

Emphasize inclusive education and vocational training for disability in Palestine

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ABSTRACT

- This study Emphasize inclusive education and inclusive vocational training for disability in Palestine the researchers used the qualitative analytical approach "Meta analysis" to achieve the objectives of the study: To find out inclusive education is a child rights. To find out emphasis on vocational education and training in Palestine. Understand the concept of inclusive education nationally.
- The researchers address the challenges facing the implementation of the policy of inclusive education in Palestine. There is still no universal agreement on the meanings of the terms "equality" and "inclusion." To sum up, the inclusion of students with disabilities in the educational system is not a one-man task. Teachers, policymakers, and middle management all need to work together, and parents of students can also help spread the message of inclusion in the classroom. Researchers require a better understanding of contemporary inclusive education initiatives in the current school system as teachers' job has become more and more integrated into their daily routines. Incorporating a thorough system of evaluation and feedback to continuously monitor the effectiveness of teacher training programmes and respond adequately to the newly discovered requirements of all teachers may prove to be the most difficult obstacle to overcome, however. Therefore, addressing the challenges of inclusive education will necessitate a comprehensive systemic approach. If possible, all stakeholders should be considered in the development or re-development of training programmes, including teacher educators and Ministry of Education officers, school administrators and teachers, specialists and regular classroom teachers as well as students with or without special needs.

Key words: inclusive education, disability, vocational training.

1.1 Introduction

Achieving universal education for all children is one of the most important goals of the United Nations. International organizations working to improve educational opportunities for students with impairments are overseen by this organization. UN DESA, the World Bank, WHO, UNESCO, UNICEF, and the United Nations Relief and Works Agency are just few of the organizations that make up the United Nations system (UNRWA). They all work within the context of numerous international standard instruments as well as programmers and action plans (UNRWA, 2013).

When people with disabilities are given the opportunity to receive vocational training, it helps them become contributing members of their community. Some vocational training facilities appear to be giving excellent instruction and preparing their students for the job market.

The however, the training provided does not meet the needs of the market. It's becoming increasingly difficult for training institutes to provide the resources necessary to make special-needs workers viable as the market evolve.

A child's education is a fundamental right, not a privilege. Without exclusion, inclusion supports high-quality and equitable education for all

students, especially those who may be excluded due to their learning requirements or social position. Inclusive education has emerged as a response to the growing recognition that children with disabilities should be able to have the same educational opportunities as children without disabilities' (UNESCO International Bureau of Education, 2009). UNESCO (2005) defined inclusive education as an approach that expresses how to alter educational institutions and other learning environments in order to fulfill the requirements of many learners. When possible, inclusion emphasizes opportunities for individuals with disabilities (physical, social, and emotional) to participate equally in typical education; however, it leaves open the possibility of individual selections and possibilities for special aid and accommodations for those who require and desire them (Rasmitadila & Tambunan, 2018)

With the right environment and support services, most people with disabilities may be as productive as those without impairments. However, there are few work options for people with disabilities. People with disabilities have lower employment rates than the general population, according to research, and those who do work shorter hours and in lower-paying or lower-skilled occupations.

This emphasis on the transformational nature of vocational education and training (VET- our preferred term) necessitates the creation of new literature that goes beyond the VET canon. This orthodoxy has focused primarily on economic and employment rationales, and has generally considered VET to be lacking in terms of its contribution to these goals (e.g., Foster, 1965; Psacharopoulos, 1981 and 1985; Psacharopoulos and Loxley, 1985; Lanugo and Lillis, 1988; Middleton, Spiderman and Adams, 1993).

1.2 Defining disability

The United Nations Convention on the Rights of Persons with Disabilities (CRPD) defines disability as:

"Attitudinal and environmental barriers that prevent people with disabilities from fully participating in society on an equal basis with others are defined as 'disability' in the United

Nations Convention for the Rights of Persons with Disabilities (CRPD).

Put simply disability can be defined as the relationship between a person's impairment and their environment, or in terms of an equation:

$$\text{Impairment} + \text{barrier} = \text{disability}$$

or better:

$$\text{Impairment} + \text{accessible environment} = \text{inclusion}$$

1.3 Background

NGOs and church-affiliated organizations have long held sway over Palestinian vocational education and training because of the absence of a Palestinian state. It was UNRWA's purpose to integrate vocational education and training (VET) into its work from the start, which it did starting in the early '50s. The new Palestinian state now offers vocational training through the Ministry of Education, which focuses on vocational upper secondary education, the Ministry of Labor, which offers training for unemployed people for up to one year, and the Ministry of Social Affairs, which focuses on VET through rehabilitation centers for children and youth.

