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An Examination Of Inclusive Education In Schools Operated By The Jordan Field Of The United Nations Relief And Works Agency For Palestine Refugees In The Near East

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AN EXAMINATION OF INCLUSIVE EDUCATION IN SCHOOLS OPERATED BY THE JORDAN FIELD OF THE UNITED NATIONS RELIEF AND WORKS AGENCY FOR PALESTINE REFUGEES IN THE NEAR EAST

by

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ABSTRACT

For refugee children with disabilities, international agencies largely provide humanitarian assistance, including education. However, the obstacles associated with refugee existence can impede progress in the movement towards educating children with disabilities in inclusive settings. Perceptions of inclusive education in schools operated by the Jordan field of the United Nations Relief and Works Agency for Palestine Refugees in the Near East were explored through multiple embedded case studies. Each of the three schools examined included a student with a special educational need. The researcher also investigated strategies and supports provided by education stakeholders to students with special educational needs in inclusive classrooms. The study was framed by four research questions aligned to a theoretical model of inclusive education and guided by propositions. Findings from interviews, classroom observations, and document reviews, suggest that all stakeholders believe education for students with special educational needs is a human right. However, perceptions of inclusion differed based on several factors including the student's level of need and the disability, the teacher's self-efficacy and feeling of preparedness towards meeting the needs of students, and the impact of overcrowded classrooms and limited instructional time. In comparing results between stakeholders, differences existed in perceptions of benefits and challenges associated with inclusive education.

This dissertation is dedicated to my father, Carlos Alberto Rodriguez, himself a refugee from Cuba who transitioned into the American education system in 1960 at the age of 7 years old.

To my mother, whose childhood and adolescence abroad stirred in me a constant search for the excitement that arrives with unfamiliar smells, tastes, and noises.

To my sister, my heart and my hero.

To the people of Palestine, may you never consider yourselves occupied.

And, to the people of Cuba, Que Viva Cuba Libre.

Today, more than 28 million children are not receiving an education due to conflict. To the people of the Syrian Arab Republic, Lebanon, the Gaza Strip, and the West Bank where I was unable to conduct my research due to continued conflict, my sincere hope for all of your students is that they come to know a world where education is the primary concern of every adult; a world where adult-initiated conflict does not supersed*e the provision of schooling for every child.*

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To the Obojobos, and our adopted Stacey and Katie, I am proud to call you my colleagues and friends. I look forward to our future collaborations with as much excitement as

when I reminisce about our past projects. Carrie, Selma, and Tracy, my stalwart guides in this journey, I believe you were placed in my life to make me a better academic and a better person for having known such incredible role models.

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Thank you to Karen, for her commitment and support throughout the writing process. You ensured the findings of this study were represented honorably and respectfully.

When my father left his own home at age 7, I imagine his last thought was that he would return one day. I've spent many years contemplating a trip to Cuba to visit my grandparents' home, to see the Malecón, to know the people of my father's homeland, a homeland I desperately want to call my own as well. I hope to place my feet in the sand and to smell the sweet smell of maní, just as my father described. I've envisioned returning just as I've envisioned my family's struggle to build their lives in a foreign country. I imagine for many Palestinians I've met and worked with while in Jordan, a similar notion of their homeland, Palestine, is conjured up in their sentiments. My interest in the Middle East spurred from my sister's time studying in Jerusalem and the West Bank. There she met and married my brother-in-law Najib, for whom I have the utmost respect and admiration. Therein lies my connection to this research, to Palestine, and to refugees. My father was a refugee. And now, my new family struggles to find its place.

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LIST OF ABBREVIATIONS

AES – Area Education Specialist

ANC – Amman New Camp

ATIM – Attitudes Toward Inclusion/Mainstreaming

DFID – Department for International Development, United Kingdom

EDC – Education Development Center

EFA – Education for All

HQ – Headquarter

ICF – International Classification of Functioning, Disability and Health

IE – Inclusive Education

IRB – Institutional Review Board

LD – Learning Disability

LSC – Learning Support Center

MDG – Millennium Development Goals

MENA – Middle East and North Africa Region

NLTS2 – National Longitudinal Transition Study-2

OECD – Organization for Economic Co-operation and Development

OPT – Occupied Palestinian Territories

PA – Palestinian Authority

SEN – Special Educational Needs

SST – Student Support Team

TVET – Technical and Vocational Education and Training

UAE – United Arab Emirates

UN – United Nations

UNCRPD – United Nations Convention on the Rights of Persons with Disabilities

UNESCO – United Nations Educational, Scientific and Cultural Organization

UNGA – United Nations General Assembly

UNICEF – United Nations Children's Fund

UNRPR – United Nations Relief for Palestinian Refugees

UNRWA – United Nations Refugee and Works Agency for Palestine Refugees in the Near East

US – United States of America

WHO – World Health Organization

CHAPTER ONE: INTRODUCTION

Up to 15% of the world's populations is estimated to live with a disability, of which 93–150 million are children (United Nation's Children Fund [UNICEF], 2005; World Health Organization [WHO], 2008; WHO & World Bank, 2011). Children with disabilities are routinely denied access to education, health care, transportation, and related services because of stigma, discrimination, and inadequate government infrastructure. In addition, children with disabilities are less likely to attend and complete school, are more likely to live in poverty as adults, and are more vulnerable to abuse, neglect, and violence (UNICEF, 2011; WHO & World Bank, 2011). Compounding the numerous obstacles already noted, many children with disabilities also face a range of socioeconomic barriers, and depending upon the region of the world within which they live, they may also face barriers related to conflict.

Acknowledging these numerous potential barriers and finding ways to change the trajectory for children with disabilities is critical, especially in developing countries. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) estimates that four out of every five children with a disability live in a developing country (2012). Moreover, UNESCO estimates that approximately 10% of children with disabilities living in developing countries attend school, leaving the majority of children with disabilities lacking any formal education (United Nations Enable, n.d.). Out-of-school children are thus limited in "opportunities to develop or maintain literacy skills" (UN, 2012) and have reduced opportunities for employment in the future (Metts, 2004). Access to services for all children in developing countries is often

restricted due to host country and global current economies. Specifically, low socioeconomic status inhibits children with disabilities and their families from taking part in sustainable development initiatives such as education, which could support future positive societal outcomes. Therefore, organizations like UNESCO have rallied their support to help advocate for the rights of children with disabilities to be educated.

According to the UN, children should be afforded the same human rights ascribed to all people, while also requiring special protection given their physical and mental maturity (United Nations General Assembly [UNGA], 1959). The international community represented by the UN and its predecessor, the League of Nations, has gone to great lengths to protect the rights of children and the rights of people with disabilities. Even as far back as 1924, The League of Nation's Geneva Declaration of the Rights of a Child laid the foundation for future initiatives that emphasized the rights of all children. Then in 1948, the UN's Universal Declaration of Human Rights endorsed the education of the world's children as a human right that should be accessed freely through the basic and fundamental stages, while calling upon member states to make education at the elementary level compulsory for all children. The promotion of education as a means to combat discrimination and to build tolerance towards all people in the Universal Declaration of Human Rights (UNGA, 1948a) can be found layered throughout international initiatives on both disability and education.

The right to an education for children with disabilities was specifically addressed in the succeeding Declaration of the Rights of a Child adopted in 1959 by the UNGA. This Declaration included five principles. The fifth principle specifically focused on children with disabilities, stating, "The Child who is physically, mentally, or socially handicapped shall be given the special treatment, education and care required by his particular situation" (UNGA, 1959, p. 20).

On the thirtieth anniversary of the 1959 Declaration, the UNGA reconfirmed that the focus on ensuring the rights of the child with disabilities is an essential part of reform efforts through the Convention on the Rights of a Child (1989).

> The disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development. (Article 23, para. 3)

While not specifically addressing the educational setting for the child with a disability, the 1989 Convention emphasized the right to access education and a setting conducive to the child's reaching his or her fullest development.

At the end of the 20th century, the global community once again embraced and at the same time expanded its education initiatives for all children. The World Declaration on Education for All (EFA) (UNESCO, 1990), adopted in Jomtien, Thailand, drew attention to the world's increasing illiteracy rates among children and adults and the uneven access to education, especially between males and females. Although children with disabilities received only minor attention in the World Declaration on Education for All, this initiative did call for the expansion of programs, activities, and interventions to educate people with disabilities.

Then in 1993, an effort to further expand the access of education at all levels for children with disabilities came from the UNGA through the adoption of the Standard Rules on the Equalization of Opportunities for Persons with Disabilities (UNGA, 1993). The proponents of this global initiative asserted that states should provide educational opportunities for children with disabilities in integrated settings. The term "inclusive education" (IE) was not specifically mentioned as the conduit to universal access to education until the 1994 Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994). The conference in Salamanca, Spain, reinforced the human rights approach to education with the insistence that all

children have diverse learning needs and no child should be excluded from the general education setting. Further, the Salamanca Statement (UNESCO, 1994) expounded the benefits of inclusive schooling to include combating stigma and discriminatory attitudes while building an inclusive society in a more cost-effective manner.

The goals of the Salamanca Statement on IE (UNESCO, 1994), to build an inclusive society by providing access to quality education for all children, are found in subsequent key UN initiatives, including UNESCO's EFA goals (1990), the UN Millennium Development Goals (UN MDGs) (UNGA, 2000), and initiatives presented in the UN Convention on the Rights of Persons with Disabilities (UNCRPD). The first international education initiative of the 21st century was the Dakar Framework for Action, Education for All: Meeting our Collective Needs (UNESCO, 2000). This framework reaffirmed the EFA initiatives first established at the Jomtien conference (1990). The EFA initiative identified six goals to be met by 2015. The second goal specifically addresses the access and completion of good quality, free, and compulsory elementary education for "children in difficult circumstances" (UNESCO, 2000, p. 8). The reaffirmation of the 1990 Conference on Education for All through the Dakar Framework coincided with the adoption of the UN MDGs (UNGA, 2000). Taking into account the impact of globalization on developing countries and countries in transition, and the essential values of a diverse global community, the authors of the UN MDGs outlined eight goals to be accomplished by the same year as the EFA goals: 2015. Cutting across both initiatives is the education of children. While these initiatives recognize education as a human right and the imperative to provide access to quality elementary/basic education for all children, the inclusion of students with disabilities in the general educational setting is not specifically addressed after Salamanca in1994 (UNESCO) until the UNCRPD in 2007.

The UNCRPD (UNGA, 2007), the flagship convention for persons with disabilities, addressed IE in Article 24. The conveners created the following statement: "Persons with disabilities can access an inclusive, quality and free elementary education and secondary education on an equal basis with others in the communities in which they live" (Paragraph 2, section b). IE is further described as providing reasonable accommodations to support the effective education and social development of the student. IE is implemented through strengthening the capacity of general schools to educate all children, including traditionally excluded populations, while making the education system as a whole more effective and cost efficient (UNESCO, 2001, 2009).

While IE may be "alien to many national, cultural, economic, and political contexts;" (Winzer & Mazurek, 2010, p. 12) reform policies are buttressed by the funding and resources often provided by the international community to national governments. Through joint partnerships national governments, donor agencies, non-governmental organizations (NGOs), and charitable organizations are starting to take a synergistic look at the education of all children in inclusive settings. While still not universal, marginalized groups including children with disabilities are increasingly accessing education, most often at the elementary level because of the emphasis on reaching the UN MDGs.

Despite forward movement in the education of children with disabilities in inclusive settings, the obstacles associated with refugee existence can impede progress. For refugee children with disabilities, international agencies largely provide humanitarian assistance, including education. As in the case of United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA), the agency has engaged in the assistance, protection, and advocacy for Palestine refugees of the 1948 Arab-Israeli conflict for over sixty years. The

mandates that guide UNRWA were established by the UN and initially provided services to Palestine refugees, defined as "persons whose normal place of residence was Palestine during the period 1 June 1946 to 15 May 1948, and who lost both home and means of livelihood as a result of the 1948 conflict" (Bartholomeusz, 2010, p. 457), and their descendants. The evolution of the mandate, a result of the changing geo-political climate, changed the scope of UNRWA's beneficiaries to include temporary emergency assistance to registered and non-registered Palestine refugees who became displaced after the six-day war with Israel in 1967, and those displaced by subsequent conflict (Bartholomeusz, 2010; UN, 2008). Occasionally, the UN General Assembly has also extended UNRWA's mandate to a range of Palestinian and non-Palestinian people during acute times of need, specifically during times of conflict, and to support economic and social development in the Occupied Palestinian Territories (OPT) (Bartholomeusz, 2010). Currently, UNRWA operates field sites across five regions: Syria, Lebanon, Jordan, the West Bank, and Gaza within the OPT.

"UNRWA's mission is to help Palestine refugees achieve their full potential in human development under the difficult circumstances in which they live, consistent with internationally agreed goals and standards" (UNRWA, 2012a, p. 4). The mandate of UNRWA includes providing, among other things, education to all Palestine refugees. The schools managed by UNRWA constitute one of the largest school systems across the Middle East, with half a million students and 19,000 teachers (UNRWA, 2012a). Palestine refugees are provided free, basic, and preparatory education in these schools.

As UNRWA is a subsidiary organization of the UN, the agency has historically collected information on children enrolled in UNRWA schools for annual reporting and advocacy for additional resources. However, data on children with special educational needs (SEN), which

includes children with disabilities, have only recently been included in the request for information from field sites by UNRWA headquarters (P. Malan, personal communication, October 12, 2012). Moreover, the number of children with disabilities attending UNRWA schools has historically been disproportionately low due in large part to UNRWA's lack of services for children with SEN (Universalia, 2010b). The UNRWA does not operate any special schools for children with SEN but does provide limited services across the field sites in special classes designed to accommodate children with specific disabilities (e.g., children who are deaf), or learning centers where children with SEN are segregated from their same-age peers for periods of time throughout the school day (Universalia, 2010b).

This lack of services leaves children with disabilities and their families with minimal potential service options. Some UNRWA fields have a collaborative relationship with the host government, giving Palestine refugee children with SEN access to host government schools, particularly in Jordan, West Bank, Gaza, and, prior to the crisis, the Syrian Arab Republic. However, the accommodations for most children with SEN in host government schools are more often in segregated settings, compelling families to seek education through charitable organizations if the needs of their children with SEN are not met in the public setting (Universalia, 2010b). Although at one time an UNRWA education was the preeminent education for refugees in the Middle East and North Africa region (MENA), the changing global and political landscape has impacted outcomes for students attending UNRWA schools. At present, the diminution in student achievement and the insufficient education of children with SEN has led UNRWA to reevaluate its current system of education for Palestine refugees.

In keeping with the international movement towards IE, UNRWA has recently adopted an Education Reform Strategy (2011a) that designates four areas of reform, one of which directs

all field sites to implement IE in schools by 2015. Guiding the implementation of IE is the Inclusive Education Policy (IE Policy) adopted in January of 2013 (UNRWA, 2013d). This policy summarizes UNRWA's vision of IE as being framed in the social model of disability and reflects the expectation that inclusive schools recognize the needs of diverse learners "regardless of their gender, abilities, disabilities, socio-economic status, health and psychosocial needs" (UNRWA, 2013e, p. 1), thereby giving children with special needs the opportunity to meet their full potential. In building the capacity of all children, inclusive schools also build the capacity of the community. In the case of refugee children with disabilities, whose physical and social environments make accessing education more difficult, large-scale education reform will impact physical access to transportation and buildings while also confronting social stigma and discriminatory attitudes. IE, therefore, is expected to contribute to overall changes in attitudes towards children with SEN and people with disabilities as a whole.

Statement of the Problem

With the adoption of UNRWA's IE Policy, evaluation of the policy is dependent upon a baseline criterion of current practices. Without a baseline, projected estimations of inclusion of children with disabilities in future program evaluation and research will not be easily compared. Since a dearth of concrete evidence from which to develop a baseline criterion of current inclusive practices in UNRWA classrooms currently exists, UNRWA supported this study's endeavor to thoroughly analyze specific examples of inclusion of children with SEN.

Theoretical Framework

This study used the theoretical model of inclusive schooling framework (Winzer & Mazurek, 2012) to examine current inclusive practices in the Jordan field operated by UNRWA.

Multiple overlapping factors influenced IE from international initiatives to local context (Winzer & Mazurek, 2012); thus, the model includes five components that attempt to capture the complex levels of interaction in inclusive schooling: social justice, dimensions of time, cultural parameters, school transformation, and policy and outcomes. While the themes were considered by the researcher as independent units of analysis for the purposes of this study, these concepts are connected and interrelated; evidence from one theme influences the outcomes of the others (Winzer & Mazurek, 2012). Variables, such as the transformation of teaching methods and student outcomes, are influenced by how quickly and to what degree a policy initiative is implemented. Compounding the internal variables of school transformation are external variables of cultural norms and practices along with international forces driving the initiatives. The model thus seeks to "disentangle the myriad and complex elements of the inclusive agenda internal and external to school system" (Winzer & Mazurek, 2012, p. 15). While education reform was underway, at the time of this study IE reform had not been initiated. Therefore, the Model of inclusive schooling was used to provide context to the current state of affairs in UNRWA schools and any results that may potentially inform the future implementation of policy in the region.

The core of the theoretical framework, the model of inclusive schooling, was social justice, which reflects current international policy initiatives (e.g., EFA goals, MDGs, and UNCRPD), which emphasize education as a human right (Winzer & Mazurek, 2012). The model also highlights the role of individual rights and non-discriminatory equal access to an education for all children, regardless of their diverse learning needs. Including all children in the general education classroom encourages a fundamental shift in the perception of children with disabilities and their value in school and society. Therefore, the researcher examined perceptions

of people with disabilities as well as how those perceptions influenced attitudes toward inclusion in UNRWA schools.

The second theme in Winzer and Mazurek's model (2012) is the dimension of time, referring to "both the history of the policy and its resilience as well as the age of the reform" (p. 17). In the case of this study, IE reform has not yet been fully implemented. Therefore, the study focused on the historical polices and current practices that may impact the implementation of IE in the future. As part of this research, historical data were gathered through document review, and stakeholders were interviewed to explore the connection between policy and perception of educating children with SEN. Primarily, the information gathered around time was meant to provide context to the current circumstances.

The third theme, cultural parameters, is multi-faceted and composed of ideological beliefs influenced by political, social, and economic factors (Winzer & Mazurek, 2012). Perceptions and attitudes of society towards people with disabilities are considered to be value bound and highly contextualized by the condition and culture of the society. From the perspective of the social model of disability, barriers to accessing education for children with SEN are socially imposed and often politically driven. To investigate the cultural parameters of inclusive schooling in UNRWA schools, the researcher adapted Winzer and Mazurek's (2012) units of analysis to include (a) the national identity of Palestine refugees, (b) their perceptions of education as a conduit of social justice, (c) historical and current perceptions of disability, (d) disability prevalence rates, and (e) the impact, if any, of religion.

The fourth theme, school transformation, sheds light on the complex type and nature of systemic change required for IE (Winzer & Mazurek, 2012). The multifaceted reforms most often associated with IE are complicated by the political motives of the policy, such as the

influence of international bodies. For example, international bodies such as the UN, the World Bank, and other donor and non-donor agencies have crafted an abundance of international initiatives promoting IE. Consequently, as Winzer and Mazurek asserted, these bodies "place political pressure on governments to accede to the notion of special needs as a human rights issue and establish individual rights as a centerpiece in policy making" (2012, p.19). However, Winzer and Mazurek (2012) also encouraged sovereign states that embrace or borrow policy from international bodies to adapt the initiatives to their local context.

In this study, UNRWA has acknowledged that the adoption of IE was influenced by their affiliation as a UN agency and the growing popularity of the EFA and UN MDGs. With the agency's widespread impact across the five field sites, the researcher recognizes the implementation of IE reform will vary with local conditions. With that in mind, the researcher examined the evolution of policy development through the lens of local and national education stakeholders. In addition to policy development, the researcher focused on the practical measures of policy implementation, which included the strategies and resources that supported the inclusion of students with SEN in the classroom.

The fifth theme, policy and outcomes, examined historical policies related to IE as well as the perception of stakeholders in regard to benefits and challenges of IE in the Jordan field of UNRWA (Winzer & Mazurek, 2012). At the core of this theme, inclusive schooling requires reforms of attitudes, perceptions, teaching, and learning, as well as community involvement. Because inclusive schooling can be precarious when cultural norms in the local society are not taken into account (Winzer & Mazurek, 2010), policies that drive such change are dependent upon multiple layers of local, national, and international stakeholders who value and give merit to educating all children together.

However, challenges to inclusive schooling continue to exist, creating barriers for children with disabilities and their families. Winzer and Mazurek (2012) asserted that "Implementation is the concrete manifestation of policy," while "Outcomes rest on the proposition that ultimately educational inclusion means making a difference in the opportunities and lives of all students" (p. 20). As noted, UNRWA schools have not yet implemented IE reform. Therefore, the sub-unit related to policy and outcomes was examined through two lenses: an historical lens and a current lens. First, historical policy statements related to including children with disabilities in UNRWA classrooms were examined through document review. Second, interview questions related to the perceived benefits and challenges to IE provided the lens through which to examine the current classroom structures.

Purpose of the Study

Using the context of the Jordan field, the researcher investigated current perceptions regarding inclusion of children with disabilities in selected UNRWA classrooms and examined what type of inclusive strategies were being implemented to educate children with disabilities in selected classrooms. Initial research on the inclusion of children with SEN in UNRWA schools identified disproportionally low attendance and few settings in which children with SEN access full-time education in the general education classroom. This study sought to further the current knowledge of IE by specifically exploring the cases of teachers who are including children with disabilities in general education classrooms and the benefits and barriers observed within the classrooms, schools, and communities.

Research Questions

The following research questions are framed around Palestine refugee children with disabilities who were included in the general education classroom for at least some part of their day in the Jordan field.

1. How do UNRWA stakeholders in the Jordan field perceive inclusive education?
2. How are students with special educational needs currently included in UNRWA classrooms in the Jordan field as perceived by all stakeholders?
3. What are the benefits and challenges to including students with special educational needs and providing inclusive education in the Jordan field as perceived by all stakeholders?
4. What supports for inclusion of students with special educational needs have been provided to stakeholders in the Jordan field UNRWA classrooms?

Propositions

Propositions are used to "formalize and systematize the researcher's thinking into a coherent set of explanations" (Miles & Huberman, 1994, p. 75). In this way, propositions guide and focus the collection and analysis of data. Initial propositions were grounded in this study in research and theory; however, the propositions remained flexible throughout the data collection and analysis (Baxter & Jack, 2008; Yin, 1981) in order to construct a conceptual framework. Each proposition is aligned to a specific research question and sub-unit of analysis.

1. Research Question 1, Social Justice, Proposition RQ1-A

   Philosophy about education and inclusion impacts stakeholders' attitude towards inclusion.

2. Research Question 1, Cultural Parameters, Proposition RQ1-B

   Teacher preparation impacts teachers' attitude towards inclusion.

3. Research Question 1, Cultural Parameters, Proposition RQ1-C

   The type and prevalence of a special educational need or a disability impacts perception of inclusion.

4. Research Question 2, Policy and Outcome, Proposition RQ2-A

   Strategies to include students with a special educational need or a disability in the classroom will be qualified as access to classrooms and school buildings.

5. Research Question 2, Policy and Outcomes, Proposition RQ2-B

   Stakeholders' expectation of students with SEN impacts their inclusion in the classroom.

6. Research Question 3, Dimension of Time, Proposition RQ3-A

   Length of time in education impacts stakeholders' perception of benefits and challenges of inclusive education.

7. Research Question 3, Cultural Parameters, Proposition RQ3-B

   Stakeholders' perception of a special educational need or a disability and education impacts their attitude toward the benefits and challenges of inclusion education.

8. Research Question 3, School Transformation, Proposition RQ3-C

   Financial restrictions limit the implementation of services for students with a special educational need or a disability.

9. Research Question 4, Dimensions of Time, Proposition RQ4-A

   Policies found in internal documents support inclusion to a greater degree than the current practical application of inclusion in the classrooms.

10. Research Question 4, School Transformation, Proposition RQ4-B

    Access to classroom resources impacts the inclusion of students with a special educational need or a disability.

11. Research Question 4, School Transformation, Proposition RQ4-C

    Access to school support personnel impacts the inclusion of students with a special educational need or a disability.

12. Research Question 4, School Transformation, Proposition RQ4-D

    Access to school buildings and classrooms impacts the inclusion of students with a special educational need or a disability.

Significance of the Study

By addressing both the perception of inclusion and the practical application of inclusive strategies, the researcher anticipates a) contributing to a scant but growing body of literature on UNRWA as one of the largest contributors of education to Palestine refugees and b) providing data for future hypothesis testing on the benefits, challenges, and barriers to IE for children with disabilities who are refugees or living developing areas.

Organization of the Study

In summary, the researcher explored the research questions through the use of a multiple embedded case study design. The Jordan field of UNRWA provided the context of the case

study, and selected inclusive classrooms within the Jordan field were the focus of each case. Each case was examined through the lens of the model of inclusive schooling (Winzer & Mazurek, 2012), using the five themes as embedded sub-units of analysis. The primary setting of each case study was the classroom, followed by the school building, area offices, Jordan field office, and finally UNRWA HQ. Study participants were stakeholders with a vested interest in implementing IE, including teachers, school leadership, students with SEN, suspected or diagnosed disabilities, families of students with SEN, suspected or diagnosed disabilities, and UNRWA education staff at the local (camp area), national (Jordan field), and international (UNRWA HQ) levels.

The researcher used multiple sources of data, including interviews with stakeholders, classroom observations, and extensive document review, to ensure all perspectives of IE were examined. The study propositions guided the analysis of data collected. Between-case analysis was used to extract patterns and develop study themes. Results of the study are discussed in Chapter 4 and a discussion of the study results are explored in Chapter 5. The following definitions were used to guide the researcher throughout the study.

Operational Definitions

The following operational definitions were gathered from various international sources. Given the focus of this study on IE in UNRWA schools, the primary source of information to serve as the foundation for this study is the UNRWA Draft IE Policy, 2012–2015. Unless otherwise cited, the following operational definitions are modified from the work and property of UNRWA (UNRWA, 2012b).

Accessible learning material: Material to support a student with a disability to access the curriculum, for example large print text, Braille text, audio textbooks, or computers. (UNRWA, 2012b)

Adaptation: The process of modifying teaching and learning materials and methods and/or the learning objectives in the curriculum to meet additional and extensive learning needs of an individual learner. Curriculum adaptation means prioritizing key learning objectives and changing, adding, or removing learning objectives for an individual learner. Adaptation of teaching and learning methods and materials refers to necessary changes to meet the additional and extensive needs of learners; for example, providing large-print text to learners with visual impairment. (UNRWA, 2012b)

Alternative special education provision: A special education provision outside the UNRWA education system through private, governmental, and non-governmental service providers. Alternative education provision may be formal or informal. (UNRWA, 2012b)

Assessment (formative, summative, individual, informal, formal): The ways teachers or other professionals systematically collect and use information about a student's level of achievement and development in different areas of educational experience (academic, behavior, or social). *Formative assessment* is the continuous assessment carried out by teachers throughout the school year to keep track of students' academic achievement and learning needs. *Summative assessment* is tests conducted at the end of term. In addition to these kinds of whole class assessments, students with additional or extensive needs may require *individual assessment* to identify their specific learning needs. Individual *informal assessment* is all ways in which teachers can gather information about a student's development and learning needs through observation, use of checklists, and simple tests. In addition, individual *formal assessment*

conducted by medical and psychological professionals may be necessary in some cases to obtain an accurate diagnosis of the student's developmental needs. (UNRWA, 2012b)

Assistive device: A specific device that will assist a person with a disability, e.g., a wheelchair, crutches, a hearing aid, a white stick, a Braille typewriter. Some assistive devices may also be simple and self made. (UNRWA, 2012b)

Barriers to education: Any practical, attitudinal, social, or physical obstacles in the school environment and community that hinder a student's learning and participation. Negative attitudes towards a child with a disability may be a barrier as well as lack of accessible infrastructure. (UNRWA, 2012b)

Child-centered education: An approach to education that places children and their needs in the center of the learning process. In child-centered education, students actively participate in their own learning. (UNRWA, 2012b)

Differentiation: A way of planning, assessing, and teaching a heterogeneous group of students in one classroom where all students are learning at their optimal level, taking account of learner differences and matching curriculum content, teaching, and learning methods and materials to different ways of learning and learner needs. (UNRWA, 2012b)

Disability: The social disadvantage that is caused by the barriers that a person with an impairment faces when interacting in society. Disabilities are socially constructed as opposed to impairments, which are individual conditions. (UNRWA, 2012b)

Discrimination: The prejudicial treatment of individuals based on their membership in a certain group or category, excluding or restricting members of one group from opportunities that are available to another group. (UNRWA, 2012b)

Enrichment: Expanding the knowledge of students by providing additional information, tasks, and activities and deepening the knowledge of students by providing more complex and stimulating tasks. (UNRWA, 2012b)

Exclusion: Processes in which individuals are blocked from rights, opportunities, and resources that are normally available to members of society and which are key to social integration, for example the right to and opportunity for education. Children with disabilities may be vulnerable to exclusion from education. (UNRWA, 2012b)

Extensive needs: Health, psychosocial, and learning needs of students that have significant consequences in many areas of student learning, development, and participation. Meeting extensive needs requires regular, long-term or intensive individual support. (UNRWA, 2012b)

Gender: The socially constructed norms and roles that are assigned to girls, boys, women, and men. Gender is not concerned with biological differences between females and males; it refers to the values and roles attached to being a female and male in each society, and it differs in different cultures.. (UNRWA, 2012b)

Identification of needs: The process of informal assessment, observation, and information gathering used to identify learning and the psychosocial and health needs of students. (UNRWA, 2012b)

Impairment: A long term physical, intellectual, mental, or sensory condition that sets significant limitations on a person's functioning, e.g. a physical, intellectual, visual, or hearing impairment. (UNRWA, 2012b)

Inclusive education: A right-based approach to education that appreciates the diversity of all children and caters to their needs with particular emphasis on the needs of children vulnerable

to exclusion and marginalization. IE requires changing the education system to become more responsive to the needs of the students, rather than changing students to fit into the system. (UNRWA, 2012b)

Individual Education Plan (IEP): A long-term plan that can help identify key learning needs and learning objectives, used to reach agreement on support measures for an individual student with additional or extensive needs. (UNRWA, 2012b)

Marginalization: The treatment of children whose needs are neglected or poorly met at schools. For example children who are in danger of dropping out of school, children with high abilities, children who have psychosocial or behavioral needs, children who need more time to learn, children who have health needs that affect their learning, children who have failed the end of year examinations, and children who are "over-age" for their grade level may be in danger of marginalization in the education system unless schools become more inclusive of their needs. (UNRWA, 2012b)

MENA Region: The Middle East and North African Region: Algeria, Bahrain, Djibouti, Egypt, Iran, Iraq, Israel, Jordan Kuwait, Lebanon, Libya, Malta, Morocco, Oman, Occupied Palestinian Territory, Qatar, Saudi Arabia, Sudan, Syria, Tunisia, United Arab Emirates, Yemen. (UNICEF, n.d.)

Placement: Where a student's education takes place. All students have a right to be admitted in their nearest school regardless of their needs and abilities. However, in some cases the extensive learning needs of a student may be better met through placement in a learning resource center / special-needs class, either on full-time or part-time basis. (UNRWA, 2012b)

Psychosocial need: Any emotional, social, mental, or spiritual need. All children have a need for psychosocial well-being. Many things can impact a child's psychosocial well-being and

cause additional or extensive psychosocial needs, including poverty, conflict, neglect, abuse, violence and exploitation, stigma and discrimination, isolation and loneliness, and lack of adult support and guidance. (UNRWA, 2012b)

Rights-based approach: The application of human-rights standards in education content and processes. A rights-based approach to education requires ensuring that all children's right to education is fulfilled regardless of their abilities, disabilities, socioeconomic status, gender, learning, or psychosocial and health needs. (UNRWA, 2012b)

Special education provision: Extensive learning support in a facility / classroom for this purpose, e.g., a special needs class. (UNRWA, 2012b)

Special educational need (SEN): Additional and extensive learning, psychosocial, and health needs that have a significant impact on student education. (UNRWA, 2012b)

Stakeholders: Policy-makers, school administrators, teachers, families, and children with and without disabilities who contribute to improving educational opportunities and outcomes for children with disabilities (WHO & World Bank, 2011). Members of these groups of stakeholders are the subjects of this study.

Student Support Services: The team of staff at Field / Area level who work with schools to provide support and advice on identifying and meeting additional and extensive needs of students and who facilitate referral of students with extensive needs to specialized support. These staff may be education specialists specialized in learning support, special needs, health education and psychosocial support, school counselors, and other related professional support staff. (UNRWA, 2012b)

Student Support Team (SST): A team at school that meets on a regular basis and on demand to plan and coordinate learning and psychosocial and health support at the school level.

In particular the team discusses individual students referred to its attention and takes necessary actions to support teachers and students in collaboration with the referring teacher and child's parents. Team members may include the school principal/deputy principal, mentor teacher, and other related staff where available such as health tutor, teacher/school counselor, and learning support teacher (UNRWA, 2012b).

CHAPTER TWO: REVIEW OF LITERATURE

This chapter provides historical and current context on inclusive education (IE) for Palestine refugees with SEN educated in UNRWA schools. The chapter is organized into five sections. The first section provides a brief overview of the history of people with disabilities living as refugees. Throughout the section specific examples are provided related to the Jordan field. The second section provides a general overview of the education of children with SEN living in fragile, conflict/post-conflict areas, and living as refugees. The third section highlights UNRWA, describing the agency's evolution as a major provider of education for Palestine refugee children. The fourth section describes the emergence of IE in UNRWA schools. In the final section, the researcher explores the current status of educating Palestine children with SEN in the Jordan field of operation, followed by an analysis of the influence and impact of stakeholders involved in the education of Palestine refugee children with SEN in UNRWA schools.

Overview of Disability in the World

While the exact number of people living with a disability globally is unknown (WHO & World Bank, 2011), the WHO and World Bank (2011) estimated that out of the total global population one-billion people live with a disability. Estimates of children living with disabilities range from approximately 95 million children between the ages of birth and 14 (WHO & World Bank, 2011) to 150 million children worldwide (UNICEF, 2005). At a minimum, 2.5% of the world's children have "self-evident moderate to severe levels of sensory, physical and

intellectual impairments. An additional 8% can be expected to have learning or behavioral difficulties, or both" (UNICEF, 2007, p. 3).

What Is Disability?

The United Nation's Convention on the Rights of People with Disabilities (UNCRPD) describes disability as "long-term physical, mental, intellectual or sensory impairments, which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others" (UNGA, 2007, Article 1). The WHO began crafting a disability framework over thirty years ago, first introducing the International Classification of Impairments, Disabilities, and Handicaps in 1980. Since that time, the WHO has refined the framework to include association between the factors that contribute and cause disability and impairment, which has led to the International Classification of Functioning, Disability and Health (ICF), (Metts, 2004; WHO, 2001). According to leaders at the WHO (n.d.), "The ICF was endorsed for use in Member States as the international standard to describe and measure health and disability" (International Classification of Functioning, Disability and Health, para. 2). A cornerstone of the ICF is the notion that disability is a "universal human experience" (International Classification of Functioning, Disability and Health para. 3), which takes into account social aspects rather than focusing solely on medical aspects that contribute to a person's equal access to life. Disability, therefore, is an experience that assumes interaction between the impairment or health condition of a person (e.g., cerebral palsy or Down syndrome) and the environment conditions (e.g., accessible transportation or discriminatory attitudes), which in combination can contribute to barriers of exclusion (WHO & World Bank, 2011).

Estimating the rate of disability is a controversial and enigmatic task. Compounding estimates of disability are multiple means of defining disability and impairment (Eide & Loeb, 2005; Elwan, 1999; UNICEF, 2007). Correspondingly, multiple and varied means of analyzing the inadequate and often unreliable data (Metts, 2004; UNICEF, 2007), particularly data from low income and developing countries (Eide & Loeb, 2005), can distort global, regional, and national estimates. Adding to the quagmire are the differing agencies that account for disability worldwide, which relay different estimates.

One such cause of discrepancy between estimates across countries is the use of different types of screening materials. Developed countries often use a disability screening, "which ask respondents to identify their activity limitations" (Metts, 2004, p. 5), while developing countries tend to use impairment screening (Eide & Loeb, 2005), "which ask respondents to identify losses or abnormalities of body structure or physiological or psychological function" (p. 5). In the latter case, respondents may not be aware of their conditions due to inaccessible diagnostic materials, therefore limiting the information the respondent can access and provide on screening materials (Mont, 2007). For example, in the case of Jordan, a census question asks respondents if they have a disability. The response indicates a 1.2 rate of disability per 100 people (Mont, 2007), a far smaller rate than the current 15% estimation of disability worldwide (WHO & World Bank, 2011), and the 12.6% estimate provided by the country's administration six years prior (National Council for Family Affairs, 2004; World Bank, 2005).

Discrepancy in estimates of disability is also attributed to screening materials that rely on individual perception of loss and severity of loss (Mont, 2007; UNICEF, 2007). For example, in the 2011 Palestinian disability survey, conducted throughout the West Bank and Gaza,

respondents surveyed about prevalence of disability were given a broad and a narrow definition of disability,

> The wide definition of disability states that a person with disability suffers from some difficulty or a lot of difficulties or cannot at all. In addition, the Disability Survey measures disability in its narrow definition… A person with disability suffers from a lot of difficulties or cannot at all. (Palestinian Central Bureau of Statistics & Ministry of Social Affairs, 2011, p. 11)

Depending on the use of the narrow or the broad definition, the rate of disability ranged from 2.7% to 6.9%, respectively. Similarly, self-applied definitions can lead to varying rates of report of disability. In a household survey, Palestinian respondents were asked to list their disabling "conditions," forcing respondents to list what they perceived as conditions rather than using a pre-defined construct for disability (Mont, 2007). Overall, varied perceptions of disability have led to conflicting prevalence rates for disability.

Attitudes and perceptions toward disability further complicate estimates as parents and family members may be reluctant to admit a child has a disability due to stigma. The leaders of UNICEF in 2007 even noted that in some regions births may not be registered for children with self-evident moderate to severe disabilities. And, whether due to inadequate screening and diagnostic materials or lack of access to education in general, disabilities may also go undiagnosed in children. Children whose disabilities are not self evident at birth but instead were acquired in childhood or emerge from a lack of academic performance also often go unidentified. Therefore, the complexity and lack of consistency in the use, identification, and application of the term *disability* complicates research in regions and countries throughout the world, especially in low socioeconomic or conflict-ridden states where gathering any type of data is challenging in general.

The Shifting Global View on Disability

Despite the challenges of identifying people with disabilities, in general the international community is embarking on new policies and practices often associated with higher levels of integration into social and economic opportunities for people with disabilities (World Bank, 2005; WHO & World Bank, 2011). Bolstered by the public support of international initiatives such as the UNCRPD (Norwegian Agency for Development Cooperation [NORAD], 2011; WHO & World Bank, 2011), and the UN MDGs, disability paradigms are shifting, and the international community is transitioning from a medically oriented model of disability to a social model of disability. Illustrating the movement towards the social model approach to disability are the tools used to measure prevalence of disability internationally, which currently use the social model approach as the predominant paradigm (Mont, 2007).

Historically, individuals who support a medical model of disability seek to assign blame to the body of the person for the impairment (WHO & World Bank, 2011). Those who support the medical model also propose that individual treatment of the problem should occur rather than a deep structural and social change. For instance, providing a wheelchair or walker to a person who has a physical disability that impedes walking without assistance may give him or her greater access in performing certain daily activities. Yet, in many instances full and equal participation in society would require a structural change to building and transportation infrastructure that do not accommodate wheelchairs. When characterized as a region, the MENA area tends to emphasize a medical model approach as it relates to public policy (World Bank, 2005).

Proponents of the social model of disability often imply that barriers, which exist and limit the equal access of factors impacting quality of life for people with disabilities, are socially

constructed. If the environment, both social and physical, were fully adapted to accommodate the functional limitations of a person with a disability, the person would no longer be considered disabled (Mont, 2007). Socially imposed barriers could include overt discrimination in employment opportunities due to stigma or the absence of a ramp or an elevator for a person in a wheelchair.

The movement towards addressing the needs of all people with disabilities worldwide is supported by the UN. The preamble to the UNCRPD (UNGA, 2007) takes an innovative and progressive approach to disability, stating "disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others" (paragraph b). Assigning balance to both a medical and social approach to understanding persons with disabilities, the authors of the UNCRPD assert an ecological model that recognizes the interaction between the individual, society, and the environment (UN, 2011a). The UNCRPD document is grounded in a human rights approach, focusing on encouraging a philosophical approach of giving people with disabilities equality in access and participation in all facets of society. Additionally, the authors of the UN MDGs specifically emphasize the need to cut poverty in half as well as to provide universal access to basic education to all children by 2015. In order to reach both goals, experts assert that people with disabilities must be integrated fully and equally into society (Metts, 2004; Sightsavers International, 2009; UN, 2011a; World Bank, 2005).

Factors That Impact Disability

The Economic Impact of Disability

Addressing the education of people with disabilities simultaneously impacts the other goals of the UN MDGs document related to poverty. People with disabilities are not contributing to the world economy because they have limited access to education and other resources/services that would support them in developing the skills necessary for employment (Metts, 2004, WHO & World Bank, 2011). If one in four households is impacted by disability (WHO & World Bank, 2011), an estimated two billion people (UN, 2011a) may have restricted access to employment. According to the World Report on Disability (WHO & World Bank, 2011), employment rates for people with disabilities are lower than the rates of people without disabilities. Likewise, caregivers to people with disabilities are also underemployed and are more likely to face financial problems (WHO & World Bank, 2011). To illustrate the impact on the world economy, a World Bank background paper estimated that a range of global gross domestic product lost to disability in medium-income countries such as Jordan and the OPT (West Bank) is between $377 billion and $492 billion United States (US) dollars (Metts, 2004). Globally, the estimate ranges from $1.71 trillion to $2.23 trillion US dollars annually (Metts, 2004).

Integrating people with disabilities into society, including into formal systems of education, can increase their contribution to the world economy (Metts, 2004). To overcome the economic impact of disability, people with disabilities typically need to overcome the challenges characterized in the ICF as well as traverse three phases of physical and social integration (p. 9). The first phase is survival and recovery of the disability. The second phase includes acquiring access and integration into the social and economic units of society. The third phase is to actualize the life worth living, enjoying activities that "give life meaning" (p. 9). Impeding

access and integration of a person with a disability into society are physical barriers (e.g., building infrastructure and transportation) and social barriers (e.g., discrimination and stereotyping of a person's ability). Removing barriers gives people with disabilities access to areas of human development such as education (World Bank, 2005). Currently, people with disabilities tend to have lower levels of education than their non-disabled peers (World Bank, 2005) and limited education in the early years of life, which significantly impact potential poverty levels as an adult (WHO & World Bank, 2011). Access to education has been shown to increase the functionality of people with disabilities, leading to increased employment opportunities, allowing people with disabilities to contribute to society in more productive and meaningful ways while reducing the potential poverty often associated with this population around the globe (Metts, 2004; WHO & World Bank, 2011).

Poverty

According to a World Bank background paper (Metts, 2004), disability fosters poverty and poverty fosters disability. People with disabilities are more at risk of poverty than people without disabilities (Elwan, 1999), as best illustrated by the disproportionate number of people with disabilities who live in poverty (World Bank, 2005; WHO & World Bank, 2011). Similarly, Elwan (1999) reported about a UN Special Rapporteur, which found that of the world's poorest people, those living on less than one dollar a day, 15–20% are people with disabilities (Braithewaite & Mont, 2008). The variables impacting poverty and disability are intertwined. Whether due to discrimination, stigma, poor access to food, education, sanitation, and employment, or the necessity to be a caregiver, the variables impacting poverty also impact disability (Braithewaite & Mont, 2008; Metts, 2004; UN, 2012a; World Bank, 2005). The result of the "inextricable link" (UNICEF, 2007, p. 13) between poverty and disability is a persistent

and complicated cycle whereby employment, health care, security, and education become less accessible for people with and without disabilities and their caregivers (WHO & World Bank, 2011). Poverty can therefore be considered both a "cause and a consequence of disability" (UNICEF, 2007, p. 5).

Jordan is considered a developing economy according to the World Bank (World Bank, 2013) and in 2011 ranked in the upper-middle-income category based on per capita gross national income, which is a shift from previous years when Jordan ranked as a lower-middle-income economy. (UN, n.d.; UN, 2011b; UN, 2012b). The human development index of Jordan, "a summary measure for assessing long-term progress in three basic dimensions of human development: a long and healthy life, access to knowledge and a decent standard of living," also rose in 2012 as compared with previous years, placing the country in the medium human development category (United Nations Development Program, 2011, p. 130). However, Palestine refugees living in refugee camps throughout Jordan do not necessarily reflect the upper-middle-income description of Jordanian nationals (UNDP, 2013). In 2010, a randomized survey was distributed to Palestine refugee clients of UNRWA's microfinance department for the Jordan field. The survey revealed that nearly 60% of the department's clients were considered low income, approximately 12% were considered poor, and 6% were living in extreme poverty. Further, close to 50% survived on five United States dollars a day (UNRWA Department of Microfinance, 2013b).

