Introducing, Applying and Elaborating the Policies of Inclusive Education in Palestine

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Abstract:
Inclusive education is a basic human right that all people are allowed to. This paper will focus at how far Palestine has progressed in terms of introducing inclusive education.Identify the challenges the country faced while applying inclusive education and elaborate on the inclusion education policies in Palestine. 7% of the Palestinian population has an impairment. The statistics show that many disabled children in Palestine are currently unable to attend public schools. International promotion of inclusion has resulted in policy acceptance in most countries; however, inclusion implementation differs greatly within and between countries, necessitating an understanding of micro-level practices in schools and how and why the policy was adopted in the first place. Scholars researching individual country contexts must consider both into consideration to better understand the gaps between global expectations and local traditions of inclusion.
Keywords: Palestine, inclusion, inclusive education, policy, inclusion budget, disability

INTRODUCTION

Inclusive Education is considered an important aspect attempts to implement in Palestine by the Ministry of Education. The goal is to obtain social justice and equality for all citizens. Inclusion education faces challenges while implementing since teachers and parents in Palestine have limited knowledge (Rodriguez, 2019). This research further says that there are not suitable resources provided to teachers; also, the resources used for teaching are not available for all students. Education for all programs was implemented in 1994 and 1997 by the Ministry of Education to cope with this difficulty. Inclusive Education is concerned with those students who have any physical or mental disability to include them in education irrespective of their disability.

One of the most important goals that the United Nations strives to accomplish is universal education for all children. A variety of international organizations operate under its supervision to develop educational accessibility for students with disabilities. UN DESA, the World Bank, the World Health Organization, the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF), and the United Nations Relief and Works Agency (UNRWA) are among them. Many of these organizations work within the context of international standard instruments and also initiatives and management strategies (UNRWA, 2013).

The concept of educating all children in conventional schools began to improve in the Global North in the 18th and 19th centuries, but it was not before the Universal Declaration of Human Rights in 1948 that the concept of educating all children in conventional schools gained actual attention (Singal et al., 2017). Since then, the idea that everyone, including children with disabilities, has a

right to a regular class has gotten a lot of interest, particularly in the last 30 years (Messiou & Ainscow, 2020). The Education for All (EFA) declaration, issued in 1990, urged states to provide all students with a high-quality basic education. States were encouraged to recognize potential obstacles to inclusive education and specific mediatorsto overcome them (UNESCO, 2019). These thoughts were reaffirmed in 1994 at the World Conference on Special Needs Education, where participants expressed their pledge to EFA and called for radical policy changes to encourage inclusive education, allowing schools to deliver education to all children, predominantly those identified as having special educational needs (SEN). Several Arabic-speaking MENA countries, including Egypt, Jordan, Morocco, Palestine, Tunisia, the UAE, and Yemen, established comprehensive EFA policies (IBE, 2008).

Palestinian perceptions toward disability are diverse, with many opting for a medical or charity model. People with disabilities are perceive as the issue in the medical paradigm, and they are required to adapt to their surroundings. People with disabilities are portrayed as tragic figures who need to be rescued in the charity model. They are often seen as having no control or active involvement in their own lives. Palestinians with disabilities are calling for an end to misconceptions like these and are working to become more socially integrated by removing obstacles to involvement in the environment and adopting an inclusive mindset that promotes a rights-based perspective. Such a social model is needed to safeguard the right to a good education, approach to services and support, and genuine involvement in schools (Alshakhshir, 2017).

International promotion of inclusion has resulted in policy acceptance in most countries; however, inclusion implementation differs greatly within and between countries, necessitating an understanding of micro-level practices in schools and how and why the policy was adoptedin the first place. Scholars researching individual country contexts must consider both into consideration to better understand the gaps between global expectations and local traditions of inclusion (A J Artiles & Dyson, 2005; Schuelka, 2018). Culture is not a static collection of ideas and values that can be anticipated or modified by legislation, but rather an ongoing negotiation and reinterpretation of things, beliefs, and situations by people who constantly interact to cope with the world (Anderson-Levitt, 2012). World culturalists assume that the propagation of global norms is predictable and that all innovations will take root in new contexts. According to world culturalists, this occurs as a result of international law, development agencies, and global governing bodies (Baker, 2014). This paper will focus at how far Palestine has progressed in terms of introducing inclusive education. Identify the problemsthe country faced while applying inclusive education and elaborate on the inclusion education policies in Palestine.

