

e) Validez y fiabilidad de las herramientas de estudio

El cuestionario fue validado en su contenido mediante el juicio de expertos y en su constructo mediante un análisis factorial y se controló su fiabilidad mediante el alfa de Cronbach.

La primera medida de validez controlada trataba de determinar el grado en el que el instrumento es adecuado con el conocimiento pedagógico sobre una temática, si mide esta realidad y si lo hace de forma adecuada con la realidad objeto de estudio (Cohen y Manion, 2002). Para ello se contó con un grupo de 24 jueces especializados tanto en Educación

Inclusiva, como en metodología de investigación y con un conocimiento académico-profesional de la realidad palestina: Universidad de Al-Quds, la Universidad de Belén, Universidad de Birzeit, Universidad Abierta de Al-Quds, Ministerio de Educación, Dirección de Educación del Distrito de Belén, de la Universidad de Bard (EE.UU.), y la Universidad de Granada. Estos jueces proporcionaron algunos comentarios de mejora sobre la herramienta que fueron incorporados en la versión final del cuestionario.

Seguidamente se ha realizado el análisis factorial del cuestionario para la reducción de datos y encontrar grupos homogéneos de variables que correlacionan entre sí y son independientes unos de otros. Con ello se buscó el número mínimo de dimensiones capaces de explicar el máximo de información contenida en los datos (Escalante y Caro, 2006). Este análisis factorial se completó con la prueba de esfericidad de Bartlett, a fin de probar la hipótesis nula de que la matriz de correlaciones es la matriz identidad. También se ha empleado el índice Kaiser-Meyer-Olkin, a fin de comparar las magnitudes de los coeficientes de correlación obtenidos con las magnitudes de correlación parcial.

Analizados estos dos índices, se procedió a calcular la validez del constructo, utilizando el estadístico varianza total explicada acumulada para los primeros factores (componentes rotados) determinados por el análisis de rotación varimax. Como el instrumento en sí, se puede entender como dos, uno sobre la realidad y otro sobre el deseo. Las pruebas se realizan de manera diferencial para ambas modalidades.

La prueba de esfericidad de Barlett obtiene un resultado de significación de 0,000 en ambas modalidades, por lo que las variables no están correlacionadas en la población. Razón por la que se rechaza la hipótesis nula a un nivel de significación del 5%, que permite realizar el análisis. El índice Kaiser-Meyer-Olkin, a fin de comparar las magnitudes de los coeficientes de correlación obtenidos con las magnitudes de correlación parcial, se obtiene un resultado de 0,777 (realidad) y 0,893 (deseo). Puntuaciones ambas que se plantean como válidas en bastantes publicaciones de impacto. La varianza total explicada acumulada para los 10 primeros factores del 47,932%, (en la primera modalidad) y con el 57,5% (en la segunda), ambos más que suficientes para definir el rasgo a valorar, ya que las revistas de impacto aceptan desde el 41% de la varianza total.

La fiabilidad, consistencia interna y validez predictiva del cuestionario mediante la prueba Alfa de Cronbach ofreció los siguientes datos: 0,97 en el total de la prueba, 0,95 en la subescala de análisis de la realidad y 0,98 en la subescala del deseo, con una alta significación todos 0.000 en la prueba de Hotelling. Todo ello significa que tanto en su conjunto como por subescalas es bastante fiable.

8. Presentación y discusión de los principales resultados de investigación

Los resultados más relevantes obtenidos se presentan agrupados en torno a las diez dimensiones objeto de estudio y que correspondían a los principales retos y dificultades de la integración escolar en Palestina:

a) Cambios y dificultades relativas a Estudiantes

Los profesores son conscientes de las dificultades de la vida cotidiana de estos estudiantes. Un buen desafío sería ayudarles a desarrollar todo su potencial y aumentar la motivación para el aprendizaje y ayudarles a formar buenas relaciones sociales con sus ambientes circundantes.

Los resultados nos informan que es una dimensión complicada de cambiar en opinión del profesorado. Sólo ven verdaderas posibilidades y creen que se debería mejorar de manera significativa en los siguientes ítems:

- Nivel alto (cercano al punto de diferencia): en "Los estudiantes con discapacidades se avergüenzan delante de sus compañeros en las actividades regulares de la escuela" (casi dos puntos de diferencia) y en "Los estudiantes con discapacidad se enfrentan a la negligencia y rechazo en las escuelas regulares.
- Nivel medio (en torno al medio punto de diferencia): "Los estudiantes con discapacidades están expuestos a la mala conducta de otros estudiantes, como golpear y burlarse" y "la falta de programas para preparar y organizar a los estudiantes con discapacidades a ingresar en las escuelas regulares (los programas preescolares)".
- Existen dos dimensiones que piensan que no se debería bajar el nivel de reto y que se hace exactamente lo que se cree.

b) Cambios y dificultades relativas a Profesorado

En relación al control del aula, el profesorado está de acuerdo en que podría ser más difícil la mala conducta de los estudiantes regulares en la presencia de estudiantes con discapacidad en las escuelas regulares. El profesorado reconoce la dificultad de tener en cuenta las diferencias individuales entre todos los estudiantes, y, manifiestan que no utilizan el mismo método de castigo y recompensa con todos los estudiantes, así como la falta de familiaridad con los métodos de enseñanza para modificar el comportamiento de los

estudiantes con discapacidades que podrían ser implementadas en el ambiente del aula regular.

No están de acuerdo en que no haya reglas para ajustar la calificación basada en la justicia y el respeto de los derechos de los estudiantes en el aula; o que no usen afirmaciones positivas o que no llamen a todos los estudiantes, usando sus nombres reales o que no se impliquen en las decisiones que les afecten o que no les presten atención dentro del aula.

Frente a lo que han descrito que existe en la realidad educativa, el profesorado desearía superar la dificultad de tener en cuenta las diferencias individuales entre todos los estudiantes, así como superar que no se use el mismo método de castigo y recompensa con todos los estudiantes.

Sin duda es, de todas las dimensiones estudiadas, la de mayor complejidad de cambiar, puesto que todas las puntuaciones coinciden entre realidad y deseo o posibilidad, o bien no llegan ni de lejos al medio punto de diferencia.

- Se cree que debería ser un buen reto a superar que el profesorado aceptara los programas de integración de estudiantes con discapacidad

- Los profesores conocen los requisitos de integración, los mecanismos y los elementos que ayudan al éxito del proceso de integración de los alumnos con discapacidades.

También resulta ésta una dimensión complicada de cambiar en opinión del profesorado. Sólo ven posibilidades y creen que se debería mejorar de manera significativa en los siguientes ítems:

- Nivel medio (en torno al medio punto de diferencia): "La insuficiencia de los servicios de apoyo a el profesorado para ayudar a mejorar sus habilidades para tratar con alumnos con discapacidad", "falta de facilitación psicológica y motivaciones mentales en el proceso de enseñanza en las escuelas regulares", " falta de motivaciones sociales para la educación del profesorado en la escuela", "el profesorado no recibe suficiente capacitación para hacer frente al programa de integración" y "el profesorado no está usando los métodos correctos para hacer frente a los estudiantes con discapacidades".

- Hay hasta 4 ítems que casi puntúan idéntico en realidad y posibilidad, lo que deja bastantes fijas estas dimensiones.

c) Cambios y dificultades relativas a Padres

El profesorado tiene unas bajas expectativas sobre las actitudes de las familias y del posible cambio en las mismas. Los maestros piensan que las dificultades que existen en torno a los padres son que estos no aceptan integrar a sus hijos en aulas ordinarias, no son conscientes de la importancia de este proceso de integración, no mantienen una comunicación permanente y eficaz con el centro y no participan en las decisiones que afectan a los programas educativos.

Se debería facilitar información a los padres sobre la importancia de la integración. Es muy Importante la comunicación entre las personas de los alumnos regulares de la escuela y los padres de los estudiantes con discapacidad a compartir experiencias. Los retos, pues, girarían, por un lado, en torno a la facilitación de conferencias, talleres o folletos donde se expliquen los beneficios y la importancia del proceso de inclusión; y por otro, la comunicación entre familiares y niños sin problemas con familiares y niños con discapacidades.

d) Cambios y dificultades relativas a la Administración

Los maestros entienden que la administración no prevé las posibilidades necesarias para la inclusión de los estudiantes con discapacidad, los servicios de apoyo son inadecuados, falta tanto asistencia psicológica como servicios de salud y rehabilitación así como centros e instituciones privadas para ayudar en el diagnóstico y detección temprana de los alumnos con discapacidad.

El profesorado cree que los directores aceptan la idea de integrar a niños con problemas. En cambio, eso no significa que la apoyen o favorezcan según los resultados. El profesorado piensa que la dirección de educación no ofrece las posibilidades necesarias para la integración. La administración se reserva los datos de los estudiantes. Hay solapamiento en el trabajo de las instituciones responsables de tratar con este tipo de alumnado. Y, se estima que faltan profesores de apoyo en los centros ordinarios.

Los retos a conseguir implicarían una nueva disposición del sistema educativo en Palestina para la acogida de los estudiantes con discapacidad y mayor coordinación entre los organismos de control entre las instituciones encargadas de trabajar con estos niños.

e) Cambios y dificultades en el contexto escolar

Los profesores están de acuerdo en que el ambiente escolar no es propicio para el éxito del programa de integración. Reconocen la ausencia de presupuestos especiales para gastar en las actividades de los estudiantes con discapacidades; así como la falta de condiciones higiénico-sanitarias adecuadas apropiadas para las clases escolares; la falta de áreas designadas y equipadas para la práctica de actividades escolares para los estudiantes con discapacidades; reconocen espacio en el aula insuficiente para el número de estudiantes; pocas actividades escolares para los estudiantes con discapacidades; falta de mesas y sillas de diseño que mejor se adapten al tamaño y las necesidades de cada estudiante con discapacidad; baños poco accesibles; y clases integradas de los estudiantes regulares y estudiantes con discapacidad en el sótano de la escuela.

El profesorado desearía que no existiera una ausencia de presupuestos especiales para gastar en las actividades de los estudiantes con discapacidades; desearía que no hubiese falta de condiciones sanitarias adecuadas, baños accesibles, o mesas y sillas de diseño o de áreas designadas y equipadas para la práctica de actividades o de espacio en el aula o que hubiese más actividades escolares para los estudiantes con discapacidades.

La dimensión contexto escolar muestra también un perfil lógico y ciertamente homogéneo. Situando todas sus dimensiones en torno al medio punto de diferencia entre realidad y deseo. Menos la dimensión "Hay clases integradas de los estudiantes regulares y estudiantes con discapacidad en el sótano de la escuela", que debe seguir como va o en la que no ven opciones de cambio. De todas las dimensiones objeto de estudio, resaltar la siguiente:

- Nivel medio (en torno al medio punto de diferencia): "La ausencia de presupuestos especiales para gastar en las actividades de los estudiantes con discapacidad", "la falta de condiciones sanitarias adecuadas apropiadas para clases de la escuela", "la falta de áreas designadas y equipadas para la práctica de actividades escolares para los estudiantes con discapacidad", "la falta de mesas diseñadas y sillas que mejor se adapten al tamaño y las necesidades de cada alumno con discapacidad"

f) Cambios y dificultades relacionadas con el currículum

En cuanto a los cambios y dificultades sobre el currículum, el profesorado está de acuerdo en que lo que existe en la realidad educativa es que el currículum no contribuye a promover el proceso de integración; que no hay nada en el plan de estudios que realmente ayude a diversificar el uso de los medios para satisfacer las diferentes necesidades de los estudiantes con discapacidades; que no hay instrucciones claras para evaluar el desempeño

de los estudiantes con discapacidad de acuerdo a la discapacidad; el currículum no da el tiempo necesario para los estudiantes con necesidades especiales en la evaluación; no es un currículum que favorezca la creatividad ni la exposición de pensamiento científico; el currículum de las escuelas no desarrolla actitudes positivas hacia los alumnos con discapacidades ni tampoco es adecuado para los estudiantes con discapacidades cognitivas y no tiene en cuenta las diferencias individuales entre los estudiantes con discapacidad, especialmente en el desarrollo de los exámenes y evaluaciones; pues se reconoce la falta de métodos de evaluación científicos y educativos para evaluar a los estudiantes con discapacidades. Además de existir dificultades para identificar las necesidades educativas de los estudiantes en general y las personas con discapacidad en particular y de la ausencia de programas de seguimiento después de la escuela para conocer a los estudiantes con discapacidades.

En cuanto a los cambios que desearían, todos los expuestos en la realidad están de acuerdo en que hay que hacerles frente. Pero también dan menos urgencia, frente a las otras evidencias, a que haya un plan de estudios que no desarrolle actitudes positivas hacia los alumnos con discapacidades o que no haya métodos de evaluación científicos y educativos para evaluar a los estudiantes con discapacidades o que haya dificultades para identificar las necesidades educativas de los estudiantes en general y las personas con discapacidad en particular.

Esta dimensión es muy compleja de cambiar y de actuar sobre ella. Las puntuaciones no alcanzan en ningún ítem una diferencia superior al medio punto. En todo caso, por destacar alguna: "no hay instrucciones claras para evaluar el desempeño de los estudiantes con discapacidad de acuerdo a la discapacidad" y "ausencia de los programas de seguimiento después de la escuela para conocer y formar a los estudiantes con discapacidades".

g) Cambios y dificultades relativas a Gestión del aula:

Una dificultad real es que no existe comunicación efectiva entre el profesorado, los estudiantes y sus padres y tampoco se aprecia que haya familiaridad con métodos de enseñanza que modifiquen el comportamiento de los estudiantes con discapacidad y que pudieran implementase en el entorno del aula ordinaria.

El profesorado reconoce la dificultad de tener en cuenta las diferencias individuales entre todos los estudiantes. No utilizan el mismo método de castigo y recompensa con todos los estudiantes, no se usan afirmaciones positivas en clase con regularidad, piensan

que el profesorado no se implica en las decisiones que afectan a los estudiantes y, consecuentemente, no se les presta atención dentro del aula.

De ahí que los cambios se dirijan a la necesidad de tener en cuenta las diferencias individuales de todos los estudiantes, así como a aplicar a todos los mismos métodos de castigo y recompensa.

h) Cambios y dificultades relacionados con las actividades extracurriculares

Desde la perspectiva de la realidad educativa, el profesorado está de acuerdo en entrenar a estudiantes con discapacidad en las diferentes actividades, tales como, la forma de llevar la ropa, el uso del transporte y la compra de tiendas, etc. A los estudiantes regulares se les enseña a ponerse en el lugar de otras personas, especialmente estudiantes con discapacidad. El profesorado no forman a los estudiantes con discapacidad en habilidades para la vida cotidiana y los estudiantes tampoco participan plenamente en las visitas y excursiones, no practican actividades deportivas adecuadas a sus discapacidades ni están involucrados en actividades con otras escuelas.

Desearía el colectivo profesorado y estaría de acuerdo en que hubiese formación para los alumnos con discapacidad en las diferentes actividades, tales como, la forma de llevar la ropa, el uso del transporte y la compra de tiendas...; así como también se les enseñara a los estudiantes regulares a ponerse en el lugar de otras personas, especialmente estudiantes con discapacidad.

Pero el profesorado no está tan deseoso de que los estudiantes con discapacidad participen en excursiones o se involucren con otros centros.

Esta es una de las dimensiones más firmes y complejas de cambiar, los ítems que muestran mayor diferencia en ella no alcanzan los 0,3 puntos de diferencia, cuando no coinciden. Parece que el profesorado no observa posibilidades en este ámbito que se sale de su escenario de trabajo cotidiano.

i) Cambios y dificultades relacionados con los métodos y ayudas a la enseñanza usados

Sobre los métodos y ayudas empleadas en la enseñanza, el profesorado reconoce métodos utilizados para reducir la motivación de los estudiantes con discapacidades, la ineficacia del uso de las tecnologías modernas en la educación, que los métodos y medios de enseñanza no ayudan en el desarrollo de las habilidades de pensamiento de los estudiantes con discapacidades ni fomentan el aprendizaje activo y la participación activa de

los estudiantes con discapacidades ni desarrollan aspectos de las humanidad y el aprendizaje social entre los estudiantes con discapacidades, ni tienen en cuenta las necesidades de los estudiantes con discapacidades, ni reflejan la vida real de los estudiantes con discapacidad en la diversidad de sus ambientes, ni ofrecen la oportunidad a los estudiantes con discapacidades a usar el método científico de pensamiento y de investigación. El profesorado está de acuerdo en que existe una falta de diversidad en los métodos y medios de enseñanza para adaptarse a la situación de la educación y en que la presencia en las aulas de recursos y maestros de educación especial ayuda a apoyar a los estudiantes con discapacidades.

Precisamente el deseo de cambio del profesorado gira en torno a que no exista una falta de diversidad en los métodos y medios de enseñanza para adaptarse a la situación de la educación, en que la presencia en las aulas de recursos y maestros de educación especial ayude a apoyar a los estudiantes y a que los métodos se usen de forma apropiada para los estudiantes con discapacidades.

Aunque pudiese parecer que existen diferencias muy abultadas entre realidad y deseo, se mantiene en la tónica del estudio y aparecen los siguientes datos significativos:

- Nivel medio (superior al medio punto de diferencia): "los métodos usados reducen la motivación de los estudiantes con discapacidades"

- El resto son diferencias que no superan, en ningún caso, los 0,3 puntos de diferencia. Lo que muestra la dificultad de cambiar esta dimensión.

j) Cambios y dificultades relacionados con la conciencia y la actitud

Esta última dimensión sobre la conciencia y la actitud hacia estudiantes con discapacidad, el profesorado reconoce que en la realidad educativa existe falta de especialistas adecuados para orientar a los profesores y alumnos regulares sobre cómo tratar con alumnos con discapacidad; no hay folletos, estudios y seminarios, especialmente en el ámbito de cómo tratar estudiantes con discapacidad en las escuelas; falta de actividades escolares y programas de radio escolar; falta de conciencia sobre la importancia de la integración; falta de centros especializados para el diagnóstico y la detección temprana de los alumnos con discapacidad en las provincias, así como falta de conocimiento de la legislación y las leyes sobre el proceso de integración; falta de programas de información para sensibilizar a los alumnos con discapacidades; programas de educación especial

tomados de la forma de la tradicional puesta en marcha de centros de rehabilitación aisladas; falta de materiales y equipos necesarios para el programa de integración.

La realidad muestra que hay profesorado que piensan que la presencia de estudiantes con discapacidad tiene efectos negativos en el proceso educativo en el aula; encontramos que no hay ningún cambio en las actitudes de los profesores hacia los alumnos con discapacidad; que los padres de estudiantes con discapacidades afectan el proceso de toma de decisiones en lo que se refiere al proceso de integración de sus hijos en las escuelas regulares; y por último, que existe una ausencia de visitas de supervisión y de supervisión eficaz para implementar las leyes y legislaciones en lo que respecta a los estudiantes con discapacidades.

Por último, se denota una tónica bastante equilibrada, con valores:

- Nivel medio (superior al medio punto de diferencia): "falta de especialistas adecuados para orientar a los profesores y alumnos regulares sobre cómo tratar con alumnos con discapacidad", "falta de actividades escolares y programas de radio escolar sobre los estudiantes con discapacidad", "falta de programas informativos que creen conciencia acerca de los estudiantes con discapacidades", "la mayoría de los programas de educación especial toman la forma tradicional de puesta en marcha de centros de rehabilitación aislados" y "la falta de materiales y equipos necesarios para el programa de integración".

- Altamente coincidentes, que marcan la imposibilidad actual de trabajar en ellos: "La presencia de estudiantes con discapacidad tiene efectos negativos en el proceso educativo en el aula", "no hay ningún cambio en las actitudes de el profesorado hacia los estudiantes con discapacidad", "los padres de estudiantes con discapacidades afectan el proceso de toma de decisiones en lo que respecta al proceso de integración de sus hijos en las escuelas regulares" y "no hay visitas de supervisión y directrices de supervisión de las instituciones hacia la escuela".

9. Posibilidades de mejora: hoja de ruta a seguir

En una primera comparativa se observa que existe una necesidad de cambio con respecto a la inclusión educativa en Palestina a diverso nivel. Esta necesidad de cambio se concentra en las dimensiones donde se observa una correlación altamente significativa (** nivel 0,01). Éstos serían los ámbitos prioritarios de mejora a juicio del profesorado y los que más fácilmente serían admitidos por estos profesionales. En este sentido destacar:

- Trabajar por un currículum que vaya abriendo posibilidades el procesos de integración (,383**). En este sentido opinan que se deberían tener elementos curriculares diversificados que permitan la creatividad y la adaptación a la diversidad, se definan mejor los niveles adecuados de desempeño de estos chicos, se mejoren los indicadores de evaluación, etc.

- Promover la existencia de especialistas, formación del profesorado, el conocimiento de la norma en materia de integración y el uso de métodos de enseñanza adecuados a los chicos con discapacidades (,376**). De manera que se disminuya la influencia negativa de este alumnado en el rendimiento del resto, se superen prejuicios y aumente la satisfacción del profesorado y las familias.

- Aumentar el grado de apoyo y de aceptación de los programas de integración de estudiantes con discapacidad para mejorar la integración (,234**). Para lo que proponen mejorar y aumentar la formación (inicial y permanente) recibida para enfrentarse al reto de la inclusión.

- Uso de las formas correctas de gestión de la clase (,208**). Para lo que proponen promover entre el profesorado el manejo de herramientas para controlar la diversidad de la clase, para modificación de conducta, o para observar y gestionar el aprendizaje de todos, así como aumentar el grado de comunicación con alumnado y padres o utilizar frases positivas y sin estereotipos…

- Tener en cuenta en el currículum y en el desarrollo de los procesos de enseñanza y aprendizaje que desarrollen actitudes positivas hacia los alumnos con discapacidad (,188**).

- El profesorado desearía un descenso significativo en las dificultades de integración de los niños con discapacidad. Opinan que debe cambiarse la situación de integración en clase, mejorando la atención de estos chicos y colectivos, siendo atendidos como necesitan y tiene derecho y eliminando situaciones de acosos, de exclusión o de discriminación (-,163**).

Seguidamente, recogiendo otras más sutiles diferencias significativas de opinión (* nivel 0,05) entre la realidad y el deseo, destacar los siguientes resultados:

- Los directores de la escuela Deben Continuar aceptando la idea de la integración y trabajar activamente por su desarrollo (,122*).

- El profesorado desea una mejora del ambiente de clase en un sentido mucho más inclusor (-,119*), incluso realizando cambios estructurales en la escuela: Considera que debe mejorarse el acceso a las instalaciones y clases, promover la movilidad y la comunicación, mejorar y adaptar los recursos y equipamientos, así como promover espacios, tiempos y actividades en los que participen el alumnado con necesidades educativas especiales.

El resto de dimensiones que ha mostrado el análisis factorial del cuestionario, al resultar un análisis de correlación no significativo, informa que, a juicio del profesorado- son ámbitos relativamente consolidados y en los que –de momento- no es posible el cambio, de manera fácil o sin resistencias significativas.

10) Discusión y conclusiones del estudio

a) Conclusiones generales

Los resultados nos informan que el profesorado palestino es consciente de su realidad y dificultades para afrontar el reto de la educación inclusiva. Se muestra relativamente crítico con la misma y, al mismo tiempo, es consciente de algunas medidas que debieran acometerse para hacerla posible. Las cuales, al haberse extraído a modo de deseo, alumbran línea posibilistas de acción. Lo que es clave en un sistema que se encuentra en sus primeros pasos hacia la inclusión y que cuenta además con la ilusión de conquistar y construir su propio futuro.

Si coincidimos con Kim (2011), Thaver & Lim (2012) o McDougall et al. (2004) cuando afirman que para hacer posible el cambio es imprescindible contar con el profesorado, tomar en consideración su voz y mirada privilegiada e interesada, puede ser una clave de éxito en el proceso. Ello dotaría de más sentido al cambio propuesto (Fullan, 2007), que si sólo es un tema administrativo o normativo que difícilmente va a calar en la realidad del aula y la escuela. Aunque la educación inclusiva es obligatoria por ley, nunca tendrá éxito sin el apoyo entusiasta de sus practicantes. Ahora bien, habría que ser cautos. La obtención de este tipo de apoyo consiste en el comportamiento y el cambio de actitud que no es un proceso rápido ni fácil.

El profesorado palestino ofrece una panorámica que a grandes trazos coincide con lo ya mostrado en otros países y estudios anteriores (De Boer, Pijl, & Minnaert, 2011), por lo que algunas de las medidas exitosas adoptadas como reactivos a tales situaciones, debidamente contextualizadas y estratégicamente implementadas, bien podrán suponer un importante acicate para el Sistema Educativo Palestino, como también se deben haber aprendido algunas lecciones sobre el cambio que tampoco convendría olvidar (Fullan, 2007).

International research indicates –y este estudio también lo ha puesto de manifiesto- that the complex mix of positive teacher beliefs combined with fears and perceived inadequacies is quite common in the evolution of practice towards inclusive learning environments (Shevlin et al, 2012). En este sentido destacar que el profesorado demanda una mejor formación tanto específica como de la profesión en general (Khochen & Radford, 2012). Opina también que es necesario caminar por el establecimiento de ambientes de aprendizaje inclusivos, e incluso más conscientes de que la diversidad no es sólo una

cuestión de capacidades (Shevlin et al, 2012; Slee 2011; Florian et al, 2010). Y, para ello, trabajar en línea con instaurar dinámicas y valores para que todo el alumnado y la propia idea de inclusión sea bien percibida por todos (Beyene & Tizazu, 2011). For succeed inclusive education, it is important that teachers, principals and other education stakeholders must be firmly convinced of the benefits that inclusive practices bring to all children (Habayeb & Othman, 2005).

Con todo ello, se puede concluir que la educación inclusiva está en marcha en Palestina. Y, aunque puede encontrarse obviamente en sus fases iniciales (escolarización e integración para la normalización), comienza a existir un primigenio estado de opinión entre el profesorado que alienta a que puede caminar. Lo que requiere el pertinente apoyo y siendo conscientes de la envergadura del reto y del volumen de cuestiones que deben ir retocándose: compromiso institucional y de la Administración Educativa, sistema de formación inicial y permanente, rediseño del currículum, cambio cultural de las escuelas, estructuras y dinámicas de clase y de escuela, incremento de los niveles de participación e interacción, implicación de las familias y la comunidad, etc.

b) Conclusiones por dimensiones de estudio:

1) Los niños con discapacidad no están siendo aceptados, de modo que los cambios y retos se orientarían a ayudar a estos estudiantes a desarrollar su potencial y formar buenas relaciones sociales en el ambiente que le rodea.

2) El profesorado reconoce que existen problemas de formación, de convicciones, de estímulo, de apoyo económico, pero también están de acuerdo en que hay que superarlos y llegar a un cambio, constituyéndose tales dificultades en los primeros retos a afrontar.

3) El profesorado piensa que los padres no aceptan integrar a sus hijos en aulas ordinarias porque no son conscientes de la importancia de este proceso de inclusión. El cambio vendrá si se facilitan conferencias, talleres o folletos donde se expliquen tales beneficios.

4) El profesorado entiende que la administración no prevé las posibilidades necesarias para la inclusión de los estudiantes con discapacidad. El reto implicaría nueva disposición del Sistema Educativo Palestino y coordinación entre organismos.

5) El profesorado destaca la gran carencia en los centros de recursos económicos, sanitarios, de mobiliario e higiénicos. El reto se centra en la mejora de las instalaciones.

6) El profesorado está de acuerdo en que el currículum actual no contribuye a promover el proceso de inclusión. Por tanto, los retos que se acometerían afectarían a la diversificación del plan de estudios, a los contenidos curriculares y a los programas de seguimiento.

7) El profesorado coincide en que no existe comunicación efectiva entre los estudiantes y sus padres. El reto consistiría en considerar las diferencias individuales de todos los estudiantes.

8) El profesorado no entrena a los estudiantes con discapacidad en habilidades para la vida cotidiana. Lo deseable será centrarse en formar a los estudiantes con discapacidad en diferentes actividades de la vida diaria (ropa, transporte, compras).

9) Los métodos y medios de enseñanza empleados no tienen en cuenta las necesidades de los estudiantes con discapacidad. Los cambios se focalizarían en ampliar la diversidad de métodos y su uso.

10) No hay conciencia sobre la importancia de los procesos de inclusión. Es urgente trabajar con los padres pues son los primeros que influyen en este proceso.

d) Conclusiones por variables independientes

- En cuanto a Género: Hombres y mujeres suelen coincidir en sus apreciaciones, si bien las mujeres están más de acuerdo con que existen estos problemas o retos en la realidad que los hombres. Parecen más sensibles y críticas a la realidad y con mayor deseo de cambio.

- Cualificación profesional: En cuanto a titulación académica, aunque existen pocas diferencias en función del conjunto de ítems estudiados, se observa una tendencia a mayor visión crítica entre el profesorado con mayor titulación académica.

- Por años de experiencia docente: El profesorado de mayor grado de experiencia se muestra más crítico con la realidad, pero es más autosuficiente ante este reto. Los noveles en cambio demandan más apoyo y se muestran más crédulos a las posibilidades de la integración.

- Por zona y tipología de centros y su titularidad: Por extraño que pudiera parecer, no existen diferencias significativas de opinión en cuanto a esta variable.

- Nivel en el que trabajan: El profesorado de los grados 1-4 están en mayor grado de desacuerdo al describir la realidad problemática de la integración que el de 5-10. Lo que parece mostrar que es más fácil la integración en los primeros niveles que más adelante.

- Por tipología de estudiantes con los que trabajan: El profesorado opina de manera claramente diferente en función del tipo de discapacidades que poseen sus estudiantes.

11. Implicaciones y recomendaciones a seguir

1. Apoyar tendencia moderna de caminar hacia la inclusión educativa y social, promocionando la integración de la educación especial con educación regular con el fin de acceder al principio de la "Escuela para todos". Todos los estudiantes pueden aprender, asisten a clases regulares, con pares de su misma edad, en sus escuelas locales, tienen derecho a participar en todos los aspectos de la vida escolar, reciben programas educativos apropiados, reciben un currículo relevante a sus necesidades, reciben los apoyos que requieren para garantizar sus aprendizajes y su participación, participan de actividades co-curriculares y extra curriculares, se benefician de la colaboración y cooperación entre su casa, la escuela y la comunidad.

2. El Sistema Educativo Palestino, ya que su profesorado es consciente de que debe cambiar y que se puede hacer algo, debería apostar por una Educación inclusiva. La inclusión debe ser un eje central de una educación para todos. Respondiendo a las expectativas y necesidades específicas de los grupos excluidos, vinculados principalmente a minorías étnicas, de género, culturales, socioeconómicas, y facilitar el acceso Atención debería centrarse en lograr prestaciones de calidad, entornos de aprendizaje amigables y diversos, y en democratizar las oportunidades de formación para todos.

3. Es necesaria la Capacitación y acompañamiento pre- y en servicio para maestros(as) y administradores(as). Es urgente atender la necesidad de capacitación permanente al profesorado en las escuelas regulares para desarrollar estrategias que incluyan a todos los estudiantes.

4. La participación e implicación de los padres en este proceso es fundamental. Se deben acometer acciones para la concienciación, movilización y capacitación de los padres. Trabajar con los padres como socios, así como la sensibilización de la comunidad sobre la importancia de la integración y la educación inclusiva.

5. Debe apostarse por una colaboración multi-sectorial y el fortalecimiento de dinámicas inclusivas en la comunidad. Y ello incardinarse en campañas de sensibilización para todas las instituciones educativas en las escuelas de la importancia de la integración y la educación inclusiva.

6. Promover la cooperación y el intercambio de experiencias e ideas en el campo de la integración y la educación inclusiva en el mundo árabe, incluyendo reflejará positivamente en los estudiantes con discapacidades y sus familias. Intercambio de experiencias entre maestros de educación especial y regular, ya que es útil en el desarrollo de la labor educativa.

7. A pesar de caminar en la línea de la integración y la inclusión educativa no debe olvidarse el impulso en la provisión de personal calificado en el campo de la educación especial.

8. La realización de estudios y estadísticas sobre la integración y la educación inclusiva en Palestina.

9. Modificaciones estructurales en las instalaciones las deportivas y el entretenimiento en general en las escuelas.

10. Preparar a los estudiantes sin discapacidades y ayudar a construir actitudes positivas incorrectas hacia de sus compañeros de los estudiantes con discapacidades

12. Debilidades del estudio e implicaciones para nuevas investigaciones

El estudio al utilizar un enfoque cuantitativo mediante cuestionario, ofrece una panorámica de la opinión del profesorado palestino. Pero para comprender mejor qué está pasando se debería:

1) ver/observar la realidad de la inclusión mediante estudios de caso, observación participante en clase…

2) Sería también interesante confrontar los resultados de investigación mediante grupos de discusión de profesores, directivos, padres, responsables de Educación, centros específicos, profesores especialistas, asociaciones de discapacitados….

CHAPTER ONE:

Study design

CHAPTER ONE: STUDY DESIGN

1.1 Presentation and justification of the study object

1.1.1. Statement of the problem

The study aims at investigating and recognizing the most important challenges and difficulties facing teachers on Integrating Palestinian students with disabilities into Regular Classrooms in Palestine. Study the reality of Bethlehem from teacher's perspective, The Reality and what should be? as well as differences in assessing these challenges and difficulties in light of the following variables: gender, academic qualifications, years of experiences, School location, kinds of schools according to supervising authorities, type of students disabilities, Grades level.

The study problem has consisted primarily in understanding and outlining the panoramic of the actual situation of integration and inclusive education in Palestine (reality and as it should be) in the study of which are the different difficulties that are found in integrative and inclusive education of students with disabilities as well as in what grade it is applied in the classroom. The investigative issue is three pillars: What is to be studied, how will it be studied, and where?

A theoretical framework was designed, which departed from the studies and opinions of the most notable experts on the issue of integrative and inclusive education and its goals.

Furthermore, the methodology that was selected was thought to be the most adequate to carry out the study, and finally, the educational context in Palestine (Bethlehem) was demonstrated, showing the hypothesis and objectives of investigation for later verification (the importance of analyzing the study sample, from which the results derived from the applied methodology will be obtained.

1.1.2. Study significance

This study is significant because it can create a greater awareness of inclusive education and its importance for children with disabilities in Palestine. It is hoped that teachers' perspectives and attitudes will help all stakeholders that is, the local government,

the Ministry of Education, teachers, parents, and school managements in Palestine education, to improve support and services for students with disabilities in schools.

This study is also intended to inform the Ministry of Education in Palestine of the inclusive practices happening in the schools that have accommodated students with disabilities and the most important difficulties facing the Integration program of student with with disabilities into Regular Classrooms from teacher's perspective. It is hoped that the Ministry of Education in Palestine may begin to implement positive changes within the current education system and facing all the difficulties witch facing the Integration program of student with special needs into Regular Classrooms and encourage inclusive practices in all schools for the benefit of all students with disabilities. This study is also significant because it will contribute to the international literature on inclusive education.

1.2. The study: Objectives, questions, hypothesis and limitations

1.2.1. Study Objectives

1. Analyze the reality of education and inclusive education in Palestine, with special focus on the section of Bethlehem.

2. Learn the normative framework and the evolution of attention on diversity in Palestine

3. Learn the state of research on inclusive education in the Arabic and Palestinian context.

4. Establish a realistic framework that serves to help understand and compare the level of achievement reached in Palestine about inclusive education, taking into account other scholastic references and educational achievements in Palestine as well.

5. Establish a realistic framework that serves to help understand and compare the level of achievement reached in Palestine about inclusive education, concerning the different processes, moments, and stages of development in the concept of inclusive education that are being validated on an international level.

6. Get to know the teachers' perception of the different difficulties that are found in integration and inclusive education of handicapped boys and girls.

7. Identify the dimensions and aspects that are complicating scholastic integration in Palestine, according to the teachers.

8. Establish a map of the possibility of integration derived from the answers concerning the desired grades by the teachers.

9. Describe the scope of desired improvements from the teachers' perspective.

10. Establish action guidelines in political education in order to reduce the difficulties discovered and walk in line with the international guidelines for inclusive education within the possibilities of the identified actions of the investigation.

1.2.2. Study Questions

The study seeks to answer the following questions:

a) By bibliographic investigation

1) What are the main data and educational indicators in Palestine (and, especially in Bethlehem), concerning the Educational System, schooling, resources, academic results…

2) What is Palestine's educational policy concerning inclusive education?

3) What are the dimensions, aspects, spaces and action scenes, and under what conditions is scholastic integration and inclusive education developed in Palestine?

4) What are the main data and indicators of attention given to those people and groups that have specific needs to supportive education in Palestine (and, especially in Bethlehem)?

5) What is the scope of research preferences about the reality of inclusive education in the Arabic world in general and Palestine in particular?

b) By dimensions:

6) What are the main challenges and difficulties that students with disability find in their social and educational inclusion? And what *should be* the main ones?

7) What are the main challenges and difficulties that teachers find in their social and educational inclusion? And what *should be* the main ones?

8) What are the main challenges and difficulties that parents find in their social and educational inclusion? And what *should be* the main ones?

9) What are the main challenges and difficulties that administration finds in their social and educational inclusion? And what *should be* the main ones?

10) What are the main challenges and difficulties that work environment (school) find in their social and educational inclusion? And what *should be* the main ones?

11) What are the main challenges and difficulties that Curriculum find in their social and educational inclusion? And what *should be* the main ones?

12) What are the main challenges and difficulties that classroom management finds in their social and educational inclusion? And what *should be* the main ones?

13) What are the main challenges and difficulties that extracurricular activities find in their social and educational inclusion? And what *should be* the main ones?

14) What are the main challenges and difficulties that methods and teaching aids used find in their social and educational inclusion? And what *should be* the main ones?

15) What are the main challenges and difficulties that awareness and attitudes find in their social and educational inclusion? And what *should be* the main ones?

16) What is the scope and dimensions in which, according to the teachers, make change a possibility, derived from clear differences between reality and what is desired?

17) According to the teachers, which reference points, scopes and dimensions seem to present greater resistance to change?

18) According to the teachers, to what are related the dimensions that present the greatest challenges and difficulties in inclusive education?

19) According to the teachers, to what are related the dimensions that present the desire or possibility of change concerning inclusive education?

20) What degree of significant relationship exists between the different dimensions of the research?

21) According to the teachers, what are the most important dimensions that should improve in order to positively influence inclusive education?

22) What are the 'main elements' that make up each dimension of research, through which very significant changes must be worked?

23) What are the 'main elements' that make up each dimension of research, that teachers consider are the most complex challenges that need to be worked in order to invoke changes?

c) By variables of study:

24) Are there differences of perception concerning reality and the possibility of inclusive education in Palestine on the basis of: teacher gender, academic qualifications, years of experience, the supervising authority, school location, the type of disabilities that students have, and the grades you are teaching,

1.2.3. Study Hypothesis

The study seeks to test the validity of the following hypotheses:

1) In Palestine inclusive education still is not a reality. What's more, the integration of boys and girls with different types of handicaps is still a difficult reality, in schooling as well as in professional performance.

2) Educational and social inclusion in Palestine is in its initial phase of development and similarities to other processes are found in other contexts.

3) Palestinian teachers find a much depleted reality of scholastic integration and other difficulties, but they consider it necessary and possible to advance towards a true inclusion.

4) There is a gap between reality and desire that shows the possibility of change, to gain territory in inclusive education, as well as clues (in certain dimensions and aspects) towards which we need to walk.

5) Dimensions of reality and possibility of different professional and institutional variables can be identified and tested.

1.2.4. Study Limitations

- *Human Limitations:* School teachers who teach regular classrooms include students with disabilities.

- *Instruments*: The questionnaire.

- *Place Limitations:* Palestine, West Bank, Bethlehem.

- *Time Limitations*: Academic year 2012.

1.3. Study Design

To achieve these objectives, we had to develop a design which has guided the development of the research. This design is represented in the figure below.

In determining the research question, which is essentially understanding its current state and obtaining a descriptive overview of how they are and in what ways ideas presented in the difficulties and challenges of integration and inclusive education of Palestinian students with disabilities into regular classrooms. Study of Bethlehem (reality and desires) exits, we determined the different areas which we will discuss.

The first area is a response to "What" we are studying, and that will involve the development of a theoretical framework of the research that was intended to treat most aspects of Palestinian Identity, making concentric studies, starting from the most general, and gradually deepening until the objective that is hoped to be studied, which is being developed so as to encompass and evaluate all characteristics. This framework contains a study based on current literature and similar studies, as well as references and explanations and expert opinions, and they will cover the issues described below.

Figure nº. (1). *The design guided the development of the research*
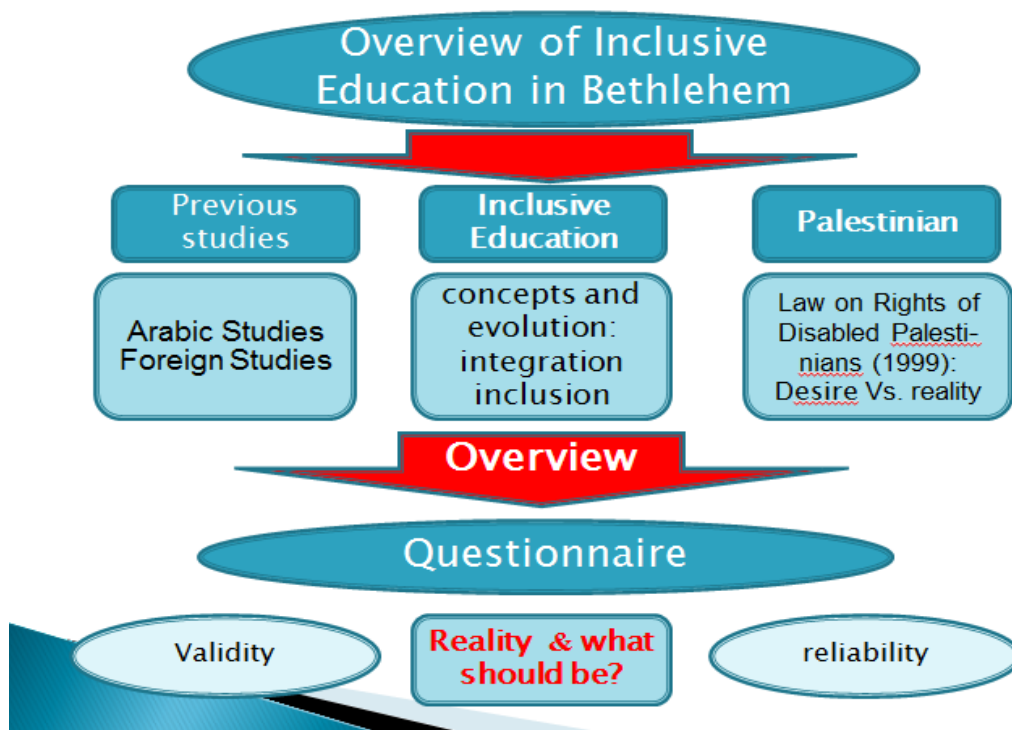
This complex reality is dealt with using a methodology of quantitative analysis, descriptive, comparatively and inferential (reality and desires), And it works on a system of dimensions that reflect the main topics used in previous studies as well as part of what the literature identifies as most relevant to know with respect to this reality. The validity and reliability of the instruments are well managed and tested.

Through all of these mediums one achieves both an overview of the situation (opinion of teachers about the subject) and an understanding of the material that relate to focus of this study.

Finally, the integrating descriptive and inferential analysis of different sources of information leads to an interpretation of the situation. This is discussed with respect to other studies, results, prospects, and from them the conclusions and implications of this study was obtained.

CHAPTER TWO:

Literature Review

Chapter Two: Literature Review: Integration and Inclusive Education

"*The practice of 'mainstreaming' children with disabilities should be an integral part of national plans for achieving education for all. Even in those exceptional cases where children are placed in special schools, their education need not be entirely segregated; Part-time attendance at regular schools should be encouraged. Necessary provision should also be made for ensuring inclusion of youth and adults with special needs in secondary and higher education as well as in training programmes. Special attention should be given to ensuring equality of access and opportunity for girls and women with disabilities*". (Salamanca Statement & Framework of Action, 1994a, p.18).

2.1. Introduction

Education is one of the major responsibilities of the society especially that is related to children of special needs who form a considerable part of most societies. Since the beginning of the middle of the previous century, special attention is paid to those of special needs. Many noticeable efforts have been exerted to help them and provide them with appropriate circumstances that enable them to grow properly and acquire skills and experiences within a distinguished educational system that contributes in their capacity building and to be active influential individuals in their society.

The patterns of these challenges are of different types. Some are related to the sensory, physical, emotional, mental and social aspects. Disabilities also vary from one person to another in the same category or group.

During the few past decades, special education affected much of the changes and developments that heavily affected all types of services provided to children of special needs. The idea of including children of special needs in ordinary schools developed and got increased importance. This happened through moving more students of special needs from private schools to ordinary schools. Many changes regarding regulations related to this idea have also taken place in many advanced countries around the world especially the U. S. A., Britain, France, Italy, Sweden, Norway, Denmark and Other countries which exert much effort to include the children of special needs in ordinary schools. Many specialists and experts as researchers in special Education called for the inclusion of students of special needs not only in schools but also in all aspects of life. They all confess that education is the right for all human beings regardless of sex, religion, colour, race, origin, and any other obstacles that deprives them from their right of education like others and regardless of

other obstacles whether physical, mental, emotional or socials ones; and ensuring providing equal opportunities for all to express their hidden skills. (Al-Hadidi, 2001).

2.2. Special education

The term "special education" is defined in the (Anderson, 2010, p.20) as " specially designed services, related services, and instruction to meet the unique needs of children who have disabilities as defined by Individuals with Disabilities Education Act (IDEA). It includes classroom instruction, home instruction, and instruction in hospitals and institutions. This Education is provided at no cost to parents ".

Special Education is a recent topic that started in the second half of the 20th century. This deals with exceptional Individuals who differ to a great extent from ordinary children in their mental, sensory, emotional and linguistic growth which requires special attention on the part of educators dealing with diagnosing their needs and setting suitable educational programs and special teaching methods (Al-Quds Open University, 1994).

The historical development of special education spans many decades and affects a number of countries. For example, in America the first school children with deafness was established in 1817, while the school for the blind in 1832. In as early as 1965, the location of special education for those with mental or sensory disabilities was always in a specialized institution. From these developments, children with special needs were often taught in special schools and classes which were formed especially for them. These children had their own special educator who used instructions that were modified or particularized to suit the children that they would be teaching depending on the child's special need (Smith & et al., 2008; Villa, 2005).

In the field of psychology, Special Education is considered a new topic that is focused on providing medical as well as educational, rehabilitating and training services for abnormal individuals.

Special Education gives much importance to look after children of special needs and to adapt curricula and methods of teaching to their needs so as to facilitate including them in classes of ordinary students in general education classes, and providing intensive scientific support to the teachers of special education as well as general education so as to enable them implement the educational strategies related to both talented and disabled students.

The present decade witnessed a great development and interest in the disabled. So many countries developed their programs in this respect so as to achieve a comprehensive

solution to his problems from all sides. The focus was on prevention of this problem rather than cure. This was to save much effort as well as financial expenses for healthcare and rehabilitation programs (Noghai, 2007).

Many experts have critiqued the special education as a concept because it places an emphasis on individual deficits that are to be remedied rather than cultural or environmental. On the other hand, the implementing inclusion, entails the removal of cultural and environmental barriers in order to increase the participation of those with disabilities in schools. It is therefore fundamental to take account of the attitudes of key professionals since a negative mindset would constitute a significant barrier to implementation. (Khochen & Radford, 2012; Ainscow, 2005, Ainscow, 1999; Armstrong, 2005; Slee, 2004).

2.2.1. The Objectives of special education

The goal of special education is to bring due attention to the disability and give concentrated attention to the learning environment. Special education student receive instruction that is individualized to their personal needs. All special education programs have the goal of developing emotional, social and academic skills in the student.

Special education has a group of objectives. Some of these mentioned by (Al-Rosan, 2010, p.14) are:

1. Identifying the needs of children who are not normal through special tools of assessment and diagnosis suitable for every group of special needs.

2. Setting educational programs suitable for every group.

3. Preparing suitable teaching methods for every group so as to implement and achieve the goals of the educational plan.

4. Preparing educational and technological teaching aids for every group.

5. Preparing preventive programs to avoid causes leading to being disabled.

6. Considering individual differences among children through guiding them and supporting them to grow according to their abilities, readiness and attitudes.

7. Providing proper means of scientific research so as to make use of the abilities of the talented and directing them to support them to excel.

8. Ensuring self-dignity and providing proper chances to develop one's ability so as to contribute in the progress of the society.

2.2.2. Principles of special education

There are several educational principles and aims that should be taken into consideration with regard to students with special educational needs:

1) It is obligatory to teach children of special needs in an educational environment similar to that of ordinary ones.

2) Special education means providing individual educational programs as:

   a. Deciding the present level of performance.

   b. Deciding the long-term objectives.

   c. Deciding the short-term objectives.

   d. Deciding the standards of successful performance.

   e. Deciding the necessary tools and materials.

   f. Deciding the start of implementing the programs and when to finish them.

3) Providing proper services for children of special needs requires having specialized team that can provide these services accordingly.

4) Disability doesn't affect the child only, but it also affects all the members of the family which is the first and the most important teacher for every child.

5) Early special education is more effective than that of later age. The stages of early childhood are more important and critical at the level of growth and should be invested to the utmost possible means. (Al-Qaryouti & et al, 1995).

2.2.3. Categories of special education

There are 13 categories of special education as defined by the Individuals with Disabilities Education Act (IDEIA) (United States Department of Education, 2004).

- **Autism:** Is a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that

adversely affects a child's educational performance. A child who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the other criteria of this Section are satisfied.) Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

And According to (Cassady, 2011: Gregor & Campbell, 2001) defined the **Autism:** The inclusion of children with autism can be advantageous for all students if it is done in anappropriate manner with adequate professional support. IDEIA was passed to ensure that students with autism were included with their typically developing peers as much as possible

- **Deaf-Blindness:** Means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

- **Deafness:** Means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.

- **Emotional Disability:** Means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: An inability to learn that cannot be explained by intellectual, sensory, or health factors. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. Inappropriate types of behavior or feelings under normal circumstances. A general pervasive mood of anxiety or unhappiness or depression. or A tendency to develop physical symptoms or fears associated with personal or school problems.

- **Hearing Impairments**: Means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance.

- **Intellectual Disability:** Means significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

- **Multiple Disabilities:** Means concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments.

  Young children with multiple disabilities have unique needs and challenges. Impairments may occur in cognition, motor, and sensory functions and occur in combination with each other. Many of these young children struggle to communicate their wants and needs, to freely move their body to access and engage their world, and to learn abstract concepts and ideas. The intensity of their needs means that delays are likely to have a pervasive impact on the child's development and are likely to continue to impact the family and the child well beyond the early childhood years. In addition, however, these young children are a widely heterogeneous group in terms of their characteristics, capabilities, and learning needs. They may share some attributes, but they possess their own uniqueness as well. Thus, as professionals and families plan for children with multiple disabilities, an approach that considers the special needs each child exhibits and necessary supports required to meet the needs must drive the process. (Horn & Kang, 2012).

- **Orthopedic Impairment:** Means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly impairments caused by disease (e.g., Poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

- **Other Health Impairment:** means having limited strength, vitality or alertness, including a heightened sensitivity to environmental stimuli, that results in limited alertness with respect to the educational environment that Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, or sickle cell anemia; and Adversely affects a child's educational performance.

- **Specific Learning Disabilities**: means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of

visual, hearing or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

- **Speech or Language Impairment:** Means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

- **Traumatic Brain Injury:** Means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; psychosocial functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

- **Visual Impairment:** Means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

2.2.4. International movement towards inclusion

The inclusive education gained significant international recognition when the United Nations (UN) promoted the idea of 'Education for All' at the World conference in Thailand in 1990 (Khochen & Radford, 2012; Kuyini & Desai, 2007). And the inclusion of people with disabilities in both education and society in general is a global trend (Raphael & Allard, 2013; Carolyn, 2001).

The practice of including students with special educational needs in mainstream schools is now well established internationally. Three illustrations of the movement towards the inclusion of children with special educational needs in mainstream education that has occurred in recent decades are set out below.

2.2.4.1. The Salamanca statement

*"*We, the delegates of the World Conference on Special Needs Education representing ninety-two governments and twenty-five international organization, assembled here in Salamanca, Spain, from 7-10 June 1994, hereby reaffirm our commitment to Education for All, recognizing the necessity and urgency of providing education for children, youth and adults with special educational needs within the regular education system, and further hereby endorse the framework for Action on Special Needs Education,that governments and organizations may be guided by the spirit of its provisions and recommendations*"* (Salamanca statement and Framework for Action, Inclusion International, 1994a, p. viii).

The Salamanca statement which was issued in (1994) in Salamanca, in Spain by 92 countries and 25 international organization participating in the international conference on the Education of those of special Needs starts with ensuring commitment to provide education for all at all ages:

Children and adults within the framework of general education. They all agreed to educate the disabled children through inclusive education programs where ordinary schools should receive all children regardless of their financial, mental, social, emotional and linguistic circumstances (Moran, 2007; Thomas & Vaughan, 2004; Salamanca statement and Framework for Action, Inclusion International, 1994a).

The Salamanca Statement proclaims that:

The fundamental principle of the inclusive school is that all children should learn together, regardless of any difficulties or differences they may have. Inclusive schools must 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 curricular, organizational arrangements, teaching strategies ,resources use and partnerships with communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school.(Salamanca statement and Framework for Action, Article 7-Inclusion International, 1994a, p. 2).

The most important issues were:

1) Focusing on developing positive attitudes towards the disabled children in pre- service teacher's education programs.

2) Ensuring that skills and experiences needed to educate these children are the same skills and experiences needed for quality education.

3) Paying much interest in educating teachers and raising their competencies in dealing with these children when giving them certificates qualifying them to practice teaching.

4) Organizing educational seminars and providing written materials for experienced school principals and teachers so as they can support and train teachers of less experience.

5) Universities and Institutes of Higher Education should conduct researches and implement training programs that support the role of teachers of the disabled.

6) Involving the qualified disabled in educational systems so as to be models to imitate and follow (Badri, 2005; Al-Sabbah, 2008).

7) Providing quality education for learners and in education for all programs in local communities.

8) This statement is considered as the clearest call for inclusive education.

9) It supports ideas in international documents.

10) It specifies the plan of the general policy of inclusive education at the international level.

11) It is an effective renewal in the field of practices in all parts of the world.

12) It is a challenge to all exclusive practices in the field of education.

13) It is based on a growing international consensus that all children should have a unified system of education, regardless of their different background level and disability.

The Salamanca framework includes the following basic issues: policy and organization, scholastic factors, supporting services, available resources, partnership between parents and local society, and teacher training. (Salamanca Statement & Framework of Action, 1994a).

The Salamanca Framework strongly emphasized that the establishment of inclusive schools actually helps to combat discrimination and negative attitudes, develops children's confidence socially and builds an inclusive society for them to live in. It gives them the right to be recognized as a person who can contribute meaningfully to nation building along with the rest of the population. Therefore, every country should take into consideration the

importance of this policy so they can implement it effectively for the benefit of all its citizens (Salamanca Statement and Framework of Action, 1994a; Mitchell, 1999).

2.2.4.2. Council of Europe, political declaration (2003) and action plan (2006)

> Girls and boys, women and men of all ages have equal rights. Persons with disabilities are citizens who have the same rights and responsibilities as all other citizens (Council of Europe, 2003, p. 4).

At the second European conference of ministers responsible for integration policies for people with disabilities in Malaga, Spain in May 2003, the ministers deliberated the common principles that should permeate future disability policy development and public service delivery. The ministers considered that

> "education is a basic instrument of social integration and efforts should be made to give the opportunity to children with disabilities to attend a mainstream school if it is in the interest of the child, to facilitate the transition from school or higher education to employment, and to develop the concept of life-long learning" (Council of Europe, 2003).

Building on the Malaga declaration, the Council of Europe Action Plan to promote the rights and full participation of people with disabilities in society 2006-2015, sets out objectives and specific actions for the member states. Among the objectives in the action plan is "to ensure that disabled people have the opportunity to seek a place in mainstream education by encouraging relevant authorities to develop educational provision to meet the needs of their disabled populations" (Councils of Europe. 2006, p.16). A specific action for each member state is

> "to ensure that people with disabilities, including children, receive the support required, within the mainstream education system, to facilitate their effective education. In exceptional circumstances, where their professionally-assessed special education needs are not met within the mainstream education system, member states will ensure that effective alternative support measures are provided consistent with the goal of full inclusion. All special and mainstream provisions should encourage the transition to mainstream education and reflect the same goals and standards" (Council of Europe, 2006, p.16).

2.2.4.3. United Nations International convention on the rights of persons with disabilities (2006)

> "States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning" (United Nations, 2006, p. 2).

Article 24 of the International convention on the rights of persons with disabilities (december 2006) under the heading "Education": places a strong obligation on governments to provide inclusive education for all learners. It is stated in Article 24 that with a view to realising the right of persons with disabilities to education without discrimination and on the basis of equal opportunity, states shall ensure an inclusive, education system at all levels and lifelong learning.

In realising this, states shall ensure that[1]:

a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education on the basis of disability.

b) Persons with disabilities can access an inclusive, quality, free primary education and secondary education on an equal basis with others in the communities in which they live.

c) Reasonable accommodation of the individual's requirements is provided.

d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education.

e) Effective individualised support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion (United Nations, 2006).

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[1] http: //www.un.org/disabilities/default.asp?id=284 [Retrieved 11/05/2012].

2.3. Integration

2.3.1. Introduction

Special education witnessed great developments and changes especially at school level. This includes changes in curricula, methodology and means of providing services to the disabled. Such achievements and developments led directly to include and integrate the disabled children in general education.

Integration is a continual and progressive process that begins in the family group with the purpose of incorporating the individual with special needs into school, social, and work life. Educational integration is therefore valid, satisfying the general needs of those people with disabilities, in regular and specialized classrooms, in their interaction with the instructor specialist. These ideas constitute a universal vision of integration, but this generality has been observed from diverse perspectives according to regional experience and research. (Romero & Lauretti, 2006).

In the 21st century, there was a change in the negative view towards the disabled. It becomes more optimistic to include these children in general educational programs rather than excluding them in certain private schools. Many studies insured that disabled students regardless of their physical, hearing, sight, and mental disabilities enjoy the potentials to join general education programs like ordinary children. The integration of the disabled at an early stage helps in developing their growth and help in making other students accept them. It also provides them to have normal environment away from social isolation and loneliness (Al-Shakhs, 2004 & Al-Sabbah & et al, 2008).

In order to apply the process of integration in regular public schools, it is necessary to have a link and cooperation between the specialized in private education and those in general education, in addition to providing all necessary potentials that contribute in the success of this process (Sesalem, 2001).