Violence

The impact of violence spans regions currently experiencing conflict as well as regions in post-conflict or otherwise peaceful states. Jordan is not a state in conflict, although it is affected by conflict nonetheless. Honor killings, performed by male members of a family in retaliation for

a perceived violation of the family or community, are reported to occur in Jordan (Geneva Declaration, 2008). Jordan is also categorized as a country in which extrajudicial killings occur occasionally. Extrajudicial killings are "broadly defined as the illegitimate use of fatal armed violence by agents of the state against its citizens (Geneva Declaration, 2008, p. 131). Universally, children with disabilities are more vulnerable; therefore, the government's ability to secure their safety by counteracting violence and conflict is paramount. Conflict throughout the region impacts Jordan to a large degree as well. The Syria crisis has resulted in hundreds of thousands of Syrian refugees taking refuge in the northern border area of Jordan. Refugees of Palestinian decent are not allowed to cross the border into Jordan, requiring them to seek refuge in the adjacent areas of North Africa and Lebanon, primarily. The impact of Syrian refugees on the Jordanian economy and on the social infrastructure of Jordan cannot be underestimated.

The Education of Children With Disabilities

According to the authors of the Organization for Economic Co-operation and Development (2008), "Education appears to offer the greatest possibilities for addressing sources of fragility" in the world (p. 21). While education may be integral to peace-building and prosperity (Nicolai, 2007), providing resources to educate people living in fragile states and those living as refugees is more difficult given the condition of the governing body, the economy, the ongoing conflict, the security of food, and many other situational variables (UNICEF, 2005). For children with disabilities living in fragile, conflict, or post-conflict states, these factors contribute to and compound the existing challenges of accessing quality education (UNICEF, 2007).

Children with disabilities living in fragile, conflict or post-conflict states are often impacted by the same factors as their peers without disabilities. Davies and Talbot (2008),

emphasized several themes that impact the education of children in fragile conditions. The first theme highlights the importance of learning in school, which supersedes the benefits of solely attending school and engaging in the routine of schooling. The second theme identifies the need for children to feel socially included. Children's identities are formed through culturally complex norms, often influenced by their affiliation with a group of like-minded people. Peer relationships can normalize schooling for children in conflict-affected and post-conflict settings, but the lack of integration into peer groups and the feelings of exclusion because of age, gender, race, ability, role in the conflict, and outcomes of the conflict can inhibit the learning process. The third theme relates to the curriculum and instruction of children in conflict and post-conflict conditions. The pedagogy taught to children is often controversial as teachers, themselves often affected by conflict, provide the context to the curriculum they disseminate (Save the Children, 2006). The final theme emphasizes discipline in school by teachers and administrator, which can play an integral role in how children learn and the anxiety they continue to combat after conflict has occurred. Davies and Talbot (2008) surmised that education is "evidently essential as a preparation for economic and social reintegration of refugee and internally displaced populations" (p. 509).

As evidenced, it is vital to the well-being of the child and the society that children living in vulnerable environments, especially children with disabilities, access education. However, currently 1-3% of children with disabilities are included in formal education settings in developing countries (UN Enable, n.d.). Of those children accessing education, low enrollment and attainment rates plague children with disabilities, and low rates are even more pronounced for children with disabilities living in developing areas (WHO & World Bank, 2011). Furthermore, UNESCO cautions that many developing countries lack the necessary instruments

to diagnose suspected learning disabilities. Students with learning disabilities are then under-diagnosed, resulting in a lack of service provision. Often, these students will drop out of school or might not attend at all (UNESCO, 2008) due to a lack of acknowledgment—let alone intervention—to address their challenges in learning.

If a child is in fact identified with a disability, traditionally the education has taken place in a variety of settings. Settings may have included special schools, centers for children with disabilities, integration into mainstream classes for portions of the day, or full inclusion into mainstream schools. However, officials at the WHO and the World Bank (2011) argued that until the recent advent of legislation requiring the inclusion of children with disabilities in educational systems, children with disabilities were typically excluded from mainstream education. Both experts noted that more often than not children with disabilities were segregated from their non-disabled peers and provided support through special schools aligned to the disability of the child, for example schools for the deaf and schools for the blind.

Despite the historical rates of exclusion of children with disabilities, the recent push towards including children with disabilities into mainstream schools has forced systems of education to define IE. Integrating children with disabilities into classes is not the same as including them as equal members of the classroom, as noted by officials at UNICEF (2007). Broadly defined, IE means "schools, centers of learning, and educational systems that are open to ALL children" (UNESCO, 2001, p. 16).

IE is often proceduralized and follows a continuum of environments based on type and severity of the child's needs (WHO & World Bank, 2011). UNESCO officials suggested that those schools that support IE have gone through a systematic change process to (a) promote learning methods and teaching styles that adapt to the needs of all children, (b) change the

environment through building infrastructure and classroom supports, and (c) change the attitude, perception, and expectations of and about children with disabilities. Inclusion heralds an education adapted to the child's personality, talents, and cognitive and physical ability, provided in non-segregated settings in order that all children meet their full potential (UNICEF, 2007).

"The concept of IE has been gaining momentum around the world, by virtue of it being included in policies of international organizations such as the United Nations" (Gaad, 2011, p. 82). The education of children with disabilities is specifically outlined in the guiding principles of the UNCRPD and further delineated as having equal access to free, quality and compulsory IE in Article 24:

> 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 and 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 individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion. (UNGA, 2007, para. 2)

Regional Setting for Educating Children With Disabilities

The policies outlined in the UNCRP have a direct impact on the commitment to education by other UN agencies. The following section describes in detail the trends in educating Palestine refugee children, beginning just before the UN resolution that established UNRWA and spanning the six decades of the agency's existence. The challenges faced by the UNRWA to educate the refugees of the 1948 and 1967 Arab-Israeli conflicts are also detailed, followed by an overview of the current status of the UNRWA education system. Since this study specifically investigates the Jordan field of operation, this section provides explicit references to the field site of Jordan.

Historical Trends in Educating Palestine Refugees

UNRWA's role is further complicated by the various contextual settings within which it operates. Until recently, foreign governments oversaw the education of Palestinians living in the area of what is currently the state of Israel and the OPT (Nicolai, 2007). Formal schooling for Palestinians first emerged during the Ottoman Empire (Nicolai, 2007). Following World War I the Ottoman Empire was dismantled and the lands were distributed to the Allied powers. In 1918, upon the dissolution of the Empire, Palestinians were assumed into the British Mandate of Palestine (Chatty, 2010; Hallaj, 1980). Palestinian Arabs urged the British Mandate to prioritize education, noting that rural areas were disproportionately lacking in schools and the limited technical and vocational schools did not accommodate the students wishing to attend institutions of higher education (Abu Lughod, 1973).

While the British supervised education, Palestinian Arabs saw an increase in school buildings and school enrollment. Yet, school capacity still did not meet the overall need, and only half of the students who enrolled in schools were eventually accepted (Nicolai, 2007). Even still, the British management of schools provided more educational opportunities for Palestinians. According to Rose (2010), Palestinians' levels of educational achievement were good compared to other Arabs in the MENA region, although when compared to developed nations, levels of educational attainment were still low and not universal.

Following the end of the British Mandate in 1947, the Arab-Israeli conflict of 1948, and the armistice with Arab armies in 1949, Palestine refugees dispersed to several locations throughout the MENA (Chatty, 2010). Governing authority of the West Bank of the Jordan River and Jerusalem was assumed by Transjordan, later renamed the Hashemite Kingdom of Jordan in

1950, and the Gaza area was governed by Egypt. Refugees also fled to other locations, with most settling in the interiors of Jordan, Lebanon, and the Syrian Arab Republic.

UNRWA's Commencement as a Provider of Education for Palestine Refugees

Through political and social strife culminating in the Arab-Israeli conflict of 1948–1949, a population of people inhabiting what is now referred to as Israel became refugees scattered throughout the MENA region (UN, 2008). To meet the needs of the refugee population, in November of 1948 the UNGA created the United Nations Relief for Palestine Refugees (UNRPR) (Forsythe, 1971). This organization was succeeded in 1949 by another UNGA mandate that created the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UN, 2008; UNGA, 1949). The original organization was thought to be provisional in nature, given UN Resolution 194, which resolved that "the refugees wishing to return to their homes and live at peace with their neighbours should be permitted to do so at the earliest practicable date" (UNGA, 1948b, para.11), and refugees who chose not to return would be compensated for their property (UN, 2008). Arab states that found themselves new hosts to Palestine refugees advocated for repatriation instead of assimilation (Chatty, 2010; Forsythe, 1971). Nevertheless, by 1949, the international community was well aware that the newly established Israeli government would not permit any Palestinians the "right to return" to their homes or other property (Forsythe, 1971; Morris, 2004). Thus, while UNRWA's first mandate was to expire in 1951, it has been extended typically every three years through the UNGA (Bartholomeusz, 2010), most recently until June of 2014 (UNRWA, n.d.).

The long-term nature of the refugee situation required UNRWA to reconsider the mission of the organization from a "temporary emergency operation" fixed on providing relief (Rose,

2010, p. 230), to a more enduring organization focused on "regional resettlement and reintegration" (Forsythe, 1971; Rose, 2010, p. 231). This new direction continued an emphasis on increasing the quality of life of Palestine refugees and now included a focus on projects that would also build the economy of the host countries (Rose, 2010) and an interest in the provision of education and health services (Congressional Quarterly Press, 2006). The UNRWA leaders assumed that economic prosperity would alleviate the need for the existence of the agency altogether (Schiff, 1989). On the contrary, Palestinians were skeptical of many work projects, conflicted by their intent to return to their homes as per UN resolution 194 and their need to subsist while residing in host countries (Schiff, 1989).

Despite their skepticism, Palestinians did not see education as an infringement on their right of return. Quite the opposite, as most refugees embraced the opportunity of being educated (Dickerson, 1974). Some experts assert that Palestinians saw the loss of their lands and their citizenry as an example of Israeli superiority (Hallaj, 1980; Rose, 2010). With that in mind, education became a necessary means to ensure their rights (Chatty, 2010) while providing social and economic mobility (Abu Lughod, 1973; Dickerson, 1974). Palestinian children and adolescents required basic education, while adults, skilled in agrarian occupations but having lost their land and by proxy their means of income, required formal and technical training in areas often unrelated to their previous occupations (Hallaj, 1980).

The drive to use education as a way of retraining the refugee population forced the UN to focus on issues of funding and oversight. Funding for education was not included in the first budget of the UNRPR. However, in 1949 UNESCO secured funds as well as provided their own funds to create schools and to subsidize education in host governments or private schools for refugee children (Buehrig, 1971). In partnership with the UNRPR, 31,000 Palestine refugee

children were enrolled in 39 schools, which were immediately established in refugee camps in 1949 (Dickerson, 1974). Schools were first conducted in tents but then moved to permanent structures. According to Rose (2010), "schools were the first permanent structures in many camps" (p. 232). However, data from this period do not provide specific information about the education of children with disabilities.

Capitalizing on the strengths of the established UNESCO educational initiatives, UNRWA coordinated an educational program that gave them, "the administrative and financial task of constructing and maintaining schools and providing teachers, while UNESCO provides the technical guidance for and supervision of the education program" (Dickerson, 1974, p. 122; UNGA, 1969). According to UNRWA (2011a) leadership, a similar partnership exists today, with UNESCO supporting the technical and managerial staff of UNRWA.

The leadership of UNRWA assumed a tremendous responsibility in serving as the leading provider of education for Palestine refugees after their displacement in 1948. By 1950, UNRWA staff had registered over 900,000 Palestine refugees, while an additional 300,000 refugees were not registered either by choice, lack of access, or for not meeting the UNRWA eligibility requirements (Gassner, 2009). Given the large scale of the refugee plight, initial relief services were prioritized financially, and until 1955 the allocated funding for education was just 5% of the total UNRWA budget (Rose, 2010).

The middle of the 1950s saw an increase in budget expenditures to almost 20% (Rose, 2010), which was expected to support 304 schools and close to 105,000 "general education" students in five areas, including the Syrian Arab Republic, Lebanon, Jordan, West Bank controlled by Jordan, and Gaza controlled by Egypt (Forsythe, 1971).

By 1960, UNRWA had crafted a strategic plan to increase the quantity and quality of the schools by formalizing a preparatory school cycle, developing training centers for teachers, and increasing the provision of scholarships for university students (Rose, 2010). Rose (2010) considered these initiatives as revolutionary for the region and the timeframe, securing the success of UNRWA in the decades that followed. By the mid 1970s, UNRWA educated more than half of all Palestine refugee students (Abu Lughod, 1973) and spent almost half of the organization's budget on education expenditures (Dickerson, 1974). As a result, Palestine refugee students were increasingly more educated than their non-refugee peers in the region (Abu Lughod, 1973; Hallaj, 1980). Whether or not children with disabilities also benefited from this increase in educational attainment is not known or documented.

Researchers agree that the remarkable educational performance of Palestine refugee children is in part due to the consequences of refugee existence. Changes in social structures allowed non-traditional students an education previously inaccessible (Abu-Lughod, 1973; Hallaj, 1980). For example, gender, geography, employment, and ability all played exclusionary roles in educating Palestinian youth pre-1948. Primarily due to the circumstance of refugee existence, Palestinians saw increased school enrollment of female students (while still not equal to that of males) and students from rural areas (Hallaj, 1980). Families concerned with subsistence eased, to a small degree, their traditional attitudes towards gender roles, granting more females the option of going to school (Hallaj, 1980) most often through elementary school and less often through preparatory or secondary school (Abu Lughod, 1973). For example, in 1950, UNRWA statistics note 26.5% of the total student population enrolled in elementary education was female, while no females were enrolled in preparatory education. However, in 1952, the percentage of female students enrolled in elementary education had increased to

28.9%, and female enrollment in secondary education accounted for 6.5% of the total enrollment. In just ten years, from 1950 to 1960, female enrollment in elementary education increased more than 15% and almost 15% in preparatory education. Such an increase has not been replicated even in the more than fifty years since 1960. Females currently account for approximately half of all students enrolled in both elementary and preparatory education (UNRWA, 2009).

Education had once been a privilege of the minority of students living in city centers, where facilities were more abundant. However, Palestine refugees were now abundantly found living in urban centers rather than the rural areas associated with agrarian living. This geographic change allowed more students access to schools (Hallaj, 1980). Likewise, the loss of land, which plagued many refugees, motivated Palestinians to seek new and innovative methods to earn a living; education was something that could not be repossessed (Hallaj, 1980). Arab states as a whole were prioritizing education, and thus, Palestine refugees, taking part in Arab schools, benefited from what Abu Lughod (1973) referred to as the "forward thrust" towards expansion of school buildings (p. 104). In addition, a lack of employment opportunities may have influenced refugee students to stay in school longer than expected given the uncertain nature of careers available (Abu Lughod, 1973). In contrast, data from UNRWA on education through the early 1970s indicate that for students with disabilities, preparatory education may not have been accessible as it was provided only to students who were "capable of benefiting from it" (Dickerson, 1974, p. 123).

While the UNRWA/UNESCO education system experienced increased growth for the general population of students, in the latter 1960s the Arab states of Egypt, Syria, Jordan, and Iraq were again in conflict with Israel (Hallaj, 1980). The areas of the West Bank and the Gaza

Strip, previously governed by Jordan and Egypt, were occupied by Israel within less than a week's time. The 1967 conflict, also known as the six-day war with Israel, forced more Palestinians living in Gaza and the West Bank to seek refuge in neighboring areas. Most refugees settled in Jordan, assuming the displacement would be temporary.

The subsequent appropriation of the West Bank and Gaza Strip areas to Israel once again shifted the programming of UNRWA as well as increased the emphasis on education for refugees. In a 1969 annual report to the General Assembly, the Commissioner General of UNRWA stated that

> Although there were many disruptions and attendance fluctuated during the year in the Agency's schools, particularly in the occupied areas, there was no abatement of the devotion to education the refugee community has always shown, and enrollment increased with the increase in the population of school age. (UNGA, 1969, para.16)

With the increased movement of Palestinians post-conflict, UNRWA had to reevaluate and build to scale the systems of education in place for refugees; meanwhile the educational options of host countries were increasingly accessed. Through extensive document review, Abu Lughod (1973) traced the sources of financial support as well as access to education for Palestinians living in host regions specifically after the 1967 Pan-Arab Israeli conflict. Jordan was the primary contributor of elementary education "followed closely by UNRWA, Syria, Lebanon, Kuwait, the Gulf States, Egypt, and Iraq. This distribution essentially reflects the geographic distribution of the Palestinians themselves as well as the financial requirements to defray the costs of educating this population" (p. 102). Host country funding and provision of preparatory education were reflective of the elementary education order. The main contributors of host country secondary education were Jordan, followed by Egypt, Syria, Lebanon, Kuwait, Iraq, and the Gulf States.

University education continued to be a state-supported endeavor, which meant tuition was low except in cases of private universities, and the only admission criterion was a passing score on the secondary examination (Abu Lughod, 1973), the *tawjihi or tawjihiya* (Hallaj, 1980; Schiff, 1989). As of 1973, host governments in Syria and Egypt provided Palestinians the opportunity to attend universities without imposing restrictions or mandating admission rates that favor nationals rather than refugees. However, technical and vocational schools were scarce and consistently unable to accommodate the students wishing to attend. Specific student data from this period of time as they relate to disability criteria are unknown.

Challenges in Educating Palestine Refugees

Educating Palestinians in the different locations with such varied contexts proved to be challenging from the start. Three options continued to exist for students seeking an elementary and preparatory education, constituting the first six years and the following three years of school, respectively, in their host country: (a) they can rely on the government-administered schools of the Arab host nation, (b) they can attend an UNRWA-administered school, or (c) they can attend private schools limited to a sect of the affluent population who can afford the tuition (Abu Lughod, 1973). However, in scrutinizing each educational option, students and families were limited by the interaction of the first two choices and the cost of the third.

Elementary education begins at age six, at which point students are enrolled in first grade. Upon completion of the first six years of basic education, students are eligible for preparatory education grades 7–9, or 7–10 in the case of Jordan. UNRWA does not operate upper secondary schools, grades 10-12, except in Lebanon, where five secondary schools were established throughout the 1990s because refugee students were not given (and continue to be excluded

from) access to host government secondary schools (UNRWA, 2009). Additionally, students seeking an education past the preparatory grades are currently eligible for financial assistance to attend host government or private schools. University scholarships based on academic merit are also available, although in limited quantities, for students seeking a technical, vocational, or university degree (Abu-Lughod, 1973; Dickerson, 1974; UNRWA, 2009).

Although Palestine refugees had a choice in educational environments, a permanent and unavoidable feature of all options was the curriculum of the host government. Due to the limited capacity of UNRWA to supply the necessary school resources, curriculums and textbooks were administered by the host government education system. The curriculum was used to teach refugee students about the host country, and a unified curriculum was considered advantageous for those students seeking secondary and post secondary education in host government schools (Forsythe, 1971). The leaders of UNRWA characterized the use of host government curriculums as giving students horizontal and vertical movement between systems of education (UNRWA, 2011a). In addition, Dickerson (1974), a public service officer for UNRWA, asserted that adopting the curriculums of the host country aids in the preservation of the Palestine refugees' identity within the wider context of Arab culture. However, experts insist that Palestine refugees found themselves living in locations with regimes hostile to any sense of Palestinian nationalism (Ghanem, 2001; Nicolai, 2007). Furthermore, refugees were to assimilate into a new culture and new homeland with the expectation of repressing their own sense of Palestinian identity. Illustrating this problem, Zahlan and Zahlan (1977) described the education for Palestinians in the host country of Jordan, as having "little to do with their predicament" (p. 109). Regardless of the concerns, UNRWA schools were required to use the host country curriculums and textbooks in their classrooms (Zahlan & Zahlan, 1977), an arrangement that continues today.

Challenges in maintaining teacher quality in UNRWA schools also beset the agency. When UNRWA first began educating Palestine refugee students in 1950, "only 175 UNRWA/UNESCO teachers had completed 10 years of schooling, the majority had received only [an] elementary education, and few were professionally qualified" (Dickerson, 1974, p. 125). According to Abu Lughod, teacher qualifications were generally unbalanced through the 1960s. For instance, in 1966–1967, almost three-quarters of the teaching population had only a high school degree, fewer than one-fifth had received an education past the preparatory level (9th grade), and a minority of fewer than one-tenth of teachers had earned a university degree (Abu Lughod, 1973). The quality of the teachers' educational experience is thought to have had a direct impact on the outcome of students in UNRWA schools. While UNRWA students were once considered among the highest educated in the MENA region (Dickerson, 1974), the educational attainment gap between refugees and their non-refugee peers narrowed and eventually closed (Arneberg, 1997; Rose, 2010).

As part of the push for higher outcomes for all students, UNRWA assessed the need for better teacher preparation and established four 2-year teacher training centers, one of which was the first of its kind in all of the Arab region: the Ramallah Women's Training Center (Dickerson, 1974). Graduates from the Center were either employed by UNRWA or went on to teach in other Arab institutions throughout the region. According to UNRWA data in 1973, slightly over 80% of teachers in UNRWA/UNESCO schools were qualified by UNRWA standards and 10% of teachers underwent training in one of the institutes. Distance learning programs, established in the 1960s, were also able to dramatically alter the incidence of untrained teachers from 90% down to 9% (UNRWA, 2011a).

In 1992, UNRWA upgraded the two-year pre-service training program to a four-year university degree through the creation of Education Science Faculties within the training centers in Amman, Jordan, and West Bank, Palestine. UNRWA currently provides in-service training in the Education Development Center (EDC) located in Amman, and at the Siblin Training Center located in Lebanon (UNRWA, 2009). As of the 2006–2007 school year, more than 97% of elementary and preparatory teachers were professionally qualified to teach, and every single secondary teacher was qualified (UNRWA, 2009). Further, approximately 70% of the teaching staff were either in the process of obtaining a university degree or already had one or more university degrees.

The level of teacher preparation was not the only factor contributing to the challenges in educating Palestine refugee students in UNRWA schools. The "critical budgetary situation" (UNGA, 1969, para.23) in which the agency found itself coincided with an increase in student population (Dickerson, 1974). The budget was further strained by the increased need for relief due to decreasing employment rates as employers in the region began showing preference towards nationals rather than refugees (Rose, 2010), and it was stretched even further by ongoing regional conflict (Chatty, 2010; Forsythe, 1971; Schiff, 1989) and an overall deteriorating infrastructure (Schiff, 1989). These factors combined with UNRWA's capricious relationship with the host governments, which impeded the agency from "carrying out its mandate at various times in all of its areas of operation" (Schiff, 1989, p. 63), contributed to the stalled growth in student outcomes.

Integral to the UNRWA mission is the coordination of the agency with the host government of each field of operation (Schiff, 1989). The policy of the UNRWA organization is to involve the host governments in all matters related to refugees under the protection and

assistance of the agency. This includes matters related to educating refugees directly, for example curriculum and textbook adoption. Also included are matters indirectly impacting education, for instance the transport of goods and materials, the construction of new edifices, and the movement of its employees, most of who are Palestine refugees. Coordination between UNRWA and local governments takes on multiple meanings given security concerns, varied relationships with the refugee families, and tenuous relationships with the agency. As Schiff (1989) pointed out, coordination in the West Bank, controlled by Israel from 1967 until 1994, was more seeking "permission" and "acquiescence" for initiatives since UNRWA, a UN constellation, was operating at the "consent" of the host (Israeli) government.

This delicate balance between the host government and UNRWA is best exemplified by the conflict erupting in the West Bank (and Gaza) that explicitly contributed to the stalling of educational attainment in the late 1980s and the early 2000s, forcing school closures for time periods ranging from months to years (Gassner, 2009; Nicolai, 2007). Along with UNRWA, the Palestinian Authority (PA), the area's governing body, and other NGOs developed home-school curriculums for students whose education had been interrupted or postponed.

Even today, how the school closures directly impacted students with disabilities it is unknown, but given the context and historical treatment of education in times of conflict, the likelihood of school participation in general for children with SEN was and continues to be slim. The Intifadas also contributed to the distress in UNRWA's budget, marking for the first time in the West Bank and Gaza areas the allocation of humanitarian aid regardless of refugee status with the agency (Chatty, 2010; Schiff, 1989). The only other instance in which UNRWA has provided relief and social services to non-registered persons and non-Palestinians was in the case of the Lebanon Crisis in the 1980s where the conflict impacted the Lebanese and Palestine

refugee population to such a degree that relief was dispersed to all people who required it (Chatty, 2010).

Evolving Nature of UNRWA Schools

Regardless of the challenges, UNRWA has continued to adapt to the changing geopolitical conditions, securing its role as the largest provider of education to Palestine refugees. Today almost 500,000 students are educated in close to 700 UNRWA schools. Over half of UNRWA's budget is allocated to education in the five field sites (UNRWA, 2011a). The leadership of UNRWA has historically provided access to free basic education for Palestine refugees through grade nine or ten depending on the host country guidelines. Of the 48% of eligible Palestine refugee students who take advantage of an UNRWA education (UNRWA, 2011a), only 80% of students, on average, persevere through grade nine (Universalia, 2010b). Further, students who persist through grade nine have limited options for secondary and post-secondary education as they must enroll in host government schools that are not accessible to all students in all field sites (i.e., Lebanon does not admit Palestine refugees into host government public schools so UNRWA has had to establish several secondary schools for Palestine refugee students). University education is also limited by the financial means of the student and the ability to acquire UNRWA scholarship funds to subsidize the tuition rates. Under its umbrella of services, the staff at UNRWA does administer technical and vocational education and training (TVET), but they do not currently run a university.

The majority of the staff at UNRWA is educationally focused in their work. As of 1969, teachers accounted for more than half of UNRWA's employees, a statistic that endures to the present. Further, over 70% of the UNRWA staff are education-related staff (UNRWA, 2011a).

However, even with the dedication to teacher preparation, UNRWA classrooms are overcrowded (Schiff, 1989; UNRWA, 2011a) and run a traditional architecture of teacher-centered instruction where students are not expected to be active learners (Bekerman, 2004; UNRWA, 2011a). Zahlan and Zahlan (1977) proposed a non-traditional system of education, asserting that

> this combines the regular means of instruction, such as teachers, textbooks, laboratories, with a wide variety of new tools such as radio, television, videotapes, newspapers, etc.; its aim is to bring education to the student rather than to bring the student to the centre of learning. (p. 111)

However, the teacher-centered practices perpetuate, and pedagogical approaches do not accommodate multi-modal learners. Additionally, to compensate for a lack of school buildings and qualified educators, teachers began maximizing their time by teaching twice daily in what UNRWA deemed "double shifts." In the immediate moment, double shifts were considered a temporary solution to the budget constraints of a nascent organization in the throes of immediate relief. Sixty years later, resources and staffing have not improved enough to eliminate the double-shift schooling style, and close to 80% of schools have students that take their classes in the morning or in the afternoon shift (UNRWA, 2009; UNRWA, 2011a). With the current trend in increasing student population and decreasing donor funding, the leadership within UNRWA recognizes that double shift schooling cannot support the education of all children in the future (UNRWA, 2011a).

Curriculums and Textbooks

Beyond the challenges associated with how students are taught are the challenges related to what students are taught and the curriculums used in the classroom. Despite an attempt to create a cohesive educational system, curriculums and textbooks are different in each of the field sites most often aligned with the host country curriculum. The UNRWA schools in Jordan,

Lebanon, Syrian Arab Republic, and Gaza continue to use the host government curriculum. However, UNRWA schools in the West Bank are hampered by complicated and contentious curriculum decisions manufactured by the political status of the region. Although Israel became the governing authority in the West Bank and Gaza after the 1967 conflict, curriculums closely followed traditional Jordanian and Egyptian education. Only recently, since 2000, have curriculums been increasingly modified for the Palestinian context (Nicolai, 2007; UN, 2008). However, Israeli authorities took a strong interest in the curriculum provided to the Palestinians in occupied areas. Although Israel continues to occupy the West Bank, the PA was given authority to govern the area under the Israeli-Palestinian Accord of 1994 and remains the governing body today (Chatty, 2010; CQ Press, 2006). As of the year 2000, curriculums and textbooks are produced by the PA (Nicolai, 2007; UN, 2008), yet the materials continue to be vetted by UNESCO specialists to ensure the removal of any items incendiary towards the state of Israel or in contradiction to the spirit of the UN (Schiff, 1989).

Informal Education

The overall curriculum is often supplanted by what is termed "informal education" in most of the UNRWA regions. While formal education is highly valued and considered an important pillar of the Palestinian identity, informal education subsidizes what is often neglected in host country/state sponsored curriculums (Alzaroo & Hunt, 2003; Chatty, 2010). Informal education is endorsed as a means of learning about the political, social, economic climate (Alzaroo & Hunt, 2003). After-school clubs, camps, sports and athletic groups, and cultural activities that children engage in outside of their homes impart a national identity and pride in being Palestinian. This foundation of pride in culture is often considered a way to help children

understand their refugee status and to maintain their knowledge of what many still consider their home country.

Education as a Coping Mechanism

Regardless of the varied contexts, education can be an important support to ease the effects of conflict and displacement (Davies & Talbot, 2008). The practice of using education as a means of assuring well-being, national identity, and coping with the effects of displacement (Nicolai, 2007) is illustrated by Alzaroo and Hunt (2003). Through extensive interviews with Palestine refugees living in the West Bank, Alzaroo and Hunt (2003) examined how the identification and status of being a refugee impacted the perception of education and the use of education as a coping strategy. Three generations of Palestine refugees participated in the interviews. The first generation was from the original group of refugees who witnessed the 1948 migration, the second and third generations were the descendants of the first. Most respondents perceived education as a means of (a) being marketable for jobs, (b) marrying well, (c) understanding how to fight off the occupation, and (d) preserving their national identity.

Education was also seen as a coping mechanism for most Palestine refugees (Alzaroo & Hunt, 2003). Many refugees must cope with the inability to move from place to place freely due to restrictions on movement within the walls of the West Bank. One mechanism for coping with the restriction of movement is for children to attend school. According to Palestinian respondents, attaining an education leads to higher self-esteem and increased participation in civic and public activities. Alzaroo and Hunt (2003) contended that "the experience of displacement and prolonged conflict is a decisive factor in pushing Palestine refugees towards education" (p. 171). Although education is critical, the current status of education provided is still not at the level needed for all students, including students with disabilities.

The Emergence of Inclusive Education in UNRWA Schools

The importance of education for refugee children and the need for improvement in the current system continue to be a dual focus for UNRWA leadership personnel. The current system of educating Palestine refugee students is considered by the UNRWA team as needing "to be of higher quality, greater effectiveness, increased efficiency and enhanced equity" (UNRWA, 2011a). The imperative for reform is in part due to the diminishing scores on the UNRWA agency-wide Monitoring Learning Achievements tests taken by refugee students across the five field sites. Additionally, UNRWA staff evaluated the impact of globalization and the reduced employment opportunities for its graduates and resolved that students needed an education that emphasized the learning and skills necessary to pursue careers in the 21st century (2011a). Also integral to the reform movement was the need to reflect the current trends in education internationally, decidedly adopting the human right's approach to educating all children in inclusive settings. Thus, the current education reforms commencing in UNRWA are situated within the context of the EFA goals as well as the MDGs (2011a).

As a first step in reforming education, UNRWA engaged Universalia, a consultant agency based in Canada, to explore the underpinnings and the current state of the UNRWA system of education. The agency agreed with the Universalia report, and the findings thus "served as a spring board for an inclusive UNRWA wide process of development for the Education Reform Strategy" (UNRWA, 2011a, p. 41). Overall, the approach to quality education was characterized as "fragmented" (p. 40), which reaffirmed UNRWA's suspicion that the current system was not preparing the Palestine refugee students to develop their full potential (UNRWA, 2011a).

The information provided by Universalia was used in combination with what is known about effective, quality education and the known needs and challenges of educating Palestine

refugees in the MENA region to develop and ultimately adopt the UNRWA Education Reform Strategy 2011–2015 (UNRWA, 2011a). At this point, the focus of UNRWA's staff moved from access, where improvement in enrollment rates have demonstrated marked success, to quality of education (UNRWA, 2011a). In the agency's words:

> At the heart of the Reform Strategy is the classroom and the teaching and learning pedagogy, that is the way in which teachers interact with their students. To change the ethos of the schools and their classrooms will require establishing an enabling, supportive environment at all levels. As educational experience indicates, and the Universalia Review emphasizes, quality education is unlikely to be achieved through focusing on single strands or dimensions of education practices, such as teacher training alone. Transformational change towards enhanced quality education in UNRWA will therefore depend upon a holistic, coherent and interrelated approach. To this effect the Education Reform draws upon the analysis of the whole UNRWA education system in order to determine action to be taken to improve overall quality. (2011b, p. vi)

As part of the push for an overall improvement in practices and outcomes, UNRWA's leadership outlined eight strategic goals, four of which are program focused, including an emphasis on IE. The goal of IE aligns with UNRWA's mandate to provide, among other things, the human right of education for all, as well as UNRWA's medium-term strategy, which supports all Palestine refugees to meet their full potential. This focus on full potential is grounded in a capability approach (UNRWA, 2011a), relying on the removal of barriers "that prevent people from realizing and expanding their capabilities" (UNRWA, 2012b, p. 3). In addition, the development of IE provides basic education to every Palestine refugee child, increases the quality of education provided, and ensures access to quality education to learners considered vulnerable or marginalized, specifically students with disabilities (UNRWA, 2012b).

The development of the Draft Inclusive Education Policy 2012–2015 (Draft IE Policy) (UNRWA, 2012b) followed five consecutive phases, beginning with a review of major outcomes of Universalia's scoping mission. The existing education initiatives directed at students with disabilities followed a medical model, a special-education approach, or both. These initiatives

propelled the agency in general, and the inclusive education unit (IE Unit) specifically, to craft a strategy in support of inclusive strategies. Other major findings from the scoping mission related to IE included lack of qualified SEN teachers, lack of pre-service and in-service professional development and training to meet the needs of students with SEN—especially for teachers in the fields of mathematics and literacy—and the concern that the new IE Policy would be unfunded, under resourced, and a "burden" to fulfill, amongst other results. During the second phase of development of the IE Policy, coordination between UNRWA staff at the headquarters and the field sites, the host governments, and UNESCO personnel created a unified understanding and

> concluded that the UNRWA IE Policy would take a holistic approach to ensure all students regardless of abilities, disabilities, gender, socio-economic status, psychosocial, and health needs have access to education in UNRWA schools and are supported to achieve their full potential. (UNRWA, 2011b, p. 2)

The third phase of the IE Policy was marked by further coordination and collaboration between UNRWA education staff in different units, as it was concluded that the success of the IE Policy would be correlated to the curriculums developed and the policies for teacher preparation. IE thus became a "cross cutting" issue requiring the integration of IE throughout the UNRWA Education Reform Strategy, specifically aligning with the teacher policy/education framework. The committee finalized a draft inclusive-education reform strategy in phase three and sent it to the field and HQ staff during phase four. Stakeholders were able to provide written comments or to discuss the policy during focus group sessions. The teacher's role in curriculum adaptation, referral mechanism, student support teams, individual education plans, monitoring, and evaluation and data collection were concerns brought up by stakeholders. The concerns of UNRWA staff related to IE Policy implementation and the type and depth of training on roles and responsibilities staff members would be expected to fulfill. The culmination of the fourth phase was a draft implementation strategy and a further revised IE Policy. The final stage in the

development of the IE Policy began in February of 2012, during which time stakeholders met at the UNRWA HQ office and finalized the draft IE Policy as well as the draft implementation strategy. Adoption of the IE Policy through a workshop with stakeholders is expected in the near future.

The overall IE Policy follows a rights-based approach to educating all students "regardless of their gender, abilities, disabilities, socio-economic status, health and psychosocial needs" (UNRWA, 2013d, p. 2). Two main distinctions are noted between the current model and the adopted model of IE. In contrast to the current model, which emphasizes the individual, the rights-based approach emphasizes society. Whereas the current medical model approaches disability as a barrier, the rights-based model approaches the attitudes and environmental challenges imposed by society as the barriers to achieving one's full potential. In this way, no one solitary individual is responsible for educating a student; rather, everyone with a stake in the student's educational outcomes is responsible for meeting the student's needs. The IE Policy (UNRWA, 2013d) is thus based on seven principles:

1. IE is based on a belief in each child's potential for learning and valuing all children and their different ways of learning equally: Not all students need to learn in the same way and not all students need to achieve the same things, but all students need to be supported to achieve according to their fullest potential.
2. IE is a human-rights–based approach: A human-rights–based approach emphasizes that all children have the right to access free quality education and have a right to protection within education.

3. IE is a continuous process of improving the education system: It is about changing classroom practice and empowering schools and teachers to be more responsive and flexible to meet the needs of all children.
4. IE is about meeting the needs of all children with a special emphasis on children vulnerable to exclusion and marginalization: IE requires identifying and addressing discriminatory attitudes and practices in order to reduce barriers to learning and participation.
5. IE reflects the social model of disability: The social model holds that people may have impairments, but it is society, through attitudinal and environmental barriers, that disables them.
6. IE is about recognizing individual needs and providing support to meet these needs. It is necessary that any learning, psychosocial, and health needs of children are identified early on and that support is provided to prevent difficulties. UNRWA discourages the practice of class repetition and encourages continuous identification of needs and provision of support. Particular emphasis needs to be placed on identification of needs and support in the elementary years of schooling.
7. Inclusive schools contribute to the development of inclusive communities: The inclusion of all children in the same schools and classrooms will enhance social inclusion and acceptance of diversity. In this regard, social inclusion may sometimes be more important than learning achievement.

Per the IE Policy, inclusive systems and structures should be developed and UNRWA field sites should adopt inclusive practices by 2015. The adoption of policies should include school-based student support teams (SST) made up of school staff responsible for supporting

teachers and students through health, learning, and psychosocial initiatives. School principals should lead the implementation of the IE initiatives at their sites, while education specialists in each field area should advise schools on inclusive learning strategies as well as plan for students with broad learning needs to have access to specialized services (UNRWA, 2012b). TVET centers should also be responsible for IE at the post-secondary level, and existing initiatives across all levels of education are expected to align to the new IE Policy.

To accomplish IE reform, UNRWA plans to partner with a host of international, regional, and local agencies. These partners will include NGOs, existing institutions, special schools and centers that provide services for students, as well as other UN agencies with particular expertise in serving vulnerable populations. Of particular importance is the collaborative relationship UNRWA plans to strengthen with host governments, recognizing that up to a quarter of all refugee students participate in host government and private schools (UNRWA, 2011a). The cumulative effect of initiating new partnerships and increasing collaboration with existing partnerships is the delivery of education to a greater quantity of children with SEN.

Providing physical access to schools, classrooms, and learning materials will also support the delivery of education to students with SEN. Retrofitting existing buildings and classrooms with the necessary accommodations, e.g., ramps, adapted seating and desks, as well as pre-planning new construction and the selection of rental buildings increases access to the learning environment for UNRWA students (UNRWA, 2012b). In addition to infrastructure, the provision of assistive technology and devices as well as modified learning material and teaching methods, e.g., sign language, also are expected to contribute to the inclusive environment.

According to UNRWA leadership as described in the draft policy (2012b), "The Policy aims to support and strengthen existing initiatives, while creating a unified understanding of the

concept of IE and a unified approach within the Agency, among all UNRWA Fields of operation, all staff and educational institutions" (p. 1). The essence of a unified approach to IE necessitates a universal reform in attitudes and practices to reduce discrimination and barriers. With this approach in mind, the IE Unit has advocated for the blending of IE policies and principles into other units of education as well as into health and psychosocial services. The area of teacher policy, which includes staffing and support, is considered the "main instrument" (UNRWA, 2011b, p. 3) in UNRWA's system of education. Curriculum dissemination would therefore act as the primary mechanism teachers use to include students by differentiating lessons, modifying assessments, and identifying areas of deficit. The IE Unit thus provides input in the crafting of the Teacher Policy and Curriculum Framework.

Curriculum is currently disseminated to a large degree using teacher-centered techniques to espouse host government material. In the current reform, teachers will be expected to analyze curriculums, considering the needs of the students in the classroom and ensuring the material is free from any discrimination and gender bias. Incorporation of varied teaching techniques as well as differentiation of learning methods and materials assures an inclusive environment that welcomes diverse learners. However, when adapting the curriculum, teachers are encouraged to consider whether grade-level content is meaningful and necessary to the student's long-term educational needs. Additional focus in the areas of literacy and mathematics is specifically mentioned in the Policy, as is the extension of enriched material for students with gifts and talents. Measurement of student progress may be assessed using both formative and summative assessments to address learning deficits and needs intermittently, and teachers will be encouraged to provide students with SEN flexible examination arrangements.

In addition to adapting methods of teaching and assessing, UNRWA leaders recognizes that the learning needs of some students may be better met in alternative environments. To facilitate the learning of all children, the policy distinguishes three levels of educational support. All students will be supported at the first level through "quality child centered education in a safe and stimulating environment" (UNRWA, 2013d, p. 3). Students who require "additional learning support" (p. 3) from teachers or from the SST fall under the second level of support. Those students who need "extensive learning support" (p. 3) may have long-term education needs and will be referred through a three-tiered process. The environment best suited to educate the student with extensive learning needs does not preclude UNRWA general education placement. Rather, at this level access to alternative environments is considered in addition to the general education school. A key component of the referral and placement process is the support of communities and contribution of families (UNRWA, 2013d). Attitudinal and social barriers to education for children with diagnosed or suspected disabilities are present in families and communities; therefore, UNRWA proposes a direct approach through awareness-raising activities to increase all children's access to education.

Current Status of Educating Palestine Refugee Children With Disabilities

The cornerstone of UNRWA's IE Policy reform is the education of all children, yet the lack of uniformity in identifying children with SEN is challenging to teachers who are expected to teach to the specific needs of each child. Identification of students with SEN is not standardized across schools in each field site, nor is the assessment and diagnosis of disability. Field sites have not historically collected data on students with special needs in UNRWA schools (P. Malan, personal communication, July 6, 2012). However, in an effort to begin developing an approach to IE, in 2011 UNRWA asked field sites to provide numerical data for students with

special needs based on their disability type and their educational placement. "This data collection instrument reflected a more comprehensive, needs based and inclusive classification of disabilities compared to previous efforts of collecting data" (UNRWA, 2011b, p. 3). The information submitted varied to a large degree based on field site location and did not align with international norms of disability statistics even within developing countries (UNICEF, 2007), causing the data to be deemed unreliable at best (P. Malan, personal communication, October 12, 2012). Although identification of children with disabilities has not been perfected, an estimate by UNRWA concluded that 100,000 students with SEN are not being provided services across UNRWA field sites (UNRWA, 2011a).

Part of the challenge in identifying students is that qualified teachers are necessary in order to accurately determine if students are in need of additional special education supports. Building the capacity of the teaching force in UNRWA schools will take many forms, one of which may be teacher development modules. The IE Unit has developed a module, *The Inclusive Approach to Teaching and Learning* to emphasize "supportive teaching and learning strategies" and "identifying diverse learning needs" (UNRWA, 2011a, p. 2). The module will be delivered to elementary teachers in general education schools to build their capacity to teach to all students, including students with SEN.

Children With Special Educational Needs in Jordan.

Within the context of the host government, educating children with SEN in Jordan is receiving increased attention. At the teacher level, the University of Jordan currently offers pre-service special education training as well as graduate-level special education programs (UNRWA, 2011a). At the service level, a range of students with SEN are being educated in over

400 special education resource rooms provided by the Directorate of Special Education within the Jordanian Ministry of Education (UNRWA, 2011a). An additional 18 special programs for students with specific disabilities have been set up in Jordan. Students with suspected special needs and those with suspected gifts and talents are being referred, assessed, and diagnosed in some 17 centers across the country. Furthermore, Jordan has also provided special schools for students with more severe learning needs outside of the mainstream education system.

Registered refugee students with SEN in Jordan are also receiving services through UNRWA-operated learning support centers (LSC). The LSC include resource rooms for students with identified special educational needs. According to Universalia (2010b), students are first identified for the program by their classroom teachers. Initial referral is followed by diagnostic tests administered by teachers prepared to work with students with SEN in the LSC. These teachers use the Jordanian curriculum, Princess Sarwath College measurement tools for identification of students with LD (Universalia, 2010b), and diagnostic tools crafted from established Western assessments are also being used in refugee areas in South Amman. Once assessed, students who qualify are provided an individual education plan and provided instruction in segregated settings (outside of the general education classroom) for varying periods of the day. The research team from Universalia reported noting high levels of child-centered instruction taking place in the resource rooms and low student-to-teacher ratios as compared to UNRWA general education classrooms. These features may account for the large degree of satisfaction reported by parents of children attending the program.