METHODOLOGY

Education is a social mechanism that leads to the long-term growth of present and future generations by developing and applying new knowledge, reinforcing and changing cultural practices and behaviors, and forming identities. Inclusive education is a basic human right that all people are allowed to. Education is crucial to all facets of long-term sustainability. It also gives people the social and cognitive abilities they need to use later in life to sustain themselves economically through paid work. Implementing inclusive education certainly poses a significant complications due to a lack of understanding among teachers and parents. Also, not all students have access to the tools and materials used in the classroom. The Education ministry implemented the Education for All policy in

1994 and then again in 1997 (Rodriguez, 2019). Inclusive Education was associated with including children from disadvantaged groups in education, regardless of sex or impairment.

Legal and policy structure of Palestine:

The position of inclusive education in Palestine:

The net enrollment rate for first grade in 2012/2013 was 99.7 percent (99.3 percent male and 100.1 percent female). In 2012/2013, 98 percent of 6-year-olds were enrolled (97 percent male, 99 percent female). It was 100% for 7-year-olds and 69 percent for 17-year-olds. There was a gender disparity in gross enrolment among 7-9-year-olds, with males outnumbering females. For 10-11-year-olds, there was no disparity, but for 12-17-year-olds, there were more girls than boys registered, indicating that male dropout rates in secondary school are higher. The Education for All World Development Report 2013/14 also shows that girls have a longer school lifespan and a higher transfer rate to secondary school than boys (UNESCO, 2013). In the West Bank, annual dropout rates increased for both primary and secondary levels from 2008 to 2012, while in Gaza, average dropout rates increased for primary but declined for secondary. High dropout rates in East Jerusalem have been registered, implying that 36% of Palestinian children here do not complete 12 years of schooling (Eitan et al., 2013). According to the EDSP 3, "37.6% of people with disabilities of some type (including mental disabilities) did not have access to education at all, although 33.8 percent were enrolled and had some education but dropped out first before graduation." (Groenewold & van Wissen, 2020). According to a survey conducted by the Palestinian Central Bureau of Statistics in 2011, 7% of the Palestinian population has an impairment. These statistics show that many disabled children in Palestine are currently unable to attend public schools. However, there is no up-to-date registry that records information on disabled children. Dropout rates, sex differences, and low graduation rate for children with disabilities in public school's point to the need for a greater emphasis on understanding why certain children are not able to enter or remain in school and what can be done to make learning more important, receptive, and effective (i.e., more inclusive).

Budget for the inclusive platform:

According to the Global Monitoring Report 2013/14, Palestine has provided a limited amount of expenditure explicitly for improving education quality (5 percent of the education budget) (UNESCO, 2013). In recent years, however, the MOEHE has emphasized special education with an eye toward inclusive education. As a result, it makes sense for Palestine to implement an educational development strategy that aims for both quality and inclusivity while maximizing the effect of accessible (restricted) funds.

Ministry of Education and Higher Education:

United Nations Relief and Works Agency for Palestine Refugees in The Near East:

About half a million Palestinian child immigrants are trained by UNRWA, which operates 708 schools. The Agency's education program is its highest in terms of both personnel and resource mobilization, accounting for 60% of UNRWA's PB spending in 2018 in this problem area.

RESULTS AND DISCUSSION

In previous years, Inclusive Education was presented under various names and descriptions, and even the concept was often different. Having disabled and able-bodied students in the same class is not the same as integrating them. Even tackling disabled students has its own set of challenges.

The frameworks that have come to be linked with inclusive education and the consequences are diverse. As a result, there are discrepancies in the literature on how inclusive education should be described (Göransson & Nilholm, 2014; Winter & O'Raw, 2010), implemented (Florian, 2019), and assessed (Loreman et al., 2014). Furthermore, not everybody believes that inclusive education is a way to resolve the issue of special education or that special education is a challenge that needs a solution (Kauffman et al., 2018), mainly when they can cite examples of inclusive practises that haven't yielded positive results (Gilmour, 2018). However, for some who have been concerned by the framework of special needs education due to the ways in which it separates those who obtain it from educational opportunities accessible to those of similar age, the concept of an egalitarian educational system in which everyone connects and no one is omitted has had strong appeal within a small education culture concerned with special needs education issues. Amid the contested definition of inclusive education and the many different social and economic contexts under which schooling occurs, the term's usage has expanded in recognition of inequality in teaching over the last 25 years.