Integration of students with disabilities in the general system of education got much of the attention of the specialized and interested in special education in America when issuing the American law No. (94/ 142) for the year 1975. In 1995, it was developed to ensure providing the best possible educational as well as vocational methods for the handicapped compared with their counterparts. Then it was modified in 1997 under the name of The Law of Educating students with disabilities. This defines special Education as providing services to the children and not a place for children to join. It emphasized the concept of integration through emphasizing the disabled student to learn in a less- confined

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environment and through providing all proper educational needs and teaching aids inside the classroom with ordinary students (Al-Sabbah & et al, 2008; Al-Taimani, 2009; Terman & et al, 1996).

The historical development of the policy and philosophy of care and interest in special education turned from isolating children completely to the full integration in the school system through educating the disabled in ordinary schools and integrating them in the mainstream after rehabilitating them in the mainstream after. This can be noticed through the motto "*Equality and full Participation*" raised under the name of "*International Year* of the *Disabled* Persons" (1981), and through the motto of "*A Society for All*" which was decided by the UN General Assembly in 1981 in the charter of Human Rights for those who suffer from disabilities and emphasizes their rights in participation and equality in treatment. This charter is considered as an international recognition of the rights of the disabled to participate in all activities of their society, taking into consideration the period (1983-1992) as the decade of the United Nations[2] care for those of special needs (Abdullah, 1998b; Al-Sabbah & et al, 2008).

The Arabic contract for the disabled emphasized that the disabled child should receive all rights and services at equal terms with his counterparts. It also stipulates overcoming all obstacles that prevent achieving this goal. In the field of education, the project emphasized ensuring equal opportunities for the disabled to receive proper education since early childhood in all education institutions and in regular classes and in private institutions when it is difficult to integrate them properly (Al-Sabbah & et al, 2008).

2.3.2. The concept of school integration

The concept of school integration has been interpreted in various ways, at first glance, coinciding with the studies of special education efficiency, school integration was interpreted as the physical site of the deficient student in the ordinary classroom. The objective of this integration was understood as the schooling change for those deficient students from the specific to the ordinary centers and classrooms.

The fundamental issue that the first studies and integrated practical's addressed was if simple physical contact of the special needs student with ordinary students (academically,

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[2] United Nations Voluntary Fund on Disability. http: //www.un.org/disabilities/default.asp?navid=8&pid=29

socially, and personally), whereas the student who attends a specific classroom of special education.

When it was found that location was an insufficient criterion to evaluate the incidence of the student's integration, integration began to be emphasized and understood in terms of the level of instructive and social participation of the special needs student in the ordinary classroom. The objective and basic issue that began to be studied by integration professionals was this: What techniques and methods serve to facilitate the student's school integration in the classroom? It is this way because integration is translated in terms of "participation" and "acceptance" of the student in classroom life.

Though this conception of integration is still in use, a new reading of the same has emerged: integration as a global product of the educational center, whose objective is to attempt to offer an education that is adjusted to the diversity, peculiarity, deference, and idiosyncrasy of every student and in every context within the school setting. This posture coincides and contributes to the educational platforms that understand the school and its role inexorably linked to processes of organizational development. The objective pursued from this last interpretation of integration transmits the integrative process in such a way that the school or educational center attend to and/or should attend to the needs of its students (Parrilla, 1992, p.16).

The school integration process has principally centered on reconverting special education, succeeding in transforming it into educational support for those children integrated into common classrooms. This fact has in many cases provoked the transformation of the classic focus that has characterized special education, denominated as clinical-medical-psychological, into a context in which the regular school, where the student is considered from an individualists perspective, realizing adjustments and modifications only for those integrated students and not for the rest of the school community (UNESCO, 2008).

2.3.3. The objectives of integration

Integration is expected to achieve the following objectives:

- Abolishes individual, psychological and social differences between the disabled and the normal students.

- Modifies negative attitudes and the inferiority outlook towards the handicapped whether from the society or the family.

- Reduces the sufferings of parents as their students with disabilities are now enrolled in regular schools.

- Increases the motivation of the handicapped towards receiving education in a normal environment and with ordinary students.

- Leads the handicapped to cope psychologically and socially with the ordinary students.

- Increases self-autonomy.

It has been proved that including the students with disabilities in the mainstream of ordinary students helps much in their academic development as well as their emotional, social growth. This is because they survive the natural social requisites of study, and incase the handicapped succeed in freeing themselves from the stigma of deficiency and overcoming it, they gain more confidence in themselves and in others too, as well as increase their motivation and expectations about themselves and others especially parents who, in return, become more relaxed and positive towards their children (Masoud, 1984).

Al-Rosan (1998) pointed out through his revision of the expected goals to be achieved through applying the idea of integration the following:

- Abolishing the stigma related and attached to some groups of special education and retardation and which through integration the child feels that he joins an ordinary school rather than joining a special center or institution. This, as a result, has a positive effect on him.

- Increasing the chances of social interaction among students: ordinary or disabled, whether inside the class or outside the classroom.

- Increasing the proper chances for learning hence the in-class activities and different teaching and evaluation methods lead to more effective education especially on the part of the disabled.

- Changing or altering the attitude towards the groups of special education, hence the integration program changes and modifies the attitudes of the working staff and the students to form more positive rather than negative view towards the disabled.

- Providing more educational chances to the most possible number of all groups of the disabled. This is because the integration program works including the disabled in regular ordinary classes especially those with little or simple mental disability, the blind, dumb and those facing learning difficulties. This is because the special centers

do not provide all necessary educational services because of limited space to receive a high number of this group.

- Providing the needed economic expenses to open special education centers, since the school building, the working staff and the equipment are of high economic cost. So reducing the number centers for special education will reduce the economic cost and allowing more students of special needs to join ordinary schools which spread everywhere (Al-Rosan, 1998).

- Developing the personal skills of the individual to become personally independent.

- Developing the individual's social skills so as to integrate and interact with others.

- Enabling the individual to depend on himself and to become able to work and gain his living through developing his occupational vocational skills (Al-Qumash & Al-Sa'ydah, 2008).

2.3.4. Justifications for integration

There has been continuous debate about integration and its efficiency and positive effects. Due to the rapid change and development in special education, many changes in services have also taken place, as a result. These have been clearly stated by (Mubarak, 2007; Al-Khatib, 2004; Al-Khashrami, 2002; Sadeq, 1998; Jenkinson, 1997; Kugelmass, 2004).

1) Studies and researches have revealed many positive effects of integrating children of special needs with their counterparts of ordinary students. This increases their chances in improving their educational opportunities, social and psychological development. It also reinforces chances of understanding and forgiveness. It also abolishes prejudices against children of special needs.

2) The local as well as the international laws, regulations and legislations which openly and strongly state the right of the disabled children in receiving proper health, educational and social care as their ordinary counterparts in ordinary environments of the least restrictions.

3) The positive change in the general outlook of the society towards the disabled which led to accepting them in the society's private and public institutions.

4) The development and growth in the vocational as well as the rehabilitation field of the workers in Special Education.

5) The growing increase of those of special needs and the decrease in the number of institutions and centers that provide them with services which make them unable to provide these services and to include them. This, as a result, caused the supporters and those in charged to exert more efforts to provide the proper environment with the least complications and restrictions for them and provide them with proper programs.

6) The growing pressure from parents of the disabled on the supervisors and superintendents so as to invent better innovative educational alternatives for the children instead of the old used means of isolation and separations.

2.3.5. Advantages of integration

a) Advantages of integrating the disabled child

When the disabled child is integrated in regular classes and receives acceptance and encouragement from others, this gives him the feeling of importance and increases self-confidence, which makes him accept being handicapped and become aware of his potentials at an early age and increases his feeling of affiliation to the society he lives in (Ja'far, 2003; Al-Taimani, 2009).

The disabled student who is integrated in regular classes acquires new skills that enable him face and overcome life difficulties. He also acquires new educational and social experiences that foster proper social development and growth (Al-Sartawi & etl, 2000; Bradley & et al, 2000).

Integration provides the child with personal social behaviors that enable him to communicate with others and thus reducing dependence on his/ her mother. It also helps him to develop mental associations while playing with others of the same age group (Awwad & Al-Khatib, 2010).

b) Advantages of integration for normal children

Integration helps the normal child to accept the disabled and makes him feel relieved when dealing with persons who are inferior to him. Studies showed that ordinary normal students gain many benefits when enjoying the chance to play and socialize with the disabled and build new friendships (Awwad & Al-Khatib, 2010; Shash, 2002).

And the process of changing attitudes of children towards peers with disabilities can, according to (Campbell, 2006) as cited in (Bossaert., et al, 2011), be regarded as a process of persuasive communication, requiring consideration of ''*who says what, how, to whom, and with what effect*'' (Campbell, 2006, p. 145). The literature regarding the attitudes of children towards peers with disabilities can consequently be organized as follows: source (the ''who''), message (the ''what''), channel (the ''how''), and receiver (the ''whom'').

And When children have a positive attitude toward disabled peers it can facilitate the inclusion of disabled children, while a negative attitude can hinder inclusion (De Laat et al., 2013; Bossaert et al., 2011; Vignes et al., 2009).

C) Advantages of integration for parents

The system of integration makes parents feel that their children are not isolated from the society. And they come to know new methods to teach their children.

When the parents notice that their children are making progress through dealing with ordinary children, they pay more attention to them in a very rational way. They also come to know that their children behave in a similar way to that of normal children. In this way, Parents feel satisfied towards their children and even towards themselves (Awwad & Al-Khatib, 2010).

d) Academic advantages of integration

Integration has many academic and educational advantages to both students and teachers.

The disabled achieve much progress in reading and writing and language understanding in ordinary schools than when being in private schools for special education or isolated environments.

Working with the disabled also increases the teacher's experiences at the personal as well as the educational level. This is because integration provides the teacher with proper chances to deal with the disabled and find the best way to deal with him/ her. This will also benefit the teacher to use these techniques with ordinary students who might suffer from weaknesses (Bradley et al, 2000; Al-Taimani, 2009).

e) Social advantages of integration

Integration raises the awareness of all members of the society towards the disabled and makes him feel that he is a human being who has rights on his society and obliges the society to accept him as an active member in it. Injury or disability should not be considered a factor to isolate him from his peers or feels that he is a foreigner (Khadher, 1995).

Integrating the children of special needs with their ordinary peers has a noticeable economic value on the society. The budget for education is efficiently exploited in the right place which has many benefits for the students. Expenditures on inappropriate educational services turns to ones of more value as using means of transportation to reach private schools in remote places is now reduced or cancelled and the expenses for this are used in productively (Bradley et al., 2000).

2.3.6. Disadvantages of integration

Despite the great advantages that can be achieved because of integrating children in ordinary classes, there are many attitudes that oppose the idea of integration and see that integration may cause many educational problems as:

1) Recruiting a specialist in special education in ordinary schools: It is difficult in most case to find this person and also to find a room for special resources and educational aids for this purpose that suit every group of special education.

2) The administration of the ordinary school finds it difficult to accept the idea of integrating students of special needs with ordinary students. This might widen the gap between both groups and may lead ordinary students to ignore even mock or make fun of the disabled, which, in turn, may lead to neglect them.

3) It is sometimes difficult to introduce the new material to the disabled when the assistant teacher is not available.

4) It is always difficult to prepare the educational plans for the disabled individuals. This entails ignoring individual difference between the students of both groups.

5) The child may feel frustrated when using the academic level of achievement as the only standard to evaluate the level of the disabled in a regular class.

6) The child of special needs may lose the individual care he used to receive in a private school in a private class.

7) The family of the child of special needs may not find other families having children of special needs in the same ordinary school. This is because the majority even most students are normal and do not share the child of special needs his interests.

8) The child of special needs may feel frustrated if his family pressed or insisted that his level of achievement must be like that of the ordinary students in as ordinary class (Al-Khashrami, 2000).

Al-Taimani (2009) in his study pointed to other types of disadvantages such as:

- **Impact on Parents**: They face the problem that their children are unable to cope and compete with ordinary children who develop naturally. This, as a result, may reduce their interest in the integration program as well as other additional responsibilities related to the educational and social integration and adaptation of their children.

- **Difficulty in providing services**: This means it is difficult to provide necessary services to the disabled in the environment of integration. Some special services as physiotherapy, language training and pronunciation problems are available at the private school and not in the ordinary one. This negatively affects their relationships with the child. Moreover, the integration program may reinforce the idea of failure to the child and as result he loses motivation.

- **Deprivation of Individual care**: Integration of children of special needs may lead to deprive them from individual care as well educational aids for individual use which are usually available in private schools. This, as a result, may lead to the social isolation between the ordinary and disabled children especially when it is difficult for the disabled children to participate in school social and sports activities. Thus the chances of psychological frustration increase greatly.

To sum up, we can say that integration despite of its positive and negative effects, is a developed educational procedure for the children of special needs in case the factors leading to success are taken into consideration.

It is also very important to study all negative effects which might be encountered when applying it.

2.3.7. Methods of integration

Specialists and those interested in the field of children of special needs endeavored to conduct experiments, researches and studies so as to find the best appropriate methods to integrate students of special needs with their ordinary counterparts which, in return, makes

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them able to cope with real life situations in ordinary classes and realize equality and justice among the members of the same society. These methods have been pointed out by (Mubarak, 2007; Al-Mussa, 2004; Al-Shakhs, 1987). They are as follows:

1) Children of special needs join the ordinary school but in a class annexed to it where the child receives his education there all day long.

2) Children of special needs study in a class annexed to the ordinary school, but join ordinary children non- classroom activities, spending part of the school day.

3) Children of special needs receive their education in an ordinary class all day long.

4) Children of special needs receive their education in ordinary classes, but receive special supporting services from his ordinary teacher as well as his from the consultant teacher.

5) Children of special needs receive their education in ordinary classes but benefit from services and leaching aids in the resources room.

6) Children of special needs spend part of their day in an ordinary class and the other part in a special class.

2.3.8. Difficulties facing integration

The most prominent difficulties that face the process of integration are:

1. The absence of an education vision greatly affects the educational programs offered at schools. The educational system in general suffers from problems that are not less serious as that of special education. It is always difficult to know the real number of students of special needs and their conditions, in addition to the necessary budget they need (Baker & Zigmond 1990).

2. Laws and regulations related to integration are not sufficient. They are also not compulsory in schools which stand against the process of integration. Moreover, the corporations running the affairs of children of special needs have an overlap in their responsibilities with no coordination among them which negatively affects the process of integration (Ramona, 2003).

3. Because of the shortage of informative educational programs for children of special needs, in general, and towards the philosophy of integration, in particular, many members

of the society adopt negative views and attitudes towards this group and the process of integration as well. Most of our societies still support the policy of isolation and exclusion of children of special needs from the course of daily life activities (Abdullah, 1998a).

4. The issues and needs of children of special needs are not set in the priorities of local interests. This, in return, causes many problems in the process of integration. Moreover, the scarcities of specialized cadre in this field make us feel that such teams are not proficient and active in their society (Zakariya, 1993).

5. The service, programs and curricula provided to children of special needs fall short to meet their real needs. Moreover, they are of a monotonous nature and uneasy to adapt or modify so as to meet their real needs which actually reinforce the trend towards isolation rather than integration. (Al-Qaryouti, 1997).

6. Programs of special education still take the traditional form, i. e., isolated centers and institutions. Moreover, some people in the society believe that this system is better than the system of integration since it focuses services only for this group of special needs. (Elliot, 1998).

7. Many teachers of ordinary education suffer from the lack of support and cooperation provided by teachers of special education. Many of them feel that those are not specialized enough to communicate soundly and to provide the services needed the right way to the students of special needs. The ordinary teachers lack experience and training to deal with this group of children whether pre- service or in- service type of training (Yeffe, 1979).

8. There is a big difference between strict and lenient method of social rearing by the parents of children of special needs. This ranges from very careful and strict way of bringing their children to complete negligence. This may also continue in the educational process. Some parents may stand as barriers against the future of their children because of much fear and care. As a result, they refuse to integrate their children in ordinary classes due to fear of strict and harsh treatment they might receive in these classes (Ramona, 2003).

9. The scarcity of informative programs that raise the awareness of the people in the society about the benefits of integration negatively affects this process. Moreover, the development of special programs for private education, in general, and those for integration, in particular, away from the experiences and involvement of parents would never yield to achieve the desired goals (Sesalem, 2001).

10. Children of special needs may face a problem in understanding themselves as one can understand himself through dealing and interacting with others who are important to him

starting from home to include the external community. This understanding of self-awareness is very much connected with the physical awareness of one- self. Both reflect one's awareness of himself (Al-Hadidi, 2003).

11. Students of special needs may face some problems and difficulties through the process of integration. Sometimes, they are to perform tasks beyond their abilities which cause them to feel inferior to others. As a result, they develop feelings of anger, denial or even withdrawal from the program as a whole (Nassrallah, 2002).

12. Since it is difficult to assess the students' needs in general, and those of special needs, in particular; so it becomes difficult too to come up with the educational programs that can face it; hence the success of the process of integration depends on using suitable educational programs so as to meet their academic, social and psychological needs in regular ordinary classes. This is because he has his own mental and physical abilities and psychological needs which differs from other students (Al-Sabbah et al, 2008).

13. It is difficult to change the attitudes of those in change of educating the students towards schools, and it would achieve its goals at a larger scale to include educating the disabled. So it is necessary to start new procedures the most important of which is teacher's education and preparing him in a suitable way (Al-Sabbah et al, 2008).

14. It is difficult to prepare the suitable curricula for the disabled. It is also difficult to run a proper assessment and evaluation for these educational programs so as to provide the disabled a suitable chance for learning and to upgrade his personal, social, educational skills and skills of social acceptance inside or outside school (Al-Sabbah et al, 2008).

2.3.9. Principles to be taken into account for the success of integration

Success of any action depends on the level of accurate planning for all its aspects and potentials to overcome the majority of obstacles that may occur during the implementation. In order to ensure the success of the integration process, many principles must be taken into consideration.

These foundations were mentioned in the writings of (Mubarak, 2007; Al-khatib, 2004: Al-khashrami, 2000; Al-Rosan, 1998; Yousef, 1998; Simpson, & et al, 2003; Lewis, 1999; Simi, 2008) And they are the following:

1. **Planning the integration**: Prior planning for the integration should be done, putting all its foundations and goals, preparing the convenient environment and the financial budget,

training the staff and educating all parts of the society, supporting research and studies institutions, along with the advisory, assessment and monitoring committees and adopting modern technologies.

2. **Type of disability**: integration of children of special needs in regular schools depends on the type of disability and degree of severity. Severe disabilities are harder to integrate than medium and mild ones.

3. **Early childhood education**: Early childhood education depends primarily on the family's initial teaching of speech, language, names and actions, in addition to the family's physician, the convenient kindergarten for the child's nature and his playgrounds.

4. **Education enforcement:** activating the laws, regulations, and rights in the educational system, to impose their implementation in all schools, universities, and all other social institutions.

5. **Teachers acceptance and preparations for normal schools**: the success of the teacher in the integration process depends on his/her acceptance to the children with special needs and their integration. One of the main basics is the intensive training of teachers in order to encourage him/her to accept the integration and the integrated in regular schools.

6. **Number of children of special needs in a regular classroom**: there is no accurate recommended number of students in the regular classroom, but it is preferable that it goes over one or two in order not to isolate them, but not exceeding three or four in order not to slow the educational process in the normal classroom.

7. **Classroom size**: the classroom must not have a large number of students in order to facilitate achieving the educational mission of the teacher at the required level, along with the classroom size and grade.

8. **Location of students of special needs in the classroom**: it is important that students who need attention to be on the center front of the class, so that the teacher may offer them additional services and pay them more attention to increase their level of understanding.

9. **Provision of support classes outside the regular classroom**: In order for the student of special needs to keep pace with his regular classmates in their educational attainment level, a timetable should be prepared to support him in classes outside the regular classroom.

10. **Selecting the appropriate school**: when selecting a school for integration of students with disabilities, it must be convenient in terms of: school classrooms, facilities, educational tools and techniques, playgrounds, safety and prevention measures, resources' room, specialists and teachers' rooms, and administrative tools and devices. It is preferable that

the school is a ground-floor building, with a convenient environment and location, where technical maintenance is always available.

11. **Family's role in the integration process**: family's role can be determined by the awareness and acceptance of its members to the disability of their child, and their knowledge of educational tools, the purpose of integrating their son in regular schools and the importance of cooperating with teachers in facilitating their children's academic, social, psychological and daily development, in addition to the involvement of the family in the training, planning and development processes.

2.4. Inclusive Education

2.4.1. Introduction

Education systems throughout the world are faced with the challenge of providing an effective education for all children and young people. In economically poorer countries there are millions of children who are not in school. In the same time , in wealthier countries many young people leave school with no Worthwhile qualifications, others are placed in various forms of special provision away from mainstream educational experiences, and some simply choose to drop out since the lessons seem irrelevant to their lives. Faced with these challenges, there is an increased interest in the idea of inclusive education. However, In some countries, inclusion is still thought of as an approach to serving children with disabilities within general education settings.

Internationally, it is increasingly seen more broadly as a reform that supports and welcomes diversity amongst all learners (UNESCO, 2001). It presumes that the aim of inclusive education is to eliminate social exclusion that is a consequence of attitudes and responses to diversity in race, social class, ethnicity, religion, gender and ability. As such, it starts from the belief that education is a basic human right and the foundation for a more just society.

2.4.2. The concept of Inclusive education

Inclusive education is defined as the full inclusion of children with diverse abilities in all aspects of schooling in general education classrooms regardless of their ability or disabilities (Loreman, Deppeler & Harvey, 2005; Rogers, 1993; Salamanca Statement & Framework of Action, 1994a).

The principle of inclusive education has been increasingly recognised over recent decades and all countries officially support schooling of children with disabilities into mainstream settings as it is ''*the most effective means of building an inclusive society and achieving education for all*'' (Sentenac & et al, 2012; UNESCO, 1994).

The inclusive education gained significant international recognition when the United Nations (UN) promoted the idea of 'Education for All' at the World conference in Thailand in 1990 (UNESCO, 2012a; Khochen & Radford, 2012; Kuyini & Desai, 2007). And the inclusion of people with disabilities in both education and society in general is a global trend (Raphael & Allard, 2013).

Inclusive education is the entitlement of all children and young people to quality education, irrespective of their differences, dispositions or disabilities and is about embracing educational values of equity, diversity and social justice (Moran, 2007).

The option for inclusion signifies the end of the labels of special education and special classrooms, but not the end of necessary support nor those services that must be provided in integrated classrooms (Kim, 2012; Luengo, 2005; Stainback, 1999)

Currently, educational politics give great emphasis on attending to the diversity of all students who form part of the educational process, in a way that they can learn together within the same community. From here, the concept of inclusive education is born. In general, this term is confused and used indistinctly with school integration, although it deals with two distinct concepts and approximations.

If educational integration also attempts to achieve a quality education for all, its emphasis has centered on the integration of those students who present special needs associated with a disability. With respect to this, the perspective of inclusive education considers diversity from an expansive viewpoint, upon postulating that all human beings are different, and for this reason they have different motivations, interests, and distinct capabilities that also should be considered within the educational-learning process (Pizarro & Morales, 2007).

The school integration process has principally centered on reconverting special education, succeeding in transforming it into educational support for those children integrated into common classrooms. This fact has in many cases provoked the transformation of the classic focus that has characterized special education, denominated as clinical-medical-psychological, into a context in which the regular school, is realizing adjustments and modifications only for those integrated students and not for the rest of the school community (UNESCO, 2008).

On the contrary, inclusive education proposes to modify the structure, functionality and pedagogical model of schools to be able to optimally respond to the educational necessities of all children so that they might be successful in their learning and participate under equal conditions (Climent, 2009). This stance allows all students to benefit from a learning adapted to their needs and not just to those who present needs for special education (Pizarro & Morales, 2007).

In the inclusive model, there are no admission requirements in the selection of those children who become part of an education system. Therefore, there is no discrimination in this sense which, in turn, gives way to the right of education for all, the equality of opportunities and of participation. Additionally, this implies the transformation of the education system as a response to the diverse educational needs of all children, including those who present a disability, guaranteeing for all a quality education (Pizarro & Morales, 2007; Echeita and Ainscow, 2010; Ainscow, Booth and Dyson, 2006; Macarulla and Saiz, 2009).

2.4.3. Defining inclusion

"The term inclusion refers to the acceptance of all students and citizens in schools and communities. Furthermore, it signifies the end of the labels for special education and special classrooms, but neither to the necessary support nor services that should be provided in integrated classrooms"(Luengo, 2005, p: 121).

Regarding to (Froman & Rubiera, 2006) the inclusion is used to refer to the commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend. It involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students).

The confusion that exists within the field internationally arises, in part at least, from the fact that the idea of inclusive education can be defined in a variety of ways (Ainscow, Farrell & Tweddle, 2000). It is not surprising, therefore, that progress remains disappointing in many countries. For example, in her analysis of national education plans from the Asia region, Ahuja (2005) notes that the idea of inclusive education was not even mentioned. In fact, special schools and residential hostels were often put forward as a strategy for meeting the needs of a wide range of disadvantaged students, and non-formal education was seen as a solution to the educational needs of marginalised groups. This is a worrying trend, especially

given the negative effects of institutionalisation on vulnerable groups of children in underresourced contexts (United Nations, 2005)

inclusive education was born of the idea that education is a basic human right that provides the foundation to achieve a more just society. "All student have the right to education" (United Nations Educational, Scientific, and Cultural Organization-UNESCO, 1994), regardless of their characteristics or specific difficulties. This right is educationally justified by the need to educate all children together, obliging schools to devise methods of instruction for distinct individuals. This helps accomplish a social aim because educating all children together provides the foundation for a more just society, encouraging people to live together in peace and economically, given that it has been determined that education all students together is less expensive than establishing different types of schools. (UNESCO 2003).

Inclusive education, according to how Ainscow and Booth (2002) perceive it, is an aspect of an inclusive society:

"Working from the vantage point of culture, politics, and from teaching in the schools allows for attention to be placed on the diversity of the student body."

"Placing emphasis on the learning process and on the participation of all vulnerable students: those possibly excluded are not only those denominated as having special education needs."

"Working towards the improvement of school instruction, both for staff and for the students."

"Designing and executing actions so that diversity is not perceived as a problem to solve, but rather as a rich opportunity to support the learning process for all." (Ainscow & Booth, 2002; Booth & Ainscow & Kingston, 2006).

Freeman and Alkin (2000) showed the negative social and academic cost of segregating special education and pinpointed the benefits of inclusion of students with disabilities and special educational needs in general education.

Inclusion in general schools has many benefits both for students with and without disabilities. For example, Mrug and Wallander (2002) pointed that students with disabilities and special educational needs have the same possibilities and opportunities to participate as their ordinary counterparts in school and social events. Students without disabilities learn to approach children with different characteristics, develop empathy and acceptance of individual differences, become more aware and responsive to other children's needs, and learn more about persons with a disability. Finally, inclusive education gives the opportunity

for the development of positive attitudes of students without disabilities towards peers with disabilities and special educational needs (Hall, 1994; Mrug & Wallander, 2002; Doulkeridou & et al. 2011).

The United Nations Convention on the Rights of People with Disabilities (2007) ratified and strengthened calls for inclusion of all people with disabilities in all areas of life. 'Article 1' of the convention set out the general principles of the convention which include non discrimination, equal opportunities, respect for difference and acceptance of persons with disabilities as part of human diversity and humanity and full effective participation of persons. These principles are crucial for the inclusion of all persons with disabilities.

Echeita and Ainscow (2011) collect four elements that might help administrators, school directors, supervisors, or teachers in the context of their daily teaching. The four elements are the following:

- Inclusion is a process. It attempts to teach how to live with difference and at the same time study how we can make the most of difference. In this sense, the differences can be valued in a positive light and like a stimulus to promote learning among children and adults. When this process is discussed, it must be therefore assumed that time is a factor that should be counted, that changes cannot occur suddenly, and in the meanwhile, this can generate confusing situations, contradictions, and "turbulences."

- Inclusion looks for the presence, participation, and success of all students. Here, the term "presence" is related to the place in which children are educated and with what level of reliability and punctuality to they attend class. The term "participation" refers to the quality of their experiences encountered while at school; therefore, student viewpoints should be incorporated, their "voices" and the assessment of their personal and social health.

- Inclusion specifies the identification and elimination of barriers. The concept of barriers is anathema to the perspective that we want to share, as they are the barriers that impede the effective exercise of the rights, in this case, to an inclusive education. Generically, we should understand as barriers those beliefs and attitudes that people have with respect to this process and that are solidified in the culture, politics, and school practices that individually and collectively exist and are applied, and that to interact with personal, social, or cultural conditions of certain students or groups of students- in the framework of politics and existing educational resources at the local, regional or national level- generate exclusion, marginalization, or school failure.

• Inclusion puts particular emphasis on those groups of students who are at risk for marginalization, exclusion, or school failure. This supposes the assumption of moral responsibility to assure that those groups, statistically speaking, who find themselves at higher risk or vulnerability, be supervised with special attention.

2.4.4. Developing inclusive education

The placing universal public education or Education For All in historical perspective Arguing that the contemporary meaning of and the impetus for inclusive education are best understood if examined within a historical context, and the development of international aid. The startling fact that the concept of universal education and the rhetoric of "social justice" and "human rights", now the mainstay of inclusive education, came about only as recently as the mid-nineteenth and early twentieth centuries, respectively, in the now developed world, has enormous implications for the developing world (Kalyanpur, 2011; Armstrong & et al., 2009).

The Universal Declaration of Human Rights (1948) was adopted on 10 December 1948 by the international community. It recognised the inherent dignity and inalienable, equal rights of all people around the world. The preamble notes the reasons for, and commitment of, the United Nations General Assembly to the 30 Articles they passed unanimously. Where inclusive education features are in Article 26 which stated:

• *(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.*

• *(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.*

• *(3) Parents have a prior right to choose the kind of education that shall be given to their children.* (Article 26).

In the years following the Declaration, many countries honoured the spirit of the Declaration, but the reality for those with special needs was that decisions regarding their education rested with specialists in the medical, educational, and government fields (Maher, 2011; Universal Declaration of Human Rights, 1948).

the Salamanca World Conference on Special Needs of Special education, coined the concept of inclusive education (UNESCO, 1994). The Salamanca Statement arguably forms the major international document of the most major significance in the field of special needs for special education. It argues that mainstream schools are "the most effective means of combating discrimination attitudes … building an inclusive society and achieving education for all. It also suggests that such schools can provide an effective education for most children, improve efficiency, and ultimately the cost-effectiveness of the entire education system (UNESCO, 1994).

In the last two decades, there has been a common drive by international governments towards inclusion as a model for education. This has been supported by numerous directives concerned with human rights, suggested that the term 'special education' should be extended, and recommended that most pupils with special educational need should be provided for in mainstream, schools, with the notion that 'special educational needs' should replace the different categories of disability or handicap. (Lambe & Bones, 2006; Salamanca Statement and Framework of Action, 1994a).

The beginning of inclusive education is a strong advocacy from parents and organizations that supports children with disabilities and other special education needs which led to the implementation of inclusive education (Friend & Bursuck, 2006; Smith & et al., 2008). In some countries, inclusive education is seen as a form designed to serve children with disabilities within general education. However, internationally, is increasingly considered at a broader level as transformation of supports and celebrates diversity among all students (UNESCO, 2001).

In the last years it has been very active in various countries in terms of guiding policies and educational practices in a more inclusive manner (Mittler, 2000).

2.4.5. The Inclusive school

The inclusive school is a "school available to all children or a school open to the diversity of cultures, social status or physical or mental diversity.Ainscow, 2001.

In countries with poorer economics, the priority is the million children who have never seen the inside of a classroom (Bellamy, 1999). While thus, in the most prosperous countries many teenagers graduate from school with questionable credit ratings, others are treated in various forms of segregated special education experiences from common

educational practices and some just choose to leave school because the lessons taught seem irrelevant to their lives, So The topic of inclusion is the major challenge facing schools across the world.

The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. It must 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, resources 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. (The Salamanca Statement on Principles, 1994b).

Inclusive school cultures require fundamental changes in educational thinking about children, curriculum, pedagogy and school organisation.Shevlin et al, 2012; Slee 2011; Florian et al, 2010).

The development of these schools encourages "the participation and learning of all students in the community" (Ainscow, 2001). But, as mentioned by the same author, for this to be possible, it should be able to "use the potential of every student and teacher as a resource for others": the teacher will propose strategies for participation that will make students "think up. "

Inclusive School is contrary to exclusive school (Echeita, 2006). This school understands difference not as a problem, but as a value to integrate, to enrich the both the individual and the group as a whole. It is the school that means more than mere external formulism, accepts democracy in its essence, and understands that education is a process. Socially speaking, an integrated school is coherent, respectful, and demonstrates solidarity.

And this inclusive school attempts to achieve the recognition of all to be considered as members of the educational community to which they belong, whatever their social environment, culture, origin, ideology, gender, ethnicity, or personal situation derived from a physical, intellectual, or sensory disability, or even intellectual giftedness (Jiménez León, 2010). This refers to the "Education for All" (EFA). We will define it in three ways (Puigdellívol, 2009, 1-4):

"The entire population excluded from an education or those at risk or being excluded are addressed." This discusses inclusive education or Education For All, that is aimed at different sectors of the population.

"The school and, by extension, the education system is focused on." The politics and inclusive practices are aimed at structural change that favors increasing attention on the

entire student body, with the independence of its social condition and personal aptitudes.

"Inclusion is conceived as a community task." Inclusion, therefore, does not simply take place within the walls of the school, given that the majority of exclusion problems have a social origin.

As Ainscow defined it (2001, p.33), the inclusive school is "the school that reaches all students." In other words, it is a school open to the diversity of culture, social status, physical or psychological limitation, and promotes "the participation and learning process for all students within the community." It will be necessary to "use the potential of each student and teacher as a resource for all" so that participatory strategies can be promoted that make students "think at a high level."

Stainback and Stainback (1999, p. 21-35) show some of the characteristics of inclusive schools, which are:

"Philosophy: classrooms assume a philosophy to which all children pertain and can learn in an ordinary classroom, while at the same time value diversity. In these schools, diversity is not a limiting character, but is considered an advantage."

"Classroom rules: These rules should reflect the philosophy of a just and equal agreement of mutual respect between students, as well as members of the school and the community. There should neither any difference in how the students are taught, nor any form of discrimination, positive or negative."

"Content: The general education curriculum is adjusted to satisfy the needs of boys and girls, that is, providing the necessary knowledge so that they can meet the challenges of the future, without class content suffering cuts or modifications because of limited student ability."

"Support within the ordinary classroom: The school and the teachers resort to using all educational and technological means, and all teaching methods to create a fair environment, and to create equal opportunity for both normal and special students. Additionally, they must assume that the natural relationships and support which students in the classroom and school mutually help and support each other as equals, friends or colleagues, are important to take into consideration when administering the help of professional "experts." Centering attention on natural support within the classroom helps us to help form continuing and equal relationships between students and teachers that facilitate the development of a supportive community."

"The idea behind more inclusive education has to do with the entire student body,

but also those who are the most vulnerable to discrimination, exclusion, marginalization processes or failure at school who should attract our attention, and not for reasons of justice. This serves as the platform for innovation and the improvement of the education system" (UNESCO, 2005, p.14).

2.4.5.1. Advantages and Benefits of inclusive schools

One of the advantages is that everyone benefits from inclusive schools worried about the way in which to establish communities that support and attend to all students, not just to those who belong to select categories.

Another advantage consists of the resources and efforts of school staff that are dedicated to evaluating the student's teaching needs, to adapting lessons and to give support to students.

The third advantage is the possibility of providing social and learning support to the students. (Stainback & Stainback, 1999).

2.4.5.2. Characteristics of Inclusive Classrooms

The classroom is the basic attention unit. Classes are organized and formed heterogeneously. They stimulate and drive students and teachers to mutually support each other. And now we will present some characteristics of inclusive schools.

Inclusive classrooms stem from the philosophy that all children belong to the group and that all can learn in the normal life of the school and community.

In the rules of inclusive classrooms, it is normal that the rights of each member appear. For example, on the wall, this rule can be read: "I have the right to learn according to my ability. This means that no one will assign me nicknames because of how I learn." Another: "In this class, I have the right to be myself. This means that no one will treat me unjustly for the color of my skin, my weight, my height, for being a boy, girl, or anything else about my appearance."

In inclusive classrooms, help and support is given to students to help them achieve the adequate curricular objectives. It is not the attempt to dominate the school curriculum in accordance with the norm defined at the outset, without taking into account their distinct characteristics and necessities. When necessary and with the goal of satisfying its needs, the general learning curriculum is adapted, expanded, or both.

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Instead of brining the student to learning support, the support staff goes to her. Above all, this is an attempt to determine the way in which the student's educational needs can be satisfied in the natural environment of the classroom.

Inclusive classrooms tend to promote natural support networks, putting special emphasis on the guidance given by fellow classmates, their networks, groups of friends, as well as cooperative learning and other forms of establishing natural relationships that are active and help those same students.

In the case of students as in that of teachers, cooperation and collaboration between colleagues is promoted instead of competitive and independent activities.

When there is a lack of external "expert" help to satisfy the specific needs of a student, the system of support and curricular plan is not only modified to help those requiring specialized assistance, but also other students in the same class can benefit from similar support.

The professor becomes the impulse for learning and support instead of maintaining total control and assuming the responsibility of all that occurs in class. She delegates the responsibility for learn and mutual support to the members of the group. Its function consists of training students so that they can provide support and help to their classmates and make decisions based on their own learning.

In inclusive classrooms, educators make the conscious effort to guide their students so they understand and make the most of individual differences.

Given that inclusive learning is a new and emerging focus that tackles the distinct need of individuals in natural education environments. To achieve success, creativity and the open mindedness of the members of the school is essential. Those who work with in the schools and inclusive classrooms recognize that there are no simple or universal answers to problems that arise in all environments and at any time.

2.4.6. Benefits of inclusive education

Concerning to the department of Education and Science, 2007. Inclusive Education has a range of benefits:

1. Students experiencing barriers to learning

- They can learn new skills through imitation.

- They are with peers from whom they can learn new social and real life skills that will equip them to live in their communities.

- They have an opportunity to develop new friendships with typically developing students.

- They get access to education in their communities instead of being sent away to special schools or staying at home.

2. All other Students:

- They are able to learn more realistic and accurate views about students experiencing barriers to learning.

-They can develop positive attitudes towards those different from them.

-They can learn from others who successfully achieve their goals despite challenges in their way.

- Both slow and gifted learners can benefit from the inclusion of learners needing support to learn.

3. Families of Students who experience barriers to learning

- They will feel less isolated from the rest of the community.

 - They will develop relationships with other families who can provide them with support.

- They can enjoy having their children at home during the school year without the need to send them away to special schools or hostels.

 - When students with disabilities are integrated in local schools, their parents have more opportunity to participate in the school and in the community in which the school is situated. Some parents have reported positive changes in family life, with increased interactions with family, friends, and neighbours, increased self-esteem, and fewer behavioural problems.

4. Families of other Students

- Will develop relationships with families with students with disabilities and be able to make a productive contribution.

- Will be able to teach their children about individual differences and the need to accept those who are different.

5. Communities

- They can make save cuts by providing one program for all students rather than having separate programs

- People experiencing barriers to learning who have developed their full potential through effective education no longer are a burden to society but can make a contribution.

- Communities will learn to appreciate diversity in their midst.

2.4.7. The difference between inclusion and integration

a) Integration

In the late 1970s, the concept of integration was developed to cater for the interests of children with special needs.This was again as a result of pressure from the civil rights movement, parents, advocates, the teachers and professionals in the field of special education, and some politicians. The integrating of children with special needs into regular schools was to break the barrier of children with disabilities being segregated, which gave them more freedom and equal opportunity to interact with other children without disabilities. With integration, children who had disabilities were able to attend regular schools but were usually taught in a separate special unit or class. They might participate in certain lessons with other children without disabilities each day so that everyone could learn and interact socially together. (Foreman, 2005; Smith& et al., 2005; Westwood, 2003).

b) Inclusion

The concept of Inclusion started in the mid of 1980s and differed significantly from the integration method but it was referred to as mainstreaming, normalization or integration and up until the early 1990s the term 'inclusion' was rarely used.

The whole idea of inclusion was to change the dominant paradigm that it is not the individual who needs to change but the society itself. In the case of inclusive education, this meant that schools needed to change in order to accommodate all children, regardless of their educational needsv (Memisevic & Hodzic, 2011; Peters, 2007).

The main emphasis now was that children with disabilities should be included in all school programmes and activities, unlike the integration approach which involved limited

inclusion. Separate classroom and units were seen as inappropriate. The classroom should be a place where all children, despite their disabilities, had the right to belong and to talk, work and share together. This concept was again the result of pressure from parents, advocates, special education teachers, general teachers and policy makers.

The fundamental arguments for the move towards inclusive education were not only based on educational issues but also on the social and moral factors relating to children with special needs. The outcome of earlier policies was that separate special education systems led to social segregation and isolation of people with disabilities in adult life. The purpose of having inclusive education is to value everyone as equal so that they participate more fully in society in adult life. Inclusion allows children with disabilities to enter regular schools with the non-disabled children and participate in all educational activities where appropriate and seek employment and be involved in wider decision-making about their lives. In 1994, the policy of inclusive education was endorsed and proclaimed as a policy by UNESCO and was recognised by many countries. (Bachor & Lupart, 1993; Thomas & Vaughan, 2004; Smith & et al., 2005).

2.4.8. Integration versus inclusion

For understand ways in which inclusive practices can be developed, it is necessary to understand what is meant by inclusion. Many competing definitions exist and often the terms integration and inclusion are used synonymously. Integration is often interpreted as the practice of bringing children with special educational needs closer to their mainstream peers, through curriculum adaptation or the provision of differentiated work and support, whereas inclusion is frequently located within a broader human rights discourse, and is concerned with issues of social justice and of consciously putting into action, values and approaches based on equity, entitlement and respect for diversity (Moran, 2007).

The concept of integration by full inclusion has been changed for a series of reasons. In the first place, the concept of inclusion is being adopted because it communicates with precision and clarity what is needed: all children must be included in school and social life in schools, classrooms, and their neighborhoods, not only put in normal classrooms.

In the second place, the term integration has been abandoned because it supposes that the objective consists in the reintegration of someone or some group into the normal life of the school and community from which they have been excluded. The basic objective will consist of, in the first place, of leaving no one out of school life in the educational, physical, and social spheres. In the third place, the center of attention of the inclusive

schools must consist of constructing a system that includes and is structured to satisfy the needs of all.

It is not assumed that schools and traditional classrooms are structured to satisfy the needs of the so called "normal" students. Integration implies the need to adapt to previously excluded students to the existing normality. In inclusive education, the responsibility falls upon the school staff who should create a situation in which the needs of all students are satisfied.

Table nº. (1). *Integration versus inclusion*

Integration	versus	Inclusion
Needs of "special students"	< >	rights of ALL students
Changing/remedying the subject	< >	changing the school
Benefits the students with "special needs"	< >	benefits ALL students
Professionals, specialist expertise, and formal support	< >	informal support and the expertise of mainstream teachers

Integration increases the opportunities for the participation of a child who has a disability within the educational system of a mainstream school.

Inclusion is the full participation of a child who has a disability within the educational system of a mainstream school (CDFCS/ACT, 1998).

Echeita and Ainscow (2011) report that there is still much to be done to be able to speak of the propriety of an inclusive education. There is a good international framework (Salamanca Statement and Framework of Action, 1994a, UNESCO, 2008) and the Palestinian norm refers to it as a search for integration, but it is not this way in reality. There are many difficulties and even some programs, norms, organizations that create inequality, even with good intentions. For this reason, a change in attitude and mentality is required of the Education Administration and of teachers.

2.4.9. Challenges in inclusive education

Special education because it places an emphasis on individual deficits that are to be remedied rather than cultural or environmental factors (Khochen & Radford, 2012; Ainscow 2005). Implementing inclusion, on the other hand, entails the removal of cultural and environmental barriers in order to increase the participation of those with disabilities in schools. It is therefore fundamental to take account of the attitudes of key professionals since a negative mindset would constitute a significant barrier to implementation. (Khochen & Radford, 2012).

The challenge of inclusive education is to meet the special needs of all children with and without disabilities. Inclusive education is not a soft process, it requires a lot of struggle and commitment to overcome all types of barriers mainly attitudinal and social (Tirrussew, 1999).

It has been argued that for inclusive education to be meaningful, schools must 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 partnership with their communities (Salamanca Statement and Framework of Action, 1994a).

Evaluation of studies indicates that teachers do not always have the support they need to make inclusive education successful. For example, evidence suggests that several institutions of higher education in many places do not have training programs for regular teachers of students with disability and adapted curriculum. Specifically suggests that the lack of relevant facilities and materials is a major challenge to the implementation of effective inclusive education in many places. It seems to be the case that the simplest teaching materials that could even be produced locally such as maps, charts and other illustrative devices are not available in educational institutions in many school environments. As in the Salamanca Statement and Framework for Action on Special Needs

Education indicated, a well-structured funding arrangement is desirable for meeting the cost of providing adequate educational services for students with disabilities in inclusive schools. However, inadequate financial provision remains one to the major obstacle to the implementation of meaningful programs such as inclusive education in many countries. Generally, teachers training programs, adapted curriculum, teachers' attitudes, materials and equipment's provision and financial sources are among the frontiers of challenge in the implementation of inclusive education (Beyene & Tizazu, 2011).

CHAPTER THREE:

Especial education and inclusive education in Palestine

Chapter Three: Special Education and Inclusive Education in Palestine

"Guarantee the disabled rights to have equal opportunities to attend educational institutions and universities, within the frame of the curricula adopted in these institutions". (Palestinian Legislative Council. Law on Rights of Disabled Palestinians, 1999, p. 2).

3.1. The Educational situation in Palestine

in Palestine, the recent initiative of the Palestinian Ministry of Education (MOE) took over a next -to -collapsed system of education in 1994. The Israeli Civil Administration had next to completely neglected maintenance and expansion of education, not to mention quality development. The vast majority of teachers had insufficient qualifications and the school administrations lacked knowledge about leadership and management. Numbers of students had got their education disrupted as the Israelis frequently had used school closures as collective punishments (Karlsson, 2004).

During the past ten years, the MOE has unified the education systems, made ten years of schooling compulsory, elaborated Palestinian curriculum and textbooks, constructed and rehabilitated school buildings, recruited new teachers, conducted in-service training for teachers and principals, etc-remarkable achievements considering the strenuous situation. The large number of students, around 800, 000 Palestinian students are attending elementary schools, which constitutes more than 25 per cent of the total population, does not make the situation easier. Around 70 per cent of the students attend governmental schools, 25 per cent UNRWA schools (in refugee camps) and 5 per cent go to private schools, mostly run by charity or religious organizations. Basic education consists of ten years, followed by two years of secondary education, with academic or vocational orientation. The drop- out rate is less than 2 per cent and limits are set for repetition. Girls constitute 50 per cent of all students. Presently, a five year education development plan is being implemented, focusing on improving the quality of education and developing human resources of the education system, two closely interrelated goals. (Sheikha, et al. 2013; Habayeb & Othman, 2005; Karlsson, 2004).

3.2. Special Education situation in Palestine

Working with disabled people in Palestine started since 1939 through private and non-governmental charitable organizations. The first school for the blind was Ala'aia School in Jerusalem when it was under the British mandate. (Al-Smadi & et al, 1988; Habayeb & Othman, 2005).

On 1967, the Swedish Institution started its services to the disabled, by building a rehabilitation and care center for people with mental disability in Jerusalem. Then, the institution expanded the work and created 3 other schools in different areas. (Abdat, 2002)

Palestine has always been concerned to be part of the global educational system. Even before the Ministry of Education and Higher Education was established in 1994, Palestine was present at the international conference held in Jmuten on 1990 to call the world to protect the right of education for all.

Since its establishment in 1994, MoEHE has paid great attention to students with disabilities, thus it established the first department for special education, within the Directorate General for Public Education. This department help these groups and try to merge them within the Public educational system, provide moral, social and academic support, and offer the financial support for their programs. The top priority of this department is planning and setting programs and projects, the first of which was the Inclusive Education Project (1997/1999) targeting elementary graders (1st to 4th grade) with a fund by Diakonia/NAD, Save the Children-Sweden, and the UNESCO. The second project was the Resources Room in 2004, funded by the Swedish Individual Relief Association (SIRA). In 2005, the department expanded to become part of the Directorate General for Guidance and special education, as stated in the ministry's structure in that time. (Al-Sharawneh, 2010; Al-Sabbah et al, 2008).

Special education in Palestine consists of a group of principles and rights according to the Palestinian Ministry of Health:

1. The right of the disabled to integrate in the public life of the community.

2. The right of the disabled in getting education and higher education, each according to their capacities.

3. The right of the disabled of a job convenient to their abilities.

4. The right of the disabled in healthcare and physic-therapy.

5. The right of the disabled in getting a convenient environment that offers them freedom of movement and safe mobilization.

6. The right of the disabled to get all tools, skills, and technical devices that helps them in getting their education, training, movement and mobilization.

7. The right of the disabled in relief and support services.

8. The right of the disabled to participate in their service organizations and take part in making the decisions concerning their situation.

9. The right of people with severe and multiple disabilities in education, work and rehabilitation (Palestinian Ministry of Health 1996, P. 2).

3.3. Status of the disabled in Palestine

Palestine is one of the countries where there is a constant increase in the number of people with special needs, due to its political situation. The first Intifada has added around ten thousand persons to the sector of individuals of special needs, excluding the outcomes of Al-Aqsa Intifada and the Israeli war against Gaza late 2008. People with special needs are 3% of the total the Palestinian population that counts around 3. 9 millions in West Bank and Gaza (Palestinian Central Bureau of Statistics (PCBS), 2009).

According to many statistics concerning the percentage of people with special needs in the society, Palestine had the highest percentage among the Middle East and the whole world in comparison with the population size. This is due to the occupation and its use of bombs and globally restricted weapons and the military policy it follows in training the army to kill Palestinians or else leaving them with permanent disability. As a result, most injuries targeted the spinal cord and caused movement disability. Out of the 3%, 2% were caused by the occupation, whereas only 1% is due to birth defects or other factors.

Estimations show that the services provided in Palestine doesn't cover more than 6-10% of the people with special needs. In fact, these services do not exist in the Palestinian villages before the establishment of the Palestinian National Authority (PNA) (under the Israeli occupation). These services were limited to few projects, most importantly the project of reaching the villages and offering services for the disabled within their local communities based on their local resources, in addition to the services of UNRWA in the rehabilitation of disabled Palestinian refugees, but these projects only offered guidance services for a small percentage of special needs sector. This indicates that no rehabilitation services were offered to the disabled whether in social, medical or educational aspects, leading them to more abandonment and isolation within their communities (Palestinian Central Bureau of Statistics (PCBS), 2009).

3.4. The Right of education to the Palestinian disabled people

Since the establishment of the Palestinian Authority in 1994, there has been a noticeable interest in the disabled and their integration in the society. The Disabled Rights Act # (4) was adopted from the Palestinian Legislative Council on 25th May1999, of which item (10) states the following concerning the educational field:

1. Guarantee the disabled rights to have equal opportunities to attend educational institutions and universities, within the frame of the curricula adopted in these institutions.

2. Provide adequate educational diagnosis to determine the type and degree of severity of the disability.

3. Provide convenient education curriculum, tools and facilities.

4. Provide all levels and types of education for the disabled according to their needs.

5. Train qualified educational staff to teach the disabled each upon his needs and type of disability (Sheikha, et al. 2013; Palestinian Legislative Council (PLC), 1999)

Palestinian regulations state clearly the right of the disabled to get all levels of education. Most significantly, Item 24 in the Palestinian Basic Law states that "education is a right for each citizen and is compulsory till at least the end of the elementary level and is off-charge in schools, institutions and universities). Based on item 9 of the same regulation, compulsory education continues up till the end of the 12th grade according to the suggested Palestinian constitution.

Article 5 of the Disabled Rights Act # 4 reads:

"The state should offer all forms of rehabilitation as required by the nature of disability with a contribution not exceeding 25% of the costs".

Whereas Article 6 states that the following are "exempted from all customs, duties and taxes": (All educational materials and medical aids and means of transport for disabled licensed schools and institutions).

As for Article 14 of the Act, it states: (Palestinian MoEHE should provide an adequate environment that aligns with the needs of the disabled in schools, colleges and universities).

The Palestinian Higher education Code also states in Article 2 that (Higher education is a right for every citizen who meets the substantive requirements set forth in this Law and the regulations issued pursuant thereto).

Moreover, the proposed Palestinian Constitution also declares in Article 42 that (Education is a right for each individual and for the society, it is mandatory for every citizen until the end of primary level, and guaranteed by the state in schools, colleges and public institutions until the end of High School. The law regulates the methods of supervision of the State on the performance of education and curriculum).

On the level of the MoEHE, its interest in students with disabilities began since 1995, pouring the bulk of the following precedence:

1) Spreading awareness through holding meetings, sessions and workshops targeting (teachers, students, and parents) in cooperation between the Ministry and the institutions working in the field of special education and community programs.

2) Rehabilitation of school buildings to suit integration, 50% of the schools was modified to contain (pathways, inclined planes, and health units). This rehabilitation has become one of the ministry's policies.

3) In terms of availability of specialists: There is a lack of special education specialization, the assigned staff are usually trained teacher specialized in elementary education.

4) Planning for projects and programs designed to support children with disabilities, such as the Inclusive Education Program.

3. 5. The importance of integration in the Palestinian situation

Integration is one of the modern trends in special education. Palestinian MoEHE's experience in integrating students with disabilities in regular schools has passed many phases, covering also different kinds of disabilities (visual, auditory, movement, speech disorders, and cerebral palsy). It was vital for the success of the experience to try to provide all necessary resources, be it material resources such as buildings, devices, technologies, or teachers and support staff and develop and distribute them. Some educators consider the Palestinian integration experience still be at its infancy despite all the efforts made, due to the lack of prepared material and human resources. Therefore, it is important to restudy the case and try to raise the society's awareness and change their attitudes towards disabled groups in order to encourage them take their rights of education and work, especially that the success of the integration process depends on many factors such as the availability of human and material resources, and there aren't many studies that tried to explore this issue, especially the availability of resources for integration of sensory-disabled people.

However, Palestine stays to be a special case due to the hard circumstances enforced by the occupation, and the large number of disabled it has left from different sectors, in addition to the occupation's control over the educational system that resulted in neglecting these groups, and the Israeli harassments to the organizations working in this field, such as arresting their leaders, which was negatively reflected on the services provided by these organizations. (Sheikha, et al. 2013; Habayeb & Othman, 2005).

3.6. Inclusive education in Palestine

3.6.1. Inclusive education project

Inclusive Education is the type of educations that does not exclude any student no matter what sex, color, difficulty or disability they have, but at the same time considers the individual differences among students and meeting their needs. This program aims at integrating students in Public Education and offering them convenient academic support.

MoEHE has adopted UNESCO's definition for (Inclusive Education) that states that education should offer equal educational opportunities for all students, and find suitable way to merge them in school education no matter how diverse their needs were, or trying to meet the special education needs to whoever needs them. It also adopted the Salamanca declaration who's Article 2 & 3 are concerned with regular schools and accepting all students with disabilities, along with Article 55 related to teaching disabled girls.

Inclusive education started in Palestine with a pilot phase between 1997-1999 with the support of Diakonia/NAD, UNESCO and Save the Children-Sweden. Then, MoEHE adopted the project and developed it into an entire program where 36 employers were trained and employed to work under the titles of "inclusive education advisors", with a mission to integrate students, modify the attitudes, spread the awareness, develop teachers' skills, coordinate with working programs and organizations in the field of special education to provide tools and devices, amend school buildings, and offer diagnosis, early discovery of the disability, and sometimes provide therapy sessions. Three special education supervisors were recruited to follow up the work of the advisors (Karlsson, 2004; Habayeb & Othman, 2005). therefore designed the UNESCO National Education Support Strategy (UNESS) international support for the development of education in Palestine(Sheikha, et al. 2013; UNESCO, 2012b).

The program was broadened to include all the schools in the country during 2006-2007, where friends-of-the-disabled committees were created, and a teacher was

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nominated to be responsible for the inclusive education (a full-time teacher with full teaching schedule, he/she only works as a contact person between the ministry's advisor and the students). One of the criticisms to the program was that there were no obvious criteria for the integration process, the lack of specialized teachers in special education, the full load of the responsible teacher, and the unavailability of funds.

As for the students with mental disabilities, Resources Rooms or special classrooms (integrated) were provided by the Swedish Individual Relief Association (SIRA). Currently, until 2010, there has been 50 Resources rooms in Palestine (40 in West Bank and 10 in Gaza), in addition to 20 equipped rooms are in need of teachers. Both genders are equal in benefiting of these rooms.

3.6.2. Resources rooms

Definition of resources room: classrooms where a special education program can be delivered to a student with a disability; Resources rooms are designed to provide a place where students with disabilities (whose primary placement is a general/regular classroom) can come for part of the school day to receive special, individualized or small group instruction based on their unique needs (Sheikha, et al. 2013; Anderson, 2010, p: 20).

Assessment is an important ingredient in the whole process of inclusive education. Observation, screening, referral, evaluation, identification, and individualized education plans relate to the assessment process (Eskay & Oboegbulem, 2013). Based on the assessment of the Inclusive Education Program, a Resources Room was created to support students with disabilities, and it is a classroom attached to the normal school and is fully equipped with all necessary educational tools and games and suitable furniture. It is located in the elementary school (1st to 4th grade) with an educational advisor. It usually serves more than one school. Special education teacher who is well trained to work with students of special needs is always available there.

The Resources room's schedule provide part-time classes in Arabic and Mathematics (the three basic skills: reading, writing and maths), in addition to some life, social and psychological skills. The rest of the classes are attended in normal classrooms. The trained special educators assess the student, build Individual Educational Plans (IEPs)for each student based on his capabilities and needs and the adopted curriculum. Students may study individually or collectively in the Resources Room (Ministry of Education and Higher Education (MoEHE), 2009b).

Resources Room objectives: Provide academic and educational support for students of special needs (education difficulties). Provide support and advice for normal teachers. Provide support and advice for parents. Provide psychological and social support for the students.

Education in Resources Room: Two techniques are used with the students in the Resources Room: Individual teaching: used with students who require deep concentration in teaching and with hyper-active students. Collective teaching: students are divided into small group's equivalent in terms of skills and difficulty level, they are taught in the same class but the number of the single group should not exceed four students.

Qualifications of Resources Room teacher: Resources Room teacher should be qualified in special education, but since this field of education is very rare, the staff was selected from elementary education specialists who received intensive in-service to do this job.