After the creation of the Palestinian Authority in the mid-1990s, efforts were made to consolidate the country's disjointed VET governance and raise the sector's prominence and quality. An action plan was created in 2003 as a result of this approach, which was adopted in 1999. It was decided that quality and relevance of VET should be given top emphasis when revising the strategy in 2010. (MoE and MoL, 2010). The overarching goal is to build a workforce that is knowledgeable, competent, motivated, entrepreneurial, adaptive, creative, and inventive in Palestine. In spite of these difficulties, VET has not yet been able to overcome them. However, because of current political conditions and in particular because of the restricted mobility of its graduates, the employability of these graduates is suffering, as are the returns on their VET investments, and the policy process has not yet resulted in an

effective implementation (Hilal, 2012; Leney and Jwailles, 2014; Kuhail, 2015)

1.4 Context and usefulness of the Evaluation

Palestinians' experience with TVET can serve as an example for other nations that are at different stages of forming a state or trying to reconstruct their infrastructure. Global TVET Strategy 2016–2021 of the United Nations Educational, Scientific and Cultural Organization (UNESCO) has emphasised the high youth unemployment and increasing inequality in Palestine despite global and national economic progress (UNESCO, 2016). A key component of this strategy is encouraging member states to set policies and implement reforms to achieve employment, decent work, entrepreneurship, and lifelong learning; as well as promoting equity and gender equality, which includes policies to enhance skills development among disadvantaged groups. UNESCO's 2019 Global Education Monitoring report (UNESCO, 2018) emphasises the importance of TVET in meeting the needs of people living under migration pressures and displacement, and uses a case study of the work of the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) in providing education (including TVET) for Palestinian.

1.5 Traditional Palestinian gender

Young women's ability to participate in the workforce and achieve the components of well-being they value most is further limited by social norms. When a woman marries, her job outside the home is likely to come to an end for many families. Many social and cultural norms and attitudes, poor working conditions, and the lack of jobs available to women are all linked to reduced female economic involvement, according to official data (PCBS, 2009). According to statistics from public opinion surveys, women's job is viewed as secondary to men's and that a woman's primary responsibility is caring for her family and raising children (Alpha International, 2009). The empowerment of females in other areas of life, on the other hand, is hindered. Military occupation has worsened the difficulties experienced by Palestinian women, according to feminist

authors (e.g., Giacaman and Johnson, 2002; Taraki, 2006; Muhanna, 2016).

1.6 Multiple perspectives on inclusion

People with and without impairments will have different experiences and attitudes toward disability inclusion. Many people with disabilities desire the same opportunities as those without disabilities. They want to attend school. Aiming for advancement, they desire to learn new things. They are in search of work. They are looking for a place to live. The people they care about the most are those who are close to them. In other words, they don't want to be isolated from the rest of the world. In other words, they aren't going to let anyone else decide on their training or professional path for them. They want the freedom to choose and choose where they reside. With family and friends, they want to be involved in every aspect of the events. To those who have disability, this is what it means to be included (OECD)

1.7 Research objectives

The Objectives of this study:

- To find out inclusive education is a child rights.
- To find out emphasis on vocational education and training in Palestine.
- Understand the concept of inclusive education nationally.
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1.8 Literature review

Internalization of the stigma associated with having a disability influences both internal and exterior outcomes, as discussed in this section. As a result, empowerment can lead to societal change that improves one's quality of life. The concept of empowerment will be examined and conceptualized. These parts work together to give the theoretical basis for interpreting the data.

1.9 Access and Choice in Vocational education and training

Everyone should have access to VET the European Union's Charter of Fundamental

Rights (2000) provides that everyone has the right to free and compulsory access to vocational and continuing education and training. The European Court of Justice has cited this article in several of its rulings, making it now a legally enforceable part of the EU treaty. Groups that have not previously been considered for VET should be given special consideration for the VET option. As a result, they will be better able to integrate into society and achieve greater levels of productivity, employment, and income (UNESCO, 2004b; ILO, 2008). As a case in point, vocational education and training centres in Ireland have a far higher percentage of post-primary pupils with evaluated disabilities (more than 10%) than other types of institutions (O'Gorman and Drudy, 2011).

1.10 VET for students with specific educational requirements in educational

The majority of the time, vocational education in special schools is carried out using rehabilitation-oriented approaches. The focal point of the center is the establishment of separate training facilities specifically for individuals with impairments (ILO, 2008). The majority of people with learning disabilities and special educational requirements in Germany and Slovakia are placed in segregated settings, despite the fact that many European countries are embracing inclusive education (Pohl and Walther, 2007). Students who are unable to get a job in the open labour market or find a spot in a sponsored occupation programme may consider these institutions as an option. These programmes are designed primarily to help students improve their job abilities (Lifshitz and Klein, 2007). Scholars like Graham and Jahnukainen (2011) have pointed out that an increase in exclusive approaches is being used around the world as a result of the maximisation of categorization processes and segregation of kids with SEN (Adams et al., 2000).

1.11 Sectorial and service coordination

Vocational education services for learners with special educational needs must be co-ordinated at macro level by the state, the market (employers offering training or jobs), and civil society (NGOs providing services and training), (Pohl and Walther, 2007). (UNESCO, 2002), as

well as policies emphasizing the need of boosting social, occupational, and geographic mobility for the young and the underprivileged, are both essential for the continuous development of European level policies (Council of the European Union, 2008). There has been an increase in collaboration between vocational training and supported employment providers in New Zealand, following national efforts. In order to secure long-term commitment and collaboration, umbrella groups across the country have devised a system to produce more personalised support targeted to individual requirements, and to offer a wide range of chances for achieving the socially valued status of 'employer' (Grant, 2008).