Over the years, studies in many states have established school and classroom activities that promote and hinder the advancement of inclusive education in a variety of cultural, political, and social contexts. While advancement toward more inclusive education is slow, progression toward more inclusive education is achievable (Alfredo J Artiles et al., 2011). Today, there is a better understanding of the obstacles and enablers that promote the advancement of comprehensive schooling practices for students with special educational needs that have been identified or will be identified in the future. However, there is a 'practice gap (Florian, 2019) between those that deliver good results for all students and those that perpetuate exclusion within schools for others. This practise discrepancy is exacerbated by variations in how education is managed and who has recourse to it in various cases (Ainscow & Miles, 2008). The state of education differs not only by geographical area across the world but also by other important factors. Whereas special education is described as a personalized response to the difference that involves targeting differential responses to individual difficulty for certain students, inclusive education is a rights-based system of education that seeks to assure that: peoples with disabilities are not excluded from the educational system (UNESCO, 2018). Future innovations would necessitate a concerted effort to broaden the scope of what is currently accessible in mainstream schools to a wider variety of students. Special needs education may lead to the goals of inclusive education when there is a cooperation between classroom teachers and professionals deployed in ways that facilitate everyone's learning. However, where the emphasis is focused on meeting individual needs, there is a possibility of exclusion being repeated (Florian et al., 2016).

By acknowledging that children with special needs should be educated in an improved inclusive education system, the inclusion of students with disabilities into a larger privileges universal education plan could open up new opportunities for practice.As a result, the concept of inclusive education has posed a threat to conventional special education programs, but the evolution of inclusive practice has been inconsistent. This article looks at how the idea of inclusive education has evolved from an emphasis on students with disabilities to include everyone who might be excluded or marginalized from school. Each child is unique, acknowledging that there will be countless

discrepancies between different learner groups who must substitute frustration with special needs education as a response to differences. The concept of each learner being exceptional breaks down the bell-curve divide between 'most' and 'some,' allowing the issue of disparity to be replaced with a focus on human uniqueness as a fundamental component of one's unique individuality and mutual humanity. This is significant because, if diversity is viewed as a natural part of human growth, inclusive education can be described as ensuring that everyone has access to a high-quality education. This must occur in systems that do not marginalize any learners as a result of organizational and curricular processes that sift and sort students based on biased notions of who they are and what they should learn. As (Allan, 2011) argues, this transition is an ethical imperative if current practice's iniquities are to be resolved. The concept of inclusive education for all represents a concerted attempt to ensure that it applies not only to those who might be excluded from or have restricted access to a country's general educational system but rather to everyone. Diversity is treated as a primary concern rather than a side issue to be addressed separately.

As a result of globalization, we live in an unpredictable world, where institutes are becoming progressively diverse in race, language, faith, and skill variety. As people of different nationalities and cultural backgrounds continue to move around the world, a shift aside from exclusionary ideology and recognition of difference as a normal part of human growth is needed. Inclusive education is based on the reality that inclusive strategies will help all when schools do not see certain children's learning disabilities as challenges that need to be solved by others.

CONCLUSION

There are numerous barriers to inclusive education in Palestine. The way inclusion is interpreted and practiced manifests, sustains, and reproduces these barriers. Similarly, inclusive education programs abound, but they are fragmented and aren't always motivated by a coordinated national response to a national commitment. It is unavoidable that views, policy, and practice move away from a therapeutic model of disability that places disability in the person and toward a social model of disability that deliberates external environmental, institutional, and physical factors that interfere with an individual's impairment to produce disability. There is a need to rethink school curricula, including content, implementation, and evaluation methods;thus, teachers have the versatility they have to educate inclusively and empower students with the abilities they and their communities would want.An inclusive education structure that draws on current obstacles and their indicative enablers to establish a comprehensive approach to inclusive education could assist policymakers in systematically developing inclusive education. This framework should address the definition of "inclusion" and the training teachers receive before starting their first job and during their careers and current legislation, rules, and regulations, and how they can be consistent with equality and inclusion. It also needs to define how inclusion will be monitored and encouraged and how effective lessons will be identified and shared. This research could lead to the creation of resources and identifying, sharing, and learning best practices. Although non-state actors with international expertise can help to encourage and promote this process, national governments must eventually accept responsibility for their students' education and teachers. They have the ability to lead a collective social, global, and local approach to a national initiative to which the country has so far responded.

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