The role of Resources Room teacher: Collect information about students from parents, class teacher, and the educational advisor. Assist in assessing the student with the educational assessment tool prepared by the ministry. Set the individual educational plan in cooperation with the parents, class teacher, and implement it. Notify the school headmaster, class teacher and the parents on the development of the child. Set separate files for each student and develop terms reports. Provide support and advice for the class teacher in what concerns the student if needed. Organize the daily and weekly Schedule of the Resources Room in coordination with the school administration and class teacher. Organize the movement of students of special needs from and to the regular classroom and Resources Room. Provide the school administration, teachers and parents with information on the development of the students of special needs.

Resources Room staff: Teachers specialized in elementary education were recruited, due to the lack of special education specialists. Those were trained and supported through consultancy visits.

Resources Room target group

• Students with mild mental disabilities, but the absence of a standardized diagnostic tests, the project started by working with students with learning difficulties (mild mental disability, slow and difficulty of learning) from the first up to the fourth grade without using any diagnosis method to identify the problem. Rather, the educational diagnostic tests were used to identify the current performance level.

• The number of students making use of the Resources Room is between 18-24 students weekly or 900-1200 students yearly.

Moving students to Resources Room:

- Studying the student's situation by the support and transfer committee Implementing educational diagnostic tests in mathematics and languages by the Resources Room teacher.

- Identifying the strengths and weaknesses of the student by the normal teacher.

- No student is moved to the Resources Room without the agreement of all members of the support and transfer committee after conducting a meeting and drafting a full report about the student.

- Calling the parents to inform them of their son's situation and getting their written approval on the transfer.

- Setting the individual educational plan.

- Informing the parents with the individual education plan and getting their approval on it.

- First grade students may not be transferred unless there is a clear disability or reports referring to it.

3.6.3. Integrated classrooms project

General objective: integrating children with mild and medium mental disabilities in the elementary academic level (1st-6th grade) in the public education, to increase their opportunities of educational and social interaction and providing suitable programs for them. Specific objectives:

1. Achieving the principle of equal opportunities through integrated classrooms in regular schools.

2. Modifying the attitudes towards disabled people, especially people with mental disabilities.

3. Providing opportunities of getting public education to the highest possible number of children with mental disabilities.

4. Building the capacity of the staff and teachers in schools participating in integrated classrooms (school headmasters, teachers, parents, and students) to cope with children with mental disabilities

Target group: The project targets students (6-12 years old) who have mild or medium mental disabilities, who were officially diagnosed to be disabled. 80-100 children with mental disability benefited from the project in its first pilot year.

Selection Criteria of students for the integrated classrooms: To be a child with mild or medium mental disability with a report proving that.To be between 6-12 years old.To be self-dependent in acquiring his basic needs. (Ministry of Education and Higher Education (MoEHE), 2010).

3.6.4. Resources centers

The centre provides support services (physio, occupational, speech and language therapy, special education, and social and psychological guidance) for students with disabilities and their families to help them achieve the prefect integration. The centre's main objective is to achieve optimal integration for students with disabilities regardless of their physical, psychological, mental or speech skills through their rehabilitation and providing support services for them and building their capacities.

The three centres (in Gaza, Ramallah and Dura south of Hebron) are the second funding resource for the Inclusive Education Program and the integration program. Five specialists work in each center in the fields of special education, occupational therapy, speech therapy, social service and physio- therapy.

The specialists in the centers conduct in coordination with the inclusive education advisors at the directorate field visits to the different districts where they gather and classify the students that the inclusive education advisors or specialized teachers at school find difficulty in diagnosing and training them, specialists at Resources Centers assess the students and set their therapy plans and programs, and supervise its implementation in coordination with the specialized teacher at school, in addition to consulting parents and giving them instructions on how to deal with the student at home. As for schools with resources rooms, the specialized teacher, being equally skilled as the centers' specialists, can set plans and programs on his own without going back to the Resources Center. In some cases, students are transferred to other institutions for check-up and diagnosis (Fathiah, 2009)*.*

3.7. MoEHE's educational policies for students of special needs

General Citizen's statistics show that more than 40% of the students with disabilities in Palestine don't attend schools. This percentage relatively increases with the age of the

students for both sexes. Literacy percentage among special needs sector reaches 49. 1% (Palestinian Central Bureau of Statistics, 2009)

There are no statistics about the difference in the services provided for females in comparison with males. However, the social situation of parents of children of special needs tends to enroll their male students into schools rather than females.

On 1997, MoEHE adopted Inclusive Education which does not exclude anyone and succeeded to integrate more than 5500 male and female students with disabilities in regular public schools. They were equipped with the necessary devices. This resulted in having less than 30% of students with disabilities in the age of 5-24 attending schools. Moreover, out of the 49. 1% illiterate people of special needs, 66. 2% are females. MoEHE formed a separate department for special education of students with disabilities and integrating them in the public education system, and providing psychological, academic and social support and provided the convenient educational environment. MoEHE's interest in students with disabilities was translated through many developmental programs (Palestinian Central Bureau of Statistics, 2009).

Item (3) of Article 10 of the disabled Rights Convention calls for guaranteeing the rights of the disabled to get equal opportunities in accessing educational and learning institutions within the methodologies of these institutions, providing the necessary educational diagnosis to identify the type of disability and its degree, providing all educational and learning methodologies, tools, and suitable facilities, providing all forms and levels of education for the disabled based on their needs, and training qualified staff to teach disabled groups each upon their need. (Disabled Rights Convention and Protocol, 1993).

The first goal in the five-year strategic plan of MoEHE (2005-2012) is to provide access to education for all students between 6-15 years old, including students with disabilities. This program aims at providing educational opportunities for all students through building schools and classrooms to meet the natural increase of the number of students, replacing useless or rented classrooms, designing educational programs to stop drop-out phenomenon, offering physical facilities in schools for special needs, providing school text books for all students including those with special needs, building Resources Rooms attached to schools for mental disabilities, and activating educational regulations. (Ministry of Education and Higher Education (MoEHE), Inclusive Education, 2005).

As for the second five-year strategic plan (2008-2012), the main objective was to prepare a Palestinian individual who is proud of his religion, nationality, country and his Islamic and Arabic culture, who will assist in developing his society, seeks for knowledge and

creativity, and positively interacts with the scientific and technological growth and who is ready for competition in all scientific and work field. The aim was to benefit learners in Palestine from the enhanced quality and relation of everyone's education to their age needs, thus the core purpose was to provide opportunities for all people to learn according to their age needs. As a result, more students have enrolled, including those with special needs (Ministry of Education and Higher Education (MoEHE), 2009a)

The Ministry has conducted several studies to measure the indicators of implementation for the five-year plan within the monitoring and evaluation system. A special tool was used for students of special needs (motor, visual, hearing disabilities, and speech and language disorders). The main results were that the students with social needs have a similar environment and treatment like the normal students and that 60% of them can reach all school departments alone. There was a lack of actions highlighting the importance of schools raising the awareness towards students of special needs, paying attention to each student's disability separately, encouraging the feeling of the disabled students of his friendship with regular students and their pride in their school.

The MoEHE's interest in students of special needs has expanded to many other developmental programs, giving great attention to this sector and their integration in the public educational system, providing psychological, academic and social support, and providing adequate educational environment. Those disabilities integrated according to the ministry's policy vary according to the concept adopted for integration. By comparing numbers of students for each type of disabilities in regular schools for the last decade, it is clear that there is a continuous increase in the number of integrated students as stated in the table below.

Table nº. (2). *the number of integrated students as Ministry of Education and Higher Education (MoEHE) .*

Years	Types of disability			
Years From 2002/2009	**Visual Impairment**	**Hearing Impairment**	**Physical disability**	**Disorders of pronunciation and language**
2002-2003	1100	690	563	800
2003-2004	785	647	961	888
2004-2005	952	790	958	900
2005-2006	558	643	832	1160
2006-2007	774	781	993	1354
2007-2008	912	800	1020	1537
2008-2009	769	975	940	1428

Table nº. (2). presenting the number of integrated students in regular schools as Ministry of Education and Higher Education (MoEHE). It is estimated that around 50% of the students with disabilities were integrated in the schools by the Inclusive Education team. Apparent disabilities that are easy to identify without any diagnostic tests or special measuring tools were also integrated, which means that the number of integrated students in schools is more than this percentage, especially integration of mental and hidden disabilities-such as development retardation, learning difficulties, reading difficulties-; despite that it is present in the schools but only few cases are diagnosed with standardized tests in some Palestinian organizations for some family and social reasons (Ministry of Education and Higher Education (MoEHE), 2009b).

As the report of the Ministry of Education "educational reality" for the academic year 2012-2013. According to the students with disabilities and their facilities, the survey results indicate that there are 9507 students with disabilities integrated in public schools in Palestine, 60 % in the West Bank and 40 % in the Gaza Strip. speech disorders formed the largest percentage (3370) student in all districts, followed by partial visual disability (2099) students, motor impairment (1747) students , partial hearing impairment (1297) student , hearing impairment (320) students , visually impaired (112), and mental disabilities (562) students. The number of male students who suffer from disabilities in the West bank is higher than the female, so the male(3162) and the female (2540).

Due to the large types and number of people with special needs, MoEHE translated its integration policies in different aspects as follows:

3.7.1. At the working staff level

- Ministry of Education and Higher Education (MoEHE) created a sector, expanded afterwards to a department for special education to take care of students with disabilities. The department has two working sectors: organization sector, and special education programs sector.

- Thirty-six advisors were recruited for Inclusive Education Project, they were distributed on the directorates of Ministry of Education and Higher Education (MoEHE) (2-3 advisor per directorate) to be the core staff in the field, recruitments continued until there are currently 40 advisors in 20 different directorates in the West Bank and Gaza.

- Recruiting three special education supervisors at MoEHE, to follow up the work of the advisors in the directorates.

- Selecting Inclusive Education Administration: in order to facilitate the mission of the advisors in the directorates, one teacher was selected in 2004 when publishing the program in each school to be the program officer, who supports students with disabilities and provide all necessary facilities for their integration.

- Providing five specialists in each of the three Resources Centers in Ramallah, Hebron and Gaza in the fields of special education. Occupational therapy, speech therapy, social service and physiO-therapy.

- Continuous annual recruitment of more than 50 resource teachers.

- Recruiting 32 female teachers for integrated classes by the end of 2011.

3.7.2. At the programs and projects level

The most important programs adopted by Ministry of Education and Higher Education (MoEHE) to enhance the integration process are: As stated before, Inclusive Education project, Resources Rooms, Resources Centres, Integrated Classes Project.

3.7.3. At the level of services provided for students of special needs

- The ministry conducted all necessary facilitations and amendments for the new schools within the description of the school and those possible to maintain. Amendments have been made with 50% of the schools. (Such as inclined planes, health units - the inclusion of facilities).

- Provide textbooks for all levels in Braille language for blind students, books are also maximized for short-sighted students in their schools.

- Build around 50 resources rooms within the public schools to teach students with learning problems, and the number is growing annually on a regular basis. And as Sheikha, et al. 2013 the number the resources rooms were exceeded 88 until 2013.
- Participate in the preparation of educational sign language dictionary for the deaf.

- Participate in the preparation of indicative terms dictionary of mathematics and a guide for the Deaf.

- The Ministry provides special classes - a pilot project - within the public schools for students with mild and medium mental disabilities, the number shall be growing up to 32 classes by the end of 2011.

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▪ The Ministry works in cooperation with governmental institutions and non-governmental organizations and the community to provide equipment and aids for all types of disabilities.

▪ Provide the necessary facilities for senior integrated students, each according to his disability and needs.

For university education, there are no facilities for students with disabilities. Rather, they need to compete with their colleagues without disabilities. Nevertheless, a large number of people of special needs has reached for a high level of education and some of them still attend colleges, universities, and high schools, whether in Palestine or abroad.

3.7.4. At the level of networking, coordination and transformation with the institutions:

The MoEHE cooperates with special education institutions and schools in supporting students with disabilities, each according to his disability, including:

▪ Teaching sign language for deaf students.

▪ Teaching the blind to read and write in Braille and motor techniques and rehabilitate them for integration in the schools of public education.

▪ Early detection of disabilities, diagnosis and treatment and provide adequate tools to help them in coordination with inclusive education advisors in the district.

▪ Provide educational programs and modify the attitudes of the society towards disabilities and provide facilities in schools where students with disabilities are integrated in addition to facilities in their home.

▪ Granting learning centers for related institutions and schools at the expense of the MoEHE.

3.7.5. At the level of rehabilitation and training

▪ The Staff of Inclusive Education Program is trained on dealing with these groups on many topics and in coordination with a number of non-governmental and international organizations including: UNICEF, Diakonia /NAD, UNESCO, PECDAR, ISESCO, ALECSO, some Palestinian universities and colleges, and Save the Children-Sweden, and the Swedish

Individual Relief. These training programs target workers in the field of special education in different fields.

▪ There is a current project on developing the capacity of the ministry's staff to implement Waxler Test for mental disabilities.

▪ The Ministry of Education and Higher Education (MoEHE) has prepared a specialized Diploma program in Special Education to develop the capacity of staff in the special education department as an in- service training that will begin during 2010.

3.8. Suggested policies studied for adoption by (MoEHE)

▪ Adoption of national standards for the integration that are clear and declared for the community.

▪ Developing special instructions for the evaluation system of students in Resources rooms in terms of: tests, signs, and certificates that reflect their true potentials and development.

▪ Recruiting a special education supervisor for each Directorate to be responsible of inclusive education advisors and special education teachers in the resources rooms and integrated classes.

▪ Aligning the curriculum according to disability and needs.

▪ Adopting building the Resources Room within the criteria of building primary schools.

▪ Including educational rehabilitation for teachers of special education within the strategy of development of the teaching profession.

▪ Early Childhood: Include care for students with disabilities in rehabilitation programs for kindergarten teachers.

▪ Vocational and technical education: review of the compatibility of the professions to meet the needs of students with disabilities and prepare them for the labor market.

▪ Higher Education: review of admission policies to consider special skills without affecting the scientific level.

3.9. Obstacles facing the work of (MoEHE) and Palestinian organizations

The Obstacles facing the work of Ministry of Education and Higher Education (MoEHE). and the Palestinian organizations in the field of special education are:

- Lack of utilities and the high costs of the rehabilitation of the disabled, especially sight and hearing disabilities.

- Scarcity of special education specialization in the Palestinian universities and colleges.

- The absence of a special budget for the integration of students of special needs.

- Lack of material resources, which is considered one of the most difficult problems that hinder the full implementation of integration policies.

- Lack of comfortable facilities that are suitable for the disabled, the narrow space and lack of capacity to accommodate the disabled.

- The absence of means of transport to transfer the disabled, especially for the General Union of Disabled in Gaza

- Lack of "permanent and continuous" follow up of the disabled by the centers and institutions.

- Excluding sign language for the deaf as a feedstock in the public schools so that the deaf may complete their educational journey.

- Dependence of institutions on funding organizations and donors.

- Lack of architectural and procedural facilities in some old school buildings.

- High fees and bureaucratic procedures in some institutions that contribute to the rehabilitation of children with special needs.

- Non- compliance with the implementation of the Act of Disabled People Rights.

- The absence of a unified methodology to raise awareness about disability and disabled.

3.10. Inclusive education in Bethlehem district

Inclusive education has a great position in Palestine, following the belief that children has special educational needs, and they have the right to have all their needs fulfilled through diverse educational methods that admit diversity and individual differences in an inclusive educational environment for all.

Inclusive education emerged from the notion that calls for: "The education that doesn't exclude any student regardless of their individual differences and meeting their special educational needs to help them integrate and merge in the normal school.

The right of education for all is a motto of Ministry of Education and Higher Education (MoEHE), and Bethlehem District was one of the first to implement inclusive education since 1997, where two inclusive education advisors were recruited to follow up a number of schools. More than 12 schools were under monitoring and follow up.

The number of inclusive education advisors increased to three in Bethlehem district who monitor 122 public schools. These schools have more than 750 students with disabilities (various disabilities, difficulties and slow in learning).

Later, a committee of inclusive education was formed in each public school which consists of the headmaster, the advisor and two active teachers in the field who have the desire to work with students of special needs. This committee is to discover students who need special help, contact the parents and transfer them to the related institutions, and merge them in the school.

Bethlehem District has around 12 centres for special needs that offer different services; they follow up people of special needs through inclusive education advisors. These centres have around 60 teachers and employees that offer services to the children, and after a specific period of time estimated by the centre, the child is returned to the school in coordination with the directorate of education. The education level to which the student will join is determined after evaluating his level in all aspects, and then he is monitored in the school until integrated by the Inclusive Education team and the Inclusive Education Committee in the school. (Ministry of Education and Higher Education (MoEHE), 2011).

3.11. Most significant activities in Bethlehem

The most significant activities of the Directorate of Education in Bethlehem for inclusive education since 1997 till 2010: based on MoEHE reports:

- From 1997-1998

- Rehabilitate and train the inclusive education team for all directorates from the ministry.

- There were between 1-3 inclusive education advisors in each directorate. In the case of Bethlehem, there were 2 advisors.

- From 1998 till1999:

- Beginning of the actual implementation in some specific schools as a primary training. 12 schools were addressed in Bethlehem.

- One school was selected for each advisor.

- From 1999 till 2000:

- Continue the implementation in another group of schools

- The number of schools increased to 3 schools for each advisor.

- Teachers were trained on special education concepts, in order to change the negative stereotypes towards disabilities, following MoEHE policy that aims to achieve the principle of equal academic opportunities in public schools.

- From 2000 till 2005:

- Rehabilitate inclusive education team.

- Increase the number of schools in each academic semester to reach for 13 schools for each advisor.

- Train teachers in fields of special education, inclusive education, and the integration method of students of special needs in public schools (integration criteria), and identify special needs groups.

- Change the attitudes of teachers towards coping with the students.

- Survey the number of students with disabilities in the schools (statistics of students with disabilities in public schools with clear disabilities) and this is a basic rule of work inside the schools.

- Begin the transfer procedures to related organizations.

- Sign agreements and cooperation with the organizations working in special education in offering services for special needs students. (transfer, diagnosis, capability assessment, speech therapy, providing specific tools and devices, amending school buildings).

- Cooperate with some Palestinian universities to train gradates of special education and educational fields, such as AlQuds Open University.

- From 2005 till 2006:

- Publish inclusive education in all schools.

- Form inclusive education committees in all schools and recruiting committee leaders according to specific criteria.

- Train leaders of inclusive education committee in all schools, to be the active body of special education in the schools.

- Increase the cooperation and coordination with the organizations, and expand the agreements to include therapy institutions, special education schools, and rehabilitation centers.

- From 2006 till 2007:

- Follow - up the field work in public schools in the inclusive education project, and the school's activities in offering support and assistance inside the school (committees, statistics, institutions (agreements and activities).

- Begin the implementation of Resource Rooms Project.

-From 2007 till 2008:

- Train academic staff of all public schools on special needs groups, integration method, working on individual differences principal.

- Clarify the role of the active teacher in accepting and supporting special needs students inside the school.

- Encourage students of special needs to participate in non –curricular activities inside and outside the school (through competitions at the district level).

-From 2008 till 2009:

- Develop the capacities of inclusive education committee leaders through training courses on how to deal with groups of special needs (training covered 55 schools).

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- Develop "the student record" in order to offer the optimal service for students of special needs inside their schools, by reviewing the strengths and weaknesses and identifying the best suitable methods for the student.

-From 2009 till 2010:

- Increase Resources Rooms to four schools: Ebaiat Mixed Secondary School, Tal Arrabi' Basic School, Marah Maalla Basic mixed School, Om Alshohada' Boys Basic School.

- Cooperate with institutions for an early discovery of hearing disabilities: checks were organized for some schools, covering 92 students from which 51 were in need of medical follow-up.

- As for sight disabilities, out of 500 students checked, 264 needed medical follow up.

- Develop the capacities of leaders of inclusive education committees through workshops on learning difficulties. (Ministry of Education and Higher Education (MoEHE), General administration of guidance and special education, 2011).

3.11.1. Categories of Special Needs

Figure nº. (2). *The Categories of special needs*
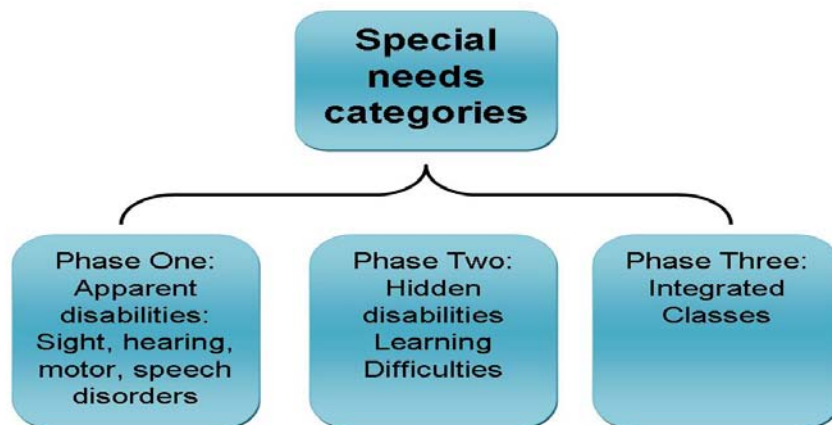
3.11.1.1. Types of services provided in Phase One

Motor disabilities:

Amending school buildings, providing support devices, amending rules of high diploma to suit their needs (muscles weakness, providing a writer...)

Speech and Language disorders:

Transfer for speech therapy institutions, partial or total transfer according to the type of disability

Sight disability (total or partial)

Using Braille system (devices and curriculum)

Rules suitability (providing a writer, exemption of some subjects such as mathematics, technology in the High School Diploma).

Hearing disabilities (total or partial)

It is the hardest case of integration and it is considered a real challenge but some cases have succeeded to reach high school Diploma.

3.11.1.2. Types of services provided in Phase Two

Resources Rooms Project

The MoEHE has conducted many evaluations for inclusive education and integrating students of special needs in the public schools. The results recommended developing the services provided for students of special needs through academic support within the normal school (Resources Room) that targets students with low academic achievements who don't benefit from regular education and need an individual or small-group education

And through follow-up of the work of the Resource rooms, there has been a great acceptance from teachers and parents to the idea, and this promoted other schools and the civil society to ask for the creation of more resources rooms.

Bethlehem schools have now 4 resources rooms, and there is plan to open another two for the next 2011/2012 academic year.

Moreover, there is an urgent need to offer educational services within normal schools.

3.11.1.3. Types of services provided in Phase Three

- **Integrated Classes**

It is one of the quality programs that are suitable for medium mental disability cases which are categorized as available for training.

Other directorates have implemented this program as Phase One, Since the beginning of this year, the idea of Integrated Classes began to be implemented in two schools in Bethlehem District. This project targets students with mild mental retardation but has the capability to learn basic skills. It also aims at offering services for students with high abilities (talented, successful) (Ministry of Education and Higher Education (MoEHE), 2010).

- **Problems and obstacles of teaching this category**

  - Lack of trained staff in special education field.

  - The large number of students in normal classrooms.

  - Negligence of the curriculum to individual differences.

  - Lack of cooperation from the parents to follow up their children of special needs (lack of awareness of the parents of the problem, not admitting the existence of the problem).

3.12. Integration cases for the academic year 2010/2011

44 students were integrated in the public schools, coming from schools and special education centers during the academic year. They were of both hidden and apparent disabilities.

For the academic year 2010/2011, statistics of students with disabilities was as follows:

Table nº. (3). *Statistics of students with disabilities of Academic Year 2010\11*

Type of disability	No.Students	Type of tool used
Motor/ Top edges, bottom edges	64	Including 11 students who use wheelchairs
Sight/ Full and partial	95	(92) students use the magnifying glasses/ (3) blind
Hearing/ Full, partial	88	(83) students partial deafness, use headphones (5) total deafness
Speech and language disorders	275	Transferred to speech therapists
Mental	16	Proved by medical reports
Learning Difficulties	212	Hidden disabilities
TOTAL	**750**	

And the number of students with disabilities during the academic year 2012/2013 as Ministry of Education and Higher Education (MoEHE), 2013 .

Table nº. (4). *Statistics of students with disabilities of Academic Year 2012\2013*

No	Type of disability	No. Students/male	No. Students/ female	Total
1	Full Visual Impairment	0	2	2
2	Partial Visual Impairment	97	69	166
3	Full Hearing Impairment	3	3	6
4	Partial Hearing Impairment	57	54	111
5	Disorders of pronunciation and language	185	99	284
6	Physical disability	30	43	73
7	Mental Impairment (Simple)	14	14	28
	Total	**386**	**284**	**670**

3.13. Why choosing Bethlehem district for this study?

1. It's considered one of seventeenth directorates of education that falls in the middle in terms of population and the number of schools.

2. It is one of the most provinces that has Muslims and Christians

3. It's one of the most provinces that has private schools.

4. It is a central province. It lies in the center of West Bank.

5. It has many villages east and west of the city and they have affected the city and have been affected by the city as well.

6. It has three refugee camps. This means that there are schools for the UNRWA.

7. It's the first province where the integration program has been applied.

8. It is one of the districts that have self-initiatives to open the resources rooms. It has opened two out of four rooms (a private initiative and not supported by the ministry).

9. It has three specialized guides in inclusive education.

10. It has the main office of the supervisor of special education who also supervises 8 directorates of education.

- ***The educational characteristics of the Bethlehem Distrct***

There Directorate of Education supervised educational issues in the Bethlehem District: and on all types of schools Government, Private, and UNRWA. which are located either in the city, village or camp.

It have 170 schools and 52,015 students and 3,318 teachers and non-teaching stuff (except services Emp. And janitors). Distributed as follows: (Distribution of Schools, Students and Teaching staff by Directorate, Supervising Authority and School Gender, 2012)

It have 39 Privet schools (35 Co-ed, 2 Female, and 2 Male). 8 UNRWA schools (2 Co-ed, 3 Female, and 3 Male). And 123 Government schools (40 Co-ed, 42 Female, and 41 Male). And In total all authorities 170 schools (77 Co-ed, 47 Female, and 46 Male).

And **52,015 students** distributed as follows: 10,118 in the Privet schools (4,552 Female, and 5,566 Male). 4,013 in the UNRWA schools (2,263 Female, and 1,750 Male). And 37,884 in the Government schools (19,278 Female, and 18,606 Male). And In total all authorities there are 52,015 students (26,093 Female, and 25,922 Male).

And **3,318 teachers** and non-teaching stuff (except services Emp. And janitors). distributed as follows: 859 in the Privet schools (658 Female, and 201 Male). 178 in the UNRWA schools (116 Female, and 62 Male). And 2,281 in the Government schools (1,326 Female, and 955 Male). And In total all authorities there are 3,318 teachers (2,100 Female, and 1,218 Male). (Ministry of Education, 2012).

CHAPTER FOUR:

Teachers attitudes on inclusive education

Chapter Four: Teachers Attitudes on Inclusive Education

4.1. Teachers and inclusive education

Education for all is not sufficient if it does not guarantee its quality and inclusiveness It is recognized that teachers have a fundamental role in attaining better education practices. And they have a responsibility to accommodate the needs and interests of all learners, including children with disabilities in the classroom where one learns to understand and respect diversity. It is there where the students learn values, gain knowledge, and formulate their prospects and responsibilities in society.

The attitudes and willingness of primary school teachers to teach pupils with intellectual disabilities in regular schools is one of the factors that is critical to successful implementation of inclusive education (Ojok & Wormnaes, 2012). And by inclusive education, mean the right of all students to quality learning, active participation in the learning process and a sense of belonging to their learning environment (Moriña, Cortés, & Melero, 2014).

The teacher acts as a model and mediator in this learning process, from there her importance in the transformation of an inclusive society that values, permits, and promotes the participation of all citizens in the development of the country.

Inclusive education is a process in which schools, communities and governments strive to reduce barriers to participation in learning for all citizens (UNESCO, 2009).

Application of inclusion is significantly influenced by the attitudes of teaching staff Todorovic, J., et al. successful implementation of inclusion of children with special needs (SN) largely depends on the teachers' positive attitude towards it. Cagran, B, & Schmidt, M.

To promote and make successful inclusive education we need teachers who understand and value diversity, and having the capacity to use good educational strategies.

Teachers must have the responsibility to include the diversity of their students as an opportunity for learning and better educational development for all students.[3]

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[3] Educación inclusiva: http: //www.inclusioneducativa.org/ra.php?id=2

4.1.1. Teachers attitudes on inclusive education

An attitude is a point of view that someone holds towards an idea or objects in his /her everyday life. Anyone can develop a positive or negative attitude toward the object or idea. According to Tesfaye (2005) as cited in Beyene and Tizazu (2011). For inclusion to be well perceived by individual with disability and non-disability and by the staff who teach them, certain condition including the existence of positive attitude have to be met. Otherwise, as noted by the same source positive inclusion is unlikely to occur spontaneously in mainstreamed classrooms.

Teachers attitudes toward inclusion and students with disabilities were found to be a critical factor in inclusive practices (Anati, 2012; Salend, 2005; Friend & Bursuck, 2006).so they strongly influence the implementation of inclusive education in any country (Kim, 2012).

Some of studies conducted on teacher attitudes and opinions towards the disability, student with disabilities and inclusion or integration clearly indicates that the success of any policy of inclusion is highly dependent on the attitudes and beliefs of teachers (Thaver & Lim, 2012; Avramidis, Bayliss, & Burden 2000B).

Attitudes toward students with disabilities are an important aspect of integrating them into regular classrooms or in other social activities. And understanding of the attitudes toward children with SEN could contribute to maintain a good relationship between teachers and students, which is crucial effective inclusive practices (Pianta, 2004).

indifferent or even negative attitudes on the part of mainstream teachers can have damaging repercussions on students with disabilities, and lead to feelings of alienation, psycho-social distress and a deepening sense of being 'lesser' because of their disability (Thaver & Lim, 2012; McDougall et al. 2004).

According to study of Khochen and Radford, 2012. the inclusive teaching necessitate extensive training of the mainstream teaching profession so teachers need training to select and develop materials and activities appropriate for students with disabilities if they are to teach inclusively. And very many teachers expressed that students with disabilities require more of the teacher's time than non-disabled children.

Previous studies outcomes, in the area of in inclusive education suggests that attitudes play a key role in achieving successful social interaction among teachers and students.

According to Previous studies, teachers attitude have been considered as one of the major factors guaranteeing the success of inclusion of students with special needs. These

studies also suggested that attitudes towards inclusion are strongly influenced by the nature of the disabilities and educational problems being presented and, to a lesser extent, by the professional background.

Further, (Abate, 2001) it was found that the majority of regular education teachers had a negative attitude toward inclusion. Attitudes, which are largely negative, place limitation on students with special needs and inhibit the responsibility of their success.

Other comparative study by Tesfye (2005) showed that special education teachers tend to have a negative attitude toward inclusion like their mainstream counterparts do.

On the contrary, some studies findings have indicated that regular education teachers are becoming more positive toward inclusion (Álvarez, M., et al, 2005).

When developing human resources to support an inclusive education system three areas must be considered: the attitudes of teachers and education staff because it is vitally important that teachers, principals and other education stakeholders maintain a positive attitude towards inclusion. pre-service training programs to help ensure that future generations of teachers enter the profession with the skills and knowledge to work in an inclusive environment, and in-service training to improve the capacity of teachers already working in the field (Kurz and Paul 2005).

According to (Nguyet & Ha, 2010) Even if inclusive education is mandated by law, it will never succeed without the enthusiastic support of its practitioners. Obtaining such support involves behavior and attitudinal change which is not a quick or easy process. Integrate awareness about inclusive education into schools' regular professional development activities.

There are some ways to maintain a positive attitude towards inclusion such as:

• Organize training workshops for educators and key community members on general inclusive education techniques, especially those which highlight how such techniques can benefit all children by improving overall quality of teaching.

• Integrate awareness about inclusive education into schools' regular professional development activities.

• Integrate knowledge about the benefits of inclusive education into initial training programs for student teachers in colleges and universities.

• Develop mass media activities and materials that emphasize the value of inclusive education

- Increase awareness of the many benefits of inclusive education through the interaction of educators and key community members with people with disabilities. (Nguyet & Ha, 2010).

4.1.2. Factors that affects teachers' attitudes

there are some factors, influenced of Teachers' attitudes:

- The natures of the disabilities and educational problems presented have been noted to influence teachers' attitudes.

- Teacher characteristics have sought to determine relationship between those characteristics and attitudes towards children with special needs.

- Teaching experience is another factor mentioned in several studies as having an influence on teachers' attitudes.

- The knowledge about children with disabilities gained through pre- and in-service training (Avramidis & Norwich, 2002).

This was considered as an important factor in improving teachers' attitudes towards the implementation of an inclusive policy.

4.1.3. Teachers and training in inclusive education

Several studies have investigated the teachers' training and qualifications, teachers' attitudes and needs that have been found to influence the success of inclusion in classrooms. Teachers' needs for adequate training were reported by participating teachers in several studies. and emphasised the need for training of early childhood practitioners to improve their teaching skills (Sukbunpant and et al, 2012; Ocloo and Subbey 2008; Singal 2008; Bruns and Mogharreban, 2007).

to accommodate the education needs of many students, especially individual with disability the task of regular classroom teacher must be change and he/she must be responsible for any adaptation that may be necessary for student's success in this environment, consequently, these teachers must have the skills to develop and adapt curricula to meet individual needs. Necessary skills for the regular classroom teachers include an understanding of how a disability affects the ability to learn academic skills or to adapt in social situation.

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teacher will not be able to include children with disability in regular classroom without first receiving adequate training. through training teacher could bring the necessary adaptation required to meet special needs of their student.Teachers with positive attitudes towards inclusion more readily change and adapt the ways they work in order to benefit students with a range of learning needs have shown that when teachers are not trained in techniques for including children with disability and do not share responsibilities with others, they would not have change of attitudes. In other words when planning and training have not taken place, teachers develops negative attitudes towards inclusion which inurn affects their roles. Regular teachers must be provided with the training and resources they need to meet children's specific learning and behavioral needs for the successful implementation of inclusion. That's means the Teachers are the key to success in inclusion. (Beyene & Tizazu, 2011).

Here, seven essential components for Teacher Preparation Programmes are introduced based on the experience of training teachers in Monterrey Mexico (Lipsky and Garther, 1998).

The Inclusive Teacher is a professional in education with a strong commitment to his/her community. The Teacher Preparation Programme should include subjects with high social and community content because they need to be sensitive to the needs of students and a positive environment characterized by continuous improvement and values. The dialogue, participation and collaboration allow full awareness to all as a community and, in consequence ensure successful experiences in inclusion. For this reason the teachers need to be involved. The Inclusive Teacher recognizes individual differences and implements learning strategies for all.

The collaborative work among educators, facilitates inclusion and needs to be promoted in the Teacher Preparation Programme. inclusion is funded on a collective of teachers, a team sharing knowledge, making decisions, solving problems together and generating actions in order to improve the school and to increase the learning for all.

All programmers for pre-service teachers and in-service teachers must be based on allowing encounter with others, and the collective and interpretive insight into environments and circumstances and the development of research activities are fundamental. The inclusive teacher has strong skills in action research methods.

Contextual Preparation. Connecting with the educational services, allowing identification of diversity as an enriching element. For teachers to promote inclusive education, their training should link directly with the educational services in so called contextual professional practice. This approach, must be presented to all throughout the

training process structuring with multi-directional flow between theoretical and experiences close to educational field. Three important steps are proposed:

a) Re-significance of own school experience of future teachers

Each future teacher should discuss his/her own experience as a student, analyze emotions and be aware of school and pedagogical theory made by teachers, allowing them to 'see' those components that were previously 'hidden' such as school's culture, school's type, teachers, uses and customs that marked the dynamic school and the values that predominated, characterizing the experiences from other angles and points of view.

b) Approach to various contexts of school children

This consists of visiting previously selected schools, taking part in observation activities and educational practices in three stages: Planning activities,Critical route implementation, Presentation of experiences

As a result of these activities, each student keeps a portfolio and checks research to support their actions. At all times they are accompanied by an experienced teacher. Certainly, they should include diverse environments, contexts, and educational services that characterize the educational system.

c) Professional practices in real environments

In the teacher's training, the student must remain for a long period of time, in a school under the tutelage of a teacher. This teacher must exert mentoring activities, to enrich their teaching experience with the knowledge of a mentor who attends and promotes inclusion activities.

The common reference on inclusive education frameworks that must be present in all Teacher Training Programs are:

a) *Common vision*. The philosophy of inclusion, legal frameworks that enable an education for all with quality and equity, educational policy that promotes attention to diversity, the historical evolution from marginalization to inclusion and conceptions among others, are fundamental aspects in educational programs.

b) *Language and common knowledge*. Emphasize the student's possibilities and support systems, with a clear vision that all children can learn. It also includes learning conception, individual differences, the values of solidarity, respect, and collaboration. Cognitive and affective elements framed in the conception of collectivity and community empowerment as well.

c) *Educational attention to diversity practices*. Includes strategies for large or small groups, mentoring, curricular adjustments, alternative support systems, diversity assessment actions, collaboration with other professionals and co-teaching, trans-disciplinary action, among others. They are essential for the development of the professional skills of attention to diversity.

New teachers must participate with experienced teachers at least during the first two years. This includes dialogue sessions, reviews of situations, decision-making arrangements and work plans, among others to provide the following to the new teacher: intervention (guidance), facilitation (advice), and cooperation (co-responsibility).

The new teacher needs counseling and mentoring actions to consolidate his/her skills as an inclusive teacher.. It seems that this is essential to ensure the best results in the first years of teaching work.

Nieto (2004) identifies three models of advice that characterize actions of accompaniment and mentoring:

a) *Intervention*. The role of the experienced teacher is directive and assumes a leadership position, where instruction is given through interpersonal behavior which provides materials and ideas to be adapted, and so dominates the transmission of information with an emphasis on the explanation and application of knowledge and skills.

b) *Facilitation*. The role of the experienced teacher is consulting. His/her interaction with the novice teacher provides advice and listens, encourages and clarifies. The experienced teacher provides materials designed for this purpose and promotes the discussion and review of diverse conceptions. The experienced teacher assumes a role of coordinator of decisions and is a strong observer. This model focuses on interactive work methodology and improves the quality of action processes.

c) *Cooperation*. A critical friend or colleague is the experienced teacher role and their relationship is interdependent and a source of mutual learning, shared responsibility, experience or convergence of perspectives. Materials and ideas are developed together. There is an awareness of reaching agreements and reaching a consensus on courses of action. Cooperative research is promoted. Both input to the improvement plan. There is shared leadership and promotion of interdependence, reciprocity, collegiality and solidarity. The best features of accompaniment and mentoring are developed under the facilitation and cooperation approach.

4.2. Previous Studies

The issue of difficulties and challenges facing teachers on inclusive education has preoccupied the minds of researchers and thinkers. Following an unprecedented increase in that subject which surpassed all expectations, several studies and research papers both Arab and foreign were published, and they tackled this subject from different dimensions.

The line of research has generated important findings that have practical implications for policy-makers endeavouring to promote inclusion. And some reviews of this literature and studies.

The general aim of this chapter was to examine how positive regular primary schoolteachers actually are towards the inclusion of students with disabilities in regular education, and to review the large body of literature and investigate what attitudes teachers hold towards inclusive education, which variables are related to their attitude and what the effects of teachers' attitudes are on the social participation of students with disabilities. *(International and Foreign Studies, Arab Studies, and PhD and Master Dissertations)* on mainstream teachers' attitudes, opinions, perspectives, or point of views towards integration and, more recently, inclusion. In doing so, we hope to elucidate some of the factors that might impact on the formation of these attitudes. The researcher has referred to a number of these previous as follows tables below:

We also discuss pertinent methodological issues and outline possible directions for future research on teachers' attitudes. As you see below studies of teachers' attitudes towards inclusion have been summarized in three tables:

1.2.1. International and Foreign Studies

The most relevant articles and the most cited according to the Web of science in Journal Citation Reports (JCR) (quote database well as put in the library) are:

Table nº. (5). *Summary of the international and foreign studies*

Nº	Title	Author	Year	Objective	Instruments	Attitudes of	Result
1	Attitudes of pre-service mainstream teachers in Singapore towards people with disabilities and inclusive education.	Thaver T., Lim, L.	2012	Investigated the attitudes of mainstream pre-service teachers towards disability and inclusive education during this period of policy change	Questionnaire	Attitudes of pre-service mainstream teachers	The pre service teachers had little or no knowledge and experience with disability, and generally possessed negative attitudes towards people with disabilities.
2	Attitudes of Slovene teachers towards the inclusion of pupils with different types of special needs in primary school	Cagran, B, & Schmidt, M.	2011	The aim was to analyse teachers' attitudes towards the inclusion of children with SN with respect to the following four domains of impact: impact on the pupil with SN; impact on peers; impact on teachers; and impact on the classroom environment.	Questionnaire	Attitudes of teachers	Inclusion does not represent an unpleasant experience for a child with SN. Teachers think that inclusion has positive effects on the integrated pupils with SN. Pupils with physical impairments make the greatest progress in their personal development, in particular in comparison to pupils with mild intellectual disabilities, followed by those with behavioural and emotional disorders. Teachers with professional training for working with pupils with SN were more favourable of the inclusive effects on the pupil with SN than those without it teachers do not see any negative impact o of pupils with SN on other pupils, at the same time teachers disagree about their positive impact on other pupils. And the inclusion has better effects on the pupils with SN themselves and their peers than on the teachers.
3	Preschool and primary school teachers' attitudes towards	Emam, M. M., & Mohamed,	2011	The purpose of this study was to examine the relationship between teacher self-	Teacher Self-Efficacy Scale	teachers' attitudes	The findings of the study are teachers' sense of self-efficacy directly impacts student performance, Teachers with more

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	inclusive education in Egypt: The role of experience and self-efficacy	A. H. H.		efficacy and teacher attitudes toward the inclusive classroom.	(TES)		experience had more positive attitudes than teachers with less experience whereas experience had no effect on teachers' sense of self efficacy in teaching pupils with SEN. And no differences were found between preschool and primary school teachers' attitudes, whereas primary schoolteachers showed a higher sense of self-efficacy than did preschool teachers regarding the management and teaching of pupils with SEN.
4	Teachers of the deaf as compared with other groups of teachers: Attitudes toward people with disabilities and inclusion	Lampropoulou, & Padeliadu, S.	1997	This study examines and compares the attitudes toward disability and inclusion of three groups of teachers working in different placements.	Questionnaire	Attitudes of teachers	Results revealed that attitudes of teachers varied depending on their placement. Teachers of the deaf had a more favorable attitude than the other groups of teachers toward people with disabilities, but their attitude toward integration was the most negative. Attitudes of regular and special education teachers toward school integration can be explained by their attitudes toward disability, but for the teachers of the deaf, attitudes toward school inclusion are not related to attitudes toward people with disabilities.
5	Teachers' attitudes towards inclusive education.	Unianu, E. M.	2012	To identify the major obstacles in implementing inclusive principles in mainstream schools and to analyze different aspects of the teachers' attitude towards inclusive education.	Questionnaire	Attitudes of teachers	The study revealed significant differences between teachers of different ages regarding the knowledge of main concepts of inclusion. There are also major confusions regarding the difference between inclusive education and integrated education.
6	Attitudes towards inclusive education and dimensions of teacher's personality.	Todorovic, J., et al.	2011	The aim of the study is to determine whether there is and to what extent the connectivity of basic personality dimensions with the attitudes of teachers in both primary and secondary schools towards inclusion exists.	Questionnaire	Attitudes of teachers	The results have shown that, out of total number of examinees, 80% support the idea of inclusive education. Openness is in a positive correlation with the attitudes towards inclusive education. Teachers in primary schools have more positive attitude towards inclusive education.
7	The perception of the attitudes of concern and self-efficacy of teachers regarding inclusive education.	Milacic-Vidojevic, I., et al.	2010	Aims to examine the attitudes of concern and self-efficacy of teachers regarding inclusive education.	Questionnaire	Attitudes of teachers	The attitudes of the teachers towards the inclusion of the pupils with special educational needs are mostly positive, they are not very much concerned regarding the contacts with the persons with special educational needs, and regarding the possibilities of the realization of inclusive education. They feel self-efficacious regarding the conducting of inclusive practice in the

						classroom. The least concerned teachers are the most self-efficacious ones.
8	Teachers Attitudes Toward Increased Mainstreaming Implementing Effective Instruction for Students with Learning Disabilities	Bender, W. N., Vail, C. O., & Scott, K.	1995	To investigate the types of instructional strategies offered in mainstream classes.	Questionnaire	Attitudes of teachers	The teachers with less positive attitudes used effective mainstream instructional strategies less frequently. Implications of these results in terms of recent educational initiatives resulting in increased inclusion programs are discus Implementing Effective Instruction for Students with Learning Disabilities.
9	Pre-service education and attitudes towards inclusion: the role of the teacher educator within a permeated teaching model.	Lambe, J.	2011	This study examines the role of teacher educators working within a permeated teaching model in Northern Ireland, and student teachers' attitudes towards special educational needs (SEN) and inclusion.	Interviews	Attitudes of teachers	The findings indicate that while student attitudes towards the philosophy of inclusion were generally positive, those of the teacher educators were not necessarily reflected in the views of their subject group.
10	Attitudes of special and regular education teachers towards school integration.	Padeliadu, S. & Lampropoulou, V.	1997	Examines the attitudes of regular and special education teachers towards school integration of student with special educational needs.	Questionnaire	Attitudes of teachers	The results showed that, although both regular and special education teachers held neutral attitudes towards school integration, the regular education teachers were more positive towards integration than their special education colleagues. Moreover, younger and less experienced teachers were more positive towards school integration, while no differences were found between male and female teachers' attitudes. In regard to the best time for initiating school integration, teachers' views differed only in a few choices, with the regular education teachers being more positive towards integration earlier than the special education teachers.
11	Attitudes of teachers and head teachers towards inclusion in Lebanon.	Khochen, M & Radford, J.	2012	Explores the attitudes of teachers and head teachers towards people with a disability in mainstream primary schools in Lebanon, a middle-income Arab country.	A mixed method approach, questionnaire, interview	Attitudes of teachers and head teachers	The entire sample agreed that teachers need training to select and develop materials and activities appropriate for students with disabilities if they are to teach inclusively. And very many teachers expressed the view that students with disabilities require more of the teacher's time than non-disabled children.

12	Challenging control: inclusive teachers' and teaching assistants' discourse on students with challenging behavior.	Orsati, F & Theoharis, J.	2012	To reveal the discourse utilised by teachers in order to understand their beliefs and practices surrounding young students considered to present challenging behaviour.	interviews, observations and consultations	Teachers in inclusive classrooms	In sum, the discourse of control is available for shaping how teachers understand and support students. Developing a relationship with students empowers teachers to see past the labels, the control discourse, and truly support students in inclusive classrooms. Finally, implications for practice are shared to improve the experience of inclusive education for both student and teacher.
13	Developing inclusive practice: teacher perceptions of opportunities and constraints in the Republic of Ireland.	Shevlin, M., Winter, E., Flynn, P.	2012	This exploratory study aimed to gather information on teachers' attitudes about inclusion, and perceived constraints in creating inclusive learning environments.	semi-structured interviews	Principals, class teachers and support staff	Teachers recognized the challenge of responding appropriately to diversity within schools and are generally supportive of the principle of inclusion.
14	Embracing inclusive teacher education.	Moran, A.	2007	This study seeks to establish the extent to which prospective teachers, through their initial teacher education (ITE) programmes, are enabled to develop inclusive attitudes, values and practices.	research commissioned by the department of Education	Teachers	The findings which emerged from the study illustrated awareness by schools about inclusion and highlighted the specific and varied contribution they were making to the training of beginning teachers. All agreed that the preparation of student teachers by the universities and university colleges needed to be strengthened and that prior to undertaking teaching practice. Schools considered that they were fulfilling their responsibilities, although no evidence was provided which suggested that the issue had been explicitly discussed with higher education tutors.
15	Inclusion of pupils with intellectual disabilities: primary school teachers' attitudes and willingness in a rural area in Uganda.	Ojok, P & Wormnaes, S.	2012	Establish teacher attitudes and willingness to include pupils with intellectual disabilities in regular schools in a rural district in Uganda.	an attitude scale and a willingness Sub-scale.	Teachers	The results showed slightly more positive than negative attitudes, and more willingness than unwillingness to teach learners with intellectual disabilities. Attendance of workshops and seminars had a positive impact on teacher attitudes and willingness towards inclusive education.
16	Inclusive education for pupils with autistic spectrum disorders in secondary mainstream schools: teacher attitudes, experience and	Humphrey, N., Symes, W.	2013	Examine the experience, attitudes and knowledge of school staff in relation to inclusive education for pupils with autistic spectrum disorders (ASDs) in mainstream secondary school	Questionnaire	Teachers	The study found more positive responses than have been reported in previous studies, indicating that attitudes towards inclusion of this particular group of learners may be changing over time. The findings suggest that generic training for all school staff may not be appropriate. Informed, targeted training

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	knowledge.						for all groups working with pupils with ASD may be most benefic
17	Inclusive education in South Korea.	Kim, Y.	2012	Examine the current implementation of inclusive education in South Korea and discuss its challenges	Studies survey	Teachers, principals	There needs to be strong leadership on the part of principals and administrators in supporting inclusive practices, closer collaboration between general and special educators, and greater teacher and public education to promote more positive attitudes towards people with disabilities.
18	Influence of teacher preparation programmes on pre service teachers' attitudes toward inclusion.	Kim, J.	2011	Explore the influence of teacher preparation programmes on pre service teachers' attitudes toward inclusion	Questionnaire	Teachers	The results indicated that pre service teachers from combined teacher preparation programmes in which general education and special education teacher preparation curricula were infused had significantly more positive attitudes toward inclusion than pr service teachers from separate program
19	Privilege, compromise, or social justice: teachers' conceptualizations of inclusive education.	Lalvani, P	2013	Explored the beliefs of teachers in the USA about the education of students with disabilities	Interview	Teachers	Most teachers began conversations on inclusive education by expressing support for it, articulating that inclusion has benefits for students with and without disabilities. A review of 26 studies revealed that the majority of teachers hold neutral or negative attitudes towards the inclusion of pupils with special needs in regular primary education. No studies reported clear positive results. Several variables are found which relate to teachers' attitudes, such as training, experience with inclusive education and pupils' type of disability. No conclusion could be drawn regarding the effects of teachers' attitudes on the social participation of pupils with special needs.
20	Regular primary schoolteachers' attitudes towards inclusive education: a review of the literature.	De Boer, A., Pijl, S. J., & Minnaert, A.	2011	Examine what attitudes teachers hold towards inclusive education, which variables are related to their attitudes and if these affect the social participation of pupils with special needs in regular	review of 26 studies revealed	Teachers	A review of 26 studies revealed that the majority of teachers hold neutral or negative attitudes towards the inclusion of pupils with special needs in regular primary education. No studies reported clear positive results.Several variables are found which relate to teachers' attitudes, such as training, experience with inclusive education and pupils' type of

			schools.			disability. No conclusion could be drawn regarding the effects of teachers' attitudes on the social participation of pupils with special needs.
21	Student teachers' attitudes to inclusion: implications for Initial Teacher Education in Northern Ireland.	Lambe, J., Bones, R	2006	discover students' attitudes to a range of inclusion issues in advance of their first teaching experience	quantitative and involved the design of a survey	Student teachers	The findings reveal evidence of support for the philosophy of inclusion and for inclusive practices generally, they also show that many young teachers still show a strong attachment to, and belief in, traditional academic selection as a preferred education model. Many student teachers appear to support the ideal of inclusive classrooms and find the beliefs and aims behind the movement towards inclusion to be laudable. While supporting the idea of inclusion and inclusive practices, the student group still appeared to be more comfortable with the traditional systems they knew.
22	Inclusive education in Malaysia: policy and practice.	Jelas, Z & Ali, M.	2012	Discuss the interpretation of policy pertaining to inclusion, its contradictions and its translation into practice within the Malaysian context	Review texts	Tteachers	Need to be strengthened through the media and websites of educational and social institutions. At the same time, efforts should focus on changing negative attitudes towards excluded and marginalised groups by eradicating myths and misconceptions associated with disabilities and with special needs
23	Positioning people with intellectual disabilities as the experts: enhancing pre-service teachers' competencies in teaching for diversity.	Raphael, J,. Allard, A.	2013	To know how pre-service education courses can help beginning teachers to develop the required commitment, knowledge and pedagogies to feel confident in teaching students with disabilities	Questionnaire	Pre-service teachers	The most of teachers found the work with Fusion Theatre to be both positive and productive. Not only did Fusion Theatre members' stories of their own educational journeys help the pre-service teachers to become aware of the powerful roles played by teachers in the lives of students with special educational needs (SENs) students, many took from the workshop a deeper commitment to ensuring that in their own future classrooms, SEN students' needs would be met.

24	Teacher preparation for inclusive education: increasing knowledge but raising concerns.	Forlin, C., Chambers, D.	2011	This research investigated the impact of an applied experience with people with disabilities during an Initial teacher education (ITE) course, on their attitudes and concerns about inclusion in a group of 67 pre-service teachers.	The Sentiments, Attitudes and Concerns about Inclusive Education (SACIE) Scale	Pre-service teachers' perceptions	The study found that increasing knowledge about legislation and policy related to inclusion, and improving levels of confidence in becoming inclusive teachers, did not likewise address their concerns, or perceived stress, about having students with disabilities in their classes. As universities re-evaluate their teacher preparation courses, a range of pertinent issues are identified that require consideration.
25	Teachers' Opinions about Inclusion: A pilot study in a Palestinian context.	Opdal, L., Wormnaes, S., Habayeb, A.	2001	investigated the opinions of a selected group of teachers within a region of Palestine, who all had experiences with students with disabilities and special needs in regular Palestinian schools	Questionnaire	Teachers'	The teachers expressed a need for changes in the public schools in order to meet the needs of students with disabilities and special needs. Their focus of interest for building their own competence was on knowledge and skills that could empower them as teachers, not on knowledge about the students' disabling impairments.The study showed that 60% of the participating teachers were of the opinion that pupils with special educational needs should have the chance to attend regular schools. According to the rule of thumb, this percentage indicates that teachers held neutral attitudes.
26	Teachers' attitudes towards inclusion of students with intellectual disability in Bosnia and Herzegovina.	Memisevic, H., Hodzic, S.	2011	examine the attitudes of teachers in Bosnia and Herzegovina (BiH) towards educational inclusion of students with intellectual disability into regular classes	Questionnaire	Teachers'	The results of this study indicate that a little more than 50% of the teachers support the concept of inclusion. and the teachers believe that they are not supported enough in order to efficiently deal with the issue of inclusion. BiH still has a lot of challenges to deal with in successfully implementing the process of inclusion.
27	Thai preschool teachers' views about inclusive education for young children with disabilities.	Sukbunpant, S., Arthur-Kelly, M., Dempsey, I.	2012	The aim of the study reported here was to examine Thai preschool teachers' views of inclusive education for young Thai children with disabilities.	Questionnaire Interview	Preschool teachers	Those themes were the current situation, teachers' knowledge and expertise, teachers' attitude towards inclusion and disability, collaboration, and challenges for future inclusion.
28	Urban early childhood teachers' attitudes towards	Hsieh, W. Y., & Hsieh, C. M.	2012	This study investigated the relationship between urban early childhood teachers'	Questionnaire	Teachers	The teachers had positive attitude towards inclusive education. The variables related to personal demographics significantly

	inclusive education.			attitudes towards inclusive education and personal characteristics, professional background, and programme context.			predicted overall attitude about inclusion. And variables related to professional background, having had a positive past experience with children with disabilities predicted a positive attitude. The teachers' role within the programme also predicted attitude towards inclusive education, with lead teachers having a more positive attitude than assistant teachers.
29	Pre service teachers' attitudes toward inclusion: Early childhood education and elementary education programs.	Jeon, H., & Peterson, C.	2003	This study examined possible predictors of pre service teachers' attitudes toward (1) persons with disabilities, and (2) inclusion of children with disabilities into general education classrooms.	Questionnaire	Pre service teachers	This study provides evidence that more effective, practical experiences and course content related to children with disabilities, inclusion, and teaching strategies need to be provided in teacher education programs to support successful efforts with inclusion. This study also suggests that teacher education programs should strive to improve students' attitudes toward inclusion, as well as toward persons with disabilities.
30	Attitudes towards inclusion: the case of Israeli and Palestinian regular and special education teachers.	Lifshitz, H., Glaubman, R., & Issawi, R.	2004	To examine the effects of an intervention programme on sense of efficacy and attitudes towards inclusion of pupils with six types of disability, among Israeli and Palestinian teachers.	Questionnaire	Teachers	Results showed that in all types of disability the Israeli, compared to Palestinian teachers, showed significantly higher willingness to include pupils with special needs. The clash between the individualistic nature of special education and the national orientation of the Palestinian teachers, coupled with the 'stigmatizing effect', may explain their being high in conservatism and progressiveness, and their negative attitudes towards inclusion of pupils with sensory impairment and mental retardation before the intervention. The intervention programme was more beneficial to the regular teachers, compared to the special education teachers. The correlations between the attitudes and sense of efficacy were increased following the intervention; the negative attitudes towards inclusion of moderate/severe learning disabilities/emotional disturbances and mild mental retardation can be explained by the tolerance and expectation theories.
31	Teachers' attitudes towards integration / inclusion: a	Avramidis, E., & Norwich, B.	2002	Reviews this large body of research and, in so doing, explores a host of factors that	Review of the literature	Teachers' attitudes	The analyses showed evidence of positive attitudes, but no evidence of acceptance of a total inclusion or 'zero reject'

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	review of the literature.			might impact upon teacher acceptance of the inclusion principle.			approach to special educational provision. Teachers' attitudes were found to be strongly influenced by the nature and severity of the disabling condition presented to them (child-related variables) and less by teacher-related variables. Further, educational environment-related variables, such as the availability of physical and human support, were consistently found to be associated with attitudes to inclusion.
32	Attitudes of Greek Physical Education Students towards Participation in a Disability-Infusion Curriculum.	Kalyvas,V., Koutsouki, D., Skordilis,E	2011	to evaluate the attitudes of Greek physical education students towards participation in a disability-infusion curriculum.	Questionnaire	Undergraduate students	Results illustrated that participants exhibited positive attitudes and intentions to participate in a university curriculum which would infuse disability-related knowledge into the general curriculum content.
33	Attitudes of Greek Physical Education Teachers towards Inclusion of Students with Disabilities in Physical Education Classes.	Doulkeridou, et al	2011	to examine the attitudes of Physical Educators toward the inclusion of students with disabilities and SEN in general Physical Education (PE) classes and to compare them with those teachers who taught the course of Olympic/Paralympics Education (O/PE) as well as examine gender differences	Questionnaire	Teachers	The results revealed positive attitudes of all teachers toward teaching students with disabilities and SEN in PE classes; however, there were no significant differences between those who taught different type of PE courses as well as between males and females. It is strongly suggested an ongoing assessment should examine the changes in education of students with disabilities and SEN and their inclusion in the general schools and how.
34	Attitudes of Greek Physical Education Teachers toward Inclusion of Students with Disabilities.	Papadopoulou, et al	2004	to examine the attitudes of Greek physical education teachers toward the inclusion of students with disabilities in regular education settings and to compare the results with the findings of similar studies.	Questionnaire	Teacher	The attitudes of physical education teachers toward the inclusion of students with disabilities in their regular classes are related to the level of knowledge that the teachers believe they have for the special needs conditions; in addition, they doubt that inclusion could be workable.
35	Training, understanding, and the attitudes of primary school teachers regarding inclusive education in Hong Kong.	Leung, C., & Mak, K.	2010	This study investigated some of the elements that determine the success of implementing inclusive education.	Questionnaire	Teachers'	The results of this study indicate that most teachers in inclusion schools have a basic but incomplete understanding of inclusive education. Neither age nor subjects taught by teachers had a significant effect on the teachers' attitudes towards inclusive education, but teaching experience may affect attitudes to a certain extent. Although the participating teachers believed

						that they needed to receive additional training, they were unable to participate in the training due to heavy workload and other limitations.
36	Representations and Attitudes of teachers in front of Integration of children with Special Needs Education in the regular classroom.	Muñoz, X. D.	2009	To describe the representations and teacher attitudes about school integration of children with special educational needs and to identify ways of relationship between teachers with children in the classroom common.	Cases study and Questionnaire	Teachers	Teachers demonstrate in their teaching attitudes of indifference, over protection, low expectations and acceptance. The representations of teachers on children with special educational needs realize that persists even thinking of clinical rehabilitative model as the most appropriate for the learning needs of children.
37	The Quality of Disabled Students' School Integration: A Research Experience in the Italian State School System.	Reversi, S., et al.	2007	To assess the quality of school integration for disabled students in the Italian state school system, according to two criteria: the mainstream and the special teachers' point of view concerning the disabled students' social and syllabus integration, and the sense of loneliness of the disabled students in their classes.	Questionnaires	Special and mainstream teachers	A positive evaluation of the disabled students' social and syllabus integration. The disabled and non-disabled students showed quite a low sense of loneliness in their classes, although the disabled students showed a higher level of loneliness in their classes. Some factors, e. g. gender, number of disabled students in class, seemed to affect this result.
38	School Counsellors' Involvement in the Process of Inclusion in Israel.	Erhard, R., & Umanksy, T.	2005	To identify variables affecting the attitudes and involvement of school counselors in the inclusion of students with disabilities in regular classrooms.	Questionnaires	School counselors	The findings indicated that counselors have positive attitudes towards inclusion and allocated about 36% of their time to inclusion activities. Special education training and attitudes toward inclusion were the variables that explained the greatest amount of variance in the counselors' involvement.
39	Teacher Attitudes toward Students with Special Educational Needs. Las Actitudes del Profesorado hacia el Alumnado con Necesidades Educativas Especiales.	Arrebola, I., & Giménez, D.	2004	Interest is centered in knowing which are the attitudes of the teaching stuff towards the integration of students with disabilitiesin its classroom.	Interview	Teachers	The results that they found that the specialties that show the most positive attitudes towards integration they are Special Education, Hearing and Language, the professors of Therapeutic Pedagogia and those of Musical Education. The most negative attitudes are centered in the professors of Infantile Education and those of foreign Language. Showing to ambivalent attitudes professors of primary Education and education. in general, all the professors think that integration in essence is a good idea but in this daily practice they find many difficulties.