1.12 The System of Education and Instruction

When it comes to secondary education, students can choose between two options in the West Bank: general (including a scientific track and a literary track) or vocational, which lasts two years. In Gaza, primary schooling lasts six years and is preceded by a three-year preparatory schooling period; secondary schooling lasts three years only in general. Steps have been taken since 1994, when the Palestinian Authority took control of the education sector, to unify it. The first Palestinian-supervised secondary school test (Tawjihi) was held at the end of the 1994-95 academic year. One in four Palestinian children obtained basic education in the territories in 1994-95; over half of them were girls.

1.13 Needs and Obstacles

An individual can enter a vocational school and pursue a Tawjeehi Certificate in one of two ways: either as a student in the vocational stream or as an applied student, depending on their performance in the 10th grade. In addition, achievement in the Tawjeehi is required for admission to the Tertiary TVET courses. Non-formal (vocational) training is an option for those interested in a career in construction, and there are few constraints on whether or not they must have a pre-certificate or any other entry prerequisite. Age requirements are also occasionally lenient. In addition, there are preconditions for administering the process of

progression to and between levels. To deal with this issue, the Ministry of Education and Higher Education (MoEHE) established regulations on "bridging between educational levels."

1.14 In Palestine, inclusive education

Since its inception, the Palestinian Ministry of Education and Higher Education (MoEHE) has worked to ensure that all children, no matter their background or circumstances, have access to a quality education. As a result of a lack of specialised human and material resources, the ministry decided to implement inclusive education (IE) to meet these demands in order to make use of the already existing schools and staff (MoEHE, 2015).

Many kids with a variety of additional needs were registered in mainstream classrooms as a result of the MoEHE's adoption of IE in 2000, which was implemented in all schools between 2006 and 2007. They were unable to get the help they needed from the resources available to them (for many reasons, including: lack of support staff in some schools, numbers of students per class, curriculum density and its disregard for diverse learners, lack of teacher training, lack of policy). Teachers from each participating school were assigned as mediators between the directory and the school and were responsible for ensuring that kids' needs were being satisfied.

1.15 Special education pedagogy

When it comes to education, pedagogy refers to the process of teaching and the conversations that follow. Consideration must be given to the mental components of the process. As a teacher, you have a responsibility to recognize both your own abilities and the abilities of your students (Alexander, 2003). This position is founded on individual variances, but teachers must employ pedagogy to meet the specific needs of each learner. Individualized education for each child. The second place is based on the general disparities between the candidates. Division of labour is used to support this claim. There are several groups for different types of disabilities, and each group has its own set of instructional methodologies and training methods.

Some scholars and professionals (and Norwich Brahm) are arguing about a sub-position, group's which is still under investigation and debate. Ann Lewis, (2005).

1.16 Palestinian Ministry of inclusive education

All international accords and documents protect the right of every person to an education. This is why the Palestinian Ministry of Education has fought to ensure that all students, no matter their background, receive an excellent education. Using an inclusive education model, the Ministry of Education is educating all children. After receiving official ministry approval in 2015, the policy of inclusive education was implemented, and the strategic plan for the Palestinian education sector was published in 2017. (2017-2022) All students, regardless of disability, gender, or colour, are eligible for inclusion in the Ministry's definition of inclusive education. It is necessary to make fundamental changes to our educational system in accordance with internationally agreed upon principles in order to implement the inclusive education strategy that was developed with the support of national and international legislation (inclusive education policy).

1.17 Educator preparation:

Typical teacher preparation programs do not inspire instructors with the confidence and abilities they need to succeed. Children with impairments are frequently supported in the regular classroom through the use of assistive technology. Teachers are unable to satisfy the requirements of all students due to a lack of support. Teachers must get both pre-service training and on-the-job training in order to effectively engage students in the educational process. Accreditation in Inclusive Education Handicap and Education for Campaign Global International, (2013)

1.18 Intellectual disabilities

Early childhood programs have always had an important role to play in assisting young people with their occupational training. Families with children who have intellectual disabilities may

be better able to satisfy their unique needs as a result of this early childhood programmer. In order to increase the accessibility of learning opportunities for the child, intervention services are required

1.19 Significance of the study

Working with vocational training has always been significant part of childhood services .this childhood program can in hence the capacity of families to meet the special need of their children intellectual disabilities. Interventions services are required to make the channels of learning more easily available to the child.

1.20 Hypotheses

The following hypotheses formulated:

Ho1: There is no significant assumption scheme for vocational training for disability inclusive environment.

1.21 Research questions

- 1.In which inclusive education is a child rights?
- 2.Which emphasis on vocational education and training in Palestine?

3.To understand the concept of inclusive education nationally (Palestine)?

1.22Research methodology

This study assumption scheme for inclusive vocational training for disability in Palestine the researchers used the qualitative analytical approach "Meta analysis" to achieve the objectives of the study. The researchers address the challenges facing the implementation of the policy of inclusive education in Palestine.