Stakeholders' Impact on the Inclusion of Students With Disabilities

Stakeholders in the lives of children with SEN influence the perception of disability, the value of an education, and the access the child may have to an education. In the case of UNRWA field sites, the education practices of local schools are impacted by regional and international policy generated by UNRWA education staff. Teachers' perceptions and expectations of children with SEN impact the level of access and inclusion in the classroom. Teachers who have taught for more years are more likely to support including children with SEN in the classroom than novice teachers (Alghazo & Naggar-Gaad, 2004; Al-Zyoudi, 2006), as are teachers who teach more then one subject and teachers who have been prepared with special education coursework (Lifshitz, Glaubman, & Issawi, 2004). Since IE is supposed to empower children with SEN (Winzer & Mazurek, 2010), Samoff (1999) argued that students should participate in the reform process. Families are known to be key components in accessing education for children with SEN. However, the attitudes of Palestinian families towards children with SEN are influenced by the community, by their religion, and by the services available to support their children. Therefore, including all stakeholders, UNRWA education staff, school administrators, teachers, children with disabilities, and families of children, in investigating inclusive practices provides a contextual understanding to the scant data that exist on current perceptions and strategies within UNRWA schools.

Administrators

As noted, administrators often pave the way for children with disabilities to receive access to education in formal school settings. Limited research exists related to the impact of UNRWA school administrators on the inclusion of students with SEN and the impact of these

stakeholders in the host area of Jordan. Dukmak (1994) reported on the findings of an earlier study (1991) during which the author interviewed school directors at 27 government and private schools examining attitudes towards integration of students with disabilities into mainstream schools. Integration referred to the incorporation of two populations, students without disabilities and students with disabilities, in the same school, but not in the same classroom. A majority of school directors were supportive of integration and believed that their teaching corps would also support integration; only half believed parents would be supportive. The financial impact of inclusive practices was the primary concern voiced by administrators, who cited the changes required to implement an integrated school, including renovation of buildings, teacher training, and materials, among other factors.

Teachers

Gaining the investment and support of administrators is in vain without the grassroots level of support from the classroom teacher. "Although the movement for 'IE' is part of a broad human rights agenda, many educators have serious reservations about supporting the widespread placement of pupils with SEN in mainstream schools" (Avramidis & Norwich, 2002, p. 131). Research on teacher attitudes often yields contradictory results that are highly dependent on contextual conditions. Teachers' attitudes towards IE may be influenced by a myriad of factors including their preparation and self efficacy (Alghazo, Dodeen, & Algaryouti, 2003; Leyser & Romi, 2008; Lifshitz et al., 2004), their perception of specific disabilities (Alghazo & Naggar-Gaad, 2004; Avramidis & Norwich, 2002; Al-Zyoudi, 2006), their perception of social stigma as it relates to disability (Lifshitz et al., 2004), their gender (Alghazo & Naggar-Gaad, 2004), their teaching experience/length of time teaching (Alghazo & Naggar-Gaad, 2004; Al-Zyoudi, 2006), their contact time with people with disabilities (Al-Zyoudi, 2006), and their academic

expectation of students with disabilities (Avramidis & Norwich, 2002; Al-Zyoudi, 2006). Although limited, the following few studies are directly relevant to teacher attitudes towards inclusion of students with disabilities in this international context.

Avramidis and Norwich (2002) reviewed the international literature from various countries whose systems of education were unique and nuanced, and preference was given to studies that included students with significant needs rather than students with mild to moderate needs more often included in general education settings. The authors suggested that while teachers support the philosophy of inclusion, they do not all believe in a "zero reject" approach to including all students in general education settings, erring often towards a continuum of services whereby special education is provided dependent upon the student's need. Closely related were teachers' attitudes towards specific disabilities, with teachers consistently in favor of including students with milder forms of disability and sensory or physical impairments to more severe disabilities and behavioral problems. Teachers' sense of investment in IE was also found to be directly related to their preparation and skillset.

> It can be said that teachers who accept responsibility for teaching a wide diversity of students (recognizing thus the contribution their teaching has on the students' progress), and feel confident in their instructional and management skills (as a result of training), can successfully implement inclusive programmes. (Ayramidis & Norwich, 2002, p. 140)

Therefore, Ayramidis and Norwich (2002) suggested that teachers who are provided with in-service and pre-service preparation to include all students, especially students with severe disabilities, had more effective practices and attitudes towards inclusion.

In a study of general education teachers in the United Arab Emirates, attitudes toward inclusion were "less than encouraging" and varied based on several factors (Alghazo & Naggar-Gaad, 2004, p. 98): years of experience, gender, severity of disability, type of disability, and region in which they were prepared. The number of years of teaching had a strong correlation to

attitude towards including students with disabilities, specifically the more years in the classroom the more teachers accepted inclusion. Male teachers were less accepting of inclusion than female teachers, and the type of disability impacted acceptance at different rates, with severe disabilities being less accepted by teachers universally and physical disabilities being more accepted.

Similarly, a 2003 study by Alghazo et al. found negative attitudes existed in pre-service teachers enrolled in three Jordanian universities and one Emirati university (United Arab Emirates, UAE). Universally, a negative attitude towards people with disabilities existed, with no difference based on gender. However, differences did exist based on the discipline students were studying: students enrolled in the colleges of education and humanities had more positive attitudes than students enrolled in the college of science. Large differences were also found between students from Jordan and students from the UAE. The authors suggested that the improved attitudes towards people with disabilities found in Jordanian students' results may be correlated to the more progressive history of people with disabilities in Jordan. The Jordanian government began providing education and services for students with disabilities several decades before the Emirati government. Also, the Jordanian higher education system has prioritized disability education through the initiation of several graduate and doctoral programs, whereas the UAE does not currently have any similar programs for students seeking higher education in special education.

A study of Jordanian general educators with experience teaching students with special needs revealed 60% of the 90 participants indicated students with special needs should have the opportunity to attend public schools (Al-Zyoudi, 2006). Of teachers who preferred an inclusive model, most teachers were in favor of a dual method of instruction whereby the student participates in both the resource and the general education class. A small minority of teachers (7)

favored a full inclusion model with all instruction taking place in the general education setting. Upon further investigation, the study supports previous research that teachers are more supportive of including students with specific disabilities. Including students with physical disabilities was most often cited by teachers in contrast with students with "mental retardation" or behavioral problems, whom teachers found to be the least desirable for inclusion in the classroom. The impact of the disability on academic ability such as reading, writing, and arithmetic was also cited as a rationale for excluding students from the general education classroom (Al-Zyoudi, 2006). Finally, "The analysis indicated that exposure to and experience with students with special needs had an influence on teacher attitudes" (p. 59).

Lifshitz et al. (2004) sought to investigate the change in perception of Israeli and Palestinian elementary school general and special education teachers after a three-day intervention on disability, including cognitive, behavioral, and attitudinal components. The results of the study have several significant implications. First, in pre-test results of attitudes towards people with specific disabilities, Lifshitz et al. (2004) found Palestinian teachers as a group had negative attitudes towards people with visual and hearing impairments, which became positive post intervention. Second, attitudes toward students with disabilities differed between general and special education teachers. Special education teachers' attitudes were more positive than attitudes of general education teachers in pre-test results. However, post-test results remained static for special educators, revealing no change in attitudes towards students with disabilities, whereas general education teachers' attitudes became more positive. Lifshitz et al. (2004) suggested two reasons for their findings: (a) the special education teachers' concept of inclusion may not have included all students with all types of disabilities, or (b) special education teachers had high rates of self efficacy in relation to teaching students with disabilities, leaving

little room for growth, whereas general education teachers did not initially have high rates of self efficacy, which may account for the significant growth in their attitude toward IE. Overall, although attitudes towards students with disabilities changed in both groups, attitudes concerning including students with severe learning disabilities, moderate/severe emotional disorders, and mild mental retardation remained negative (p. 187).

Beyond changing teachers' perceptions about disabilities through professional development, another issue that impacts inclusion in UNRWA-related regions is religious and cultural affiliations. For example, the belief that disability is related to a punishment from God can impact a range of stakeholders' attitudes towards inclusion and people with disabilities in general (Dukmak, 1994; Lifshitz et al., 2004; Winzer & Mazurek, 2010). Leyser and Romi (2008) examined the attitudes of over 1,100 teachers in Israel from six separate religious groups including secular, religious, and ultra-orthodox Jews and Muslim, Christian, and Druze Arabs. Of all of the groups, Muslims were the least supportive of inclusion and most supportive of segregation. Arab groups as a whole were among the most concerned with behavior and classroom management. Findings from the study also revealed Arab groups were least concerned with teacher skills, indicating a comfort with their role as the authority figure in the classroom (Leyser & Romi 2008), which supports the current context in UNRWA schools (Bekerman 2004). The authors suggested that given the uniformity with which the Arab groups responded to inclusion, cultural groupings have just as much influence on attitude as do religious affiliation.

Students With Disabilities

Considering the numerous factors that impact perceptions of a range of stakeholders in UNRWA- related field sites, one specific group often not considered is the perceptions of students with disabilities themselves. As noted, the medical model of disability prevails in the

MENA region, which inhibits many students with disabilities from participating in the general education classroom. Given the lack of access to the general education system, research as it relates to perceptions of inclusion of students with disabilities in the MENA region is scarce. Therefore, the following section will address research on student perceptions of inclusion in Western countries, specifically the US.

Students with disabilities in the US report having mixed attitudes towards receiving support in inclusive versus segregated environments (Klingner, Vaughn, Schumm, Cohen, & Forgan, 1998; Salend & Garrick-Duhaney, 1999). Several variables, including current placement, student age, student grade level, social anxiety, and perception of success given academic supports, have historically played strong roles in predicting student preferences towards their educational placements. Students may demonstrate preference towards the environment they are more familiar with rather than an unknown environment, as was the case in a study by Jenkins and Heinen (1989) of elementary age students receiving services in a variety of settings in the US. This study revealed that older students preferred a pull-out method of service delivery to an in-class or integrated approach more than younger students, justifying pull-out as less embarrassing. Conversely, in a study of first through sixth graders with learning disabilities, Albinger (1995) found students did not prefer to be pulled out for special or individualized services, citing feelings of social anxiety, exclusion, and low self efficacy. A similar study by Reid and Button (1995) found students who were pulled out for support felt victimized through name calling and were unappreciated by their peers and general education teachers. Missed activities with peers was a common theme among the studies of Albinger (1995), Reid and Button (1995), and Padeliadu and Zigmond (1996), which found students who

were pulled out for additional support were concerned about missing social activities with friends and missing academic instruction.

The rigor of academic instruction also influences students' preferences towards their educational environment, as demonstrated by Klingner et al. (1998). In a study of upper elementary students with and without learning disabilities (LD), Klingner et al. (1998) found that when asked what environment they preferred, students with learning disabilities were almost evenly divided, preferring a pull-out model slightly more often than an inclusive model. However, students with LD indicated that the work in the general education class was harder than the pull-out class and more work was completed in the general education setting. Students also indicated "that pull-out was preferable for learning, but inclusion was better for making friends" (Klingner et al., 1998, p. 155).

Social interactions with peers and friendships also framed responses in a study by Knesting, Hokanson, and Waldron (2008) in the US, which investigated the experiences of students with mild disabilities in an inclusive middle school. Students had previously received in-class supports, which continued in their middle school classrooms, and were able to select when to ask for additional help. Results indicated students' preference towards inclusion in the general education setting with one student even citing, "I can get help from them and the teacher because it is just easier because if they are my friends; I know them" (Knesting et al., 2008, p. 272). As students become more familiar with the diverse learning needs of their classmates, the classroom community becomes more tolerant (UNESCO, 2001). Social interactions, therefore, play a significant role in the perception of IE by students with disabilities.

Parents of Students With Disabilities

Similarly, social interactions also contribute to parental perceptions of IE. Parents must consider that their children with disabilities are more vulnerable (UNICEF, 2007) and are often the target of bullying and abuse (WHO & World Bank, 2011). Peers are not always the aggressors though; teachers and administrators have also been implicated in bullying and abuse towards children with disabilities, most often in cases where cultural attitudes towards disability result in stigma and discriminatory practices (WHO & World Bank, 2011). As in the case of Yemen (Marcus, Pereznieto, Cullen, & Jones, 2011), parents may be reluctant to support education initiatives for fear of discrimination.

Parental participation in the education of a child with a disability also impacts access and quality of education. Tilstone, Florian, and Rose (1998) described partnership and collaboration between the parent and the teacher in inclusive school settings as necessary for successful student outcomes. However, in a study by Patel and Khamis-Dakwar (2005), teacher participants indicated that Palestinian parents took a "passive" role in the service provision of their child with a disability. Teachers felt parents often left the responsibility of the child's educational success solely in the hands of teachers, placing excessive stress on the teacher for the student's performance.

Refugee camp environments can also be barriers to accessing education and services for students with disabilities (NORAD, 2011). Physically, the environment can be quite challenging to traverse given the location of schools and programming, and socially, more than one study confirms that families are reluctant to send their child with a disability to school (NORAD, 2011). Additionally, parents who lack the resources to provide adequate transportation to school may not be motivated to seek out alternative schooling for their children with disabilities (NORAD, 2011), leaving the child without access to education.

While instances of parental neglect, abuse, and abandonment have decreased in number, they continue to afflict the Palestinian populations (Dukmak, 1994). Dukmak (1994) described early Palestinian response to disability as one that is reflective of their religious beliefs.

> Hiding, rejecting, and neglecting a person with a disability are common phenomenon among Palestinians and express the shame and stigma felt at having such a person. Such an attitudes reflects a strong belief that having a person with a disability is a punishment from God to the parents for doing bad things or for committing a sin in the past. Another belief teaches that the person with a disability was born with wickedness, and, therefore, the parents should keep away from him or her. (pp. 53-54)

Cultural norms associated with disability, including the guilt and humility, have also impeded the education of Palestinians (Dinero, 2002; Lifshitz et al., 2004). Negative feelings towards disabilities and people with disabilities can contribute to a stigma of shame, which can "restrict their access to education, rehabilitation services, and job opportunities" (World Bank, 2005, p. 17)

Though parents have historically segregated their children with disabilities, conflict in the MENA region played a large role in increasing the visibility of people with conflict-related injuries and impairments. Specifically, fighting between the Palestinians and the Israelis in the OPT has increased the youth population afflicted with conflict-related disabilities. Parents have reacted by advocating for their children with greater urgency. The international NGOs (Dukmak, 1994; NORAD, 2011), which have historically served people with disabilities (Alzaroo & Hunt, 2003; Nicolai, 2007), began providing services for people returning with conflict-related disabilities (Dukmak, 1994). Community outreach through rehabilitation centers and community programs now provide parents the opportunity to connect with other people who are impacted by disability. Through the work and advocacy of organizations, parent perceptions of their children who have disabilities and the perceptions of the community as a whole have become more positive (Disability Now, 2012).

Although perceptions are improving globally, for refugee parents of children with a disability living in Jordan the perceptions of disability combined with education have not been explicitly researched. However, Arneberg (1997) studied the enrollment and attainment levels for people accessing education in Jordan in three settings: people living inside of refugee camps, people living outside of refugee camps, and non-displaced/refugee people. Arneberg (1997) found that of the three groups studied, parents living inside of refugee camps in Jordan had lower expectations for their child's educational attainment then did parents living outside of refugee camps and of non-displaced parents. Arneberg (1997) also found that male parents were more resistant and had lower expectations towards educating female children. However, female parents were less resistant and had higher expectations for educating female children than the male parent. Finally, while more than 70% of parents would consider an UNRWA education in Jordan "good," a larger proportion considered the education "poor" when compared to the host government and private schools (Arneberg, 1997). These results contradict findings from Zureik and Nakhaie (1997) who found that Palestine refugees are more likely to support education of both the males and females in almost equal proportions (Zureik & Nakhaie, 1997), grounding their support of education in the need to overcome the Occupation (Barber, 1999). As demonstrated by the conflicting results, the nature of parents' attitudes and perceptions are notably complex and most likely charged with contextual factors related to the local area.

Conclusion

As the population of the world continues to grow, the population of people with disabilities increases accordingly (WHO & World Bank, 2011). People with disabilities are most often living in developing areas and are excessively affected by conflict and violence (UNICEF, 2007; UNESCO, n.d.). As conflict occurs, more of the world's population becomes displaced,

often resulting in loss of home, land, and access to necessary resources such as food, water, sanitation, health care, education, and security. Exacerbating the inherent challenges in living with a disability are factors related to living as a refugee. Although all people with disabilities are especially vulnerable during conflict and subsequent displacement (UNICEF, 2007), one factor impacting children with disabilities specifically is the disruption and lack of access to quality education when displaced (Tamashiro, 2010).

The international community has long supported education as a human right (League of Nations, 1924). Through initiatives generated by the UN, educating the world's children has evolved into a practice of including all children in the mainstream school system in an effort to build human capital, tolerance, and value of all people in classrooms, schools, and global communities (UNESCO, 2009). Creating a system of education inclusiveness of all people often requires deep systemic change. Instilling the tenets of IE may require transforming people's perceptions and attitudes of people with disabilities, retrofitting existing infrastructure as well as constructing new infrastructures to physically accommodate the needs of people with disabilities, preparing teachers to meet the diverse learning needs of all students, and providing assistive devices and support services for students with extensive learning needs. Thus, supporting practices that encourage including all students in a system of education is integral to the success of students with disabilities and the protraction of IE.

The organization of UNRWA has had a long history of providing education to Palestine refugees. In fact, the agency has been the largest provider of education to Palestine refugees throughout its sixty-year tenure (UNRWA, 2011a). While initially concerned with the repatriation of Palestinians to the areas they were forced to leave, the agency's mandates expanded to providing relief and social services to Palestinians pending a solution to their plight

(UNRWA, n.d.). The UNRWA system of education has expanded to serve close to half a million Palestine refugee children while also preparing teachers to service students in schools and throughout the region (UNRWA, 2011a). Given the mission of UNRWA to provide a world-class education to all Palestine refugees, the agency has recently implemented an Education Reform Strategy 2011–2015 that also aligns with the growing popularity of IE practices globally (2011a).

IE is one of four programmatic reform goals included in UNRWA's Education Reform Strategy 2011–2015. Grounded in global movements such as the MDGs, the goals of EFA, and the UNCRPD, IE by UNRWA leaders related to schools promotes a capability approach to ensure that all Palestine refugee children, including children with disabilities, meet their full potential (2011a). The leadership of UNRWA has prioritized collaborative partnerships with education-related stakeholders to support existing IE programming and to initiate new programming across its five field sites of operation. Since UNRWA operates on international, national, and local contexts, partnerships include international and national NGOs, host governments, local field site staff, school staff, and community leaders.

Nevertheless, the inclusion of children with disabilities into mainstream classrooms has not historically been prioritized in UNRWA schools (Universalia, 2010b). The agency runs special programs at different field sites for students with special needs, but it does not currently run any special schools (Universalia, 2010b). Further, based on reports from UNRWA staff and outside consultants, current educational practices towards children with SEN are grounded in the medical model of disability (UNRWA, 2011b). Therefore, before implementing large-scale IE reform, information on current perceptions towards children with SEN and IE as well as current practices supporting IE need to be examined. In the following chapter, the researcher describes

procedures that will be used in this study to examine how UNRWA education stakeholders perceive and practice IE for Palestine refugee children with SEN.

CHAPTER THREE: METHODOLOGY

This chapter contains a summary of the methodology used to investigate inclusive education (IE) in the UNRWA field site of Jordan. The chapter opens with the purpose of the study, the research questions that frame the qualitative investigation of the Jordan field, and the rationale for the study design. Next, the propositions that address the research questions are discussed and framed within the model of inclusive schooling framework (Winzer & Mazurek, 2012). The method of investigation follows with the presentation of the (a) setting, (b) participants, (c) instrumentation, and (d) procedures. The chapter concludes with the method of analysis for each of the research questions of the study.

Purpose of the Study

Through the use of a multiple embedded case study design, the researcher explored the extent to which students with SEN were receiving an IE in UNRWA classrooms in the Jordan field. To describe the IE that students with SEN received in UNRWA classrooms, extensive interviews with stakeholders, document reviews of related policies and initiatives, and classroom observations were gathered and analyzed. For the purposes of this study, the inclusive classrooms examined were defined as having one or more students with SEN (including students with an extensive learning need or students with a cognitive, physical, sensory, or intellectual disability, or both), and where the teacher used different and varied strategies to make sure the student with SEN was participating in the learning process. Stakeholders were defined as UNRWA education staff, teachers, school administration, students with SEN, and their families.

All students educated in UNRWA classrooms are Palestine refugees; therefore the students observed were registered with UNRWA as refugees and had identified or suspected disabilities. The data collected in this study provided baseline indicators of current practices and perceptions of IE by stakeholders. Collecting the baseline data before the IE Policy was introduced or implemented informed UNRWA of vital information to include in future professional development and programming to build the capacity of all stakeholders.

Research Questions

The following research questions are framed around students who are Palestine refugees with SEN and included in the general education classroom for at least some part of their day in the Jordan field.

1. How do UNRWA stakeholders in the Jordan field perceive Inclusive Education?
2. How are students with special educational needs currently included in UNRWA classrooms in the Jordan field as perceived by all stakeholders?
3. What are the benefits and challenges to including students with special educational needs and providing inclusive education in the Jordan field as perceived by all stakeholders?
4. What supports for inclusion of students with special educational needs have been provided to stakeholders in the Jordan field UNRWA classrooms?

Research Strategy: Appropriateness of the Design

Case Study Design

Case study is a research strategy of empirical inquiry (Yin, 1981, 1992) that "attempts to examine (a) a contemporary phenomenon in its real-life context, especially when (b) the

boundaries between phenomenon and context are not clearly evident" (Yin, 1981, p. 59), and when multiple sources of evidence exist. In this study, the focus on IE as the phenomenon within the real-life context of UNRWA classrooms in Jordan was observed (Stake, 1988), and each classroom was treated as an independent case. The researcher collected multiple sources of data within each case to explore the boundaries of IE in the selected UNRWA classrooms located in the Jordan field.

Further drawing upon Yin's description (1981), the researcher sought to investigate the impact of the context on the phenomena. That is, how does the context of the larger organization, UNRWA, the Jordan field, the cultures of the school and of society related to students with SEN impact a stakeholder's perception of inclusion in the classroom? To examine the impact of the context on phenomena of inclusion in UNRWA schools, the researcher used the first question to ascertain stakeholders' perceptions of inclusion and the second question to identify the strategies currently implemented and the extent to which these strategies were used in inclusive classrooms within the Jordan field. In many instances, case studies have the unique attribute of revealing the practical implications of policy initiatives, potentially "exposing the gap between rhetoric and practice" (Crossley & Vulliamy, 1984, p. 198). To examine the impact of policy on practice, the researcher used the third and fourth research questions to explore the benefits, challenges, and perceived barriers to IE as well as the perceived support for successful inclusion of students with SEN.

Ensuring strong ecological validity within each case (Crossley & Vuillamy, 1984), gathering the perception of IE according to the stakeholders who influence and participate in the education of students with SEN was critical. The researcher observing the actual practices used by the teachers for students with SEN in each of the classrooms verified the application of the

policies. By addressing both the perception of inclusion and the application of inclusive strategies, the intended purpose of this study was to a) contribute to a scant but growing body of literature on UNRWA as one of the largest contributors of education to Palestine refugees, and b) provide data for future discussion, reflection, and potential replication or changes in practice including the benefits, challenges, and barriers to IE for students with special needs in conflict and post-conflict areas.

Casing

The boundaries selected for "casing" (Ragin, 2009, p. 523) this study were initially drawn around UNRWA as an organization that serves Palestine refugees. Narrowing the casing further, Jordan was selected due to its relative security and affiliation with UNRWA as one of five regional field sites. Succeeding boundaries were drawn around (a) the local areas around the capital of Jordan, Amman, where the HQ and Jordan field offices are located, (b) the schools that serve students with SEN, (c) the settings within which the students are served (general education settings with possible support services received outside of the general setting), and (d) the stakeholders who serve and support the students with SEN in the inclusive setting. Finally, cases were drawn around the phenomena of positive instances of IE (Ragin, 2009), which were selected by the advisory committee in the Jordan field.

Multiple Case Studies with Embedded Units of Analysis

An *a priori* decision was made to conduct initial classroom observations in six independent classes with the intention of yielding a minimum of three classes as case studies that met the criteria for inclusion in the multiple case study research (Baxter & Jack, 2008). Replicating the design across three cases would potentially demonstrate similar results with more

powerful outcomes than would be created by using a singular case (Yin, 2009). Endeavoring to collect data across multiple cases for comparison, the researcher expected to produce generalizable outcomes to situations and populations of similar construction (Guba, 1981; Vavrus & Bartlett, 2006; Yin, 1982). Since the purpose of this study was to inform UNRWA of practices related to IE and to generate a dialogue related to perceptions of stakeholders toward IE, the use of a replication design provided for a stronger summary of the overall picture.

The researcher used Winzer and Mazurek's 2012 theoretical framework, a model of inclusive schooling, to select multiple sub-units of analysis to describe in detail the elements that impacted the cases. The five components of the model of inclusive schooling are social justice, dimensions of time, cultural parameters, school transformation, and policy and outcomes. Each of these components represents one embedded sub-unit of analysis for investigation in the present study.

To extend and deepen the investigation of the case, each sub-unit of analysis, for example social justice, includes more than a single unit of data (Yin, 2009). In fact, embedded within each sub-unit of analysis are multiple sources of data, including interviews with stakeholders (UNRWA education staff, teachers, school directors, students with special needs, and their families), observations in the inclusive classrooms, and analysis of documents related to school and UNRWA policies. For replication purposes, the research collected included identical sources of data across all cases (based on the 2012 model of inclusive schooling of Winzer and Mazurek) (see Figure 1).

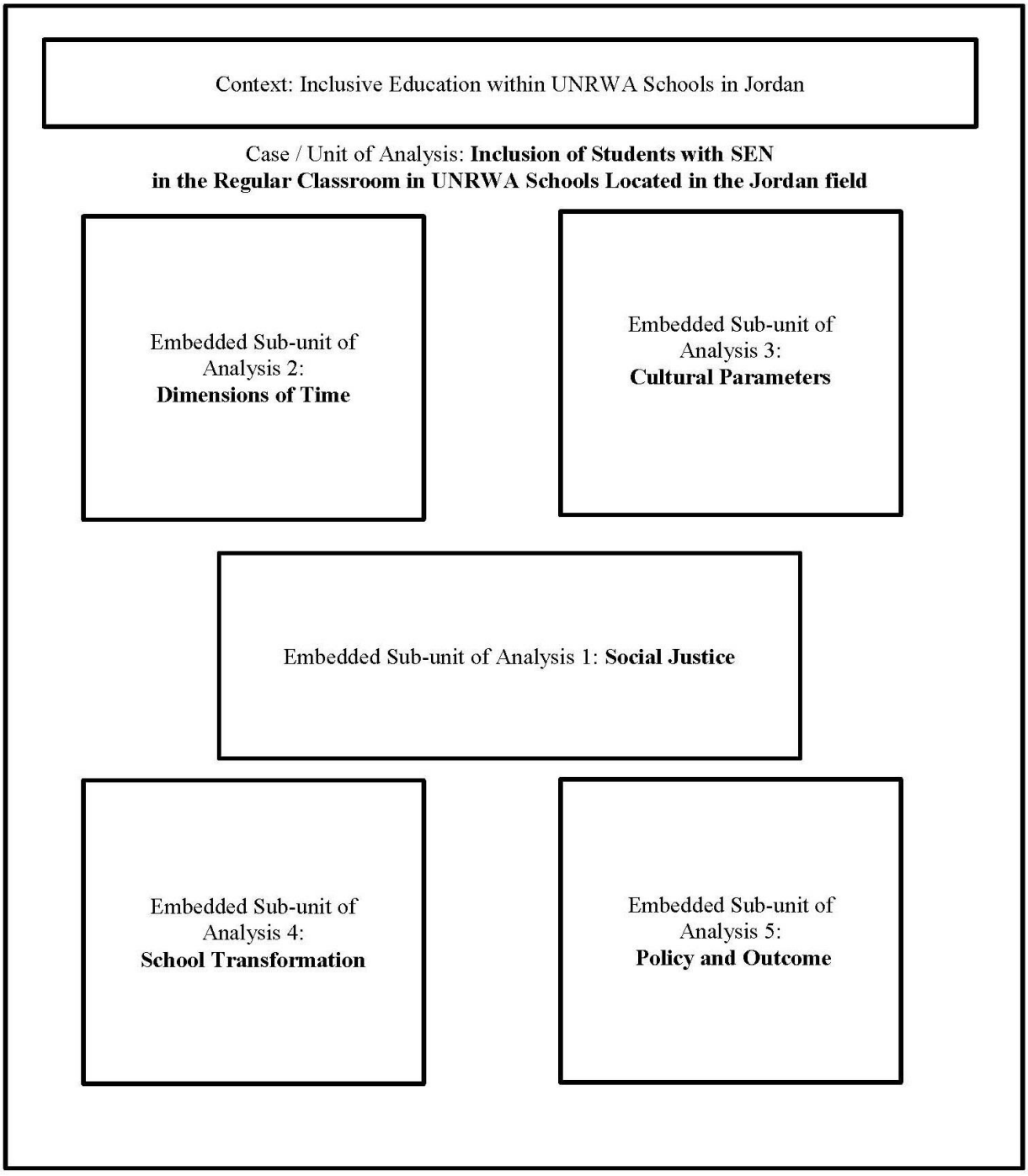


Figure 1: Design of Multiple Case Study Based on the Model of Inclusive Schooling

Propositions

Propositions were used to assist the researcher in creating boundaries around the types of data that were relevant and necessary to collect as they related to each sub-unit of analysis. Based on the outcomes of previous research in IE, propositions were developed and aligned to a specific research question and the corresponding sub-unit of analysis (Baxter & Jack, 2008; Yin, 2009). Many of the studies used in crafting the propositions were conducted in the MENA region, lending validity to the theories and their subsequent application in the UNRWA field of Jordan. The propositions for this study were:

1. Research Question 1, Social Justice, Proposition RQ1-A

   Philosophy about education and inclusion impacts stakeholders' attitude towards inclusion.

2. Research Question 1, Cultural Parameters, Proposition RQ1-B

   Teacher preparation impacts teachers' attitude towards inclusion.

3. Research Question 1, Cultural Parameters, Proposition RQ1-C

   The type and prevalence of a special educational need or a disability impacts perception of inclusion.

4. Research Question 2, Policy and Outcome, Proposition RQ2-A

   Strategies to include students with a special educational need or a disability in the classroom will be qualified as access to classrooms and school buildings.

5. Research Question 2, Policy and Outcomes, Proposition RQ2-B

   Stakeholders' expectations of students with a special educational need or a disability impact their expectations of appropriate inclusive strategies.

6. Research Question 3, Dimension of Time, Proposition RQ3-A

   Length of time in education impacts stakeholders' perceptions of benefits and challenges of inclusive education.

7. Research Question 3, Cultural Parameters, Proposition RQ3-B

   Stakeholders' perceptions of a special educational need or a disability and education impact attitude toward the benefits and challenges of inclusion education.

8. Research Question 3, School Transformation, Proposition RQ3-C

   Financial restrictions limit the implementation of services for students with a special educational need or a disability.

9. Research Question 4, Dimensions of Time, Proposition RQ4-A

   Policies found in internal documents support inclusion to a greater degree than the current practical application of inclusion in the classrooms.

10. Research Question 4, School Transformation, Proposition RQ4-B

    Access to classroom resources impacts the inclusion of students with a special educational need or a disability.

11. Research Question 4, School Transformation, Proposition RQ4-C

    Access to school support personnel impacts the inclusion of students with a special educational need or a disability.

12. Research Question 4, School Transformation, Proposition RQ4-D

    Access to school buildings and classrooms impacts the inclusion of students with a special educational need or a disability.

As previously mentioned, these propositions were used to inform the selection of the sources of data collection within each sub-unit of analysis. Thus, the propositions ultimately "focus the data collection, determine the direction and scope of the study, and together … form the foundation for a conceptual structure/framework" (Baxter & Jack, 2008, p. 544). In doing so, the data collected served to substantiate, disprove, or provide alternative rationales to previous research. Table 1 provides the alignment of the theoretical framework to the propositions and the related research.

Table 1

Alignment of Propositions to Research Questions, Theoretical Framework, and Related Research

Research questions	Theoretical framework/ sub-unit of analysis	Proposition	Related research / theory
1. How do UNRWA stakeholders in Jordan perceive inclusive education?	Social justice	*Proposition RQ1-A:* Philosophy about education and inclusion impacts stakeholders' attitude towards inclusion.	Lifshitz et al., 2004; McCarthy et al., 2012
	Cultural parameters	*Proposition RQ1-B:* Teacher preparation impacts teachers' attitude towards inclusion.	Alghazo et al., 2003; Lifshitz et al., 2004; Leyser & Romi, 2008
		Proposition RQ1-C: The type and prevalence of a disability impacts perception of inclusion.	Alghazo & Naggar-Gaad, 2004; Avramidis & Norwich, 2002; Al-Zyoudi, 2006
2. How are students with special educational needs currently included in UNRWA classrooms in the Jordan field as perceived by all stakeholders?	Policy and Outcomes	*Proposition RQ2-A:* Strategies to include students with special needs in the classroom will be qualified as access to classrooms and school buildings.	P. Malan, personal communication, April 14, 2012
		Proposition RQ2-B: Stakeholders' expectation of SEN students impacts their inclusion in the classroom.	Avramidis & Norwich, 2002; Al-Zyoudi, 2006

Research questions	Theoretical framework/ sub-unit of analysis	Proposition	Related research / theory
3. What are the benefits and challenges to including students with special educational needs and providing inclusive education in the Jordan field as perceived by stakeholders?	Dimensions of Time	*Proposition RQ3-A:* Length of time in education impacts stakeholder's perception of benefits and challenges of inclusive education.	Alghazo & Naggar-Gaad, 2004; Al-Zyoudi, 2006
	Cultural Parameters	*Proposition RQ3-B:* Stakeholder's perception of disability and education impacts attitude toward the benefits and challenges of inclusion education.	Dinero, 2002; Lifshitz et al., 2004
	School Transformation	*Proposition RQ3-C:* Financial restrictions limit the implementation of services for SEN students.	Dukmak, 1991

Research questions	Theoretical framework/ sub-unit of analysis	Proposition	Related research / theory
4. What supports for inclusion of students with special educational needs have been provided to stakeholders in the Jordan field UNRWA classrooms?	Dimensions of Time	*Proposition RQ4-A:* Internal documents support inclusion to a greater degree than the current practical application of inclusion in the classrooms.	UNRWA, 2011a; Winzer & Mazurek, 2010
	School Transformation	*Proposition RQ4-B:* Access to classroom resources impacts the inclusion of SEN students.	Dukmak, 1991
		Proposition RQ4-C: Access to school support personnel impacts the inclusion of SEN students.	Klingner et al., 1998; Knesting et al., 2008
		Proposition RQ4-D: Access to school buildings and classrooms impacts the inclusion of SEN students.	NORAD, 2011

Method

Setting

UNRWA's guiding mission is to provide Palestine refugees the opportunity to reach their full potential. The organization places a tremendous emphasis on educating all Palestine refugee children in an effort to galvanize this mission. Currently, the UNRWA field sites are decentralized from UNRWA HQ, stemming from an organizational change in the mid 2000s. According to an UNRWA stakeholder, autonomous fields operate as if in silos, with differing policies and practices from the direction of HQ. Stakeholders believed that by disempowering HQ, a lack of coherence in the approach to field-based decision making occurred along with resources' potentially being duplicated and staff expertise's not being harnessed.

The data collected during this study were gathered while the researcher was a research intern with UNRWA during 2012 and 2013. As an intern with the organization, the researcher had specific privileges, including internal document review, facilitated travel to field sites, and a translator to support field observations and conduct interviews with stakeholders in the selected schools. Although UNRWA operates five field sites, the researcher worked principally in Jordan, given the time required for data collection and security concerns related to travel within the region at the time of data collection. The primary setting of data collection was Amman, Jordan, where both the UNRWA HQ and the Jordan field were located. Specific details about the overall characteristics of the Jordan field and stakeholders included are provided in the following sections.

Jordan Field

The UNRWA is an international organization managing five semi-autonomous fields in five different locations. Though guided by the UN's charter (UNRWA, 2011a), each field operates with unique priorities, resources, and historical practices all set within a framework informed to a large degree by the host government. The Jordan field office is located in Wadi Al-Seer, a neighborhood of Amman, less than two blocks from the UNRWA HQ office. In the case of the Jordan field, more than two million refugees are registered with UNRWA, 17% of whom are accommodated in ten refugee camps, and 172 schools educate approximately 115,803 pupils (UNRWA, 2013f).

Of the ten camps in Jordan, two camps were selected for inclusion in the present study, Amman New Camp (ANC) and Marka Camp. ANC, established in 1955, is one of the four original refugee camps constructed by UNRWA after the 1948 conflict. ANC boasts a population of 51,000 refugees and includes 13 schools. ANC is located in a neighborhood called Wihdat, approximately half an hour from the UNRWA HQ and Jordan field offices. Marka Camp was established in 1962 and is home to 53,000 refugees and 10 schools. Marka camp is located in an area approximately 45 minutes northeast from the UNRWA HQ and Jordan field offices. With the passing of time, UNRWA provided additional shelters to accommodate the accumulation of growing generations that inhabited the camps. Regardless of the new construction, each camp faces challenges related to upgrading of shelters: Marka specifically require upgraded sewage and sanitation networks, and ANC faces large-scale overcrowding.

School and Classroom Selection

Schools and classrooms were selected using an advisory committee set up by the researcher with support from the Deputy Chief—Education Program of the Jordan field and the

Head of the EDC for UNRWA in the Jordan field. The committee included Area Education Specialists (AES) and School Supervisors at the UNRWA EDC. Schools and classrooms were selected by the advisory committee using a pre-screening process that included the presence of students with suspected or diagnosed disabilities in English or mathematics classrooms with a preference towards schools educating students in the elementary and preparatory years 4–9. Due to the lack of diagnostic tools to assess disabilities in the UNRWA Jordan school system, the researcher and the advisory committee defined a student with a suspected disability as a student with an extensive learning need. The researcher described an extensive learning need to the advisory committee and the study stakeholders as a student that required additional support from the teacher in order to be successful in the classroom.

The advisory group initially selected eight schools in the three different camps for observation. Given the necessary timeline for data collection, and upon further inquiry into the extensive learning needs of the students in each of the schools, the researcher selected five schools from the eight listed for initial observation. Of the five schools, three schools were included in the study. The single boys school included in the five schools selected, was excluded from the study once the researcher ascertained that the student participant did not have a special need that impacted his academic progress; rather his disability was physical and access to the school and the classroom did not present a challenge. A second case was excluded from the study due to lack of consent from the parent. Schools and classrooms were labeled with a number for identification throughout the data collection and analysis phases of the study.

The first of the three schools included in the study, School 1, was located in South Amman, ANC. School 1 was a girls' preparatory school with a population of approximately 712 students. School 2, was located in South Amman, ANC. School 2 was a girls' elementary school

with a population of approximately 267 students. School 3, was located in Marka area, Marka Camp. School 3 was a girls' preparatory school with a population of approximately 960 students.

Participants

The study involved the gathering of data from stakeholders at the local, regional, and international levels in the UNRWA field site of Jordan. For purposes of this research study, stakeholders with salient interests in the education of children with disabilities included the UN field HQ and field staff in education, school head teachers,, teachers, students with extensive learning needs, and families of students with extensive learning needs. The primary setting for data collection was at the local level in the schools and the classrooms. Therefore, the data collection placed local stakeholders at the forefront of the research, and interaction with local stakeholders occurred in local contexts (Mutua & Sunal, 2004; Vavrus & Bartlett, 2006).

Collecting data on perceptions of inclusion before the UNRWA IE Policy (2013d) is fully implemented was the target of this research. Vestiges (McCarthy et al., 2012) from the current system of education may impact how students with SEN are treated and perceived by stakeholders in future inclusive classrooms. To examine the impact of these vestiges, the researcher engaged with stakeholders to explore a deeper level of "culture, history, national identity, perceptions of disability, and family and community processes" (Winzer & Mazurek, 2010, p. 112). In this study, the researcher sought to understand how stakeholders perceive inclusion of students with extensive learning needs in the classroom as a means of informing UNRWA in two ways: (a) documenting the results for baseline data, and (b) providing a basis for future education projects and defining future needs as they relate to IE.

UNRWA Staff

UNRWA HQ staff members in education play a vital role in policy generation. Therefore, the researcher engaged in ongoing discussions, interviews, and review of evolving documents on inclusive practices while interning at the HQ office. Research in the Jordan field was a collaborative process. The AES, are UNRWA field staff who are experts in one content area, for example English. The AES work with specific schools similar to academic coaches in the Western education systems. The AES's in English from South Amman and Zarqa were a source of information, providing the researcher with valuable and necessary documents and information on UNRWA systems and procedures. They also ensured that the researcher was able to easily communicate with the participants in the study by acting as translators for several weeks during interviews and observations in the selected schools.

Stakeholders Embedded in Schools

This study aimed to include the student with SEN as a participant rather than as the object of inquiry (Mauthner, 1997). The researcher anticipates the inclusion of students as participants will bring forward an important voice (Winzer & Mazurek, 2010; Vavrus & Bartlett, 2006) in the research, provide another data point to triangulate, and further validate the findings (Yin, 2009) from teachers, leaders, and the UNRWA staff. Therefore, the following sections are framed around the student, with descriptions of their schools and the stakeholders with whom they are engaged. Basic demography of the school is followed by the demography of the student, the head teacher, the teacher and the teacher's classroom, and the family for each case study.

Students with SEN were a particularly difficult population to identify in UNRWA schools, as formal definitions of students as having disabilities is at a nascent stage, and current data procured from the field sites on students with special needs and the disabling characteristics

are currently unreliable (P. Malan, personal communication, July 6, 2012; Universalia, 2010a). Assessment and diagnosis of the students are often not determined from standardized assessment procedures within each field site nor are there assessment and diagnostic materials accessible across field sites. Therefore, the researcher depended upon the UNRWA staff, the school head teacher, and the classroom teacher to identify the student(s) with SEN.

The researcher set out to include students with diagnosed or suspected cognitive disabilities, defined as neurological, genetic, or acquired disorders that impact the academic success of a student with a preference towards students in school years 4–9. No preference was given toward gender, although schools are gender segregated. Four of the eight original schools were girls' schools and four were boys' schools. Of the schools and classrooms that were visited, all three included in the final study were girls' schools, therefore yielding three female student participants with SEN.

Each UNRWA school in the Jordan field is led by a Head Teacher, similar to a school principal in the Western education systems. Three head teachers were included in this study, one from each of the selected schools. All head teachers were prepared with a two year course on school administration provided by the EDC. The researcher notes that the school head teacher and assistant head teachers set the tone and expectation for the school staff related to inclusive practices. In addition, the school leadership also works in tandem with the regional leadership (field site staff) to implement policies that move schools in new directions. The perception of inclusion by the head teachers provided necessary triangulation of interviews with teachers and observations of classrooms. Supplies, resources, and information that were related to including students with SEN were requested by the researcher and reviewed in each school site.

Teachers of English and mathematics in elementary and preparatory schools were included the study. All teachers were prepared with the Educational Psychology course provided by the EDC, and had comparable years of teaching experience. Teacher's perspectives on IE were investigated through the comparing and contrasting of interview responses and observations in the classroom.

One of the reports produced by Universalia (2010b) described the lack of data related to parents and family members of students with SEN. UNRWA's investment in the current study is based on the potential that data gathered could inform future teacher practice and give insight into a faction of the community, parents, who have been left unengaged in the discussion of inclusion. Although as noted in Chapter 2, gathering information from families was a challenge due to potential history and cultural implications, the researcher was able to include one or more parents from all three cases in the study, which helped provide contextual understanding to the overall findings. The parents' comments were combined with other data sources for stronger triangulation and validation of the themes that emerged.

Case 1

Student 1 was in School A, Classroom 1, with Teacher 1. Student 1 was nine-years-old and in the 4th grade. According to the parent of student 1, her daughter suffered "paralysis in the mind that caused the shrinking of her legs." Student 1 was identified by the school as having a physical impairment that kept her out of general education classrooms and segregated in special classrooms at host government schools until the 1st grade, at which point she was enrolled in an UNRWA school.

The Head Teacher at school A was an administrator for eight years, three of which were in the selected school. She was prepared to be a head teacher through the EDC head teacher

training program that lasted two years. Prior to being a head teacher she was an assistant head teacher and an English teacher.

The female teacher in classroom 1 taught English. She had eight years of teaching experience and taught at the school for seven years, during which time she taught 4th grade (the participant's grade) for 2 years. T1 had previous experience in working with students with SEN, which included the two previous years during which she taught a student with a cognitive disability (teacher's description). T1 had one student with a special need included in her observed class and 41 other general education students in the class who were not diagnosed or suspected to have a special need. The student(s) with a special need had a diagnosed medical issue, described as a "childhood brain injury that impacted physical movement." The observed student's classroom was located on the second floor and was accessible to all students. The classroom was arranged such that students were seated in small groups or in pairs, depending on the class observation. The student with SEN was seated in the front of the class during all observations.