40	Teachers' attitudes towards specific educational needs. Actitudes de los maestros ante las necesidades educativas específicas.	Álvarez, M., et al	2005	The main aim of this article consists in analysing the results of an investigation in which a questionnaire consisting of one hundred ten items, in a Likert's scale, was used in order to look into primary education teachers' attitudes towards the integration and specific educational needs.	Questionnaire	Teachers	The results indicate that there is a positive general attitude towards integration, although this one does not work as it should have to do, mainly for lack of resources and suitable strategies.
41	Inclusive Education or education without exclusions. Educación inclusiva o educación sin exclusiones.	Echeita, G., & Sandoval, M.	2002	To analyze the meaning of the concept of inclusive education as it is an emerging principle in education policy in many countries. Firstly, it analyses the social reasons,	Analyze the meanings of the concept inclusive education, as a consequent principle,	According to many authors,	according to many authors, for the option on school education can contribute to change more and more the exclusive orientations in our society. Secondly, it shows that it is a movement which joins many projects and initiatives from very different educational fields, although all of them keep several common denominators relating to educational values and practices.
42	A Survey into Mainstream Teachers' Attitudes Towards the Inclusion of Children with Special Educational Needs in the Ordinary School in one Local Education Authority.	Avramidis, E., & Bayliss, P., & Burden, R.	2000 A	Attitudes of mainstream teachers towards the inclusion of children with special needs in the ordinary school were surveyed soon after the release of the Green Paper.	Questionnaire	Teachers	The teachers who have been implementing inclusive programmers, and therefore have active experience of inclusion, possess more positive attitudes. The importance of professional development in the formation of positive attitudes towards inclusion. Teachers with university-based professional development appeared both to hold more positive attitudes and to be more confident in meeting the IEP requirements of students with SEN. The role that training at both pre-service and post-service levels has in the development of teachers' support for inclusion is discussed.
43	Teachers' Attitudes toward the Inclusion of Students with Autism and Emotional Behavioral Disorder.	Cassady, J. M.	2011	The study is significant due to the fact that educators' opinions toward inclusion affect the relationships and supports that are provided in the classroom.	Questionnaire	Teachers	Results suggest that the presence of typical characteristics of the two disabilities influence teachers' willingness to have the populations in their classrooms. the type and severity of the children's disabilities affect teachers' willingness to accommodate certain students and their confidence that they will effectively manage their classroom. The teachers have

						expressed concerns about having students with autism and emotional behavioral disorder in the general education setting because of the children's lack of social skills, behavioral outbursts, modifications made to the curriculum, and lack of training and supports. Teachers' attitudes toward their current student population with special needs dramatically affect the success and effectiveness of their instruction. The attitudes of teachers in Scotland to the integrations of children with autism into mainstream schools.
45	The attitudes of teachers in Scotland to the integrations of children with autism into mainstream schools.	Gregor, E. M., & Campbell, E.	2001	The purpose of the present study was to investigate the attitudes, opinions and ideas of specialist and mainstream teachers in Scotland regarding the partial or full integration of children with autism into mainstream schools.	Questionnaires	Teachers	Mainstream teachers with experience of autism showed more confidence to deal with the children than those without experience. Many expressed concerns about effects on mainstream pupils but most were willing to undertake more training. Specialist teachers were more positive, although they acknowledged possible disadvantages for both groups of children and stressed that the success of integration depends on the individual child.
46	Student teachers attitudes towards the inclusion of children with special educational needs in the ordinary school.	Avramidis, E., Bayliss, P., & Burden, R.	2000 B	Investigate student teachers' attitudes towards the general concept of inclusion of children with special needs in the ordinary school.	Questionnaire	Teachers	The respondents held positive attitudes toward the general concept of inclusion but their perceived competence dropped significantly according to the severity of children's needs as identified by the UK "Code of Practice for the Identification and Assessment of Special Educational Needs". Children with emotional and behavioural difficulties were seen as potentially causing more concern and stress than those with other types of special needs. Finally, the survey raised issues about the breadth and quality of initial teacher training in the UK.
47	Inclusion in Israel: coping resources and job satisfaction as explanatory factors of stress in two cultural groups.	Braun-Lewensohn, O.	2012	To explore the differences between the two cultural groups of Jewish and Arab teachers on several variables and to analyse their link to stress.	Questionnaire	Teachers	Differences in SOC and sense of school community were found between the two groups such that Jews reported stronger SOC, and Arabs reported stronger sense of school community. Further differences were revealed in the links of the different coping resources to stress reactions. The results are discussed against the backdrop of cultural background and the salutogenic model.

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1.2.2. Arab Studies

Table nº. (6). *Summary of the Arab Studies*

Nº	Title	Author	Year	Objective	Instruments	Attitudes of	Result
48	The Efficiency of Resources Rooms for Special Needs in Government Schools from Headmasters and Teachers of Resources Rooms and Educational Counselors Perspective	Al-Sabbah, S. & Shanaah, H.	(2010)	Aimed at understanding the efficiency of the resources rooms for special needs in government schools from the headmasters, teachers of the resources rooms and educational counselors as perceived by resources rooms assessing of the variables of sex, experience, qualifications and the position at the time of evaluation.	Questionnaire	Head-masters and Teachers	The efficiency of sources rooms in government schools in Palestine, according to the population of the study was very good in all areas of the sources rooms, The efficiency from the perspective of males was higher than that of the females point of perspective in some areas like availability and equipment, learning materials, teaching course is going on.
49	Obstacles encounter the integration of Disabled students in the Primary Governmental Schools in Palestine.	Al-Sabbah, S.et al. Palestine	(2008)	To identify the obstacles encounters the employees of primary governmental schools in integrating disabled students in the class. It also aims to explore the obstacles differences according to each of the following factors (position, gender, academic qualification, majors, and experience period.	Questionnaire	Teachers	A lack of any evaluation for disabled students in the governmental schools. The presence of "awareness and attitudes", and look kindly on upon integrated students. With disabilities in governmental schools. The tools are unsuitable for the disabled students. A lack of resource rooms and special education teachers to support the disabled students. The ministry doesn't individualize evaluation tests for the disabled students. The teachers did not consider the individual differences between the students when they put the exams or when they evaluate them.
50	Teachers. Attitudes toward Mainstreaming of Autistic Childrenin the Eastern Province Traditional schools For Boys in Saudi Arabia	Mubarak, S. Saudi Arabia	(2007)	To identify the teachers' attitudes towards mainstreaming of low to mild autistic children (boys) in public schools.	Questionnaire	Teachers	The study showed that the teacher's attitudes were, to some degree, positive toward integration. There were no significant differences between the teachers' attitudes toward integration of children with low and mild degree of autism in the popular elementary schools. Also, these differences are not significantly affected by major, training, education level, job at school and experiences.
51	Difficulties Related To Mainstreaming Students With Special Needs In	Ja'far, G.	(2003)	The aim was to identify teachers' attitudes towards integration, inclusive education, mainstreaming, difficulties	Questionnaire	Teachers	The study's showed the following: All questionnaires' dimensions constitute a difficulty for the sample, except for the second item in the first dimension. The dimensions were

				faced by teachers			organized according to their difficulty as seen by the study sample, as follows: With Students special needs Teachers' competencies, Instructional environment, the principals, the mainstreamers. There were differences of the inclusion difficulties according to the function pattern for the instructional environment for mainstream teachers, and mainstreamers favoring resource room's teachers.
	Regular Schools From The Teachers' Perspective						
52	Tendency of teachers to amalgamate handicapped pupils with ordinary pupils in Ar'ar governorate	Smadi, A.	(2010)	To acknowledge the attitude of teachers of the first three stages of the primary school towards amalgamating handicapped pupils along with ordinary pupil in Ar'ar city.	Questionnaire	Teachers	The study findings was: the existence of positive attitude towards amalgamating the two types of pupils
53	Attitudes of elementary school teachers towards integration of children with disability in Khan Younis governorates.	Abu Ishaq, S.	(2010)	To identify the attitudes of elementary school teachers in towards integration of children with disability in Khan Younis Governorate and its relation with some variables.	Questionnaire	Teachers	The results of the study indicated that: there were statistically significant differences in attitudes of teachers due to (age) variable toward older teachers, not statistically significant differences due to (sex), statistically significant differences due to (marital status) toward married teachers, statistically significant differences due to (qualifications) toward the holders of university degrees, and finally statistically significant differences due to (specialties) toward Arabic language teachers.

4.2.3. Ph.D and Master dissertations

Table nº. (7). *Summary of the Ph.D and Master dissertations/ Thesis*

Nº	Title	Author	Year	Objective	Instruments	Attitudes of	Result
54	Teachers' attitudes towards working with students with special educational needs in mainstream classes in Egypt.	Momberg, N.	2008	The aim was to identify teachers' attitudes towards inclusive education.	Questionnaire	Teachers	The teachers in Egypt have serious reservations about the feasibility of accommodating students with special educational needs in their classrooms. Curriculum development, educational support, funding opportunities, as well as the training of teachers, need to be addressed in order to facilitate the development of inclusive educational strategies.
55	The difficulties of including the deaf students from the administrative and teachers perspective in Tabuk educational region (KSA)	Al-Taimani, S.	2009	Investigating the difficulties facing the inclusion program of the deaf students at public schools in Tabuk region.	Questionnaire	Teachers	The main results at the study indicated that the respondents rated the difficulties facing the inclusion of the deaf students to be either high or average intensity. No significant differences were noted in the ratings due to differences in the nature of the job (Teachers,and administrators), experience or qualification of the respondents.
56	Students with Disabilities in General Education Settings: General Education Teacher Preparation.	Anderson, M.	2010	Determine what is being taught in elementary education teacher preparation programs regarding how to teach students with disabilities who are educated entirely or in part in general education settings.	Questionnaire	Teachers	This study explored levels to which preferred knowledge and skills for including students with disabilities in elementary general education classrooms are taught and assessed. It also looked at differences among state licensing and university graduation coursework.
57	The Commitment of Elementary School Teachers to Inclusive Education for Children with Disabilities.	Cox, M.	2009.	Investigate the commitment of elementary school teachers to inclusive education for students with disabilities, and whether the commitment to inclusive education between general and special education teachers was equal.	Questionnaire	Teachers	The data indicated that special education teachers appear more committed to inclusive education than their general education counterparts. In addition many of the early roadblocks to inclusive education such as, needed support from administrators and ancillary personnel dealing with SWD, lack of resources, time for collaboration and consultation, along with a need for more training, still appear to be pervasive problems in implementing a fully inclusive program for all students nearly two decades later in

						contemporary elementary schools.
58	Inclusive education for children with disabilities in Fiji: Teacher perspectives and attitudes.	Daveta, M.	2009	Examine teacher perspectives and attitudes on inclusive education for children with disabilities in Fiji.	Interviews	Teachers	The teachers support inclusive education, The most common factors were severity of disability that the students had, inadequate training of teachers on teaching students with disabilities, inadequate government funding, lack of specialized resource personnel and lack of appropriate equipment and resources to support students and teachers in the teaching learning process. Teachers need to change their perspectives and attitudes and schools need to be welcoming and prepared to accept all students with disabilities into the general education system in Fiji.
59	The experiences of teacher aides who support students with disabilities and learning difficulties: a phenomenological study.	Bourke, P.	2008	Investigate Teacher aides experience of supporting Students with Disabilities in order to explicate a phenomenological description of the phenomenon of supporting students.	Experiences of teacher aides Interview	Teachers	1) Teacher aides develop empathetic relationships with students that contribute significantly to the students' sense of belonging within school communities; 2) Lack of clear definition of roles and responsibilities for teacher aides has detrimental effects on inclusion of students; 3) Collaborative planning and implementation of classroom learning and socialisation programs enhances inclusion; and 4) Teacher aides learn about supporting students while on-the-job, and in consultation and collaboration with other members of the students' support networks.
60	Teachers as policy actors: an exploration of teacher actions to negotiate the policy demands of inclusive education.	Kortman, W.	2008	The significance of this research is that the 'insiders' are presented as potentially important drivers shaping the mechanisms for educational reform.	The case study	Teachers	This study argues that a constructive approach for future action may be accomplished by drawing on teachers' own accounts of significant characteristics contributing to effective inclusion. This study explores the finer structures of changed pedagogy; professional development of teachers and the vision of quality education for all that underpin the fabric of inclusive schooling. The study suggests that the focus on teachers' own accounts or voice provides a major resource with which to theories and analyze the actuality of inclusive practice and to help overcome barriers to success. Teachers' existing professional expertise and their professional development needs have not been a key focus of policies directed at sustaining the changed political culture required by inclusion.
61	Teacher Educators' and Pre-service Teachers' Attitudes, Knowledge and Understanding	Simi, J.	2008.	To explore teacher educators' and pre-service teachers' attitudes, knowledge and understanding of special and	Interview	Teacher	Very important for teachers to understand the importance of teaching children with special needs in an inclusive environment. Secondly, this notion of teaching children with special needs in

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	on Special Education and Inclusive Education in the Solomon Islands.			inclusive education in the Solomon Islands			inclusive classroom should be introduced into the curriculum of pre-service training for beginning teachers. Thirdly, all stake holders need to have a change of mind-set to create a positive attitude to special education and inclusive practices.
62	The Role of the Principal in the Change Process: The Road to Inclusion.	Bovalino, J.	2007	To examine the role of the building level principal and the relationship that exists between the teachers and the administrators with regard to implementing change.	Interviews and document analysis	Teachers and admini-strators	The successful exclusionary environments are created by school systems where the principal practices distributed leadership, participate in professional development and continually shares his vision with regard to the inclusion of special education students in the regular education environment.
63	Inclusive education a decade after democratization: the educational needs of children with disabilities in KwaZulu-Natal.	Maher, M.	2007	To examine the principal's role in changing a middle school from a culture of self-contained special education classes to one where special education students are included in the regular education classroom alongside their non-disabled peers	Case studies and semi-structured interviews	Principals	Findings revealed that there was evidence of inclusive education beginning to be implemented in KZN in that barriers to learning for many students were being addressed and removed. The specific provision in policy documents directed towards children with disabilities was behind schedule. and there was little evidence of full inclusion of students with disabilities in regular education.
64	Inclusive Education: principles and representation.	Nakayama, A.	2007.	To define the Inclusive Education principles, organized according to the current Legislation, mainly the Declaration of Salamanca of 1994, with the objective of indicating school evaluation parameters in their processes of teaching each child and youngster.	Questionnaire	Teachers and employees	The Inclusive School represents the possibility of a complex work based on deconstruction of school exclusive culture in order to promote the study of partnership in an environment in which Diversity plays a fundamental role on the learning process. As a result people should feel as an active part in the educational renewal process and also in their lives
65	Exploring the Professional Responsibilities of Educators in Special Day Schools Serving Secondary Students with Emotional Disabilities.	Clark, S.	2006	To examined the professional responsibilities and professional needs of teachers in special day schools, and how their administrators support them.	Focus group methodology	Leaders and Teachers	Major findings that emerged regarding professional responsibilities were categorized as (a) knowing content, (b) designing instruction, (c) assessing student learning, (d) monitoring student behaviour, (e) communicating with parents and agencies, and (f) remaining current through professional practices. Findings regarding the professional needs of teachers included improved professional development practices, and administrative support. Data revealed that teachers believed their administrators support them when they provide performance appraisal and offer opportunities for collegial support and collaboration.
66	The inclusion experience of	Kovacs, D.	2006	To explore the inclusion experience for	Interviews	Students,	The students in this study are included in the general setting for a

					Parents and Teacher	greater part of their day than students with similar needs in different districts. The descriptions of the educational experiences of these students can serve as a guide for developing a more inclusive program by detailing the factors that are beneficial, detrimental, and fundamental to successful inclusion of students with moderate and severe disabilities. One Special Education teacher, team members may also have differing opinions on what the best way to educate the student is and will support different agendas based on these beliefs.The role of the parent as an advocate and designer of the inclusion process was shown in the literature review and supported in this study.
students with moderate and severe disabilities in general education classrooms.		.	students that are traditionally isolated within a school.			
67	Teachers' Views on Providing For Children with Special Needs in Inclusive Classrooms a Papua New Guinea Study.	Mapse, A.	2006	Seeks to investigate primary school teachers' views and experiences in implementing the Inclusive Education Policy in regular schools.	Questionnaire interviews	Teachers	The study revealed that most teachers supported the notion of Inclusive Education Policy and would like to implement it. that there needed to be a change in attitudes of teachers, peers, boards of management, and parents/caregivers to provide assistance for children with special needs. Most teachers felt that there needs to be more awareness of the principle and the importance of inclusion. Teachers' limited knowledge of teaching children with special needs was also highlighted. In this study teachers admitted they needed more training in the field of educating children with special education in order to accommodate and teach children with special needs
68	The Nature of Educational Inclusion for Students Diagnosed Autistic Spectrum Disorder with Challenging Behaviours.	Foster, G.	2005	The aim of this study to better understand the nature of inclusive practices as students with highly complex educational needs and those who support them experience them.	Interviews.	(Students, class teacher, parents, and special education Teachers)	Inclusive practices emerged from a number of interconnected processes including training, stakeholder collaboration, a school culture pursuing educational inclusion, and educator efficacy. Educator efficacy appears to be the most crucial factor in the establishment of inclusive practices, without it exclusionary practices prevail. Legislation and policy alone do not appear to result in the universal adoption of inclusive educational practices. there is a need for an appropriate model to be implemented to offer a foundation level of appropriate education interventions
69	Inclusive education in South Africa: the challenges posed to	Pottas, L.	2004	To determine the challenges posed to the teacher of the child with a hearing loss in	Questionnaire, Focus group	Teachers	The teachers in regular education as well as the student teachers had sufficient knowledge about the theoretical aspects of

	the teacher of the child with a hearing loss.			inclusive education.			inclusion but they lack knowledge regarding the child with a hearing loss. The teachers' lack of knowledge were their unwillingness to include a child with hearing loss and to a lesser extent their years of teaching experience. Both the teachers and student teachers appear to have negative attitudes towards the inclusion of children with hearing loss. The negative attitudes of the teachers were, as in the case of knowledge, significantly related to their unwillingness to include a child with a hearing loss and their years of teaching experience, but also to their personal experience with hearing loss. The teachers and student teachers indicated specific needs in terms of further training and the content of training.
70	Learning to negotiate difference: Narratives of experience in inclusive education.	Altieri, E.	2001	To examine how a small group of general educators constructed three essential understandings of themselves as teachers within the context of inclusive education.	Stories of experience and a variety of teacher narratives	Classroom Teachers	The experiences of the teachers in this project are that communities of practice built on situated models of learning appear to have significant promise for teacher learning and teacher development in inclusive education. Teachers will need freedom to learn and freedom to take risks, and we have seen how such communities provide support and encouragement. The richness of the dialogue and the stories which will resonate within the community.

4.2.4. Comments on Previous Studies

Views regarding the education of children with learning difficulties and/or disabilities have changed dramatically over the past two decades and several countries have led in the effort to implement policies which foster the integration and, more recently, inclusion of these students into mainstream environments. Here, although the movement of inclusive education has gained momentum in recent years, a key element in the successful implementation of the policy is the views of the personnel who have the major responsibility for implementing it that is teachers. It is argued that teachers' beliefs and attitudes are critical in ensuring the success of inclusive practices since teachers' acceptance of the policy of inclusion is likely to affect their commitment to implementing it (Avramidis and Norwich, 2002B).

International research indicates that the complex mix of positive teacher beliefs combined with fears and perceived inadequacies is quite common in the evolution of practice towards inclusive learning environments (Shevlin et al, 2012).

It is clear for us from a review of the previous literature that several of these studies dealt with the children with disabilities and the difficulties of integration through research and study; researcher from different backgrounds exerted outstanding effort in dealing with this phenomenon from different aspects; this subject had an outstanding rank in the world in general and the Palestinian society in particular. These studies in general aimed at identifying this phenomenon in terms of definition, historical framework, causes, and effects. Very limited studies dealt with the topic from a field perspective through students; teachers and parents. Some of these studies agreed that Palestinian children with disabilities and the difficulties of integration have their many forms and a new one; they have effects on individuals and the society; however, No studies have been found concerning teacher attitudes and wishes towards the reality of inclusive education in contexts similar to Palestine. In particular, there is barely any research concerning stakeholders' wishes towards education of children with disabilities. Nevertheless, studies from other contexts were found of interest for this study.

These international and foreign, Arab Studies, and PhD and Master Dissertations were yielded valuable insights into the multiple ways in which the teachers conceptualized inclusive education. And they are at an advantage and a disadvantage in the following:

1) Scarcity of field studies relating to this topic. Arab Studies in particular.
2) Most of the studies are used the questionnaire as a tool of data collection, and some of them used interviews and review of the literature (various studies), and a little are used case study or focus groups.

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3) The general aim of the studies was to investigated, examine, and identify teachers' attitudes towards integration, inclusive education, , difficulties faced by teachers.

4) Some studies revealed that teachers hold neutral or negative attitudes and other studies revealed towards the inclusion of pupils with special needs in regular primary education.

5) Most of studies indicate that teachers had positive attitudes towards the inclusive education.

6) Several variables are found which relate to teachers' attitudes, such as training, self efficacy, experience with inclusive education and student's type of disability.

7) Focused on attitudes of regular primary school teachers towards aspects of inclusive education.

8) Lack of Arab studies especially the Palestinian studies that discuss the subject of integration and inclusive education.

9) They focused on the study of the children with disabilities and the difficulties of integration from the quantitative aspect and overlooked the qualitative one.

10) The Arab and the foreign studies agree on the importance of integration in regular schools, and also agree on the importance of attitudes of teachers towards the integration often various disabilities.

11) A lack of resource rooms and special education teachers to support the disabled students in Arab world.

12) The type and severity of the children's disabilities affect teachers' willingness to accommodate certain students and their confidence that they will effectively manage their classroom.

13) A lack of any evaluation for disabled students in the governmental schools in Arab world.

14) There is a difference between the results of the studies, perhaps back to the different culture, environment, geographic area, and the size of the sample.

15) Most studies agree on the importance of training, and support for teachers and administrators.

16) Most of the studies recommended the need to focus on improving the attitudes of teachers towards integration in order to achieve effective work with students with disabilities.

17) There are no studies specifically targeted on the possibilities and on actions to overcome difficulties. And rarely calls this perspective the disabled themselves or teachers and families who work with them.

18) Many studies show that teachers' lack of knowledge was their unwillingness to include a child with disabilities.

19) Many studies indicate that people should feel as an active part in the educational renewal process and also in their lives.

20) Many of studies indicate that All stake holders need to have a change of mind-set to create a positive attitude to special education and inclusive practices.

21) Very important for teachers to understand the importance of teaching children with special needs in an inclusive environment.

22) Most of studies indicate lack of appropriate equipment and resources to support students and teachers in the teaching learning process, inadequate government funding, curriculum development, educational support, funding opportunities; need to be addressed in order to facilitate the development of inclusive educational strategies.

23) Many of studies indicate that most teachers in inclusion schools have a basic but incomplete understanding of inclusive education. and teachers expressed the view that students with disabilities require more of the teacher's time than non-disabled children.

Nevertheless, these studies had benefited the present study in shedding light on the issue of Palestinian students with disabilities and the difficulties of integration with its different dimensions; they encouraged the researcher to go ahead with studying this subject in a sampling survey through perceptions and expectations of Palestinian teachers towards inclusive education; the current study will be a continuation to them.

CHAPTER FIVE:

Study Methodology

Chapter Five: Study Methodology

5.1. Study Methodology

This chapter presents the methodology of the study, its sample, population, the tools of data collection and the methods of verifying its validity and reliability, the procedures of the study and statistical analysis.

5.1.1. Study Approach

The present study used the descriptive quantitative approach (Colás, 1992) this is since it is considered to be the most suitable research approach to study the challenges facing integration/inclusive education from the perspective of teachers in Palestine. study the reality of Bethlehem; this approach is the most convenient to fulfil the study objectives since it work on describing facts regarding positions as it stand or describing what is already existent and collection of data and information which would be later classified, organized and expressed quantitatively; it would also be interpreted accordingly in order to reach an understanding of the relationship between the phenomenon and its different factors using convenient research tools.

Our work is entitled "Perceptions and expectations of Palestinian teachers towards inclusive education in Bethlehem district". Below is a table N^{o}(8) and table N^{o}(9) which lists the objectives and the study questions with the methodological tool we used.

Table N^o (8). *List of the objectives with the methodological tool*

Study objectives	Instruments / Study Techniques
General Objectives: Overview	Questionnaire
objective 1: Analyze the education and inclusive education reality in Palestine with special emphasis on Bethlehem.	Questionnaire basic descriptive analysis (frequencies)
objective 2: Understand the normative framework and the evolution of attention to diversity in Palestine.	Literature Review: Regulatory legislation, official statistics
objective 3: Understand the state of research in inclusive education in Palestine and the Arab world.	Literature Review
objective 4: Establish realistic frames of reference that serve to understand, situate, and locate the level of success in inclusive education reached in Palestine with respect to other reference points for school and educational achievement in Palestine.	Questionnaire basic descriptive analysis and Correlations reality and desire
objective 5: Establish realistic frames of reference that serve to help us understand, situate, and locate the level of success in inclusive education reached in Palestine with respect to the different processes, moments and stages of development of the concept of inclusive education that continue to be validated internationally.	Significant correlations
objective 6: Understand teachers' perception on the different difficulties encountered with educational integration and inclusion of children with disabilities.	Significant correlations
objective 7: Identify the dimensions and aspects that teachers believe are complicating school integration in Palestine.	Significant correlations
objective 8: Establish a map of possibilities for integration with respect to the responses that lead to desired grades for teachers.	Significant correlations
objective 9: Describe the best environment for improvement according to teachers.	Significant correlations
objective 10: Establish political guides for action on education to reduce found difficulties and progress according to international principles on inclusive education within the possibilities of action identified in the study.	Significant correlations

Table nº. (9). *List of the study questions with the methodological tool*

Study Questions	Instruments / Study Techniques
a) For Bibliographic Investigation	Questionnaire
1. What are the main data and educational indicators in Palestine (and, especially in Bethlehem), concerning the Educational System, schooling, resources, academic result…?	Official statistics
2. What is Palestine's educational policy concerning inclusive education?	Content analysis and documental analysis
3. What are the main data and indicators of attention given to those people and groups that have specific needs to supportive education in Palestine (and, especially in Bethlehem)?	Statistics
4. What is the scope of research preferences about the reality of inclusive education in the Arabic world in general and Palestine in particular?	Previous studies
5. What are the dimensions, aspects, spaces and action scenes, and under what conditions is scholastic integration and inclusive education developed in Palestine?	Reports about Palestinian reality
b) By dimensions (6-15): (Reality and Desire)	Descriptive, Mean and T- Test/ Compare Factorial main dimensions/ Correlations
c) Relations and Inferences	
• **Question 16 and 17**	Comparison between reality and desire
• **From 18 to 23**	Correlations by dimensions
• **22 and 23**	Factor analysis by dimensions and correlations between main elements
d) Variables for Study: Question **24** Teacher gender, Academic Qualifications, Years of Experience, The Supervising Authority, School location, The type of disabilities that students have, The Grades you are teaching,	Contingency Analysis

5.3. Study Population

The study population consists of all the Palestinian school teachers who teaching (1-10 grades) regular classrooms include student with disabilities in Bethlehem's Schools. In the West Bank, who are working in the government, UNRWA and private schools, in the academic year 2012. The population includes (1008) male and (1732) female teachers in the district of Bethlehem, as it is clear in table nº(10).

Table nº. (10). *Distribution of the study population by district, School authority and gender.*

District	Authority	Gender	Population	Sample	Real simple
Bethlehem	Government	Male	789	98	**98**
		Female	1130	140	**140**
		Total	**1919**	**238**	238
	Private	Male	161	20	**20**
		Female	516	64	**64**
		Total	**677**	**84**	84
	UNRWA	Male	58	7	**7**
		Female	86	11	**11**
		Total	**144**	**18**	18
Total			**2740**	**340**	**340**

5.4. Study Sample

The study sample consists of (340) Palestinian teachers who teach regular classrooms include students with disabilities in the academic year 2012 in the district Bethlehem; selected by random stratified method as it is clear in table nº(10). The sample size was calculated using the web[4]. sample size calculador, with a margin error of 0.05 (Appendix A). The sample constituted (9.3%) of the study population.

It is interesting to consider teachers' opinions about the reality of inclusive education in Palestinian classrooms and schools. A methodological, descriptive, proven focus was chosen that employs the survey study as well as inferential and co relational research. (McMillan y Schumacher, 2001).

This research was conducted for the 2011/2012 academic year in Bethlehem. This population was selected for several reasons: it was the first district where the program of scholastic integration was implemented and it can be considered as representative of Palestinian reality. Also, it unites all of the requirements and school variations and is considered an average political, social and educational zone, not only in terms of population but the number of school as well (Lempinen & Repo, 2002).

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[4] http: //www.surveysystem.com/sscalc.htm,

Tables' number (11-17) showed below present the main characteristics of the participants.

Table nº. (11). *Sample distribution by gender*

Gender		Frequency	Percentage	valid Percentage	Cumulative Percentage
Valid	Male	125	36.8	36.8	36.8
	Female	215	63.2	63.2	100.0
	Total	340	100.0	100.0	

Table no (11) shows the sample distribution of the participants according to gender, as 36. 8 % males compared to 63. 2 % females.

Table nº. (12). *Sample distribution by academic qualification*

Academic Qualification		Frequency	Percentage	valid Percentage	Cumulative Percentage
Valid	Diploma	55	16.2	16.2	16.2
	Bachelor	254	74.7	74.7	90.9
	Master'sdegree or higher	31	9.1	9.1	100.0
	Total	340	100.0	100.0	

Table no (12) shows the distribution of participants according to academic qualification, as 16. 2% are diplomas, 74.7% have a bachelor degree, while 9.1% of them having a master degree.

Table nº. (13). *Sample distribution by years of experience*

Years of Experience		Frequency	Percentage	valid Percentage	Cumulative Percentage
Valid	Less than 5	75	22.1	22.1	22.1
	5-10	83	24.4	24.4	46.5
	More than 10	182	53.5	53.5	100.0
	Total	340	100.0	100.0	

Table no (13) clarifies the distribution of the participants according to their years of experience as 22.1 % of them with an experience below 5 years, 24.4 % with an experience of 5-10 years, while the majority 53.5 % having more than 10 years.

Table nº. (14). *Sample distribution by school authority*

School Authority		Frequency	Percentage	valid Percentage	Cumulative Percentage
Valid	Government	238	70.0	70.0	70.0
	Private	84	24.7	24.7	94.7
	UNRWA	18	5.3	5.3	100.0
	Total	340	100.0	100.0	

Table no (14) shows that 70.0 % of the teachers are working in governmental schools, 24.7 % in private ones, while 5.3 % of them are working in United Nations schools.

Table nº. (15). *Sample distribution by school location*

School location		Frequency	Percentage	valid Percentage	Cumulative Percentage
Valid	City	234	68.8	68.8	68.8
	Village	88	25.9	25.9	94.7
	Refugee's Camp	18	5.3	5.3	100.0
	Total	340	100.0	100.0	

Table no (15) shows that the school location for 68.8% of the participants were in the Palestinian cities, 25.9 % in the villages and 5.3 % are in the refugee camps.

Table nº. (16a). *Sample distribution by the type of students disabilities (Mental Impairment)*

Mental Impairment		Frequency	Percentage	valid Percentage	Cumulative Percentage
valid	No	304	89.4	89.4	89.4
	Yes	36	10.6	10.6	100.0
	Total	340	100.0	100.0	

Table nº. (16b). *Sample distribution by the type of students disabilities (Hearing Impairment)*

Hearing Impairment		Frequency	Percentage	valid Percentage	Cumulative Percentage
Valid	No	304	89.4	89.4	89.4
	Yes	36	10.6	10.6	100.0
	Total	340	100.0	100.0	

Table nº. (16c). *Sample distribution by the type of students disabilities (Visual Impairment).*

Visual Impairment		Frequency	Percentage	valid Percentage	Cumulative Percentage
Valid	No	313	92.1	92.1	92.1
	Yes	27	7.9	7.9	100.0
	Total	340	100.0	100.0	

Table nº. (16d). *Sample distribution by the type of students disabilities (Physical disability).*

Physical Disability		Frequency	Percentage	valid Percentage	Cumulative Percentage
Valid	No	258	75.9	75.9	75.9
	Yes	82	24.1	24.1	100.0
	Total	340	100.0	100.0	

Table nº. (16e). *Sample distribution by the type of students disabilities (Behavior Disorders).*

Behavior Disorders		Frequency	Percentage	valid Percentage	Cumulative Percentage
Valid	No	283	83.2	83.2	83.2
	Yes	57	16.8	16.8	100.0
	Total	340	100.0	100.0	

Table nº. (16f). *Sample distribution by the type of students disabilities (Disorders of pronunciation and language).*

Disorders of pronunciation and language		Frequency	Percentage	valid Percentage	Cumulative Percentage
Valid	No	277	81.5	81.5	81.5
	Yes	63	18.5	18.5	100.0
	Total	340	100.0	100.0	

Table nº. (16g). *Sample distribution by the type of students disabilities (Learning Difficulties).*

Learning Difficulties		Frequency	Percentage	valid Percentage	Cumulative Percentage
Valid	No	92	27.1	27.1	2.1
	Yes	248	72.9	72.9	100.0
	Total	340	100.0	100.0	

Table nº. (16h). *Sample distribution by the type of students disabilities (Multiple Disabilities).*

Multiple Disabilities		Frequency	Percentage	valid Percentage	Cumulative Percentage
Valid	No	240	70.6	70.6	70.6
	Yes	100	29.4	29.4	100.0
	Total	340	100.0	100.0	

Table nº. (16i). *Sample distribution by the type of students disabilities (Other).*

Other		Frequency	Percentage	valid Percentage	Cumulative Percentage
Valid	No	335	98.5	99.1	99.1
	Yes	3	0.9	0.9	100.0
	Total	338	99.4	100.0	
Missing	System	2	0.6		
Total		340	100.0		

Missing= 2

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Table nº. (17). *Sample distribution by grades level*

Grades Level		Frequency	Percentage	valid Percentage	Cumulative Percentage
Valid	(1- 4)	116	34.1	34.1	34.1
	(5- 10)	219	64.4	64.4	98.5
	(1-4)+(5-10)	5	1.5	1.5	100.0
	Total	340	100.0	100.0	

Table no (17) clarifies the distribution of the participants according to their grades level as 1.5 % of them with a grades level (1-4)+(5-10), 34.1% with a e grades level of (1-4), while the majority 64.4% with a grades level (5-10).

5.5. Method and tools of data collection

The present study used the approach of sampling survey, and the questionnaire (Appendix B; C), as tools for data collection. Based on literature review in order to examine opinions about the reality of inclusive education in Palestinian classrooms and schools and the challenges facing integration/inclusive education from the perspective of teachers in Palestine. Although there is an Education inclusive education Department in Palestine and many speak of inclusive education; teachers have not obtained this concept and speak regularly about integration. For this reason, the questionnaire uses this term, to inform us of the expert local opinions in Palestine.

Study the reality of Bethlehem, the researcher develops a questionnaire which consists of two sections. The first has the demographic characteristics of the Palestinian teachers like: gender, academic qualification, years of experience, school authority, school location, the type of student's disabilities and grades level.

The second includes the Challenges and difficulties of Integrating Palestinian Students with Disabilities into Regular Classrooms, which consists of ten sub-scales, as follows:

Challenges and Difficulties Related to Students with Disabilities 10 items, Challenges and Difficulties Related to Teachers 13 items, Challenges and Difficulties related to Parents 7 items, Challenges and Difficulties Related to Administration 12 items, Challenges and Difficulties Related to Work Environment (School) 10 items, Challenges and Difficulties Related to Curriculum 12 items, Challenges and Difficulties Related to Classroom Management 11 items, Challenges and Difficulties Related to Extracurricular Activities 6 items, Challenges and Difficulties Related to Methods and Teaching Aids used 12 items, Challenges and Difficulties Related to Awareness and Attitudes 14 items.

And the teachers should have to answer the questionnaire twice: first on the reality of the challenges and difficulties faced by teachers, and the second time on what should be? (Desire) the case according to the perspective of the teacher.

Four-point semi Likert Scale (Strongly Agree, Agree, Disagree and Strongly Disagree) was used in the Questionnaire. The tool of validity and reliability was checked as follows:

5.6. Validity of the study tool

5.6.1. Content validity (Theory and Judges)

Validity attempts to determine the degree to which the instrument is adequate with pedagogical knowledge about a subject. It attempts to respond to such questions as: honestly, what is it that this test measures? or, does the instrument measure adequately the study's abstract concept?

Content validity shows if its composition corresponds to a universe of possible attribute indicators, behavior or characteristics dealt with in the school. That is, it determines if the content or the example are valid. For this reason, the research attempted to prove whether or not the subject that is being valued, together with the items that make it up, are representative.

The questionnaire was validated by being reviewed by multiple reviews a group of referees and expert arbitrators (Cohen y Manion, 2002), 24 of specialized referees from a wide range of institutions: Al-Quds University, Bethlehem University, Birzeit University, Al-Quds Open University, Ministry of Education, Directorate of Education in Bethlehem District, University of Bard in USA, and University of Granada. (Appendix D), who provided some comments on the tool.

The group of consulted experts (specialized teachers and academics) articulated that two aspects of the items a) relevance and pertinence of each one of them in order to measure what is desired, and b) determine if the formulation of each item is adequate. and provided some comments and suggestions on the questionnaire.

Following the suggestions given by them, not one item of those initially proposed was left out, and there were no relevant modifications in the correction of the same even though they were adopted in the definitive text. These comments were incorporated into the final version of the questionnaire. Comments and Corrections can be summarized mainly on the following points:

1. Delete some Independents variables such as age and religion.

2. Elimination of ambiguities. (The terms integration and inclusive education have the same meaning for the teachers)

3. Remove superfluous questions.

4. Integrate some of the items that give the same meaning.

5. Add some relevant items to the various kinds of difficulties.

6. Simplification of difficult questions.

7. Change the order of questions to facilitate the flow of responses.

8. Change and correct the wording of some sentences to be clearer.

9. Deletion of some paragraphs that not commensurate with the reality of the Palestinian educational system.

10. Add types of Challenges and Difficulties such as those Related to Extracurricular Activities and to Awareness and Attitudes.

11. Change some of the concepts and names such as students with special needs to the Students with disabilities. And ordinary students become students of regular school.

12. Audit the questionnaire linguistically by language specialists and Remove misspellings.

13. Using a Four-point semi Likert Scale (Strongly Agree, Agree, Disagree and Strongly Disagree) instead of five -point Likert Scale.

The teachers should have to answer the questionnaire twice: first on the reality of the challenges and difficulties faced by teachers, and the second time (The Solutions and suggestions) what should be the case according to the perspective of the teacher.

5.6.2. Construct validity (general factorial)

For the research of construct validity within this investigation a factual analysis of the surveys was done. This deals with the technique of reducing data used in order to find homogenous variable groups taken from a variety of variables. These homogenous groups are formed with variables that are interrelated and try to achieve that some groups be independent of others.

Its ultimate purpose consists of seeking the minimum number of dimensions capable of explaining the maximum of contained information in the data (Escalante y Caro, 2006).

Before the determination of the construct validity the proof of Bartlett's Test was applied, in order to prove the nullified hypothesis that the matrix of correlations is the matrix identity. The Kaiser-Meyer-Olkin (KMO) indicator has been applied as well, in order to compare the magnitude of coefficients of obtained correlations with the magnitude of partial correlations.

Analyzing these two indexes, the construct validity was calculated, utilizing the explained accumulated total statistical variance for the first factors (rotated components) determined by the analysis of varimax rotation.

As an instrument, it can actually be considered as two one about reality and the other about desire. The proofs are realized in a differential way for both modalities.

Modality of the description of reality

The proof of Bartlett's Test obtains a result of significance of 0,000, for which the variables are not correlated to the population. This is the reason for the rejection of the nullified hypothesis at a significance level of 5%, which permits the analysis. to be realized.

The Kaiser-Meyer-Olkin index, in order to compare the magnitudes of the coefficients of obtained correlations with the magnitudes of partial correlation, obtained a result of 0.777, a score that is valid in several influential publications.

Table nº. (18). KMO and Bartlett's test (Reality)

Measure of adequation shown by Kaiser-Meyer-Olkin.		,777
Bartlett's test of sphericity	Chi-square approximate	20710,504
	gl	5671
	Sig.	,000

Table nº. (19). Total variance explained (Reality)

Component	Initial Autovalues			Sums of Squared Loadings Extraction		
	Total	% Variance	% accumulated	Total	% de Variance	% accumulated
1	20,747	19,389	19,389	20,747	19,389	19,389
2	7,159	6,690	26,080	7,159	6,690	26,080
3	4,153	3,881	29,961	4,153	3,881	29,961
4	3,504	3,275	33,235	3,504	3,275	33,235
5	3,298	3,082	36,318	3,298	3,082	36,318
6	3,041	2,842	39,160	3,041	2,842	39,160
7	2,593	2,424	41,583	2,593	2,424	41,583
8	2,368	2,213	43,796	2,368	2,213	43,796
9	2,251	2,104	45,900	2,251	2,104	45,900
10	2,174	2,032	47,932	2,174	2,032	47,932
11	1,960	1,832	49,764	1,960	1,832	49,764
12	1,886	1,763	51,527	1,886	1,763	51,527
13	1,828	1,708	53,235	1,828	1,708	53,235
14	1,806	1,688	54,923	1,806	1,688	54,923
15	1,648	1,541	56,463	1,648	1,541	56,463
16	1,609	1,503	57,967	1,609	1,503	57,967

17	1,527	1,427	59,394	1,527	1,427	59,394
18	1,480	1,383	60,776	1,480	1,383	60,776
19	1,419	1,326	62,103	1,419	1,326	62,103
20	1,320	1,234	63,337	1,320	1,234	63,337
21	1,308	1,222	64,559	1,308	1,222	64,559
22	1,273	1,190	65,749	1,273	1,190	65,749
23	1,205	1,126	66,875	1,205	1,126	66,875
24	1,189	1,111	67,986	1,189	1,111	67,986
25	1,138	1,063	69,049	1,138	1,063	69,049
26	1,090	1,018	70,068	1,090	1,018	70,068
27	1,069	,999	71,066	1,069	,999	71,066
28	1,032	,964	72,031	1,032	,964	72,031
29	1,003	,938	72,968	1,003	,938	72,968
30	,950	,888	73,856			
...						

Extracción method: Análisis de main components.

Analyzing these two indexes, a validity of constucto was calculated utilizing the total explained accumulated statistical variance for the first 10 factors of 47,932%, more than sufficient to define the range of value, since the publications of influence accept from beginning at 41% of the total variance. And with 29 components, 72,968 % explains the variability of the questionnaire (Table nº. (19)).

Modality of the description of desire

As can be observed in Table nº. (20), the proof of Bartlett's test obtains a result of meaning of 0.000. The variables are not correlated to the population and reject the annulled hypothesis at a meaning level of 5%. The Kaiser-Meyer-Olkin index is 0'893.

Table nº. (20). *KMO and Bartlett test (Desire)*

Measure of sampling adequacy of Kaiser-Meyer-Olkin model.		,893
	Chi-square approximate	29998,304
Bartlett's Test of Sphericity	gl	5671
	Sig.	,000

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Table nº. (21). *Total explained variance (Desire)*

Component	Initial Autovalues			Sum of the saturations in the extraction figure			Sum of the saturations in the rotation figure		
	Total	% Va-riance	% accumu-lated	Total	% Variance	% accumu-lated	Total	% Variance	% accumu-lated
1	37,883	35,405	35,405	37,883	35,405	35,405	14,583	13,629	13,629
2	5,532	5,170	40,575	5,532	5,170	40,575	11,055	10,332	23,961
3	3,811	3,561	44,137	3,811	3,561	44,137	6,376	5,959	29,919
4	3,670	3,430	47,567	3,670	3,430	47,567	5,582	5,217	35,136
5	3,276	3,062	50,628	3,276	3,062	50,628	5,561	5,197	40,333
6	2,600	2,430	53,058	2,600	2,430	53,058	5,417	5,062	45,396
7	2,511	2,347	55,405	2,511	2,347	55,405	4,030	3,766	49,162
8	2,274	2,125	57,530	2,274	2,125	57,530	3,276	3,062	52,224
9	2,061	1,926	59,456	2,061	1,926	59,456	3,017	2,820	55,044
10	1,889	1,766	61,222	1,889	1,766	61,222	2,629	2,457	57,500
11	1,774	1,658	62,880	1,774	1,658	62,880	2,595	2,425	59,925
12	1,698	1,587	64,467	1,698	1,587	64,467	2,143	2,003	61,929
13	1,614	1,508	65,975	1,614	1,508	65,975	1,790	1,673	63,602
14	1,446	1,351	67,326	1,446	1,351	67,326	1,687	1,577	65,178
15	1,382	1,292	68,618	1,382	1,292	68,618	1,634	1,527	66,705
16	1,276	1,192	69,810	1,276	1,192	69,810	1,551	1,449	68,155
17	1,235	1,154	70,964	1,235	1,154	70,964	1,529	1,429	69,584
18	1,167	1,090	72,054	1,167	1,090	72,054	1,500	1,402	70,986
19	1,162	1,086	73,140	1,162	1,086	73,140	1,467	1,371	72,357
20	1,122	1,049	74,189	1,122	1,049	74,189	1,421	1,328	73,685
21	1,096	1,024	75,214	1,096	1,024	75,214	1,386	1,295	74,980
22	1,015	,948	76,162	1,015	,948	76,162	1,265	1,182	76,162
23	,965	,902	77,064						
...									

Extraction Method: Principal Components Analysis.

As can be observed in table nº. (21), the explained accumulated total variance for the first 10 factors is of 57.500 % (and with 22 of 76,162 %); for which it is adequate.

1.6.3. Reliability of the study tools

Criteria or predictive validity (reliability and quality parameters)

In regards to the questionnaire reliability, it was tested by calculating the internal consistency of the questionnaire sub-scales using the Cronbach Alpha Formula. (The Reality and What shall be?) as it's clear in table nº. (22), (23), and table nº (24).

Table nº. (22). *Cronbach Alpha reliability analysis for the questionnaire sub-scales (All the Questionnaire), (The Reality) and (What shall be?) (Desire).*

No.	Sub-Scale	No. of Items	Alpha
1.	All Items (the questionnaire)	214	**0.97**
2.	Items (The Reality)	107	**0.95**
3.	Items (What shall be?) (Desire).	107	**0.98**

As Hotelling test comes with a high significance (0.000) then proceeds to block analysis.

Table nº. (23). *Cronbach Alpha reliability analysis for the questionnaire sub-scales (The Reality) and (What shall be?) (Desire)*

No.	Sub-Scale	No. of Items	Alpha Reality	Alpha What shall be
1.	Challenges and Difficulties Related to Students with Disabilities	10	**0.68**	**0.76**
2.	Challenges and Difficulties Related to Teachers	13	**0.78**	**0.84**
3.	Challenges and Difficulties related to Parents	7	**0.78**	**0.85**
4.	Challenges and Difficulties Related to Administration	12	**0.77**	**0.93**
5.	Challenges and Difficulties Related to Work Environment (School)	10	**0.86**	**0.93**
6.	Challenges and Difficulties Related to Curriculum	12	**0.84**	**0.93**
7.	Challenges and Difficulties Related to Classroom Management	11	**0.80**	**0.91**
8.	Challenges and Difficulties Related to Extracurricular Activities	6	**0.84**	**0.84**
9.	Challenges and Difficulties Related to Methods and Teaching Aids used	12	**0.87**	**0.92**
10	Challenges and Difficulties Related to Awareness and Attitudes	14	**0.88**	**0.95**

Findings in table number (23) indicate that the questionnaire with its different dimensions is highly reliable. The results of **(The Reality)** were as follows: the reliability of the Challenges and Difficulties Related to Students with Disabilities is (0.68), Challenges and Difficulties Related to Teachers is (0.78), Challenges and Difficulties related to Parents

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is (0.78), Challenges and Difficulties Related to Administration is (0.77), Challenges and Difficulties Related to Work Environment (School) is (0.86), Challenges and Difficulties Related to Curriculum is (0.84), Challenges and Difficulties Related to Classroom Management is (0.80), Challenges and Difficulties Related to Extracurricular Activities is (0.84), Challenges and Difficulties Related to Methods and Teaching Aids used is (0.87), Challenges and Difficulties Related to Awareness and Attitudes is (0.86). While the reliability of the total degree was (0.95).

And The results of **(What shall be? (Desire))** were as follows: the reliability of the Challenges and Difficulties Related to Students with Disabilities is (0.76), Challenges and Difficulties Related to Teachers is (0.84), Challenges and Difficulties related to Parents is (0.85), Challenges and Difficulties Related to Administration is (0.93), Challenges and Difficulties Related to Work Environment (School) is (0.93), Challenges and Difficulties Related to Curriculum is (0.93), Challenges and Difficulties Related to Classroom Management is (0.91), Challenges and Difficulties Related to Extracurricular Activities is (0.843), Challenges and Difficulties Related to Methods and Teaching Aids used is (0.92), Challenges and Difficulties Related to Awareness and Attitudes is (0.95). While the reliability of the total degree was (0.98).

5.7. Reliability of the Questionnaire

Table nº. (24). *Results of reliability analysis of the test*

Reliability Analysis: Questionnaire						
Summary of case processing				**Statistical reliability**		
		N	%	Cronbach Alpha	Cronbach Alpha established based on the elements	No Elements
Casos	Valid	266	78.2			
	Excluded	74	21.8	.965	.962	229
	Total	340	100.0			
elimination by list based on all variables in the procedure						
Cronbach 's Alpha if you delete an item: All values are between 0.949 and 0.951						

ANOVA test with Tukey nonadditivity			Sum of squares	gl	Average quadratic	F	Sig.
People Inter -			4906.489	265	18.515		
People Inter -	Inter -element		18970.971	228	83.206	127.841	.000
	residual	No additive	12.751(a)	1	12.751	19.597	.000
		Balance	39311.850	60419	.651		
		Toal	39324.601	60420	.651		
	Total		58295.572	60648	.961		
Total			63202.061	60913	1.038		

Overall mean = 2.5596

Tukey to estimate the power that is necessary to achieve observations raise additivity =. 766

As analyzed statistics informs us, the instrument is highly reliable. But how to obtain .000 mark in the No test of No activity Tukey, proceeds to do the reliability analysis by blocking, for what follows, in the first place to do an analysis Cronbach Alpha of each block of responses in the questionnaire: *The reality*; and *what should it be?*

VALIDITY AND RELIABILITY ANALYSIS: THE REALITY

Summary of case processing

		N	%
Cases	Valid	293	86.2
	Excluded	47	13.8
	Total	340	100.0

elimination by list based on all variables in the procedure.

Statistical Reliability

Cronbach Alpha	Cronbach Alpha established based on the elements	No Elements
,950	,954	107

Cronbach 's Alpha if you delete an item: All values are between 0.949 and 0.951

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ANOVA test with Tukey nonadditivity						
		Sum of Squares	gl	Average quadratic	F	Sig.
People Inter		3134.387	292	10.734		
People Inter	Inter -element	1297.275	106	12.238	22.869	.000
	Residual No additive	33.181(a)	1	33.181	62.125	.000
	Balance	16530.685	30951	.534		
	Total	16563.866	30952	.535		
	Total	17861.140	31058	.575		
Total		20995.527	31350	.670		

Overall mean = 2,8335

Tukey to estimate the power that is necessary to achieve observations raise additivity = -.433.

T-test Hotelling square				
T- Hotelling square	F	gl1	gl2	Sig.
1369.104	8.272	106	187	.000

Statistical reliability			
Cronbach Alpha	Part 1	value	.918
		N elements	54(a)
	Part 2	value	.930
		N elements	53(b)
	N total elements		107
Correlation between forms			.584
Coefficient Spearman - Brown	length equal		.737
	unequal length		.737
Two halves of Guttman			.737

VALIDITY AND RELIABILITY ANALYSIS: <u>WHAT SHOULD BE?</u>				

Summary of case processing

		N	%
Cases	Valid	282	82.9
	Excluded	58	17.1
	Total	340	100.0

elimination by list based on all variables in the procedure

Statistical Reliability

Cronbach Alpha	Cronbach Alpha established based on the elements	No Elements
.980	.980	107

Cronbach 's Alpha if you delete an item:

All values are between 0,979 y 0,980

ANOVA test with Tukey nonadditivity						
			Sum of Squares	gl	Average quadratic	F	Sig.
People Inter			8392.430	281	29.866		
People Inter	Inter-elementos		977.704	106	9.224	15.078	.000
	Residual	No aditividad	200.788(a)	1	200.788	331.875	.000
		Equilibrio	18020.292	29785	.605		
		Total	18221.081	29786	.612		
	Total		19198.785	29892	.642		
Total			27591.215	30173	.914		

Overall mean = 2.5327

Tukey to estimate the power that is necessary to achieve observations raise additivity = 3.176.

T-test Hotelling square				

T- Hotelling square	F	gl1	gl2	Sig.
1259.934	7.445	106	176	.000

Statistical reliability			
Cronbach Alpha	Part 1	value	,957
		N elements	54(a)
	Part 2	value	,974
		N elements	53(b)
	N total elements		107
Correlation between forms			,755
Coefficient Spearman - Brown	length equal		,861
	unequal length		,861
Two halves of Guttman			,858

5.8. Study Procedures

The statistics of the study population in the districts Bethlehem in the West Bank were obtained from the Ministry of Higher Education. This took place following the coordination process between the Ministry and the researcher in an official letters from the University of Granada through the supervisors on the study (Appendix no. E & F).

Following the completion of the study tools, the researcher with the participation of a skilled field team which consisted of five researchers completed the data collected from the study population which consists of (340) Palestinian school teachers who teaching (1-10 grades) Regular Classrooms include student with Disabilities in Bethlehem's Schools. In the West Bank, who is working in the government, UNRWA and private schools, in the academic year 2012 The data collected of each questionnaire took an average of more than one hour.

The process of data collection was carried out in the period from March 8 - June 15/2012. The participants were very cooperative in such an important topic in the Palestinian society.

5.9. Statistical Analysis

Following the data collection, it was reviewed in preparation for processing into the computer; they were allocated certain numbers to individual number allocation (i.e.) transformed verbal answers into numbers (Strongly Agree 4 points, Agree 3 points,

Disagree 2 points and Strongly Disagree 1 points) in order to carry out the required statistical procedures for the data which took place through obtaining: numbers, Frequencies, percentages, means, standard deviations and graphics. In addition, the following statistical tests were used: T. test, One way analysis of variance, Tukey test, square Hotelling, Parametric tests: Chi square test, Contingency analysis Pearson Correlation, Cronbach Alpha, Factor Analysis, figures, and Correlations (Bivariate correlations) using statistical package for social sciences (SPSS 20).

Table N^o(25) presents a summary of the different types of statistical analyses that were performed with the instrument / questionnaire and the justification of how they were carried out can be found below.

Table nº. (25). *Types of statistical analyses and justification for use*

Type of analysis	Justification for Use
Descriptive: Frequencies, mean, standard deviation	Knowing the general overview based on each item... The most important dimension is the degree of consistency or dispersion of the response in this regard. The most and least valued elements...
Alpha (for elements, scale and scale if the item is removed), two halves, Factorial general block)	To determine the reliability of the questionnaire, both overall, for blocks of content
square Hotelling, Tukey test Additivity	Knowing the degree of additivity and if they come block reliability analysis
factor Analysis	Knowing the key components or elements in each of the dimensions studied
Parametric tests: Chi square test	To measure the discrepancy between observed and a theoretical distribution (goodness of fit), indicating the extent to which differences between the two, if any, are due to chance in hypothesis testing. It is also used to test the independence of two variables together, by presenting data in contingency tables.
Contingency analysis	To record and analyze the relationship between two or more variables. And with that, knowing the significant events of the independent variables of the study (gender, title, etc..) In the different questionnaire items.
Correlations	To compare if exist significant relationships between items or dimensions.