1.23Theoretical frame work

The active call for inclusivity is boldly stipulated in the Salamanca Statement (UNESCO, 1994), which adheres nations to adopt the framework of action in providing inclusion and equity through education of children with perceived differences. The advocacy of the statement vigorously defends that inclusion and participation are inherent human rights (UNESCO, 2009a). Figure 1 illustrates major conventions and declarations which geared movement towards inclusive education that we are witnessing today

1.24 Inclusive education

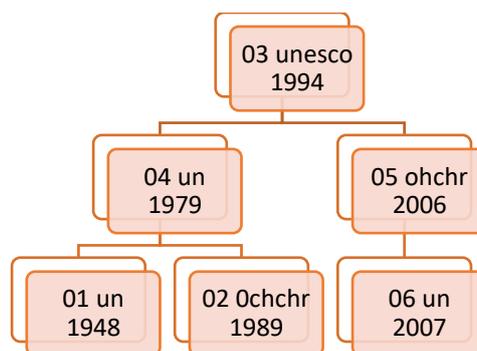


figure1. major conventions and declarations which geared movement towards inclusive education

To a large extent it is agreed upon that the original focus of inclusive education was on educating students with impairments. A number of disability interest groups, particularly those focused on specific impairments, pushed for this approach (e.g.sight, hearing, and emotional and cognitive functioning). Nongovernmental organizations (NGOs) from throughout the world helped these groups achieve their goals by

working together to guarantee that the needs of these learners were recognized and fairly addressed by the national education system in any country. "Mainstreaming" and "integration" have become prominent terms in the rhetoric concerning special educational needs, despite a number of difficulties, particularly in terms of financial and supporting staff. Integration and mainstreaming allowed children with

disabilities the opportunity to attend conventional schools, often with additional support and/or distinct classrooms for specific subjects.

1.25 Conceptual framework

The conception of special needs has been redefined overtime not only to cover disabilities and cognitive functioning *parse*, but has been expanded to include gender, health and nutrition language, geographic location, culture, religion, economic status—variables often associated to as barriers to achievement of Education for All (EFA) movement. Effort to broaden the scope of inclusion to cover in gall barriers to attainment of EFA was regarded by many as transformational phase of education and learning environment. It is indeed by welcoming and genuinely responding to differences and diversity associated to learning will collectively

contribute towards the achievement of EFA mission.

To date inclusions conceptualized as “a process of addressing and responding to the diversity in the needs of all children, youth, and adults through increasing participation in learning, cultures, communities, reducing and eliminating exclusion within and from education. It involves changes and modifications in terms of content, approaches, structures, and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children” (UNESCO,2009).

Inclusion education is understood as an education service system that involves disabled children, and normal children to study to gather in schools closest to where they live. In particular, inclusive approach to education must encompass the following:



fig2. Inclusive approach to education

1.26 Analysis

This approach has been selected, because it aims to synthesize in detail all applicable scholarly literature. The systematic review was conducted in line with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA; see Figure3). The method, which includes resources (ERIC& Google Scholar) to run the systematic review, eligibility and exclusion criteria, steps of the review process (identification, screening, eligibility) and data abstraction and analysis. Electronic

data bases were used to conduct literatures searches with variety of keywords to identify

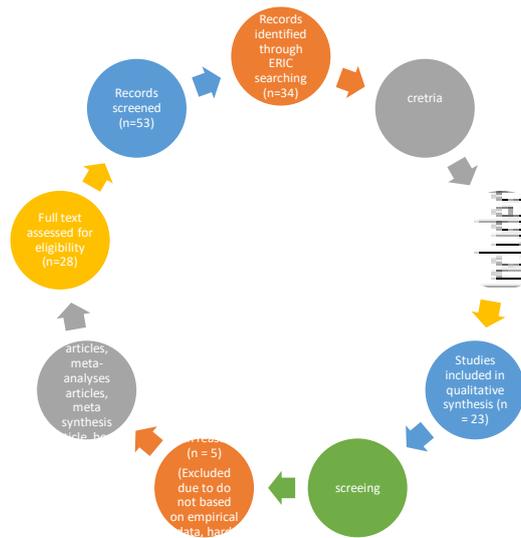


Figure 3. Meta analysis

It should be noted that the review does not give particular attention to articles in Google scholar as its validity cannot be verified. It should be noted that reservations must be taken for possible errors and short comings caused by the nature of the approach. In analyzing national educational policies on how education can accelerate Sustainable Development Goal4

Quality Education related to inclusive education; indicators as succinctly described in Table1 were used. As indicated inTable1, mainly aspects related to inclusive educations have been covered by Target 4. and Target 4a.

Table 1. Indicators of Inclusive Education

Author	country	Studies
Gallagher (2002)	American	The American Association on Mental Deficiency for intellectual disability defines intellectual disability as a substantial limitation in present functioning.
David (2004)	South Africa	According to David (2004), an entrepreneur is a person who is willing and able to convert a new idea or invention into a successful innovation simultaneously creating new products and business of the Disability Rights Charter of South Africa states that disabled people shall he entitled, encouraged and assisted to live independently in their communities support systems to do so (Disability Rights Charter of South Africa)
Naicker S, Engelbrecht L (2004)	united nation	The Decade of Disabled Persons (1983-92) proclaimed by the UN and World Programme of Action triggered a change from the care approach to a human rights approach by including the equal rights of persons with disabilities to participate in social processes including developmental issue
Budiyanto et al (2020)	Indonesia	This study explores Sign along Indonesia (SI), which is a key word signing approach, created to support the development of Indonesian inclusive schools. The

		findings suggest recommendations about SI materials and training, and indicate a new research are a regarding inclusive pedagogies within different cultures
Thurik 1999	Spain	The positive and statically robust link between entrepreneurship and economic growth has been verified across a wide spectrum of units of observation, spanning the establishment, the industry, the region and the country
Sagun(2020)	Philippine	Three focus group discussions Participated in by 21 public school teachers and three key informant interviews off our school administrators from three cities in Metro Manila, namely Taguig, Paranaque, and Pateros, were conducted
Mosa,2014	Palestine	The Palestinian Ministry of Social Affairs has identified a series of other groups across the opt as marginalized, including households in poverty; women subjected to gender-based violence; female-headed households; orphans and vulnerable children; the elderly; people living with disabilities; and ex-detainees.