The parent of student 1 was a married woman currently separated from her husband. She graduated high school (passed the Tawjihi, the general competency exam for secondary students in the Jordan, West Bank and Gaza fields), and her self-identified occupation was a housewife. Her husband had a 4th-grade education and worked at an unidentified company.

Case 2

Student 2 was in School B, Classroom 2, with Teacher 2. Student 2 was 11-years-old and in the 4th grade. According to the parents and school leadership, student 2 received a cochlear implant at the age of 9, while she was in the 2nd grade. Prior to receiving the implant Student 2 was deaf since birth. Student 2 required a peer translator and the support of the head teacher

during the interview due to misunderstanding of the interview questions, which was attributed to her still-developing hearing.

The Head Teacher at school B had been an administrator for 19 years. HT2 supervised the selected school for one year and three months. She was prepared to be a head teacher through the EDC head teacher training program.

The female teacher in classroom 2 taught English. T2 had ten years of teaching experience and she taught at the school for three years, during which time she taught 4th grade (the participant's grade) for three years. T2 had previous experience in working with students with disabilities; the prior year T2 taught a student who was non-verbal. Several students (approximately four) who were suspected to have special needs were included in T2's class, along with approximately 15 other general education students who were not diagnosed or suspected to have a special need. The student with a special need was diagnosed as deaf since birth and was the recipient of a cochlear implant. The physical classroom was located on the 2nd floor of the school building and was accessible to all students. The classroom was arranged such that students were seated in rows of three. The student with SEN was seated towards the front of the class during all observations.

Both parents of student 2 participated in the interview. The mother and father of student 2 had two-year college degrees. The father identified himself as a retired teacher and the mother as a telecommunications sector employee.

Case 3

Student 3 was in School C, Classroom 3, with Teacher 3. Student 3 described herself as 5-years-old, although she was in the 6th grade. According to the parent of student 3, the student was 12.5 years old at the time of this study and suffered from a cognitive disability due to lack

of oxygen when she was born as well as a visual impairment. According to the school student record, the student had an Intelligence Quotient (IQ) of 76 +/- 5. (The IQ test name was not recorded). The file included information on academic and social functioning of Student 3. It was reported that Student 3 had problems concentrating, low social communication. Though she had the ability to acquire primary skills, she had a weakness in general cognition growth and analytical growth. She also had speech disability problems.

The Head Teacher at school C had been an administrator for three years, all of which were in the selected school. She was prepared to be a head teacher through the EDC head teacher training program.

The female teacher in classroom 3 taught Mathematics. T3 had seven years of teaching experience and she was in her 4th year of teaching at the school, and had taught 6th grade (the participant's grade) for three years. T3 described working with students whom she thought had disabilities or special needs, but the students were not officially diagnosed as having special needs. The observed student with a special need in T3's class likely had an intellectual disability based on the characteristics and observed and reported behavior of the child. Approximately 40 other general education students were in the class who were not diagnosed or suspected to have a special need. The physical classroom was located on the 2nd floor of the school building and was accessible for all students. The classroom was arranged such that students were seated in small groups of four or in rows of three depending on the observation day. The student with SEN was seated towards the front of the class during all observations.

The parent of student 3 was a married woman with a 10th-grade education. The mother described her profession as a housewife, while the father was a truck driver.

Instrumentation

Field Protocol

The primary instrument the researcher used to organize and manage data collected in relation to the research questions was the field protocol. The field protocol included a daily logistics breakdown, contact information for the designated hosts at each area and school site, interview protocols, procedures for classroom observations (Yin, 1982), and a field journal. In keeping with the intention of a field journal, the researcher included thick descriptions of surroundings and interactions with participants in the settings, thoughts and rationale on the decisions made in the field, and a reflection on the status of the study. Congruous to a personal journal, the field journal was also used to include hypotheses about future interactions, details on events, and personal thoughts related to the study (Lincoln & Guba, 1985). The researcher systematically catalogued the perceptions and understanding of the study along with the evolution of themes that emerged while in the field. Weekly communication with the researcher's dissertation committee stateside consisted of large portions of entries from the field journal to create transparent communication and to provide a forum for discussion of study milestones.

Interview Protocol

Interviewing subjects when membership in a cultural group is not shared can lead to (a) lack of trust, (b) lack of understanding of the interview questions, (c) intentionally providing misleading responses, and (d) lack of discernment on the part of the researcher in choosing the appropriate questions to ask (Miller & Glassner, 2004). To mitigate the aforementioned issues, the researcher initially adapted interview questions from studies related to IE most often set in

the MENA region. The interviews were constructed to include introductory conversations about the study purpose, the interview process, the use of the data, and the assurance of confidentiality.

Subsequently, the researcher collaborated with multiple vested individuals at UNRWA, including the Head of the IE Unit at HQ, the Deputy Chief of Education Programs in the Jordan field, the AES in Health from the EDC, and the AES in English from the Zarqa camp area, to further tailor the interview questions to the Palestinian context and the local education framework. Each individual was asked to review the interview questions for cultural sensitivity and appropriateness, accurate understanding of the purpose of the question for accurate translation into formal Arabic (known as Fusha), and importance to UNRWA as an agency with an interest in the findings. The original interview question protocol was revised over the course of several weeks.

Interviews were conducted with multiple participants throughout this study. The interviews of the UNRWA education staff include a variety of questions developed to triangulate the responses of other stakeholders and the document review. The researcher grounded the questions in policy generation, expectations, and support mechanisms. UNRWA education staff interview questions can be found in Appendix E.

Student interview questions were primarily derived from interviews and surveys used in the second National Longitudinal Transition Study II (National Longitudinal Transition Study-2 [NLTS2], 2003) in the United States. The NLTS2 interviews and surveys were developed to examine characteristics, experiences, factors, and outcomes of youth with disabilities in secondary schools. Additional interview questions were adapted from Knesting et al.'s 2008 study examining the experiences of students with mild disabilities enrolled in an inclusive

middle school. The researcher developed supplementary questions to align to the research questions of the current study. Student interview questions can be found in Appendix C.

School administrator interview questions were developed using multiples sources (Burstein, Sears, Wilcoxen, Cabello, & Spagna, 2004; Salisbury, 2006; Stanovich & Jordan, 1998). The majority of questions were adapted from a study to examine perceptions of IE, perspectives on implementing IE, and challenges faced by elementary school principals with implementation (Salisbury, 2006). Additional questions were adapted from the Burstein et al. (2004) study on the change process within schools when implementing inclusive practices. The work of Burstein et al. was combined with the research of Stanovich and Jordan (1998) on the predictive aspects of school principals' beliefs on IE. The researcher supplemented this tool with interview questions related to the research questions and the UNRWA IE Draft Policy (2012b) document. School Administrator interview questions can be found in Appendix B.

Teacher interview questions were adapted from Opdal, Wormnaes, and Habayeb's (2001) study of teachers' opinion about inclusion in the West Bank. Additional questions were developed by the researcher to align to the research questions in the current study as well as the expectations set forth by the guiding document the UNRWA IE Draft Policy (2012b). Teacher interview questions can be found in Appendix A.

Parent interview questions were adapted from the Attitudes Toward Inclusion/Mainstreaming questionnaire (ATIM) developed by Leyser and Kirk (2004) to examine parental perceptions of IE. Leyser and Kirk (2004) modified an earlier scale, Opinions Related to Mainstreaming (Antonak & Larrivee, 1995; Larrivee & Cook, 1979), which consisted of 30 items structured in an agree or disagree response system to endorse mainstreaming of students with disabilities (Antonak & Larrivee, 1995). The current study further adapted the

ATIM (Leyser & Kirk 2004) to reflect questions that were asked to parents rather than asking parents to rank statements that are written in English and based on U.S. culture. Additional questions were developed by the researcher to align to the research questions in the current study as well as the expectations set forth for inclusive schooling in the UNRWA IE Draft Policy (2012b). Parent interview questions can be found in Appendix D.

Classroom Observation Tool

Ensuring equal access to quality education is the driving vision for IE in the area (UNRWA, 2012b). As a means of ensuring that all students can access quality education, UNRWA's IE Policy (2013d) outlined seven guiding principles for IE. The observation tool developed was grounded in these seven guiding principles and includes components from UNRWA's (2012b) "approach to teaching and learning the curriculum as well as the assessment of learning" (p. 17) and UNRWA's "approach to addressing barriers to access, learning, development and participation" (p. 15). The checklist for this study includes two dimensions, teaching and learning, and environment. The focus on teaching and learning includes four indicators and two or more examples for each indicator: (a) accessible learning material and assistive devices; (b) any reference to, or demonstration of, adapted learning materials to include teaching methods and learning methods; (c) differentiation; and (d) enrichment. The focus on the environment includes two indicators, with two or more examples for each indicator: (a) physical accessibility of schools and classrooms, and (b) inclusive attitudes towards students. Observations did not require a translator as the tool emphasized visual indicators of adapted and differentiated teaching, learning, and environments. Further, five of eight observations took place in English classrooms, so the researcher was able to follow the lesson as well as observe the strategies used during instruction. The observation checklists are found in Appendix F.

Procedures

Initiating a Partnership With the United Nations Relief and Works Agency (UNRWA)

Upon narrowing the topic of interest for dissertation research, the researcher contacted the UNRWA to seek out a partnership whereby the data gathered for the dissertation also would support the IE unit's work toward IE reform. The researcher's engagement with UNRWA began in March of 2012 using email as the primary method of communication. After several weeks of informal discussion, the researcher submitted an internship application (see Appendix P) in May 2012. UNRWA drafted a document similar to a contract, titled "terms of reference," (see Appendix Q) which included objectives of the internship, responsibilities and duties, internship duration, and deliverables. The official intern/volunteer agreement was signed and submitted in June of 2012. Communication between the UNRWA point of contact and the researcher continued throughout this process to refine the parameters of the internship, clarify expectations, exchange relevant documents, and discuss details related to travel and living. During these discussions, the point of contact informed the researcher that three of the five fields of operation would be closed to the research study due to safety concerns related to travel to the locations. The fourth field was subsequently expunged from the study due to time restrictions of data collection.

Institutional Review Board

The researcher submitted a research study protocol to the Institutional Review Board (IRB) at the University of Central Florida in the fall of 2012 and was approved for human subject research on November 29, 2012 (see Appendix K). The researcher also requested and was granted approval for research in the UNRWA fields by the UNRWA Ethics Office (see

Appendix L). Student informed consents in English (see Appendix G) and in Arabic (see Appendix O) were used during participant selection.

Timeline

Prior to arrival in Jordan, the researcher submitted to the contact at UNRWA HQ the first three chapters of the defended dissertation proposal and a brief overview of the study, including the intended timeline, data collection methods, and necessary resources to be provided by UNRWA. Upon arrival at UNRWA HQ, the first phase of the data collection timeline involved setting up visits with the Jordan field education department leadership to garner support for the research in the local areas, reviewing internal documents, identifying students with SEN in the local area schools, and preparing the interview protocol with the UNRWA staff for translation into Arabic.

During the second stage of data collection, the researcher, with the support of the AES in English, contacted school administrators to request their participation in the study. Once school administrators consented to participate, the researcher and the AES grouped the schools by area to facilitate multiple classroom visits per day. The researcher, accompanied by an AES, first visited each school and met with the school administration, including the head teacher and often the assistant head teacher, as well as the classroom teacher. The study details were explained to the stakeholders orally, using the AES as a translator when necessary, and a formal letter with the study protocol and details for recruitment of participants was provided to all stakeholders during the initial visit (Appendix H and Appendix N). The letter was approved by the university IRB as well as the head of the UNRWA HQ IE Unit. Once the study details were described to the school stakeholders, the researcher began engaging with the classroom teachers to discuss the extensive needs of the students included in her classrooms. Initial observations of classrooms

were completed to aid the researcher in refining the classroom selection to include only students with extensive learning needs as defined in the study. Of the five classrooms visited, three classrooms were included in the study.

Once schedules of classroom observations were solidified and the translations of interview questions were certified by the AES in English and the Head of the IE Unit, the researcher began the third stage of data collection in the ANC camp followed by Marka camp. Data collection in each classroom was estimated to occur over a period of one week per school, but due to student absences and examination periods, interviews and observations were extended over the course of several weeks when necessary in order to meet the minimum criteria for inclusion in the study. When not in the field, the researcher was working alongside the education staff and education specialists to support the implementation of policies, strategies, workshops, and advocacy for the inclusion of students with SEN.

The final phase of the data collection process took place at HQ, during which the researcher crafted a preliminary case study report for each of the investigated sites to be distributed to UNRWA education staff. The researcher also made final inquiries and points of clarification with all study participants. (See Table 2 for Study Timeline.)

Table 2

Timeline of Proposed Study Including Phases, Setting, Participants, Procedures, and Estimated Time Necessary for the Collection of Data

Phase	Setting	Participants	Procedures / units of data collection
1	UNRWA HQ Jordan Field Office	UNRWA Headquarter Education Staff Jordan field Education Staff	1. Introduction of the research to Jordan field leadership. 2. Document Review 3. Interviews with UNRWA HQ and Jordan field Education Staff 4. Identification of the students with special educational needs in schools
2	Jordan Field Office Area Offices (South Amman, Zarqa)	Jordan field Education Staff Area Education Staff	1. Identification and selection of the inclusive classrooms 2. Scheduling observations and interviews in the area schools 3. Interviews with Jordan field and Area Staff
3	South Amman and Marka area schools.	Teachers, Administrators, Students, Families, Area Education Staff	1. Interviews with Teachers, 2. Interviews with Administrators, 3. Interviews with Students, 4. Interviews with Families, 5. Classroom Observations
4	UNRWA HQ	UNRWA HQ Education Staff	1. Review of interview responses based on audio tapes and typed transcription for initial theming 2. Review of observations for initial theming 3. Submit interview data for translation and transcription by Arabic-English translator. 4. Submit initial report to UNRWA on Jordan field 5. Support UNRWA IE unit on Inclusive Education training workshop.

Interviews

Interviews were conducted with stakeholders (WHO & World Bank, 2011), including UNRWA teachers and school administrators, Jordan field education staff, and HQ staff. Parents and students with SEN also contributed to the interview process as a means of informing the organization at large of the perceptions of the people who should be receiving the benefits of inclusion. Interviews were scheduled with the help of the UNRWA field staff, specifically the AES for English and the school director. Many of the participants in the school setting primarily spoke Arabic, with few having English language skills strong enough to respond cogently to interview questions. To facilitate the interview process, the Jordan field approved the AES in English to act as liaison to the school personnel as well as translator during interviews. The AES in English accompanied the researcher to the schools, questioned the participants with the use of the interview protocol translated into Arabic, and subsequently provided synchronous translations of interview responses.

The researcher followed the same protocol for each interview, excluding interviews with UNRWA staff who spoke fluent English. Before the interviews took place the researcher described the protocol to the participants: the questions would be asked in Arabic, the Arabic responses would be translated into English, the researcher would type the responses, which would later be analyzed and themed as part of a larger study including other UNRWA stakeholders across the Jordan field. The researcher also explained the protocols in place for confidentiality, which included participant pseudonyms to protect identities and data storage in a locked environment. The interview protocols were categorized by demographic questions, which were included for future analysis and comparison (Bogdan & Biklen, 1998), and IE questions. The majority of the IE interview questions were open ended, which allowed the researcher to include follow-up questions for further investigation as the opportunity emerged.

This type of prolonged engagement begot the divulging of more sensitive information and provided the participants a forum to expound upon their initial responses (Krefting, 1991). All interviews were conducted in the school setting for approximately one hour.

Participants were given the option of audiotaping the interview for future review to ensure accuracy of transcription. When consent was not given for audio recording, the researcher typed the translated interview responses synchronously and asked follow-up questions of the AES translator and the participant when clarification was needed. At School A, all participants consented to audio recording of the interviews. At School B, the teacher was the sole participant who consented to audio recording. At School C, the teacher, parent, and student consented to audio recording; the head teacher did not consent.

Prior to conducting any interviews with students, parents were asked to provide consent and students to provide assent to participate in the study. Assenting students with SEN were interviewed one time over the week of the classroom observations. The researcher informed the student of the research objective and began the interview process by explaining she is "someone who cares about what children think about school" (Mauthner, 1997). Allowing the student flexibility in the interview process, the researcher provided opportunities for the student to describe events in her school day and to tell stories about her experiences to empower the student during the interview (Mauthner, 1997). Interviews took on a focused approach, which relied on scripted questions except on two occasions when the disability or special educational need of a student impeded her understanding of the interview questions. In both of these cases the researcher and the AES massaged the questions in order to provide more simplistic queries related to school and inclusion.

The UNRWA HQ education staff, the Jordan field staff, including the Education Specialists, and the camp area staff were also interviewed. Semi-structured interviews with open-response questions occurred multiple times over the course of the entire study. The ongoing interviews allowed participants to respond to questions at the convenience of their schedules.

Each interview began with an introduction to the process. Participants were told the questions were demographic questions and IE questions. Once the demographic questions were asked the researcher would inform the participant that the next set of questions related to IE. While the interview questions were scripted, the researcher initiated follow up questions on three different types of occasions: 1) the participant was confused about the premise of the question, 2) the participant did not answer the question, 3) the researcher believed valuable information related to the study could be garnered by inquiring more specifically about a specific element in the participant's response. All follow up questions were included in the transcription of the interviews. If a participant provided a lengthy response to an interview question, possibly even touching on multiple elements unrelated to the interview question, the researcher would summarize the participant's response to the interview question in order to clarify and corroborate the response before moving on to the next question. Additional information regarding each interview is located in Table 3.

Table 3

Interview Stakeholders, Locations, Languages, and Translators

Stakeholder	Abbrev. title	Duration of interview (minutes)	Location of interview	Language of interview	Translator
UNRWA HQ	HQ1	71-75	UNRWA HQ	English	NA
UNRWA HQ	HQ2	86-90	UNRWA HQ	English	NA
UNRWA HQ	HQ3	71-75	UNRWA HQ	English	NA
UNRWA HQ	HQ4	71-75	UNRWA HQ	English	NA
JFO	JFO1	36-40	UNRWA Jordan Field	English	NA
JFO	JFO2	31-35	UNRWA Jordan Field	English	NA
JFO	JFO3	25-30	UNRWA Jordan Field	English	NA
JFO	JFO4	25-30	UNRWA Jordan Field	English	NA
Head Teacher 1	HT1	41-45	South Amman School	English	NA
Teacher 1	T1	41-45	South Amman School	English	NA
Parent 1	P1	36-40	South Amman School	Arabic	Teacher 1, (English Teacher) [a]
Student 1	Zein	<25	South Amman School	Arabic	Teacher 1, (English Teacher) [a]

Stakeholder	Abbrev. title	Duration of interview (minutes)	Location of interview	Language of interview	Translator
Head Teacher 2	HT2	56-60	South Amman School	Arabic	Area Education Specialist-English for South Amman Area
Teacher 2	T2	31-35	South Amman School	English	NA
Parent 2	P2	25-30	South Amman School	Arabic	Area Education Specialist-English for South Amman Area
Student 2	Noor	<25	South Amman School	Arabic	Area Education Specialist-English for South Amman Area
Head Teacher 3	HT3	31-35	Marka Area School	Arabic	Area Education Specialist-English for Zarqa Area [b]
Teacher 3	T3	31-35	Marka Area School	Arabic	Area Education Specialist-English for Zarqa Area [b]

Stakeholder	Abbrev. title	Duration of interview (minutes)	Location of interview	Language of interview	Translator
Parent 3	P3	46-50	Marka Area School	Arabic	Area Education Specialist-English for Zarqa Area [b]
Student 3	Rania	<25	Marka Area School	Arabic	Area Education Specialist-English for Zarqa Area [b]

[a] Teacher 1, the English teacher, translated for the interview.

[b] Although School 3 is technically in Marka Camp, School 3 was being supervised by the Area Education Specialists from the Zarqa area office.

Observations

During the initial classroom observations, the researcher grouped the classrooms by area to facilitate multiple classroom visits per day. The researcher, accompanied by an AES, first visited each school and met with the school administration, including the head teacher and often the assistant head teacher, as well as the classroom teacher. The study details were explained to the stakeholders verbally, using the AES as a translator when necessary, and a formal letter (explanation of research) with the study protocol and details for recruitment of participants was provided to all stakeholders during the initial visit (Appendix H). The letter was approved by the university IRB and the head of the UNRWA HQ IE Unit.

Once the study details were described to the school stakeholders the researcher engaged with the classroom teacher to discuss the extensive needs of the students included in the classroom. After initial observations of classrooms were completed, the researcher selected five

classrooms that met the criteria for inclusion in the study for extensive learning need, students in grades 4-9, and either an English or mathematics classroom. Of the five classrooms, three classrooms were included in the final analysis, having met the benchmark for a minimum of two classroom observations and interviews with all stakeholders.

The intent of this researcher was to observe and interact with the UNRWA teachers and their students with SEN within their natural settings (Guba, 1981). The researcher observed teachers during English or mathematics instruction. A concerted effort was made to observe each teacher and student in the classroom during the same class (English or mathematics) three times over the course of one week. The duration of each observation was approximately 45 minutes. The researcher used the observation checklist, which includes factors relating to teaching and learning and factors relating to the school and classroom environment, to collect observation field notes and type them on a laptop computer. Relying on thick descriptions (Merriam, 1988), the researcher focused primarily on the teacher, noting behaviors associated with IE; the student with SEN, noting behaviors with other peers and behavior towards learning; and peers in the general vicinity of the student with SEN, noting the type of relationships, if any, that were present. While observing, the researcher used timestamps to reflect the types, the quantity, and the continuity of inclusive practices/behaviors. The segmentation of the observations allowed the researcher to discern themes that emerged during specific times within the lessons and allowed for selections of segments of the field notes to be reviewed for reliability of the findings. Additional information regarding each observation is located in Table 4.

Table 4

Observation Information

School, class, teacher, student	Observation time	Observation subject	Observation of "X" Disability	Observation visit	Observation area
School A, Class 1, Teacher1, Student 1	36-40	English	Physical & Cognitive	1	South Amman
School A, Class 1, Teacher 1, Student 1	28-30	English	Physical & Cognitive	2[a]	South Amman
School B, Class 2, Teacher 2, Student 2	28-30	English	Physical	1	South Amman
School B, Class 2, Teacher 2, Student 2	28-30	English	Physical	2	South Amman
School B, Class 2, Teacher 2, Student 2	31-35	English	Physical	3	South Amman
School C, Class 3, Teacher 3, Student 3	31-35	Mathematics	Cognitive	1	Marka
School C, Class 3, Teacher 3, Student 3	31-35	Mathematics	Cognitive	2	Marka
School C, Teacher 3, Class 3, Student 3	36-40	Mathematics	Cognitive	3	Marka

[a] Due to student absences, Class1 was observed a total of two times instead of the standard three times.

Document Review

Since UNRWA has played a major role in the development of quality of life for Palestine refugees in multiple regions across the Middle East, the documents produced by UNRWA established the foundation for the study. In recognition of the organization's infrastructure with a HQ agency where policy originates and field site offices where policy is implemented, a review

of documents that outlined UNRWA education policy at the macro level as well as a review of the adoption of those policies at the micro level shed light on how each policy was implemented in the schools. The attention to the macro and micro levels of UNRWA policy and practice provided a rationale for the patterns or inconsistencies that existed in the inclusion of students with SEN in different classrooms.

Initial reviews of documents began with internet search engines, library sources (for example, databases such as ERIC, EBSCOHost, PsychInfo, Questia), dissertation references, policy documents, and articles related to the Arab area specifically targeting the Jordanian, Palestinian, and refugee populations. Once general sources of information had been thoroughly searched, specific citations and policy documents sent by the researcher's main contact at UNRWA were reviewed. Document reviews continued throughout the eight-month internship with UNRWA. Examples of internal documents reviewed include house surveys, school data related to quantity of students receiving specialized services or who were identified as having a disability in schools, teacher development and training material, school health surveys and reports, curriculum development material. Finally, the UNRWA IE Policy was endorsed in January 2013 during the time when the researcher was an intern with the agency. Leading up to the endorsement, the researcher supported the IE Unit in the development of materials for the management team as well as for the fields at large to encourage investment in IE. These documents were included in the review of materials for this study.

Data Analysis

This study is based on research questions grounded in the framework of inclusive schooling which includes five sub-units of analysis, and finally aligned to theoretical propositions, each of which guide the analysis of the data (Yin, 2009). Although each

proposition that supports this study was grounded in theory, the nature of the statement remained flexible throughout the data-collection process (Baxter & Jack, 2008; Yin, 1981). Therefore, the concurrent collection and analysis of data was the foremost priority. The first stage of data analysis began with the organization and integration of all sources of data as they related to one research question.

Within-case and across-case analysis procedures were used to examine each of the four research questions and the related sub-units of analysis. Since each research question and related sub-unit of analysis included multiple sources of data, the researcher began by examining only one source of data and then triangulating the patterns and themes with a second, third, and fourth source of data. For example, the researcher reviewed interviews with stakeholders within each school to examine themes of social justice as they related to research question 1: How do UNRWA stakeholders in Jordan perceive IE? The remaining sources of data including document review and interviews with stakeholders across the second and third cases were then reviewed in turn to provide a comprehensive scope of how UNRWA stakeholders perceive IE as it is related to social justice. Finally, blending the patterns and themes from the multiple sources of data within and across the cases, the researcher will discuss in Chapter 4 how the propositions related to social justice were or were not supported. As Baxter and Jack (2008) stated, "This convergence adds strength to the findings as the various strands of data are braided together to promote a greater understanding of the case" (p. 554). The researcher repeated the process for each of the research questions within and across each of the three cases.

Data analysis were conducted with the guidance of the dedoose™ software system. The dedoose™ website (http://www.dedoose.com/) refers to the software as "a cross-platform app for analyzing text, video, and spreadsheet data (analyzing qualitative, quantitative, and mixed

methods research).” The researcher chose to use dedoose™ based on five parameters including: a) efficiency of analyzing, coding, and theming text, b) organization of results in excerpt, graph, and table layouts, c) applicability across computer platforms, d) access to software given dedoose™ saves information on a web-based cloud, e) cost of software. Application of Codes

The researcher adhered to a multi-step process when initiating the data analysis in dedoose™. Initially, thematic analysis used research questions to separate and sort the interview data. Data were sorted into the four research questions, and two additional patterns that emerged including demographic information and recommendations for the future. Thus, a total of six root codes were established in dedoose™ including the data associated with each research question and the two additional patterns. Demographic information was used to triangulate data from school records was not reported as a separate section in the results, rather it was infused in the related participants and settings sections. Recommendations for the future did not specifically address any one research question, but were themed in order to triangulate information gathered from reviews of internal and external documents and to provide UNRWA with additional information from the perspective of stakeholders.

Multiple patterns emerged from the data within each root code. These patterns were treated as child codes to the root codes in dedoose™. When child codes included a vast amount of information with varied implications, grandchild codes were created to narrow the patterns and deepen the analysis. For example, one of the patterns discovered during the analysis of RQ2 was the use of accommodations and modifications, thus a child code was created to organize this pattern in dedoose™. Upon reviewing the associated interview responses, the researcher discovered several additional patterns related to accommodations and modifications including instruction, curriculum, and assessment. These additional patterns were coded as grandchild

codes in dedoose™. Grandchild codes were most often used to construct a framework within which to discuss the themes of the study. dedoose™ codes can be found in Appendix S.

Coding the interview data in dedoose™ involved selecting excerpts from the interview transcriptions and applying root, and secondary and tertiary codes when appropriate. The researcher used the interview protocol to create the boundaries for selecting excerpts in dedoose™. Each interview question and the corresponding response were treated as a separate excerpt, and when appropriate a code was applied to the excerpt. Any follow up questioning or response that was not associated with formal interview questions were also treated as separate excerpts and codes were applied when appropriate. Interview questions may have had more than one root, child, and grandchild code applied if the participant's response included more than one pattern.

Once the coding process was completed, the researcher used the excerpt function in dedoose™ to export all related excerpts of a specific code for further analysis. All excerpts related to a code were then re-examined for their applicability to the code. Finally, an inter-rater observer was used to confirm that codes were applied accurately.

Since the purpose of the study was to contribute a baseline of data related to inclusive practices and perceptions in the selected schools, stakeholders embedded in the schools were weighted more heavily than stakeholders in the HQ and the field. Therefore, the researcher determined that for a code to become a theme, codes had to be discussed by a minimum of five of the twelve (at least 40%) stakeholders embedded in the schools. Additional excerpts from interviews with stakeholders in the HQ and field were used to support the themes established by the stakeholders embedded in the schools. Themes were primarily established based on child codes with the exception of RQ3 which included themes based on child codes and additional

themes based on grandchild codes. A total of three codes met the criteria for themes in RQ1, a total of three codes met the criteria for themes in RQ2, a total of six codes met the criteria for themes in RQ3, and a total of four codes met the criteria for themes in RQ4. Codes that did not meet the criteria for themes were treated as outliers (Brantlinger, Jimenez, Klingner, Pugach, & Richardson, 2005) and are further explored with the themes in the results section.

Validity and Reliability Measures of the Study

The researcher used the components for assessing trustworthiness of qualitative research (Guba, 1981; Krefting, 1991) as well as the quality indicator criteria for qualitative studies developed by Brantlinger et al. (2005). The credibility of the findings was established through the replication of procedures within and across cases, prolonged engagement with the participants, the use of thick descriptions during observations, inter-rater observer agreement of translated interview transcriptions, multiple cycles of data coding by the researcher, inter-rater observer agreement on coding of interviews using dedoose™, the triangulation of multiple sources of data, member checks, and the description of the researcher's role in the study (Brantlinger et al., 2005; Guba, 1981; Krefting, 1991). The following section describes the aforementioned procedures to ensure the truth value, applicability, consistency and neutrality of the results (Guba, 1981).

Replication of Procedures

To ensure the applicability of the findings were strong, an *a priori* decision was made to replicate the case study design across three cases in different schools (Guba, 1981; Yin, 2009). Interviews and observations followed the same set of procedural guidelines and any variation

was recorded in the field journal and subsequently described in the procedure section in Chapter 3. For example, the researcher noted the English teacher in case 1 translated the interview for the student with SEN and the parent in case 1 due to logistical complications barring the AES from interacting as the translator. Further, demographic information, contextual background of the setting and the events, and thick descriptions (Krefting, 1991; Merriam, 1988; Yin, 2009) of interactions with stakeholders were gathered and presented in the study to ensure that future researchers have substantial information for replication. Through literal replication, results of the study served to confirm, disconfirm, revise, or create new propositions and theories as they related to including students with SEN in the general education classroom.

Prolonged Engagement With Participants

Given the international context of this study and the cultural nuances that existed, the researcher engaged in prolonged observation and interaction with the study participants (Krefting, 1991) to increase the assurance that behaviors and responses were not the result of social or cultural norms. Interviews with UNRWA HQ and Jordan field staff specifically occurred multiple times, and interviews with school stakeholders occurred after all classroom observations were completed allowing time for the researcher and the participants to build rapport. Similarly, observations in classrooms took place multiple times over the course of the week (and some over the course of multiple weeks due to student absences and conflicts in schedules) to build relationships and rapport with both teachers and students.

Reliability of Observation Data

Repeatedly observing teachers and students throughout the study also alleviated the possibility of misrepresenting actions as "the norm" rather than their having occurred coincidentally during the exact time of observation (Brantlinger et al., 2005). In addition to prolonged engagement with the participants, the researcher generated thick, detailed descriptions (Brantlinger et al., 2005; Krefting, 1991; Merriam, 1988; Yin, 2009) of events occurring in the classroom noting interactions between the teacher and the student with SEN, the interactions between the student with SEN and her peers, and the interactions of the teacher with the general education students. The researcher also included time stamps and pictorial images of the classroom layout in the observation field notes, which in conjunction with the descriptions of interactions were used to develop themes across cases.

Reliability of Translated Interview Protocol

A translation company in Amman, Jordan, was provided the interview protocol for translation into Arabic (Fusha). The AES in English from the Zarqa area served as liaison to the company to provide instructions and direction. Once the translation of the interview questions was completed, the company provided a letter certifying the translation (see Appendix I). The AES in English then reviewed the translations and certified the accuracy from English to Arabic (Fusha) (see Appendix J). Finally, the Head of the IE Unit at UNRWA HQ reviewed the translations and provided feedback on their accuracy. See Appendix M for Arabic translations of the interview protocol.

Inter-rater Reliability of Translated Interviews Transcriptions

After each interview, the researcher a) cleaned up the written transcription for clerical errors, b) highlighted follow-up questions from the researcher that were a part of the fluid dialogue, and c) noted any points of interest or patterns that were observed in a separate column. Interviews that were not audiotaped were immediately uploaded to dedoose™ for coding. Ten of the twenty total interviews were audiotaped.

The researcher gave the audiotapes to a second and third person, Transcriber A and Transcriber B, respectively, to establish inter-rater reliability of the translations and transcriptions of each interview. Transcriber A and B were both native Jordanians and native Arabic speakers with fluent English language proficiency. Both Transcriber A and B earned PhD's in universities in the Midwest of the US. Transcriber A earned a PhD in Early Childhood Education, Curriculum and Instruction, while Transcriber B earned a PhD in Educational Research, Measurement and Evaluation.

The purpose of establishing inter-rater reliability across the translations and transcriptions was twofold. Although interviews conducted in Arabic were synchronously translated by the AES to the researcher, the reliability of the translations required further analysis by native Arabic speakers. When comparing the transcriptions of the in-person translated responses by the AES with the transcriptions by Transcriber A and B, the researcher found discrepancies in contextual meanings of words and ideas. In addition to the reliability of the contextual meanings in the translations, the review of Transcriber A's transcriptions by Transcriber B ensured the verbatim responses of stakeholders were accurately captured in the write up. The researcher thus used the transcriptions from Transcriber A and B to analyze patterns and apply codes in dedoose™ instead of the in-person transcriptions developed during the interviews.

Transcriber A was not provided an original transcript for any of the audiotapes.

Transcriber A was asked to listen to the audiotapes and provide a verbatim translation and transcription of the interviews including all dialogue between the AES, the participant, and the researcher.. Transcriber A then discussed the process for reviewing the audio tapes with Transcriber B and explained specific challenges associated with background noise, interruptions during interviews, and placement of the audio recorder. Transcriber A then gave the audio tapes and the transcriptions to Transcriber B to review. After reviewing all of the audiotapes with the corresponding transcriptions, there was 100% agreement on the accuracy of the Arabic-to-English translations from Transcriber A and Transcriber B., A total of 181 pages of transcriptions were compiled from the audio tapes. Transcriber B inserted several additions to the transcriptions in the form of additional words and context to Arabic meanings and expressions. Transcriber A and Transcriber B discussed the additions and were in agreement that all additions were accurate. The translated transcriptions were then sent to the researcher for review and analysis.

Iterative Process of Coding the Data

The researcher employed a common strategy when analyzing results, which is to code and recode the data, waiting several weeks in between each analysis to compare outcomes. (Krefting, 1991). The researcher used the data analysis system, dedoose™ to conduct an iterative process of coding and recoding of interview transcripts. Through this process the researcher became more familiar with the data which served to refine the codes by combining like patterns across the stakeholders.

A similar process of coding interviews was then applied to observation data. The researcher initially reviewed each of the field observation notes and descriptions of where the student was seated and how the room was arranged based on diagrams created by the researcher during the observation. Once the observations were reviewed multiple times, the researcher coded each one using the observation checklist. Recoding of the observations was done once all of the data were collected and after the recoding of the interviews with stakeholders. During the second round of coding, the researcher compared the actions observed in the classroom with the interview responses from the stakeholders in the development of overarching themes for research question 2 and the summaries of each case.

Inter-rater Observer of Coding Using dedoose™

A research assistant provided inter-observer agreement of the application of codes to interviews using the dedoose™ training option. The research assistant was a doctoral student in the exceptional education program who was unassociated with the study. The researcher developed three tests in the dedoose™ training center to assess the application of root, secondary, and tertiary codes, respectively, to selected excerpts. Each test required the research assistant to apply the appropriate code to the excerpt provided. Excerpts were gathered from interviews of all stakeholders. The root code test used 100% of the root codes included in the study, while the secondary and tertiary code tests used 65% of the codes included in the study. Each code was applied no fewer than two times across multiple excerpts. A Cohen's Kappa coefficient was applied based on the results of each test. The results of the inter-rater reliability analysis were Kappa=.68 ($p<0.0001$) for the root code and tertiary code tests, and Kappa=1 ($p<0.0001$) in the secondary codes test. The researcher then examined the test results to review

areas of difference with the research assistant. Once discrepancies were adjusted, codes were discussed using additional excerpts as examples. The researcher and research assistant were in agreement with the test results and the additional excerpts discussed.

Triangulation of Multiple Sources of Data

The use of established methods of triangulation can increase the credibility of a study (Brantlinger et al., 2005). In using multiple sources of data, the researcher triangulated multiple perspectives of the same concept, ensuring that no one source of data was allowed to disproportionately represent or skew the outcomes presented from each case study. Likewise, in triangulating multiple methods of data collection, the researcher ensured that all aspects of the study were investigated (Knafl & Breitmayer, 1989). Continuous review of the data gathered within and across the stages of the study safeguarded that all sources of data were accorded equal influence.

Interviews were triangulated across participants within each case and then across cases using dedoose™ software to visually represent the coded excerpts and the application of codes to each stakeholder. When appropriate, and specifically when analyzing research question 2, the researcher reflected on the themes which appeared in interviews and triangulated those themes with the information gathered from classroom observations. Once overarching themes were drawn between what was stated during interviews and what was observed during classroom visits, the researcher incorporated the information gathered from document reviews, which provided background to the themes. Through the multi-layered process of triangulation, the researcher established rationale, context, and corroboration of what was described during

interviews, what was observed during class visits, and what policies were in place at the time of the study.

Member Checking

While in the field and upon returning to the US, the researcher engaged in multiple layers of member-checking (Brantlinger et al., 2005; Krefting, 1991). During the internship the researcher submitted initial reports of the data analysis and results to stakeholders at UNRWA HQ. Feedback provided by the stakeholders at HQ was incorporated into the current study. Once the researcher returned to the US, additional member checking began by submitting drafts of the results to the AES for each area to be delivered to head teachers and teachers of the participating schools. The head teachers and teachers were asked to only provide feedback if they felt the results did not reflect their ideas and sentiments. None of the head teacher and teachers provided feedback to the researcher. The researcher also submitted drafts of results and discussion chapters to stakeholders at UNRWA HQ requesting feedback if there were discrepancies or omissions in the study write up. Stakeholders have not provided feedback to date. Through this level of peer examination (Krefting, 1991), experts in practice from the participating schools and experts in policy from the researcher's internship location ensured (a) the accuracy of interview translations and transcriptions, and (b) the themes that emerged were representative of the data.

Role of the Researcher

Compounding the neutrality of qualitative research is "the researcher's worldview, values, and perspectives" (Harris, 2006, p. 141). The study design, data collection procedures and analysis, and resulting discussion must be interpreted with the knowledge of the researcher's

background, intent, and purpose in conducting the study. The following section describes the researcher's experience and background. The researcher then reflects on the unique paradigm of being an intern, researcher, and representative of the IE Unit at UNRWA while conducting the study (Brantlinger et al., 2005).

I am a Cuban American woman whose parents and sister have lived at various times in and out of the United States. My father was born in Havana, Cuba, and fled with his family to the United States after Fidel Castro's revolution in 1960, making him a refugee at the age of seven years old. My mother is an American citizen who was brought up in a military family, spending most of her adolescent years living in Europe and the MENA regions and returning to the US for her senior year of high school. My sister lives in Jerusalem, where she and her husband own a restaurant near the Old City. My brother-in-law is Palestinian and he grew up in a city called Beit Jalla located in the West Bank.

My early career objectives were directed toward international service. I pursued bachelor degrees in International Affairs and Latin American studies and studied abroad in Chile while pursuing academic credit at La Pontificia Catolica Universidad in Santiago. Throughout my formative years, I was always interested in refugee populations as well as populations displaced by conflict, colonialism, and globalization.

The route I took into the field of education was anything but traditional. After several years of working with high-achieving middle-school students, I became interested in working with students with SEN in urban schools with less-than-adequate access to high quality education. It was while teaching a student who was an Ethiopian immigrant in a high school resource classroom how to read that I realized I could unite my two passions, international development and education. My interest in both fields ultimately converged to form the personal

lens through which I interpret my earliest memories. It drove me to pursue this research project.

Partnering with UNRWA to conduct a study in the Jordan field on IE meant that I would take on additional roles to that of a researcher, namely as an intern and as a representative of the organization. Prior to beginning my internship with UNRWA, I collaborated with the point of contact in the IE Unit at HQ to develop the responsibilities I would undertake as a researcher and as an intern. The responsibilities and the expected outputs were then outlined in detail in the internship Terms of Reference (See Appendix Q).

As a researcher, the organization expected initial and final reports on the baseline data I collected in the Jordan field from inclusive classrooms selected for the study. This baseline data was intended to provide UNRWA with two pieces of information. Since the IE Policy had not yet been endorsed and therefore not yet implemented in the fields, UNRWA was interested in learning what strategies and supports were organically being used to include students with SEN in general education classrooms. In addition to learning about current practices, UNRWA was interested in learning about perceptions of inclusion as well as stakeholders' perceptions of their own needs as related to IE reform in schools. This latter piece of information was critical to UNRWA as they wanted to incorporate what stakeholders discussed as benefits, challenges, barriers and needs when developing trainings and workshops related to IE in schools across the five fields.

While my role as a researcher allowed me to conduct the study in the Jordan field with the support of the HQ and Jordan field offices, my role as an intern with UNRWA ensured that I had transportation, accompanied school visits, had access to translators, and was given an open policy to review school records when they were available. My role as an intern also meant that I was a representative of the organization. Therefore, when conducting my research in the schools

I always began my introduction to stakeholders by telling them about my background as a doctoral student, and framed my presence in the schools as someone conducting research rather than evaluating personnel and practices. I further explained that while the results of the study would be delivered to UNRWA as a means of informing future programming, training, and development, the stakeholders that participated in the study would remain anonymous.

In addition to conducting the study and providing UNRWA with baseline data on current perceptions and practices, as an intern the IE Unit expected me to contribute to the content and editing of policy documents and advocacy materials. Throughout my tenure with UNRWA, I supported the development of the IE Policy while in draft form prior to endorsement, the IE Strategy while in draft form, and the Teacher Guidelines and Toolkit for IE in schools. I also participated in the development of advocacy materials including IE posters and brochures to be distributed for marketing IE Policy and Strategy in UNRWA schools. Finally, I collaborated on projects and trainings with education stakeholders in the HQ office in Amman as well as stakeholders from all five fields in which UNRWA operates.

CHAPTER FOUR: RESULTS

A multiple case study design was used to examine the perceptions of stakeholders and practices of inclusive education (IE) within the UNRWA educational system in the Jordan field to establish a baseline of current practices. This baseline of perceptions and practices were requested to guide UNRWA with the implementation of the newly endorsed IE Policy. The chapter is organized into four sections. The first section introduces the baseline themes that emerged across the interviews with UNRWA stakeholders. The second section describes each case from the perspective of the stakeholders embedded in the schools, including the student with special education needs (SEN), head teacher, teacher, and the family in holistic terms. The baseline themes that emerge across the stakeholders and across cases are presented as a summary. Then, the results of each research question are presented through a thematic analysis using dedoose™ data analysis software. The final section reviews the alignment of the results of current perceptions and practices to the research questions. The following research questions were addressed in this study:

Research Questions

1. How do UNRWA stakeholders in the Jordan field perceive inclusive education?
2. How are students with special educational needs currently included in UNRWA classrooms in the Jordan field as perceived by all stakeholders?
3. What are the benefits and challenges to including students with special educational needs and providing inclusive education in the Jordan field as perceived by all stakeholders?

4. What supports for inclusion of students with special educational needs have been provided to stakeholders in the Jordan field UNRWA classrooms?

Themes That Emerged From Interviews With UNRWA Stakeholders

Interviews with UNRWA stakeholders occurred multiple times over the course of the researcher's internship. When the internship began in the fall of 2012, the Education Department had unrolled a large-scale education reform across all five of UNRWA's field sites. Midway through the internship, UNRWA's Commissioner General endorsed the new IE Policy that committed the agency to implementing IE across the five fields within the available resources. During the last two months of the internship, UNRWA's IE Unit launched its first of several fact-finding workshops with education stakeholders across the five fields in order to refine the IE Strategy, the Teacher Guidelines, and the Toolkit for IE in schools. The baseline themes that emerged from interviews with UNRWA staff and from observations in the field will be a guide for future work in Jordan and in UNRWA's implementation of IE in general. Themes that emerged during the internship with UNRWA and based on the interviews and interactions with staff members at the HQ and Field offices were: gaps between UNRWA policies and practices, and barriers and challenges associated with the implementation of IE.

Gaps Between Policy and Practice

Units within UNRWA's education department are working in collaboration to improve existing documents and materials as well as to develop new training, modules, and curriculum to promote an inclusive approach to educating students. The IE Unit at UNRWA HQ consists of three people and an administrative assistant. The team developed the IE Policy, strategy,

workshops, and modules with the support and coordination of other units in the Education Department. When asked if the department, which includes eight units, received training on UNRWA's definition and approach to IE prior to the development of new programming, for example in curriculum development or teacher training, the Director of Education iterated that unit staff learned through their engagement with new projects and collaboration of colleagues in the development of tools and strategies.