CHAPTER SIX:

Presentation and discussion of results of the study

Chapter Six: Presentation and Discussion of Results of the Study

The study aimed to identifying perceptions and expectations of palestinian teachers towards inclusive education in bethlehem district. These results were based on the responses of the school teachers on the questionnaire. The results are presented here according the study questions and later according to the hypotheses.

The study posed twenty four questions related to the challenges and difficulties of integrating Palestinian students with disabilities into regular classrooms from the perceptions of palestinian teachers and their expectations towards inclusive education in bethlehem district.

This chapter includes the discussion and interpretation of the results of the study. The results are based on data that was collected according to the point of view of the selected sample of school teachers using questionnaire. The interpretation is based on literature and the context of the Palestinian society and inclusive education. The results will be compared with the results of the previous studies whenever is possible. The discussion and interpretation of the results are presented here according to the questions, the hypotheses.

6.1. The Questions by bibliographic and dimensions investigation:

The answers to the first five research questions correspond (1-5) to the literature review. And it fulfills the descriptive analysis (describing reality as well as desire). We use the T proof which shows us in which range the items measured move, with a meaning level of 0.000. Utilizing the T proof in order to discriminate with a confidence interval of 95 %, the score measures per item that we find are the following:

T-test (The Reality)

- They obtain a clearly negative score, with averages either the same or less than 2.499 and an average of 2. The following item: Students with disabilities are exposed to other students' misconduct, like beating and mocking. This score would show that they don't consider such an item a difficulty or a challenge.

- The great majority of items obtained an intermediate score between 2.500 and 2.999, with an average of 3. They are the following ítems: 1, 3, 4, 5, 6, 7, 8, 11, 13, 19, 20, 24, 25, 26, 28, 29, 31, 32, 33, 34, 35, 36, 38, 39, 40, 41, 46, 48, 51, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 65, 66, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106. They all choose the aspects which show a negative opinion or a certain degree of disagreement with the formulated questions.

- They obtained a high score, the same or superior to 3, 0, even though with an average of 3, the following items: 9, 10, 12, 14, 15, 16, 17, 18, 21, 22, 23, 27, 30, 37, 42, 43, 44, 45, 47, 49, 50, 52, 53, 64, 67, 94, 107. These are the aspects that are more clearly perceived as difficulties.

T-test (What shall be? /Desire)

- They obtained a clearly negative score, with scores either the same or less than 2.4 and with an average of 2. The following items: 1, 2, 3, 4, 6, 7, 31, 32, 33, 37, 46, 50, 70, 71, 72, 96. These are the aspects in which the greatest possibilities and desires for change are concentrated

- The great majority of items obtained an intermediate score, between 2.500 and 2.999, with an average of 3 (with difficulty) they are found in an opinion of relative uncertainty in which they can change or they consider priority to achieve change. They are the following ítems: 5, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 34, 35, 36, 38, 39, 40, 41, 42, 43, 44, 45, 47, 48, 49, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107.

- They obtain a high score, the same or superior to 3.000, The following items: 8, 9. These items should be the most difficult to change and will be consolidated and naturalized in the ensemble of the school.

6.1.1. Question Six: What are the main challenges and difficulties that students with disability find in their social and educational inclusion? And what *should be* the main ones?

In the following table nº. (26). T-test results are synthesized, in reality just as in desire; in the dimension of relative challenges and difficulties faced by students with disabilities.

Table nº. (26). *T-test for the differences in the reality and desire from the teacher's point of view according to challenges and difficulties related to students with disabilities.*

	First: Challenges and Difficulties Related to Students with Disabilities					
T-test	**The Reality**			**What shall be?(Desire)**		
		95% confidence interval for the difference			**95% confidence interval for the difference**	
Items	**Mean Difference**	**Lower**	**Upper(Top)**	**Mean Difference**	**Lower**	**Upper (Top)**
1. At regular schools, other students are not accepting students with disabilities.	2,57353	2,4878	2,57353	2,12760	2,0292	2,2260
2. Students with disabilities are exposed to other students' misconduct, like beating and mocking.	2,40059	2,3047	2,40059	1,82687	1,7278	1,9260
3. Students with disabilities are facing neglect and rejection in regular schools.	2,62426	2,5372	2,62426	1,96119	1,8483	2,0741
4. Students with disabilities suffer from embarrassment in front of their peers in regular school activities	2,93713	2,8534	2,93713	2,07164	1,9728	2,1704
5. Students with disabilities face difficulties in many activities at regular schools.	2,94083	2,8591	2,94083	2,44179	2,3510	2,5326
6. Students with disabilities feel a sense of not belonging to the regular school.	2,60355	2,5222	2,60355	2,31045	2,2190	2,4019
7. The level of progress and academic growth for students with disabilities is not satisfactory.	2,71302	2,6218	2,71302	2,38138	2,2862	2,4765
8. Integration of students with disabilities help them to realize their potential and increase the motivation to learn.	2,89412	2,8066	2,89412	3,00000	2,9024	3,0976
9. Integration of students with disabilities to help them form good social relationships with their surrounding environments.	3,00296	2,9224	3,00296	3,11642	3,0287	3,2041
10. The absence of programs to prepare and organize students with disabilities to enter regular schools (preschool programs).	3,09440	3,0088	3,09440	2,52679	2,4194	2,6342

As can be observed in the previous table nº. 26, the following results concerning reality can be emphasized. All the items, with the exception of 3 that are found in an intermediate score of agree. The items that obtained a greater agree among the teachers in describing reality are 10, 9, 5 y 4. What this shows is that there are no support programs, even while the students need them because they have difficulties in class and in participating in scholastic activities. The only disagreement that exists (2.40059) concerns students with disabilities who are exposed to other students' misconduct, like beating and mocking.

Concerning desire, it is evident that they are disagree with what happens with the first 7 items. The items with the greatest degree of disagreement are 2 and 3. Instead, they are in agree with ítems 9 and 8. That is to say that they consider it a good thing the integration of students with disabilities in order to improve their motivation for learning and social integration. In the mean time they would like a school with less bullying from other students and less professional negligence. All of this shows a good attitude towards changing students' difficulties.

A second level of depth comes through the factor analysis. This takes into account items that show the greatest percentage of explanation for the variability of answers concerning this dimension:

The results of the factor analysis of the teacher's responses indicated that the major three principal dimensions explain 58.125 % of the variance of responses in the factorial analysis of the dimension:

- Facing neglect and rejection in regular schools (28.554% and mean = 3). In accordance with the obtained means the teachers did not agree that 'Students with disabilities are exposed to other students' misconduct, like beating and mocking', but they did agree that difficulties exist in the rest of the block's items.
- Personal and social Integration of students with disabilities (19.021% and mean = 3). The teachers agreed that integration and existence of previous programs helped personal and social development for this type of student.
- Not accepting students with disabilities at regular schools (10.550% and mean = 3). It denotes that the teachers who participated in the survey agreed that their students didn't welcome disabled children in their schools.

And the principal dimensions of desire are: 54,334% of the variance of responses occurs in the following dimensions: On one hand, teachers desired integration (36,997%); but on the other they consider that there will still be specific difficulties due to 'The absence of programs to prepare and organize students with disabilities to enter regular

schools (preschool programs)'. Teachers also agree (mean = 3) that there is a need to offer help in integration because it improves motivation, learning and strengthens relations between the students (17,337%).

A third level of analysis shows the comparison between reality and desire in each one of these items. The results of the descriptive analysis will be commented on with respect to the questions that were asked in the questionnaire.

We will show the comparative graph between the reality of what was asked (blue) and desire (purple). We moved to revise them by dimensions.

In the following figure the results of a comparison between the measures of reality and desire are synthesized.

Figure nº. (3). *Comparison between the Reality and What shall be? (Desire) according the challenges and difficulties related to students with disabilities.*
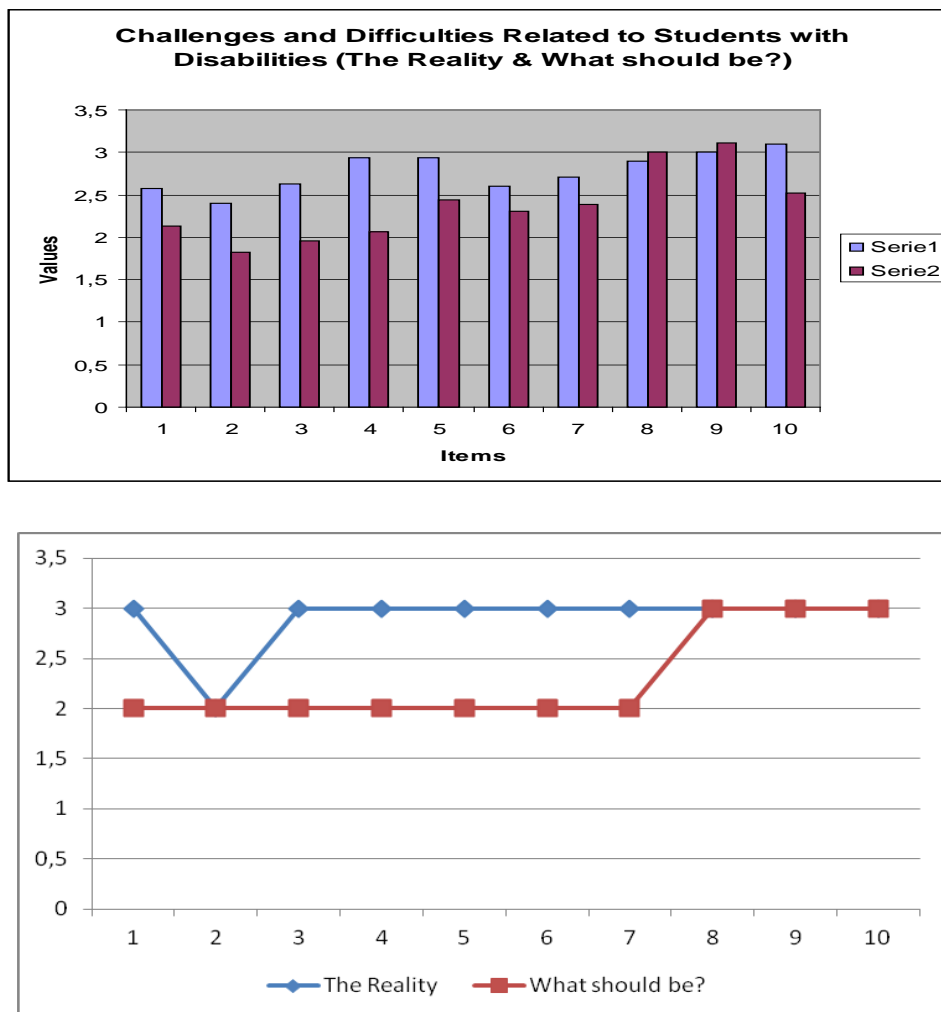
The Figure shows that the graph and establish a comparison, all the teachers think that they should improve on all items, acting to lower down the difficulties their students. Highlights as most significant, the need to reduce the 1, 2, 3, 4 and 10. While, highlights the contrast with the 8 and 9, which curiously think it should increase the challenge. That is, they should take up the challenge to lose all the difficulties, without reducing the commitment to the challenge of integration, which should be maintained or even increased.

The results inform us that this is a complicated aspect to change in teacher opinion. Only true possibilities are seen and they believe that they should significantly improve on the following items:

- High level (close to a one point difference): "Students with disabilities suffer from embarrassment in front of their peers in regular school activities" (almost two point difference) and in "Students with disabilities are facing neglect and rejection in regular schools".

- Middle level (within a half-point difference): "Students with disabilities are exposed to other students' misconduct, like beating and mocking" and "The absence of programs to prepare and organize students with disabilities to enter regular schools (preschool programs).

- There are two sides that think that the challenge level should not be leveled and that they do exactly what they believe.

The results of the descriptive analysis indicate that the teachers stated that among the difficulties encountered in the inclusion process, disabled children are not accepted by other children, face negligence and rejection in regular classrooms, are ashamed to engage in school activities in front of other children, feel that they do not belong in the regular classroom, and exhibit unsatisfactory academic progress and growth.

Changes and challenges in inclusion processes should be oriented towards not only helping students with disabilities develop their potential and their motivation for learning but also designing programmes that prepare these students for classroom participation and assist their efforts to form good social relationships in their immediate environments.

Similar findings are represented in, Orsati & Theoharis (2012), Lalvani (2013), Cox, (2009), and the Arabic study of Al-Sabbah, & et al (2008). Shows lack of support students with disability. And the study of Jeon & Peterson (2003) agrees that teacher education programs should strive to improve students' attitudes toward students with disabilities.

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As Reversi., et al (2007) study concluded that the disabled students showed a higher level of loneliness in their classes.

6.1.2. Question seven: What are the main challenges and difficulties that teachers find in their social and educational inclusion? And what should be the main ones?

In the following table Table nº. 27, The results of are synthesized, for reality as well s desire, in the dimension of challenges and difficulties that are relative to the teachers.

In observing the data of the dimension from the perspective of reality, all of the values have been classified as "in agree". The gap ranges between 2.55 y 3.23. What this shows us is that teachers are aware and recognize that they have difficulties bringing about integration. Items 16 and 23 stand out as the highest. That is to say felt difficulties with the greatest degree of intensity towards integration are inadequate support services for teachers, and require greater effort on teachers' part. While the lesser degree or that is almost in disagreement is that of 19, because he/she thinks that they should receive greater initial training in this area.

The results concerning desire inform us that they are not in agreement with items 12 through 16 and 18. That is to say, difficulties in knowledge, formation and professional specialization should be reduced, and facilitating incentives, support and adequate teaching methods should be increased. And, on a minor scale, produce small improvements with the rest, especially taking into consideration the level and nature of the handicap.

The teachers are aware of their difficulties to implement integration in ordinary classrooms, and require support, formation (training), incentivation, and the methodological resources in order to deal with students with disabilities.

Table nº. (27). *T-test for the differences in the reality and desire from the teacher's point of view according to challenges and difficulties related to teachers.*

	The Reality			What shall be?(Desire)		
Second: Challenges and Difficulties Related to Teachers						
T-test		95% confidence interval for the difference			95% confidence interval for the difference	
Items	**Mean Difference**	**Lower**	**Upper (Top)**	**Mean Difference**	**Lower**	**Upper (Top)**
11. Teachers accept programs of integrating students with disabilities	2,69027	2,6122	2,7683	2,96439	2,8677	3,0611
12. Teachers do not have enough knowledge on how to deal with and adapt to students with disabilities	3,02950	2,9538	3,1052	2,57988	2,4799	2,6799
13. Variations and differences in the scientific backgrounds and specializations of teachers affect the attitudes and convictions about the integration process of students with disabilities.	2,93805	2,8633	3,0129	2,69822	2,4983	2,8982
14. Lack of the psychological facilitation and mental motivations in the process of teaching in regular schools.	3,10619	3,0340	3,1783	2,56119	2,4546	2,6678
15. Lack in the social motivators to education for teachers in the school.	3,00882	2,9349	3,0828	2,44970	2,3478	2,5516
16. Inadequate support services for teachers to better help their abilities to deal with students with disabilities.	3,20882	3,1383	3,2793	2,51775	2,4121	2,6234
17. Teachers are not receiving enough training to deal with the integration program	3,12684	3,0617	3,1920	2,61947	2,5240	2,7149
18. Teachers are not using the correct methods to deal the students with disabilities	3,02950	2,9520	3,1070	2,55952	2,4656	2,6535
19. Pre-service preparation programs do not affect the teachers' positive attitudes toward students with disabilities and the integration process.	2,55193	2,4669	2,6369	2,60000	2,5017	2,6983
20. Teachers know the requirements of integration, the mechanisms, and the elements that help the success of the integration process of students with disabilities.	2,87021	2,7892	2,9512	2,89971	2,8024	2,9970
21. The nature and severity of the student's disability affects his/her teacher to accept the idea of integration.	3,04412	2,9650	3,1232	2,72647	2,6324	2,8205
22. Lack of financial and human support.	3,15588	3,0793	3,2325	2,67941	2,5726	2,7863
23. Integrating students with disabilities could potentially increase the pressure on teachers at the school.	3,23235	3,1515	3,3132	2,83529	2,7322	2,9384

The results of the factor analysis of the teacher's responses indicated that the teacher's difficulties are divided into the following factors:

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- Inadequate training and supporting for teachers (31.469% and mean = 3). Palestinian teachers admit that there is a lack of training, media, resources, skills, etc. to face the problem of integration.
- Teachers not using the correct methods to deal with disabled students (10.413% and mean = 3).
- Teachers accept integration programs for students with disabilities and the conditions and the requirements that make integration possible (9.751% and mean = 3).

And the principal dimensions of desire are: The two major dimensions that explain 59,334% of the variance of responses are:

- The belief that there will still be inadequate support services for teachers (41,055 %). Although they desire an improvement in this area there was a decrease of 0,4719 in the average grading of the responses.
- The (mean = 3) agree that they 'accept programs to integrate students with disabilities and the conditions that make integration successful (10,082%).

The results of the descriptive analysis making a comparison between the means according the challenges and difficulties related to teachers. The following figure shows the results of a comparison between the means of reality and desire.

Figure nº. (4). *Comparison between the Reality and What shall be? (Desire) according the challenges and difficulties related to teachers*
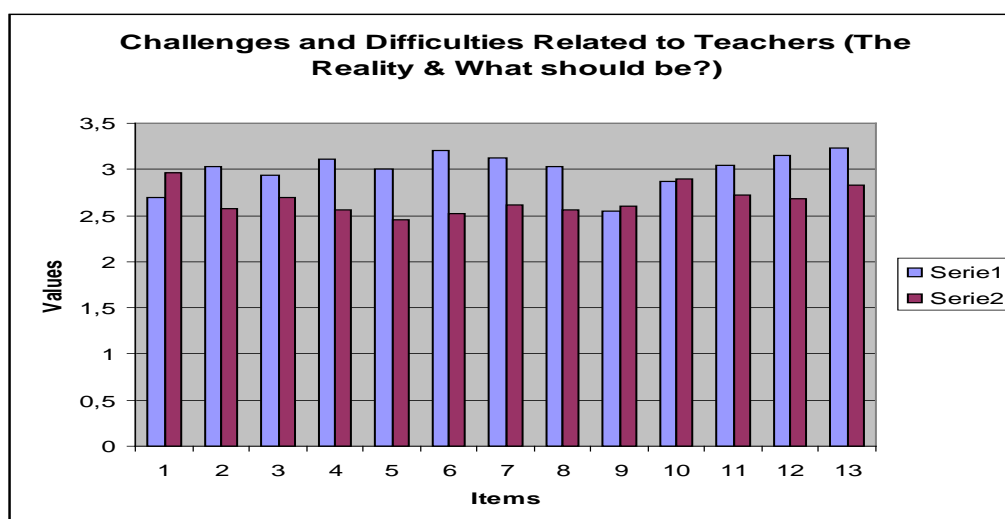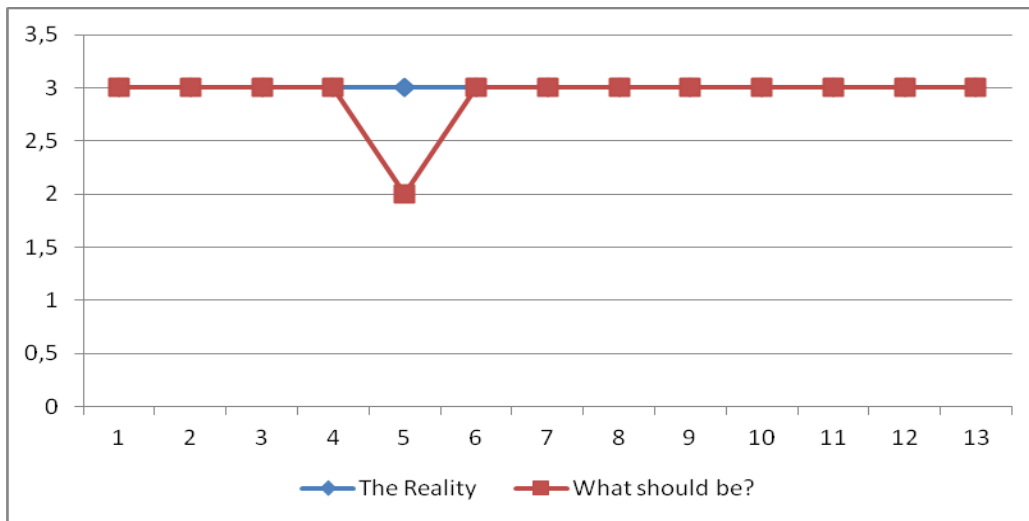
Looking at the graph and establish a comparison shows that, all the teachers think that should improve on all items, or acting to lower down the difficulties they face themselves. Out as most significant, the need to reduce the items 2, 4, 5, 6, 7 and 8. While, highlights the contrast with the 1, 9 and 10, which curiously think it should increase the challenge. That is, they should take up the challenge to lose all the difficulties, without reducing the commitment to the challenge of integration, which should be maintained or even increased.

This also is a complicated aspect to change in teacher opinion. They only see possibilities and believe that they should be improved significantly in the following items:

- Middle level (with a half-point difference): "Inadequate support services for teachers to better help their abilities to deal with students with disabilities"; "Lack of the psychological facilitation and mental motivations in the process of teaching in regular schools"; "Lack in the social motivators to education for teachers in the school"; "Teachers are not receiving enough training to deal with the integration program" and "Teachers are not using the correct methods to deal the students with disabilities."

- There are up to 4 items that score almost identically to reality and possibility, which leaves these aspects mostly certain.

In this area, current realities (difficulties) coincided with the desired situations (challenges). Teachers recognized that inclusion-related problems exist and agree that these issues must be overcome to achieve change. Teachers' difficulties and challenges pertain to a lack of training regarding the treatment of students with disabilities, differing convictions regarding the inclusion process, a lack of psychological stimulation, inadequate teacher support services, and a dearth of financial and human support.

Those results agree with the findings that teachers need training and they are not supported enough in order to efficiently deal with the issue of inclusion, represented in articles and studies written by Khochen & Radford (2012), Moran (2007), Humphrey, &

Symes, (2013), Lalvani, (2013), Jeon & Peterson (2003), Memisevic & Hodzic (2011), Leung & Mak (2010), Cassady (2011). Also the results agree with the result of the PhD and Master Dissertations like: Momberg (2008), Cox (2009), Mapse (2006), Foster (2005), Pottas (2004), and Altieri (2001).

6.1.3. Question eight: What are the main challenges and difficulties that parents find in their social and educational inclusion? And what should be the main ones?

Table nº. (28). *T-test for the differences in the reality and desire from the teacher's point of view according to challenges and difficulties related to parents.*

	Third: Challenges and difficulties related to parents					
T-test	**The Reality**			**What shall be?(Desire)**		
	Mean Difference	**95% confidence interval for the difference**		**Mean Difference**	**95% confidence interval for the difference**	
Items	**Mean Difference**	**Lower**	**Upper(Top)**	**Mean Difference**	**Lower**	**Upper(Top)**
24. Parents of students with disabilities are not accepting the idea of integrating their children at regular schools.	2,61062	2,5255	2,6957	2,47164	2,3744	2,5689
25. Parents of students with disabilities are not contributing in a successful integration of their children at regular schools.	2,88131	2,8009	2,9617	2,42814	2,3305	2,5257
26. Parents of students with disabilities lack the required awareness of the importance of integrating their children in regular schools.	2,97050	2,9018	3,0392	2,48358	2,3892	2,5780
27. There are few lectures, seminars and pamphlets that actually explain the benefits and the importance of the integrating process to the parents of students with disabilities.	3,11243	3,0352	3,1897	2,56757	2,4655	2,6697
28. There is no permanent and effective communication between the school and parents of students with disabilities in order to track the status of the student in general.	2,85841	2,7776	2,9392	2,53433	2,4343	2,6344
29. There is difficulty in parental involvement in all decisions affecting the educational programs for students with disabilities.	2,91740	2,8468	2,9880	2,50149	2,4071	2,5959
30. The importance of communication between parents of regular school students, and parents of students with disabilities to share experiences.	3,03245	2,9505	3,1143	2,89583	2,7971	2,9945

In the previous table nº. (28). relevant data concerning the dimension of challenges and difficulties for parents is presented from the perspective of reality. All of the items of this dimension are found with an average of 3 (agreed). The items that obtained a greater agreement as a difficulty or challenge (> 3) are 27 and 30. What this shows is that there are greater difficulties with reference to not having lectures, "seminars and pamphlets that actually explain the benefits and the importance of the integrating process to the parents of students with disabilities"; and they have difficulties as well with the communication between parents of regular school students, and parents of students with disabilities to share experiences. Even though as well the parents have little awareness of the importance of integration, their children do not participate in making decisions, do not contribute in ordinary schools, and lack the process of ongoing communication with them.

With reference to desire, they emphasize that they are not in agreement with what happens in the first 3 items, in which an average of two appears. That is, they would like to change the fact that they don't accept integration, that they don't contribute in ordinary schools, and that they would like to overcome the lack of awareness about the importance of integration. The rest of the items obtained an average of 3 even though with mathematical averages between 2.5 and 2.9. This means that even though they are aware of the difficulty in changing the parents' opinions in all of these factors (items), they are of the opinion that they are a challenge to face.

The results of the factor analysis of the teacher's responses regards to the parents indicate that: there are two factors that explain the variation in opinion of parents and teachers:

- Parents of disabled students lack the required awareness to integrate their children into regular schools (45.625% and mean = 3).
- Parents of disabled students do not accept the integration of their children at regular schools (15.539% and mean = 3).

And the principal dimensions of desire are: Considering the 55,257% variance of responses, the teachers have low expectations (mean = 2,5543) about the change in families. Thus, they would like to be in next future, disagree that the Parents of students with disabilities need to be made aware of the importance of integrating their children in regular schools.

And the results of the descriptive analysis making a comparison between the means according the challenges and difficulties related to parents.
In the following figure the results of a comparison between the averages of reality and desire are synthesized.

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Figure nº. (5). *Comparison between the Reality and What shall be? (Desire) according the challenges and difficulties related to parents.*
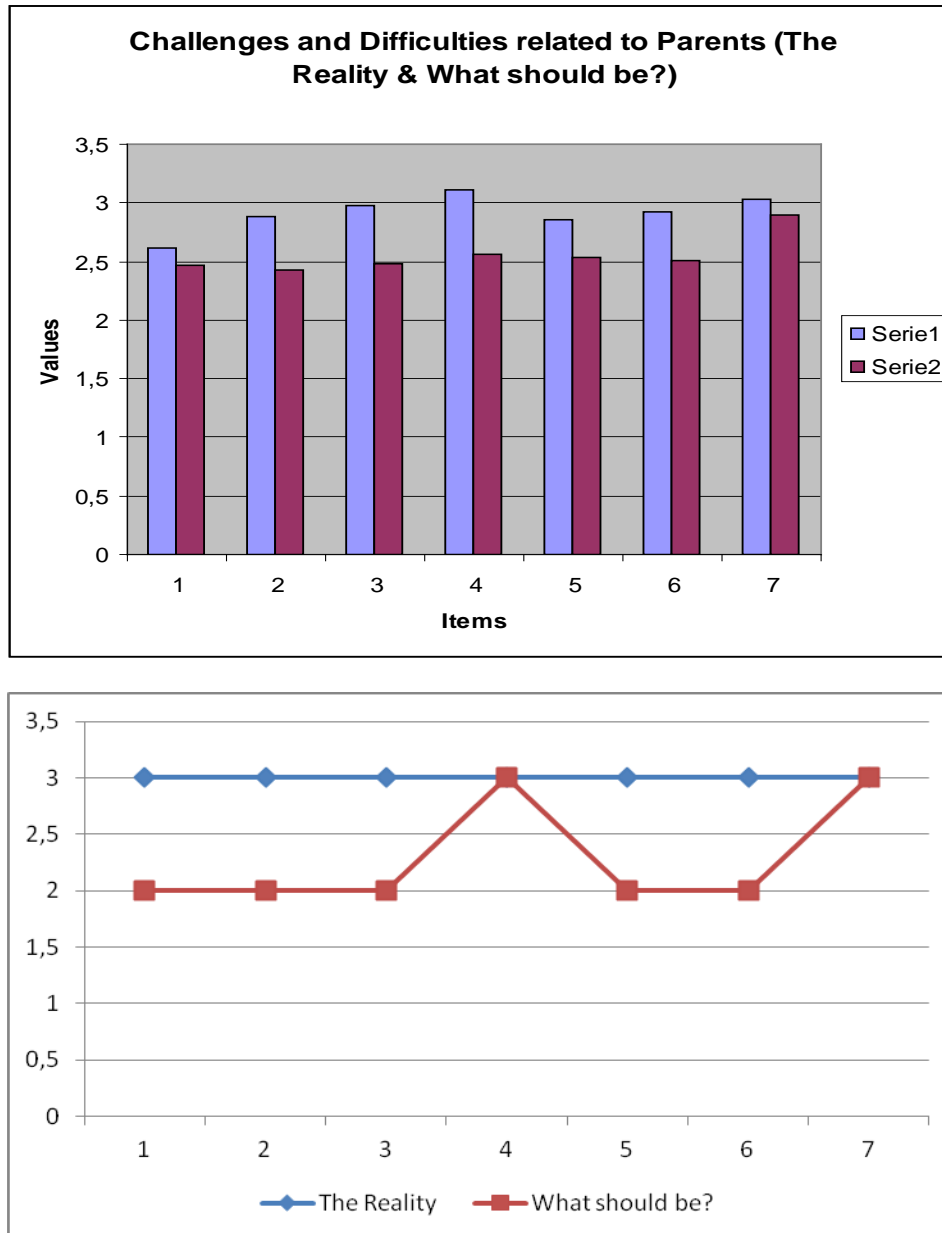
In analyzing the data, we can observe how teacher recognize that parents do not accept the idea of integrating their children into ordinary schools, not that these folks contribute to a successful integration. Teachers agree that pamphlets or seminars that explain to parents the benefits and importance of integration do not exist, nor does direct communication exist between the school and parents to deal with student

situations. Teachers highlight the importance of communication between parents of regular school students and parents of students with disabilities.

The majority of the items, tending towards the median, scored 2 (disagree) which means that parents prefer to accept and contribute to their children's integration. Teachers are in agree that it should make possible information for parents on the importance of integration. They show equal agree on the importance of communication between parents of regular school students, and parents of students with disabilities to share experiences. This real situation that teachers describe contrasts with their desires.

This is an especially complicated aspect for teachers to change opinion. These parts of the results are situated below a half point difference, even with two results that coincide exactly (which mark that people do what they can and nothing else is possible). They only see slight possibilities and they believe that something about the following items should be improved: "There are few lectures, seminars and pamphlets that actually explain the benefits and the importance of the integrating process to the parents of students with disabilities", and "Parents of students with disabilities lack the required awareness of the importance of integrating their children in regular schools".

Teachers believed that various integration-related difficulties existed among parents. In particular, respondents stated that parents do not accept the integration of their children into regular classrooms, are unaware of the importance of the integration process, do not maintain lasting and effective communications with schools, and do not participate in decisions that affect educational programmes. The challenges included developing conferences, workshops, or brochures that explain the benefits and importance of the inclusion process and facilitating communication between the families of children without problems and the families of children with disabilities.

Similar findings are represented in, Fathiah, (2009), ElZein, (2009), Joudeh, (1999). Clark study (2006). Mapse, (2006). Consulting parents and giving them instructions on how to deal with the student. And the importance of communication with parents, making them feel satisfied towards their children and even towards themselves.

6.1.4. Question nine: What are the main challenges and difficulties that administration finds in their social and educational inclusion? And what should be the main ones?

Table nº. (29). *T-test for the differences in the reality and desire from the teacher's point of view according to challenges and difficulties related to administration.*

Fourth: Challenges and difficulties related to administration						
T-test	**The Reality**			**What shall be?(Desire)**		
	Mean Difference	**95% confidence interval for the difference**		**Mean Difference**	**95% confidence interval for the difference**	
Items	**Mean Difference**	**Lower**	**Upper(Top)**	**Mean Difference**	**Lower**	**Upper(Top)**
31. Principals at the school are not accepting the idea of integrating students with disabilities at regular schools.	2,24189	2,1597	2,3241	2,37389	2,2759	2,4719
32. Directorate of Education does not provide the necessary possibilities for integrating students with disabilities.	2,86944	2,7851	2,9538	2,32641	2,2318	2,4210
33. Inadequate support services in general.	2,99112	2,9176	3,0646	2,39039	2,2915	2,4893
34. Lack of psychological counseling and educational services for students with disabilities.	2,87870	2,8005	2,9569	2,43027	2,3313	2,5292
35. Lack of health and rehabilitation services for students with disabilities.	2,94940	2,8681	3,0307	2,46884	2,3732	2,5645
36. No cooperation with community institutions specialized in the field of special education to take advantage of their capabilities.	2,86095	2,7844	2,9375	2,47478	2,3715	2,5780
37. Lack of centers and private institutions to help in the diagnosis and early detection of students with disabilities in the province.	3,02367	2,8330	3,2143	2,38690	2,2931	2,4807
38. The school administration reserves the files for students with disabilities.	2,90208	2,8241	2,9800	2,86905	2,7681	2,9700
39. Lack of willingness of the education system in Palestine for the reception of students with disabilities.	2,94955	2,8715	3,0276	2,52083	2,4221	2,6196
40. Conflicting and overlapping the work of institutions responsible for working with people with disabilities, and the lack of adequate coordination among supervising bodies.	2,89971	2,8203	2,9791	2,49258	2,3972	2,5880
41. Lack of clarity in the powers granted to the administrative management of the school where there are students with disabilities.	2,87611	2,8006	2,9516	2,47337	2,3776	2,5692
42. Lack of teachers' assistants at the regular schools.	3,08850	2,9997	3,1773	2,48521	2,3786	2,5918

As can be seen in the following nº. (29). the following results about reality are highlighted: Teachers agree with the content of all of these items, except for the first, with which they do not agree. The items that obtained a greater agreement among the teachers when it came time to describe the difficulties of the administration from their reality are 33, 35, 37, 38, 39 and 42 What this shows is that there are no support programs health services, diagnosis or early detection files for handicapped students, and that there is a lack of willingness of the educational system in Palestine for the reception of students with disabilities; in the meantime, the students continue with their needs because they have difficulties in class, and scholastic activities. There is only disagreement (2.24189) concerning principals at the school who do not accept the idea of integrating students with disabilities in regular schools. In this case, they believe there is no problem, and that there shouldn't be one.

With reference to desire, it should be highlighted that they are not in agreement that all of the items (difficulties) happen, and therefore, should be improved. Instead, they doubt that items 38 and 39 exceed the challenge. Since they are of the opinion that the directors retain the students' files (without which they cannot work infamadamente) and the administration is not prepared for this challenge.

All this to say that there are *difficulties* on the part of education administration and to a great degree they believe that they can overcome many of those. Education regarding the integration of students with disabilities. It needs to be seriously considered the resolution of items 38 and 39, because they do not consider them easy.

The results of the factor analysis of the teacher's responses about the difficulties related to administration are:

- Inadequate support, health services and lack of clarity in the powers (37.738% and mean = 3).
- Principals at the schools do not accept the idea of integration (8.957%). A mean of 2 means that they do not agree with this, which denotes a strong plus for integration: support of school principals.
- The Education System does not provide the necessary chances for integration (8.480% and mean = 3). Considerable deficiencies are detected in the system which makes it difficult to provide sufficient support to inclusion in Palestinian schools.

The principal dimensions of desire are: Teachers want adequate support from health services and clarity in areas of responsibility (59,196% of the variance of responses), they don't agree with the current inadequate situation of support and ambiguity in regards to responsibilities.

The results of the descriptive analysis making a comparison between the means according the challenges and difficulties related to administration.

The following figure shows the results of a comparison between the means of reality and desire.

Figure nº. **(6).** *Comparison between the Reality and What shall be? (Desire) according the challenges and difficulties related to administration.*
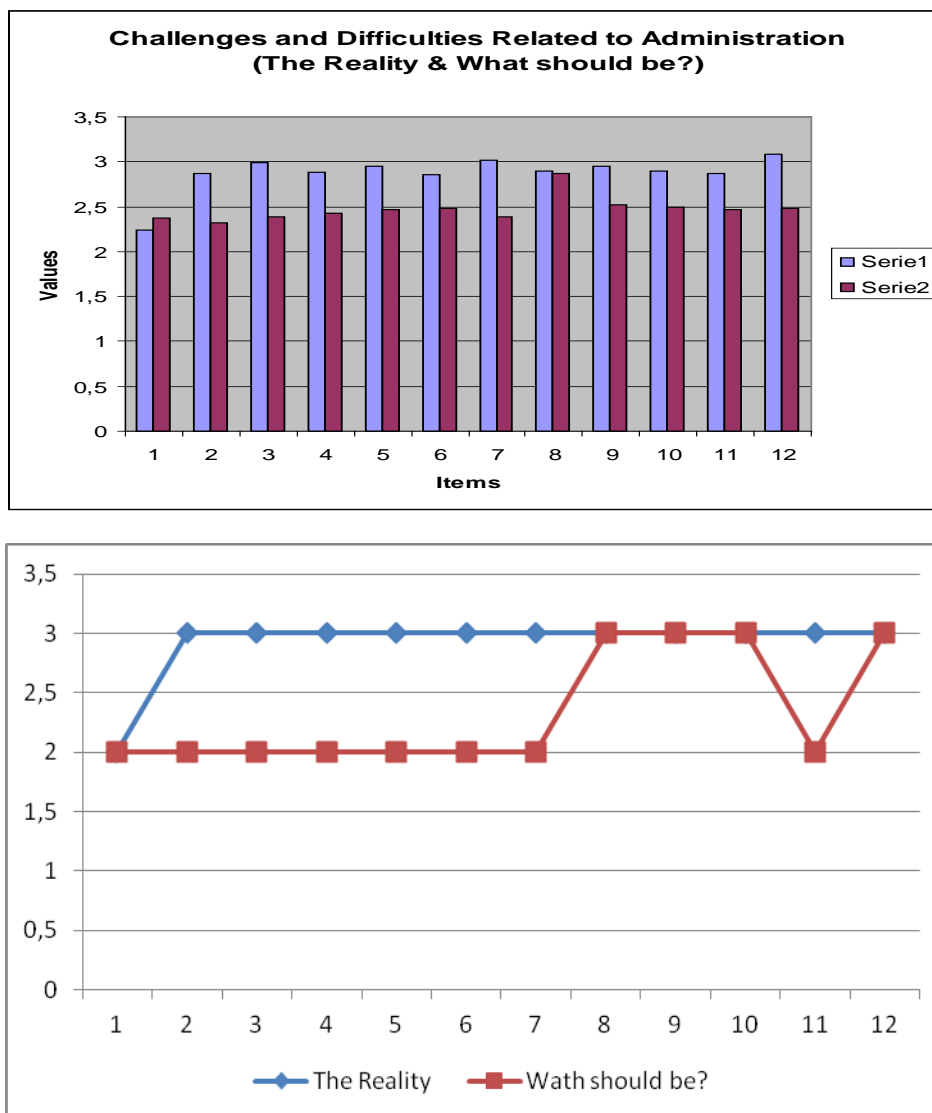
Reality shows that teachers believe that school directors accept the idea to integrate children with problems.

However, this does not mean that it is supported or favored according to the results: teachers think that the educational direction does not offer the possibilities necessary for integration; they think that support is inadequate in services in general;

that there is a lack of psychological assessment and educational, health, and rehabilitation services for students in this situation; they think it does not work well with other institutions and services in the community; they think that there is a lack of institutions in the province and that a diagnostic must be made soon.

They know that the administration holds on to student data; they agree that there is a lack of willingness to accept students with disabilities; in this way there is overlap with the work of institutions responsible for treating this type of student; and finally, they estimate that there is a lack of support teachers in ordinary schools.

Desire depends on the improvement of these last ideas. They would like that special emphasis be put on issues related to the lack of willingness to accept students with disabilities; with treatment and reserve of data for students. In this way, there is an overlap in the work of institutions responsible for the treatment of this type of student and, finally, the lack of support teachers in ordinary schools.

This issue is also found fairly balanced between reality and desire. Only certain desires and possibilities for improvement are perceived (within a half point difference). "Directorate of Education does not provide the necessary possibilities for integrating students with disabilities"; "Inadequate support services in general"; "Lack of centers and private institutions to help in the diagnosis and early detection of students with disabilities in the province", and "Lack of teachers' assistants at the regular schools".

Teachers stated that administrators did not foresee the conditions required for the inclusion of students with disabilities; thus, administrators not only offer inadequate support services for these students but also provide insufficient psychological care, health and rehabilitation services, and private institutions for diagnosing and detecting disabilities among students at an early age.

Overcoming these challenges would require transforming the disposition of the Palestinian educational system to welcome students with disabilities and implementing increased coordination among the control mechanisms of the institutions responsible for working with these students.

Those results agree with the findings represented in articles written by, Kim, (2012), Ramirez, (2006). Support, health services and lack of clarity in the powers, and administrators and ancillary personnel needed support as Cox study (2009) and Clark, (2006).

6.1.5. Question ten: What are the main challenges and difficulties that work environment (school) find in their social and educational inclusion? And what should be the main ones?

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Table nº. (30). *T-test for the differences in the reality and desire from the teacher's point of view according to challenges and difficulties related to work environment (school).*

Fifth: Challenges and difficulties related to work environment (school)						
T-test	**The Reality**			**What shall be?(Desire)**		
		95% confidence interval for the difference			**95% confidence interval for the difference**	
Items	**Mean Difference**	**Lower**	**Upper(Top)**	**Mean Difference**	**Lower**	**Upper(Top)**
43. The school environment is not conducive to the success of the integration program.	3,02059	2,9422	3,0989	2,47633	2,3770	2,5756
44. Lack of facilities (the nature of the school building, bathrooms, halls, and yards) helps to make it easier for students with disabilities.	3,00588	2,9207	3,0910	2,43787	2,3367	2,5390
45. The absence of special budgets to spend on the activities of students with disabilities.	3,12941	3,0561	3,2028	2,42308	2,3194	2,5268
46. Lack of adequate sanitary conditions appropriate for school classes.	2,95858	2,8801	3,0371	2,37500	2,2740	2,4760
47. Lack of designated and equipped areas for the practice of school activities for students with disabilities.	3,15044	3,0753	3,2256	2,40533	2,2995	2,5111
48. Classroom space is inadequate for the number of students.	2,91765	2,8302	3,0051	2,44345	2,3448	2,5421
49. There are few school activities for the students with disabilities.	3,04438	2,9640	3,1248	2,41840	2,3178	2,5190
50. Lack of designed tables and chairs that best suit the size and needs of each student with disabilities.	3,09118	3,0092	3,1731	2,36982	2,2613	2,4784
51. There are integrated classes of regular students and students with disabilities in the basement of the school.	2,78529	2,6957	2,8749	2,69322	2,5906	2,7959
52. Toilets are not accessible for people with disabilities, such as; grabs, railings, and knobs	3,01765	2,9366	3,0987	2,42059	2,3136	2,5276

In observing the data of the dimension from the perspective of reality, all of the values have been classified as "agreed". All of the items are found in an intermediate

score of agreement (2.78 and 3.15). What this means is that there are difficulties in all aspects of the "work environment" measured in this dimension.

Referring to desire, the results inform us that they are not in agreement in affirming that there are difficulties in all of these aspects (items). Instead, concerning the difficulties of integration in the higher grade classrooms, they believe that the problems will continue. When dealing with a change that requires investing in infrastructure (elevators and ramps) they believe that it will be difficult to resolve this easily.

Palestinian teachers observe small, generalized difficulties in their work environment and consider that they could and should change for the better. They only doubt or believe that the derivatives of projects and infrastructure will continue.

All this shows a good attitude towards change concerning students' difficulties.

The results of the factor analysis of the teacher's responses about the challenges and difficulties related to work environment (School); It has been show that the teachers agree (mean = 3) by the opinion that the school environment is not directly related to the success of the integration program. This component explains 47.233 % of the variation in the response to this dimension.

The principal dimensions of desire are: Concentrating (65,959%) of the variance of responses, teachers would not agree on the future (mean = 2) that 'The school environment is not conducive to the success of the integration program.'

The results of the descriptive analysis making a comparison between the means according the challenges and difficulties related to work environment (school).

The following figure shows the results of a comparison between the means of reality and desire.

Figure nº. (7). *Comparison between the Reality and What shall be? (Desire) according the challenges and difficulties related to work environment (school).*
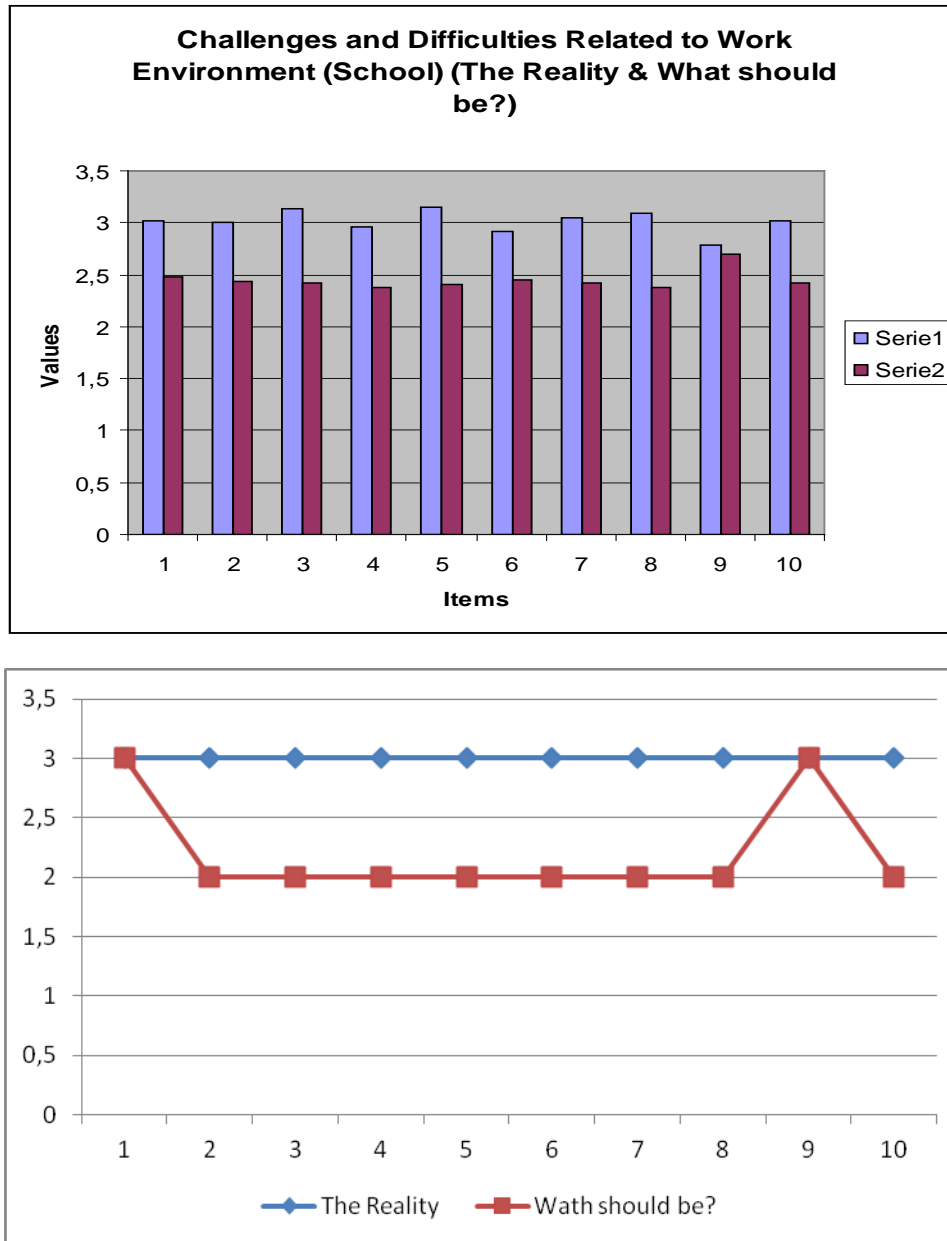
Teachers agree that the school environment is not conducive to the success of the integration program. They recognize the absence of special budgets to spend on the activities of students with disabilities, as well as the lack of adequate sanitary conditions appropriate for school classes, the lack of designated areas and equipment for the practice of school activities for students with disabilities; they recognize that there is insufficient classroom space for the quantity of students, that there are few school activities for students with disabilities, a lack of specially designed furniture that best suits the size and needs of each student with disabilities, inaccessible bathrooms as well

as the presence of integrated classes for regular and disabled students in school basements.

Teachers wish that there was no lack of special needs budgets to spend on students with disabilities; they wish that there was no lack of adequate sanitary conditions, accessible bathrooms, or tables and chairs and other equipment that allows special needs participation in more school activities. The basement of the school is not the ideal place for incorporation.

The Work Environment aspect shows a logical and certainly homogenous profile. Situating all aspects with respect to the half point difference between reality and desire, except the aspect "There are integrated classes of regular students and students with disabilities in the basement of the school", that should be followed as it is in options, not as its changed options. Of all aspects in this study, these are the most striking:

Middle level (one half point difference): "The absence of special budgets to spend on the activities of students with disabilities"; "Lack of adequate sanitary conditions appropriate for school classes"; "Lack of designated and equipped areas for the practice of school activities for students with disabilities"; and "Lack of designed tables and chairs that best suit the size and needs of each student with disabilities".

Teachers noted the absence of a special budget for activities involving students with disabilities, a lack of appropriate sanitary conditions not only in school classrooms but also in the few extant activity areas, and a dearth of tables, chairs, and toilets adapted to the sizes and other physical requirements of disabled children.

The responding teachers expressed a desire for facilities that could assist students with disabilities and for the needs of these students to be considered in the construction of schools, classrooms, bathrooms, halls, and patios.

And that agrees with findings represented in studies written by Ja'far, (2003), Daveta, (2009). Which showed that the instructional environment constitute a difficulty for the students and teachers.

6.1.6. Question eleven: What are the main challenges and difficulties that Curriculum finds in their social and educational inclusion? And what should be the main ones?

The following table nº. (31). T-test results are synthesized both in reality and in desire in the dimensions of challenges and difficulties related to curriculum.

Table nº. (31). *T-test for the differences in the reality and desire from the teacher's point of view according to challenges and difficulties related to curriculum*

T-test	The Reality			What shall be?(Desire)		
	Mean Difference	95% confidence interval for the difference		Mean Difference	95% confidence interval for the difference	
Items		Lower	Upper(Top)		Lower	Upper(Top)
53. Curriculum does not contribute to promote the integration process.	3,00882	2,9335	3,0841	2,58284	2,4795	2,6861
54. Nothing in the curriculum actually helps to diversify the use of means to suit the different needs of students with disabilities.	2,94706	2,8735	3,0206	2,54438	2,4479	2,6408
55. There are no clear instructions to evaluate the performance of students with disabilities according to disability.	2,96765	2,8868	3,0485	2,52226	2,4265	2,6180
56. Does the curriculum give the time needed for students with special needs for evaluation?	2,50445	2,4056	2,6034	2,59050	2,4880	2,6930
57. Curriculum content does not help in showing the positions of creativity for students with disabilities.	2,91716	2,8390	2,9953	2,53116	2,4334	2,6290
58. Curriculum does not contain the ideas of scientific thought provoking for students with disabilities.	2,85546	2,7754	2,9355	2,52083	2,4228	2,6189
59. The curriculum does not develop positive attitudes towards students with disabilities.	2,78761	2,7135	2,8617	2,51039	2,4150	2,6058
60. The curriculum is not suitable for students with cognitive disabilities.	2,82596	2,7487	2,9032	2,58580	2,4862	2,6854
61. Lack of scientific and educational evaluation methods to evaluate students with disabilities.	2,78869	2,7096	2,8678	2,51183	2,4135	2,6101
62. The curriculum does not take into account individual differences among students with disabilities, especially in the development of examinations and evaluations.	2,86726	2,7899	2,9446	2,52367	2,4233	2,6240
63. Difficulties to identify the educational needs of students in general and people with disabilities in particular	2,86431	2,7838	2,9448	2,47633	2,3816	2,5711
64. The absence of follow-up programs after schools to monitor students with disabilities.	3,01770	2,9380	3,0974	2,50442	2,4053	2,6035

As can be seen in the previous table nº. (31) the following results concerning reality can be highlighted. All of these items are found in an intermediate score which means that they are in agreement with the existence of these difficulties. The items that show greater difficulty according to the teachers' opinions are 53 and 64. The curriculum does not contribute to the promotion of integration, and there are no follow-up programs for students with disabilities both inside and outside of the school.

With reference to desire, it can be seen that they are minimally in agreement that these difficulties exist. This can be interpreted in two ways, on one hand, they believe that they must reduce the difficulties, but doubt that they can be removed and that they will continue on into the future: they must lower but a curriculum for different levels is complicated and difficult. Since they are realists, they doubt that things will change. There is an item that must change, and that is 63: the difficulty of identifying the educational needs of students in general and students with disabilities in particular.

There are generalized difficulties concerning integration when it comes to curriculum and even though they believe that they must be reduced, they doubt that they will be easily resolved. The subject of curriculun is very complex.

The results of the factor analysis of the teacher's responses regarding the school curriculum, 59,845% of the variation of responses is found between the following essential components, agree to all of them (mean = 3) in the following views:

- The Curriculum does not contribute to promote the integration process. (39,622%).
- The curriculum does not develop positive attitudes towards students with disabilities. (11,634%).
- Does the curriculum give the time needed for students with special needs for evaluation? (8,589%).

And the principal dimensions of desire are: The 69,273% of the variance of responses are found in the following affirmations or dimensions; although with a certain degree of disagree (mean= 2): The Curriculum does not contribute to promote the integration process (60,751%); and The curriculum give the time needed for students with special needs (8,522%).

The results of the descriptive analysis making a comparison between the means according the challenges and difficulties related to curriculum.

The following figure shows the results of a comparison between the means of reality and desire.

**Figure nº. (8).** *Comparison between the Reality and What shall be? (Desire) according the challenges and difficulties related to curriculum.*
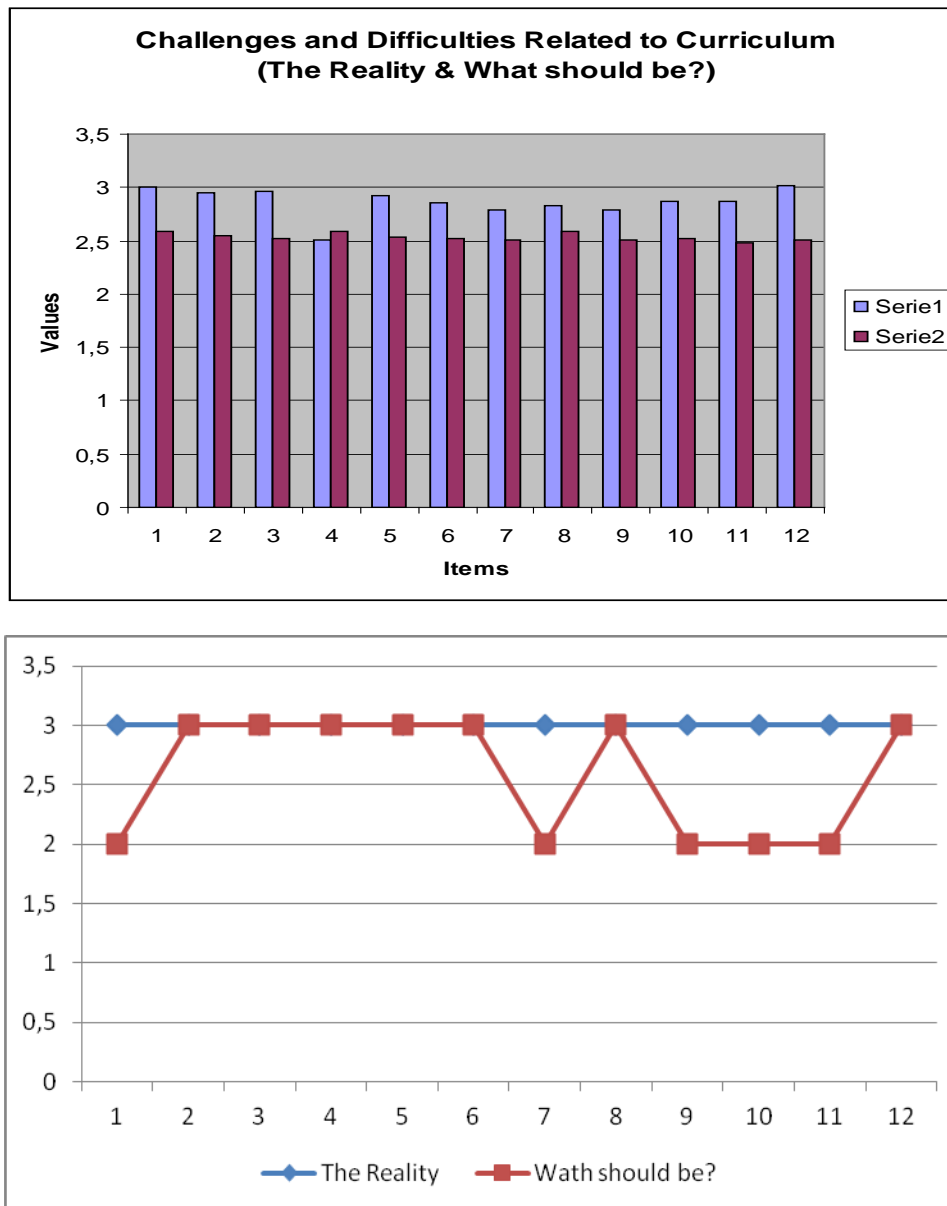
With regard to the changes and difficulties surrounding the curriculum, teachers agree that there exists an educational reality, which is that the curriculum does not contribute to the promotion of the integration process; that there is nothing in class plans that really helps to diversify the use of the means to satisfy different needs of students with disabilities; there are no clear instructions to evaluate the performance of students with disabilities; the curriculum does not afford necessary time for students with disabilities in the evaluations.

It is not a curriculum that favors creativity nor the exposition of scientific thought, the curriculum that the schools do not develop positive attitudes towards students with cognitive disabilities, especially in the creation of exams and evaluations; well it is recognized that the lack of scientific and educational evaluation methods for students with disabilities. Aside from there being difficulties in identifying the educational needs of students in general and students with disabilities in particular and the absence of monitoring programs after the school gets to know students with disabilities.