I.27 Inclusion Education Policies across countries & author's

In the last few decades, commitment to the education of children with special educational needs (SEN) has strengthened globally. The Declaration on the rights of disabled persons (United Nations, 1975) called on nations to support human rights, education, integration, employment and conditions for Economic and social progress for persons with disabilities. The Convention on the rights of the child (United Nations, 1989) reaffirmed the right of all children to equal education without discrimination within the mainstream education system. United Nations Educational Scientific and Cultural Organization's (UNESCO's) World conference of education for all in 1990, held in Jomtien, Thailand, highlighted the basic learning needs of all children and drew attention to the unmet needs of students with special needs. UNESCO designated the year 1992 as the 'year of special needs in the classroom'. Many ministries of education around the world responded by increasing their assistance to children with special needs in schools.

Two years later, the 1994 Salamanca statement and framework for action on special needs education (UNESCO, 1994) urged governments to adopt the principles and practices of inclusive education. The Convention on the rights of persons with disabilities (United Nations, 2001)

called for the engagement of people with disabilities in inclusive and accessible programmes (Koay, 2012). Therefore, the inclusive education policies influenced by the UNESCO (1994) Salamanca Statement that urges schools to provide 'curricular opportunities to suit children with different abilities and interests' and 'the success of the inclusive school depends considerably on early identification, assessment and stimulation of the very young child with special educational needs' (Aida, 2019).

I.28 Gallagher

Although Eddie Gallagher is a family therapist as well as a psychologist, he is also a Glaswegian by birth. Cardinal Community Health Service in Cardinia, Victoria, employs him half time as a psychologist. Many people have an interest in disabilities.

My interest in intellectual impairment began in the 1970s, when social construction of disability and constructivism were still relatively new concepts. A medical model based on a clearly defined and diagnosable 'syndrome,' is virtually unknown in the disability community today because constructivism is so widely accepted. People and organisations' attitudes about intellectually handicapped people have not

changed much in the past two decades despite significant progress on several fronts.

1.29 United States

It is against the Stanford-Binet (and subsequently the WAIS) that all other IQ tests in the United States are measured. Perhaps Binet's accidental discovery of a measure of something stable, unitary, and significant by merging various variables associated with educational attainment and doing so without any conscious intention or knowledge is a stretch. Disabilities are rarely talked about openly, despite having a significant impact on the person's life, which implies they are somehow unthinkable. People with learning disabilities often tell me that no one has ever explained to them what "disability" means. Some of them, it turns out, have quite clear and rational beliefs about their limitations and what it means to be "disabled." While others may be utterly perplexed by the constant barrage of conflicting signals they encounter, most have an acute awareness of stigma.

1.30 Engel Brecht and Green (2005)

These two authors argue that this is the turning point in education toward recognizing human rights and advocating universal access to education. The school system is being kept hostage by stakeholders such as teachers who refuse to change their behavior, their own cultural biases, and their own value systems, despite taking a positive approach to education for all and to the notion of inclusivity. Societal health depends heavily on the ability to respond effectively in the classroom when it comes to issues like HIV and AIDS.

1.31 South Africa

In South Africa, inclusive education is being hailed as a democratic-building tool rather than just another option for students to choose from. Education was reformed after the end of Apartheid, and important policy documents and legislation emphasise that education is a fundamental human right, as stated in the Constitution. For the advancement of inclusive education, a framework for systemic change is provided by Special Needs Education, Building

an Inclusive Educational and Training System (2001). The philosophy of inclusive education in South Africa is based on democratic values such as equality and human rights, as well as a respect for cultural differences and individuality. However, research shows that the implementation of inclusive education has been negatively affected by a variety of societal changes, including educational reforms and context changes, such as the management of diversity in the schools.

1.32 Budiyanto.

Due to policymakers' view of inclusive education as an initiative addressing educational hurdles for all students (Budiyanto, 2011), instructors around the world have been forced to respond to their countries' inclusive education programmes. As of 2003, the Indonesian government mandated that at least four inclusive schools be established in each region of the country. Prior to this change, schools were either classified as "normal" or "special." For those that do not have behavioural issues and who "have normal intelligence, orientation, mobility," regular schools may accept students with disabilities. Many of these youngsters were sent to "SekolahLuarBiasa," which was a special school for children with certain disabilities, such as blindness or deafness. As a result, children's ability to attend special schools has been viewed as a matter of individual school principals' policies.

1.33 Indonesia

Special education policies and programmes in Indonesia are developed in accordance with the following: When students with special needs (disabilities) attend public school with their peers, an inclusive learning environment is created, one that allows all students to feel included. Since everyone has the same set of rights and responsibilities, Indonesia must implement policies that promote inclusive education. Children with special needs have the same rights and dignity as everyone else, and thus promotes the use of inclusive education approaches.