The UNRWA Director of Education believed implementation of IE would require a unified definition and systematic approach in the fields. "Inclusive education is the heart of the education reform," (C. Pontefract, personal communication, November 25, 2012). Particular catalysts for education reform within UNRWA were the diminishing achievement of UNRWA students on national and international assessments and the under employment of UNRWA graduates. Given the dim prognosis, the agency launched a unified education reform that "created a shared vision to bring five disparate fields back together" (C. Pontefract, personal communication, November 25, 2012).

The researcher ascertained from interviews and observations that at present the UNRWA Jordan field does not have a unified definition or approach to IE. As an example, data collected from the field staff in multiple UNRWA offices were discrepant and on more than one occasion contradictory in their listing of students with disabilities in UNRWA schools. One reason for the inconsistencies is the use of varying definitions of disability. The area of disabilities is defined within the health, relief and social services, and education departments. In the Health Department disability is defined in medical terms while in the education department disability in is defined in social terms. Schools also define disability in dissimilar terms because of the common practice of labeling students who perform below grade-level expectations as slow learners, while students

with physical and mobility challenges are categorized as having a disability. Even though the UNRWA schools lack a formal program for intelligence and adaptive-behavior assessments, the few students with more significant cognitive challenges who attend UNRWA schools are generally given a label of mental retardation.

Barriers and Challenges

The topic that appeared to be most in need of strategies to improve practice and was referenced in all interviews with UNRWA stakeholders was the barriers and challenges associated with the implementation of IE. Nearly three times as many comments were made about the challenges to IE than were made about the perception of IE and the supports currently provided to the schools to include students with SEN. Moreover, none of the responses from stakeholders in UNRWA management or field sites touched on how students were being included currently in the classroom.

The gap between UNRWA policy and practice was evident in the interviews with UNRWA HQ staff and field staff. One theme that emerged from interviews and reviews of documents is the under-enrollment of students with disabilities in UNRWA schools when compared to the prevalence of these disabilities according to health records of children with disabilities in UNRWA households. While all UNRWA schools are technically required to enroll all Palestine refugee children, the data gathered showed far fewer students with SEN are enrolled in UNRWA schools than exist in the various fields. Reasons for the discrepancy identified from the interviews appeared to include the lack of resources to support the inclusion of children with disabilities, potentially leading head teachers to discourage enrollment of students with more significant disabilities; lack of awareness by parents of their child's right to an education; and the

attitudes of society and the community towards families of children with SEN. Changing attitudes is a long-term objective for UNRWA, and that begins with educating stakeholders on the purpose of IE—to provide quality education for all students—and clarifying the gradual steps the agency is prepared to take to implement IE in schools. Stakeholders often cited a lack of resources, whether financial or otherwise, as an obstacle to IE in the fields and schools. School personnel, including teachers and administration, believe there is a great need for additional training to work with students with SEN and additional personnel, whether in the form of more teachers or SEN experts to provide support to students with SEN. With those recommendations made by teachers, UNRWA HQ is also grappling with the dilemma of providing IE "within available resources." While funding of materials and programming remains a constant consideration, IE reform can be implemented, according to several stakeholders, with the convergence of good practice and a change in attitudes towards people with special needs.

Challenges associated with movement towards inclusivity are often grounded in attitudes and a fear of change (C. Pontefract, personal communication, November 25, 2012). Several stakeholders highlighted the need to build awareness around disability, thereby also building the capacity of the community to accept disability and people with disabilities as equal members of the community. "Soldiers with disabilities are heroes and martyrs; children with disabilities from birth are not," responded an UNRWA stakeholder when asked how disability was being promoted in the various areas in which UNRWA was established. Capacity building of the community and the school system was highlighted as a necessary first step to IE. Parents who feel shamed or stigmatized may not want to make public the existence of a child with a disability, choosing instead to forgo providing the child with an education. Stakeholders believe that reaching out to parents and families to make them aware of their child's right to an

education will encourage the inclusion of more students with special needs in UNRWA schools. In a multi-pronged approach, the capacity of the school, the teachers, the families, and the community, each vital to successful IE, should be built in harmony with one another.

Themes That Emerged Within Cases

The need for harmony juxtaposed with a community of support was observed within and in some cases across stakeholders for each of the case studies. Each of the students and school stakeholders who participated in the study provided a strong baseline of current practice in the Jordan field. Each participating school case is grounded in thoughts from the student with SEN, followed by the head teacher (HT1, 2, 3) and Teacher (T1, 2, 3), and closes with the parent's perspective (P1, 2, 3). Themes that emerged across participant's guides the narratives that emerged for each of the participants. These themes were derived through content analysis using dedoose™ of interviews with each participant. Themes that were unique to an individual student are discussed within each case. Student narratives include demographic information followed by four themes: their demeanor during observations and the interview, their interaction and relationships with peers, their perception of school, and their perception of education. The three students, Zein, Noor, and Rania are pseudonyms, named after Queens of the Hashemite Kingdom of Jordan.

During interviews with the head teachers (HT), the researcher noted patterns across each case. The HT narratives open with an introduction to the school culture as it was observed and discussed with the researcher, and then the way the HT interacts with the students (Zein, Noor, and Rania), followed by a summary of the HT's teaching and leadership philosophy. HT3 did not appear to have a unique relationship with Rania based on HT3's interview responses and in-

person interaction with Rania when coordinating classroom observations and interviews with Rania's mother; therefore the narrative does not include a section on their interaction.

Teacher interview responses included an array of themes. The narratives below capture a portion of those responses, while others are discussed in the research question results section later in this chapter. Teacher narratives begin with a brief summary of the professional background information each teacher provided, followed by a synopsis of her preparation and experiences, and closes with the interactions each teacher had with her students (Zein, Noor, and Rania) and other students with SEN in her class.

Parent interviews ranged in duration and depth of responses. The interview with P1 was translated by T1 rather than by an AES, which was atypical of the procedures in this study, but necessary due to scheduling conflicts. P1 was very detailed in the background she provided on Zein. As the interview progressed, P1 divulged personal information to the researcher and the T1 in her role as a translator. The interview length was almost twice as long as the interviews with P2 and P3. Thus, additional information is provided in P1's narrative. P2 and P3 were both forthright in their responses while also being frank. The narratives of P1, P2, and P3 reflect background information on the students (Zein, Noor, and Rania), followed by the reflection of the parents on the education their students were receiving at UNRWA, and closes with any information that was provided about their student's home life. P3 did not provide any information on the student's home life beyond what is reflected in the opening paragraph of her narrative.

Case 1: Zein

Zein

Zein was characterized by her mother as a child with a mental disability that caused problems below the hips. When probed further, Zein's mother explained that Zein had not been able to walk as a child and received therapy at a local rehabilitation center throughout her childhood in order for her to walk without the use of a walker. Zein's school characterized her as having a physical disability that impacted both of her legs and limited her movement.

During both observations and in meeting Zein for the interview, the researcher noted the demeanor and comfort with which Zein engaged with the adult population and the school environment. Even though Zein was characterized as having a physical disability, she actively moved about the classroom and the school with a sense of purpose and determination.

Although she mentioned being called names and bullied by some of her peers, Zein described School 1 as safe and comfortable because teachers and administrators remediated students when they were alerted to the bullying. When Zein was asked if she had a good relationship with other students, she responded that she has friends and that her peers help her with her work.

When asked if she receives help from other teachers, Zein responded that sometimes she does receive help and other times she does not. Zein stated that she felt too shy to ask for help. Zein said that sometimes she does not know the appropriate time to ask for help and so she does not ask at all. However, when asked if she had a good relationship with her teachers, she responded she did. Zein's interview responses were generally short and often only a few words in length. She did not elaborate unless probed by the translator, her English teacher. Zein's favorite class was also English.

Overall, Zein said she enjoyed school because she likes to learn, and she has friends. Zein specifically mentioned that she thought education was important for two reasons. First, she noted that she wanted to marry a good person like a teacher. Second, she expressed not wanting to regret delaying or stopping her learning, for example at the 6th grade. She said she wanted to finish all of the grades and all of her schooling.

Head Teacher 1

HT1 noted not having much experience with students with SEN, and that all of her past experiences were students with behavioral problems. HT1 used the case of another student she was currently working with to highlight what she felt were necessary components to meeting the needs of students with SEN. A student in her school was recently referred to the school counselor for aggressive behavior problems in class. When asked if she ever had a child wanting to enroll in the school but having such a severe need that she could not provide an education for the child, HT1 brought up the child with a behavior problem. She thought out loud, "What should I do with her? I don't know how to deal with such cases." However, She felt strongly about her community and that all children should be going to school. Her primary concern was that in transferring the student she would essentially be transferring the problem to another head teacher. She shared that when she was told by the school counselor not to interact with the student and to tell the other teachers not to engage with the student because of her behavior she did not agree, as she considers all of her students her children. She explained that she treats all of the students at her school as if she were their mother and not the head teacher, and she encouraged all of her teachers to do the same.

HT1 demonstrated this philosophy in her interactions with Zein. While limited in resources, HT1 listened to the parent of Zein when she was enrolling her daughter and took it

upon herself to relocate Zein's classroom from the third to the second floor. She also asked Zein's teachers to let her leave class early and to allow her to arrive late to accommodate her physical disability. During the interview with Zein, the researcher inquired if she was getting enough support from people at school in order to be successful. Zein expressed gratitude that the head teacher and assistant head teacher asked her peers to help when she needed it and to be kind to her. When HT1 asked how she felt about the changes made to support Zein in the school, she said they were not enough. She stated she would have preferred a ramp or an elevator in the school instead of forcing Zein to walk up the stairs.

Collaboration, reflection, and sharing of information with other school leaders and with her staff were important to HT1. She said it would be important to discuss what procedures were in place to make the student with a disability more comfortable in school and how best to modify her instruction and assessment.

Teacher 1

The years of experience T1 accumulated in the classroom were apparent in her management of her students and her instructional strategies. Moreover, T1 was a reflective practitioner continuously questioning whether she was reaching all of her students. She thought about how best to differentiate her instruction while still ensuring student learning and growth. T1 specifically discussed reaching out to parents as a means to better understand her students as well as to engage families in bridging the instruction their children were receiving at school and continuing that learning at home.

T1 began teaching without any pre-service training. After two years of teaching, she took the Education Psychology course provided to all UNRWA teachers to prepare them for the classroom. She then attended various trainings and workshops over the course of the seven years

she had been teaching in UNRWA schools. T1 described learning about students with disabilities in an UNRWA training course. She said prior to the training she had assumed that students came to school having studied or not studied, having completed their work or not. According to T1, the training provided her with a basic understanding of learning differences among students.

T1 was selected for a teacher inservice in the United States the year prior to the study. T1 specifically mentioned the strategies she was provided at the workshop as being influential in her current teaching philosophy. Since attending the workshop, T1 increased the amount of hands-on activities in the classroom and the amount of student participation she encouraged during instruction. Through direct observation, the researcher witnessed the participatory attitudes of T1's students, as well as the culture of engaging with the lesson while behaving in a respectful and courteous manner. T1 was an enthusiastic facilitator, which her students modeled in their enthusiasm for the lesson.

While T1 did not modify lessons to a great degree for Zein, she did reflect regularly on her ability to meet the needs of Zein and other students with disabilities. T1's concerns stemmed from a feeling that she lacked the knowledge and skillset required to provide appropriate instruction and support to students with disabilities. On several occasions during the formal interview and during informal conversations on observation days, T1 reflected on her inability to engage with all of her students to the level they needed due in large part to the short duration of classes and the increasing student populations within each class. T1 reminisced about earlier years of teaching when she had fewer classes to teach per week and could therefore provide students with remedial classes during the vacant time. Remediation was for all students who needed additional instructional time or small group instruction; this time included students who were labeled as slow learners and those with diagnosed or suspected disabilities. Due to the

overpopulation of students within her school, T1 said she received more classes to teach and did not have the opportunity to support students as she had in the past.

Parent 1

According to P1, Zein was not able to walk as a child. Through the help of an unnamed foreign person, Zein was provided a walker, which she used until three years ago when she was in the first grade. Zein also received medical support through a rehabilitation center where she received physical therapy on a weekly basis. She continues to receive therapy when P1 is able to take her to the center. P1 initially enrolled her daughter in a special school for students who needed additional support. Zein was enrolled in the special school until mid-first grade. However, when asked if she thought students with disabilities would be better served in a regular school with regular students, P1 recalled Zein being very disturbed by the behavior of the students in her class. She became angry with her mother for forcing her to go to school with other students whom she called crazy. P1 described how her daughter's demeanor changed in a negative way while in the special school.

P1 went to the teacher in the special school, who agreed that Zein belonged in a general education class. It was at this point that P1 enrolled Zein in an UNRWA school. However, while the UNRWA school was public and Zein was in a general education classroom, she still felt as if she was being treated differently than others. P1 recalled her daughter coming home and complaining that the head teacher told her she did not have to go outside with the rest of the students and that she told her she could stay in the classroom. Zein was upset by the HT's comment because she wanted to be treated like everyone else, recalled P1. Zein's mother went to the administration of the school to request that she be allowed to move about freely as a normal student.

P1 believed the UNRWA school was a better fit for Zein because the administration and teachers knew that she was a special case, and so they gave her additional attention. P1 noted that while she believed teachers were cooperative, they didn't have enough time to help her daughter as much as she required. P1 said she knew her daughter needed more time from the teacher in order to understand the material, and she wished teachers could provide the additional face-to-face time but that with the large classes and the short session time, teachers were not able to give her daughter the attention she needed.

As demonstrated in the interview, P1 harbored great anxiety for her daughter's psycho-social well-being. P1 did disclose that she was divorced and she was concerned that the discomfort of being removed from her home and the un-ease of the people in the home were influencing Zein's academic performance as well as her ability to focus in school. P1 also expressed guilt and distress at the thought of negatively impacting her daughter's performance at school with the turmoil at home.

Case 2: Noor

Noor

At the time of this study, Noor had undergone a medical procedure to implant a cochlear implant and had been using the implant for two years. Noor's speech and sound recognition was still developing; her verbal communication was minimal and her listening comprehension was at the emergent stages. Noor had never been taught any form of sign language or to read lips, pointing at objects and using other gestures were the only techniques she used to communication with other people, including her family.

During all observations Noor appeared to be a happy and jovial child. Even while appearing uncomfortable and timid during the interview, Noor continued to smile and laugh when the researcher showed her pictures of the USA in order to make Noor more comfortable and to build rapport. Her interaction with all teachers and classmates was respectful and polite.

Noor appeared to have an age- and grade-appropriate relationship with her peers. She engaged with her peers throughout the English classes observed by the researcher. Peers were very patient and accepting of Noor, providing instructional support when completing worksheets or workbook pages as well as including Noor in instructional group activities. When there was a lull in activity or instruction, Noor would watch her peers and laugh along with humorous conversation or actions. Often Noor would distract peers from their work to show them something funny. This distraction was generally followed by periods of focus on the part of the peers and Noor.

During each observation in Noor's English class, the researcher witnessed Noor and her close friend copy answers from one another or from other peers. A typical scenario would begin with T2 providing instruction in front of the class and then moving to the back of the room to circulate to support different groups. Noor and her friend would take the opportunity during group work time to play and talk instead of engaging with the material. Once T2 was close to their group, Noor and her friend would borrow another group member's workbook to copy the answers, or on occasion Noor would take her friend's workbook and copy the answers. Although Noor's behavior in class was sometimes inappropriate, she said that she enjoyed school and that she thought education was important.

Head Teacher 2

On each occasion when the researcher visited School 2, HT2 was welcoming and encouraged further dialogue outside of the formal interview. At the time of the study, it was the second school year HT2 had led this School , although she had been a head teacher for 19 years. HT2 viewed the students at her school with a sense of community and family loyalty. It became apparent to the researcher by the manner in which HT2 worked and spoke to her students that she respected each of them and was well-respected by them The head teacher enjoyed giving the students leadership roles while also encouraging trust in them when she requested the researcher be escorted to different areas in the school.

A unique attribute of HT2 was her familiarity with Noor. When the researcher and the AES, translating for the researcher, attempted to conduct the interview with Noor, the head teacher was included in the room. Interviewing Noor was difficult because the level of comprehension through speech of Noor did not match the phrasing and vocabulary in the interview questions; the questions were extraordinary challenging, almost impossible for Noor to understand. Allowing the AES and researcher a few attempts to re-phrase questions, the head teacher made the decision to request a friend be present at the interview to provide Noor with a peer translator. The peer translator was a long-time "hearing" friend of Noor.

The interview began again, this time with the help of the peer translator. Noor continued to struggle with interview questions and preferred a non-response to most questions rather than asking for clarification. The head teacher noticed Noor becoming more insular and in swift movement got up from her desk, placed her hand on the small of Noor's back, ushered her into another equally sized, vacant room, and sat across from her with a list of interview questions. The researcher and the AES sat at a side table a few feet away. The head teacher then conducted the interview by reviewing the questions, rephrasing them to include appropriately leveled

vocabulary, and then asked Noor the question using overly emphasized jaw movements while speaking and watching Noor as she spoke to ensure she wasn't speaking too quickly. Noor began speaking aloud in short, segmented responses. Noor responded to as many questions as time allowed before she was required to go back to class.

When asked what lessons she had learned by leading School 2, HT2 said she learned to be more patient and sympathetic, as did the whole school. The head teacher explained that she had not had a vast amount of experience working with students with SEN. She further noted that everyone at School 2 was learning how to support students with SEN as they worked with Noor over the course of the previous two years. Upon entering one of the classrooms, HT2 recalled recommending to the teacher that she be more patient and encourage Noor to become more participatory in class because, "it wasn't her fault that she was disabled." HT2 felt strongly that students should feel a sense of connection to the school and the community.

Teacher 2

T2 was the daughter of a former English teacher and UNRWA Area leader, and the sister of a former English teacher and current AES in English, T2 was surrounded by educators and the educational community. Akin to T1, T2 believed in reflection and strove to be a better educator. T2 remarked in her interview that having Noor or other students with disabilities in her class would be "for me a good experience, and made to give me more confidence, how to deal with these students; how to teach them in a good way."

While T2 was reluctant to include all students with hearing, vision, or cognitive disabilities in general education classrooms, her rationale was that classrooms were not prepared for those types of disabilities. She stated that teachers were not prepared to provide instructional support, and schools did not have the necessary material resources to include them successfully.

When T2 was asked if given more training to work with students with disabilities would she feel more comfortable including them, her response was, "Yes, of course because now I am ready for these students. I know how to deal with them. I know what exercises are suitable for them. How to teach them better."

As with HT2, T2 was also very familiar with Noor and could speak to Noor's strengths and weaknesses, even having taught Noor for only four months during 45-minute English lessons. T2 reflected on the progress that Noor was making in hearing and speaking words aloud and as well as her overall work ethic on several occasions during the formal interview and in informal conversation before and after observations. T2 believed Noor was very clever, more so than other teachers may have noticed. T2 cited scenarios when Noor would manipulate a situation so as to not take responsibility for incomplete work or for not participating fully in class. According to T2, Noor knows that the teacher will treat her differently because she cannot hear, so she does not work when being given directions out loud. As a consequence, T2 has started writing the directions on the board to force Noor to work. T2 also reviews the work Noor completes, and encourages her to revise it when completed incorrectly. T2 modifies worksheets to be more accessible for Noor. T2 was careful to emphasize that she disseminates the worksheets to the entire class because the students Noor's class see her as "normal," and T2 believes that giving Noor different worksheets would create a problem with the other students, potentially causing jealousy or embarrassment.

Parent 2

Both of Noor's parents participated in the interview for this study. In speaking about their daughter's educational career, the parents of Noor referenced their satisfaction with the UNRWA school, the teachers, and their child's academic and psycho-social well being. According to

Noor's parents, prior to receiving a cochlear implant, Noor began education in a special school for children with disabilities. The parents expressed dissatisfaction with the special school because they taught in English which made it difficult for Noor, whose native language was Arabic, to follow along in the class or to practice at home where both parents speak Arabic in the home.

The parents also noted that the expense of the school exceeded their financial means, and the UNRWA school was free to all students, which was another motivating factor to enroll Noor in the school. According to both of Noor's parents, the school staff treat them well, and they believe Noor is receiving the attention she needs. Noor's father expressed concern that Noor needed her teachers to speak clearly, loudly, and closely to her when administering assessments, but he was otherwise satisfied with her education. Noor's parents also mentioned their satisfaction with Noor's academic progress and her interaction with peers.

Noor's parents provided a great deal of support at home for her. She has a tutor who comes to the home to provide instruction and support her academically. The tutor advised the parents not to send Noor to a special school, and the parents communicated their appreciation for the advice of the tutor, as Noor is improving while at the UNRWA school. Noor's siblings also provide help on homework when necessary at home. One of Noor's siblings was studying English at the University.

Case 3: Rania

Rania

Rania's speech and cognition significantly impacted her academic progress. Rania had been assessed by an unknown staff member of the school, and her academic record stated an IQ

of 76 +/- 5 points. She had difficulty with comprehension and with adaptive behavior. Prior to the interview the researcher had not interacted with Rania outside of her classroom. The researcher and the AES were given permission to interview Rania in the school library so as to have a quiet, private space in which to engage with Rania. However, it was immediately clear that considering her capabilities, the interview protocol used inappropriate vocabulary, employed overly complicated questions, and would have been too lengthy for Rania to undertake in one meeting. Taking into account Rania's active participation in class with her peers, the researcher and the AES determined that a revised line of questioning specifically related to peer interactions and activities in class might provide information on Rania's perception of school.

Choosing specific questions from the interview protocol, the researcher asked the AES to only inquire about peers and school to build rapport with the student and to elicit simple responses. When asked demographic questions, Rania's responses were incorrect (she said her age was 5) and nonsensical. For example, Rania reported not getting any extra help from teachers or peers, and she wished she did. However, when asked which teacher helped her the most, Rania's response indicated the mathematics teacher. Rania said T3 helped her in class and let her go to the blackboard. When asked if she thought school was important, Rania responded that she did. However, when asked why it was important she responded that she didn't like school. When asked why she didn't like school Rania responded there are too many, which the researcher and translator assumed Rania meant too many students in the class. Rania was then asked whether the classroom size should be increased or decreased to which she responded increased. When the terms add more (students) or take away (students), Rania said to take away (students). Rania then mentioned that she likes to read and study and later responded that when she goes home she studies and reads. Student work samples can be found in Appendix R.

The interview with Rania was shorter than the interview with the other two students, and it lacked the depth of responses the other students provided due to the researcher's interview protocol. T3 reported that outside of the classroom, the Learning Support Center (LSC) specialist provided Rania therapeutic supports similar to occupational therapy. Rania worked with the LSC specialist to improve dexterity and fine motor skills as well to improve her speech and language.

Head Teacher 3

HT3 is in a unique role in Jordan in that she leads the only school with a Learning Support Center. The schools serving Zein and Noor do not have a LSC in or near the schools for their students to access. The uniqueness of a LSC is that there is a a teacher with preparation in special education, who provides support and instruction to students who come to the center and to those students who are in the general education classroom full time. Of the 45 students who are categorized as having a disability in School 3, 26 are in the second and third grades and receive some instruction in the LSC and 19 are in older grades and do not access the LSC. The LSC teacher is, however, still responsible for providing support and checking in with the 19 students in full-time general education classes. The staff at school 3 are the only ones that described assessing students using a diagnostic tool for intelligence, which was provided by a local university in Jordan.

Prior to establishing the LSC at School 3, HT3 began an awareness and advocacy campaign for the community and local families. According to HT3, families of students with disabilities were reluctant to grant permission for their children to be supported in both the LSC and the general education classroom. The head teacher described parents' shame and embarrassment at having a child with a special need, which she associated with their culture.

Through the coordination and collaboration of the special educator and HT3, parents began allowing their children to be given instruction in the LSC and noted improved student growth.

HT3 specifically stated that IE should supply students with life skills as well as academic skills. While HT3 shared that students received a specialized instruction at School 3, she mentioned that the challenge for the school was providing instruction for students with intellectual disabilities who learn more slowly. The special educator responsible for the LSC had also told the HT3 that students with intellectual disabilities do not belong in School 3 because they require instruction from more specialized teachers. As far as other students with disabilities included in the school and classroom, HT3 noted that there would not be a problem with the school staff or parents related to students attending this school unless the students were aggressive or violent to other students.

One of the attributes of School 3 is the information general education teachers receive at the beginning of the school year related to the student with the disability. According to HT3, the school counselor conducts sessions to discuss how the student with a disability is different from the general education students and how to interact with students with disabilities. When asked what processes she would suggest to support IE, HT3 suggested a trained teacher to provide recommendations to the rest of the school staff on how to best include a child with a disability.

Teacher 3

T3 is most concerned with the balance between the size of the class and the curriculum to teach. Although she receives worksheets from HT3, coordinating instruction for two types of students, one general education lesson and one lesson for the student with SEN, was very challenging for T3. She shared she felt overwhelmed by the time it took to craft independent lessons and the time she spent working with Rania to complete the lessons during class.

When asked if students with disabilities should be allowed to attend UNRWA schools, T3 responded that she felt they needed to have a special school with trained professionals and specialized curriculum. When considering whether all students with disabilities or only students with specific disabilities would influence her opinion on inclusion, T3 remarked that people with physical disabilities should be allowed to attend regular schools if they had the ability to keep up academically with the other regular students in the class. However, they should still receive their education, at least some portion, in the LSC, because it was too difficult to integrate them into the general education classroom. T3 further mentioned that she did not feel qualified to teach Rania, and that even when provided additional resources, she still preferred to teach regular students given the depth of the curriculum and the short timeframe in which to teach.

Rania's disability significantly impacted her academic performance, and T3 reported feeling challenged when trying to monitor her progress. UNRWA schools require students who fail four subjects be retained in the same grade for another year. When discussing Rania's academic progress, T3 reported that retaining Rania in the same grade would not benefit her so she would be promoted regardless of how many subjects she failed.

Parent 3

Rania's mother began the interview by describing her daughter as smart and stubborn. According to Rania's mother, Rania's disability is moderate. Rania's mother said that she took her to medical professionals at a young age for speech and language therapy. Rania did not walk until she was four years old and her mother would take her for services to a center for Cerebral Palsy. It was there that she was told Rania's disability was less than moderate. Rania's mother recounted being told by the head teacher of a school that she would not enroll Rania into the pre-school because her daughter needed special care and a special school. Rania's mother placed her

in a special day care for children until the first grade. She was then enrolled in a public government school until the 4th grade.

Rania's mother recalled being mocked by the teacher in the LSC at the government school Rania was attending prior to enrolling her in the UNRWA school. She was asked whether she thought her daughter was normal, to which Rania's mother responded of course she was normal; she helps her mother at home and interacts with her family. Rania's mother explained that the purpose of the LSC teacher's asking her the question was to make her take Rania out of the school. This encounter was the stimulus to enrolling her in the UNRWA school.

At 11 years old, Rania was enrolled in the fifth grade at the UNRWA school. Rania's mother recalled the conversation she had with the teacher in the LSC at the UNRWA school. The teacher said she would take care of Rania, follow up with her in the classroom, and help her out.

When considering whether all students should be educated in the same classroom, Rania's mother said she wanted her daughter to engage and know other people and to learn right from wrong. However, although Rania was in a general education setting at the UNRWA school, her mother preferred an education outside of the general class in a special class or private setting so that Rania would be surrounded by peers who were like her and who would more likely understand her needs. Rania's mother did not believe that teachers could modify or adjust programs to meet the needs of students with disabilities. She specifically highlighted large classes as having an impact on the attention her daughter and others like her were likely to receive. According to her mother, Rania would bring work home from school and ask her mother to teach it to her again.

Bullying was also a concern for Rania's mother. She recounted being told by Rania that some of her peers would make fun of her and make her feel like she is not the same, not normal,

not like them. Rania's mother believed that education was a human right, even when students like her daughter needed special schools, but the cost of specialized care was too expensive.

Themes That Emerged Across Observations

Class environments in UNRWA schools vary due to building age and infrastructure. Zein's class was in a rented building and classrooms were located on the second and third floors of the building. While Zein had a physical disability, class 1 was located on the second floor of the building. HT1 discussed moving class 1 from the third floor to the second floor at the beginning of the school year to accommodate Zein but was unable to relocate the class to the first floor because classrooms were located only on the second and third floors. Noor's class was located on the third floor of a rented building but Noor did not have any challenges accessing the school or the classroom due to her disability. Rania's class was located on the first floor of an UNRWA-owned building. Rania did not have any difficulty accessing the school or the classroom.

The researcher noted strong behavior management in each of the classes observed. Teachers immediately remediated students for being off-task. The researcher also witnessed T1 remediate a student for laughing when another student provided an incorrect response. Throughout the observations it was apparent that teachers have established classroom cultures that embrace inclusive attitudes and peer support. Embedded within the behavior of the classroom was the culture of respect, and a high value was placed on participation on the part of the students. Teachers encouraged students to raise their hands, although calling out was prevalent. Teachers also encouraged students to come to the chalkboard and respond to questions throughout instruction. Student engagement in the instruction was a prominent feature of each

observation across all classes. Teachers were able to engage students while introducing new material as well as during group work and independent practice.

Of course there are nuances associated with class dynamics. T1 in class 1 engaged the students in games during each observation to keep the interest in material high and to encourage participation by the entire student population. While students greeted games positively, T1 consistently ended class a few minutes late during each observation. T1 also assigned homework to the students in class 1 at the end of each observation. T2 and 3 did not assign homework to students in their classes during the observations.

Noor's class had the fewest students in class of all three cases, with approximately 20 students attending on a given observation day. T2 was able to provide individual attention to the students at a far greater rate than T1 and 2, who had approximately 40 students attending during observations. Individualized attention was provided for longer durations as well in class 2 which allowed the student with SEN to lose focus and become distracted by her peers. On several occasions during each of the observations in class 2, the researcher noted Noor was off task and playing with peers during small group work. Once T2 circulated towards Noor's group, Noor would often use the work of a peer to copy answers for review by T2. This behavior was consistent across all three observations.

T3 integrated Rania into a small group located at the front of the classroom. Rania, while working independently on modified worksheets, engaged with her peers during small group work. T3 celebrated the completion of Rania's work by asking her to stand at the front of the classroom and show her work to the class, and the class applauded her accomplishments. T3 repeated this celebration in the first two observations but not the third. It was made obvious that Rania was comfortable and made to feel welcome in the classroom by her tacit understanding of

when she was allowed to move from her desk to the teacher's desk to receive additional materials or to turn in completed worksheets without the instruction of the teacher.

Themes That Emerged Across Research Questions

The investigation of social science through qualitative research designs relies heavily on people as instruments (Creswell, 2007; Guba, 1981), personal interaction, testimony by actors in the fields of inquiry, and contextualizing truth and reality where multiple versions may exist. Triangulation of data can increase trust in a study by comparing and contrasting multiple sources of data as well as multiple methods of data collection in order to clarify and contextualize patterns. The researcher used interviews, observations, and document review to investigate the themes associated with the research questions. In the following section, the researcher addresses each research question by describing the sources of data included in the analysis, the codes used to isolate patterns, the themes that emerged from the codes, and then the researcher provides excerpts as evidence from one or more data sources. Several research questions included codes that did not meet the criteria for a theme, but were included in the analysis as they added to the overall development of a baseline of current IE services in the Jordan field. The researcher addresses each of these outliers and provides a rationale for their inclusion in the study.

Research Question 1

Stakeholders who were embedded in the participating UNRWA schools, the UNRWA staff in the Jordan field, and UNRWA HQ staff were asked interview questions related to their perceptions of IE. Once the researcher reviewed the interview data, a root code was applied to the data associated with research question 1. Six child codes were applied to the data gathered under the root code identifying six patterns in the interview responses. See Table 5.

Table 5

Codes and Definitions Applied to Research Question 1

Code	Title	Definition
Root	RQ1 Perceptions of IE	How do UNRWA stakeholders in the Jordan field perceive inclusive education?
Child/Secondary	The Impact of Culture on IE	The impact of Palestinian culture, including perceptions of family, community, and refugee livelihood.
Child/Secondary	Normalizing Effect	Being included makes the child (more or less) normal.
Child/Secondary	Type, Severity of Disability	The type of disability or the severity of the disability influence perceptions of IE.
Child/Secondary	Class Time, Size, Subject, Special Class	The length of class time, the size of the class population, the subject of the class, the need for a special type of class.
Child/Secondary	Meeting the Needs of Children	Providing appropriate support, instruction, participation. Considering the psycho-social well being of the student.
Child/Secondary	Community	Building community- Integration into the community, Interaction with the community, attitudes of the community.

Three themes emerged from the six child codes in research question 1. Themes included meeting the needs of students which was discussed by seven of twelve (58%) stakeholders; normalizing students with SEN which was discussed by seven of twelve (58%) stakeholders; class time, size, subject, and special classes which was discussed by seven of twelve (58%) stakeholders; and type and severity of the disability which was discussed by seven of twelve (58%) stakeholders.

Throughout the data collection several stakeholder groups noted not having any familiarity with the term IE. Moreover, stakeholder groups defined IE differently based on their

level of interaction and understanding of the IE Policy. Therefore, research question 1 is examined through the lens of each stakeholder group rather than by theme. Moreover, themes were calculated using only stakeholders embedded in the schools, and therefore are not reflective of the themes within each stakeholder group. Therefore, the top three codes, when applicable, are explored per stakeholder group. An additional code, the impact of culture on IE, is examined through the lens of all stakeholders.

UNRWA HQ Staff

For UNRWA HQ stakeholders, the most influential factor when considering their perception of IE was meeting the needs of students. Other themes were discussed in interviews across the stakeholders, and the most common response when discussing IE with UNRWA HQ staff was that IE was not solely related to special education or special needs; rather the premise of IE was to include all children with diverse needs and characteristics. Similarly, several participants commented on the need to reform classroom practices in order to better meet the needs of children with disabilities in an IE setting.

> HQ3: The teacher should focus on all kids which is the inclusive effort. The teacher is usually focused on 3 that know everything, but they should be doing extension activities. On the average side, we need to focus on engaging activities. The last category, the not engaged, may have problems physical or mental. [IE is about] engaging all 40 students and not leaving anyone behind. A classroom is a model for society

> HQ2: They [field Chiefs and field staff] now see inclusion as a way of improving education quality for all children, not disability only. This includes classroom practices, child-friendly schools; the needs of all kids are considered.

UNRWA Field Staff

Providing all students an education was reiterated by most of the stakeholders in the URNWA field. The fundamental definition of inclusion differed between stakeholders, which created a challenge for implementation of IE across schools. For example,

> JFO1: [This is a] new concept at UNRWA, which is to provide quality education to all students regardless of ability, disability, gender, economic status, ethnic background.
>
> JFO2: [We, UNRWA] follow the instruction and values of the UN, which is to treat everyone the same. [It is] important to deal with all students (backgrounds, gender, disability, ability); it will help their psychology and make them good citizens.
>
> JFO4: [I believe inclusive teaching or learning] is to provide people with special needs, disabled needs, slow learning capabilities, to try to provide them with means to be a part of the community, part of the school community, and to give them the chance to learn.

While one stakeholder holds that all students should receive a quality education, another stakeholder believes all students should be treated the same (not per their individual needs), and a final stakeholder viewed inclusion as means of providing people with access to communities and schools.

Head Teachers

In interviews, head teachers mentioned three themes: a) meeting the needs of children, b) creating a normalizing effect, and c) type and severity of the disability when discussing IE in UNRWA schools. All three head teachers mentioned that families preferred their children to attend an UNRWA school because they received a better education than in government or private schools.

> HT1: I think, it's [an inclusive school] that school which achieved all the needs of the students.
>
> (Researcher: Teaching them or just bringing them into the classroom?)

HT1: …teaching them. It is considering individual differences.

HT2 and HT3 specifically mentioned including a student with SEN in a regular school in order for them to be perceived as more normal.

> HT2: I feel like [inclusion] minimizes the disability because the disabled student is being treated as normal human being inside of the school.

However, head teachers were concerned about providing adequate instruction to students with SEN given the lack of specialized training on the part of their teaching staff to work with students who had diverse learning needs. Two head teachers (HT2 and HT3) preferred that the students receive their instruction in a combination of general education and special classes because they felt a specialized teacher would better meet the needs of students with SEN.

Teachers

When asked to define IE, T1 and T3 responded that they had not heard of the term and could not provide an immediate definition. When the term was explained by the researcher in the context of UNRWA's IE Policy, T1 and T3 considered their perceptions of IE based on the new knowledge. This lack of current understanding of IE is a clear example that this study occurred before theory was clearly adopted as part of practice. Teachers' perceptions of IE were therefore limited to their current understanding of the new policy and were influenced by three codes including type and severity of disability, followed by class time, size, subject and access to a special school, followed by the type and severity of disability, followed by the normalizing of a student with SEN by including them in regular schools. While analyzing teacher responses, the researcher discovered a majority of responses related to the above themes were grounded in the perception teachers had of meeting the needs of students. For example, often teachers would mention being concerned that students might or might not be learning, but that their ability to

monitor progress was impacted by the number of students in their classroom as well and the hurried pace of the classroom instruction. Furthermore, teachers mentioned not being able to provide the type of instruction students needed (e.g., one-on-one support, differentiated curriculum, modified assessments) based on the severity of the disability. All teachers specifically cited children with physical disabilities were not as challenging to include in the classroom, while children with cognitive disabilities were far more difficult to include because of the level of need of the child. However, students with physical disabilities who were deaf or blind fell into the category of more challenging to include due to the intensity of their needs from the teacher.

> T1: I remember now, like last year, a student with hearing problems. And I was supposed to give her all of the time like standing next [to her] to give the instructions of each question. That was like kind of… because I move unconsciously all of the time between students, so every time her mother would come, she would like tell me please repeat. I told her okay I have a loud voice and I have to make sure that I am standing next to her. So, it was like giving my instructions all of the time just standing next to the table where she is. So, I felt like she needs some sort of… sometimes they need to be [in] classes of their own like part of the time. Like this problem for hearing.

> T2: They need to have someone who understands them very well to know how to deal with them. Maybe I am not experienced with them. So I can't—She can't hear very well, so I can't teach her a second language while she is not hearing or listening to me very well.

Teachers differed in their opinion on special classes and whether students with special needs should be attending special classes full time, part time, or at all. For example,

> T2: If she is learning with other students who are deaf also, she will say no problem I don't need to talk because everyone will not talk, everyone is not listening. It will be no problem for her.

However, T2 did believe there was merit to special classes:

> T2: I have a student in 3rd grade; she is a slow learner, and she goes to a center for slow learners; she is getting very well. She is progressing even if she is learning Arabic and Mathematics, but I notice that she is better at English, because she can write now, she can write good English, maybe she can copy and understand. Last year she can't write, now she can write, she can copy, in very well and neat handwriting. Even though she is not

> learning English in that center, she is learning Arabic and Mathematics. That makes her better in everything else.
>
> T3: No [students with special needs should not be included in the general education classroom], because they are special situations and cases, and they should have a special center, special tools, teachers [professional and trained]. It is difficult for me, as I am not trained to deal with such cases.

T2 and T3 both expressed concern that families were stigmatized for having a child with a disability and therefore would not place their students in a special center. Moreover, according to T2 and T3, parents may send their child with SEN to a regular school even if it does not benefit the child, in order for the child to appear more normal.

Students

Student participants spoke minimally about IE in interviews. Rania did not respond to any interview questions associated with IE, while Noor only responded tangentially when remarking that she thought education was important. Zein provided several comments about IE being important because of her future and because her peers or teachers could provide support for her when needed in the general education setting.

> Translator: …do you think that all these children should be in the same classroom, taught by the same teacher, or that they must be in other classrooms?
>
> Zein: No they should be in the same classroom.
>
> Translator: The same classroom even if they have difficulties.
>
> Zein: If a student has difficulty she can let someone help her.
>
> Translator: But why should they be in the same classroom?
>
> Zein: Look at me, I have some difficulties but I am in a normal class.

Parents

Parents also mentioned a student's disability type or severity of the disability as a contributing factor that influenced their perception of IE; their rationale was similar to that of teachers. Parents shared that students with physical disabilities were more easily included in general education classrooms, but that students with cognitive disabilities might not be allowed access (according to P1) or should not be educated primarily in the general education setting (P3), because the student needed to be in a class with peers who understood her. When discussing their perceptions of IE, Noor's parents emphasized the themes "meeting the student's needs" and "normalizing effect," followed by "type, severity of the disability." When asked what their perception of education was for students with SEN, the father of Noor remarked:

> P2 Father: It is more important for the disabled students than the normal people. I met some disabled students who get to 9^{th} and 10^{th} grade and at the same time cannot read and write, and this is very bad.

Parents also commented that being included in the school and, for P1 and P2, specifically being included in the general education classroom made their children feel more normal. It provided confidence and built trust.

> P1: It gives her confidence in herself and it makes her feel like she doesn't lack anything, like she is normal.

> P2 Father: it's good for her to be with normal students to help her socialize.

See Table 6.

Table 6

Most Frequently Referenced Codes Associated With Research Question 1

Stakeholder	Primary Code	Secondary Code	Tertiary Code
Head Teachers	Meeting the needs of children	Normalizing effect	Type, severity of disability
Teachers	Type, severity of disability	Class time, size, subject, special class	Normalizing effect
Students	Meeting the needs of children	Future	NA
Parents	Type, severity of disability	Meeting the needs of children	Normalizing effect
UNRWA HQ Staff	Meeting the needs of children	Future	NA
UNRWA Field Staff	Meeting the needs of children	Community	Impact of Culture

Impact of Culture on Perceptions of IE

Although the impact of culture on IE did not qualify as a theme with the stakeholders embedded in the school system, it was peppered throughout the responses from UNRWA HQ, field, and school stakeholders. Several stakeholders referenced the concepts of family and community, two cultural norms essential to the Palestinian community. HT1 referred to herself as the mother of her students, and encouraged her teaching staff to treat students as if they were daughters. T1 emphasized the right to an education as being grounded coping with the current financial and political situations.

> T1: It [education] is a human right because it is essential just like eating, learning as well is essential especially at this time; I think it is more important than food.
>
> Translator: When you say especially at this time, what do you mean?

> T: Because I feel like students are having many challenges financially, economically. Like here, you feel like people with the minimum education are not coping at all because of that. The more you have education the more you can cope with crisis and how things are going on. I also tell my students that now education is more important.

T2 reflected on the rights of students given their status as refugees.

> T2: It's a right to be at normal schools and maybe also they have the right to have special aids for them to learn during our schools. But our schools are from our community. We are teaching our sons in these schools. So, it is their right to be at our schools with having special aids.

Responses from stakeholders at UNRWA HQ and the field also included the nuances associated with being refugees who were poor, specifically expressing the importance of IE as a means to uplift the Palestine refugee community. When asked if IE was important, stakeholders provided the following responses.

> JFO3: Very, very important to be frank. Very important. I will give you first a specific answer related to camps. Because in the camps we have a high percentage of people with disability with physical or learning. It is mainly related to employment and poverty, these are the main causes. Because we have a high percentage it is very important to include those people in our education and programs, again, because the people in the camps are poor, they have special hardship cases, and if we don't assist them, the people who suffer are the children with disabilities.

> JFO1: This is essential for Palestinian refugees. There are all types of students in the camps, conditions are difficult, (social, economic conditions). The situation is difficult and students have psychological stress.

In summary, a myriad of components influenced stakeholder's perceptions of IE, many of which were grounded in the self- efficacy of the stakeholder to implement IE effectively and the ability of the student with SEN to be successful in the general education classroom given his or her special need. All stakeholders believed education was a human right and supported educating students with SEN. However, stakeholders differed vastly in their understanding of IE and justifications for their support or lack thereof for IE. The current model of education for students with SEN in UNRWA schools does not reflect the IE Policy given its recent endorsement. In time, professional development for all stakeholders working to implement IE may address the

concerns and influencing factors mentioned by stakeholders in response to research question 1. In the following section, the current strategies used to include students with SEN in the selected classrooms will be discussed delving deeper into the precipitating factors which influence stakeholders perceptions of IE.

Research Question 2

The second research question addressed how students with SEN were being included in UNRWA classrooms currently. The researcher included all interviews with stakeholders when analyzing the data through dedoose™ in order to isolate patterns across both the codes and the stakeholders, that is, which codes were referenced most often and did groups of similar stakeholders reference similar codes. The analysis of research question 2 indicated that only stakeholders in the schools (Head Teachers, Teachers, Students with SEN, and Families) referenced strategies and methods in which students with SEN were currently included in classrooms. UNRWA HQ field and area staff did not provide any responses associated with the second research question. Therefore, stakeholders represented in the analysis included head teachers, teachers, students with SEN, and families.