With respect to the changes that they would want, all those shown in reality are in agree and it is important to address them. But also they are less urgent, in comparison with other evidence, from which there may be a plan of studies that does not develop positive attitudes towards students with disabilities or that there are not scientific or educational methods of evaluation to evaluate those students with disabilities.

This aspect is very complete to change and act on. The data do not reach any items that are different or superior to a half point. In any case, to highlight one: "are no clear instructions to evaluate the performance of students with disabilities according to disability"; and "These absence of follow-up programs after schools to monitor students with disabilities".

Teachers agreed that current curricula do not promote inclusion and that existing courses of study do not develop positive attitudes towards students with disabilities. The responding teachers also stated that there is a lack of scientific and educational methods for evaluating students with disabilities that account for these students' individual differences from typical norms. Moreover, no system has been implemented to identify the educational needs of either regular students or students with disabilities.

Therefore, the challenges that must be addressed to achieve the educational reality that teachers desire include developing a course of study that diversifies the approaches used to satisfy the different needs of students with disabilities; providing clear instructions for evaluating student performance, accounting for disabilities; adapting curricular content to stimulate creativity and scientific thought among students with cognitive disabilities; and creating after-school programmes to monitor disabled children.

Those results agree with the findings represented in articles written by, Kalyvas, & Koutsouki, & Skordilis, (2011). Simi, (2008). This included that the curriculum does not contribute to promote inclusive education and the integration. And develop the materials, activities, and curriculum as study of Khochen, & Radford, (2012). Cassady, (2011). And Momberg, (2008).

6.1.7. Question twelve: What are the main challenges and difficulties that classroom management finds in their social and educational inclusion? And what should be the main ones?

Table nº. (32). *T-test for the differences in the reality and desire from the teacher's point of view according to challenges and difficulties related to classroom management.*

	Seven: Challenges and difficulties related to classroom management					
T-test	**The Reality**			**What shall be?(Desire)**		
		95% confidence interval for the difference			**95% confidence interval for the difference**	
Items	**Mean Difference**	**Lower**	**Upper(Top)**	**Mean Difference**	**Lower**	**Upper(Top)**
65. It could be more difficult the misconduct of regular students in the presence of students with disabilities at regular schools.	2,80236	2,7109	2,8938	2,49112	2,3918	2,5905
66. The difficulty of taking into account individual differences between all students.	2,83186	2,7519	2,9118	2,56047	2,4732	2,6477
67. Teachers do not use the same method of punishment and reward with all students.	3,01765	2,9193	3,1160	2,66372	2,5715	2,7559
68. No interest in students with questions, and inquiries are all at the same level.	2,57059	2,4888	2,6524	2,45428	2,3650	2,5436
69. No rules to adjust the grade based on justice and respecting the rights of students in the classroom..	2,39706	2,3101	2,4840	2,42059	2,3307	2,5105
70. Teachers do not use positive statements to refine students.	2,23894	2,1457	2,3322	2,27219	2,1745	2,3699
71. Teachers do not call all students by using their actual names.	2,29586	2,1468	2,4450	2,31268	2,2096	2,4158
72. Teachers do not involve students in decisions that affect them.	2,46018	2,3615	2,5588	2,37463	2,2758	2,4735
73. There is no effective communication between students and their parents.	2,58997	2,4992	2,6807	2,42308	2,3227	2,5234
74. Paying attention is not the main and only focus inside the classroom	2,46018	2,3701	2,5502	2,42012	2,3236	2,5167
75. Lack of familiarity with the methods of teaching to modify the behavior of students with disabilities that could be implemented in the regular classroom environment.	2,67656	2,5919	2,7612	2,48071	2,3805	2,5810

The greatest difficulty is in (item 67), the teachers do not use the same method of punishment and reward with all the students. Instead, they don't perceive significant difficulties in items 69, 70, 71, 72 and 74. That is, concerning norms to govern the classroom based on justice and respecting the students' rights in the classroom, the

positive use of phrases, participation or paying attention to everything that happens inside the classroom.

At the same time, it should be pointed out that they must follow the same the aspects that didn´t present difficulties. The rest of the factors must improve, with the exception of number 67: (the difficulty of taking into account the individual characteristics of each student), in which they believe a challenge, can be addressed and overcome with ease.

Once again, Palestinian teachers are aware of the difficulties related to the bureaucracy of the classroom and are of the opinion that it should improve. If other aspects are considered adequate and can be maintained 'as is' the challenge of taking into account individual characteristics is still pending.

The results of the factor analysis of the teacher's responses regarding classroom management the following elements of understanding can be observed:

- Do not agree (mean = 2) with the statement 'Teachers do not use the correct ways to Classroom Management' (39,622%).
- In comparison (mean = 3) agree that 'Teachers do not use the same method of punishment and reward with all students and difficulty of taking into account individual differences' (13,876%)'.

And the principal dimensions of desire are: The desired changes shown in dimensions that explain 65,062% of the variance of responses. Although slight decreases were shown in the respective averages of opinions, and they desire future disagree that 'Teachers do not use the correct classroom management strategies (53,944 %)'. Nevertheless they are aware of the difficulties of the change and they agree that in the short term 'Teachers should not use the same methods of punishment and reward with all the students and must take into account individual differences' (11,118%).

And the results of the descriptive analysis making a comparison between the means according the challenges and difficulties related to classroom management**.**

The following figure shows the results of a comparison between the means of reality and desire.

Figure nº. (9). *Comparison between the reality and what should be of the challenges and difficulties related to classroom management*
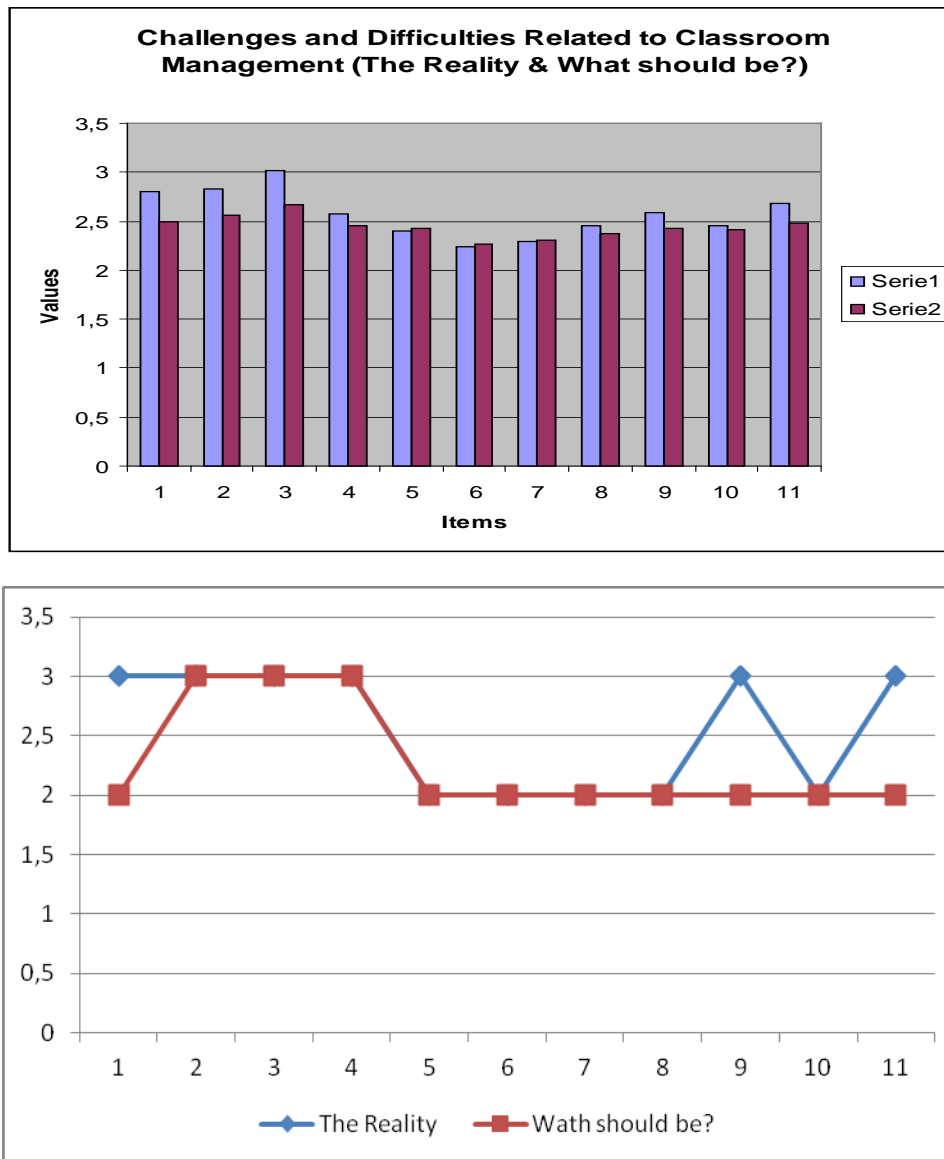
In relation to control in the classroom, teachers are in agree that poor regular student conduct in the presence of disabled students could make things more difficult. Teachers recognize that the difficulty to take into account are the individual difference among all students and, showing that they do not use the same method of punishment and reward with all students, and the lack of familiarity with the methods of teaching to modify disabled student behavior could be implemented in the regular classroom.

They are not in agree for there not to be rules to adjust grading based on fairness and respect of the rights of students in the classroom; or that they do not use positive

affirmations or that they do not call all students, using their real names or that they are not implied in the decisions that affect them or that they are not paid attention to within the classroom.

In the face of what they have described exists in the educational reality, teachers would like to overcome the difficulty of taking into account individual differences among all students, and in this way overcome the reality that the same methods of punishment and reward for all students are used.

Without a doubt, from all the studied aspects, the most complex change, given that all data coincide with reality, desire, or possibility, or they do not even fall far from a half point difference.

One highly relevant difficulty in the Palestinian educational system is a dearth of effective communication between students and their parents. There also exists a lack of familiarity with teaching methods for behaviour modification that could be implemented to incorporate students with disabilities into regular classrooms. Changes to classroom management should address the need to account for individual differences among students and the objective of equitably applying the same punishment and reward methods for all students.

Similar findings are represented in, Bourke, (2008). Teacher develop empathetic relationships with students for contribute to the students' sense of belonging within school communities. And professional responsibilities like designing instruction, assessing student learning, and monitoring student behavior, as study of Clark, (2006).

6.1.8. Question thirteen: What are the main challenges and difficulties that extracurricular activities find in their social and educational inclusion? And what should be the main ones?

The following table Table nº. (33). the T-test results are synthesized both in reality and in the desire in the dimensions of challenges and difficulties related to extracurricular activates.

Table nº. (33). *T-test for the differences in the reality and desire from the teacher's point of view according to challenges and difficulties related to extracurricular activates.*

Eight: Challenges and difficulties related to extracurricular activates						
T-test	**The Reality**			**What shall be?(Desire)**		
		95% confidence interval for the difference			**95% confidence interval for the difference**	
Items	**Mean Difference**	**Lower**	**Upper(Top)**	**Mean Difference**	**Lower**	**Upper(Top)**
76. Training students with disabilities on different activities, such as; how to wear their clothes, the use of transportation, and purchase of shops, etc...	2,79118	2,7084	2,8740	2,82493	2,7273	2,9225
77. Regular students are taught to put themselves in other people shoes, especially students with disabilities, in order to experience their lives to some extent.	2,75882	2,6793	2,8383	2,66272	2,5667	2,7588
78. Teachers do not train students with disabilities on everyday life skills.	2,76991	2,6898	2,8500	2,53550	2,4369	2,6341
79. Students with disabilities are not fully involved in visits and field trips.	2,54118	2,4555	2,6268	2,41716	2,3148	2,5195
80. Students with disabilities do not practice affective sport activities that suit their disabilities.	2,67353	2,5836	2,7634	2,53254	2,4375	2,6276
81. Students with disabilities are not involved in activities with other schools.	2,75882	2,6740	2,8436	2,49704	2,3963	2,5977

The results show that teachers observe that truly, there are difficulties and challenges in extracurricular activities: All of the items are found in an intermediate score, which means that they are in agreement that there are difficulties associated with extracurricular activity. Those that stand out are the formation for daily life skills, behaviors that is not consistent with that of the rest of the students, inability to participate in trips and visits, or in sports and activities with other schools. This shows that the teachers are aware that these activities need to be increased much more than they are in reality.

With reference to desire, the following can be pointed out: The teachers believe that in the future they can decrease the difficulties involved with students with disabilities participating in excursions, their independence, in dress, transportation, shopping, etc. Almost all of the averages are situated in the area of difficulty shows that the challenges associated with extracurricular activity are strong and complicated. It

seems that the teachers do not believe that there are possibilities of change in this area – in their understanding, from their current scene, to daily employment.

The results of the factor analysis of the teacher's responses regarding extracurricular activates, dimension that explain 55,684% of the variance of responses could conclude that teachers (mean = 3) believe that 'the students with disabilities are not involved in visits and field trips, do not practice affective sport, and activities with other schools'.

And the principal dimensions of desire are: Two dimensions have special relevance considering the 74,820% of the variance in their responses: The teacher believe that gradually 'Students with disabilities should be involved in visits and field trips, practice sport and activities with other schools (57,855%); They also consider (mean = 3) that they receive training for life (outputs, clothes, food...) (16,965%).

The results of the descriptive analysis making a comparison between the means according the challenges and difficulties related to extracurricular activities.

The following figure shows the results of a comparison between the means of reality and desire.

Figure nº. (10). *Comparison between the Reality and what should be of the challenges and difficulties related to extracurricular activities.*
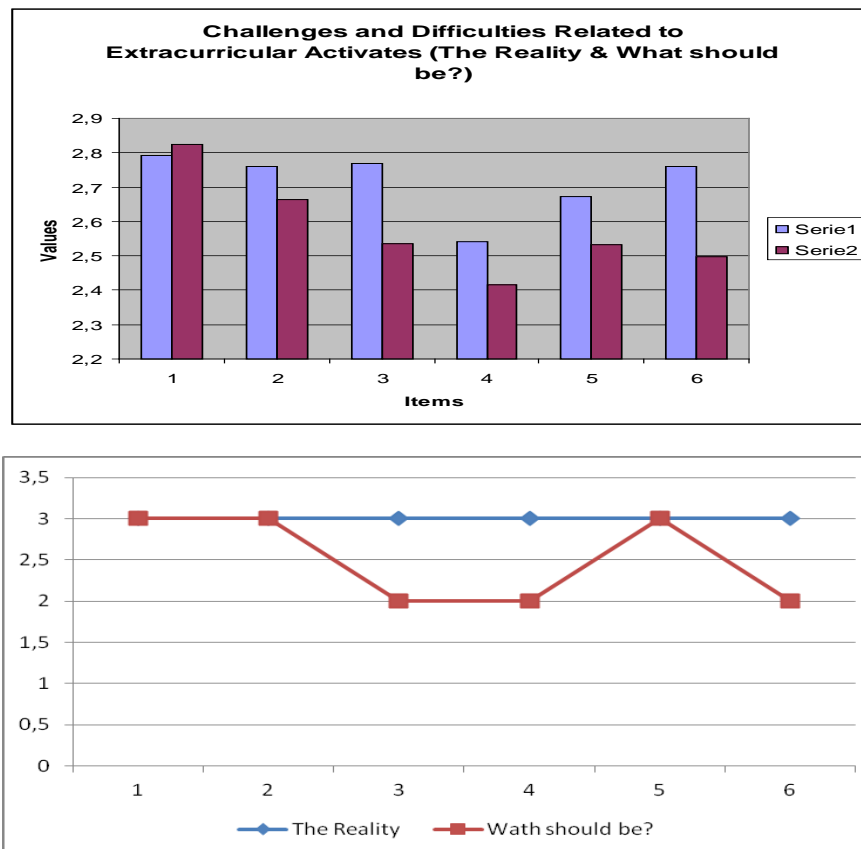
From the perspective of educational reality, teachers are in agree about the importance of training students with disabilities in different activities, like the way to wear clothes, the use of transport, and shopping, ect. Regular students are taught how to sympathize with others, especially those with disabilities.

Teachers do not train students with disabilities in daily life habits and do not participate fully in visits and field trips, they do not engage in adequate sport activities for their disabilities, nor are they involved in activities with other schools.

They would want a collective teaching body that is in agree with how to teach students with disabilities in different activities, as in the way to wear clothes, the use of transport, and shopping…; in this way also they would teach regular students top put themselves in another's place, especially those with disabilities.

Pero el profesorado no está tan deseoso de que los estudiantes con discapacidad participen en excursiones o se involucren con otros centros.

This is one of the most firm and complex aspects to change, the items that show major difference in it do not reach a difference of 0.3 points, when they don't coincide. It appears as if teachers do not observe possibilities in this environment that is out of their daily work sphere.

At present, teachers neither teach daily life skills to students with disabilities nor promote the full participation of these students during trips and excursions. Teachers also do not involve students with disabilities in activities with other schools.

Changes should focus on training students with disabilities in various activities, such as dressing themselves, transportation, and shopping, and facilitating sporting activities adapted for these students.

And that agrees with findings represented in studies written by Anderson, (2010).

6.1.9. Question fourteen: What are the main challenges and difficulties that methods and teaching aids used find in their social and educational inclusion? And what should be the main ones?

The following table, the T-test results are synthesized both in reality and in the desire in the dimensions of challenges and difficulties related to methods and teaching aids.

Table nº. (34). *T-test for the differences in the reality and desire from the teacher's point of view according to challenges and difficulties related to methods and teaching aids used.*

	Nine: Challenges and difficulties related to methods and teaching aids used					
T-test	**The Reality**			**What shall be?(Desire)**		
		95% confidence interval for the difference			**95% confidence interval for the difference**	
Items	**Mean Difference**	**Lower**	**Upper (Top)**	**Mean Difference**	**Lower**	**Upper (Top)**
82. Methods used to reduce the motivation of students with disabilities.	2,85588	2,7756	2,9362	2,46269	2,3641	2,5613
83. The ineffectiveness of the use of modern technologies in education.	2,62941	2,5468	2,7120	2,42687	2,3237	2,5301
84. Methods and teaching aids do not help in developing the thinking skills of students with disabilities.	2,67059	2,5810	2,7602	2,45536	2,3574	2,5533
85. Methods and teaching aids do not encourage active learning and active participation of students with disabilities.	2,68732	2,6002	2,7745	2,45104	2,3572	2,5448
86. Failure to observe the methods and means for the entire educational subjects.	2,73156	2,6543	2,8088	2,44940	2,3529	2,5459
87. Methods and teaching aids do not develop aspects of humanities and social learning among students with disabilities	2,58997	2,5082	2,6717	2,48503	2,3857	2,5843
88. Methods and teaching aids do not take into account the needs of students with disabilities.	2,76106	2,6815	2,8407	2,42857	2,3377	2,5195
89. Methods and teaching aids do not reflect the real life of students with disabilities in the diversity of their environments.	2,76106	2,6823	2,8398	2,51039	2,4125	2,6082
90. Methods and teaching aids do not provide opportunities to students with disabilities to use the scientific method of thinking and research.	2,71598	2,6376	2,7943	2,44807	2,3529	2,5433
91. Lack of diversity in methods and teaching aids to suit the educational situation	2,64497	2,5643	2,7256	2,55490	2,4590	2,6508
92. Teaching methods are used appropriately for students with disabilities	2,52071	2,4416	2,5998	2,69733	2,6011	2,7936
93. The presence of resource rooms and special education teachers helps to support students with disabilities	2,69027	2,5909	2,7896	2,85163	2,7460	2,9573

The teachers are of the opinion that there are general and specific difficulties with reference to adequate teaching methods in order to support and attend to specific student needs. All of the items are found with averages that show this difficulty (3). They perceive greater difficulties concerning useful motivational methods for each student, taking into account his/her specific needs for support, and to provide for life education. (reality and daily life needs) and find a valid methodology for all subjects. On a minor scale, they also perceive difficulties with reference to encouraging active participation and the presence of resources and support for students with disabilities.

In terms of desire, the averages are polarized in 2 groups. On one hand, they doubt that the availability of resources and support, and utilizing appropriate methods for this type of student, can be improved. On the other hand, they think that they should or could reduce the difficulty level concerning the rest of the items. The potential for use of informational technologies and communication as a didactic resource were also highlighted, taking into account the choice of methods and resources, as well as the students' needs. In this way, they don't see special difficulties in advancing with efficient methods in every subject, and will activate observation and thought.

The teachers' desire to change depends on increasing the diversity of methods and the means of teaching adapted to the situation. In the same way, they believe that they should increase the classroom presence of resources, methods, and special education teachers who can support this type of student.

The results of the factor analysis of the teacher's responses about the challenges and difficulties related to methods and teaching aids used that: teachers agree, have a (mean = 3) and the following two factors constitute the greatest response variation in regards to teaching methods. This is in fact contradictory.

- On one hand, they affirm that there is a 'Failure to observe the Methods and teaching aids for the students with disabilities' (43,694 %). And they believe that the methods utilized aren't appropriate and that they don't encourage learning, active participation or reflect the real life of a disabled student.
- Whilst on the other, they state that the 'Teaching methods are used appropriately for students with disabilities and presence of resource rooms' (9,588%).

And the principal dimensions of desire are: The 68,197% of the variance of responses are explained by the following aspects: on one hand, (mean = 2) they don't desire the 'Failure to observe the Methods and teaching aids for the students with disabilities (58,249 %)'. And on the other (mean= 3) they agree with 'improving teaching methods for students with disabilities and the use of resource rooms (9,948%)'.

And the results of the descriptive analysis making a comparison between the means according the challenges and difficulties related to methods and teaching aids used.

The following figure shows the results of a comparison between the means of reality and desire.

Figure nº. (11.) *Comparison between the Reality and What shall be? (Desire) according the challenges and difficulties related to methods and teaching aids used*
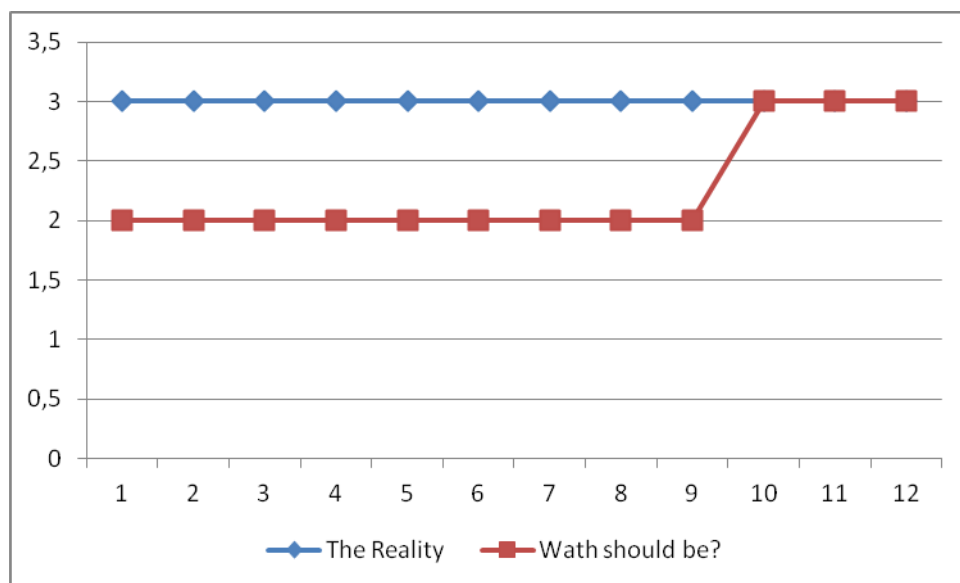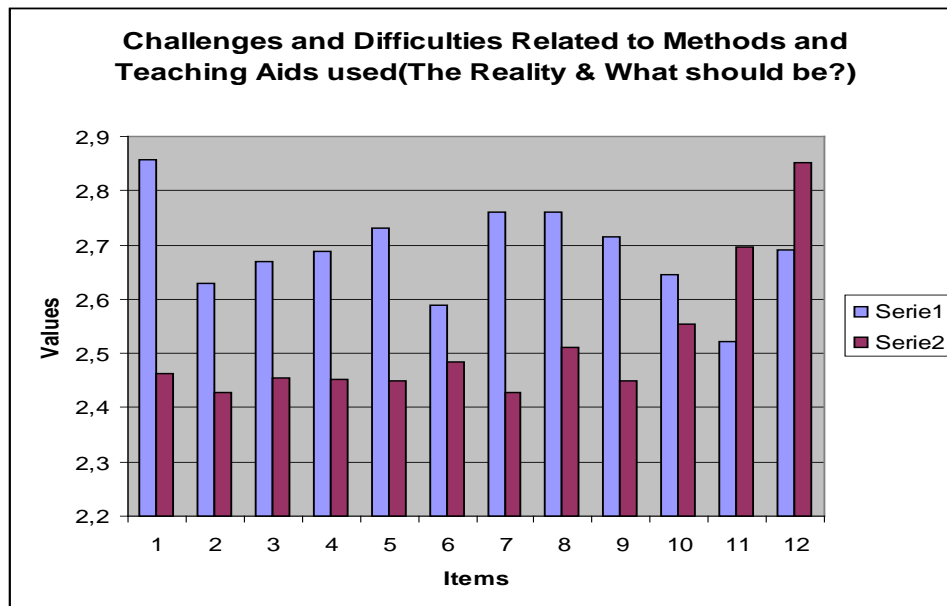
On the methods and help employed in teaching, teachers recognize methods used to reduce disabled student motivation, the inefficient use of modern technology in education, that teaching methods do not help in the development of think abilities for disabled students nor do they encourage active learning and active participation among disabled student nor do they develop aspects of humanity and social learning between students with disabilities in using the scientific thinking and research method.

Teachers agree that there exists a lack of diversity in the methods and means of teaching to adapt to the education situation and in the presence of classroom resources and special education teachers who help support students with disabilities.

Precisely the desire for change from the teacher's perspective changes with respect to the fact that there does not exist a lack of diversity in the methods and means of teaching to adapt to the education situation, in the presence of classroom resources and special education teachers who help support students and so that those methods are used appropriately for students with disabilities.

This graph, although it may appear to have obvious differences, maintains the trend in the study and shows the following significant data:

- Middle level (more than half point difference): "Methods used to reduce the motivation of students with disabilities"

- The rest are differences that are not larger than 0.3 points, which shows the difficulty in changing this aspect.

Current methods and teaching aids do not account for the needs of students with disabilities. They also do not foster active learning and participation, stimulate thinking skills, or focus on either the humanities or social learning. Educational activities neither reflect the diverse natures of students' actual lives and environments nor effectively incorporate the use of modern technologies.

The survey results indicate that teachers' desired changes are centred on increasing the diversity of teaching methods and aids that may be adapted to a particular educational context, correctly utilising these methods, and providing resource rooms and special education teachers to help disabled children.

And that agrees with findings represented in studies written by, Jeon, & Peterson, (2003), which provides that the teaching strategies need to be provided in teacher education programs to support successful efforts with inclusion. The study of Papadopoulou, et al, (2004). Said that the level of knowledge that the teachers believe they have for the special needs conditions. Opdal & Wormnaes, & Habayeb, (2001). Interest for building their own competence was on knowledge and skills that could empower them as teachers.

6.1.10. Question fifteen: What are the main challenges and difficulties that awareness and attitudes find in their social and educational inclusion? And what *should be* the main ones?

The following Table nº. (35). the T-test results are synthesized both in reality and in the desire.

Table nº. (35). *T-test for the differences in the reality and desire from the teacher's point of view according to challenges and difficulties related to awareness and attitudes.*

Ten: Challenges and difficulties related to awareness and attitudes						
T-test	**The Reality**			**What shall be?(Desire)**		
		95% confidence interval for the difference			**95% confidence interval for the difference**	
Items	**Mean Difference**	**Lower**	**Upper(Top)**	**Mean Difference**	**Lower**	**Upper (Top)**
94. Lack of appropriate specialists to guide teachers and regular students on how to deal with students with disabilities	3,10294	3,0245	3,1814	2,50442	2,3972	2,6117
95. No brochures, studies, seminars, especially in the field of dealing with students with disabilities in schools.	2,99706	2,9283	3,0659	2,42773	2,3324	2,5230
96. Lack of school activities and school radio programs on students with disabilities	2,99412	2,9241	3,0641	2,35398	2,2568	2,4511
97. Lack of awareness about the importance of the integration process beween teachers, regular students, and students with disabilities.	2,90294	2,8182	2,9877	2,43068	2,3298	2,5315
98. The presence of students with disabilities has negative effects on the educational process in the classroom	2,63824	2,5458	2,7307	2,41543	2,3180	2,5129
99. There is no change in the attitudes of teachers toward students with disabilities	2,65192	2,5667	2,7371	2,43620	2,3407	2,5317
100. Parents of students with disabilities affect the process of decision making in regard to the integration process of their children in regular schools.	2,90294	2,8223	2,9836	2,60472	2,5094	2,7000
101. There are no supervisory visits and guidelines from supervising institutions to school.	2,59118	2,5014	2,6810	2,46154	2,3651	2,5580
102. Lack of special centers for diagnosis and early detection of students with disabilities in the provinces	2,81765	2,7324	2,9029	2,43323	2,3342	2,5322
103. Lack of legislation knowledge and laws on the integration process.	2,95266	2,8764	3,0289	2,51032	2,4096	2,6111
104. Lack of informing programs to raise awareness about students with disabilities.	2,96755	2,8903	3,0448	2,45697	2,3582	2,5558
105. The majority of special education programs take the form of traditional set up of isolated rehabilitation centers.	2,97626	2,9014	3,0511	2,50147	2,4059	2,5971
106. The absence effective institution supervision on the implementations of laws and legislations in regard to students with disabilities.	2,86765	2,7884	2,9469	2,47788	2,3819	2,5738
107. Lack of required materials and equipment for the integration program.	3,02353	2,9400	3,1071	2,46903	2,3657	2,5724

When the teachers speak of challenges and difficulties concerning 'awareness and attitude' it shows up in every aspect of scoring. Of those, they believe that the most difficult or challenging are the lack of guidance for the teachers, spaces for professional reflexion and equipment in this area. They also observe difficulty because of a lack of information (about reality and the laws) and raising awareness for families and the public in general. In this way, the lack of activities and means to disseminate among the population this type of reality (in order to generate awareness and change of attitudes) can be seen. It is desirable then, to have an alternative presence to break to stereotypes through the media and daily life on the streets.

In showing the image of desire concerning awareness and attitude, the average score on the items is found to be minimally polarized. On one hand, they believe that they should reduce the difficulties, especially through the presence of scholastic activities in the classroom, mutual knowledge and radio classroom programs that seek to produce this change in attitude. This is what realistically the teachers believe they can do.

On the other hand, they doubt or consider more difficult changing the attitude of family members and making decisions about the educational success of their children. They also have doubts about the change and their knowledge of the laws, that the students could leave the programs and educational centers, especially those considered 'traditional' and they are lacking specialists to be able to generalize a more inclusive education.

The results of the factor analysis of the teacher's responses regarding challenges and difficulties related to awareness and attitudes are: The teachers agree (mean = 3) that in 50,970% of the factors that explain the variance of responses from Awareness and Attitudes:

- Lack of appropriate specialists, brochures, studies, seminars, activities and school radio programs on students with disabilities, awareness legislation knowledge. (42,510 %).
- Missing activities and information on integration (8,459%).

And the principal dimensions of desire are: The 50,970% of the variance of responses related with desires is presented in two dimensions: On one hand, to lower the grade of 'Failure to observe the Methods and teaching aids for the students with disabilities (42,510 %)'. While continuing to advance 'Teaching methods used appropriately for students with disabilities and resources (8,46 %)'.

And the results of the descriptive analysis making a comparison between the means according the challenges and difficulties related to awareness and attitudes.

The following figure shows the results of a comparison between the means of reality and desire.

Figure nº. (12). *Comparison between the Reality and what should be? of of the challenges and difficulties related to awareness and attitudes*
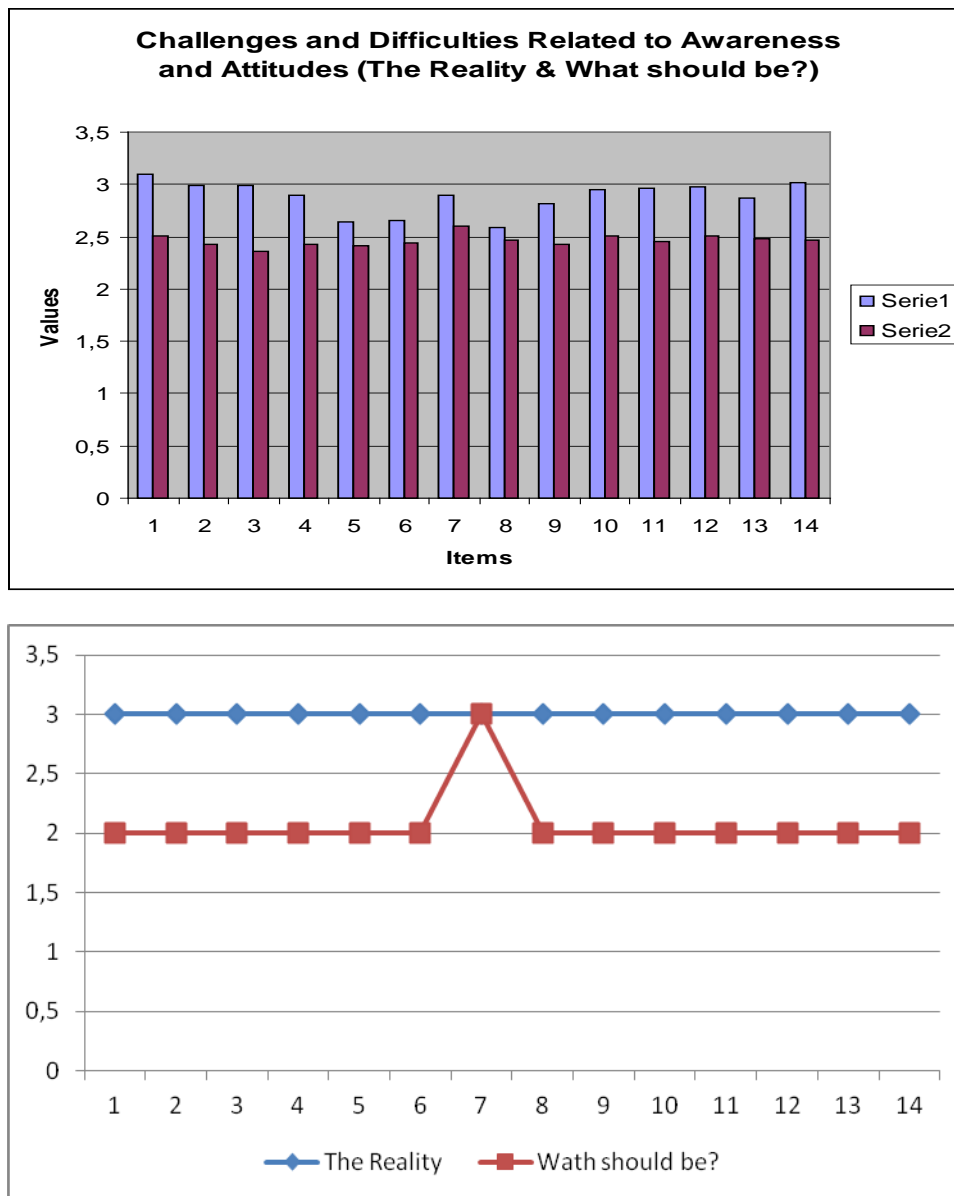
This last issue that discusses the awareness of and attitude towards students with disabilities, teachers recognize that in the educational reality there is a lack of adequate specialists to direct professors and regular students on how to treat students with disabilities; there are no pamphlets, studies, or seminars, especially with respect to how

to treat students with disabilities in schools; a lack of school programs and activities and radio school programs; there is a lack of awareness on the importance of integration; there is a lack of specialized centers for diagnosis and early detection of disabilities in students in the provinces, which gives way to a lack of understanding of the legislation and laws about the integration process; there is a lack of information programs that raise awareness on students with disabilities; special education programs taken in the form of the traditional ones put in place at isolated rehabilitation centers; there is a lack of materials and equipment necessary for the integration program.

Reality shows that teachers think that the presence of students with disabilities has negative effects on the learning process that takes places in the classroom; we find that there is no change in teacher attitude towards students with disabilities; that the parents of disabled students influence the decision-making process that deals with the integration process of their children in regular schools; and finally, that there exists an absence of efficient supervisory visits to implement laws and legislation with respect to disabled students.

Lastly, this graph again shows a stable tendency, with values:

- Middle level (larger than a half point difference): "Lack of appropriate specialists to guide teachers and regular students on how to deal with students with disabilities";"Lack of school activities and school radio programs on students with disabilities";"Lack of informing programs to raise awareness about students with disabilities";"The majority of special education programs take the form of traditional set up of isolated rehabilitation centers"; and "Lack of required materials and equipment for the integration program".

- Highly coincident, that mark the impossibility to actually work on them: "The presence of students with disabilities has negative effects on the educational process in the classroom";" There is no change in the attitudes of teachers toward students with disabilities";" Parents of students with disabilities affect the process of decision making in regard to the integration process of their children in regular schools"; and "There are no supervisory visits and guidelines from supervising institutions to school".

There is currently a dearth of specialists and information (such as brochures, studies, or seminars) to orient teachers and students regarding the treatment of students with disabilities. Due to a lack of awareness of the importance of inclusion processes, teachers have not changed their attitudes towards disabled children, and many teachers believe that the presence of these students in classrooms could produce negative effects.

Schools are unsupervised and lack knowledge of legislation pertaining to the inclusion process. There are neither specialised centres for early diagnosis and detection of disabilities nor adequate materials and equipment for the development of inclusion programmes.

As reflected by the study results, considerable inclusion-related difficulties continue to persist in Palestine, and substantial changes are required. The first change that is enacted should entail increasing the involvement of parents of students with disabilities in the inclusion process

And that agrees with findings represented in studies written by Thaver, & Lim.(2012). Forlin, & Chambers, (2011). Sukbunpant, & Arthur-Kelly, & Dempsey, (2012). Kalyvas, & Koutsouki, & Skordilis, (2011). Papadopoulou, et al(2004). Mapse, (2006). Pottas, (2004).

6.1.11. Question sixteen: What is the scope and dimensions in which, according to the teachers, make change a possibility, derived from clear differences between reality and what is desired?

Figure nº. (13). *The dimensions that seem easier to change.*

Changes and difficulties related to students with disabilities

Changes and difficulties related to parents

Changes and difficulties related to administration

Changes and difficulties related to work environment (school)

Changes and difficulties related to methods and teaching aids used

Changes and difficulties related to awareness and attitudes

As can be observed in previous graphics, there are six dimensions which appear to be easier to change. In these dimensions there are clear significant differences of scores in the majority of the items: Challenges and difficulties related to students with disabilities, challenges and difficulties related to parents, challenges and difficulties related to administration, challenges and difficulties related to work environment (school), challenges and difficulties related to methods and teaching aids used, challenges and difficulties related to awareness and attitudes.

6.1.12. Question seventeen: According to the teachers, which reference points, scopes and dimensions seem to present greater resistance to change?

Figure nº. (14). *The dimensions that seem difficult to change.*

While in the other four dimensions, it is more difficult. They are few items which show a clear difference of opinion between reality and desire: Challenges and difficulties
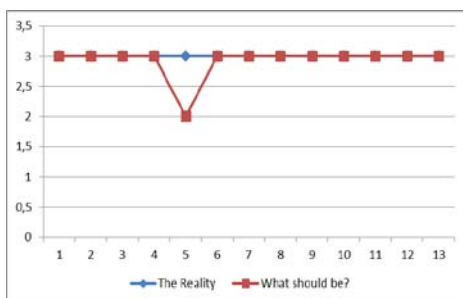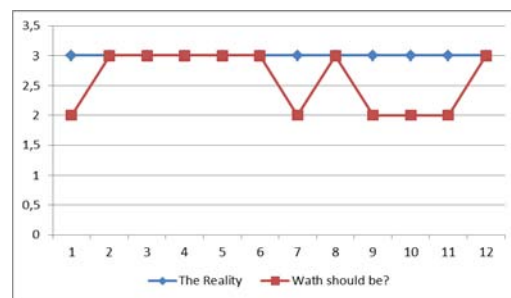
related to teachers, challenges and difficulties related to curriculum, challenges and difficulties related to classroom management, challenges and difficulties related to extracurricular activities.

6.2. The Questions by Relations and Inferences (18-23)

The analysis of correlations that follows respond to questions 13, 14, 15, 16, 17 and 18. They are the following:

18. According to the teachers, to what are related the dimensions that present the greatest challenges and difficulties in inclusive education?

19. According to the teachers, to what are related the dimensions that present the desire or possibility of change concerning inclusive education?

20. What degree of significant relationship exists between the different dimensions of the research?

21. According to the teachers, what are the most important dimensions that should improve in order to positively influence inclusive education?

22. What are the 'main elements' that make up each dimension of research, through which very significant changes must be worked?

23. What are the 'main elements' that make up each dimension of research, that teachers consider are the most complex challenges that need to be worked in order to invoke changes?

6.2.1. Correlations between reality and expectations by main dimensions. The improvement possibilities:

Table nº. (36) Shows the principal results of the study. In it the principal dimensions that group the results with greater variation are described. After that the percentage of variability and the average opinion, (for the analysis of reality, desire, and the degree of correlation existing between both) is explained. All this is explained in greater detail in the following sections on the results.

Table nº. (36). *The percentage of variability and the average opinion, (for the analysis of reality, desire, and the degree of correlation existing between both).*

Dimensions	Essential Components extracted from factor analysis by the dimensions of the study	Reality		Desire		Comparative	
		% Variance	Mean	% Variance	Mean	Mean Difference	Correlations
Students with disabilities	Facing neglect and rejection in regular schools	28,554	2,6961	36,997	2,1628	-0,5333	-,163**
	Personal and social Integration of students with disabilities	19,021	2,7966	17,337	2,8785	0,0819	,027
	Not accepting students with disabilities at regular schools	10,550	2,5735	*	*	-0,4107	,019
Teachers	Inadequate training and supporting for teachers	31,469	3,0915	41,055	2,6196	-0,4719	-,093
	Inadequate training Teachers and not using the correct methods to deal the students with disabilities	10,413	2,9044	10,082	2,9353	0,0309	-,097
	The teachers accept integration of students with disabilities and the requirements that help the success of the integration	9,751	2,7794			0,1559	,234**
Parents	Parents of students with disabilities lack the required awareness of integrating their children in regular schools	45.625	2,6106	55,257	2,5543	0,0563	-,103
	Parents of students with disabilities are not accepting the integrating their children at regular schools	10.413	2,9618			-0,4075	,002
Administration	Inadequate support, health services and Lack of clarity in the powers	37,738	2,9422	59,196	2,4724	-0,4698	-,078
	Principals at the school are not accepting the idea of integrating	8,957	2,2419			0,2305	,122*
	Educational System does not provide the necessary possibilities for integrating	8,480	2,8694			-0,397	,038
Work environment (School)	The school environment is not conducive to the success of the integration program	47,233	3,0373	65,959	2,4527	-0,5846	-,119*
Curriculum	The Curriculum does not contribute to promote the integration process	39,622	2,9064	60,751	2,5317	-0,3747	,383**
	The curriculum does not develop positive attitudes towards students with disabilities	11,634	2,5045			0,0272	,188**

	The curriculum give the time needed for students with special needs	8,589	2,7876	8,522	2,5312	-0,2564	,080
Classroom management	Teachers do not use the correct ways to Classroom Management	38,181	2,4993	53,944	2,4204	-0,0789	,208**
	Teachers do not use the same method of punishment and reward with all students and they have difficulty of taking into account individual differences	13,876	2,9250	11,118	2,6637	-0,2613	,081
Methods and teaching aids used	Students with disabilities are not involved in visits and field trips. do not practice affective sport, and activities with other schools	55,684	2,7156	57,855	2,5290	-0,1866	,000
	Training for Life (outputs, clothes, food...)			16,965	2,8249	0,1093	,040
Methods and teaching aids used	Failure to observe the Methods and teaching aids for the students with disabilities	43,694	2,7037	58,249	2,4674	-0,2363	,376**
	Teaching methods are used appropriately for students with disabilities and presence of resource rooms	9,588	2,6015	9,948	2,7745	0,173	,079
Awareness and attitudes	The lack of appropriate specialists, norms, attitudes, training, monitoring and supervision to the integration	42,510	2,8738	42,510	2,4619	-0,4119	,016
	Missing activities and information on integration	8,459	2,9485			-0,4866	-,014

In the first comparative study the necessity of a change in educative inclusion in Palestine in diverse aspects can be observed. This necessity of change is concentrated in the dimensions where a high level significant correlation is found (**level 0,01). These would be the priority areas for improvement of judgment of the teachers and those that would easily be admitted by professionals such as the following:

- Work with a curriculum that opens possibilities for the integration process (0,383**). The general belief is that there should be diversified curricular elements that permit creativity and adaptation to diversity, better determine of the tasks of these children, improvement in evaluation methods, etc.

- Promote the existence of specialists, teacher training, knowledge of the regulations related with integration and the use of methods and teaching aids for the disabled students (0,376**). That way the negative influence of the students' performance on the rest will be reduced, prejudices are overcome and the level of teachers and parents satisfaction will increase.

- Increase the level of acceptance of integration programs and support successful integration (0,234**). They propose the improvement and increase of initial and permanent training that teachers receive to face the challenge of inclusion.

- Teachers use correct classroom management strategies (0,208**). Promote the use of tools by teachers to control class diversity, modify behaviour or observe and manage the learning of all the students as well as increase the level of communication with the students and parents using positive speech without stereotypes.

- Keep in mind the curriculum and development of the teaching process, develop positive attitudes towards students with disabilities (0,188**).

- Teacher desire a considerable reduction in the amount of difficulties integration for these children supposes. They believe that there should be a change in the situation of classroom integration, an improvement in the attention given to these children and in general, that they should be attended to according to their needs, and elimination of harassment, exclusion or discrimination (-0,163**).

Following these differences there are some more subtle variations (*level 0,05) between reality of the situation and desire which can be found in the following results:

- The Principals of the school must continue to accept the idea of Integration and actively work for its development (0,122 *).

- The teachers desire an improvement in the class atmosphere, meaning that it should become more inclusive (-,119*), or even that changes should be made to the structure of the school: The believe that there should be an improvement in accessibility, communication and adaptation of resources and equipment as well as the promotion of spaces, times and activities in which students with special needs participate.

The rest of the dimensions that have been shown in the factorial analysis of the questionnaire, an insignificant analysis of correlation, demonstrate that according to the teachers-they are areas relatively consolidated and in which- for the moment a change isn't possible without experiencing great difficulty and resistance.

The results inform us that the Palestinian teacher is aware of the reality and difficulties in facing the challenge of inclusive education. There is strong criticism and at the same time awareness of some measures that should be taken to make it possible. These measures, being desired, demonstrate the possibility of taking action which is

essential to a system that finds itself taking its first steps towards inclusion and also has the eagerness of conquering and building the future.

If we agree with Kim (2011), Thaver & Lim (2012) or McDougall et al. (2004) who said that to make change possible the support of the teachers is absolutely necessary, their voice and insight is fundamental for the success of any Project. That would then make more sense for the change proposed (Fullan, 2007), then if it were only an administrative matter or regulatory that would, with great difficulty, silence the reality of the classroom. Even if inclusive education is mandated by law, it will never succeed without the enthusiastic support of its practitioners. However one must be cautious. Obtaining such support involves behavior and attitudinal change which is not a quick or easy process.

The Palestinian teachers offer a panorama that coincides with that already found in other countries and previous studies (De Boer, Pijl, & Minnaert, 2011). For that reason, some of the measures already existing measures adopted for such situations, put in context and strategically implemented should give an important incentive to the Palestinian Educative System. Just as important lessons should have been learned from the prior experiences of these changes and should also not forget (Fullan, 2007).

International research indicates-and this study also shows-that the complex mix of positive teacher beliefs combined with fears and perceived inadequacies is quite common in the evolution of practice towards inclusive learning environments (Shevlin et al, 2012). It is shown that the teachers demand better training in specific and general areas (Khochen & Radford, 2012). They believe that there is also the need to establish atmospheres of inclusive learning and even more awareness of diversity not only for the disabled (Shevlin et al, 2012; Slee 2011; Florian et al, 2010). To achieve that dynamics must be put in place and values for all the students and the idea of inclusion must be properly accepted by all (Beyene & Tizazu, 2011). For inclusive education to succeed, it is important that teachers, principals and other education stakeholders must be firmly convinced of the benefits that inclusive practices bring to all children (Habayeb & Othman, 2005).

For all of the above reasons, one can conclude that inclusive education is in the works in Palestine. And, although it is still in the initial phase (school attendance and normalization) an original idea is beginning to form in which the teachers can take part. This requires pertinent support and awareness of the size of the challenge and amount of issues that should be dealt with: institutional compromise, and education management, the system of initial and permanent training, the modification of the curriculum, cultural

changes in schools, structures and class dynamics, increase in participation and interaction, level of participation of families and the community, etc.

6.2.2.Comparison between reality and expectations (Desire)

The results of the descriptive analysis will be commented on with respect to the questions that were asked in the questionnaire. We will show the comparative graph between the reality of what was asked (blue) and desire (purple).

Those items that obtain a one point difference between reality and desire will be truly significant and will be the primary focus of attention. And those that fall between one half and 1 point of difference will also be taken into consideration, as they are more difficult to change in agree with teacher perception. The rest will not be taken into account, although there may be some that are truly relevant. In this case, the list of elements that will need to be worked on will swell, once the anterior processes are initiated and once they show sustainable signs.

The following graph shows a comprehensive panoramic of the questionnaire. In it appears two series of results. The first deals with the average score that each Palestinian teacher awards with respect to the situation and difficulty that integration faces in their school. The second series reflects their expectations, what they believe is possible and necessary.

On first analysis of the same, it is observed that the second series tends to fall half point below reality. These results seem sensible. In the first place, because desire is always situated above reality whenever it refers to improvement. But if one speaks of difficulties, the series inverts, as in this case. What marks good initial attitude upon change and offers a possibility of the same.

Figure nº. (15). *Comparison between reality and expectations (Desire)*

The Difficulties of Integrating Palestinian Students with Disabilities into Regular Classrooms. Study of Bethlehem (Reality and Solutions)
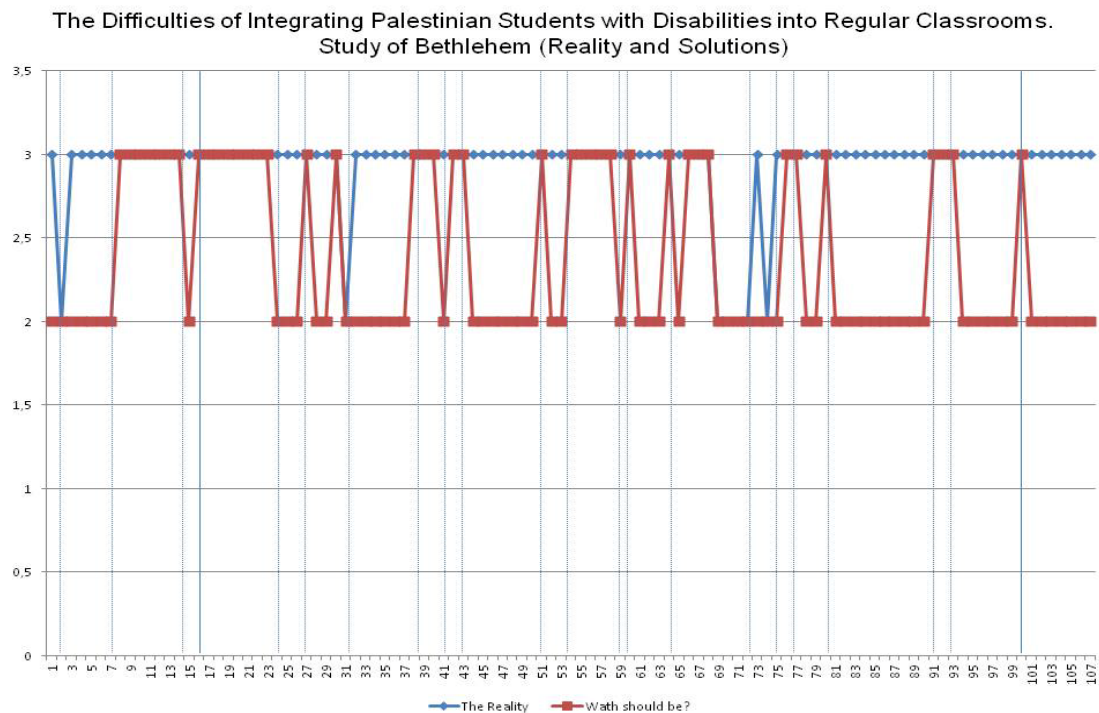
In the second term, the graph tends to remain consistent with respects to points 3 on "reality" and 2.5 on "desire," which is high in both cases. These results inform us that there are evident difficulties in school integration in Palestine and that, despite observing good attitude, they are realistic and do not believe that they can reach, at the moment, a level near "2" (medium difficulty).

Other data worthy of consideration are:

They believe that the factors that can be more easily acted upon and achieved are the following, to reach a level close to or even less than 2: from items 1 to 4.

- A group of factors that are seen to be difficult to act upon and change are shown. It obtains a score very similar between what is done, what is thought, and what could be done. The items are the following: 19, 20, 24, 31, 32, 38,51,56,68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 80, 81, 88, 91, 93, and 102.

- At the same time, the following appear to have more possibilities: 16, 17, 27, 33, 34, 35, 37, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 52, 53, 64, 94, 95, 96, 97, and 107.

We moved to revise them by dimensions.

6.2.3. Correlations by main dimensions and categories

The correlations indicate to us the dimensions that the teachers consider to be related to each other. And in this case, what they understand by integration.

Bilateral correlacions among the different dimensions of reality.

- **Bilateral correlacions among the different dimensions of reality.**

Table nº. (37). *Bilateral correlations among the different dimensions of reality*

The Reality \ The Reality		Students with Disabilities	Teachers	Parents	Adminis-tration	Work Environment (School)	Curricu-lum	Class Mana-gement	Extracurri-cular Activates	Methods and Teach	Awareness and Attitudes
Students with Disabilities	Correlación de Pearson	1	,469**	,338**	,324**	,314**	,253**	,075	,119*	,068	,267**
	Sig. (bilateral)		,000	,000	,000	,000	,000	,166	,029	,213	,000
	N	340	340	339	339	340	340	340	340	340	340
Teachers	Correlación de Pearson	,469**	1	,439**	,516**	,450**	,368**	,092	,187**	,218**	,431**
	Sig. (bilateral)	,000		,000	,000	,000	,000	,091	,001	,000	,000
	N	340	340	339	339	340	340	340	340	340	340
Parents	Correlación de Pearson	,338**	,439**	1	,513**	,527**	,477**	,208**	,247**	,212**	,388**
	Sig. (bilateral)	,000	,000		,000	,000	,000	,000	,000	,000	,000
	N	339	339	339	338	339	339	339	339	339	339
Administration	Correlación de Pearson	,324**	,516**	,513**	1	,644**	,596**	,260**	,340**	,278**	,579**
	Sig. (bilateral)	,000	,000	,000		,000	,000	,000	,000	,000	,000
	N	339	339	338	339	339	339	339	339	339	339
Work Environment (School)	Correlación de Pearson	,314**	,450**	,527**	,644**	1	,563**	,221**	,330**	,324**	,608**
	Sig. (bilateral)	,000	,000	,000	,000		,000	,000	,000	,000	,000
	N	340	340	339	339	340	340	340	340	340	340
Curriculum	Correlación de Pearson	,253**	,368**	,477**	,596**	,563**	1	,337**	,369**	,366**	,579**
	Sig. (bilateral)	,000	,000	,000	,000	,000		,000	,000	,000	,000
	N	340	340	339	339	340	340	340	340	340	340
Class Management	Correlación de Pearson	,075	,092	,208**	,260**	,221**	,337**	1	,559**	,416**	,354**
	Sig. (bilateral)	,166	,091	,000	,000	,000	,000		,000	,000	,000
	N	340	340	339	339	340	340	340	340	340	340

Extracurri-cular Activates	Correlación de Pearson	,119[*]	,187[**]	,247[**]	,340[**]	,330[**]	,369[**]	,559[**]	1	,266[**]	,339[**]
	Sig. (bilateral)	,029	,001	,000	,000	,000	,000	,000		,000	,000
	N	340	340	339	339	340	340	340	340	340	340
Methods and Teach	Correlación de Pearson	,068	,218[**]	,212[**]	,278[**]	,324[**]	,366[**]	,416[**]	,266[**]	1	,617[**]
	Sig. (bilateral)	,213	,000	,000	,000	,000	,000	,000	,000		,000
	N	340	340	339	339	340	340	340	340	340	340
Awareness and Attitudes	Correlación de Pearson	,267[**]	,431[**]	,388[**]	,579[**]	,608[**]	,579[**]	,354[**]	,339[**]	,617[**]	1
	Sig. (bilateral)	,000	,000	,000	,000	,000	,000	,000	,000	,000	
	N	340	340	339	339	340	340	340	340	340	340

**. The Correlation is significant at the level of 0.01 (bilateral).

*. The Correlation is significant at the level of 0.05 (bilateral).

In the matrix of correlations shown in the previous table, you can see the significant correlations among dimensions concerning reality.

In general terms you could say that all of these dimensions (students' and teachers difficulties, classroom environment, parents, etc.) are correlated and point out the aspects that teachers consider associated with integration. Interpreting the dimensions that show the greatest degree of significant correlations and the fundamental aspects in which are concentrated the hardcore nucleus of the difficulties and challenges to integration can be found. In this sense, the most powerful dimensions are:

• AWARENESS and ATTITUDES, followed by action on the part of the ADMINISTRATION (legislation, resources, etc.), and what is done in the SCHOLASTIC ATMOSPHERE AND ENVIRONMENT, especially with CURRICULUM.

• Secondarily, PARENTS AND EXTRACURRICULAR ACTIVITIES are determinative

• The rest of the dimensions (students, teachers, classroom management and teaching methods), even though they are interrelated with other dimensions, they have a minor power of influence as compared to the total because they center their action in others that are more specific.