1.34 Sagun

More than 7 billion pupils have been affected by the spread of the coronavirus, which has shut down schools in more than 190 nations (The World Bank, 2020). While several governments have ordered academic institutions to discontinue traditional instruction in favour of online learning, others argue that this transitory shift in instructional delivery is really Emergency Remote learning because it is an alternate delivery method in times of crisis (ERT). emphasizes the fact that now is not the time to devise elaborate institutional plans to implement remote education, which will take months or years to accomplish; rather, educators

should begin with what they already know in order to deal with the new circumstances.

1.35 Philippines

To ensure that all students have access to quality and inclusive education, the Department of Education (DepEd) continues to implement its Special Education (SpEd) programme. There are 648 Sped Centers and regular schools currently offering the programme, of which 471 serve elementary school children and 177 serve high school students, as recognised by DepEd to date (Kenneth & Sales, 2019).

No.	Author	Country	Inclusive education		
1	Gallagher(2002)	American	facility	student	parents
2	David (2004)	South Africa	xxxx	xxxx	xxxx
3	Naickers 2004	United nation	xxxx	xxxxx	xxxxx
4	Budiyanto2020	Indoenisia	xxxx	xxxx	xxxxx
5	Thurik 1999	spain	xxxxx	xxxx	xxxx
6	Sagun 2020	Philippine	xxxx	xxxxx	xxxxx

1.37 Facility

Referring to SDG 4the key point of Target is to build and upgrade education facilities that are child disability, gender sensitive and provide safe, non-violent, inclusive and affective learning environments for all.

1.38 Indonesia

Despite this, the Inclusive Indonesian Classrooms project is a joint endeavor between the State University of Surabaya, Indonesia, and the Open University, United Kingdom. It aims to develop pedagogical strategies and teaching approaches to facilitate inclusive teaching (Sheehy & Budiyanto, 2014). Examination of effective inclusive practice highlights the importance of using social interactions as an educational tool (Littleton & Mercer , 2013; Rixetal., 2006). However, this way of teaching can only benefit children if they can access the

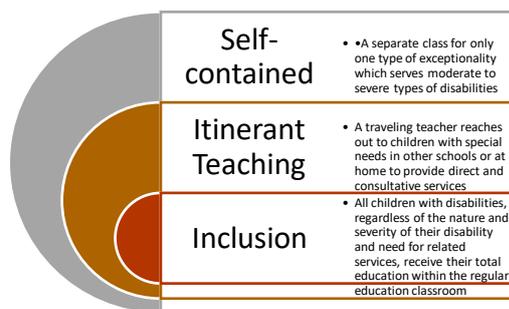
social inter actions that mediate the classroom's curricular activities and resources.

This is a profound issue for children with autism who experience difficulties with language and communication (UNESCO, 2009). This issue of autism has therefore become one focus for the Inclusive Classrooms project. A starting point for exploring this issue was a need to gain insights into Indonesian teachers' awareness of autism and different teaching approaches that are associated with autism, and their beliefs about where children with autism are best educated (Budiyanto et al, 2020).

This is the first Indonesian research to show that many regular school teachers are teaching children with autism and challenges the suggestion that this group of children are necessarily unlikely to access even special education within Indonesia (Tucker et al., 2013).

1.39 South Africa

At present there is a gradual move in the South African educational and political domains to venture towards a more fervent drive in the implementation of an inclusive approach, where learners are educated in spaces of equal opportunity, regardless of their barriers. According to the Department of Education (2001), such an inclusive philosophy is considered, at policy level, to be the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all. As an educator of learners with barriers in a mainstream school, I wholly support the inclusive viewpoint, in consideration of the importance of educating the whole child in as regular a context as possible. With little effort, this can be achieved by identifying and accommodating



There are no braille textbooks or sign language translations available in schools, according to the Association for Disability in Timor-Leste (ADTL). This results in the exclusion of those with major visual and sensory impairments from participation in society. NGOs and the government are working together to make adult education programs available to older people. Youth and young adults are taught braille by DPOs, and people with visual disabilities can get a primary school diploma through a programme called Special Class for Re-entry Education, sponsored by the Ministry of Education and the ADTL. Dili is, by far, the only place where most of these jobs may be found. However, FGD members expressed worry that the Government is still employing stigmatising language when addressing individuals with disabilities, despite the actions taken by the Government to promote equality. One such example is the disability pension, which in Romanian is referred to as a

"subsidy for invalids," giving it a somewhat derogatory tone. The Nabilan initiative on Ending Violence Against Women's 2016 baseline survey in Timor-Leste indicated that women who reported a disability were 2.5 times more likely to have suffered domestic violence. Women with disabilities may be more vulnerable to assault, but the Nabilan study was unable to distinguish between the two possibilities because of its limitations. (United Nation & Belun, 2018).

1.40 Parents

Inclusive education requires the support of parents of children with disabilities and parents of normal children so that can be carried out well. This theme discusses the perception and attitude of parents of children with disabilities

1.41 Indonesia

Parents' positive attitudes about inclusive education will go a long way toward making it a reality in classrooms across the country. This is due to the fact that the perception of parents will influence the perception of children, particularly those in elementary school. When it comes to inclusion education, parents of children with disabilities are more passionate than parents of children with normal children, so it is important to educate parents of children with normal children about the goals of inclusive education. Any inclusive education program's success is dependent on the involvement of parents in helping their children have a better understanding of children with disabilities. (Adiputra et al., 2018).