Patterns that emerged during the coding of interviews in accordance with research question 2 paralleled the observation checklist used during classroom observations. The checklist was crafted using UNRWA's Draft IE Policy, a document that was developed in collaboration with UNRWA HQ staff and field staff from the five UNRWA fields. The checklist included teaching and learning, and environment components, all of which were cited during interviews as well. The three child/secondary codes applied to interview data for research question 2 included

the physical environment, accommodations and modifications, and attitude. Tertiary codes included school, class, curriculum, instruction, and assessment. See Table 7.

Table 7

Codes and Definitions Applied to Research Question 2

Code	Title	Definition
Root/Primary	RQ 2 How are SSEN included	How are students with special educational needs currently included in UNRWA classrooms in the Jordan field as perceived by all stakeholders?
Child/Secondary	Physical environment	Infrastructure of buildings and classes.
Grandchild/Tertiary	School	School building
Grandchild/Tertiary	Class	School building
Child/Secondary	Accommodations and modifications	Accommodations and modification are considered changes to environment, curriculum, format or equipment.
Grandchild/Tertiary	Curriculum	Textbooks, workbooks, documents.
Grandchild/Tertiary	Instruction	Teaching practices, including differentiating instruction, peer coaching.
Grandchild/Tertiary	Assessment	Formative and summative examinations, quizzes.
Child/Secondary	Attitude	Beliefs and feelings impact how the student with SEN is included in the classroom.

Three themes emerged from the codes. Accommodations and modifications were referenced by eleven of twelve (92%) stakeholders, the physical environment was referenced by seven of twelve (58%) stakeholders, and attitude was referenced by eleven of twelve (92%) stakeholders, each meeting the criteria for a theme. The following sections describe the

intersection of what was communicated to the researcher during interviews and what the researcher observed during classroom observations.

Observations

Observations of inclusive classrooms were defined as having one or more students with SEN included in the general education setting for at least some part of their day, Observation results include a minimum of two and a maximum of three instructional lessons in each class. The researcher used the observation checklist (Appendix F) to analyze the observations of all three cases, noting universal patterns and unique nuances found within each classroom environment.

The students observed in each case had different exceptionalities: Zein was characterized by a medical doctor as having a physical and cognitive impairment, Noor was born deaf and was the recipient of a cochlear implant two years ago, and Rania had a cognitive disability. The impact of their disabilities on the academic performances of the students varied from mild impact for Zein, moderate impact for Noor, and significant impact for Rania. The varying impacts of the disabilities were evidenced by the type and frequency of supports provided to the students during observations.

Using the observation checklist as a springboard to analyze the observations, the researcher noticed several themes emerging across all three cases. Teachers demonstrated similar methods of adapting their teaching practices and learning materials for students with SEN in the classroom. T1, T2, and T3 all used peer coaching and peer support throughout the instruction. The type and frequency of peer support ranged from student to student, depending upon the characteristics and severity of the disability. Zein received the least frequent peer support,

although the support was present at each of the two observations in the form of sharing materials and maintaining pace and focus. Noor received frequent and intense peer support from a child with whom Noor had years of history in the classroom. The peer acted as a coach, a tutor, and as a distraction at times. During each of the three observations in Rania's class, students were placed in groups of four. Rania received peer support from several students in the group at various times throughout the lesson. Rania did not participate in the instruction during class; rather she was provided alternate learning material. (See Appendix R) Regardless, each of the group members of Rania provided direction, redirected focus, and encouraged Rania during each of the three observations.

Teaching practices that support all students, such as circulation, checking for understanding, the use of manipulatives and other tangible learning materials, group work, and student participation in instruction, were all observed in Zein, Noor, and Rania's classes. Zein participated in all segments of the class instruction in class 1. Every teacher used the chalkboard to write down instructions and to suspend tangible learning materials for the class to use throughout instruction. Teachers also provided several opportunities to work in small groups in order for students to practice new concepts with peers.

Two of three classes used differentiated instruction to support the learning of students with SEN. There was no evidence of differentiation during the observations of Noor's class. However, during the interview, T2 discussed modifying the worksheets in the class that included Noor. T2 noted that she did not provide a different worksheet for Noor solely; rather she modified the worksheet for the entire class so as to not alert Noor's classmates that her worksheet was different. The LSC teacher provided T3 with modified worksheets for Rania. While T3, a mathematics teacher, disseminated worksheets on adding or subtracting fractions to

her class, the worksheets provided to Rania were comprised of numbers to draw, color, or to create patterns (See Appendix R).

No evidence of enrichment activities, accessible learning material, or use of assistive devices in any of the classrooms was observed. While Noor used a cochlear implant, the teacher did not have an assistive device to provide additional amplification of her speech at her disposal. The interviews with teachers and head teachers did reveal a need for assistive devices in the schools, but access to these devices and funding for their purchase were often cited as challenges to providing students with SEN a supportive inclusive classroom.

Interviews With Stakeholders

Accommodations and Modifications: Curriculum

According to teachers and head teachers, the depth and breadth of the curriculum in UNRWA schools is challenging for typically developing students. Often teachers objected to having an overly populated classroom and too short a period of time in which to teach the curriculum. Teachers felt having to develop an alternate curriculum for students with SEN complicated an already challenging situation. Accommodations to the curriculum were not often discussed, while modified curriculums included worksheets and individual projects specifically designed for the student with SEN. Zein did not receive a modified curriculum, while Noor received modified worksheets that were also disseminated to the entire class, and Rania received modified worksheets that did not match the lesson or grade-level material her peers engaged with but rather was tailored to meet her developmental needs.

Accommodations and Modifications: Instruction

Individualized and small group instruction was not discussed in the interviews with stakeholders; however, purposive seating arrangements that included grouping students with SEN into small work groups was emphasized. Head teachers noted that all teachers used seating arrangements as a general teaching practice to support the learning of all students. Teachers reported using seating arrangements in order to provide academic support to students with SEN through peer coaching and behavioral supports through appropriate modeling of behavior through peers.

Peer coaches were the most recognized method of accommodating a student through instructional methods. All three cases had a peer with whom the student with SEN interacted on a frequent basis and who was seated in a small group or next to her in a row. Zein had several students she indicated as being peer coaches from whom she would seek help during lessons and with homework. Noor had a best friend who was in each of her classes and had served as a peer coach for two years. In the case of Noor, the peer coach provided academic support through the explanation of instructions and the delivery of lessons using an abridged method of communication. Rania was seated at a table with several peer coaches who supported her when she demonstrated difficulty with a worksheet. Head teachers and teachers often coupled peer coaching with purposeful seating arrangements and cooperative learning groups. HT3 believed including a student with SEN in the classroom would positively impact the "regular" students in the class by allowing them to be peer coaches.

> HT3: They apply the peer coaching which helps the disabled students do the basics- reading the letters, writing the worksheet, inside the class.

Seating arrangements for T3 were more indicative of peers who could support Rania than seating her in front of the class.

> T3: from time to time, she moves around, but I like it when she is surrounded with good students who can care for her and help her.
>
> P3: My daughter would me that the school or teacher helps her by letting a student help her with writing. Like the teacher would let one of the good students do that.

HT2 referenced peer coaching and cooperative learning as a means to differentiate instruction as well. According to HT2, the use of cooperative learning ensured students with SEN received the support of other peers.

> HT2: Sometimes they use peer coaching for gifted students to lead some education situations. The most frequently used technique is cooperative learning especially in learning English language. The teacher divides the students in groups according to their levels (in English) one of them should be a guide or leader in each group

In the past, T1 had provided cooperative learning groups extra points for finishing their work faster than other groups. She noticed that groups that included students with SEN were not receiving any additional points and students in those groups were becoming frustrated. Therefore, she discontinued the practice of extra points for time, and began giving extra marks for cooperative interactions between peers.

> T1: I thought about giving a bonus to students who work well with others in the group. So, sometimes what I do is give a group a bonus for working well together, and that encouraged them more to work well with all kinds of students in the group.

Teachers also modified their instruction depending on the students' needs. In the case of Zein, the T1 described including games and hands-on activities so that students who had difficulty on exams and other forms of assessment could demonstrate their comprehension of the material. While Zein benefited from these activities, she was not the sole catalyst for T1's instructional strategies; rather T1 described wanting to provide support to all of the students in her class who had special needs. T2 indicated that she would use the chalkboard and flashcards more often when instructing Noor's class because she knew that Noor was more accountable in writing than she was for verbal instruction and verbal recitation. T2 also noted that given the

challenges associated with Noor's hearing, she did not use an audiotape recorder as often as she did in other classes. T3 received developmentally appropriate worksheets for Rania from the LSC teacher. However, T3 was concerned with the amount of time she spent with Rania during class responding to queries and following up on her progress.

Accommodations and Modifications: Assessment

Assessing students with SEN in the classroom was a common concern of head teachers and teachers alike. When asked how progress was monitored for the student with SEN in the classroom, teachers' answers were neither procedural nor consistent. T1 believed students with SEN tried their best and should not be penalized for not understanding all of the material. She attempted to mitigate the different between the general education and students with SEN by grading them on different scales.

> (Researcher: Do you grade them differently than other students?)
>
> T1: I would say yes.
>
> (R: And, for example are there different exams or different tests that you give them?)
>
> T1: No, no, I just give them the same. I give them the mark, but I know I am going to treat them differently, because they don't have the same abilities. So, I wouldn't just say, just because she doesn't do her work she is supposed to fail, no. She has an issue and I have to deal with it.
>
> (R: So on a test for example if she gets 10/20 correct how would you then decide what kind of grade she would get?)
>
> T1: Well, I would look at her work. I always judge it through her work in the classroom. Because I know she couldn't focus more, so I would say she deserves to get for example 12 or 13, like an extra three or four or five marks. Sometimes they get, in most of the cases they don't even get the 10/20. So I would say she deserves to get a 10/20. I am not gonna put her in the zone of those who need to fail because they didn't study or so. So I am just gonna say they don't fail, the others fail.

HT1 provided a similar response to T1, noting that students should not be assessed using the same exams, nor should their exams be graded on the same scale. Further, HT1 took time to

discuss the different levels of difficulty students might encounter in a group project or worksheet. According to HT1, there was a range of student abilities in class, and students should self select the appropriate work according to their own abilities.

> HT1: We have [all kinds of students:] good, very [good], excellent, [and] weak, all together [in the same class]. So they will help each other in the whole group. The worksheet, doing the worksheet, every student should do a question. The good student will choose the difficult question, as the level. The weak student with the easiest.

When assessing Noor, T2 expressed that she would often review the submitted exam or worksheet and review it for mistakes. Often T2 would find incorrect answers that she knew Noor understood. By providing Noor an example or by reviewing the instructions on the board, T2 gave Noor multiple opportunities to demonstrate her understanding of the content.

HT3 explained that teachers in her school sometimes reached out to the LSC teacher when assessing students with SEN in the classroom. T3, however, did not report any specific method for assessing Rania, rather only indicating that it was difficult to assess or compare her progress with other students. T3 resorted to verbal checks for understanding and did not provide Rania with formal assessments.

Physical Environment

Across the cases the physical environment of the school and class were not modified structurally to support the inclusion of the students with SEN. The most extreme change made to the physical environment of schools and classrooms was the relocation of a classroom from the third to the second floor for Zein. However, even in this case, Zein, who had a physical disability, was required to climb stairs to her classroom because there was not a ramp, elevator, or accessible classroom on the first floor. Although two students had physical disabilities, only

one of the cases was a student with a mobility challenge. All students reported being able to access school and the classroom without difficulty.

Attitude

Stakeholders often cited attitude as influencing the inclusion of students with SEN in the general education classroom. Two diverging patterns emerged from stakeholder responses, (a) positive attitudes of head teachers, teachers and peers supported the inclusion of students with SEN in the classroom, and (b) negative attitudes of teachers and general education peers complicated the inclusion of students with SEN in the classroom.

Students believed their head teachers and teachers were tolerant and wanted to support them in their learning. When asked whether they felt comfortable going to the teacher for help, Zein said she felt comfortable going to certain teachers for help but not all teachers. When queried further, Zein described not knowing when were appropriate times to ask for help, because she was nervous that she might be interrupting the lesson. Zein, when describing how the head teacher and assistant head teacher ensure students are being kind to her, also mentioned good relationships with the administration. Noor reported not wanting to ask for help because she wanted to do things herself. Rania reported feeling safe at school.

Parents believed that head teachers and teachers genuinely wanted to support the learning of their students. P1 specifically mentioned that teachers were sympathetic to her daughter.

> P1: You [teachers] care about these [special need] students more than the normal ones as my daughter tells me. For example, my daughter tells me how her teachers are very good to her, they care about her, and are too sympathetic towards her, just from what she tells me about the teachers and how they treat her and the other students in the classroom I could tell and feel that her teachers were very kind to her.

Both the mother and father of Noor believed that teachers knew how to include students in the classroom.

> P2 Mother: Yes. the teachers know how to include disabled students. …in 3 and 4th grade there are no shortcomings, the student feels she gets what she needs. This is a very good school and the number of students here are few and that is why they pay her attention.

P2 Father: and if she is humiliated by another student they would stop or prevent that.

However, all three parents stated they wished their students were more prioritized and received additional support from the teacher in the classroom. The parents referenced the short class time and large class sizes as impacting the amount of one-on-one interaction their child could receive.

When discussing the impact of attitude on the inclusion of students with SEN, head teachers had varied responses. HT1 admitted that some teachers are more aware of the needs of students in their classroom than others; some teachers may even ignore the presence and needs of the student with SEN. In the second case, HT2 recalled a situation where a child's health concern required the classroom location be changed mid-year. Students and the teacher complained about the relocation. The teacher was frustrated that she had to prepare her classroom over again while students were put out by the change in location. HT3 described how the school attempted to bring about awareness and tolerance towards students with SEN through workshops with the students.

> HT3: They also conduct sessions made by the school counselor. Starting with the 4th grade, they talk about how to deal with the disabled students as they might be different from them.

Teachers had similarly varied responses to those of head teachers when discussing how attitude impacted the inclusion of students with SEN in the classroom. Teachers provided anecdotes of peers helping Zein, Noor, and Rania in the classroom and in the school. For example, T1 described how students in her class helped Zein during a fire drill without the direction of the teacher. The following excerpts describe additional examples.

> T3: Like with Rania for example, she talks a little bit at a time with the girls, so the girls began to step by step talk to her, accepted her, and now she walks around, raises her hand

> even if she doesn't know the answer, her colleague would tell her the answer and she would say it. She doesn't feel that she's excluded or left out. She's happy now, she is happy that the other girls in the classroom help her, she is happier to move around the room now.
>
> T2: You know for girls they are very simple to this student. They like Noor and they like working with Noor even with say lower achievers they also like to help them. They like having them in their classes maybe because they are girls not like boys.

Although peer coaching was the most employed strategy to support the instruction of students with SEN in the classroom, teachers also cited the disagreeable attitudes of peers towards students with SEN as a phenomena that complicated the inclusion of students with SEN in the classroom. T1 did not believe the attitudes of general education students would influence her decision to include a student with SEN in the classroom. However, she explained that some students in Zein's class, as well as other students in past classes, complained when the student with SEN was included in their group for group work, citing the student with SEN would slow them down.

> T1: Sometimes they don't want them to be in their group and they would complain, "just because you gave us Zein, you have to consider that she is in our group" as if they are now missing a student.

When asked how the attitudes of peers would influence her decision to include a student with SEN in the classroom, T2 said she would not likely include Noor, for example, if peers did not get along with her because it would be too difficult on Noor in the classroom. Similarly, T3 also believed that negative peer interactions would make Rania feel rejected from the class.

Additionally, parents discussed concerns that students with SEN may be treated poorly by their peers because of their special need. Zein and Rania's mothers were concerned that their daughters were being bullied by students in the school due to their special needs.

> P1: [Zein] She would tell me that some students are not too accepting of her or that they would say mean, hurtful things to her. For example, some would describe her as a person with a limp.

> P3: Some girls make her feel normal when she is around them and others make her feel abnormal. She feels that some of them make her feel like they are better than her or above her.

Noor's father felt that some students in her class provoked her, while Noor's mother believed the students in Noor's class treated her well.

Research Question 3

The second and fourth research questions broached the topic of IE from the perspective of current practices and supports. Interview responses regarding the third research question, which sought to identify benefits and challenges to IE, were often based on prior experiences and future recommendations. Having little exposure to IE in preparation, training, or implementation, stakeholders most often referred to previous experiences working with one or multiple children in their schools, or in their present experience working with the participating student with SEN during this study when discussing benefits to IE. However, when considering challenges, it is critical to take into account that stakeholders had not been provided any documentation or description of IE or the IE Policy and Strategy at the time of this study. The IE Policy, although endorsed during the data collection phases of the study, was not disseminated to stakeholders embedded in the schools which influenced perceptions of challenges associated with IE by stakeholders.

Patterns that emerged from interviews with stakeholders in relation to research question 3 included two child/secondary codes emerged that reflected the benefits and challenges to IE. In addition to the child codes, five grandchild/tertiary codes were applied under benefits including Students with SEN, General Education Students, Teachers, Community, and Family, and five grandchild/tertiary codes were applied under challenges including Personnel, Preparation,

Training; Class Time, Size, or Both; Physical Environment; Curriculum, Instruction, and Examination; and Attitudes. (See Table 8.)

Table 8

Codes and Definitions Applied to Research Question 3

Code	Title	Definition
Root	RQ3 Benefits, Challenges to IE	What are the benefits and challenges to including students with special educational needs and providing inclusive education in the Jordan field as perceived by all stakeholders?
Child/Secondary	Benefits	Benefits of including a student with SEN in the general classroom.
Grandchild/Tertiary	For the SSEN	Benefits specifically associate with the Student with SEN.
Grandchild/Tertiary	For the GES	Benefits specifically associated with the General Education Students.
Grandchild/Tertiary	For the Teacher	Benefits specifically associated with the General Education Students.
Grandchild/Tertiary	For the Community	Benefits specifically associated with the Community.
Grandchild/Tertiary	For the Family	Benefits specifically associated with the Family.
Child/Secondary	Challenges	Challenges of including a student with SEN in the general classroom.
Grandchild/Tertiary	Personnel, Preparation, Training	The lack of personnel (e.g. special educators, experts, counselors), type of preparation and training.

Code	Title	Definition
Grandchild/Tertiary	Class Time, Size, or Both	Class duration, Number of Students in the class.
Grandchild/Tertiary	Physical Environment	Access and movement in the physical environment including schools and classrooms.
Grandchild/Tertiary	Curriculum, Instruction, and Examination	Textbook or materials, Teacher practices, Formative and Summative Assessments.
Grandchild/Tertiary	Attitudes	Beliefs and feelings towards inclusive education. Awareness of Rights.

Six themes emerged from the coding of research question 3. Themes included the benefits to the student with SEN which was referenced by seven of twelve (58%) stakeholders, the benefits to the general education student which was referenced by 6 of twelve (50%) stakeholders, and the benefits to the family which was referenced by eight of twelve (67%) stakeholders, challenges related to class time, size, or both were referenced by five of twelve (42%) stakeholders, challenges related to curriculum, instruction, and examination were referenced by five of twelve (42%) stakeholders, and challenges related to attitudes were referenced by seven of twelve (58%) stakeholders, each meeting the criteria for a theme.

Several codes were considered notable by the researcher although not meeting the criteria of a theme and results from those codes are discussed in the following section. The notable codes include benefits related to the teacher, benefits to the community, challenges related to personnel, preparation, training, and challenges related to the physical environment.

Teachers were the only stakeholders in this study who were asked directly if there were benefits to the teacher when including a student with SEN in the classroom. Two of the three teachers responded that there were benefits, one HT cited benefits during her interview. The researcher included benefits to the teacher since the majority of stakeholders who were asked the interview question responded positively.

Building the capacity of the community was discussed by three stakeholders in the schools and an additional three stakeholders at UNRWA HQ and the Jordan field. The researcher included benefits to the community, since capacity building of the community is related to UNRWA's overarching mission to support all Palestine refugees to reach their full potential .

When discussing challenges to IE, all three teachers and six of the eight stakeholders in UNRWA HQ and the Jordan field cited personnel, preparation, and training as an impediment to including students with SEN in the classroom. Therefore, the researcher included this code to illustrate the critical nature of training and development for the stakeholders who are educating students with SEN in the classroom.

Although only two stakeholders embedded in the school referenced the physical environment during interviews, five of eight stakeholders in the HQ and field interviews discussed access to schools and classrooms as being a challenge to IE. The researcher therefore included results from this code to illustrate the differences in perception of challenges between UNRWA HQ, field, and local school stakeholders.

Benefits to the Family

Interview questions for each of the stakeholders in the school specifically addressed benefits to IE. The most referenced stakeholder group benefitting from IE was the family

followed by the student. Head teachers and teachers often referenced the benefit to the family as having to do with the parents' perception of their child as normal due to her inclusion in a "regular" school. In addition to the benefit of having a normal child who attends a normal school, stakeholders also referenced the benefit of a free education at an UNRWA school as compared to a costly education at a private school for students with SEN. The stigma associated with sending a child to a private, special school was also considered a barrier to accessing an education by stakeholders. Therefore, parents also benefited from the community's recognition that their child could participate in a "regular", normal school. Parents and students did not reference benefits to the family, specifically, other than their satisfaction with the education the child was receiving.

> HT1: I think there will be more relief if they find their students in a normal school not a school for disabilities. They will have the chance for a normal girl or a normal student at the school. Sometimes putting the students in a school for disabilities is very hard on the parents because they have to pay. But for the UNRWA schools or public schools they don't have to pay. So it is a money matter. That is a benefit.
>
> T1: So, it makes them [feel] that their child is normal, they go to school. In front of other families, around them, or for them, it's kinda of like satisfies their feeling that "I have a normal kid." It [the student] goes to school, it [the student] has the same book, the same teaching.
>
> T2: First of all it's easier for them to send her to a normal school. It's cheaper and closer to their house; we are sending her everyday. Maybe if it is a special needs school it will not be everyday so that is better for them. And, sometimes it's more relieving to feel my girl is good and she can interact with others in a normal way.
>
> HT2: For the parents it is something psychological, they feel relaxed "I sent my disabled student to study with normal students" and that minimizes the embarrassment, their feeling of embarrassment.

Benefits to the Student With SEN

Benefits to the students with SEN were also often couched in terms that referenced providing them an opportunity to feel normal and to build confidence and self esteem.

> HT1: The most important thing is self esteem for him and feel more confidant and more trust. (R: more trust? By whom?) In the classroom, with his colleagues trust in his teacher.
>
> T2: Yes, to be good for her mental, and feelings that I am normal. I have problems, but I can work with other students, I can deal with everyone, I can talk, I can play with them, I can eat with them, I can read, write and draw with them, So that is better.
>
> HT2: I think the benefit he feels natural he is natural for some extent.

The impact of feeling normal also led stakeholders to consider a side benefit of being more prepared for the future, which included integration and interaction with the community as well future academic success.

> P1: I think it's better for (Zein) to be in a classroom with normal students as it will benefit her more because there will more progress, she will feel more self-confident, and she won't feel less or that she is different in a negative way
>
> T1: For them, they are in a normal situation and learning, so we are preparing them one way or another for other contexts. Like when they (Students with SEN) go to the university for example, because when you have a special class and you go into another normal school, I guess they will be prepared because they have already been there.

Rania's school was the only school with a LSC. HT3 reported the benefits to children with SEN as access to the LSC. She did not see any benefit to including the student with SEN in the school beyond the LSC, as most UNRWA schools, in her opinion, were not equipped to include students with SEN.

Benefits to the General Education Students

Teaching general education students how best to interact with students with SEN as well as how to teach them about differences in people were touted as significant benefits to including students with SEN in the classroom. T1 referenced a fire alarm drill in the school when students in her class reached out to the student with SEN when they noticed she was having trouble getting down the stairs. Following the re-telling of the story, T1 said she thought including a

student with SEN in the classroom was especially beneficial to younger students who saw the world as perfect. These students could learn that there are differences in people and through those experiences they would learn to accept differences and help others. In addition to learning about differences, HT3 believed general education students could be encouraged to learn more about the student with SEN and to be more dedicated to their own studies when noticing the efforts of the student with SEN.

> HT1: Yes, they should know how to deal with such cases. How to deal with them as a normal case, not as a disability case. This is very important for them.
>
> HT3: For students who are not suffering from a disability, and looking at the student with a disability, and all that he is doing, they will want to learn from him. He will be a stimulator—motivation for him.

For others, including a student with SEN in the classroom helped other students by allowing them to appreciate their own normalness.

> T2: For the classroom, let's say as a moral [example] how to deal with other students, how to be thankful for being normal students, and teach them to say "hamdilulah" that I am normal. Also, to learn to accept others. Even if they have problems.
>
> HT2: The other students they acknowledge hopefully, and feel okay they are not disabled. They are fortunate because they are not disabled.

Benefits to the Teacher

Teachers were asked to respond whether they believed that benefits accrued to them when including a student with SEN in their classrooms. Two of the three teacher participants believed including a child with SEN in their classrooms benefited them as practitioners; building their skills as teachers. Head teachers were not directly asked the benefit to teachers; however one head teacher supposed that teachers may one day have a child of their own, or a sibling with a disability, so exposure to students with SEN would "help them deal with other cases" in the future.

T1: For me it's a challenge, and I learn from that.

T2: For me it is a good experience. And to learn how to deal with these students.

Benefits to the Community

Stakeholders believed that by making a child with SEN more visible to members of the community, it was possible to positively impact the attitudes of the community towards disability.

> T2: Maybe to make it easier for other families who have other problems with their sons and daughters, because they know even with some problems they are also working normally in the community. They are going to school; they are going outside of the houses, not like in the past. Students with problems were only sitting at home and not going out. No, she can go shopping; she can go outside. So it will make them feel like they are more accepted.
>
> HQ2: If parents see the success stories [in school] and spread the stories throughout the community, it will help others send their students to the schools.
>
> JFO3: Instead of having these people as servants, people with disabilities, to have them as a burden on the community. If you can teach them and they will be part of the community, so they will be happy for that. The family, the teaching staff, the community, everyone.

Helping the community by building the capacity of the student with SEN was also referenced by stakeholders as a benefit to IE.

> HT2: I think it will be easier for the local community to deal with the disabled students because the disabled students have been helped.

Challenges Related to Attitudes

The majority of responses to research question 3 by UNRWA staff and school stakeholders referenced challenges more often than benefits to IE. The challenge most often cited in interview responses was the attitude of stakeholders, which included beliefs and feelings towards IE. Stakeholders embedded in the schools were concerned with bullying and jealousy

between general education students and students with SEN. Interview responses indicated that general education students may not understand the impact of the disability on academic performance, including why the student with SEN requires specialized instruction or attention, and the impact of a disability on the social interactions with other students. In direct classroom observations the researcher did not see evidence of bullying or negative interactions between students with SEN and their general education peers. On the contrary, peers were readily helping each of the students throughout the class time, often without having been instructed by the teacher to do so. However, in interviews, Zein remarked that she had been the infrequent target of bullying, opting to tell the teacher when she felt uncomfortable.

> HT2: The students will feel bored and he will give the student longer time at their expense. There may be some chaos inside the classroom. And it might create negative attitudes against the student with disability as a source of hindering extensive activities that might be given to them, and they are not given them because of his existence inside the classroom.
>
> HT2: Surely there will be a feeling of inferiority by the disabled student. He is weak and he is inferior. Consequently, he [the disabled student] will feel he is late and he can't match their progress.
>
> T2: They complain that I give her more interest or more care, and they refuse that because she is normal. Okay she can't hear, but she can listen, she can write, she can read. They [general education students] deal with her as a normal student. They can't understand that she needs something more than them. So they always complain about her. They feel jealous.
>
> HT1: I think he [general education students] may be jealous sometimes of these students. They get special treatment. (R: which would mean that the teacher is giving them special treatment) Yeah. [Receiving special treatment] can be good and bad.

The attitudes of families and the community towards disability were of concern to all stakeholders. The general lack of awareness towards people with disabilities and the rights of children with disabilities was an impediment in enrolling students in schools. Parental shame and embarrassment associated with having a child with a disability was often cited as a major obstacle to IE. UNRWA HQ and field staff acknowledged the need for campaigning and

awareness building in the community to support disability rights and families with children who have disabilities. Peppered throughout the responses associated with challenging attitudes was the concern amongst the school community that certain children with disabilities may not be accepted into regular schools due to the attitudes of others or reluctance to serve a student with a special need.

> T2: Maybe in our environment they are not used to saying, "I have a student with a special need." It is very difficult for a family here in our society to say I will send her for a special needs school. Let's say they feel ashamed for that. To say they have a disabled student, or son or daughter. So the society says we must put them in regular schools, but they may not accept them in regular schools. So they would keep her at home, she will not go to other [special] schools.
>
> HQ4: Attitude is a challenge more than funding. We need to build awareness in the community within our beneficiary population. [We need to] change gatekeepers' attitudes, at the same time making beneficiaries aware of their rights.
>
> HQ1: UNRWA has structures of people who have been here for a long time and are resistant to change. So many people have been here for years; [the] agency does help, but they are more conservative than even in the region.
>
> JFO2: Some parents hide students with disabilities especially because of gender issues.
>
> JFO2: The head teacher has the power to enroll or not enroll students. There needs to be instruction to schools that says "all students should be enrolled." They need training on the rules and regulations of UNRWA Education.

Teachers and head teachers expressed concern that students with SEN may feel excluded in classes due to their inability to follow instructions or keep up with the material presented. Student responses from Zein and Noor mirrored the concern that material may be difficult for them and sometimes they felt lost. However, neither student felt excluded or isolated; rather both students said they enjoyed school, had peers with whom they interacted and asked for help, felt that school was "easy." The parents of Noor further commented that Noor was happy at school; however, on occasion in the past Noor had feigned being sick in order to not go to school and take exams.

> T2: But what if the student is aware he wants to learn, but he feels frustrated because "why I'm not following with the students."
>
> T3: In the beginning the ordinary students may not want to deal with them, so the disabled student might feel hated. And the talented student or high achiever may want to show his personality—be the dominant one.

Challenges Related to Curriculum, Instruction, and Examination

The UNRWA curriculum is uniform across all learners; currently there are no modified standards for different types of students. Teachers and head teachers spoke about the intensity of the curriculum and the volume of the curriculum when cataloguing challenges to IE. UNRWA HQ and field staff contributed complications with funding as an additional challenge to providing manipulatives, educational games and toys as supplemental curriculums.

> HT1: First the curriculum is not made for them (SWD), the curriculum when the teacher achieves it for the whole students, whether there is a disability or not for the whole students.
>
> T3: I would accept them under one condition that the resources are available. But for us the problem is that we don't have resources, we are under a lot of pressure because of the curriculum, and we have large number of students, so I can't handle everything the way I would want to.
>
> T2: For me as a teacher I have to use the tape recorder, but she can't hear it. If she is in a well prepared class there are headphones for her - that would be better. I don't have this in my class, I can't bring that [to] my class.
>
> HQ3: Funding for classrooms and educational toys and games that would help. Some students have it easier to express themselves with games but with the current budget it is difficult.

In addition to curricular challenges, instructional challenges were also discussed by stakeholders. UNRWA as an organization is supporting the movement from teacher-centered pedagogy towards student-centered pedagogy through coursework at the EDC. The instructional strategies conveyed during the courses benefit all students, including those with SEN. However,

according to responses from UNRWA HQ and field staff, the instruction delivered in the classroom may not be child centered or supportive of different levels of learners.

> JFO3: Teachers are also not teaching with the new strategies; rather they rely on rote learning and memorization.
>
> JFO3: There is little critical thinking and analysis, so while students currently continue to outperform or perform as well as government and private or military schools, students are not practicing questioning.
>
> HQ1: We want people who can work in different areas and with people, creative people, team people and sales people not just people who are good at remembering things. Even if you have 100% pass rate, how does that impact the field.
>
> HQ1: At UNRWA there was a misunderstanding of what quality education looked like. It was a dry didactic model. UNRWA education programming had become complacent. People felt like since we did better than the host government schools, we don't have to continue pushing and growing.

UNRWA students take examinations in each of their courses at the end of the school year to assess their learning and ultimately their promotion into the next grade level. If a student does not pass a course, she may be provided with complementary exams in up to three subject areas. During the interviews with teachers and AES staff, scenarios were described in which students with SEN would not perform well on general assessments in their courses and would be given complementary exams in several subjects. On several occasions students with SEN, which significantly impacted their academic performance, were promoted to the next grade regardless of the outcome of the complementary exams. A common thread among the respondents was the challenge associated with modifying examinations and assessments for students with SEN.

> T1: So I consider in my mind like, like for me, in English, I would tell them [parents] all of the time I'm okay, because I am not going to fail them, I give them any complementary exams.

Challenges Related to Class Time, Size, or Both

As aforementioned, stakeholders cited class size as a challenge to the instruction of both the student with SEN and the general education student. While the lack of personnel was emphasized as an indirect impediment to IE due to overcrowding of schools, stakeholders directly emphasized providing individualized instruction to students with SEN within the short time frame of each class, and given the number of students the teacher was responsible for teaching as a challenge to IE. Two of the three parent participants cited class size as a challenge to providing support to their children. P1 believed teachers were doing the best that they could with the time available in class, while P3 stated, "If I am a teacher with 46 students in the class, how can I attend to just one especially if they need more?"

> HT1: I think decreasing the number of the students in the class for her. Maximum twenty students it would be enough for her. To focus on her. We have 42 students in her class, and the period is 40 minutes. Every student has less than one minute.
>
> HT2: The teacher does not have enough time that is suitable for the student. So, she may forget about the student with disability. As if she wasn't there.
>
> HT2: Because the disabled student exists the teacher needs more time and work and preparation because of his existence. And the teacher needs to give the student more time. That would waste the time of other students. Because it is an individual case it will consume a long time of the period. That hinders planning or going according to previously prepared plans.

Challenges Related to Personnel, Preparation, Training

Head teachers and teachers specifically felt they were not adequately prepared by UNRWA staff to teach and include students with SEN in their schools and classrooms. All participants had universally been trained through UNRWA's EDC. Teachers were provided one course, education psychology, which continued for one year, to provide a basic understanding of learning differences. Head teachers were provided with a two-year course on principles of being

a head teacher. In-service training was provided in the form of workshops on various topics. However, head teachers and teachers reported not having sufficient pre-service and in-service preparation on the inclusion of students with SEN, and the instruction of students with SEN.

> T1: I need training on how to teach the language—considering they are different. Like teaching language for those who are special needs. I think I need a course in that. Sometimes I feel I gave them the help but not the real help in learning the language. Like I give them help to feel normal. They are participating. But when I just sat and think to myself—I am helping them learn? So it's a challenge.

> HQ1: There is a need for training and capacity. [Only providing] rhetoric, they will be weary. We must have the training. It's not rocket science and it makes a difference.

> JFO2: [We need] training for teachers, head teachers, education specialists, school supervisors, on how to deal with disabilities. Meetings, seminars, will help but they are not enough. We now have one seminar on SEN but not on inclusive education. [We need to] Introduce materials on IE in in-service trainings as a part of EDC programming. We need to train teachers because they are not qualified [to teach all students]. For years we have separated students with disabilities.

In addition to feeling insufficiently prepared, head teachers, teachers, and parents referenced the impact of overcrowding of schools and classrooms and believed a challenge to IE was the lack of personnel to a) reduce the number of students in each class, and b) to help support students with SEN being included in schools and classrooms. Stakeholders defined personnel as experts in special education and teachers in the LSC who were trained to work with students with SEN.

> HT1: We need a specialist in education for special exams and curriculum. I think that is the most important.

> HT2: If his case can be included who am I to deprive them of their childhood and practicing their activities that are suitable to their disability? I should provide them with a resource room and special aids.

> HT3: They need specialized trainers, teachers who are more qualified.

> HQ3: We need the teacher and special educator, both. It is a cascading issue. If I know the tools I should explain them to people in the school. We need a base of teachers to help spread those tools.

Challenges Related to the Physical Environment

Although two of the students in the cases examined in this study had physical disabilities, Zein had an impairment affecting her ability to walk and Noor was learning to hear after receiving a cochlear implant, the parents, head teachers, and teachers rarely cited the physical environment when discussing challenges associated with IE. Likewise, students did not identify any challenges to accessing the school or classroom.

UNRWA HQ and field staff accounted for the majority of responses that addressed the physical environment as a challenge to IE. The preponderance of UNRWA schools in the Jordan field are rented. According to responses, schools often lack accessible infrastructure, including bathrooms, ramps, and elevators.

> JFO3: The schools are overcrowded because many of the schools are being rented—sometimes in buildings which have been rented for 50 years. So, the students are sometimes in classrooms that are not accessible because they were built as apartments.

> HQ2: Infrastructure in schools for accessibility is not uniform: New buildings should be accessible according to UNRWA building policy but they are not always built that way. Renovating school buildings is very costly. We can put classrooms on the ground floor, but getting special classes with assistive equipment like ramps, or computers that can be accessible for students with special needs requires funding.

> JFO1: If you want to include students, it would help to construct buildings they can access.

> JFO4: The first thing we would need is the physical space. Additional rooms in some schools, or at least examine the availability of such physical space.

Research Question 4

Supports provided for the inclusion of students with SEN included currently incorporated mechanisms, and references to supports necessary for the implementation of SEN were coded as recommendations for the future. Multiple patterns emerged when analyzing the supports provided to include students with SEN in UNRWA classrooms as described in interviews with

stakeholders. Three secondary codes were applied to interview responses, including pre-service, in-service training; material resources; and reflection and collaboration. Four tertiary codes emerged as associated with reflection and collaboration. Stakeholders considered reflection and collaboration with school administration; peers and colleagues within the school; doctors and health personnel; and families as being important supports in the inclusion of students with SEN in the classroom. See Table 9.

Table 9

Codes and Definitions Applied to Research Question 4.

Codes	Title	Definition
Root	RQ4 Supports to Include SSEN	What supports for the inclusion of students with special educational needs have been provided to stakeholders in the Jordan field UNRWA classrooms?
Child/Secondary	Pre-Service, In-Service Training	Support garnered from pre-service, in-service trainings.
Child/Secondary	Material Resources	Materials may include documents, visual aids, organizers, audiotapes, or other tangible materials for teachers and students.
Child/Secondary	Reflection and Collaboration	Reflection on teaching practices, students, and involvement with stakeholders. Collaboration with parents, peers, colleagues, administration, and other stakeholders.
Grandchild/Tertiary	Family	Communication with parents.
Grandchild/Tertiary	Doctors	Medical physicians, Health Screenings, medical reports
Grandchild/Tertiary	School Personnel including Peers and Specialists	Individual self-reflection and investigation, collaboration with peers, colleagues, Fields and HQ.
Grandchild/Tertiary	Administrative Support	Support garnered from field and area personnel as well as head teachers, assistant head teachers.

Four themes emerged from the codes in research question 4, and all themes related to reflection and collaboration. Collaboration with the school administration was discussed by twelve (67%) stakeholders, collaboration with peers and specialists was discussed by six of twelve (50%) stakeholders, collaboration with medical professionals was discussed by seven of twelve (58%) stakeholders, and collaboration with families was discussed by nine of twelve (75%) stakeholders, all meeting the criteria to be a theme.

Although material resources did not meet the criteria to be a theme, each of the three schools in the study did have access to unique materials that may support student learning and the inclusion of students with SEN. The material resources were found in the form of a resource room (school 1), technology in science labs (school 2), or in the form of an LSC (school 3). Therefore, the researcher included information on this code to illustrate the variability of materials and supplies to support students with SEN across UNRWA schools.

Collaboration With School Administration

The administration provided technical and logistical support most often related to physical environments, formed liaisons with government and UNRWA officials and independently sought out information or initiated campaigns for additional funding and capacity building of the school as a whole, and liaised with parents of students with SEN to better meet the needs of the child. HT1 recalled working with other head teachers on a routine basis to discuss successful practices and to seek guidance on challenges in their respective schools. The head teacher believed the collaboration at the tiered level would trickle down and impact teachers and students alike. HT2 initiated what she considered an induction festival for a week at

the beginning of the school year. The purpose of the festival was to indoctrinate the new students with the culture of the school and to ensure all students felt welcome and included. According to HT2, teachers worked with parents of students with diverse learning needs during the induction festival to show them techniques they could use at home to support their student's learning after school. HT3 worked with the LSC in her school to implement an awareness campaign to recruit new students with SEN to the school and to enroll them in the LSC. The campaign presented the LSC not as an alternative to the regular school but rather as a complement to the regular school.

All parents responded feeling satisfied with the school administration, and P3 specifically recalled transferring Rania to the UNRWA school because HT3 and the LSC teacher promised to take good care of Rania. P1 discussed collaborating with HT1 to move Zein's classroom to the second floor. While P1 didn't want HT1 to give Zein special treatment, initially before speaking with P1, HT1 did not require Zein to move around during breaks attempting to limit the amount of walking Zein had to do.

According to T2, HT2 inquired about Noor on a regular basis to provide mentorship support. T3 received worksheets from HT3 which she used as modified curriculum for Rania in the mathematics class. However, according to T3, HT3 collaborated with the LSC teacher to support Zein but did not collaborate with Zein's other general education teachers. And though T1 did not have as much interaction with HT1 regarding mentorship, T1 noted that she could request material resources from HT1 if she thought the materials would help her teach Zein.

> HT2: This is known by officials: we have friendly relationships with people in the complex [other head teachers at other area schools]. We share through emails and meetings about "a meaningful experience." This is because of our belief [that] I have something I can offer to others to benefit them.

Collaboration With School Personnel, Peers, and Specialists

Reflection across peers was important to both HT1 and T1. When asked what the head teacher would emphasize to another head teacher as being successful practices of inclusion at her school, the head teacher responded that she would have the student's teacher explain her classroom practices to other teachers because of her skill at including Zein. T1 also expressed collaborating with school counselors and other teachers.

> T1: I always refer to the counselor here. She comes like twice a week and whenever I have a problem and I don't know how to do something I just talk to her and she gives the help. That and discussing it with other teachers. I always discuss with the other teachers how do you deal with that [behavior].

T2 discussed the progress of Noor with other teachers including her teacher from the previous year. Since Rania's school (3) had a LSC teacher available to collaborate on methods to support Rania, T3 noted seeking out the LSC teacher for information on teaching practices or behavior management.

> T3: I find it difficult to compare her to the other students and to the skills you give or teach them. But through the specialized teacher, we can ask her how to present or teach her certain skills and see what to do with her.

Collaboration With Medical Professionals

Stakeholders in all three cases mentioned the annual medical checkups by doctors and questionnaires, which they refer to as cataloguing the health of the students. The questionnaires provided information on students as well as requested information from teachers and families. Health records were a part of the checklists and were provided by UNRWA health officials.

In addition to the medical checklists, components of this theme included the interactions of families with medical professionals that supported the student's inclusion in school. Zein saw a medical professional on a routine and frequent basis from birth until the 1st grade and then

continued the visits on a less-frequent basis at the time of this study. Zein was in the care of several different rehabilitation centers supported by UNWRA and non-governmental organizations in the area. With the help of the medical community, Zein learned to walk with a walker and eventually on her own. Noor received a cochlear implant at the age of 10, which allowed her to develop hearing. Rania's mother indicated that Rania received speech and language therapy as a child through a school for students with Cerebral Palsy. Rania's mother also reported supplementary medical care for speech and language at the time of study. In addition to speech and language services, Rania's mother told the researcher and the translator that Rania would be undergoing additional comprehensive exams through the local hospital funded by UNRWA.

Collaboration With Families

According to stakeholders, interactions with families were an important contribution to the inclusion of students with SEN. T1 reflected on the lack of communication between the school and the family of a student with SEN whom she taught the previous year. Her concern for the student was grounded in the meager academic growth of the student throughout the year. The family of the student did not visit the school or communicate with T1, which in T1's opinion led to poor outcomes for the student. While translating the interview with Zein's parent, T1 reflected on how much she was learning about the student and her background in her role as the translator and lamented that she wished she had known the details of Zein's disability prior to or during her time working with her.

Both HT2 and the T2 communicated their interactions with Noor's parent as positive and advantageous. T2 was able to send Noor home with work or materials that the tutor could help

her with at home. The parents of Noor also noted their satisfaction with the way the school communicated with them about their daughter. The father of Noor stated he was relieved whenever he visited the school and spoke with the staff. HT2 also discussed the interactions between teachers and parents of other students with special needs.

> HT2: Those of individual differences, we meet their parents, especially those who are educated (parents), to give them techniques of how to teach them at home so that they help the school in repeating the learning that happens in school. Especially lower elementary students, the parents can help the students by teaching them the letters in Arabic, for example.

While T3 did not express any interaction with Rania's mother, HT3 and the LSC specialist were involved in enrolling Rania into the school and kept a continuous dialogue with Rania's mother throughout the school year. Rania's mother was appreciative of the specialized support Noor was receiving in the LSC room and at the finale of the interview, Noor's mother requested to speak with the LSC specialist so that she could update the specialist on Noor's progress.

Material Resources

Material resources in UNRWA schools are limited; however, stakeholder' three head teachers and teachers addressed the supply of materials in association with including a student with SEN. T1 described the resource room where school staff was able to get materials for their students. HT 2 regretted that photocopiers and other materials were scarce for teachers, but the teachers in the classrooms used flashcards, posters, and equipment in labs to support the instruction of all students, including students with SEN. T3 received mathematics related worksheets for Rania from HT3. HT3 described the available resources in the LSC where

teachers could request materials such as CDs, visual aids, and worksheets from the LSC teacher to support students with SEN as well as their peers.