- **Bilateral correlations among the different dimensions of desire**

Table nº. (38). *Bilateral correlations among the different dimensions of desire*

What shall be?(Desire) / What shall be?(Desire)		Students with Disabilities	Teachers	Parents	Administration	Work Environment (School)	Curriculum	Class Management	Extracurricular Activates	Methods and Teach	Awareness and Attitudes
Students with Disabilities	Correlación de Pearson	1	,420**	,447**	,505**	,421**	,416**	,386**	,424**	,448**	,438**
	Sig. (bilateral)		,000	,000	,000	,000	,000	,000	,000	,000	,000
	N	337	337	334	336	337	336	337	335	335	337
Teachers	Correlación de Pearson	,420**	1	,547**	,518**	,484**	,479**	,397**	,345**	,488**	,429**
	Sig. (bilateral)	,000		,000	,000	,000	,000	,000	,000	,000	,000
	N	337	340	336	339	340	339	340	338	337	340
Parents	Correlación de Pearson	,447**	,547**	1	,682**	,635**	,606**	,458**	,447**	,473**	,533**
	Sig. (bilateral)	,000	,000		,000	,000	,000	,000	,000	,000	,000
	N	334	336	336	335	336	335	336	336	333	336
Administration	Correlación de Pearson	,505**	,518**	,682**	1	,785**	,686**	,577**	,523**	,657**	,614**
	Sig. (bilateral)	,000	,000	,000		,000	,000	,000	,000	,000	,000
	N	336	339	335	339	339	338	339	337	337	339
Work Environment (School)	Correlación de Pearson	,421**	,484**	,635**	,785**	1	,645**	,455**	,430**	,625**	,582**
	Sig. (bilateral)	,000	,000	,000	,000		,000	,000	,000	,000	,000
	N	337	340	336	339	340	339	340	338	337	340
Curriculum	Correlación de Pearson	,416**	,479**	,606**	,686**	,645**	1	,649**	,617**	,657**	,712**
	Sig. (bilateral)	,000	,000	,000	,000	,000		,000	,000	,000	,000
	N	336	339	335	338	339	339	339	337	336	339
Class Management	Correlación de Pearson	,386**	,397**	,458**	,577**	,455**	,649**	1	,639**	,636**	,599**
	Sig. (bilateral)	,000	,000	,000	,000	,000	,000		,000	,000	,000
	N	337	340	336	339	340	339	340	338	337	340
Extracurricular Activates	Correlación de Pearson	,424**	,345**	,447**	,523**	,430**	,617**	,639**	1	,595**	,583**
	Sig. (bilateral)	,000	,000	,000	,000	,000	,000	,000		,000	,000
	N	335	338	336	337	338	337	338	338	335	338
Methods and Teach	Correlación de Pearson	,448**	,488**	,473**	,657**	,625**	,657**	,636**	,595**	1	,743**
	Sig. (bilateral)	,000	,000	,000	,000	,000	,000	,000	,000		,000
	N	335	337	333	337	337	336	337	335	337	337
Awareness and Attitudes	Correlación de Pearson	,438**	,429**	,533**	,614**	,582**	,712**	,599**	,583**	,743**	1
	Sig. (bilateral)	,000	,000	,000	,000	,000	,000	,000	,000	,000	
	N	337	340	336	339	340	339	340	338	337	340

**. The correlation is significant at the level of 0.01 (bilateral).

All of the dimensions are found to be highly correlated one to another. This could show that in examining a complex reality, like the integration of students with disabilities

in an ordinary educational system, the measures must not be isolated one from another. Everything is interrelated and the improvements or difficulties with some affect the rest.

In reference to learning, they don't believe that there is an outstanding dimension capable of improving integration, but rather they believe that any dimension, or several of them could be vehicles of change. This could determine the contexto or realistic possibility.

Now, entering into a more finely tuned analysis, you could differentiate 3 groups of dimensions by the type of importance.

- In the first one, there are desires and possibilities for change in the ADMINISTRACIÓN, the CURRICULUM and COMMITMENT AND ATTITUDES.

- In second place, the importance is found in the SCHOOL ENVIRONMENT, METHOD AND TEACHING AIDS, PARENT, and the CLASSROOM MANAGEMENT and EXTRACURRICULUR ACTIVITIES.

Lastly, difficulties of TEACHERS and STUDENTS WITH DISABILITIES seem to have a minor influence (correlation) with the rest of the factors.

- **Bilateral correlations between reality and desire**

Table nº. (39). *Bilateral Correlations between Reality and Desire*

What shall be?(Desire) / The Reality		Students with Disabilities	Teachers	Parents	Administration	Work Environment (School)	Curriculum	Class Management	Extracurricular Activates	Methods and Teach	Awareness and Attitudes
Students with Disabilities	Correlación de Pearson	-,236**	-,110**	-,015	-,147**	-,064**	-,132	-,080**	-,111**	-,147	-,148**
	Sig. (bilateral)	,000	,043	,777	,007	,240	,015	,140	,042	,007	,006
	N	337	340	336	339	340	339	340	338	337	340
Teachers	Correlación de Pearson	-,113	-,020**	-,024**	-,127	-,071**	-,121**	-,071	-,072**	-,109**	-,131
	Sig. (bilateral)	,038	,710	,664	,019	,191	,026	,188	,189	,045	,015
	N	337	340	336	339	340	339	340	338	337	340
Parents	Correlación de Pearson	-,104**	-,046	-,093**	-,127**	-,064	-,079**	,001**	-,006	-,081**	-,118**
	Sig. (bilateral)	,056	,401	,087	,020	,239	,149	,982	,919	,139	,030
	N	336	339	336	338	339	338	339	337	336	339

Administration	Correlación de Pearson	-,020**	,062**	-,025**	-,049**	-,052**	,041**	,005**	,035**	-,012**	-,027**
	Sig. (bilateral)	,717	,254	,648	,372	,341	,452	,923	,527	,833	,617
	N	336	339	335	338	339	339	339	337	336	339
Work Environment (School)	Correlación de Pearson	-,096**	-,053**	-,086**	-,141**	-,093**	-,039**	,004**	,069**	-,094**	-,031**
	Sig. (bilateral)	,080	,328	,116	,009	,087	,478	,946	,209	,084	,564
	N	337	340	336	339	340	339	340	338	337	340
Curriculum	Correlación de Pearson	-,112**	,043**	-,089**	-,087**	-,070**	-,035**	,059**	,062**	-,021**	-,020**
	Sig. (bilateral)	,041	,435	,104	,108	,199	,525	,278	,259	,700	,708
	N	337	340	336	339	340	339	340	338	337	340
Class Management	Correlación de Pearson	,119	,132**	,148	,092	,100**	,175	,185	,055**	,100	,120
	Sig. (bilateral)	,029	,015	,006	,090	,065	,001	,001	,310	,067	,027
	N	337	340	336	339	340	339	340	338	337	340
Extracurricular Activates	Correlación de Pearson	-,031**	,054**	,048*	-,026**	,004**	,073*	,056**	,008**	-,041*	-,036**
	Sig. (bilateral)	,564	,325	,383	,629	,946	,177	,299	,889	,454	,512
	N	337	340	336	339	340	339	340	338	337	340
Methods and Teach	Correlación de Pearson	-,032**	,059**	-,018	,009**	-,025**	,141	,119**	,166**	,056	,122**
	Sig. (bilateral)	,559	,281	,738	,865	,648	,009	,028	,002	,307	,024
	N	337	340	336	339	340	339	340	338	337	340
Awareness and Attitudes	Correlación de Pearson	-,103**	-,039**	-,064**	-,114**	-,109**	,023**	,020**	,132**	-,068**	,027**
	Sig. (bilateral)	,059	,477	,240	,036	,044	,679	,707	,015	,214	,626
	N	337	340	336	339	340	339	340	338	337	340

**. The correlation is significant at the level of 0.01 (bilateral).

*. The correlation is significant at the level 0.05 (bilateral).

At once the dimensions which related significantly or very significantly are presented and described between reality and desire. For this the following types of groupings of correlated dimensions are presented:

- In a positive or negative sense they are correlated with greater intensity between reality and desire in all of the categories: SCHOOL ENVIRONMENT, ATTITUDES AND CURRICULUM. They are the ones that give a greater indication of meaning to the analysis.

- The dimension of reality about the perception of the difficulties of (Work Environment/ School), has a high negative correlation in almost all of the dimensions. 8 out of 10. In all of these dimensions the teachers consider that there is a real possibility for improvement. One of the keys to improve school environment obviously is in maximize all of the dimensions of the school. And, if this improvement in the environment in all dimensions takes place, obviously the difficulties in scholastic integration will drastically reduce. The two which there is no negative correlation, i.e. that they consider that this difficulty will continue to exist are the classroom management and extracurricular activities. Obviously, with the lack of formation (training), few resources and without support, it is logical to think that these difficulties will remain in the management of the classroom. The same thing happens when speaking about extracurricular activities.

- Concerning the dimension of ATTITUDES, the subject is more complex. To change an attitude is much more difficult than changing formation or even actions. It supposes a higher level. There is only a negative correlation in 6 of the dimensions (1, 2, 3, 4, 5 and 9), while it is not negative in the other four (6, 7, 8 and 10). This implies that there is not a clear agreement about being able to improve the attitude in all of the dimensions concerning reality, from the point of view of desire for a more inclusive school. They are aware of the difficulty that encompasses a change of attitude and that it should drastically improve the dimension of commitment and change of attitudes. This is the only way to incorporate scholastic integration.

- Concerning the dimension of CURRICULUM, they believe that is possible to change and improve, through interpreting a negative correlation, in 7 of the 10 dimensions of the instrument. The curriculum can be improved, since they recognize that many dimensions and aspects change. At the same time they consider that there is a positive correlation in the other three (2, 7 and 8). The teachers think that the difficulties will persist when it comes to integrating handicapped students, especially being centered in the management of the classroom and the articulation or development of extracurricular activities.

1. They also do so, but on a minor scale the EXTRACURRICULAR ACTIVITIES and those of EDUCATIONAL ADMINISTRATION.

    - The data report that there is a negative correlation, and therefore the desire or consideration of possible improvement in the future on the difficulties encountered in reality in terms of extracurricular activities on students' difficulties of administration, teaching- learning and attitudes. Teachers consider the challenge or difficulty remains in other dimensions studied.
    - As for the challenges and difficulties associated with the education administration, Teachers reviewer (negative correlation) that may decrease as a whole (six and ten dimensions). While many hesitate or feel they can stay in the other four (2, 6, 7 and 8): teachers, curriculum, and classroom management and extracurricular activities. It seems more complex that administration can actually change the conditions of integration when it comes to influencing teachers, changing the standardized curriculum, classroom management or what happens outside of school.

2. The other dimensions are not always correlated (positive or negative) between reality and desire.

    - In the first group, the dimensions relative to challenges and the difficulties of students with disabilities, teachers and parents, when presented show that their correlations are always negative (desire or ability to change). This occurs in seven dimensions as students and six in parents and teachers. These sectors are key drivers of change.
    - In the second group would be the methods and teaching aids. It, with only two negative correlations (with possibilities for change) for students and the school environment while there remain challenges and difficulties in items 2, 4, 7, 9 and 10. There is no correlation with the difficulties associated with parents or the curriculum. Perhaps they think this reality in five dimensions with positive correlation is not to change possible method and teaching aids to make integration possible.
    - And finally, in the dimension of classroom management, no significant correlation of any kind, among the seven dimensions, and positive correlation with the rest (en three), seems particularly complex to have produced a change in perspective: Teachers, school / school environment and extracurricular activities.

6.4. By variables of the study

24. Question twenty four: There Are there differences of perception concerning reality and the possibility of inclusive education in Palestine on the basis of: teacher gender, academic qualifications, years of experience, the supervising authority, school location, the type of disabilities that students have, and the grades you are teaching?

To answer this question, an inferential analysis was used. Most variables are made by analyzing contingencies. This analysis allows us to confirm that there are variables and different groups with significant differences between them in their review. Contingencies are used as independent variables appearing in paragraph descriptive questions first, entitled "General Teacher Data." This analysis allows the data to be grouped and shows how the variability of responses and dimensions of analysis variables is distributed. For starters, all the independent variables and dimensions of the questionnaire were used.

The contingency analysis of the study is interesting to study the relationship of the characteristics of teachers asked in the first section of the survey, i.e. independent or identifying the information of respondents, with data and dependent variables on the questionnaire, that is, relative to Perceptions and expectations study of Palestinian Teachers towards Inclusive Education in Bethlehem District and other matters referred to the survey. Only take into account the most relevant contingencies and explain relationships and differences with a significance level lower than Cronbach Alfa≤ 0.005 (Lizosoain and Joaristi, 2003). This does not mean that the hypothesis can be accepted or rejected (this has-been with previously discussed this), but instead offers partial data are relevant to that review.

Items in which there are significant differences as a function of the independent variables.
There are relationships and different perceptions about reality and possibility of inclusive education in Palestine based on (see Annex H):

6.4.1 Teacher gender

The most interesting and significant relationships established between the variable "gender" and the dimensions of study are:

a) The Reality

There is a significant relationship by gender in terms of challenges and difficulties of students with disabilities, they agree in their grouping of responses on two items.

- In the first, dissatisfaction with the progress of students, to review slightly agree that they agree with the item, although in a very balanced way with negative responses. In the case of women, affirmative answers are much clearer than in the case of men.

- Men and women also agree to agree or strongly agree that there are a lack of programs.

As for challenges and difficulties associated with teachers, there were significant relations among the following items:

- Agree or strongly agree that there are problems of funding and support.

- However there are significant differences in women who agree more (strongly or agree) than men (giving a reverse valuation) to consider that integration is "Integrating Students with Disabilities Could Potentially Increase the Pressure on Teachers at the School".

- Similarly, they differ by gender in items "Teachers do not have enough knowledge on how to Deal with and adapt to students with disabilities", the education and training of teachers," and" Teaching methods do not meet the needs of the student with disabilities." Men and women mostly agree with them, but differ in that a significant group of women strongly agrees with them, while a large group of men disagrees.

There also seems to be significant relationships and differences between items with respect to the Administration variable:

They coincide with a balanced opinion between agree or not, but with slight tendency towards the affirmation that "No cooperation with community institutions specialized in the field of special education to take advantage of their capabilities." and "Lack of willingness of the education system in Palestine for the reception of students with disabilities".

Similarly, responses differ by gender in items "Inadequate support services in general." and "Lack of psychological counseling and educational services for students

with disabilities". Men and women agree mostly, but differ in that a significant group of women strongly agrees with them, while other important group of men disagrees.

In the fifth, sixth, seventh and tenth dimension shown the following significant relationships: Teachers are slightly agree or strongly agree with the items "Lack of designated and equipped areas for the practice of school activities for students with disabilities", with "There are no clear instructions to evaluate the performance of students with disabilities according to disability" and "There is no effective communication between students and their parents" and "Lack of appropriate specialists to guide teachers and regular students on how to deal with students with disabilities ".

b) Desire

In the first dimension the teachers appear the following relations and significant differences:

- They coincide to disagree or strongly disagree that students with disabilities no suffer from embarrassment or harassment, neglect and rejection in regular schools.

- They coincide to be strongly disagreeing or disagree that "Students with disabilities are exposed to other students' misconduct, like beating and mocking".

- However there are significant differences "At regular schools, other students are not accepting students with disabilities". Men are in greater disagree on this than women in this assessment.

In the second, third, fourth and fifth dimensions, the following significant relationships appear around the gender variable. The differences are due to a greater number of women than men who respond to the question.

- "Teachers know the requirements of integration, the mechanisms, and the elements that help the success of the integration process of students with disabilities", "Integrating students with disabilities could potentially increase the pressure on teachers at the school", "Parents of students with disabilities lack the required awareness of the importance of integrating their children in regular schools. " and "There is no permanent and effective communication between the school and parents of students with disabilities in order to track the status of the student in general".

- "Principals at the school are not accepting the idea of integrating students with disabilities at regular schools".

- "Classroom space is inadequate for the number of students".

They are either in agree or disagree, but always with higher scores (strongly agree) in men than in women, that "Curriculum does not contribute to promote the integration process", "There are no diverse items to be adapted," and, "does not help the scientific reasoning in students with disabilities. "

As for classroom management, they coincide to disagree or agree on the following items: " The difficulty of taking into account individual differences between all students", "No rules to adjust the grade based on justice and respecting the rights of students in the classroom", and "Teachers do not involve students in decisions that affect them". With the first two items, men are more in agree than women, while their responses fully coincide with respect to the third item.

6.4.2. Academic Qualifications

The most interesting and significant relationships established between the "academic qualifications" by study dimensions are:

a) The Reality

There is a relationship / significant difference in the perception of the difficulties of students by academic qualification of teachers, coincide in their responses to "Students with disabilities are exposed to other students' misconduct, like beating and mocking". The teachers with diploma is more agree with this difficulty, the next teachers with masters' degree (agree), while teachers with Bachelor more disagree with this item.

In the second dimension (teachers), the relationships appear, "finance and support", teachers with Diploma or Bachelor coincide to agree and strongly agree , While showing a little less agreement (with some differences) of those with master.

Regarding to administration, the following significant relationships appeared:

- The differences in "Conflicting and overlapping the work of institutions responsible for working with people with disabilities, and the lack of adequate coordination among supervising bodies". The focus within the range of agrees with the presence of this difficulty, and in disagree. This indicates that, although all agree and coincide with the valuation, there are clear indications of disagree. After all are positioned in an area of uncertainty.

- They all coincide to review clearly that agree with "Lack of teachers' assistants at the regular schools".

Appear significant relationships in relation to the school environment to be in agreement agree or strongly agree teachers with Diploma or Bachelor, while they agree, but with some opinions of the master disagree, that "There are few school activities for the students with disabilities", and" Lack of designated and equipped areas for the practice of school activities for students with disabilities".

Similarly, according to curriculum, all coincide to agree or strongly agree with: The absence of follow-up programs after schools to monitor students with disabilities".

They appear Relationships and differences in classroom management in that:

- Coincide that the teachers with diplomas and with Bachelors are agree, although doubts and significant points of disagree. While those with a masters' believe on the contrary (disagree more affirmative) in "There is no effective communication between students and their parents".

- They all coincide agree, although an important sector of disagree as to "Lack of familiarity with the methods of teaching to modify the behavior of students with disabilities that could be implemented in the regular classroom environment".

The most interesting and significant relationships established between different types of teachers in this dimension are set to match newly teachers with diplomas and bachelors to agree, but with a frequency in significant disagreement, considering that there is a challenge or difficulty regarding "Students with disabilities do not practice affective sport activities that suit their disabilities", against the teachers with masters that they are not the majority.

Significant relationships appear in extracurricular activities between, on one hand the teachers with diplomas of the others the first of them agree or strongly agree that there are difficulties in "The presence of resource rooms and special education teacher's helps to support students with disabilities". While the rest, even aware of this difficulty, others believe that there is (no difficulty).

b) Desire

As the difficulties related to the students with disabilities, teachers with BA and MA either disagree or strongly disagree, while differing in graduates (who disagree or agree) that "At regular schools, other students are not accepting students with disabilities".This relationship and difference persists that "The level of progress and

academic growth for students with disabilities is not satisfactory", but now the values are certainly among the first (disagree / agree) and good valuation of the second (agree / strongly agree).

Regarding difficulties related to the teachers, all coincide to agree or disagree on "Variations and differences in the scientific backgrounds and specializations of teachers affect the attitudes and convictions about the integration process of students with disabilities". While there are small differences between them, those with a Bachelor's degree have a higher proportion of disagree. The same applies as for "Inadequate support services for teachers to better help their abilities to deal with students with disabilities", although in this case those with masters degree have the greatest proportion disagree.

They feel quite differently about the level of academic qualifications in dimension of administration, since with diplomas agree or strongly agree with the statement "Lack of clarity in the powers granted to the administrative management of the school where there are students with disabilities"; while the teachers with bachelor or master doubting between agree or disagree.

In the school environment, they coincide to agree or disagree "Lack of adequate sanitary conditions appropriate for school classes", while those with the highest degree, the most critical in his opinion. The highest with academic qualifications are more aware of the need to change the school environment

The teachers, depending on their academic qualifications are grouped differently and differ in terms of Methods and teaching aids in terms of "The ineffectiveness of the use of modern technologies in education" and "Methods and teaching aids do not reflect the real life of students with disabilities in the diversity of their environments". Teachers with Bachelor or Masters are more critical and disagree with diplomas on both issues.While the difference is more pronounced in the first item (the diplomas agree or strongly agree while the rest of doubts), compared to the second all doubt even more highly agree the diplomas.

6.4.3. Years of Experience

a) The Reality

Appear relationships and significant differences in the following items:

The new teachers and who have more experience coincide to give an importance relative to the statement "Teachers accept programs of integrating students with disabilities". Although the majorities think that there is acceptance.

In the fourth dimension, appear the following relationships and significant differences between items regarding the variable "years of experience":

They coincide in a fairly balanced opinion in that they either agree or strongly agree, while there is slight tendency towards affirmation among those with less than 10 years of experience, compared to those with more than 10 that are more cautious in this assessment: "Lack of teachers' assistants at the regular schools". This could be explained that the older teachers having more teaching tools. It's important to supplement their lack of support with his experience.

The teachers with more experience are shown to be more agree with the "Lack of adequate sanitary conditions appropriate for school classes." on the contrary the rest doubt that there is lack of awareness.

As for the item "There are integrated classes of regular students and students with disabilities in the basement of the school", are the new teachers who agree or strongly agree, while the rest have doubt.

All the teachers coincide to agree or strongly agree that: "Teachers do not use the same method of punishment and reward with all students".

While they differ by years of experience, regarding to No interest in students with questions, and inquiries are all at the same level" and "Teachers do not use positive statements to refine students". The most of new teachers are more agree than the rest (more discrepancy and doubt).

Teachers coincide to agree (with slight frequencies of discrepancy) with the "The ineffectiveness of the use of modern technologies in education".

Regarding to the awareness and attitudes, show a review on (doubt) between agree and disagree, as to "There are no supervisory visits and guidelines from supervising institutions to school". Those with more experience are more critical than new teachers, possibly because the older teachers are more accompanied or supervised.

b) Desire

Palestinian teachers coincide to think they would like, "Students with disabilities are exposed to other students' misconduct, like beating and mocking". The new teachers have a little doubt about it.

However there are significant differences in opinion on that "Integration of students with disabilities to help them realize their potential and increase the motivation to learn". All the teachers agree or strongly agree, while those with more experience agree or disagree. The same happens with the "Integration of students with disabilities to help them form good social relationships with their surrounding environments", although in this case the opinion of the teachers with more experience are within the range agree.

New teachers and those in the process of building habits and routines coincide to agree or disagree with ""Inadequate support services for teachers to better help their abilities to deal with students with disabilities", and "Teachers are not using the correct methods to deal the students with disabilities". While the teachers with more experience their opinion is trend, still in doubt.

All of them coincide to disagree or agree (doubt) "Lack of clarity in the powers granted to the administrative management of the school where there are students with disabilities".

As for "Lack of adequate sanitary conditions appropriate for school classes", but all of them doubt (are divided between disagree and agree), teachers who have 5 to10 years of experience more agree than the rest. And say the same, although the discrepancy of this population group in this case is clear towards disagree or strongly disagree as to"Toilets are not accessible for people with disabilities, such as; grabs, railings, and knobs".

All of them hesitate between disagreement and agreement on: "Methods and teaching aids do not take into account the needs of students with disabilities".

6.4.4. The Supervising Authority

a) The Reality

There is only one item that has significance as to relationship or degree of discrepancy in the type of school in which you work. With respect a "Students with disabilities do not practice affective sport activities that suit their disabilities". And all of them to agree, with minor disagrees with this appreciation.

b) Desire

There are no significant elations about the desire in the variable the supervising authority.

6.4.5. School location

a) The Reality

The opinions of teachers coincide significantly on dubious opinion between agree or disagree as to "Methods and teaching aids do not take into account the needs of students with disabilities", and "Teachers do not train students with disabilities on everyday life skills".

b) Desire

According to desire, there is a slight variation to be more disagree than agree in "No cooperation with community institutions specialized in the field of special education to take advantage of their capabilities", and "No rules to adjust the grade based on justice and respecting the rights of students in the classroom". While the cities appear more agree than the rest.

6.4.6. The Grades you are teaching

a) The Reality

Teachers coincide en their opinion to (agree with a sector disagree) regardless of the grades you are teaching, with the following items: "Students with disabilities are facing neglect and rejection in regular schools ", "Students with disabilities feel a sense of not belonging to the regular school", "The level of progress and academic growth for

students with disabilities is not satisfactory "and "Integration of students with disabilities to help them realize their potential and increase the motivation to learn".

Coincide to agree or disagree in the following items: "Teachers accept programs of integrating students with disabilities"," Lack of the psychological facilitation and mental motivations in the process of teaching in regular schools"," Pre-service preparation programs do not affect the teachers' positive attitudes toward students with disabilities and the integration process" and "Parents of students with disabilities are not accepting the idea of integrating their children at regular schools.".

There are slight differences in terms of: "Teachers accept programs of integrating students with disabilities", and "Lack of the psychological facilitation and mental motivations in the process of teaching in regular schools". In this case, although always in doubt, are more disagree the 1-4 than the rest.

Regardless of the grades they are teaching, teachers coincide in their opinions on the following:

- They agree or disagree with: "Parents of students with disabilities are not accepting the idea of integrating their children at regular schools" and "Lack of special centers for diagnosis and early detection of students with disabilities in the provinces".

- All teachers coincide to (agree or strongly agree) regardless of the grades they are teaching in terms of:"There are few school activities for the students with disabilities"," Lack of designed tables and chairs that best suit the size and needs of each student with disabilities", and "Toilets are not accessible for people with disabilities, such as; grabs, railings, and knobs".

There are significant differences of opinion:

- Teachers in grades 1-4 reviewer agree or disagree with "Lack of facilities (the nature of the school building, bathrooms, halls, and yards) helps to make it easier for students with disabilities", and "Lack of adequate sanitary conditions appropriate for school classes"; while teachers in grades 5-10 agree or disagree.

- Although all the teachers agree, they coincide to agree or strongly agree with: "Curriculum does not contribute to promote the integration process.", and "Lack of required materials and equipment for the integration program". Teachers in grades (1-4) + (5-10) are more agree than the rest.

- There are other differences in: Teachers in grades (1-4) are more agree than the rest (doubting) that "Nothing in the curriculum actually helps to diversify the use of means to suit the different needs of students with disabilities", and "There are no clear instructions to evaluate the performance of students with disabilities according to disability".

- Though still with reservations, teachers in grades (1-4) are more disagree than those of (5-10) (who doubt), although with a tendency to agree or at all levels that are clearly in agree in: "Does the curriculum give the time needed for students with special needs for evaluation?.

- Regarding to "Difficulties to identify the educational needs of students in general and people with disabilities in particular" and "Methods and teaching aids do not take into account the needs of students with disabilities" teachers doubt between agree or disagree, while participating at all levels is more openly agree.

- Regarding to""The presence of resource rooms and special education teachers helps to support students with disabilities", teachers in grades (1-4) clearly agree with the item, the teachers in grades (5-10) agree although a sector disagree, and at all levels either strongly agree or strongly disagree.

- Teachers coincide to agree or disagree with "Lack of special centers for diagnosis and early detection of students with disabilities in the provinces" and "Lack of required materials and equipment for the integration program".

b) Desire

Teachers coincide to, disagree, or strongly disagree with "Students with disabilities are exposed to other students' misconduct, like beating and mocking".

Teachers coincide to disagree, or agree with: "Parents of students with disabilities lack the required awareness of the importance of integrating their children in regular schools", and "Nothing in the curriculum actually helps to diversify the use of means to suit the different needs of students with disabilities", "There are no clear instructions to evaluate the performance of students with disabilities according to disability", "The absence of follow-up programs after schools to monitor students with disabilities", "Failure to observe the methods and means for the entire educational subjects", "Lack of diversity in methods and teaching aids to suit the educational situation". Although in grades 1-4 are in more disagree than those who teach grades 5-10.

They coincide to agree or disagree, while teachers of grades (1-4) are disagree with teachers of grades (5-10), regarding the following: "Teachers are not receiving enough training to deal with the integration program" and "The nature and severity of the student's disability affects his/her teacher to accept the idea of integration"

Teachers of grades (1-4) strongly disagree or disagree, while teachers of grades (5-10) are disagree or agree with the following: "Difficulties to identify the educational needs of students in general and people with disabilities in particular", "There is no effective communication between students and their parents" and "Lack of familiarity with the methods of teaching to modify the behavior of students with disabilities that could be implemented in the regular classroom environment".

6.4.7. The type of disabilities that students have

To analyze the possible relationships and significant differences of teacher opinion by the different types of disabilities, a correlational analysis was used.

Table nº. (40). *Correlations according to the types of disabilities of students which they have in class.*

Correlations		Mental Impairment	Hearing Impairment	Visual Impairment	Physical disability	Behavior Disorders	Disorders of pronuncia	Learning Difficulties	Multiple Disabilities	Other disabilities
Mental Impairment	Pearson Correlation	1	,006	-,066	-,105	-,026	,082	-,113[*]	-,054	,070
	Sig. (bilateral)		,914	,227	,054	,626	,132	,037	,318	,202
	N	340	340	340	340	340	340	340	340	338
Hearing Impairment	Pearson Correlation	,006	1	,182[**]	-,105	,025	,107[*]	-,178[**]	-,054	-,033
	Sig. (bilateral)	,914		,001	,054	,650	,050	,001	,318	,549
	N	340	340	340	340	340	340	340	340	338
Visual Impairment	Pearson Correlation	-,066	,182[**]	1	-,038	-,015	,084	-,041	-,094	-,028
	Sig. (bilateral)	,227	,001		,480	,778	,123	,446	,083	,609
	N	340	340	340	340	340	340	340	340	338
Physical disability	Pearson Correlation	-,105	-,105	-,038	1	,005	,103	-,013	-,032	-,053

	Sig. (bilateral)	,054	,054	,480		,932	,058	,817	,557	,330
	N	340	340	340	340	340	340	340	340	338
Behavior Disorders	Pearson Correlation	-,026	,025	-,015	,005	1	,212**	-,046	-,100	-,043
	Sig. (bilateral)	,626	,650	,778	,932		,000	,401	,067	,435
	N	340	340	340	340	340	340	340	340	338
Disorders of pronunciation and language	Pearson Correlation	,082	,107*	,084	,103	,212**	1	,052	,058	-,045
	Sig. (bilateral)	,132	,050	,123	,058	,000		,340	,289	,407
	N	340	340	340	340	340	340	340	340	338
Learning Difficulties	Pearson Correlation	-,113*	-,178**	-,041	-,013	-,046	,052	1	-,101	-,014
	Sig. (bilateral)	,037	,001	,446	,817	,401	,340		,063	,802
	N	340	340	340	340	340	340	340	340	338
Multiple Disabilities	Pearson Correlation	-,054	-,054	-,094	-,032	-,100	,058	-,101	1	-,061
	Sig. (bilateral)	,318	,318	,083	,557	,067	,289	,063		,261
	N	340	340	340	340	340	340	340	340	338
Other disabilities	Pearson Correlation	,070	-,033	-,028	-,053	-,043	-,045	-,014	-,061	1
	Sig. (bilateral)	,202	,549	,609	,330	,435	,407	,802	,261	
	N	338	338	338	338	338	338	338	338	338

*. Correlation is significant at the 0.05 level (bilateral).
**. Correlation is significant at the 0.01 level (bilateral).

There are significant bilateral correlations by type of disability. They are:

- The The teachers believe differently (significant at the 0.05 level, with a correlation of -.113*) when they teach students with (Mental Impairments) than when they teach those with (Learning Difficulties). Teachers believe that integration is different in the case of these types of students.
- Teachers believe differently opinions (significant at the 0.01 level, with a -.178**) when they have students with (Hearing Impairment) than when they have students with (Learning Difficulties).
- Teachers believe in the same way regarding to integration of students with (Hearing Impairment) and (Visual Impairment) (.182**), while also less agree

(.107*) than teachers who have students with Disorders of pronunciation and language.

- Teachers of students with (Physical Disabilities) no coincide with their opinion (not correlated either positively or negatively) on difficulties of integration with other types and disabilities.

- Teachers considered similar difficulties (.212**) when they have students with (Behavior Disorders) or Students with (Disorders of pronunciation and language).

- There are no positive and negative correlations between these items beyond those discussed.

CHAPTER SEVEN:

Conclusion and implications and recommendations

Chapter Seven: Conclusion, Implications and Recommendations

Based on the used study approach and its finding this chapter includes conclusion remarks and way forward. There is no doubt that the study focused in a complicated issue and tried all possible approach to collect data and adhere to all scientific protocols and criteria. There is no complete and clean study for pitfalls and mistakes either occurred through collecting the data, statistical analysis, time constraints, translation challenges and or limitations of literature or previous studies. That is why this study and its results are limited to the variables and to the context it is administered in.

7.1. Conclusiones

7.1.1. Degree of fulfillment of the research objectives.

The research objectives have been covered satisfactorily.

1. Concerning the first objective, the reality of inclusive education in Palestine has been analyzed and described (see the descriptive analysis). A wide specter of attention to diversity in the process of improvement has been found. The schooling phases of the entire population have been achieved and the system is working from a foundation of integration.

2. Concerning the second objective, the normative frame for the attention to diversity in Palestine shows a growing sensibility towards these subjects. "The law shows that *"Guarantee the disabled rights to have equal opportunities to attend educational institutions and universities, within the frame of the curricula adopted in these institutions".* (Law on rights of disabled Palestinians, 1999). Special education in Palestine consists of a group of principles and rights according to the Palestinian Ministry of Health: The right of the disabled to integrate in the public life of the community, in getting education and higher education, each according to their capacities, of a job convenient to their abilities, in healthcare and physic-therapy, in getting a convenient environment that offers them freedom of movement and safe mobilization, to get all tools, skills, and technical devices that helps them in getting their education, training, movement and mobilization, in relief and support services, to participate in their service organizations and take part in making the decisions

concerning their situation, and the right of people with severe and multiple disabilities in education, work and rehabilitation (Palestinian Ministry of Health 1996, P. 2).

3. In the same way, the theoretical framework has been described and set up for what is understood by inclusive education and how this subject has been researched in the Arabic and Palestinian, as well as international, context.

4. In asking about reality and what is desired, a possible vision of reality and what is expected, and the degree of discrepancy between the two, has been achieved showing which steps could be taken according to the teachers' opinion.

5. Making a comparison between the norm and the teachers' opinions, we can conclude that the achievement level in inclusive education in Palestine is evolving satisfactorily. Teachers are aware and able to identify where they could and should improve. If we consider the evolution of the concept on an international level, it is evident that there is obvious distance to reach the goal.

6. An adequate level of knowledge has been obtained about the teachers' perception of different difficulties that are found in integrative and inclusive education for handicapped boys and girls, and dimensions have been established concerning the scope of possible solutions (the students' difficulties, the teachers' etc…).

7. Taking into account the results of the previously mentioned objective, the main dimensions and aspects have been identified, which according to the teachers' judgment complicate even more scholastic integration in Palestine. See the answers to the research questions.

8. In the same way, a possible map of integration has been detailed, derived from the answers given by the teachers for their desired grades. In this way a mixture of dimensions and items that are difficult to change is established (according to the teachers' opinions because reality and desire are very close.)

9. The scope of desired improvement, from the teachers' perspective, has been described. They are those which show a clear differentiation between reality and desire. Emphasizing which are most necessary and possible.

10. If a program has not been developed which identifies a framework of action and orientation towards the political class, ACTION LINES HAVE BEEN DRAWN AND PRIORITY ACTIONS AND POSSIBLE IMPROVEMENTS HAVE BEEN IDENTIFIED. See the implications. Action guidelines in political education have been developed in order to reduce the difficulties discovered and walk in line with international guidelines about inclusive education that are within the possibilities of identified actions in this investigation.

7.1.2. Perceptions and expectations of palestinian teachers towards inclusive education in Bethlehem district according to the hypothesis of the study.

The study tested the validity of 5 null hypotheses related to the following variables: teacher gender, academic qualifications, years of experience, the supervising authority, school location, the type of disabilities that students have, and the grades you are teaching.

Hypothesis one: In Palestine inclusive education still is not a reality. What's more, the integration of boys and girls with different types of handicaps is still a difficult reality, in schooling as well as in professional performance.

The hypothesis is established: The results show that the reality of inclusion in Palestine is found in some initial investigative studies. Even though the teachers and the Educational Administration begin to be made aware and desire for improvement can be seen, the very real difficulties are still great as well as the challenges to be faced.

Hypothesis two: Educational and social inclusion in Palestine is in its initial phase of development and similarities to other processes are found in other contexts.

The second hypothesis as well is established. Social and educational inclusion in Palestine are found developing in a similar way to how other countries lived their initial phases of the development of inclusion. Many coincide in understanding the difficulties considered with reference to changes in the classes, the need for formation, difficulty with the change in perception and participation of the families, and that physical presence is spoken of more in the classrooms and common spaces, rather than a true inclusion.

Hypothesis three: Palestinian teachers find a much depleted reality of scholastic integration and other difficulties, but they consider it necessary and possible to advance towards a true inclusion.

In the same way the third hypothesis is established. The results clearly show that Palestinian teachers are aware of the difficulties surrounding integration. The different analyses show that significant correlations exist between dimensions and that all of the problems are related to the level of difficulty of the children.

Hypothesis four: There is a gap between reality and desire that shows the possibility of change, to gain territory in inclusive education, as well as clues (in certain dimensions and aspects) towards which we need to walk.

Hypothesis Five: Dimensions of reality and possibility of different professional and institutional variables can be identified and tested.

Even though this hypothesis did not achieve clear results, there are significant punctual differences in several items as a function of independent variables.

7.1.3. The conclusions will be grouped in relation to the study questions

a) **By dimensions of the study we can conclude that:**

1) **Students with disabilities**

- Teachers are aware of the difficulties of everyday life of these students.

- A good challenge to overcome the Integration of students with disabilities help them to realize their potential , increase the motivation to learn and Integration of students with disabilities to help them form good social relationships with their surrounding environments.

- Because children with disabilities are not being accepted, inclusion-related changes and challenges should be oriented towards helping these students develop their potential and form good social relationships in their current environments.

2) **Teachers**

- Teachers know the requirements of integration, the mechanisms, and the elements that help the success of the integration process of students with disabilities.

- Teachers recognise that inclusion-related problems exist in the areas of training, beliefs, encouragement, and economic support; they also agree that these issues are the first challenges that must be overcome to achieve change.

3) **Parents**
- Do not accept the idea of integration of their children in ordinary schools.
- Information on the importance of integration should be given to parents.
- Communication is important between parents of regular school students, and parents of students with disabilities to share experiences.
- Teachers believe that parents do not wish to integrate their children into regular classrooms because they are not aware of the importance of the inclusion process. This phenomenon will change if conferences, workshops, and brochures that explain the benefits of integration are provided to parents.

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4) Administration

- Teachers believe that the administration accepts the idea of integrating children with problems. However, this does not mean that they support or favor it according to the results.

- Teachers think that education leaders do not offer the necessary possibilities for integration.

- Support services are inadequate; there is a lack of psychological assessment and educational services as well as those for health and rehabilitation.

- There is a lack of institutions in the province that perform early diagnostics.

- The administration holds student data.

- There is overlap in the work of institutions responsible for treating this type of student.

- It is estimated that there is a lack of support teachers in ordinary schools.

- Teachers realise that school administrators do not anticipate the conditions that are required for the inclusion of students with disabilities. Thus, challenges that must be addressed to achieve inclusion include developing not only a greater willingness to facilitate inclusion within the Palestinian education system but also improved coordination among organisations responsible for students with disabilities.

5) Environment (School)

- Teachers agree that the school environment does not favor the success of the integration program.

- Lack of special budgets.

- Lack of adequate sanitary conditions.

- Insufficient classroom space.

- Lack of tables and chairs designed to better adapt to the size and needs of each student.

- Inaccessible bathrooms.

- Integrated classes of both regular and disabled students in the basement of the school.

- Teachers emphasise that school facilities lack economic resources, furniture, sanitary conditions, and hygiene that would be conducive to the integration of students with disabilities. Thus, an on-going challenge is to improve these facilities to promote inclusion.

6) Curriculum

- The curriculum does not encourage the integration process.

- There is nothing in the study plan that really helps to diversify the use of means to satisfy the different needs of students with disabilities.

- There are no clear instructions to evaluate student performance that take disability into account.

- School curriculum does not develop positive attitudes towards students with disabilities

- The lack of scientific and educational evaluation methods for students with disabilities is recognized.

- Teachers agree that current curriculum do not promote the inclusion process. Therefore, a challenge that must be addressed involves diversifying courses of study, curricular content and monitoring programmes.

7) Classroom Management
- Teachers recognize the difficulty of taking into account the individual differences of all students.
- They do not use the same methods of punishment and reward for all students.
- They do not use positive affirmations.
- Teachers are not involved in the decisions that affect students.
- They do not pay them attention in the classroom.
- Teachers believe that effective communication between students and their parents is lacking. A challenge to overcome with respect to inclusion involves accounting for individual differences among students.

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8) Extracurricular Activities

- Teachers agree that training students with disabilities in different activities like the way to wear clothes, the use of transport, and shopping.
- Teachers do not educate students with disabilities in daily life skills and students also do not fully participate in visits and field trips, they do not participate in sporting activities that are adequate for their disability nor are they involved in other school activities.
- Teachers do not train students with disabilities in daily living skills. Thus, it would be useful to focus on training these students in the various activities required during everyday life (such as dressing, transportation, and shopping).

9) Methods and Teaching Aids used

- Teachers agree that there exists a lack of diversity in the methods and means of teaching to adapt to the education situation.
- The presence of resources and special education teachers in the classroom to help and support students with disabilities.
- The teaching methods and aids that are currently utilised in Palestine do not account for the needs of students with disabilities. Changes to these teaching approaches and materials should focus on increasing the diversity of educational methods and their uses.

10) Awareness and Attitudes

- Teachers recognize that in the educational reality there is a lack of adequate specialists to show teachers and regular students how to treat students with disabilities.
- Lack of awareness of the importance of integration.
- Lack of information programs to make people aware of students with disabilities
- Reality shows that teachers believe that the presence of students with disability has a negative effect on the learning process in the classroom.
- Parents of disabled students affect the decision-making process that refers to the process of integrating their children in regular schools.
- There is an absence of supervised visits and efficient supervision to implement laws and legislation that respect students with disabilities.
- There is a lack of awareness of the importance of the inclusion process. This issue must be urgently addressed through coordination with the parents of students with disabilities as parents exert the greatest influence on this process.

b) By independent variables of the study we can conclude that:

Gender: Men and women tend to coincide in their observations, even when women are more in agreement about the existence of these problems or challenges compared to men. They are more aware and critical of reality and have a greater desire for change.

Academic qualifications: Concerning academic diplomas, even though there are few differences concerning the total of researched items, a tendency can be observed towards greater critical analysis among teachers who have higher academic degrees.

Years of experience: Teachers who have greater experience show themselves to be more critical of reality, but they are more self sufficient facing this challenge. Instead, those who are newer and younger require more support .

The Supervising authority and School location: As strange as it may seem, there are no significant differences concerning this variable.

The grades you are teaching: integration is easier in beginning levels as compared to later on.

The type of students' disabilities: Teachers have different opinions concerning the type of handicaps that their students have.

7.2. Implications and recommendations

1. Support the modern tendency in moving towards social and educational inclusion, promoting the integration of special education and regular education with the idea of incorporating into the principle of "school for everyone". Every student can learn, attend regular classes, be with same age peers, be in local schools, has the right to participate in all aspects of school life, receive appropriate educational programs, receive a curriculum that is relevant to his/her needs, receive the support they need to guarantee their learning and participation, participate in extra and co-curricular activities, and will benefit from the collaboration and cooperation between his/her home, school and the community.

2. The Palestinian Educational System, whether its teachers are aware or not that they must change and that they can do something about it, should bet on an inclusive education. Inclusion must be the central axis of an education for all. It must respond to the expectations and specific needs of excluded groups, mainly related to ethnic, sexual, cultural, socio-economic minorities, and facilitate the access. Attention should be centered on achieving quality elements, friendly and diverse learning atmospheres, and democratizing the formative opportunities for all.

3. Pre- and post-training and accompaniment is necessary for teachers and administrators. It is urgent to attend to the need for permanent training for teachers in regular schools in order to develop strategies that include all students.

4. The participation and implication of the parents in this process is fundamental. Actions must be undertaken for the awareness, mobilization and training of the parents. Work with the parents as partners, as well as making the community aware of the importance of integration and educational inclusion.

5. A multi-sector collaboration and the strengthening of inclusive dynamics in the community must be pursued. And that must be fleshed-out into awareness campaigns for all educational institutions about the importance of integration and educational inclusion.

6. Promote the cooperation and the exchange of experiences and ideas in the field of integration and inclusive education in the Arabic world, including positive reflection on students with disabilities and their families. Exchange experiences among special and regular education teachers, since it is helpful in the development of educational endeavors.

7. In spite of walking the tightrope of integration and educational inclusion, we must not forget to promote qualified personnel in the field of special education.

8. The pursuit of research and statistics about integration and educational inclusion in Palestine.
9. Modify infrastructure in sports and recreational installations in general in the schools.
10. Prepare students without handicaps to help their handicapped peers and form positive attitudes towards them.

7.3. Weaknesses of the research and implications for new investigations

In utilizing a quantative focus through surveys, this investigation offers a panorama of opinions of Palestinian teacher members. But in order to understand better what is happening, you should:

1) Observe the reality of inclusion through case studies, and/or observation as a participant in classes…

2) It would be interesting as well to confront the research results through teacher discussion groups, administrators, parents, educational personnel, specific training centers. specific specialized teachers, handicapped associations…