1.42 South Africa

The assessment of educational policies and practises detailed in Education White Paper 6 led to the recognition that learners in South Africa have a variety of requirements (Department of Education, 2001). The term "barriers to learning and development" has become the recognised terminology for conceptualising special needs, as defined by Donald et al. Former Education Minister Professor Kader Asmal released White Paper 6: Building an Inclusive Education and Training

System in July 2001. Education for All, which was already a global movement, was mandated to be implemented by 2020, according to the document. (Department of Education2001)

1.43 Philippines

Roxas et al.(2019)in According to his findings, the most common issues faced by school administrators and teachers were parents who were still in the denial stage and a lack of teaching resources. The study also suggested that parents be informed of the SPED program's goals and that local government units be tapped for financial assistance to support the programme.

1.44 Empirical Findings

Presentation of empirical findings is sub-divided into two; i) Descriptive Analysis of the Online Survey, and ii) Thematic analysis of the open-ended questions related to inclusivity.

1.45 Online Survey across Countries

All four countries have received an online survey. Earlier, questions about inclusivity were incorporated into questionnaires asking respondents' opinions about primary and secondary education (Sector Wide Policy and Plan), teacher policy and plan, early childhood education (Sector Wide Policy and Plan), as well as television engineering and related technologies (TVET). Descriptive results from an online survey will be discussed below.

1.46 Inclusivity across Thematic Areas

Inclusivity in Primary and Secondary Education

Table summarizes data related to inclusive education in primary and secondary education across four countries that responded to the online questionnaire.

Table 4

Item	Strongly Agree	Agree	Disagree	Strongly Disagree	Un Decided
Indonesia					
Intervention executed for children at risk (immigrant/refugee/out-of-School/CLHIV/disabilities)	11.0	33.0	9.0	6.0	41.0
Education facilities is sensitive to children with disabilities	13.0	32.0	23.0	9.0	23.0
Education facilities is sensitive to gender	18.0	46.0	13.0	2.0	21.0
Education facilities is safe	32.0	59.0	4.0	1.0	4.0
Education environment is non-violent	36.0	57.0	3.0	1.0	3.0
Education environment is inclusive.	23.0	51.0	13.0	2.0	11.0
philippine					
Intervention executed for children at risk (immigrant/refugee/out-of-school/CLHIV/disabilities)		50.0			50.0
Education facilities is sensitive to children with disabilities	50.0				
Education facilities is sensitive to gender		100.0			
100.0 Education environment is non-violent inclusive.		50.0	50.0		
					100.0 Palestine

Children at risk	20.0	12.5
(immigrant/refugee/out-of-school/CLHIV/disabilities)	20.0	12.5
are targeted for intervention.		
Children's safety is a primary concern in schools.	20.0	12.5

South Africa

Education facilities is sensitive to gender	25.0	75.0	Education facilities is safe	25.0
75.0 Education environment is non-violent	25.0	75.0		
Education environment is inclusive.	25.0	75.0		

I.47 Inclusivity and Technical Vocational Education and Training (TVET)

Teachers in TVET programmes around the world have shared their thoughts on how to make their programmes more inclusive and accessible to people with impairments. According to 87.2 percent of respondents in Indonesia and 66.6 percent of respondents in the Philippines agreed that TVET is available to persons with disabilities. However, just 32.0 percent of the respondents in Palestine agreed that TVET is broadly accessible to students with impairments. It is clear from the responses that most people in Indonesia and the Philippines agree that TVET institutions are attentive to people with disabilities and gender by offering a learning environment that is safe and inclusive. In spite of their lower percentage of agreement, Bruneians showed a comparable pattern of agreement to the respondents from the United States.

Table 7. TVET and Inclusivity

Item	Strongly Agree	Agree	Disagree	Strongly Disagree	Un Decided
Indonesia					
TVET is offered for persons with disabilities	8.0	24.0	36.0	12.0	20.0
is offered for children in a vulnerable situation	16.0	32.0	8.0		44.0
TVET facilities are sensitive to participants with disabilities	4.0	24.0	48.0	8.0	
16.0 TVET facilities are sensitive to gender		32.0	16.0	44.0	
8.0 TVET facilities are safe		16.0	60.0	20.0	
4.0					
TVET environment is inclusive	12.0	48.0	28.0		
12.0					
Palestine					
Disabled individuals can pursue TVET.	23.1	64.1	7.7		5.1
Children who are in a precarious position can take advantage of TVET.	15.4	56.4	17.9	2.6	7.7
TVET institutions are responsive to the needs of students who have disabilities.	15.4	53.8	25.6		5.1
TVET facilities are gender-sensitive and secure.	20.5	51.3	23.1		5.1
	26.2	66.7	5.1		
An inclusive culture permeates the TVET sector.	23.1	74.			
Philippines					
Disabled individuals can pursue TVET.					
Children who are in a precarious position can take advantage of TVET.	33.3	33.3	33.3	33.3	33.3
TVET institutions are responsive to the needs of students who have disabilities.	33.3	33.3	33.3		
TVET facilities are gender-sensitive and secure.					
	33.3	33.3	33.3	33.3	33.3
An inclusive culture permeates the TVET sector.	33.3	33.3	33.3		