Alignment of Themes to Propositions

Theoretical propositions were established before commencing the study in order to ground the data collection in a framework based on inclusive schooling and the literature base of inclusion and children with disabilities. The researcher considered the propositions throughout the data collection process and during the analysis of data. Each proposition was either supported, negated, or revised based on the results of the data analysis. Additionally, new propositions were established based on themes that emerged across interviews, observations, and the review of documents associated with the research questions. Eight propositions were supported, two proposition were negated, four propositions were revised, and three propositions were developed from the emerging themes. (See Table 10 for additional information.)

Table 10

Revised Alignment of Propositions to Research Questions and Theoretical Framework

Research Questions	Theoretical framework/ sub-unit of analysis	Proposition	Support / negate / revise / establish new
1. How do UNRWA stakeholders in Jordan perceive inclusive education?	Social Justice	*Proposition RQ1-A:* Philosophy about education and inclusion impacts stakeholders' attitude towards inclusion.	Support
	Cultural Parameters	*Proposition RQ1-B:* Teacher preparation impacts teachers' attitude towards inclusion.	Support
		Proposition RQ1-C: The type and prevalence of a disability impacts attitude towards inclusion.	Support
		Establish New, RQ1-D	Establish New: Stakeholders' attitude towards building the capacity of the community influences their perception of inclusive education.

Research Questions	Theoretical framework/ sub-unit of analysis	Proposition	Support / negate / revise / establish new
	School transformation	*Establish New, RQ1-E*	Establish New: The structure (including number of students) and format (including length of class time) impacts stakeholders' perception of inclusive education.
2. How are students with special educational needs currently included in UNRWA classrooms in the Jordan field as perceived by all stakeholders?	Policy and outcomes	*Proposition RQ2-A:* Strategies to include students with special needs in the classroom will be qualified as access to classrooms and school buildings.	Revise: Strategies to include students with special needs in the classroom will be qualified as *physical* access to classrooms and school building *as well as accommodations and modifications to academic instruction, curriculum, and assessment.*
		Proposition RQ2-B: Stakeholders' expectation of students with SEN impacts their inclusion in the classroom.	Revise: Stakeholders' *academic and behavioral expectations* of students with SEN impact their inclusion in the classroom.

Research Questions	Theoretical framework/ sub-unit of analysis	Proposition	Support / negate / revise / establish new
3. What are the benefits, challenges, and barriers to including students with special educational needs and/or providing inclusive education in the Jordan field as perceived by stakeholders?	Dimensions of time	*Proposition RQ3-A:* Length of time in education impacts stakeholder's perception of benefits and challenges of inclusive education.	Negate: Length of time in education was not associated with perceptions of benefits and challenges of inclusive education.
		Establish New, RQ3-D	Establish New: Stakeholders experience with and exposure to students with SEN impacts their perception of benefits and challenges to inclusive education.
	Cultural parameters	*Proposition RQ3-B:* Stakeholders' perception of disability and education impacts attitude toward the benefits and challenges of inclusion education.	Support
	School transformation	*Proposition RQ3-C:* Financial restrictions limit the implementation of services for students with SEN.	Revise: Financial *limitations impact* the implementation of services for students with SEN.

Research Questions	Theoretical framework/ sub-unit of analysis	Proposition	Support / negate / revise / establish new
4. What supports for inclusion of students with special educational needs have been provided to stakeholders in the Jordan field UNRWA classrooms?	Dimensions of Time	*Proposition RQ4-A:* Internal documents support inclusion to a greater degree than the current practical application of inclusion in the classrooms.	Support
	School Transformation	*Proposition RQ4-B:* Access to classroom resources impacts the inclusion of students with SEN.	Support
		Proposition RQ4-C: Access to school support personnel impacts the inclusion of students with SEN.	Support
		Proposition RQ4-D: Access to school buildings and classrooms impacts the inclusion of students with SEN.	Support

Propositions for this study remained flexible throughout the data collection process, with the assumption that the context and participants would influence whether the study findings supported or negated the suppositions. Supported and revised propositions were generally those related to research questions 1, 2 and 4, while propositions in research questions 3 were more often negated.

Propositions related to research question 1, which detailed educational philosophy, perceptions of disability, teacher preparation and efficacy, as being major contributors to perceptions of IE, were upheld. Two new propositions were developed based on interviews with stakeholders. Community engagement and awareness as well class size and duration were consistently associated with perception of IE by stakeholders.

Propositions in research question 2 were revised to provide more detail and to include nuances that were relative to the context of this study. Additions to the propositions were devised from themes discovered in both interviews and observations. Propositions in research question 4 were all supported by the study's findings.

When analyzing research question3, the researcher found that the length of time stakeholders had been in the field of education was not directly associated with their perceptions of the benefits and challenges associated with including a child with SEN in the classroom. Rather, stakeholders described their experiences and exposure to students with SEN as more often influencing their perceptions of IE. Proposition RQ3-C was revised to reflect the findings from document review and stakeholders, which outline financial limitations and not restrictions as having an impact on IE. The original wording assumes that UNRWA budgets restrict the allocation of funds based on policy, while the revised wording provides for the possibility that the allocation of funding is impacted because it is limited.

Conclusion

IE is an emergent term in systems of education across many developing countries. The endorsement of UNRWA's IE policy (2013) by the agency will have an impact on the perception and understanding of children with diverse educational needs, including students with SEN. Therefore, the baseline data collected in this study will inform UNRWA HQ and field staff of the

current needs and perceptions of stakeholders, with the purpose of influencing future programming. While the majority of stakeholders in this study considered meeting the needs of children as the most influential factor in their understanding and perception of IE, the population of stakeholders in the UNRWA Jordan field may be influenced otherwise once IE reform is fully implemented throughout the school system. The discussion of the findings relative to the literature, limitations, and recommendations are discussed in Chapter Five.

CHAPTER FIVE: DISCUSSION

Introduction

From an in-depth review of services provided to three Palestine refugee students with Special Educational Needs (SEN) educated in UNRWA schools located in Jordan, the researcher presents a discussion of the study findings. The chapter is anchored in a reflection of the relationship between the research questions, the researcher's findings, and the current literature. Embedded within the chapter is a discussion of the alignment of the study results to the propositions developed at the onset of the study. The researcher then provides an examination of the limitations and challenges associated with the data collection in this particular region. The chapter concludes with the implications of the study and recommendations for future research.

Research Questions and Purpose of the Study

The following research questions were examined through a multiple embedded case study set in the context of UNRWA schools in the Jordan field. The research questions served to guide the researcher in discovering the extent to which students with SEN were receiving an inclusive education in UNRWA classrooms. The researcher considered each research question within a framework of the model of inclusive schooling (Winzer & Mazurek, 2010), using the five sub-units of analysis—(a) social justice, (b) cultural parameters, (c) policy and outcomes, (d) dimensions of time, and (e) school transformation—to examine the data collected and provide recommendations for the future.

1. How do UNRWA stakeholders in the Jordan field perceive inclusive education?
2. How are students with special educational needs currently included in UNRWA classrooms in the Jordan field as perceived by all stakeholders?
3. What are the benefits and challenges to including students with special educational needs and providing inclusive education in the Jordan field as perceived by all stakeholders?
4. What supports for inclusion of students with special educational needs have been provided to stakeholders in the Jordan field UNRWA classrooms?

The purpose of this study was to collect a baseline of data related to inclusive practices and perceptions by stakeholders in the Jordan field. Since the endorsement of UNRWA's IE Policy occurred at the conclusion of data collection for this study stakeholders were not expected to have been prepared in the IE Policy at the time of data collection. Therefore, the IE Policy did not impact the baseline data collected.

To ensure stakeholders and practices were fairly examined, given the lack of IE Policy preparation, the researcher purposely explored the current level of IE for students with SEN rather than comparing what is occurring to the new IE Policy. This exploration occurred through observations, interviews with a range of stakeholders and document analyses in both practice and philosophy. Further, given that the schools in the Jordan field had not yet adopted the practices outlined in the IE Policy during data collection, all stakeholders embedded in the participating schools were considered to be organically including students with SEN based on their particular knowledge, skills, and attitudes. The outcome of this study was to help understand the contrast between current practice and future needs in the Jordan field as UNRWA moves towards application of the new IE Policy.

In addition to the IE Policy, UNRWA field staff had not used a theoretical framework to examine IE practices in schools prior to this study. The purpose in using the model of inclusive schooling proposed by Winzer and Mazurek (2012) was to provide a framework to collect data and analyze the current status of practice. Again, the researcher explored IE through the lens of the model rather than assessing the level of current practices in the school sites. Through this exploration, the outcomes of this study were to provide UNRWA a holistic view of these three initial cases of IE schooling selected in collaboration with UNRWA staff and Jordan field leaders to view current practices and perceptions of stakeholders that had not yet been influenced by the IE Policy or a framework of measurement. This exploration is being provided to UNRWA to help establish a baseline of what knowledge, skills, and attitudes stakeholders may currently have in this specific field. This information will be used along with other data collected by the UNRWA staff to guide future training and to further shape the movement from adoption to implementation of the IE Policy.

Using the baseline of information gathered in this case study, the researcher has provided a comparison of the IE Policy with the current literature and the results of this study in Table 11. This comparison aligns the literature that shaped the study's propositions, the data that emerged from this case study exploration, and the IE Policy. The outcome of this synthesis is intended to influence future programming and future goals.

Table 11

Alignment of Literature, Results, and IE Policy

Current literature on IE	Study results of current practices and perceptions	UNRWA IE policy
Prevalence of disability globally: 15% of population.	Prevalence of disability in UNRWA: 5-10% of population.	While not specifically addressed, disability prevalence is referred to in the following statement, "Universal access to and coverage of basic education; enhancing education quality against outcomes and set standards and improving access to education opportunities for children with SEN" (UNRWA, 2013d, p. 2).
Grounded in the social model of disability.	Movement towards the social model of disability.	"Inclusive education reflects the social model of disability: The social model holds that people may have impairments but it is society, through attitudinal and environmental barriers, which disables them" (UNRWA, 2013d, p. 3).
IE supports building the capacity of society.	IE supports building the capacity of the community.	"Inclusive schools contribute to the development of inclusive communities" (UNRWA, 2013, p. 2) "Parental and community awareness, support and participation are essential elements of the UNRWA inclusive approach. Schools will enhance parental and community involvement, through awareness raising and encouraging parents' support and participation in their child's education" (UNRWA, 2013d, p. 3).

Current literature on IE	Study results of current practices and perceptions	UNRWA IE policy
Assessments are used to identify and support student outcomes.	No assessments are conducted to identify students and limited assessments are used to support outcomes for students with SEN.	"It is necessary that learning, psycho-social, and health needs of children are identified early on and that support is provided to prevent difficulties. UNRWA discourages the practice of class repetition and encourages continuous identification of needs and providing of support. Particular emphasis needs to be placed on identification of needs and support in the primary years of schooling" (UNRWA, 2013d, p. 3).
Continuum of services for students dependent upon their need.	Students with SEN in UNRWA schools are either fully included in the regular classroom or, when available, spend part of their instructional time in a Learning Support Center (LSC).	A continuum of Services for students dependent upon their need. "Support through quality child-centered education in a safe and stimulating environment meets the needs of most children. (At the regular classroom, by all teachers), some children need additional learning support (extra help) from their teachers. (At the regular classroom and through school based support measures as advised by the Student Support Team (SST) and/or support staff), A few children may have extensive special educational needs and need long term, extensive support. This may be provided either in an UNRWA school or through alternative provision if in the child's best interest" (UNRWA, 2013d, p. 4).

Current literature on IE	Study results of current practices and perceptions	UNRWA IE policy
IE requires educator professional development.	A need exists for educator professional development.	"The capacity of educators to support the inclusive approach in their classrooms, and with regards to additional support, needs strengthening. Inclusive education will be incorporated into UNRWA pre- and in-service teacher education and training programmes. In addition, specialized training on inclusive education and student support may be provided" (UNRWA, 2013d, p. 3).
Universal design for building infrastructure.	Lack of funding for renovations/new schools.	While not specifically addressed, accessible learning environments are referred to in the following statement, "the Inclusive Education Policy will contribute towards quality educational delivery that is safe, accessible and of relevance to all children" (UNRWA, 2013d, p. 2).
Accommodations and modifications of teaching and learning.	Uniform host country curriculum with limited to no modifications occurring.	While not specifically addressed, changes in teaching and learning practices are referred to in the following statement, "It is about changing classroom practice and empowering schools and teachers to be more responsive and flexible to meet the needs of all children" (UNRWA, 2013d, p. 3).
Diversity is celebrated.	Inclusion is to normalize students with SEN.	"The inclusion of all children in the same schools and classrooms will enhance social inclusion and acceptance of diversity. In this regard, social inclusion may sometimes be more important than learning achievement" (UNRWA, 2013d, p. 2).

Aligning the Literature and Policy to Three Jordanian Students' Inclusive Education

Once a baseline of information was established from the three selected schools, the researcher compared the study results using the propositions and model of inclusive schooling framework (Winzer & Mazurek, 2012) to the literature on IE for students with SEN globally as well as the education of students with SEN within the Arab and Palestinian contexts. The following section describes the rationale for supporting, negating, revising, or establishing new propositions, followed by a discussion of the influence of culture on the study results. (See **Error! Reference source not found.**.)

Propositions

Proposition RQ1-A

"Philosophy about education and inclusion impacts stakeholders' attitude towards inclusion."

Attitudes towards inclusion are commonly based on the intersection of stakeholders' philosophies of education and their perception and understanding of inclusion (Dukmak, 1991; Lifshitz et al., 2004; McCarthy et al., 2012). All stakeholders in this study perceived education as important and when asked directly if education was a human right, collectively agreed that all people should receive an education, reflecting in spirit the verbiage in the IE Policy. Differences, however, did exist between stakeholders when considering the philosophy and perception of inclusion, for example whether inclusion meant full-time or part-time access to the general education setting or to a regular school, and whether inclusion could provide an expectation that students with SEN were more normal because of their ability to be educated in an inclusive classroom. Differences also existed in the perceptions and philosophies of education

by each stakeholder, insofar as whether education meant providing life skills, instilling critical thinking, teaching right and wrong. Therefore, Proposition RQ1-A was supported.

Proposition RQ1-B

"Teacher preparation impacts teachers' attitude towards inclusion."

As supported in the literature, head teachers and teachers embedded within the schools commonly attributed their reluctance towards including a student with SEN in the school or classroom to their lack of preparation (pre-service and in-service) (Alghazo et al., 2004; Leyser & Romi, 2008; Lifshitz et al., 2004). Furthermore, Head teachers and teachers revealed they would feel more comfortable including a student with SEN if they were provided additional preparation and resources. Therefore, Proposition RQ1-B was supported.

Proposition RQ1-C

"The type and prevalence of a disability impacts attitudes towards inclusion."

When discussing whether all students with SEN should be included in the general education classroom, most stakeholders who were embedded in the schools responded they should be included, again reflecting the language in the IE policy. However, upon further investigation of what defined a student with SEN, responses indicated that stakeholders preferred to include students with physical disabilities rather than students with cognitive disabilities (Al-Zyoudi, 2006; Alghazo & Naggar-Gaad, 2004; Avramidis & Norwich, 2002). Furthermore, responses also revealed that stakeholders shared that students with cognitive disabilities were more effectively educated in special classes with trained professionals than in the general education classroom. When discussing students with hearing or vision impairments, including students who are deaf, blind, or both, stakeholders often believed a special class with trained

professionals was more conducive to their needs. Both of these perceptions seem contradictory to the current IE Policy being implemented. This contrast between philosophy and practice is clearly documented in the literature (UNRWA, 2011a; Winzer & Mazurek, 2010).

In addition to the differentiation made by all stakeholders related to specific special need or disability and the intensive nature of the student's needs, teachers also felt strongly that having more students with SEN in the classroom impacted their ability to teach all students effectively. T3 specifically stated that contingent upon the receipt of additional resources she would include only one or two students with SEN in her classroom because she believed having to support more students with SEN would impede the instruction of the rest of the class. Therefore, Proposition RQ1-C was supported.

Proposition RQ1-D: New Proposition—Cultural Parameters

"Stakeholders' attitude towards building the capacity of the community influences their perception of inclusive education."

Including students with SEN in schools as a means of capacity building in the community was a theme that emerged in interviews across stakeholders who were embedded in the schools, the UNRWA field, and the HQ and is supported through international organizations such as UNESCO (2009). Most field and HQ staff interviews referenced engaging the community and building awareness towards disability as a necessary component of IE. Stakeholders embedded in the school often mentioned that including students with SEN would impact the community by making disability more visible. Stakeholders also believed that a by-product of that visibility was giving hope to other families in the community that their students could also be educated in regular schools.

In addition to building awareness in the community, another cultural norm in the Palestinian community is community building, the belief that the community is responsible for each person who lives within the community. This cultural norm is reflected in UNRWA's vision statement:

> For every Palestine refugee to enjoy the best possible standards of human development especially attaining his or her full potential individually and as a family and community member: being an active and productive participant in socio-economic and cultural life and feeling assured that his or her rights are being defended. (IE Policy, 2013d, p. 2)

As such, the principles in the IE Policy include the position that all schools lead to the development of inclusive communities by increasing the social interactions of students with SEN and building acceptance of disability within the community at large.

Proposition RQ1-E: New Proposition—School Transformation

"The structure (including number of students) and format (including length of class time) impacts stakeholders' perception of inclusive education."

Head teachers, teachers, parents, and students responded that classes were overcrowded with students, which impacted the teacher's ability to satisfactorily work with students with SEN in the general education classroom. In addition, the short length of class time was noted as an additional limitation as teachers were unable to provide individualized instruction to each student in the classroom. This proposition was further supported by responses of UNRWA stakeholders at HQ and the field who voiced concern that the student populations in schools continued to increase, funding for new buildings was not available, and class size made it difficult for teachers to meet the needs of all learners in the classroom within the available class time. Although this issue is not specifically stated in the IE Policy, the need to address this issue was documented and supported across all stakeholder groups.

Proposition RQ2-A

"Strategies to include students with special needs in the classroom will be qualified as access to classrooms and school buildings."

Proposition RQ2-A was revised to state: Strategies to include students with SEN in the classroom will be qualified as *physical* access to classrooms and school buildings *as well as accommodation and modifications to academic instruction, curriculum, and assessment.* The development of this new proposition was in response to the themes that emerged in the results of research question 2. Stakeholders provided several strategies that they used when including students with SEN in the classroom. Physical access to environments was just one necessary factor when providing an inclusive classroom. Providing students with SEN accessible learning through the use of differentiated teaching strategies, modified curriculum and assessments, and providing accommodations in the classroom were evident in one or more inclusive classrooms observed. Therefore, the revised Proposition RQ2-A was supported.

Proposition RQ2-B

"Stakeholders' expectation of students with SEN impacts their inclusion in the classroom."

Proposition RQ2-B was revised to state: Stakeholders' *academic and behavioral* expectations of students with SEN impact their inclusion in the classroom. This proposition was revised to include "academic" and "behavioral" expectations as stakeholders in this study reflected on both the academic abilities of the students with SEN as well as their ability to appropriately interact with their peers in a general education setting (Al-Zyoudi, 2006; Avramidis & Norwich, 2002). The academic expectations for the students with SEN influenced the type of instruction, curriculum, and assessment the teachers provided to them. For example,

T2 had high expectations for Noor, believing she was capable of completing her work and therefore required her to revise work that was completed incorrectly. In contrast, T3 had low expectations for Rania and gave her worksheets to complete on a daily basis while providing mathematics instruction to the rest of the class. This difference in the way teachers approach instruction cannot be fixed by policy alone, but it is something that will need to be addressed as the IE Policy becomes an expected practice across the fields.

Despite differences in thinking across teachers, behavioral expectations did not necessarily reflect negatively on the inclusion of students with SEN. Rather, stakeholders noted that students with SEN were able to learn a range of academic or social skills through the use of peer coaches, could learn right from wrong, and could be positively influenced by same-age, same-grade peers, thereby supporting their inclusion in the general education environment. As reflected in the results of this study, inclusive classrooms can be a place where students with SEN are empowered to ask for help from both the teacher and peers, and where they can persevere when faced with challenging curriculum or attitudes (Winzer & Mazurek, 2010). Therefore, the revised Proposition RQ2-B was supported.

Proposition RQ3-A

"Length of time in education impacts stakeholders' perception of benefits and challenges of inclusive education."

When discussing perceptions of inclusive education, stakeholders often referenced past experiences with students who they suspected had special needs, or students with diagnosed disabilities. Stakeholders did not directly reflect on how many years they had been in the field of education, nor did they make any association between the policies or school culture towards students with disabilities when they began teaching and their perceptions of benefits and

challenges to IE. Thus, the researcher concluded that based on the three cases observed, the length of time in education for these teachers was not associated with perceptions of benefits and challenges of inclusive education. Therefore, proposition RQ3-A was negated.

Proposition RQ3-B

"Stakeholders' perception of disability and education impacts their attitude toward the benefits and challenges of inclusion education."

When discussing benefits and challenges to inclusive education, stakeholders referred to their understanding and beliefs of disability and education (Dinero, 2002; Lifshitz et al., 2004). Often, stakeholders would describe inclusive education as benefiting the student with SEN and their families because including students with SEN in the general education classroom would make both the student and parent feel like the child was normal. This statement of normalcy, although not in the IE Policy stated as such, was a way that was described by all stakeholders of benchmarking expectations for students with SEN. Benchmarking students with SEN to "normal" is something that will need further exploration as the term is vague and subjective, but it provides some guidelines set forth by the current stakeholders, albeit nebulous, that may perhaps help UNRWA determine common language about high expectations for all students or a firmer definition as to what stakeholders perceive are "normal" standards. This shift might mean a standardized approach to curricular and behavioral expectations that might emerge through continuous professional development over time. Therefore, Proposition RQ3-C was supported.

Proposition RQ3-C

"Financial restrictions limit the implementation of services for students with SEN."

Proposition RQ3-D was revised to exclude "restrictions limit" and include "limitations impact" based on document reviews and interviews with UNRWA HQ field and school stakeholders. The revised Proposition is "Financial limitations impact the implementation of services for students with SEN." UNRWA is a donor-funded agency, which assumes ebbs and flows in monetary contributions. Therefore, the limitations of being donor-funded impact the application of and continued implementation of programming and materials (Dukmak, 1991; P. Malan, personal communication, April 14, 2012). The limited access to learning support centers (LSC) for students with SEN as well as the limited material resources provided to schools, including the lack of assistive devices, had an impact on the services received by students with SEN. Therefore, the revised Proposition RQ3-D was supported.

Proposition RQ3-D: New Proposition—Dimensions of Time

"Stakeholders' experience with and exposure to students with SEN impact their perception of benefits and challenges to inclusive education."

Head teachers and teachers reflected on students' being observed for this study as well as students they had educated in the past when considering whether there were benefits to inclusion (Alghazo & Naggar-Gaad, 2004; Al-Zyoudi, 2006). They also considered which challenges were associated with inclusion education. For example, all teachers had similar years of teaching experience, and each teacher had at least one student and no more than two students with SEN in their classroom in the past. Given their similarities it is significant that each teacher reflected on the benefits and challenges to inclusive education based on the experiences they had with students, and if the experience was positive the teacher noted benefits of inclusion as in T2. If the experiences were negative, the teacher noted fewer benefits and more challenges, as in T3. These perceptions will shape the implementation of the IE Policy into practice, and part of the

work in this field will need further exploration of this proposition across teachers who will be targeted to support students in inclusive settings. This new proposition emerged as a result of the findings from the three case studies.

Proposition RQ4-A

"Internal documents support inclusion to a greater degree than the current practical application of inclusion in the classrooms."

Upon review of internal and external documents, the researcher noted that students with SEN are provided a free elementary and secondary education in UNRWA schools. However, when comparing the suspected prevalence of disability in the UNRWA Jordan field with the current prevalence of students with SEN receiving an education in UNRWA schools, the discrepancy is striking (UNRWA, 2011a, 2013e). Additionally, through interviews with school stakeholders and UNRWA field staff, it became apparent to the researcher that a significant number of students with SEN were not accessing an UNRWA education. Several factors may impact the discrepancy of students with SEN living in UNRWA communities and students with SEN enrolled in UNRWA schools. They may include a lack of awareness by parents of their child's right to an education, negative reinforcement of societal attitudes towards disability, or the lack of service provision for students with SEN in UNRWA schools. Therefore, Proposition RQ4-A was supported.

Proposition RQ4-B

"Access to classroom resources impacts the inclusion of students with SEN."

Classroom resources may have included materials such as manipulatives, educational games, differentiated or modified worksheets, and assistive devices, among other resources.

Teachers in each case discussed the use of materials when describing the strategies used to include students with SEN in their classrooms. Teachers also detailed the materials they would have liked to have on hand in order to better support students with SEN in their classrooms (Dukmak, 1991). For example, T2 felt strongly that she could better support Noor if she had headphones to accompany an audio recorder when she was using a tape to have students repeat words in English out loud. As the IE Policy is fully implemented into practice, UNRWA will need to collect information on the curricular and behavioral needs of the students with SEN who are enrolled in schools in order to provide the appropriate materials and resources to stakeholders and students. Furthermore, continuous dialogue between stakeholders in schools regarding the needs of educators, students, and families alike will be vital to assuring that students with SEN are receiving an appropriate high quality education. Therefore, Proposition RQ4-B was supported.

Proposition RQ4-C

"Access to school support personnel impacts the inclusion of students with SEN."

In all three cases, stakeholders embedded in the schools discussed the need for specialized personnel to support students with SEN in their classrooms and schools (Klingner et al., 1998; Knesting et al., 2008). For example, HT3 was pivotal in convincing Rania's mother to enroll in the UNRWA school based on the support she would be provided through the LSC. T1 referenced the impact of remedial classes led by a specialized teacher on students' progress in her school and lamented the dissolution of those classes due to lack of funding. T2 also cited the progress one of her students was making since being supported by a specialized teacher in an LSC. The IE Policy stresses the need to "strengthen school based support" (UNRWA, 2013d, p. 3), through Student Support Teams (SST). Teams would include school personnel who are

charged with providing advice and feedback to teachers and may develop individual education plans (IEP) for students with SEN when necessary. Therefore, Proposition RQ4-C was supported.

Proposition RQ4-D

"Access to school buildings and classrooms impacts the inclusion of students with SEN."

Although only one case in this study included a student with a physical disability that impacted her access to buildings and classrooms, several stakeholders embedded in the schools and at UNRWA HQ and the field readily discussed the need to renovate existing schools and build new schools that included standards for universal access (NORAD, 2011; UNGA, 1993; 2007). The need for better equipped schools, including accessible bathrooms and entry and exit points, was emphasized by HQ and field personnel, while accessible learning materials and adapted curricular resources were more often cited by school stakeholders. Considering this difference, it is likely that school stakeholders' responses are reflective of the student needs in their particular schools rather than a holistic reflection of all students in UNRWA's school system as is likely the case with HQ and field staff responses. Although the IE Policy does not specifically address accessible environments such as school or classroom spaces, according to stakeholders UNRWA's policy on the building of new structures requires all new buildings to adhere to accessibility standards. The challenge UNRWA continues to face is related to funding for new structures and renovations, which may not be available, rather than standards and policies. Therefore, Proposition RQ4-D was supported.

Each proposition was developed using literature on inclusive education and analyzed based on the findings of this study. The small sample of cases, while dynamic, provides a lens through which to consider how the IE Policy can shape practice and impact the IE for students

with SEN in the Jordan field. The unique environment in which this study took place may also contribute a beginning baseline for comparison of the perspectives on IE for refugee children being educated in other Jordan school sites and in other camp communities throughout the Middle East region.

Influence of Culture on the Study Results

Based on the literature in IE and Palestinian culture, the researcher anticipated responses by stakeholders to be heavily influenced by cultural norms. While the impact of culture was a common thread throughout responses from stakeholders, the implication of being normal was the most pervasive indication of the impact of culture relative to IE. Globally, diverse student populations are commonly emphasized in IE systems, acknowledging and emphasizing diversity in background and ability through differentiated teaching and learning methods. International treaties and conventions, including the newly endorsed UNRWA IE Policy, celebrate diversity in a student's ability as well as culture, language, gender, and socio-economic status (UNGA, 2007; UNESCO, 2000; UNRWA, 2013d).

However, diversity is not present in UNRWA schools currently, and normalcy is more commonly celebrated. For examples, there is limited diversity in culture and language in UNRWA schools since all students are Palestine refugees. Gender segregation is a long-standing practice in UNRWA schools and there are no plans to discontinue the convention. Diversity in student ability ranges from what UNRWA educators describe as slow learners to students with more extensive learning needs and disabilities. However, the inclusion of students with SEN is happenstance and limited, owing much of the diversity in schools to parents who act as advocates for their children with SEN by enrolling them in UNRWA schools. Since there are not

adequate procedures in place to locate and recruit students with SEN, there exists a discrepancy between students with SEN who are UNRWA beneficiaries and students with SEN who are served in UNRWA schools. Moreover, the purpose in including a student with SEN in UNRWA schools is more often an effort to normalize the student by making him or her appear similar to the peers in the general education classroom.

According to stakeholders, disability in Palestinian culture continues to be stigmatized, which influences Palestinians' attitudes and beliefs towards people with disabilities (Dinero, 2002; Lifshitz et al., 2004; World Bank, 2005). Given this admission, it is not surprising that the majority of stakeholders in the schools and the field believed including a student with SEN in a regular UNRWA school would, in effect, make the student appear more normal. On the one hand, inclusion in a regular school would allow the student with SEN to feel normal, thereby increasing her self-esteem, confidence, and ability to interact socially with the outside community. For example, Zein attributed her ability to marry a good person with a good profession to her education and inclusion in a regular school. Inclusion would also allow the student's family to be at peace with the knowledge that their child was more normal because she was attending a normal school, lessening any stigma felt relative to having a child with SEN.

When responding to the majority of interview questions, stakeholders focused on factors related to their roles (e.g., educators and parents) primarily, and then delved into their identity and the identity of the students with SEN as Palestinians, refugees, and on occasion the socio-economic levels of the families. Therefore, the underlying factors that seemed to influence responses were more often relative to the stakeholder's primary role (e.g., educator, parent), which included knowledge, skills, and attitudes in supporting students with SEN. This discovery is important to highlight, since UNRWA's department of education is focusing on building the

capacity of all stakeholders to ensure students with SEN receive a high quality education. To be successful, UNRWA should focus its efforts on what stakeholders believed they lacked in knowledge, skills, and attitude to demonstrate that the agency is listening to its staff and beneficiaries and increasing its investment in IE reform while simultaneously increasing the development of its stakeholders.

References to Palestinian culture were chiefly found in questions directly related to education as a human right and inclusive education for all students. Head teachers and teachers primarily focused on community engagement and the financial and political circumstances of being a refugee. A focus on community, a sense of helping your neighbor and treating people like family, was evidenced in responses by HT1, HT2, and HT3. The HTs all focused on interacting at the macro level with the community through collaboration (HT1) and the raising of awareness of differences with families and the community through large-scale campaigns (HT2 and HT3).

While school stakeholders reflected on their responsibility to the community, they also reflected on the benefits students with SEN should receive because of their membership in the community. T1 reflected that education was more important now than in the past because it gave students the ability to cope with the financial and political circumstances they faced. T2 believed that students with SEN had the right to additional services because of their status as UNRWA beneficiaries. The right to education for all students from UNRWA stakeholders and those in the Jordan field included providing services, resources, and materials specifically aligned to the student's individual needs.

Implications and Recommendations for the Future

The future of IE in UNRWA schools is full of opportunity. Working in the favor of UNRWA beneficiaries is the interest of UNRWA stakeholders in using information garnered from this study and other investigations to continually improve the system of education for the future. In the reporting of baseline practices and perceptions of IE by stakeholders in the Jordan field, the researcher was able to extend the research base on UNRWA schools relative to the inclusion of students with SEN. Based on the intersection of literature on IE and the results of this study, the researcher has provided seven recommendations for the successful implementation of IE in UNRWA schools in the future.

1. Pre-Service and In-Service Teacher Professional Development

Teacher quality continues to be a priority for UNRWA as an agency. The EDC provides pre-service training through the Education Science Faculties and in-service training through workshops. The Head of the EDC, a former science teacher, is committed to providing teachers with the training necessary to reach all learners. Currently, the EDC provides a module on students with disabilities during the one-year educational psychology training course for teachers. However, as noted in the literature (Alghazo et al., 2004; Leyser & Romi, 2008) and throughout the interviews with stakeholders, additional training and development is necessary to successfully equip school stakeholders with knowledge, skills, and attitudes to meet the needs of all learners, including students with SEN.

Rather than a standalone module or singular course, IE practices should be embedded within courses for teachers, head teachers, and related school staff including area staff. Pre-service teachers would benefit from internship opportunities in UNRWA schools, shadowing successful

inclusion teachers. In-service teachers would benefit from professional development workshops to continuously improve their practices. Head teachers and teachers should be surveyed to select topics for workshops, and area staff should be included in participating in the workshops, if not leading the workshops.

Responses from teachers indicated a need for in-service training on how to differentiate instruction for students with SEN and how to teach a specific subject area, for example English, to students with SEN. Head teachers were interested in learning more about behavioral expectations and management strategies for students with emotional or behavioral challenges that impacted the classroom and the school. Families did not request specific training modules but felt strongly that teachers and head teachers, while doing their best, would benefit from learning about the characteristics of specific disabilities to better meet the needs of their children with SEN.

2. Child Find Procedures

In all countries, culture and belief systems influence attitudes towards disability and play a role in whether to disclose a disability (Eide & Loeb, 2005; Metts, 2004). When reviewing internal documents provided to UNRWA parents and schools in order to solicit information on disability, the researcher noted a preponderance of medical language and health definitions that required parents to describe their children's diagnosed physical or intellectual impairments. The parents were not requested to provide additional information related to academic performance or skills. If the child was not diagnosed by a medical professional it is likely that parents did not provide any additional information related to the child's academic performance or challenges. Consequently, children with SEN that are not visible, such as learning disabilities and other

forms of cognitive disabilities, may be underserved, resulting in their underachievement and possible dropout.

Currently very few systems are in place at UNRWA to locate children with SEN in the community in order to encourage their participation in school. Health and medical professionals may locate children with SEN during exploratory or advocacy-related house visits. And children with physical disabilities may be discovered if parents bring them to a doctor's office to receive medical attention. The information collected during these visits is stored in a data management system at UNRWA HQ. At the time of this study, the system collected data only on factors related to health and human development and did not include components related to education.

A systematic method of data collection and management that includes, for example, factors related to students with SEN enrolled in schools, specific services as well as therapies students require, academic progress and performance is necessary to ensure all students with SEN are accessing a high quality education. It is recommended that UNRWA consider building onto the current data management system or developing a data management system to host student academic and psychosocial records. For greater transparency and efficiency, the data management system should be accessible by HQ, field, and school staff. Management of the system will require training for all stakeholders on the collection and input of data. Furthermore, UNRWA's expectation of field and school staff should be the continuous updating of student records, including progress and changes.

3. Formalized Collaboration Among Stakeholders

Collaboration was a theme across stakeholders when addressing research question 4. Stakeholders discussed relationships within and outside of the school system as being positive

and beneficial in supporting students with SEN in the inclusive environment. Commonly, the relationships were not formalized, so interactions occurred only when the situation presented itself and weren't sought out. For example, T1 became aware of Zein's previous academic history and the impact of her disability on her psychosocial wellbeing only while translating the interview with P1. Likewise, according to T3, HT3 discussed Rania's progress only with the LSC teacher, even though opportunities to collaborate with T3 were available. P3 applauded the efforts of HT3 and the LSC teacher to communicate Rania's progress throughout the year. However, P3 did not mention collaborating with T3 or vice versa to support Rania's inclusion in the general education classroom.

The relationships found in one school were not necessarily found in another school, which meant stakeholders were not always privy to information necessary to support the student with SEN. For example, while T2 noted that HT2 inquired about Noor regularly, T1 was not aware that a conversation between P1 and HT1 was the catalyst to relocate Zein's classroom from the third to the second floor. Likewise, T1 engaged with the school counselor weekly to discuss behavior management strategies, but when T3 interacted with the LSC teacher the discussion was centered around the skills Rania was working on in the LSC room, while skills related to the mathematics classroom were not addressed.

A formalized method of collaboration among school stakeholders and with families is recommended prior to and during IE implementation. School stakeholders should participate in communities of practice (Wenger, 1998) based on subject area and grade level. Communities of practice are built around a common domain of interest (Wenger, 2006), in this case the education of all children in a specific grade or subject area. Educators build relationships with one another as they share stories, probe for feedback related to teaching or behavior management challenges,

and discuss best practices in the communities. Wenger (2006) suggested using communities of practice to support administrators who are isolated as well as during teacher-training programs to impact students directly. Capitalizing on the experiences of several colleagues, educators who are practitioners of their trade then develop their knowledge, skills, and attitudes through the common and nuanced exchanges of information. Communities of practice based on subject area would support teachers like T1, T2, T3, who requested training on how to teach English and mathematics to students with SEN. Communities of practice across grade levels would allow teachers to discuss the progress and challenges of students with SEN across multiple subject areas. Formation of SSTs, which are formalized collaborations among families of students with SEN, the head teacher, teacher, and any related service providers (e.g., the LSC teacher, school counselor) is also recommended. As indicated in the IE Policy (2013d), SSTs will be a vital component to the successful inclusion of students with SEN in the general education classroom.

4. Continuum of Services

UNRWA schools provide free elementary and secondary education through the 10th grade to beneficiaries in the Jordan field. Families of children with SEN have the right to enroll their children in UNRWA schools, which minimizes the financial burden of private, special schools or centers. At this time, UNRWA does not run any special schools for students with SEN. Thus, parents without the financial means to send their children with SEN to a private, special school either enroll the students in an UNRWA school or keep their children at home. Students with SEN currently included in UNRWA schools receive an education fully included in the general education setting with varied support services depending on their access to an LSC.

A continuum of services is necessary to support students with varying degrees of SEN in the inclusive classroom. In the future, parents of children with SEN should be provided alternatives to the two aforementioned educational options. The newly endorsed IE Policy supports a continuum of services for students with SEN through a tiered model approach, whereby the majority of students with SEN receive support in UNRWA schools with SSTs and IEPs, and few students with extensive learning needs may be provided services through UNRWA or other, separate education options. These alternatives must be introduced in order to fully implement IE in the five fields.

While models of inclusion vary across systems of education, the premise of inclusion is to provide high quality education to children of varying abilities, together. In the event that students with extensive learning needs require intensive support, classes and schools specifically designed for students with extensive learning needs have been incorporated into models of inclusion. Students with SEN should have the opportunity to participate in the general education setting as well be provided individualized services, when appropriate, in small group settings within or outside of the general education setting for portions of the day, dependent upon their needs.

The anticipated model of inclusion for UNRWA will include a third tier for students who require more extensive support through "UNRWA schools or through alternative provisions if in the child's best interest" (UNRWA, 2013d). Because these students are UNRWA beneficiaries, a continuum of services, whether through UNRWA schools or alternative placement in schools specialized for students with SEN, should be provided at the cost of the organization, not the parents.

5. Formalized Peer Coaching

General education students were not originally defined as a stakeholder group when conceptualizing this study. Therefore, the impact of inclusive education on general education students was minimally explored. However, it was evident through responses to interview questions and observations of peer interactions in the classroom that general education students were a vital and dynamic component to the inclusive classroom. The prevailing way general education students were utilized by teachers was to provide instructional support to students with SEN in the classroom through informal interactions similar to peer coaching.

Although peer coaching was a constant component in the classroom, methods of coaching were not formalized, leading to inconsistent and sometimes negative behavior. On occasion, general education students in Zein's class helped facilitate movement and support within and outside of the classroom environment, according to T1. However, T1 stated that students were overtaxed and would become frustrated when including a student with SEN in their small groups. Upon reflection, T1 believed that while her expectation was that general education students academically support students with SEN in the classroom, she did not change group members as often as necessary or provide additional support to groups that included students with SEN, which led to negative student reactions.

T2 and T3 also included forms of peer coaching in their classrooms. HT2 and T2 capitalized on the established relationship between Noor and her best friend to encourage peer coaching. During classroom observations the researcher noted that the peer coaching included behavior that took both students off-task and mutually reinforced cheating. T3 used purposive seating with students who would support Rania in the classroom. The peers in Rania's class were observed as being generous with their time, gentle in their interaction with Rania, and focused on

Rania's completion of work. While focused, peers in Rania's work took time away from their own work and copied off the worksheets of peers in order to finalize projects completed in small groups.

Formalizing the current mentorship established in UNRWA classrooms as peer coaches would provide general education students with recognized roles by teachers and other peers, while also providing parameters around their expectations and responsibilities. Training for peer coaches may follow a process similar to that of Briggs and Van Nieuwerburgh (2010), whereby students learn how to give and receive feedback outside of academic content areas (Wegerif, Mercer, Littleton, Rowe, & Dawes, 2004) before engaging with peer mentees in supporting academic progress. Formalization of peer coaching through this type of training should include information on the background of the student with SEN and multiple, prolonged opportunities for the students to interact with one another in and outside of the academic environment. Parents of both the coaches and the students with SEN should provide their consent to initiate the formal training process and should be involved throughout the process to monitor the impact of the coaching on their students. Coaches should be introduced to the classroom, and their roles within the classroom should be clearly defined for the other students to alleviate any misunderstanding of their relationship with other peers. Formalizing a model of peer coaching may have lasting impact on the school and community, as coaches demonstrate appropriate interactions and behavior with students with SEN for other peers, and students with SEN model the behavior and interactions coaches have with other peers.

6. Modified Curriculum, Instruction, and Assessment

Structural changes to the curriculum, instruction, and assessment of UNRWA's students are required in order to provide successful IE to all students. According to the results of this study, students currently receive modified instruction, curriculum, and assessments based on the teacher's capability, time, and sense of urgency. While teacher participants more often reflected on strategies they used to modify instruction, they felt limited in the modifications they could make to the curriculum. Students in UNRWA schools are educated using host government curriculums (UNRWA, 2011a). Although UNRWA has developed a curriculum framework to support UNRWA teachers in "analyzing and enhancing textbooks, lessons, and other learning materials" (UNRWA, 2013a), at the time of this study, the framework had only been pre-tested with education stakeholders in the Jordan and Lebanon fields. Therefore, the impact of the framework on the instruction of students has yet to be evaluated.

A continued concern of stakeholders in UNWRA is the lack of adaptive assessments for students with SEN. Structured progress monitoring of students with SEN was not evidenced in the three cases included in this study. In contrast, teachers and head teachers discussed monitoring the progress of their classes through formative and summative assessments in the forms of daily checks for understanding during class, tests, and end-of-course exams for typically developing students. Further, in two cases the teachers and head teachers specifically addressed the inappropriateness of the course examinations for students with SEN in their schools. As confirmed through interviews in this study, students whose disabilities significantly impacted their academic performance may be promoted to the next grade regardless of their progress, due to the lack of appropriate progress-monitoring tools. Furthermore, no evidence of

modified instruction, curriculum, or assessments was identified for students with significant cognitive disabilities, as in Case 3.

Therefore, it is recommended that pre-service and in-service professional development should address methods of adapting curriculum for students with diverse learning needs, as well as how to develop curriculum-based assessments to monitor the progress of all students in the classroom. UNRWA should also consider modifying existing curricular standards to accommodate the quick-natured pace of a double-shift school system. Developing alternate standards and assessments for students with significant SEN is also recommended. Head teachers, teachers, and AES field staff should be included in the trainings as a component to formalized collaboration through communities of practice.

Engaging other NGOs, community-based organizations, and agencies affiliated with the host government, a strategic goal in UNRWA's IE Policy (2013d), in the procurement of technology and assistive devices may remedy the dearth of resources in UNRWA schools. Assistive devices and other forms of technology would gain Zein, Noor, and Rania access to curricular materials otherwise inaccessible. Furthermore, the collaboration between UNRWA and other organizations may also provide students with SEN additional support in the form of teacher training and development by experts in the field of IE.

7. Coordinated Implementation of IE in Fields

During the data-collection phases of this study, the researcher discussed the IE policy with UNRWA HQ, field, and school stakeholders. Many of the school stakeholders felt unprepared to describe IE, even in their own opinions, due to the lack of formal professional development and interaction with the IE Policy. When queried by the researcher, stakeholders in

the field and school indicated a common misunderstanding of whether inclusive education meant including students in regular schools, in regular classrooms, in both regular classrooms and regular schools, or providing specialized instruction in an LSC classroom.

It is, therefore, critical to the success of IE that UNRWA HQ lead the coordinated effort to implement IE in the five fields, and specifically in the Jordan field where this study was conducted. Beginning with training at UNRWA HQ, the education department staff needs to have a universally agreed upon definition of IE as well as a collective understanding of the vision and mission of IE. At that point, all units within the education department at HQ will have a common understanding of IE procedures and practices. These procedures need to be outlined, assuming a coordinated approach across the units of teacher development, curriculum, evaluation, and inclusive education. HQ Heads of units should then address potential challenges connected with implementation of IE. The learning curve associated with IE implementation for stakeholders at HQ, the field, and those embedded in the schools will vary based on prior experience and exposure to students with SEN, and IE practices. Therefore, pilot programs in schools selected by one field should be the initial thrust for IE implementation.