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Figures

Figure nº. *(16). Sample distribution by gender.*
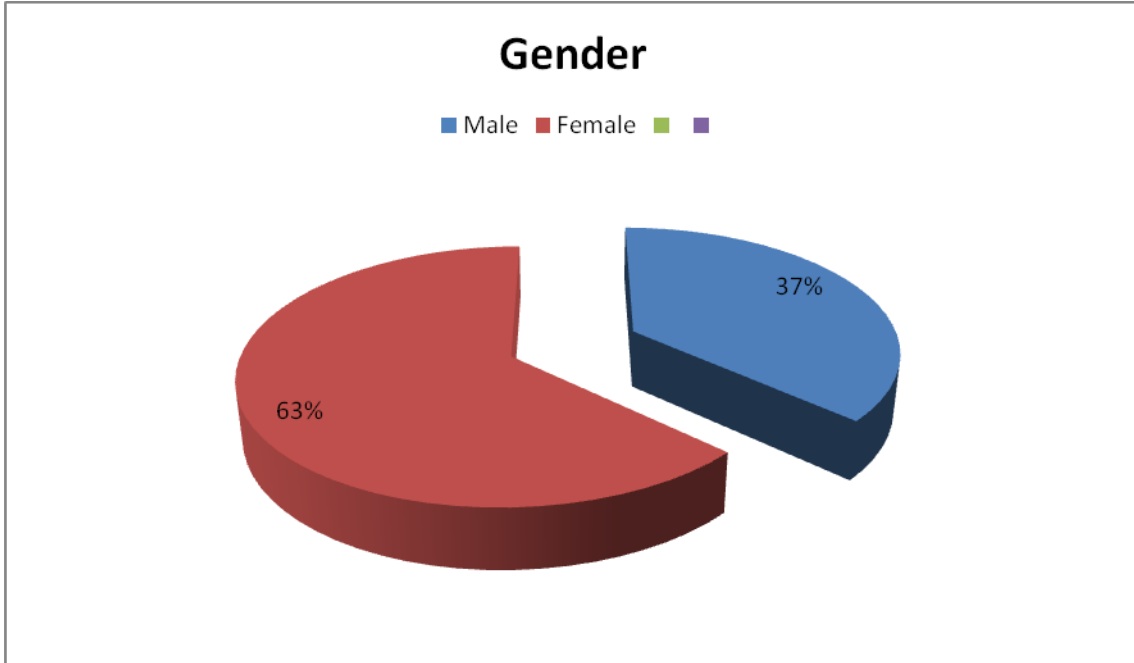
Figure nº. (17). *Sample distribution by academic qualification.*
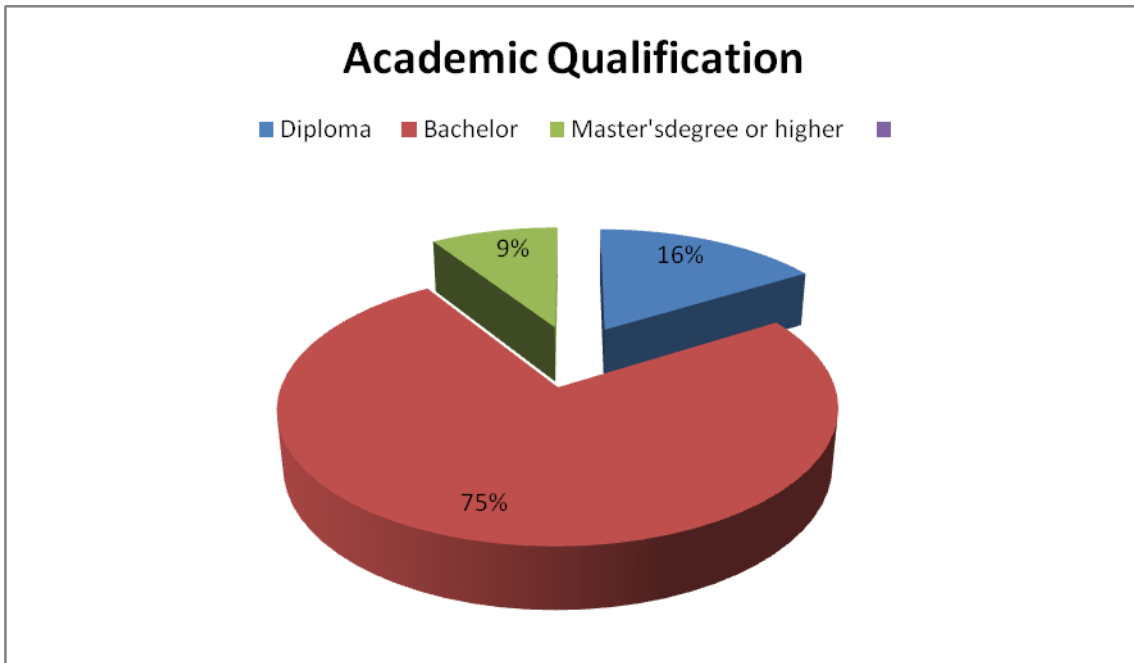
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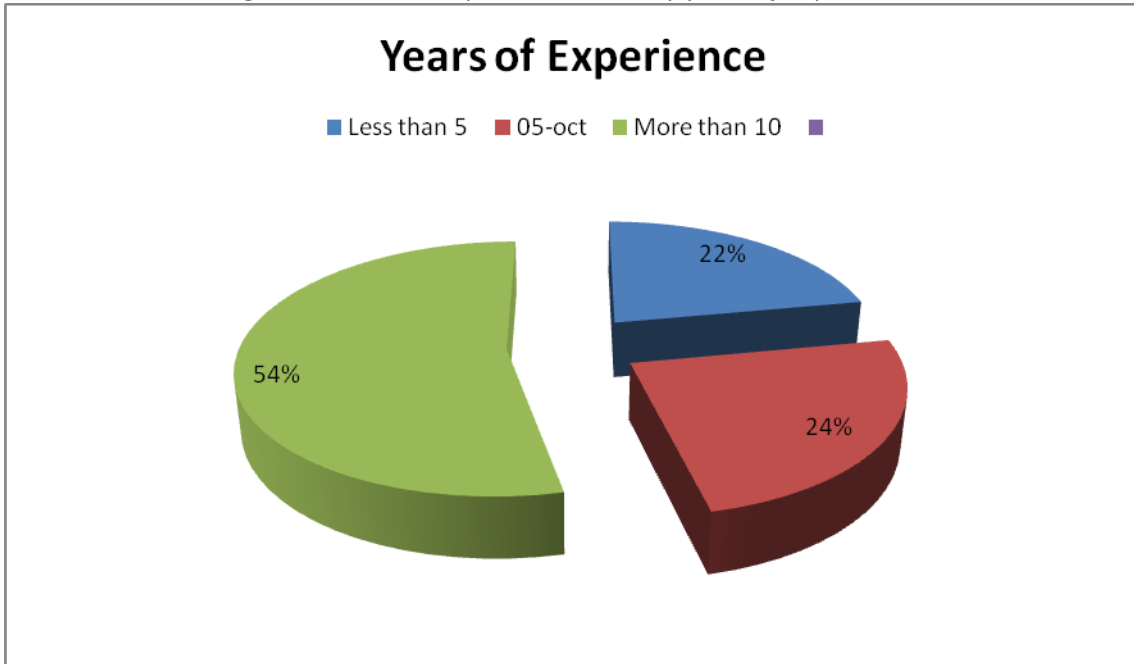
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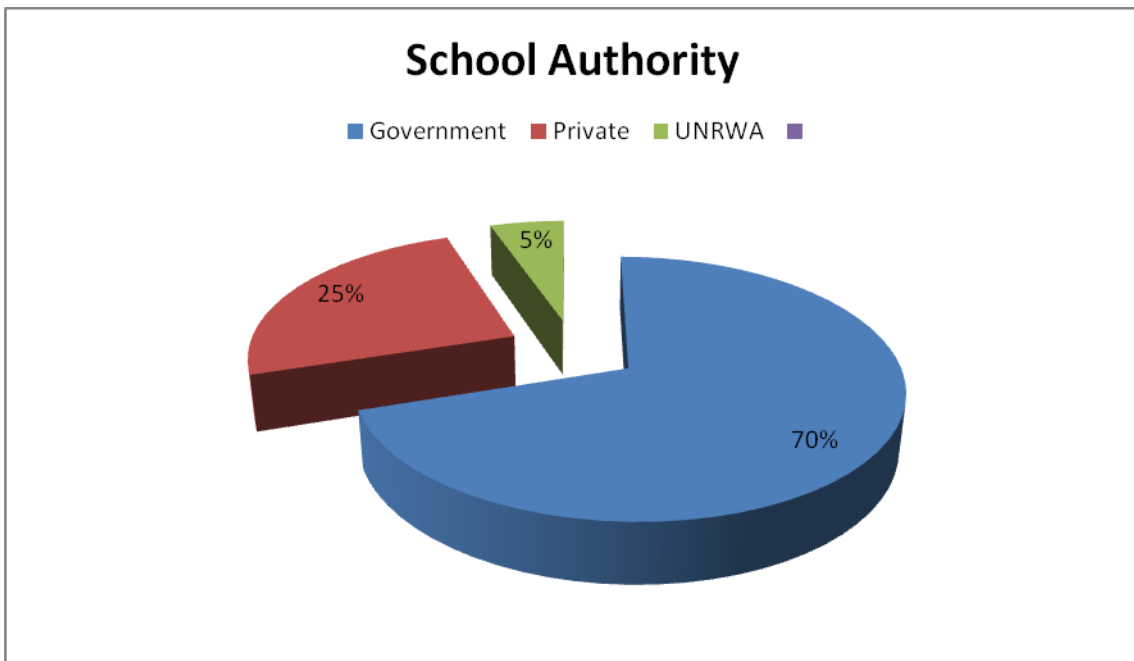
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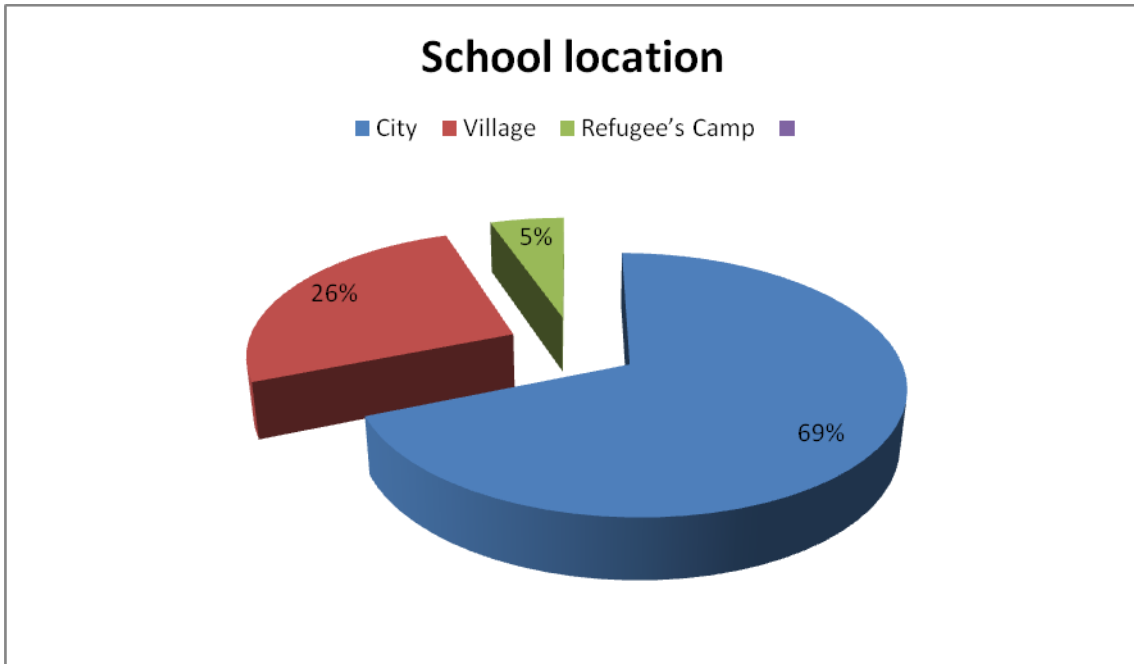
Figure nº. (21). *Sample distribution by the type of students disabilities (Mental Impairment).*
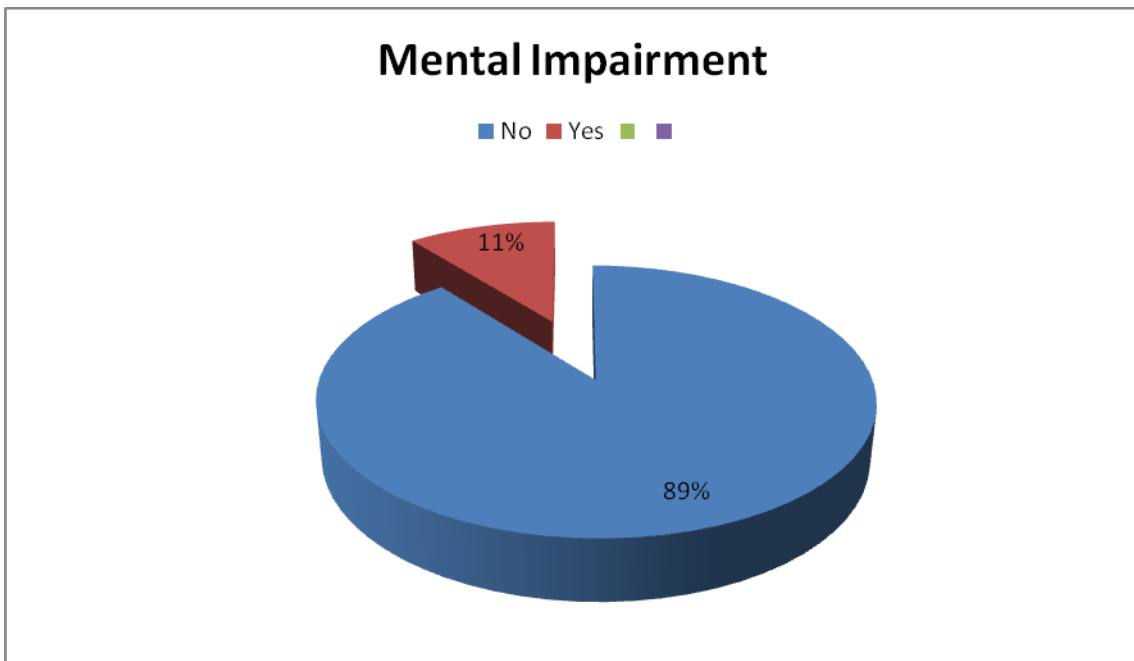
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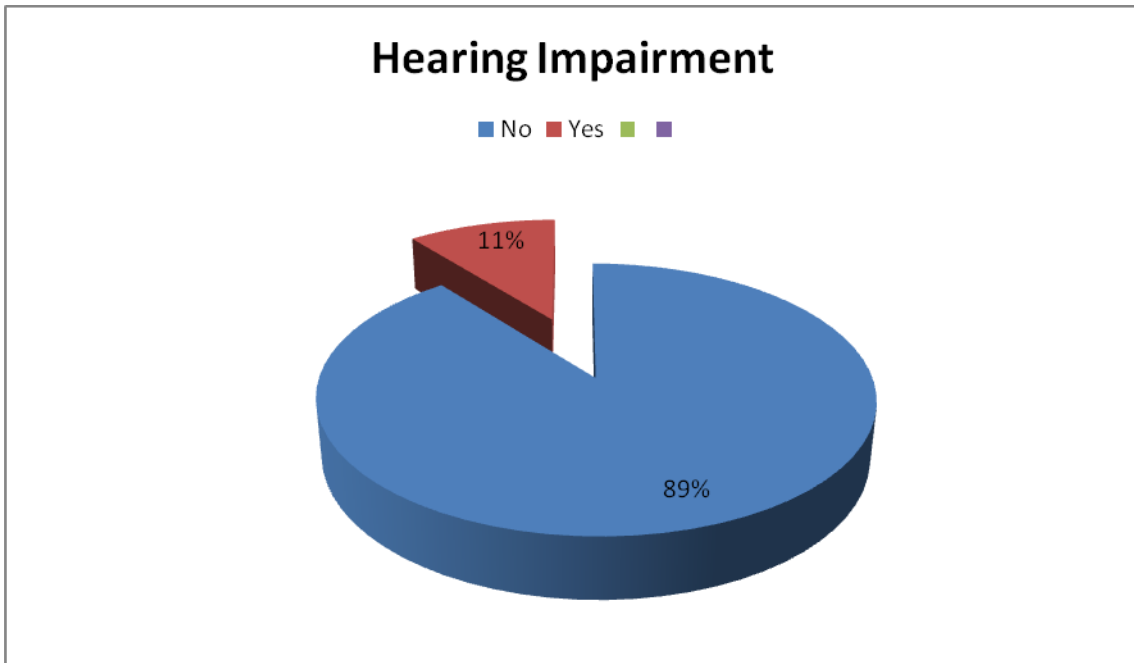
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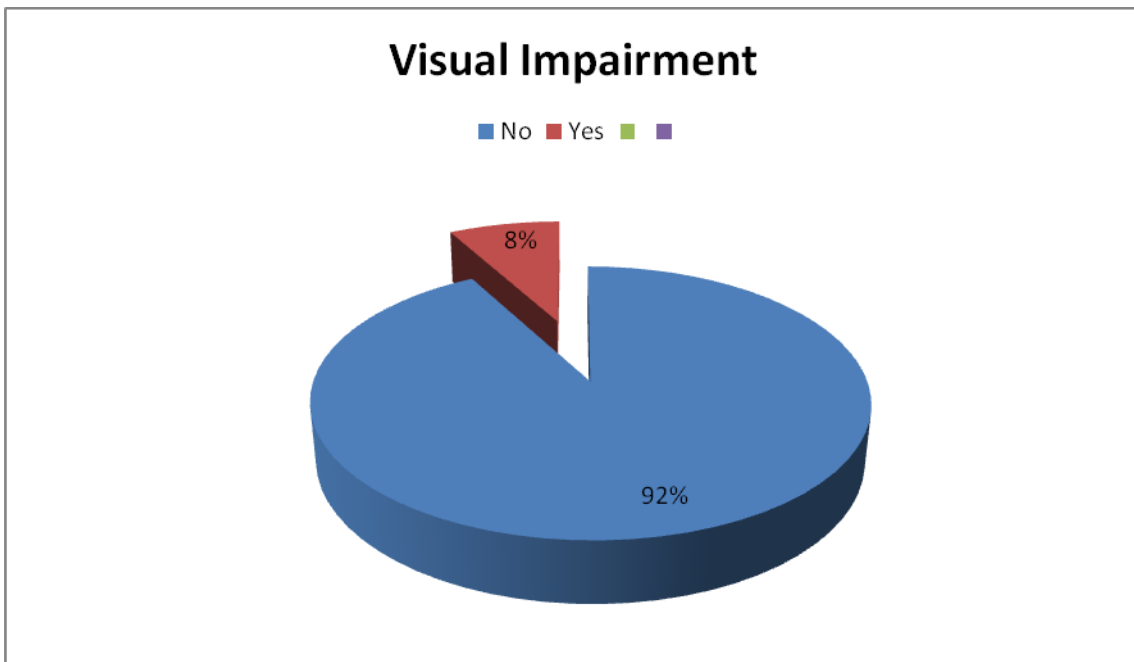
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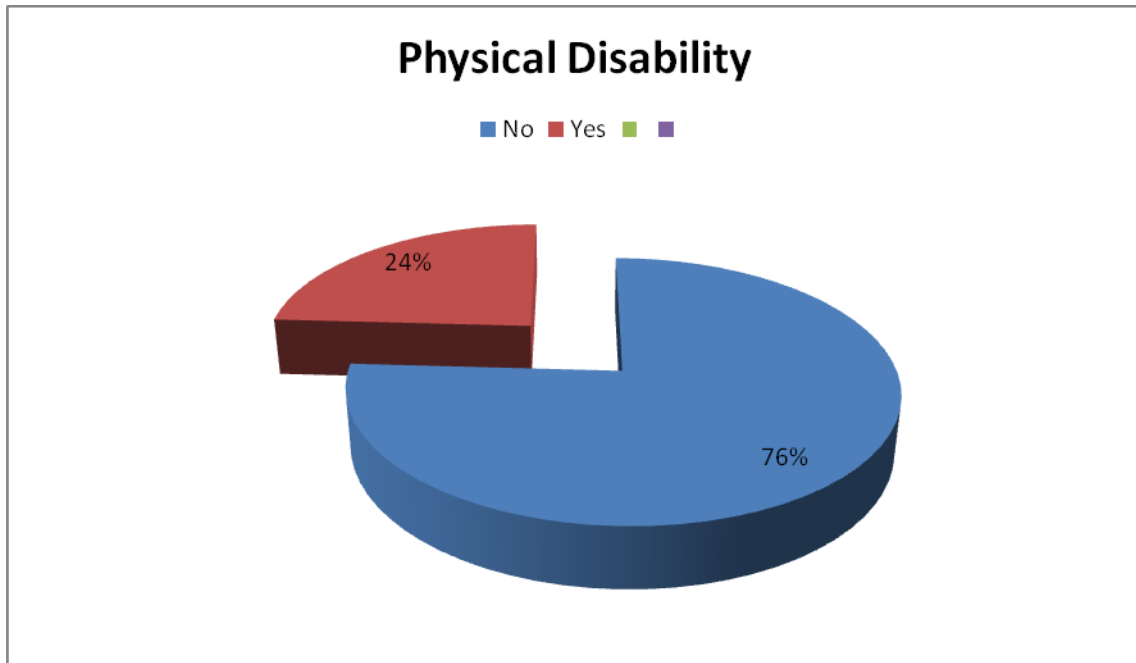
Figure nº. (25). *Sample distribution by the type of students disabilities (Behavior Disorders).*
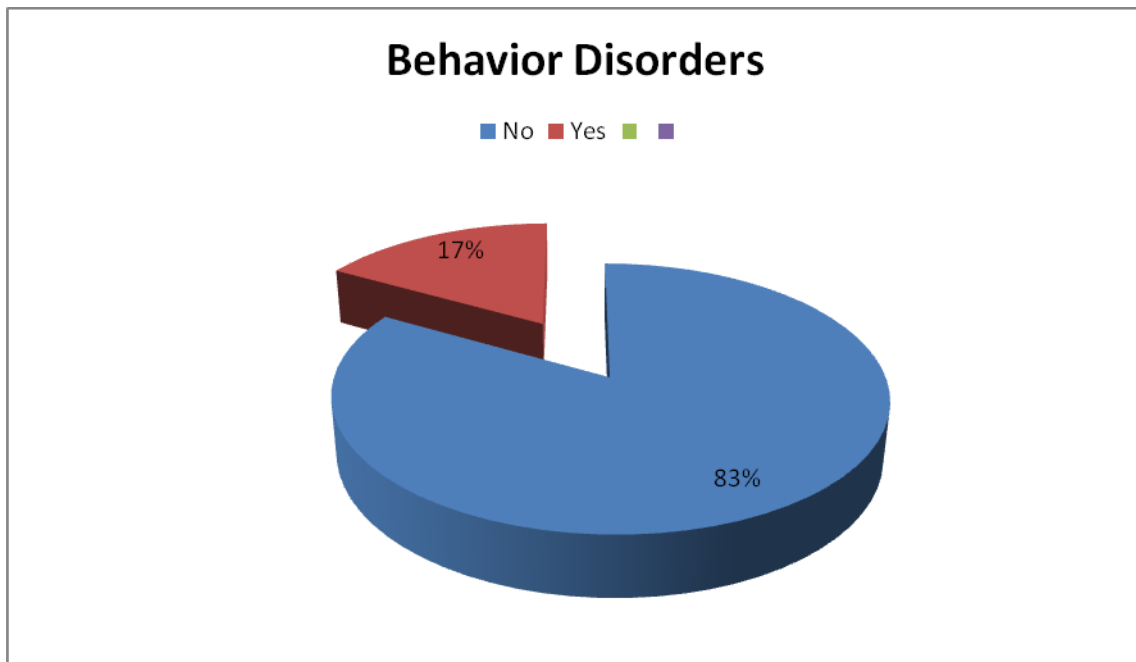
Figure nº. (26). *Sample distribution by the type of students disabilities (disorders of pronunciation and language).*
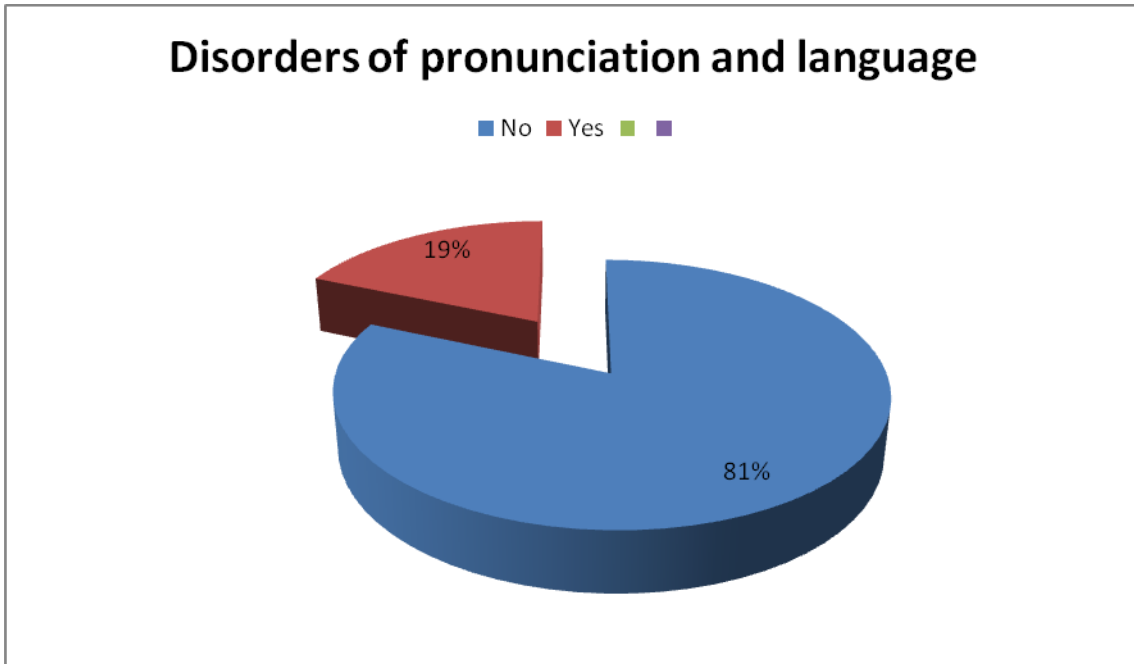
Figure nº. (27). *Sample distribution by the type of students disabilities (Learning Difficulties).*
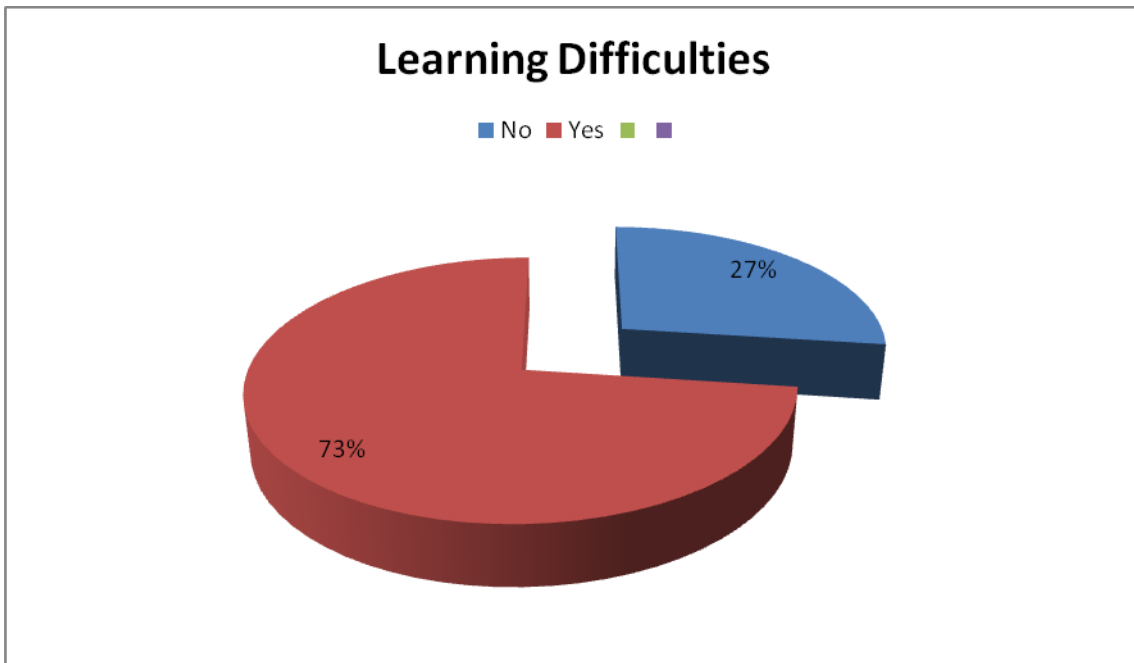
Figure nº. (28). *Sample distribution by the type of students disabilities (Multiple Disabilities).*
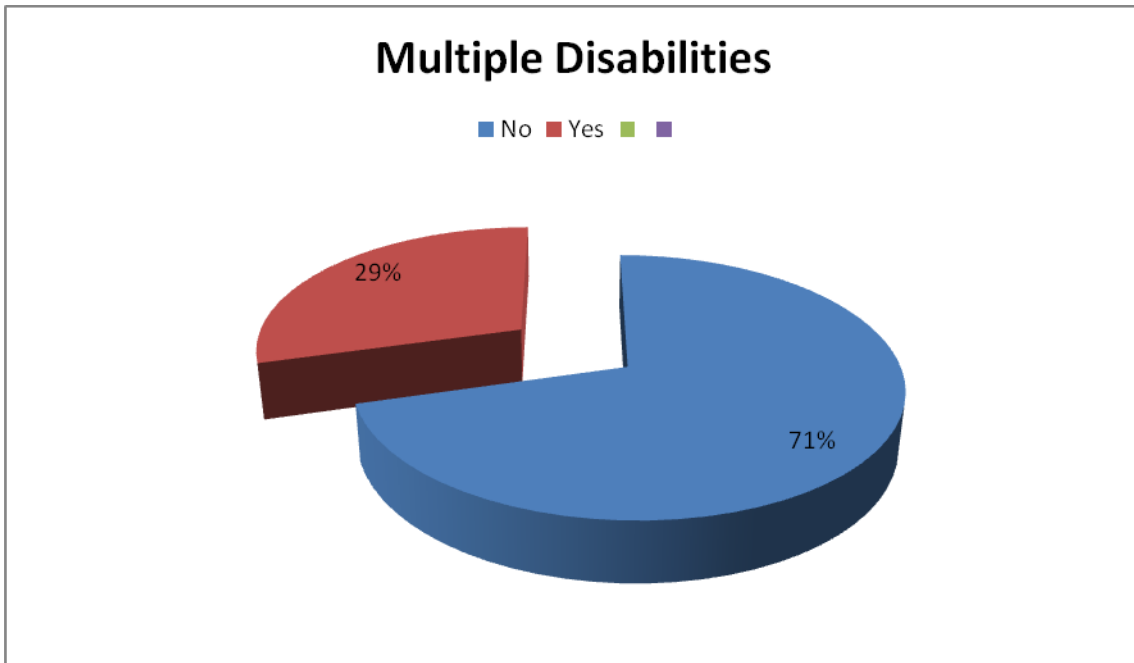
Figure nº. (29). *Sample distribution by the type of students disabilities (Other).*
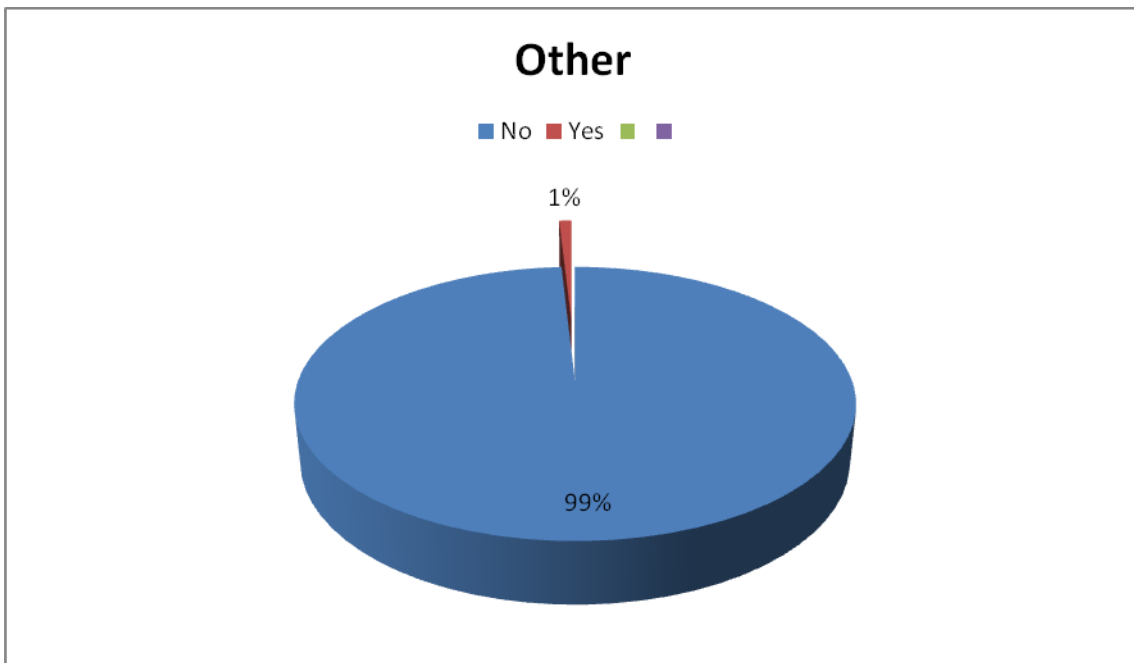
Figure nº. (30). *Sample distribution by grades level.*
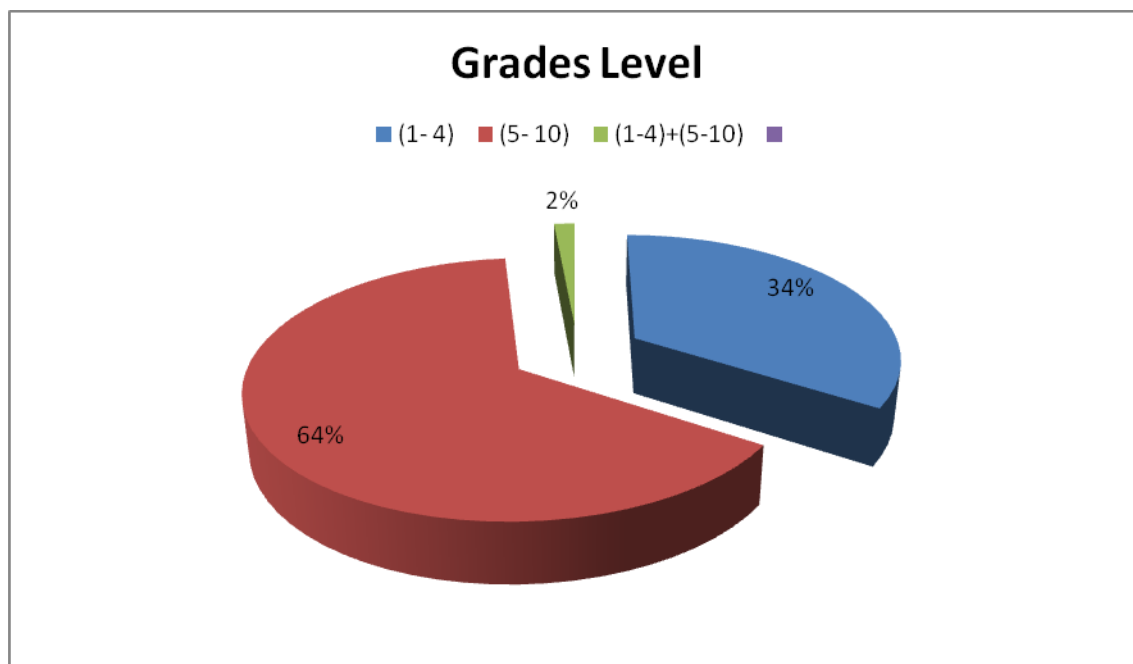
Appendices

***Appendix A.** The sample size calculator web*

Appendix B. *The Questionnaire of the Study in Arabic*

جـامعـة غرنــاطــة

كليــة العلوم التـربوية

الصعوبات التي تواجه دمج الطلبة ذوي الإعاقة في الصفوف العادية من وجهة نظر المعلمين" محافظة بيت لحم أنموذجا"

إعداد: نعمتي عياد أبو خيران

إشراف: أ.د.خيسوس دومنغو/جامعة غرناطة و أ.د.علي حبايب/جامعة النجاح الوطنيّة

أخي المعلم / أختي المعلمة

تحية وبعد،،،

تقوم الباحثة بإجراء دراسة تحليلية من وجهة نظر المعلمين بعنوان" **الصعوبات التي تواجه دمج الطلبة ذوي الإعاقة في الصفوف العادية من وجهة نظر المعلمين" محافظة بيت لحم أنموذجا**" (**الواقع والحلول)**"، وذلك لإكمال متطلبات الحصول على درجة الدكتوراه في العلوم التربوية. وقد وقع عليكم الاختيار لتكونوا ضمن عينة الدراسة، أرجو منكم التعاون مع فريق البحث الميداني في تعبئة الاستبانة المرفقة وذلك بما يتوافق مع وجهة نظركم، علماً بأن بيانات الدراسة ونتائجها هي لأغراض البحث العلمي فقط، وسيتم الحفاظ على سريتها، أرجو عدم كتابة أسمائكم أو ما يشير إليكم، شاكرين لكم حسن تعاونكم.

القسم الأول: معلومات عامة

الرجاء وضع دائرة حول رمز الإجابة التي تنطبق عليك؟

1) الجنس   1. ذكر   2. أنثى

2) المؤهل العلمي   1. دبلوم متوسط   2. بكالوريوس   3. ماجستير فأعلى

3) سنوات الخبرة   1. أقل من(5) سنوات   2. (5-10) سنوات   3. أكثر من (10) سنوات

4) السلطة المشرفة على المدرسة التي تعلم فيها   1. حكوميّة   2. خاصة   3. UNRWA

5) موقع المدرسة في   1. المدينة   2. القرية   3. المخيم

6) نوع إعاقة التلاميذ الذين تقوم بتدريسهم:

1.إعاقة عقليّة   2.إعاقة سمعيّة   3.إعاقة بصريّة   4.إعاقة جسميّة

5.اضطرابات سلوكيّة   6. اضطرابات نطقيّة ولغويّة   7.صعوبات تعلميّة   8.إعاقة متعددة

9. غيرها (أرجو التوضيح).........

7) مستوى الصف الذي تدرسه: 1. الأساسية الدنيا (1 - 4)   2. الأساسية العليا (5 - 10)

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القسم الثاني: فقرات الاستبانـة

أرجو منك قراءة الفقرات الآتية بعناية والإجابة عليها بوضع إشارة بجانب كل فقرة حسب ما تراه / ترينه مناسباً. مع ضرورة اتباع التعليمات أدناه والالتزام بمفتاح الإجابة .

مفتاح الاجابة:	التعليمات:
أوافق بشدّة: (نعم بدرجة كبيرة، دائما ، يوجد بشكل كبير ، يجب أن يكون بدرجة كبيرة ، مهم بدرجة كبيرة.)	ضع اشارة (X) بجانب كل فقرة حسب ما تراه مناسبا (في مدرستك).
أوافق: (نعم ، غالبا، يوجد، يجب أن يكون، مهم.)	*اليمين* : الواقع
أعارض: (لا، أحيانا قليلة ، لا يوجد، يجب أن لا يكون، غير مهم.)	
أعارض بشدّة: (لا بدرجة كبيرة، أبدا، لا يوجد بشكل كبير ، يجب ان لا يكون بدرجة كبيرة ، غيرمهم بدرجة كبيرة.)	*اليسار* : ما ينبغي أن يكون عليه الحال حسب وجهة نظرك

الواقع

ما ينبغي أن يكون عليه الحال حسب وجهة نظرك

أعار ض بشدّة	أعارض	أوافق	أوافق بشدّة	أولا: تحديات وصعوبات لها علاقة بالطلبة ذوي الإعاقة	أعارض بشدّة	أعار ض	أوافق	أوافق بشدّة	الرقم
				عدم تقبل طلبة المدرسة العادية للطلبة ذوي الإعاقة.					1.
				يتعرض طلبة المدرسة للطلبة ذوي الإعاقة باساءة السلوك مثل ضربهم والاستهزاء بهم.					2.
				يواجه الطلبة ذوي الإعاقة اهمال في المدارس العادية.					3.
				يعاني الطلبة ذوي الإعاقة من الحرج امام زملائهم العاديين في الانشطة المدرسية.					4.
				صعوبة مشاركة الطلبة ذوي الإعاقة في الانشطة المدرسية المختلفة.					5.
				شعور الطلبة ذوي الإعاقة بعدم انتمائهم للمدرسة العادية.					6.
				مستوى التقدم و النمو الاكاديمي للطلبة ذوي الإعاقة غير مرضٍ.					7.
				دمج الطلبة ذوي الإعاقة يساعدهم في تحقيق ذواتهم ويزيد دافعيتهم نحو التعلم.					8.
				دمج الطلبة ذوي الإعاقة يساعدهم في تكوين علاقات اجتماعية جيدة مع الآخرين.					9.
				عدم وجود برامج لإعداد وتهيئة الطلبة ذوي الإعاقة لدخول المدارس العادية (برامج ما قبل المدرسة).					10.

أعارض بشدّة	أعارض	أوافق	أوافق بشدّة	ثانياً: تحديات وصعوبات لها علاقة بالمعلمين	أعارض بشدّة	أعار ض	أوافق	أوافق بشدّة	الرقم
				يتقبل المعلمين لبرنامج دمج ذوي الإعاقة					1
				لا يملك المعلمون معرفة كافية حول كيفية التعامل والتكيّف مع الطلبة ذوي الإعاقة					2
				تباين واختلاف الخلفية العلمية والتخصص للمعلمين يؤثر في اتجاهاتهم وقناعاتهم نحو عملية الدمج.					3
				عدم توفر المناخ النفسي المحفز على التعليم للمعلمين في المدرسة.					4
				عدم توفر المناخ الاجتماعي المحفز على التعليم للمعلمين في المدرسة.					5
				عدم كفاية الخدمات المساندة للمعلمين.					6

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					الرقم
				التدريب الذي تلقاه المعلمون غير كاف للتعامل مع برنامج الدمج	7
				طرق التدريس المستخدمة من المعلمين لا تلائم الطلبة ذوي الإعاقة	8
				إعداد المعلمين قبل الخدمه لا يؤثر في موقفهم اتجاه الطلاب ذوي الإعاقة ودمجهم.	9
				معرفة المعلمين بمتطلبات الدمج والآليات والعناصر التي تساعد على نجاح الدمج.	0
				طبيعة وشدّة الإعاقه عند الطفل تؤثر في قبول المعلم لمبدأ الدمج .	1
				عدم توفر الدعم المادي والبشري.	2
				زيادة العبء الدراسي على المعلم مع دمج ذوي الإعاقة	3

أعارض بشدّة	أعارض	أوافق	أوافق بشدّة	ثالثاً: تحديات وصعوبات لها علاقة بأولياء الامور	أعارض بشدّة	أعارض	أوافق	أوافق بشدّة	الرقم
				عدم تقبل أولياء أمور الطلبة ذوي الإعاقة لدمج أبنائهم بالمدرسة العادية.					.24
				عدم إسهام أولياء أمور الطلبة ذوي الإعاقة لنجاح دمج أبنائهم بالمدرسة العادية.					.25
				عدم وعي أولياء أمور الطلبة ذوي الإعاقة لأهمية الدمج.					.26
				قلة المحاضرات والندوات والنشرات التوعويّة التي توضح فوائد الدمج لأولياء أمور الطلبة ذوي الإعاقة.					.27
				لا يوجد تواصل دائم وفعال بين المدرسة وأولياء امور الطلبة ذوي الإعاقة بهدف متابعة وضع الطالب بشكل عام.					.28
				توجد صعوبة في مشاركة الأهل في اتخاذ جميع القرارات التي تؤثر في البرامج التعليمية للطلبة ذوي الإعاقة					.29
				أهمية التواصل بين أهالي طلبة المدرسة العادية، وأهالي الطلبة ذوي الإعاقة لتبادل الخبرات.					.30

أعارض بشدّة	أعارض	أوافق	أوافق بشدّة	رابعاً: تحديات وصعوبات لها علاقة بالإدارة	أعارض بشدّة	أعارض	أوافق	أوافق بشدّة	الرقم
				عدم تقبل مدير المدرسة لبرنامج دمج ذوي الإعاقة.					.31
				مديرية التربية والتعليم لا تقدم الامكانيات اللازمة لبرنامج دمج الطلبة ذوي الإعاقة					.32
				عدم كفاية الخدمات المساندة بشكل عام.					.33
				عدم توافر خدمات الإرشاد النفسي والتربوي للطلبة ذوي الإعاقة.					.34
				عدم توافر الخدمات الصحية والتاهيلية للطلبة ذوي الإعاقة.					.35
				لا يوجد تعاون مع المؤسسات المجتمعيّة المتخصصة في مجال التربية الخاصة للاستفادة من إمكانياتها.					.36

					الرقم
				عدم وجود مراكز ومؤسسات خاصة تساعد في التشخيص والكشف المبكر للطلبة ذوي الإعاقة في المحافظة.	37.
				تحتفظ إدارة المدرسة بملفات خاصة بالطلبة ذوي الإعاقة.	38.
				عدم جاهزية النظام التعليمي في فلسطين لاستقبال الطلبة ذوي الإعاقة.	39.
				تضارب وتداخل عمل الهيئات المسؤولة عن العمل مع ذوي الإعاقة، وعدم وجود تنسيق كاف بينهم.	40.
				عدم وضوح الصلاحيات الإدارية الممنوحة لإدارة المدرسة التي يوجد فيها من الطلبة ذوي الإعاقة.	41.
				عدم توفر معلم مساعد للمعلم العادي في الصفوف المدمجة.	42.

أعارض بشدّة	أعارض	أوافق	أوافق بشدّة	خامساً: تحديات وصعوبات لها علاقة بطبيعة وبيئة العمل (المدرسة)	أعارض بشدّة	أعارض	أوافق	أوافق بشدّة	الرقم
				بيئة المدرسة لا تساعد على نجاح برنامج الدمج.					43.
				عدم وجود تسهيلات بالمرافق: (طبيعة البناء المدرسي، والحمامات، والقاعات، والساحات) تساعد وتسهل على الطلبة ذوي الإعاقة التنقل والدمج.					44.
				عدم وجود ميزانيات خاصة للصرف على أنشطة الطلبة ذوي الإعاقة.					45.
				عدم توافر الظروف الصحية المناسبة بالصفوف المدرسيّة.					46.
				عدم وجود أماكن مخصصة ومجهزة لممارسة الأنشطة المدرسيّة الخاصة بالطلبة ذوي الإعاقة.					47.
				مساحة الصف غير ملائمة لأعداد الطلبة المدمجين.					48.
				لا توجد أنشطة مدرسيّة في مجال الإعاقة وذوي الإعاقة في المدرسة.					49.
				لا توجد كراسي وطاولات معدّة لتلائم مقاس كل طالب من ذوي الإعاقة.					50.
				توجد صفوف الدمج في الأدوار السفليّة.					51.
				دورات المياه غير مؤهلة لذوي الإعاقة مثل وجود المسكات والدرابزينات والمقابض .					52.

أعارض بشدّة	أعارض	أوافق	أوافق بشدّة	سادساً: تحديات وصعوبات لها علاقة بالمناهج الدراسية	أعارض بشدّة	أعارض	أوافق	أوافق بشدّة	الرقم
				المنهاج لا يسهم في تعزيز الدمج.					53.
				لا يوجد في المنهاج ما يساعد في تنويع استخدام الوسائل لتتلاءم والاحتياجات المختلفة للطلبة من ذوي الإعاقة.					54.
				لا توجد تعليمات واضحه لتقييم أداء الطلبة ذوي الإعاقة باختلاف الإعاقه					55.
				هل يسهم المنهاج في إعطاء الوقت اللازم للطلبة ذوي الاحتياجات الخاصة للتقييم.					56.
				محتوى المنهاج لا يساعد في إظهار مواقف الإبداع للطلبة ذوي الإعاقة.					57.

أعارض بشدّة	أعارض	أوافق	أوافق بشدّة		أعارض بشدّة	أعارض	أوافق	أوافق بشدّة	الرقم
				المنهاج لا يحتوي على افكار مثيرة للتفكير العلمي للطلبة ذوي الإعاقة.					58.
				لا ينمي المنهاج الاتجاهات الإيجابية نحو الطلبة ذوي الإعاقة.					59.
				عدم تناسب المنهاج للتطور المعرفيّ للطلبة ذوي الإعاقة.					60.
				اساليب التقويم المستخدمة لتقويم الطلبة ذوي الإعاقة غير علميّة، وغير تربويّة.					61.
				لا يراعي المنهاج الفروق الفرديّة بين الطلبة ذوي الإعاقة خصوصا عند وضع الامتحانات وتقويمهم					62.
				صعوبة التعرف إلى الحاجات التعليميّة للطلبة بصورة عامة وذوي الإعاقة منهم بصورة خاصة.					63.
				عدم وجود برامج تتابع الطلبة ذوي الإعاقة بعد المدرسة أو أثناء الفصل لتقليل الفاقد .					64.

أعارض بشدّة	أعارض	أوافق	أوافق بشدّة	سابعاً: تحديات وصعوبات لها علاقة بإدارة الصف	أعارض بشدّة	أعارض	أوافق	أوافق بشدّة	الرقم
				وجود طلبة ذوي إعاقة يجعل من ضبط سلوك طلبة المدرسة العادية صعبا.					65.
				صعوبة مراعاة الفروق الفردية لجميع الطلبة.					66.
				لا يتم استخدام نفس أسلوب العقاب والثواب مع جميع الطلبة.					67.
				لا يوجد اهتمام بتساؤلات واستفسارات الطلبة جميعا بنفس المستوى.					68.
				لا يوجد قواعد لضبط الصف قائمة على العدالة واحترام حق الطلبة داخل الصف.					69.
				لا يتم استخدام عبارات إيجابية للتهذيب.					70.
				لا تتم مناداة الطلبة بأسمائهم جميعا.					71.
				لا يتم إشراك الطلبة في القرارات التي تخصهم.					72.
				لا يوجد تواصل فعّال مع الطلبة واولياء أمورهم.					73.
				لا يتم الانتباه لكل ما يدور داخل غرفة الصف.					74.
				عدم إلمام المعلم بأساليب تعديل السلوك الخاصة بذوي الإعاقة وإمكانية تنفيذها في البيئة الصفية العادية.					75.

أعارض بشدّة	أعارض	أوافق	أوافق بشدّة	ثامناً: تحديات وصعوبات لها علاقة بالنشاطات اللامنهجية	أعارض بشدّة	أعارض	أوافق	أوافق بشدّة	الرقم
				تدريب الطلبة ذوي الإعاقة على كيفية ارتداء ملابسهم، واستخدام المواصلات، والشراء من المحلات التجارية، ...الخ.					76
				لا يقوم الطلبة الأصحّاء بتمثيل وتقمص أدوار الطلبة ذوي الإعاقة للشعور بهم.					77
				عدم تدريب الطلبة ذوي الإعاقة على المهارت والمعارف الحياتيّة التي لا تغطيها المناهج الدراسية.					78
				لا يشارك الطلبة ذوي الإعاقة بالرحلات والزيارات الميدانية					79

				لا يمارس الطلبة ذوو الإعاقة أنشطة رياضية تتناسب مع نوع إعاقاتهم		80
				لا يشارك الطلبة ذوو الإعاقة بأنشطة مع المدارس الأخرى		81

أعارض بشدّة	أعارض	أوافق	أوافق بشدّة	تاسعاً: تحديات وصعوبات لها علاقة بالأساليب والوسائل التعليمية المستخدمة.	أعارض بشدّة	أعارض	أوافق	أوافق بشدّة	الرقم
				الأساليب المستخدمة تقلل دافعية الطلبة ذوي الإعاقة.					.82
				عدم فعالية استخدام التقنيات الحديثة في التعليم.					.83
				الأساليب والوسائل التعليميّة لا تساعد على تنمية مهارات التفكير لدى الطلبة ذوي الإعاقة.					.84
				الأساليب والوسائل التعليمية لا تشجع التعلّم النشط والمشاركة الإيجابية للطلبة ذوي الإعاقة.					.85
				عدم مراعاة الأساليب والوسائل التعليميّة لكامل المواد الدراسيّة.					.86
				الأساليب والوسائل التعليمية لا تنمي جوانب التعلم الإنسانية والاجتماعية لدى الطلبة ذوي الإعاقة					.87
				الأساليب والوسائل التعليمية لا تراعي احتياجات الطلبة ذوي الإعاقة.					.88
				الأساليب والوسائل التعليمية لا تعكس الحياة الحقيقية للطلبة ذوي الإعاقة في تنوع بيئاتهم.					.89
				الأساليب والوسائل التعليمية لا تتيح الفرص لدى الطلبة ذوي الإعاقة في استخدام المنهج العلمي في التفكير والبحث.					.90
				عدم تنوع الأساليب والوسائل التعليمية بما يلائم الموقف التعليمي					.91
				طرق التدريس المستخدمة ملائمة للطلبة ذوي الإعاقة					.92
				وجود غرفة مصادر ومعلم تربية خاصة يساعد على دعم الطلبة ذوي الإعاقة.					.93

أعارض بشدّة	أعارض	أوافق	أوافق بشدّة	عاشراً: تحديات وصعوبات لها علاقة بالتوعية والاتجاهات	أعارض بشدّة	أعارض	أوافق	أوافق بشدّة	الرقم
				عدم توفر الاختصاصيين المناسبين لإرشاد المعلمين والطلبة حول كيفية التعامل مع الطلبة ذوي الإعاقة.					.94
				لا يوجد نشرات ودراسات وندوات خاصة في مجال الإعاقة وذوي الإعاقة بالمدارس.					.95
				عدم توفر أنشطه مدرسيّة وبرامج إذاعية مدرسيّة عن الإعاقة وذوي الإعاقة.					.96
				لا تتم تهيئة الطلبة الأصحاء لموضوع الدمج الجديد وشرح وضع الطالب من حيث إعاقته.					.97
				وجود الطلبة ذوي الإعاقة يؤئر سلبا على العملية التعليمية داخل الصف					.98
				لا يوجد تغيير في اتجاهات المعلمين نحو الطلبة ذوي الإعاقة.					.99
				يؤثر أهل ذوي الإعاقة في اتخاذ القرارات التي تؤئر على أداء أبنائهم تعليميا.					.100
				لا توجد زيارات إشرافيّة وتوجيهيّة من المديرية إلى المدرسة.					.101

				لا توجد مراكز خاصة للتشخيص والكشف المبكر عن ذوي الإعاقة في المحافظات	102.
				قلة المعرفة بالتشريعات والقوانين الخاصة بالدمج.	103.
				قلة البرامج الإعلامية في نشر الوعي تجاه ذوي الإعاقة .	104.
				غالبية برامج التربية الخاصة تاخذ شكل الطابع التقليدي والمتمثّل في معاهد ومراكز معزولة.	105.
				عدم وجود الجهات التي تعمل على متابعة تطبيق التشريعات.	106.
				عدم توافر الإمكانيات المادية والتجهيزات الضرورية لبرنامج الدمج.	107.

انتهى

شـاكرين لكم حسن تعاونـك معنا،،،

نعمتي عياد أبو خيـران

Appendix C. *The Questionnaire of the Study in English*

The University of Granada

Faculty of Education

The Difficulties of Integrating Palestinian Students with Disabilities into Regular Classrooms. Study of Bethlehem (Reality and Solutions)

Dear Teachers,

The researcher is carrying out an analytical study titled, **"The Difficulties of Integrating Palestinian students with disabilities into Regular Classrooms. Study of Bethlehem (Reality and Solutions)"** as part of partial fulfillment for the requirement to obtain a Doctorate of Philosophy in Education. You were selected randomly to be part of the study sample. Therefore, I highly appreciate your cooperation with the field researcher's team to fill out the attached questionnaire according to your own experience. The data of the study will be used for research purposes only and it will be kept confidential. Finally, you are not requested to write your name or any information that denotes it.

Thanks a lot for your generous cooperation.

Prepared By: Namti Ayyad Abu Heran

Supervised By: Prof. Jesús Domingo Segovia, University of Granada/ Prof. Ali Habayeb, University of Al-Najah

Section One: Background Information:

Please circle the answer that applies to you:
1) Gender:

1. Male 2. Female
2) Academic Qualifications:

1. Diploma 2. Bachelor 3. Master's degree or higher
3) Years of Experience:

1. Less than 5 2. 5-10 3. More than 10
4) The Supervising Authority in the school where you are teaching:

1. Government 2. Private 3.UNRWA
5) School location:

1. City 2. Village 3. Refugee's Camp
6) Indicate the type of students' disabilities in your class:
1. Mental Impairment 2. Hearing Impairment 3.Visual Impairment

4.Physical disability 5.Behavior Disorders 6. Disorders of pronunciation and language

7. Learning Difficulties 8. Multiple Disabilities 9. Other (Define): ……….

7) Grades you are teaching: 1. (1- 4) 2. (5- 10)

Section Tow: The Items of the Questionnaire

Please follow the directions below, and read each item carefully. Write (X) next to the right answer conferring to your own experience, according to the given options under the answer key.

INSTRUCTIONS	ANSWER KEY
write (X) next to the right answer according to your school **Left**: The Reality. **Right**: What should be?	**Strongly Agree:** (yes without a doubt, always, highly agreeable, must be implemented, highly important, definitely significant) **Agree:** (yes, often, sometimes exist, important to some degree) **Disagree:** (no, depends on the situation 'sometimes,' do not exist, should not be, unimportant) **Strongly Disagree:** (not significant at all, never, highly no exist, should not be significant, highly unimportant.)

The Reality.   **What should be?**

No.	Strongly Agree	Agree	Disagree	Strongly Disagree	First: Challenges and Difficulties Related to Students with Disabilities	Strongly Agree	Agree	Disagree	Strongly Disagree
1					At regular schools, other students are not accepting students with disabilities.				
.2					Students with disabilities are exposed to other students' misconduct, like beating and mocking.				
.3					Students with disabilities are facing neglect and rejection in regular schools.				
.4					Students with disabilities suffer from embarrassment in front of their peers in regular school activities.				
.5					Students with disabilities face difficulties in many activities at regular schools.				
.6					Students with disabilities feel a sense of not belonging to the regular school.				
.7					The level of progress and academic growth for students with disabilities is not satisfactory.				
.8					Integration of students with disabilities help them to realize their potential and increase the motivation to learn.				
.9					Integration of students with disabilities to help them form good social relationships with their surrounding environments.				
.10					The absence of programs to prepare and organize students with disabilities to enter regular schools (preschool programs).				

No.	Strongly Agree	Agree	Disagree	Strongly Disagree	Second: Challenges and Difficulties Related to Teachers	Strongly Agree	Agree	Disagree	Strongly Disagree
11					Teachers accept programs of integrating students with disabilities				
12					Teachers do not have enough knowledge on how to deal with and adapt to students with disabilities				
13					Variations and differences in the scientific backgrounds and specializations of teachers affect the attitudes and convictions about the integration process of students with disabilities.				
14					Lack of the psychological facilitation and mental motivations in the process of teaching in regular schools.				
15					Lack in the social motivators to education for teachers in the school.				
16					Inadequate support services for teachers to better help their abilities to deal with students with disabilities.				
17					Teachers are not receiving enough training to deal with the integration program				

No.	Strongly Agree	Agree	Disagree	Strongly Disagree		Strongly Agree	Agree	Disagree	Strongly Disagree
18					Teachers are not using the correct methods to deal the students with disabilities				
19					Pre-service preparation programs do not affect the teachers' positive attitudes toward students with disabilities and the integration process.				
20					Teachers know the requirements of integration, the mechanisms, and the elements that help the success of the integration process of students with disabilities.				
21					The nature and severity of the student's disability affects his/her teacher to accept the idea of integration.				
22					Lack of financial and human support.				
23					Integrating students with disabilities could potentially increase the pressure on teachers at the school.				

No.	Strongly Agree	Agree	Disagree	Strongly Disagree	Third: Challenges and Difficulties related to Parents	Strongly Agree	Agree	Disagree	Strongly Disagree
.24					Parents of students with disabilities are not accepting the idea of integrating their children at regular schools.				
.25					Parents of students with disabilities are not contributing in a successful integration of their children at regular schools.				
.26					Parents of students with disabilities lack the required awareness of the importance of integrating their children in regular schools.				
.27					There are few lectures, seminars and pamphlets that actually explain the benefits and the importance of the integrating process to the parents of students with disabilities.				
.28					There is no permanent and effective communication between the school and parents of students with disabilities in order to track the status of the student in general.				
.29					There is difficulty in parental involvement in all decisions affecting the educational programs for students with disabilities.				
.30					The importance of communication between parents of regular school students, and parents of students with disabilities to share experiences.				

No.	Strongly Agree	Agree	Disagree	Strongly Disagree	Fourth: Challenges and Difficulties Related to Administration	Strongly Agree	Agree	Disagree	Strongly Disagree
.31					Principls at the school are not accepting the idea of integrating students with disabilities at regular schools.				
.32					Directorate of Education does not provide the necessary possibilities for integrating students with disabilities.				
.33					Inadequate support services in general.				
.34					Lack of psychological counseling and educational services for students with disabilities.				
.35					Lack of health and rehabilitation services for students with disabilities.				
.36					No cooperation with community institutions specialized in the field of special education to take advantage of their capabilities.				
.37					Lack of centers and private institutions to help in the diagnosis and early detection of students with disabilities in the province.				
.38					The school administration reserves the files for students with disabilities.				
.39					Lack of willingness of the education system in Palestine for the reception of students with disabilities.				

No.	Strongly Agree	Agree	Disagree	Strongly Disagree		Strongly Agree	Agree	Disagree	Strongly Disagree
.40					Conflicting and overlapping the work of institutions responsible for working with people with disabilities, and the lack of adequate coordination among supervising bodies.				
.41					Lack of clarity in the powers granted to the administrative management of the school where there are students with disabilities.				
.42					Lack of teachers' assistants at the regular schools.				

No.	Strongly Agree	Agree	Disagree	Strongly Disagree	Fifth: : Challenges and Difficulties Related to Work Environment (School)	Strongly Agree	Agree	Disagree	Strongly Disagree
.43					The school environment is not conducive to the success of the integration program.				
.44					Lack of facilities (the nature of the school building, bathrooms, halls, and yards) helps to make it easier for students with disabilities.				
.45					The absence of special budgets to spend on the activities of students with disabilities.				
.46					Lack of adequate sanitary conditions appropriate for school classes.				
.47					Lack of designated and equipped areas for the practice of school activities for students with disabilities.				
.48					Classroom space is inadequate for the number of students.				
.49					There are few school activities for the students with disabilities.				
.50					Lack of designed tables and chairs that best suit the size and needs of each student with disabilities.				
.51					There are integrated classes of regular students and students with disabilities in the basement of the school.				
.52					Toilets are not accessible for people with disabilities, such as; grabs, railings, and knobs				

No.	Strongly Agree	Agree	Disagree	Strongly Disagree	Six: Challenges and Difficulties Related to Curriculum	Strongly Agree	Agree	Disagree	Strongly Disagree
.53					Curriculum does not contribute to promote the integration process.				
.54					Nothing in the curriculum actually helps to diversify the use of means to suit the different needs of students with disabilities.				
.55					There are no clear instructions to evaluate the performance of students with disabilities according to disability.				
.56					Does the curriculum give the time needed for students with disabilities for evaluation?				
.57					Curriculum content does not help in showing the positions of creativity for students with disabilities.				
.58					Curriculum does not contain the ideas of scientific thought provoking for students with disabilities.				
.59					The curriculum does not develop positive attitudes towards students with disabilities.				
.60					The curriculum is not suitable for students with cognitive disabilities.				
.61					Lack of scientific and educational evaluation methods to evaluate students with disabilities.				
.62					The curriculum does not take into account individual differences among students with disabilities, especially in the development of examinations and evaluations.				
.63					Difficulties to identify the educational needs of students in general and people with disabilities in particular				
.64					The absence of follow-up programs after schools to monitor students with disabilities.				

No.	Strongly Agree	Agree	Disagree	Strongly Disagree	Seven: Challenges and Difficulties Related to Classroom Management	Strongly Agree	Agree	Disagree	Strongly Disagree
65					It could be more difficult the misconduct of regular students in the presence of students with disabilities at regular schools.				
66					The difficulty of taking into account individual differences between all students.				
67					Teachers do not use the same method of punishment and reward with all students.				
68					No interest in students with questions, and inquiries are all at the same level.				
69					No rules to adjust the grade based on justice and respecting the rights of students in the classroom..				
70					Teachers do not use positive statements to refine students.				
71					Teachers do not call all students by using their actual names.				
72					Teachers do not involve students in decisions that affect them.				
73					There is no effective communication between students and their parents.				
74					Paying attention is not the main and only focus inside the classroom				
75					Lack of familiarity with the methods of teaching to modify the behavior of students with disabilities that could be implemented in the regular classroom environment.				

No.	Strongly Agree	Agree	Disagree	Strongly Disagree	Eight: Challenges and Difficulties Related to Extracurricular Activities	Strongly Agree	Agree	Disagree	Strongly Disagree
76					Training students with disabilities on different activities, such as; how to wear their clothes, the use of transportation, and purchase of shops, etc...				
77					Regular students are taught to put themselves in other people shoes, especially students with disabilities, in order to experience their lives to some extent.				
78					Teachers do not train students with disabilities on everyday life skills.				
79					Students with disabilities are not fully involved in visits and field trips.				
80					Students with disabilities do not practice affective sport activities that suit their disabilities.				
81					Students with disabilities are not involved in activities with other schools.				

No.	Strongly Agree	Agree	Disagree	Strongly Disagree	Nine: Challenges and Difficulties Related to Methods and Teaching Aids used	Strongly Agree	Agree	Disagree	Strongly Disagree
82					Methods used to reduce the motivation of students with disabilities.				
83					The ineffectiveness of the use of modern technologies in education.				
84					Methods and teaching aids do not help in developing the thinking skills of students with disabilities.				
85					Methods and teaching aids do not encourage active learning and active participation of students with disabilities.				
86					Failure to observe the methods and means for the entire educational subjects.				
87					Methods and teaching aids do not develop aspects of humanities and social learning among students with disabilities				
88					Methods and teaching aids do not take into account the needs of students with disabilities.				
89					Methods and teaching aids do not reflect the real life of students with disabilities in the diversity of their environments.				
90					Methods and teaching aids do not provide opportunities to students with disabilities to use the scientific method of thinking and research.				
91					Lack of diversity in methods and teaching aids to suit the educational situation				
92					Teaching methods are used appropriately for students with disabilities				
93					The presence of resource rooms and special education teachers helps to support students with disabilities				

No.	Strongly Agree	Agree	Disagree	Strongly Disagree	Ten: Challenges and Difficulties Related to Awareness and Attitudes	Strongly Agree	Agree	Disagree	Strongly Disagree
.94					Lack of appropriate specialists to guide teachers and regular students on how to deal with students with disabilities				
.95					No brochures, studies, seminars, especially in the field of dealing with students with disabilities in schools.				
.96					Lack of school activities and school radio programs on students with disabilities				
.97					Lack of awareness about the importance of the integration process beween teachers, regular students, and students with disabilities.				
.98					The presence of students with disabilities has negative effects on the educational process in the classroom				
.99					There is no change in the attitudes of teachers toward students with disabilities				
L00					Parents of students with disabilities affect the process of decision making in regard to the integration process of their children in regular schools.				
L01					There are no supervisory visits and guidelines from supervising institutions to school.				
L02					Lack of special centers for diagnosis and early detection of students with disabilities in the provinces				
L03					Lack of legislation knowledge and laws on the integration process.				
L04					Lack of informing programs to raise awareness about students with disabilities.				
L05					The majority of special education programs take the form of traditional set up of isolated rehabilitation centers.				
L06					The absence effective institution supervision on the implementations of laws and legislations in regard to students with disabilities.				
L07					Lack of required materials and equipment for the integration program.				

Thank you for your cooperation,

Na'mti Adnan Ayyad Abu Heran

Appendix D. *List of group of referees and expert arbitrators*

No.	Professor Name	University/Institution	Country
1.	Dr.Jesús Domingo Segovia	University of Granada	Spain
2.	Dr.Antonio Chacón Medina	University of Granada	Spain
3.	Dr Antonio Burgos García	University of Granada	Spain
4.	Dr.Pérez García, María Purificación	University of Granada	Spain
5.	Dr. Ali Habayeb	An-Najah Natinal University	Palestine
6.	Dr. Sami Adwan	Bethlehem University	Palestine
7.	Dr. Muhsen Adas	Al-Quds University	Palestine
8.	Dr. Taiseer Abdallah	Al-Quds University	Palestine
9.	Dr. Suheer Al Sabbah	Al-Quds University	Palestine
10.	Dr. Ashraf Abukhayran	Al-Quds University	Palestine
11.	Dr. Khuload Khayyat Dajani	Al-Quds University	Palestine
12.	Dr. George Malki	Al-Quds University	Palestine
13.	Dr. Mohammad Zayyad	Al-Quds University	Palestine
14.	Dr. Ahmad Daoud Deames	Al-Quds University	Palestine
15.	Dr. Omar Remawi	Al-Quds University	Palestine
16.	Mr. Mahmud Mahdi	Al-Quds Open University	Palestine
17.	Miss. Rima Zeid Al-Keilani	Ministry of Education	Palestine
18.	Miss. Shifa Shakaha	Ministry of Education	Palestine
19.	Mr. Muawiah Awwad	Ministry of Education	Palestine
20.	Dr. Ahmad Daoud	Al-Quds University	Palestine
21.	Dr. Said Awad	Al-Quds University	Palestine
22.	Miss. Shireen Abu Khiran	Bard University	USA
23.	Ahmad Faheem Jaber	Al-Quds University	Palestine
24.	Abdul Rahman Hajj	Birzeit University	Palestine

Appendix E. *Facilitating Mission Letter to the Pelastinian Ministry of Education*

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To: Palestinian Ministry of Education
Ramallah, Palestine.

This is to certify that Mrs. NAMTI ABU HERAN, passport number (12950253), a Palestinian student in the PhD program of Education "Fundamentos Del Curriculum Y Formación Del Profesorado En Las Areas De Educación Primaria Y Secundaria", Department of Didáctica y Organización Escolar, Faculty of Education, The University of Granada, Spain is conducting a sampling survey in the Palestinian society titled "The Difficulties of Integration of Palestinian Children with Special Needs into Regular Classrooms" to obtain a Doctorate Degree in Education.

I highly appreciate your help in facilitating his mission in this important subject, which will have good returns on the Palestinian society and the scientific research.

In Granada, Febrero 1, 2011.

Respectfully,
Professor Jesus Domingo Segovia
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Facultad de Ciencias de la Educación

Palestinian National Authority
Ministry of Education & Higher Education
General Directorate of Counseling & Special Education

السلطة الـوطنية الـفلسطينية
وزارة التربية والتعليم العالي
الإدارة العامة للإرشاد و التربية الخاصة

الرقم: وت ع/ ٤٠/٩ / ٨ /٢٩٢
التاريخ: ٢٠١٢/٣/٢٩
المُوافق: ١٤٣٣/٤/٢٧

السيد مدير التربية والتعليم/ بيت لحم المحترم

تحية طيبة،

<u>الموضوع: تسهيل مهمة</u>

أرجو تسهيل مهمة الطالبة **نعمتي عياد أبو خيران** بتوزيع استبانة بعنوان: **الصعوبات التي تواجه دمج الطلبة ذوي الإعاقة في الصفوف العادية من وجهة نظر المعلمين "محافظة بيت لحم أنموذجا" (الواقع والحلول)**، استكمالا لمتطلبات رسالة الدكتوراه في **جامعة غرناطة** وذلك بالتنسيق مع قسم الإرشاد والتربية الخاصة في المديرية.

مع الاحترام

ريما زيد الكيلاني

مدير عام الإرشاد والتربية الخاصة

نسخة/ الأخ وكيل الوزارة المحترم.

Appendix F. *Facilitating Mission Letter to the principals of schools*