National policy	Pre-and in-service teacher training	Awareness-raising in communities
<p>•Include are view of the role of Dili's special school and examine the feasibility of transforming the school into a national resource and training centre</p>	<p>•Integrating inclusive education into pre- and in-service teacher training is critical and will have the greatest impact on whether children with disability are able to reach their full learning potential.</p> <p>•Improving the capacity and skills of primary school teachers and directors is already a priority of the Ministry of Education and providing teachers with strategies to make their classroom a more inclusive environment will benefit all students.</p> <p>•Training on general classroom management, strategies for teaching large classes and classes of mixed ability and an awareness of multi-sensory learning are essential starting points</p>	<p>•Promoting the rights of children with disability to attend school will be an important component of any inclusive education strategy.</p> <p>• It should not be the sole focus, however, nor should it target parents and teachers exclusively. Improving enrolment and retention rates in primary schools is a whole-of-community responsibility.</p> <p>•Health workers, family health promoters and church leaders can play a crucial role in influencing community attitudes, while teachers can also do much to ensure that children with disability are genuinely welcomed at school.</p> <p>•Linking with local disability NGOs and drawing on the knowledge and expertise of community-based rehabilitation networks will be vital, both to help locate children with disability and to raise awareness about inclusive education.</p>

1.48 Challenges in Inclusion Implementation and Post COVID-19 challenges

- Therefore, it is possible to argue that there are many additional hurdles to inclusion besides mindsets.
- Furthermore, teachers' perspectives, skills, and experiences in educating and accommodating students with disabilities in the mainstream framework of a learning institution contribute to the challenges of inclusive education.
- Inclusive education of language education for blind students not only depend on teacher

effectiveness but also on institution assistance in terms of policy and infrastructure supports.' Through their policies and procedures, the organization should be able to foster an inclusive culture.

- Regardless of whether they work with students with disabilities or not, all teachers at the institution should be given the same training in inclusive education concept and practise.
- In light of the increasing diversity of students and the increasing number of students with disabilities, it is imperative that teachers be equipped with the basic principles of inclusive education and the concepts of Universal Design

Learning and Differentiated Instructional Strategies.

- The role of the ministry of education as the focal point should enforce the implementation of inclusive education by enacting regulations that support teachers' capacity building in terms of inclusive education in a practical level, such as recommending that all teachers attend inclusive education training as a requirement of their career path.
- Less research is done to examine teachers' beliefs and experiences in teaching special needs children through inclusive education, especially in classroom context, because many implementations are focused on western context which may not correspond with the local surroundings and culture (e.g., Indonesia). In contrast to what has been found in Western studies, its conceptual underpinnings may be different.
- A parent's perspective on establishing inclusive research methods. Some parents who do not support and understand the necessity for inclusive studies begin to create negative ideas about inclusive education.

1.49 Recommendation

- The policies and practices of colleges and universities should be able to foster an inclusive environment. It is imperative that educational institutions instruct all lecturers, including those who do not work with students who have impairments, on the principles and practices of inclusive education.
- Disseminating the concept of Universal Design Learning and Differentiated Instructional Strategies should begin immediately because the number of students from diverse backgrounds and students with disabilities is increasing in higher education institutions.
- Accordingly, the role of the ministry of technology and higher education should be to enforce implementation of inclusive education by enacting regulations that support lecturer's capacity building in the area of inclusive education, such as driving universities to design training toward inclusive education practises and requiring lecturers to participate in such training as a requirement of their career paths.

- Classrooms should be equipped to accommodate students with impairments or special needs.
- Inclusive education's aims must be made clear to parents of neurodivergent children. When parents have a positive view of inclusive education programmes, they will be more likely to support their children's awareness of impairments and how to help them.
- Teachers, students, parents, and policymakers should all be encouraged and supported by the government in their efforts to conduct comprehensive research on the topic of Inclusive Education. This research should identify the benefits, drawbacks, and opportunities associated with the implementation of inclusive education from all angles.
- There should be more possibilities for kids with special needs to express their talents, not just at the school level but also nationally and even internationally.
- Adequate funds and incentives to support inclusive education and meet the learning requirements of children with impairments

1.50 Conclusion

It is imperative that governments ensure "inclusive and equitable quality education for all" in order to achieve SDG 4. Therefore, it is clear that governments all over the world are making significant efforts to implement the notion of No Child Left Behind in education by monitoring disparity and inequality and using the evidence to build policies that promote equity and inclusion. There is still no universal agreement on the meanings of the terms "equality" and "inclusion." To sum up, the inclusion of students with disabilities in the educational system is not a one-man task. Teachers, policymakers, and middle management all need to work together, and parents of students can also help spread the message of inclusion in the classroom. Researchers require a better understanding of contemporary inclusive education initiatives in the current school system as teachers' job has become more and more integrated into their daily routines. Incorporating a thorough system of evaluation and feedback to continuously monitor the effectiveness of teacher training programmes and respond adequately to the

newly discovered requirements of all teachers may prove to be the most difficult obstacle to overcome, however. Therefore, addressing the challenges of inclusive education will necessitate a comprehensive systemic approach. If possible, all stakeholders should be considered in the development or re-development of training programmes, including teacher educators and Ministry of Education officers, school administrators and teachers, specialists and regular classroom teachers as well as students with or without special needs.

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