Limitations

Political, economic, cultural, and ideological components to educating students in inclusive environments (Winzer & Mazurek, 2010) exist in all cultures but are further complicated in fragile, conflict-affected, and post-conflict areas. This study sought to explore the dynamics of including students with SEN specifically in UNRWA classrooms within the Jordan field. The international context of this study creates unique conditions of travel and security that limited the researcher to the one field explored.

The interview questions were crafted prior to arrival at UNRWA, and the researcher engaged multiple people in UNRWA HQ and field staff to review the appropriateness of the questions. The reviewers were asked to give feedback on the culture and local context of refugee populations, as well as the accuracy of the translations from English to Arabic. The interview questions were then translated into Arabic using a local company in Amman, Jordan. The researcher then provided UNRWA HQ staff in the IE Unit the Arabic translations to review for appropriate use of educational terms and terms related to disability. While several layers of review were in place to ensure the interview questions were appropriate, Rania's ability to answer the interview questions was inhibited by her limited listening comprehension and expressive and receptive language skills. Further, interview questions were not uniform across all stakeholders. For example, while all stakeholders were asked questions related to inclusive education, not all stakeholders were directly asked, "Do you think education is a human right?" or "do you think students with disabilities should be educated in the regular / general classroom?" In the future, the researcher would tailor the interview protocol to include a set of questions to be asked universally across all stakeholders.

As previously mentioned, interviewing stakeholders of another culture and language can impact the authenticity and length of interview responses (Miller & Glassner, 2004) and the genuineness and perception of classroom observations. Language differences limited the researcher in the depth of analysis, having to rely on a translator for synchronous responses to questions that were often not verbatim translations from the participants' responses. The AES in English did accompany the researcher to the interviews and the classroom observations. In this way, the stakeholders also had prolonged engagement with the translator in order to build trust (Krefting, 1991). Finally, the researcher hired a second, outside translator to review all of the

interview responses on audiotape, and a third translator reviewed the second translation for accuracy.

Further limitations include the scant student data and records of UNRWA schools that have included students with SEN. The UNRWA HQ staff does not currently keep statistics on student information for the field sites beyond a general number of the student populations, schools, and number of teachers. Data on student achievement and outcomes for students with SEN on varying comparative tests are generally unavailable and when available are so limited that making general statements must be done with extreme caution. In the case of this study, an initial challenge was to acquire reliable data on the number of students with SEN who were being educated in UNRWA schools in Jordan, as well as where these students were being included in general education classes. Many students with SEN were not enrolled in UNRWA schools, rather students with SEN were at home or were being educated in special units or rehabilitation centers, either partially or completely segregated from the general education schools. Other students with SEN were either over- or under-identified, and the stratification of identification across the five field sites made it almost impossible to compare general numbers of students with SEN.

This study used a purposive sample of students with SEN who were first selected by an advisory committee and subsequently by the researcher. The advisory committee was asked to provide a sample of students who were being successfully included in UNRWA classrooms. Students with SEN were defined as students who required extensive support from the classroom teacher. The researcher emphasized the selection of students with SEN who had suspected cognitive disabilities above students with physical disabilities, since the research on IE noted that historically students with physical disabilities tended to be included to a greater extent than

students with cognitive disabilities. Successful inclusion of students with SEN was subjectively measured by members of the advisory committee in their roles as supervisors of teachers in the UNRWA schools in the Jordan field. Some of the students with SEN who were selected as part of the original sample were included in classrooms but the researcher discovered they did not have extensive learning needs. Since only positive cases of inclusion were examined by the researcher, it is recommended that future research include a measure for defining successful inclusion of students with SEN in the classroom; UNRWA's IE Policy and Strategy are two documents that may be used by future researchers examining IE in UNRWA schools. Furthermore, given that this study included three cases, additional examination of a larger sample of schools servicing students with SEN may provide additional evidence to support or negate the propositions included in this study while also providing additional evidence of successful strategies used to include students with SEN.

The researcher did not critically examine issues related to gender. During the selection of participants, the researcher had the opportunity to visit a boy's elementary school in Zarqa camp. The student with SEN had a physical impairment and used a wheelchair. The student's academic performance was above average according to the head teacher and teacher at the school; therefore he was not included in this study. His special educational needs, according to the stakeholders, were related to not being ambulatory; moving about from class to class, going to the restroom, and having access to the outside play area during breaks. Although unintentional, this study included only female students with SEN in UNRWA schools. In the future, UNRWA would benefit from research that takes into account factors related to gender.

Demands and Challenges

This study was conducted while the researcher was a foreign national living in Jordan and the Occupied Palestinian Territory of the West Bank during the period of August 2012 through May of 2013. While collecting data for this study, the researcher was an intern in the IE Unit at the Amman HQ of UNRWA. The researcher worked with UNRWA HQ and Jordan field staff to facilitate the collection of data across multiple refugee camps and schools. Given the setting of the study as well as the primary language of the participants, the researcher collaborated with UNRWA staff to coordinate the demands associated with field logistics and transportation as well as challenges associated with participant selection. Logistical demands and challenges were a constant issue but were overcome in most instances.

Logistical Demands

UNRWA HQ staff supported this study in several meaningful ways. The transportation to and from refugee camps in Jordan was coordinated by the transportation department. Camps were approximately 30 minutes to one hour in distance and required the use of a private vehicle. Further, once the researcher arrived at field offices in the camps, transportation was coordinated by the field office and included visits to schools three to five times per week throughout the duration of the study.

The official language of Jordan is Arabic. The researcher is not a fluent speaker of Arabic; thus the support of multiple translators was indispensable throughout this study. A total of ten interviews were conducted in Arabic or a combination of Arabic and English; all required the use of a translator. Furthermore, while observations did not require the use of a translator,

when a translator was available, the researcher was accompanied to the observation and received synchronous translations, in specific for Case 3, a mathematics class.

Procedural steps for conducting research in an UNRWA school were followed with meticulous coordination by the staff at HQ, Jordan field, and South Amman and Zarqa area offices. School visits, classroom observations, and interviews with all stakeholders in the field were scheduled by the AESs in South Amman and Zarqa with the support of the Area Chiefs. The researcher's work depended on coordination with several people's schedules, and therefore data collection timetables remained flexible throughout the study. A factor of time that nearly interfered with data collection was the close proximity of the end-of-semester examinations for students. To circumvent the disruption of timetables, the researcher conducted all observations prior to the examination period and all interviews in the post-examination period. This schedule allowed stakeholders to focus on teaching and learning while the researcher observed classrooms. The researcher conducted interviews with stakeholders during the break in semesters when classes were completed.

Challenges Associated With Data Collection

The challenges of conducting research in a foreign country cannot be underestimated. Nuances in the culture required constant consideration and sensitivity. When observing classrooms, unscheduled interruptions by students and staff impacted the teacher and the students. On two occasions the interruptions in the classroom were due to a photographer taking pictures of the researcher taking notes during the observations. In both of these instances the researcher was careful to communicate the necessity for closed-door observations. Likewise,

during interviews with stakeholders, several interruptions required the researcher to stop and start the interviews, repeat questions, or refocus participants.

Conclusion

Successful implementation of IE requires universal investment across all stakeholders in the education of students with SEN. Moreover, the results of this study made it clear for these three cases that rhetoric and policy development were not the only requisites needed for a clear investment of UNRWA stakeholders in IE policy and education of students with SEN. Rather, stakeholders who participated in this study collectively expressed the need for awareness campaigns and training to build the capacity of schools and communities in order to promote the inclusion of people with disabilities.

The incongruity between the vision of IE as purported by UNRWA HQ and field staff—to provide high quality education to all beneficiary students by acknowledging each student's diverse learning needs—and the purpose of IE as perceived by families and school stakeholders—to encourage the idea of being normal—should be addressed as a major focus in awareness campaigns as well as in UNRWA professional development. While school staff as well as UNRWA HQ and field staff recommended training and development, the latter group underscored the need to reach out to families and community leaders, while the former group underscored the need for training that introduced best practices, strategies, and techniques to work with students with SEN. Thus, the apex of successful IE should couple ongoing training and development for school stakeholders with awareness building campaigns on disability rights within the Palestinian community. These recommendations would ensure that Zein, Noor, and Rania are able to meet their full potential and create a foundation for the future students entering this rich, yet challenging shift in both IE policy and practice.

APPENDIX A
TEACHER INTERVIEW QUESTIONS

Demographic Questions

Question	Adapted from
1.a. What grade do you teach / subjects do you teach?	Opdal et al., 2001
1.b. How long have you been teaching this grade / subject area?	Researcher
2. How long have you been teaching in this school?	Researcher
3.a. Have you taught outside of UNRWA school?	Researcher
3.b. How many years did you teach outside of UNRWA?	Researcher
4. How many years have you been teaching in total?	Researcher
5.a. How were you prepared to become a teacher? (Through UNRWA or not UNRWA training?	Researcher
5.b. Did you receive pre-service or in-service training? and where did you receive your training?	Researcher
6. Are you a registered refugee?	Researcher

Inclusive Education Questions

Question	Adapted from/developed by
7. Do you teach students with special needs and/or disabilities? (students who have difficulty with movement, learning difficulties that affect for example reading, writing or mathematics, intellectual disabilities, visual difficulties, hearing difficulties, speech and language difficulties, or difficulties with behavior at school)	Opdal et al., 2001
7. b. If yes, please describe the student's special needs or disabilities.	Opdal et al., 2001
c. If yes, please describe the difficulties the student has in school. (ie: reading, writing, understanding what he/she reads, understanding what the teacher explains, concentrating when working on his/her own, numbers, solving mathematics problems, sitting still, answering questions from the teacher, cooperating with other students).	Opdal et al., 2001
8. Have you previously taught students with special needs or disabilities in your class?	Researcher
9.a. Have any changes been made in the school buildings or school environment because of your student(s) with a special need or disability?	Opdal et al., 2001
9.b. If yes, please describe what has been done and how the changes have affected the student(s). (e.g., Assistive Devices, Accessible environments such as bathrooms or classrooms)	Opdal et al., 2001

Question	Adapted from/developed by
10. What changes have you made to the layout of your classroom to better include a child with a special need or a disability?	Stanovich & Jordan, 1998
11.a. Have you as a teacher made any changes in the way you teach or manage the class because of a student(s) with a special need or disability?	Opdal et al., 2001
11.b. If yes, please describe the changes and how these have affected the student. (e.g., Assessments, Differentiation, Mathematics and Literacy)	Researcher
12. What additional resources have your been given to support the inclusion of the student with a special need or disability? (documents, materials, assistive devices)	Salisbury, 2006; Stanovich & Jordan, 1998;
13. Have you received support from the school administration (school principals, head teacher) to include students with a special need or disability in your class?	Researcher
14. How do you monitor the progress of students who have a special need or a disability?	Stanovich & Jordan, 1998
15.a. Do you think students with special needs or disabilities should be in regular UNRWA schools?	Opdal et al., 2001
15.b. If yes, what kind(s) of special needs or disabilities do you have in mind?	Opdal et al., 2001
15.c. If yes, do you think they should receive all of their instruction in the regular class or do you think they should receive some of their instruction outside of your class, for example in a learning support center?	Opdal et al., 2001
15.d. How would the type of need or disability influence your decision?	Researcher
15.e. How would the type of resources influence your decision?	Researcher
15.f. How would your teacher preparation program influence your decision?	Researcher
15.g. How would the attitude of the society influence your decision?	Researcher
15.h. How would the attitudes of the other students in your classroom influence your decision?	Researcher
16.a. Do you think the UNRWA schools will have to change in order to meet the needs of students with special needs and/or disabilities?	Opdal et al., 2001
16.b. If yes, describe what kinds of changes.	Opdal et al., 2001
17. What resources, training, and/or support would you need to succeed in teaching a student with a special need or disability in your class?	Researcher

Question	Adapted from/developed by
18.a. Do you think there are benefits when including a student with a special need or disability in your class?	Salisbury, 2006
18.b. If yes, what do you think are the benefits to you?	Researcher
18.c. If yes, what do you think are the benefits for your other students?	Researcher
18.d. If yes, what do you think are the benefits for the student with a special need or disability?	Researcher
18.e. If yes, what do you think are the benefits for the student's family	Researcher
18.f. If yes, what do you think are the benefits for the community?	Researcher
19.a. Do you think there are challenges when including a student with a special need or disability in your class?	Salisbury, 2006
19.b. If yes, what challenges do you think will impact teachers?	Researcher
19.c. If yes, what challenges do you think will impact the other students in the classroom?	Researcher
19.d. If yes, what challenges do you think the student with a special need disability will have?	Researcher
20. How would you define "Inclusive Education"?	Researcher
21. Do you view education as a human right for all people, including people with special needs and disabilities?	Researcher
21.b. Why or why not?	Researcher

*Please contact the researcher if you would like a copy of the Arabic version of the interview questions.

APPENDIX B
ADMINISTRATOR INTERVIEW QUESTIONS

Demographic Questions

Question	Adapted from
1. How long have you been a school principal?	Researcher
2. How long have you been a principal in this school?	Researcher
3. How were you prepared to be a principal?	Researcher
4. What is the name of this school?	Researcher
5. How many students attend this school?	Researcher
6. How many students with identified special needs or disabilities attend this school?	Researcher
7. How are students with a special educational need or a disability identified in this school?	Researcher
8. Are you a registered refugee?	Researcher

Inclusive Education Questions

Question	Adapted from/developed by
9. What experience (in this school) have you had with children with special needs or disabilities?	Researchers
10. Describe any changes that have been made in the school buildings or school environment because of your pupil(s) with disabilities or special needs? If yes, please describe what has been done and how the changes have affected the pupil(s). (e.g., Assistive Devices, Accessible environments such as bathrooms or classrooms)	Burstein et al., 2004; Opdal et al., 2001
12. How have you contributed to these changes?	Burstein et al., 2004
13. How do you feel about the changes?	Burstein et al., 2004
13.a. What does it mean to be an inclusive school?	Salisbury, 2006
13.b. What does inclusion look like?	Salisbury, 2006
14. Do you think there are benefits when including a student with a special need or disability in your school?	Salisbury, 2006
14.b. If yes, what do you think are the benefits for the student with a special need or disability?	Researcher
14.c. If yes, what do you think are the benefits for the other students?	Researcher
14.d. If yes, what do you think are the benefits for the family of the student with a special need or disability?	Researcher
14.e. If yes, what do you think are the benefits for the community?	Researcher
15.a. Do you think there are challenges related to including a student with a special need or disability in your class?	Salisbury, 2006

Question	Adapted from/developed by
15.b. If yes, what challenges do you think will impact teachers?	Researcher
15.c. If yes, what challenges do you think the student with a special need or disability will have?	Researcher
15.d. If yes, what challenges do you think will impact the other students in the classroom?	Researcher
16. What resources/supports do you rely on to develop inclusive education in your school?	Salisbury, 2006
17. What lessons have you learned thus far in the process of including students with special needs or disabilities in your school?	Salisbury, 2006
18. How have parents of students of regular students and students with special needs or disabilities responded to these changes?	Burstein et al., 2004
19.a. What do teachers do to respond to the diverse needs of all students in this school?	Salisbury, 2006
19.b. Do teachers use adaptive teaching techniques (peer tutoring, cooperative learning, differentiated instruction) to accommodate students with special educational needs?	Stanovich & Jordan, 1998
19.c. Do teachers make accommodations to the layout of classes, grouping of pupils, and so forth for students with special educational needs?	Stanovich & Jordan, 1998
19.d. Do teachers monitor progress of the students in their classroom suspected or identified as having special educational needs?	Stanovich & Jordan, 1998
19.e. What resources and supports do teachers have access to (documents, materials, assistive devices) that will support the inclusion of students with special educational needs in their classroom?	Salisbury, 2006; Stanovich & Jordan, 1998
20.a.If a principal from another school were to visit your school, what would you highlight as successful practices when working with students with special needs or disabilities?	Burstein et al., 2004
20.b. What process(es) would you suggest to support change?	Burstein et al., 2004

*Please contact the researcher if you would like a copy of the Arabic version of the interview questions.

APPENDIX C
STUDENT INTERVIEW QUESTIONS

Demographic Questions

Question	Adapted from
1. How old are you?	Researcher
2. What grade are you in?	Researcher
3. What class do you like the most? the least?	Researcher
4. What classes do you take and who is in your class?	Researcher

Inclusive Education Questions

Question	Adapted from/developed by
5. Describe your relationship with your teacher.	Knestling et al., 2008
6. Describe the relationship you have with other students?	Researcher
7. Do other students make you feel comfortable or uncomfortable in the classroom?	Researcher
8. Some people have a disability or special need that makes it hard for them to do some things. Do you see that to be true for anyone in your classes?	NLTS2
9. Do you get any services or therapies outside of the classroom?	NLTS2
10. How hard is school for you?	NLTS2
11. How safe do you feel at school?	NLTS2
12. Are you getting the support and services from the school that you need to do well there?	NLTS2
13. Do you get along with your teacher?	NLTS2
14. Are you able to complete your work? and homework?	NLTS2
15. Do you get along with other students?	NLTS2
16. Do you have trouble paying attention in school?	NLTS2
17. Do you have trouble getting to school or going home from school?	Researcher
18. Can you move around in the classroom without difficulty?	Researcher
19. Do you get any extra help for anything?	NLTS2
20. Do you tell teachers/professionals what you think about the classroom/services they provide you?	NLTS2
21. Do you think education is important?	Researcher
22. Do you think all kids no matter their ability or disability should be in class together?	Researcher

Question	Adapted from/developed by
22. Do you enjoy school?	Researcher Guided by UNRWA conceptual framework for education policy.

*Please contact the researcher if you would like a copy of the Arabic version of the interview questions.

APPENDIX D
PARENT INTERVIEW QUESTIONS

Demographic Questions

Question	Adapted from
1. Does you child have any special needs or disability?	Leyser & Kirk, 2004
2. Is the special need/disability mild, moderate or severe?	Leyser & Kirk, 2004
3. What is the highest level of schooling you have reached? (mother and father)	Leyser & Kirk, 2004
4. What is your occupation? (mother and father)	Leyser & Kirk, 2004
5. What age is your child?	Leyser & Kirk, 2004
6. How much time is your child included in the regular classroom during the day?	Leyser & Kirk, 2004
7. Has your child received any special services? If so, for how long and what type?	Leyser & Kirk, 2004

Inclusive Education Questions

Question	Adapted from/developed by
8. Do you think all kids with and without disabilities should be together, and if so do you think this better prepares all kids for the "real world"?	Leyser & Kirk, 2004
9. Do you think having students with disabilities and without disabilities in a classroom together is more likely to make children with disabilities feel better about themselves?	Leyser & Kirk, 2004
10. Do you think having ALL students in classes together allows children without disabilities to learn about differences?	Leyser & Kirk, 2004
11. Does he or she receive enough special services in the inclusive classroom? (such as physical and speech therapy)	Leyser & Kirk, 2004
12. Do you prefer your child to be in special education classes outside of the regular school or in regular classes?	Leyser & Kirk, 2004
13. Do you think teachers are able to adapt regular classroom programs to accommodate your student's needs?	Leyser & Kirk, 2004
14. Do you think teachers understand how to integrate students with disabilities?	Leyser & Kirk, 2004
15. How do you perceive your child is accepted by his or her peers?	Leyser & Kirk, 2004

Question	Adapted from/developed by
16. Do you think children with special needs are given every opportunity to access the regular classroom setting when possible?	Leyser & Kirk, 2004
17. How do you think teachers treat parents of children with disabilities?	Leyser & Kirk, 2004
18. Do you feel your child should have the same privileges and advantages as other children in school?	Leyser & Kirk, 2004
19. Do you think including students with special needs and disabilities is a human right?	Researcher
20. What is your perception of education? Do you think education is important for all people, including people with disabilities?	Researcher

*Please contact the researcher if you would like a copy of the Arabic version of the interview questions.

APPENDIX E
UNRWA EDUCATION STAFF INTERVIEW QUESTIONS

Interview Questions for the Director of Education UNRWA HQ

1. How were you trained, your background?
2. When did you begin your tenure with UNRWA?
3. What were your immediate and long-term goals?
4. How did de-centralizing the agency impact education in the fields?
5. Why was inclusive education included in the Education Reform?
6. Was there push back to include IE in the reform?
7. What is your understanding of Inclusive Classrooms within the context of UNRWA?
8. Do you think Inclusive Education is important for UNRWA schools and students? Why?
9. How do you think Inclusive Education should be implemented in the Fields? (Advocacy, training for teachers, community or family participation)
10. How do you think head teachers and teachers will respond to inclusive education?
11. What resources do you need at the fields in order to implement Inclusive Education?
12. Has UNRWA HQ received any push back from the fields on the IE policy? Why?

Interview Questions for the Education Staff at UNRWA HQ

1. What is your Educational background?
2. What is your understanding of *Inclusive Education*?
3. Do you think *Inclusive Education* is important? Why?
4. How do you think *Inclusive Education* should be implemented in the xxx field? (Advocacy, training for teachers, community or family participation)
5. How do you think head teachers, teachers, (parents and students) will respond to *Inclusive Education*?
6. What resources do you need in the xxx field in order to implement *Inclusive Education*?

APPENDIX F
OBSERVATION TOOL

Teaching and Learning

1. Accessible learning material and Assistive Devices. (UNRWA IE Draft Policy; 2.5.3) (UNRWA IE Draft Policy; 2.2.4)
- Streamlined text for a student reading below grade level.
- Braille text for a student with a visual impairment.
- Wheelchair, hearing aid, braille typewriter or text.
- Self made or self acquired devices like large writing utensils, audio recorder.

2. Any reference to, or demonstration of, adapted learning materials to include teaching methods and learning methods. (UNRWA IE Draft Policy; 2.5.3) (UNRWA IE Draft Policy; 2.5.6), (UNRWA IE Draft Policy; 2.2.5)
- Teacher's use of small group instruction for students who need individualized support.
- Use of modified handouts for students over-stimulated with text or colors.
- Sign language.

3. Differentiation (UNRWA IE Draft Policy; 2.5.1) (UNRWA IE Draft Policy; 2.5.4)
- Assigning different work to students based on student's individual need and ability.
- Teaching based on the level of the student with a possible focus on basic skills and core competencies.

4. Enrichment (UNRWA IE Draft Policy; 2.5.1) (UNRWA IE Draft Policy; 2.5.4), (UNRWA IE Draft Policy; 2.5.5)
- Providing additional information to augment curriculum for students with disabilities.
- Emphasis on core competencies of numeracy and literacy.

Environment

5. Physical accessibility of schools and classrooms. (UNRWA IE Draft Policy; 2.2.3)
- Ramps for children with wheelchairs or walking devices.
- Adapted seating and desks for children who may be over or under stimulated in regular seating.

6. Inclusive attitudes towards students. (UNRWA IE Draft Policy; 2.2.7), (UNRWA IE Draft Policy; 2.2.1)
- Positive behavior management.
- Intervention in bullying, violence, or discrimination towards students with disabilities.

Key: Indicators are numbered (6. Physical accessibility)

Examples are bulleted (□□Ramps for children)

APPENDIX G
INFORMED CONSENT

The examination of inclusive education in schools operated by the United Nations Relief And Works Agency For Palestine Refugees In The Near East (UNRWA).

Informed Consent

Principal Investigator(s): Jacqueline Rodriguez, MA

Faculty Supervisor: Lisa Dieker, PhD

Investigational Site(s): United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA)
UNRWA Headquarters, Amman, Jordan
UNRWA Jordan Field
UNRWA West Bank Field

How to Return this Consent Form: Your child will be provided this form in their school classroom. Please read the form completely to determine if you consent for your child's participation in the study. If you consent to your child's participation, sign the form and have your child return it to their classroom teacher. The child must return the form to the classroom teacher within one week to participate in the study.

Introduction: Researchers at the University of Central Florida (UCF) study many topics. To do this we need the help of people who agree to take part in a research study. You are being asked to allow your child to take part in a research study which will include about 136 people internationally in Jordan and the West Bank. Your child is being invited to take part in this research study because he or she is a student in an UNRWA school and has been identified as having a special educational need, a disability, or an extensive learning need.

The person doing this research is Jacqueline Rodriguez, a doctoral student in the College of Education at the University of Central Florida in the United States of America. Jacqueline is currently serving as an intern with UNRWA in the Education Department. Because the Ms. Rodriguez is a doctoral student, Dr. Lisa Dieker, a UCF faculty supervisor in the College of Education, is guiding her.

What you should know about a research study:

- Someone will explain this research study to you.
- A research study is something you volunteer for.
- Whether or not you take part is up to you.
- You should allow your child to take part in this study only because you want to.
- You can choose not to take part in the research study.
- You can agree to take part now and later change your mind.
- Whatever you decide it will not be held against you or your child.
- Feel free to ask all the questions you want before you decide.

Purpose of the research study: The purpose of this study is to examine what current perceptions exist regarding the inclusion of children with special educational needs and/or disabilities in UNRWA classrooms, and what type of inclusive strategies are currently implemented to educate children with special educational needs and/or disabilities.

What your child will be asked to do in the study:

- Your child will be asked to participate in an interview with the researcher, Jacqueline Rodriguez. The interview includes questions about his or her demographic background as well as his or her education. The child will be asked to respond to the questions in his or her first language and a translator will provide the translation for Ms. Rodriguez. The translator will sign a confidentiality agreement ensuring strict confidentiality of participant identities and responses.
- The interview will occur one time and will take place in a location mutually selected by the Head Teacher/Principal and your child.
- Your child will interact with the researcher, Jacqueline Rodriguez and a translator who will be translating the interview questions and responses for Ms. Rodriguez.
- Your child does not have to answer every question. Your child will not lose any benefits if your child skips questions.
- Your child can decide not to participate at any time throughout the study.

Location: The interview will take place in a private location to protect the identity of your child. The Head Teacher/Principal, or teacher, and your child can select a mutually agreed upon location appropriate for the interview.

Time required: We expect that your child will be in this research study for one week during which Ms. Rodriguez will interview your child one time. The interview will take a minimum of 20 minutes and a maximum of 45 minutes. The interview will be conducted outside of class time so that your child does not miss any learning.

Audio taping:
Your child will be audio taped during this study. If you do not want your child to be audio taped, your child will still be able to be in the study. Discuss this with Ms. Rodriguez. If your child is audio taped, the tape will be kept in a locked, safe place. The tape will be erased or destroyed after the recording is transcribed and translated into English within six months of the recording date.

Risks: Risks are no greater than those normally encountered in the daily lives of healthy persons. Potential risks may include breach of confidentiality, which is always a risk in data collection. Identifiable data will be coded to protect participants.

Confidentiality: We will limit your personal data collected in this study. Efforts will be made to limit your child's personal information to people who have a need to review this information. We cannot promise complete secrecy. Organizations that may inspect and copy your information include the University IRB and other representatives of UCF.

Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints, or think the research has hurt your child talk to: Jacqueline Rodriguez, Doctoral Student in the College of Education, [redacted] or by email at [redacted] or Dr. Lisa Dieker, Faculty Supervisor, College of Education [redacted] email at [redacted]

IRB contact about you and your child's rights in the study or to report a complaint: Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (UCF IRB). This research has been reviewed and approved by the IRB. For information about the rights of people who take part in research, please contact: Institutional Review Board, University of Central Florida, Office of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901. You may also talk to them for any of the following:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.
- You want to get information or provide input about this research.

APPENDIX H
EXPLANATION OF RESEARCH

EXPLANATION OF RESEARCH

Title of Project: The examination of inclusive education in schools operated by the United Nations Relief And Works Agency For Palestine Refugees In The Near East (UNRWA).

Principal Investigator: Jacqueline Rodriguez, MA

Faculty Supervisor: Lisa Dieker, Ph.D.

You are being invited to take part in a research study. Whether you take part is up to you.

- **Purpose**: The purpose of this research is to investigate what current perceptions exist regarding inclusion of children with disabilities in UNRWA classrooms, and what type of inclusive strategies are currently implemented to educate children with disabilities.
- **Interviews**: The research will include interviews with UNRWA Staff, Head Teachers, Teachers, and Students with special educational needs and disabilities in selected schools. Families of the students will also be interviewed. Interviews with head teachers, teachers, students, and families will occur one time, only. However, interviews with UNRWA staff may occur multiple times over the course of the study. Interview questions and responses will be translated with the help of a translator. The translator will sign a confidentiality agreement ensuring strict confidentiality of participant identities and responses.
- **Classroom Observations**: The research will also include observations of the classrooms to collect information on inclusive teaching and learning strategies as well as environmental aspects of the classrooms. Classroom observations will occur three times over the course of one week.
- **Location:** The interviews will take place in a private location to protect your identity and provide confidentiality. Ms. Rodriguez and you can select a mutually agreed upon location appropriate for the interview. Classroom observations will take place in selected classrooms during which time Ms. Rodriguez will use an observation form to take notes on activities, practices, and interaction with students with special educational needs, disabilities, or extensive learning needs.
- **Time required:** UNRWA staff will only be asked to participate in interviews which will last a minimum of one hour. For school staff, we expect this research study will be completed in one week. Classroom observations will occur three times throughout the week and Ms. Rodriguez will interview you one time. The classroom observations will last a maximum of one hour. The interview will take a minimum of 30 minutes and a maximum of 60 minutes. The interviews will be conducted outside of class time.
- **Audio taping:** Ms. Rodriguez plans to audio tape interviews with the consent of the participant. If you do not want to be audio taped, you will still be able to participate in the study. Discuss this with Ms. Rodriguez. If your child is audio taped, the tape will be kept in a locked, safe place. The tape will be erased or destroyed after the recording is transcribed and translated into English within six months of the recording date.
- **Risks:** Risks are no greater than those normally encountered in the daily lives of healthy persons. Potential risks may include breach of confidentiality, which is always a risk in data collection. Identifiable data will be coded to protect participants.
- **Confidentiality:** We will limit your personal data collected in this study. Efforts will be made to limit your child's personal information to people who have a need to review this information. We cannot promise complete secrecy. Organizations that may inspect and copy your information include the University IRB and other representatives of UCF.
- You must be 18 years of age or older to participate.

Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints, Jacqueline Rodriguez, Doctoral Student in the College of Education, University of Central Florida, [redacted] by email at [redacted] or Dr. Lisa Dieker, Faculty Supervisor, College of Education, University of Central Florid[redacted]ail at [redacted]

IRB contact about your rights in the study or to report a complaint: Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (UCF IRB). This research has been reviewed and approved by the IRB. For information about the rights of people who take part in research, please contact: Institutional Review Board, University of Central Florida, Office of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901.

APPENDIX I
CERTIFICATE OF TRANSLATION

مركـــز الوسيـــط للترجمـــة
AL-WASEET CENTER FOR TRANSLATION
وسط البلد – شارع الهاشمي – تلفون ٤٦١٢٧٠٥ – فاكس ٤٦٢١٨٠٥ –٠٧٩٦٤٩٦٦٢٠–
ص.ب ٥٤١ – عمان ١١١١٨ الأردن
e-mail:alwaseetcenter@yahoo.com

TO WHOM IT MAY CONCERN

Our center is established in 2002, licensed by governmental authorities, and is recognized by all embassies operating in Jordan.

We have well-experienced translators for all languages available by terms of art, technical, medical, commercial, scientific, economic, etc. Our team is well-qualified having high degrees from UK, USA, France, Germany, Russia, and alike.

Our team handled and carried out many projects translated for public and private authorities, companies, individuals, and institutions. We were given a thank you letter of appreciations from many corporations for our translation made. We are not just an office translation, but of the best one in Jordan.

Look forward for your early response.

Thanks and best regards.

General Manager

Al-Waseet Center for Translation
Legal Translation for All Languages
Certified & legal Translators For All Languages
Amman – Jordan

APPENDIX J
LETTER OF QUALIFICATION OF SECONDARY TRANSLATOR

unrwa
الاونروا
united nations relief and works agency
for palestine refugees in the near east
وكالة الأمم المتحدة لإغاثة وتشغيل
اللاجئين الفلسطينيين في الشرق الأدنى

department of
education
unrwa headquarters

bayader wadi al-seer
po box 140157
amman 11814
jordan

t +962 6 580 8201
f +962 6 580 8288

www.unrwa.org

To Whom It May Concern

My name is Sa'ad Mohammad Odeh, an Education Specialist of English Language at UNRWA. I am a native speaker of Arabic but I use English as my second Language. I hold a B.A. in English Language and Literature and I am about to finish my M.A. in Linguistics. I have reviewed the translations of the documents delivered by Ms. Rodriguez, and I hereby certify that they are an accurate translation to Arabic (Fusha).

Best Regards,

Sa'ad Odeh.

Sa'ad Odeh | Edu. Specialist | English
UNRWA | Jordan | Zarqa Area
[redacted]

دائرة التعليم
الرئاسة العامة – عمان

بيادر وادي السير
ص.ب ١٤٠١٥٧
عمان ١١٨١٤
الأردن

هـ ٩٦٢ ٦ ٥٨٠ ٨٢٠١+
ف ٩٦٢ ٦ ٥٨٠ ٨٢٨٨+

APPENDIX K
INSTITUTIONAL REVIEW BOARD LETTER

University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Human Research

From: **UCF Institutional Review Board #1**
FWA00000351, IRB00001138

To: **Jacqueline A. Rodriguez**

Date: **November 29, 2012**

Dear Researcher:

On 11/29/2012 the IRB approved the following human participant research until 11/28/2013 inclusive:

Type of Review:	Submission Correction for UCF Initial Review Submission Form Expedited Review Category # 6 & 7
Project Title:	The examination of inclusive education in schools operated by the United Nations Relief And Works Agency For Palestine Refugees In The Near East (UNRWA).
Investigator:	Jacqueline A. Rodriguez
IRB Number:	SBE-12-08758
Funding Agency:	
Grant Title:	
Research ID:	N/A

The Continuing Review Application must be submitted 30days prior to the expiration date for studies that were previously expedited, and 60 days prior to the expiration date for research that was previously reviewed at a convened meeting. Do not make changes to the study (i.e., protocol, methodology, consent form, personnel, site, etc.) before obtaining IRB approval. A Modification Form **cannot** be used to extend the approval period of a study. All forms may be completed and submitted online at https://iris.research.ucf.edu .

If continuing review approval is not granted before the expiration date of 11/28/2013, approval of this research expires on that date. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

Use of the approved, stamped consent document(s) is required. The new form supersedes all previous versions, which are now invalid for further use. Only approved investigators (or other approved key study personnel) may solicit consent for research participation. Participants or their representatives must receive a copy of the consent form(s).

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Patria Davis on 11/29/2012 03:35:15 PM EST

IRB Coordinator

APPENDIX L
ETHICS OFFICE LETTER OF CONSENT FOR RESEARCH

unrwa
الاونروا

department of
internal oversight
unrwa headquarters

qeyadeh wadi al-seer
po box 140152
amman 11814
jordan

t +962 6 580 8151
f +962 6 580 8175

www.unrwa.org

24 October 2012

To Whom It May Concern:

The United Nations Relief and Works Agency for Palestine Refugees in the Near East operates one of the largest school systems in the Middle East, and has been the main provider of free-of-charge basic education to Palestine refugees in Jordan, Lebanon, Syrian Arab Republic, Gaza and the Occupied Palestinian Territory (OPT) for over sixty years.

UNRWA does not have an internal review board for human subject research. However, from my perspective as Chief of UNRWA's Ethics Office, I have no objection to the research that Jacqueline Rodriguez intends to conduct, including review of documents and student records for her dissertation research. Further, the approach Jacqueline has adopted for conducting her research is appropriate for the context of the region.

Please feel free to contact me if you have any questions or need further documentation at [redacted]

Sincerely,

Lex Takkenberg
Chief, Ethics Office

APPENDIX M
QUESTIONS IN ARABIC

أطروحة رودريجيز

أسئلة مقابلة المعلم

وضع بواسطة	السؤال
اوبدال وآخرون، 2001	1. ما الصف الذي تعلمه / وما هي المواضيع التي تعلمها ؟
الباحث	1:ب منذ متى تعلم هذا الصف أو الموضوع الذي تعلمه؟
الباحث	2. منذ متى وأنت تعلم في هذه المدرسة؟
الباحث	3. هل علمت في مدرسة غير مدارس الاونروا؟
الباحث	3:ب ما عدد السنوات التي علمت بها خارج مدارس الاونروا؟
الباحث	4. ما العدد الكلي للسنوات التي علمت بها؟
الباحث	5. هل تم تأهيلك لتصبح معلماً؟ (من خلال التأهيل في الاونروا خارجها)؟
الباحث	5:ب هل تلقيت تدريب قبل الخدمة أو أثناء الخدمة في التعليم؟ وأين تلقيت تدريبك؟
	6. هل أنت لاجئ مسجل؟

أسئلة التعليم الجامع

وضع بواسطة	السؤال
اوبدال وآخرون، 2001	7. هل سبق وعلمت طلاب ذوي احتياجات خاصة أو إعاقات؟ (الطلاب الذين لديهم صعوبة بالحركة أو صعوبة في التعلم بحيث يؤثر على سبيل المثال في تعلم القراءة أو الكتابة أو الرياضيات أو إعاقة ذهنية، أو صعوبات في النظر أو السمع أو صعوبات في النطق واللغة أو صعوبات في السلوك في المدرسة)؟
اوبدال وآخرون، 2001	7:ب إذا كان الجواب نعم، يرجي وصف الحاجة الخاصة أو الصعوبة التي يعاني منها كل طالب من هؤلاء الطلاب؟
منقح من اوبدال وآخرون، 2001	7:ج إذا كان الجواب نعم، يرجي وصف الصعوبات التي يواجهها الطالب في المدرسة (مثل القراءة، الكتابة، فهم ما يقرؤه الطالب أو الطالبة، فهم ما يريد المعلم تفسيره، تركيز الطالب عندما يعمل الطالب لوحده، حل المسائل الرياضية، البقاء ساكناً، الإجابة على أسئلة يوجهها المعلم أو التعاون مع طلاب آخرين)؟
الباحث	8. هل تقوم بتعليم طلاب ذوي احتياجات خاصة أوإعاقات في صفك حاليا ؟
اوبدال وآخرون، 2001	9. هل تم إجراء تغييرات في المبنى المدرسي أو في البيئة المدرسية من اجل الطلاب ذوي الاحتياجات الخاصة أو ذوي

	ال إعاقة؟
اوبدال، وآخرون 2001	9:ب اذا كان الجواب نعم، يرجى وصف ما تم عمله وكيف أثرت هذه التغيرات على الطلاب (الأجهزة المساعدة، البيئة الملائمة مثل الحمامات أو الغرف الصفية) ؟
منقح من ستانوفتش وجوردان، 1998	10.ما هي التغييرات التي تمت في مخطط غرفتك الصفية لكي تلائم الطلاب ذوي الاحتياجات الخاصة أو ذوي الإعاقة؟
اوبدال وآخرون، 2001	11.هل قمت، كمعلم، بأي تغييرات على الطريقة التي تعلم بها أو في إدارة غرفة الصف لكي تلاؤم الطالب ذوي الاحتياجات الخاصة أو ذوي الإعاقة؟
اوبدال وآخرون، 2001	11:ب إذا كان الجواب نعم، يرجي وصف التغييرات التي قمت بها وكيف أثرت هذه التغييرات على الطلاب (مثل التقييم، الاختلافات، الرياضيات والقراءة)؟
منقح من ستانفولش و جوردن، 1998 و سالسبوري 2006	12.ما هي الموارد الإضافية التي قدمتها لدعم مشاركة الطلاب ذوي الاحتياجات الخاصة أو ذوي الإعاقة؟
الباحث	13.هل تلقيت دعماً من إدارة المدرسة (مدراء المدارس) لشمول الطلاب ذوي الاحتياجات الخاصة أو ذوي الإعاقة؟
منقح من ستانفولش وجوردن، 1998)	14.كيف تراقب تقدم الطلاب ذوي الاحتياجات الخاصة أو ذوي الإعاقة؟
اوبدال وآخرون، 2001	15.هل تعتقد أن على الطلاب ذوي الاحتياجات الخاصة أو ذوي الإعاقة أن يكونوا طلاباً منتظمين في مدارس الاونروا؟
اوبدال وآخرون، 2001	15:ب إذا كان الجواب نعم، ما هو نوع الحاجة الخاصة أو الإعاقة التي تفكر بها؟
اوبدال وآخرون، 2001	15:ج إذا كان الجواب نعم، هل تعتقد أن على هؤلاء الطب أن يتلقوا جميع دروسهم في الغرفة الصفية العادية أو تعتقد انه يجب تلقي بعض دروسهم خارج غرفتك الصفية مثل مركز دعم التعلم؟
الباحث	15:د كيف يؤثر نوع الحاجة الخاصة أو الإعاقة على القرارات التي تتخذها؟
الباحث	15:هـ كيف يؤثر نوع الموارد على اتخاذ قراراتك؟
الباحث	15:و كيف يؤثر برنامج تحضير الدروس الخاصة بك على اتخاذ قراراتك؟
الباحث	15:ز كيف تؤثر عقلية المجتمع على اتخاذ قراراتك؟
الباحث	15:ح كيف تؤثر عقلية الطلاب الآخرين على اتخاذ قراراتك؟
اوبدال وآخرون، 2001	16. هل تعتقد أن مدارس الاونروا ستتغير لكل تلبي حاجات الطلاب من ذوي الاحتياجات الخاصة والإعاقات،
اوبدال وآخرون، 2001	16:ب إذا كانت الجواب نعم، صف أنواع التغيير هذه؟
الباحث	17. ما هي الموارد والتدريب و/أو الدعم الذي تحتاجه للنجاح في تعليم الطلاب ذوي الاحتياجات الخاصة و الاعاقات؟

منقح من السبوري، 2006	18. هل تعتقد بوجود فوائد لضم طالب ذو احتياجات خاصة أو إعاقات للصف الذي تعلمه ؟
الباحث	18:ب إذا كان الجواب نعم، ما هي فوائد ذلك بالنسبة لك؟
الباحث	18:ج وإذا كان الجواب نعم، ما هي الفوائد التي ستعود على الطلاب الآخرين من ذلك حسب اعتقادك؟
الباحث	18:د إذا كان الجواب نعم، ما هي الفوائد التي ستعود على الطلاب الآخرين من ذلك حسب اعتقادك؟
الباحث	18:هـ إذا كان الجواب نعم ما هي الفوائد التي ستعود على أهالي هؤلاء الطلاب حسب اعتقادك؟
منقح من سالسبوري، 2006	19، مأخوذ من (سالسبوري 2006)
الباحث	19، ب إذا كان الجواب نعم، ما هي الفوائد التي تعتقد بأنها ستعود على المجتمع؟
الباحث	19:ج وإذا كان الجواب نعم، ما هو تأثير ذلك على الطلاب الآخرين في غرفة صفك حسب اعتقادك؟
الباحث	19:د إذا كان الجواب نعم، ما هي التحديات التي سيواجهها الطلاب ذوي الاحتياجات الخاصة والإعاقات حسب اعتقادك؟
الباحث	20، كيف تعرف (التعليم الجامع)؟
الباحث	21، هل ترى أن التعليم هو حق لجميع الناس، ومن ضمنهم ذوي الاحتياجات الخاصة والإعاقات ؟
الباحث	21:ب لماذا هو كذلك، أو لماذا ليس ذلك؟

أسئلة مقابلة الإداريين

وضع بواسطة	السـؤال
الباحث	01 منذ متى وأنت مدير مدرسة؟
الباحث	02 منذ متى وأنت مدير في هذه المدرسة؟
الباحث	03 كيف تم تأهيلك لتكون مدير لمدرسة؟
الباحث	04 ما اسم هذه المدرسة؟
الباحث	05 ما عدد طلاب هذه المدرسة؟
الباحث	06 ما هو عدد الطلاب المعرفين بأنهم ذوي احتياجات خاصة وإعاقات الذين يحضرون إلى المدرسة؟
	07 ما هي حالات الطلاب ذوي الاحتياجات الخاصة والإعاقات في هذه المدرسة؟
	08 هل أنت مسجل كلاجئ؟

أسئلة التعليم الجامع

تعوير	السؤال
منقح من ليسير وكيرك، 2004	9. ما الخبرة التي اكتسبتها في هذه المدرسة بالعمل مع الأطفال ذوي الاحتياجات الخاصة أو الإعاقات؟
أوبدال وآخرون، 2001 وبيرشتاين وآخرون,2004	10صف أي تغيرات تم إدخالها على هذه المدرسة أو على بيئتها بسبب وجود تلاميذ ذوي احتياجات خاصة أو إعاقات ، وإذا كان الجواب نعم، يرجى وصف ما تم عمله من تغيرات وكيف أثرت هذه التغيرات على التلاميذ (مثل الأجهزة المساعدة ، البيئات الملائمة مثل الحمامات أو الغرف الصفية)،
بيرشتاين وآخرون,2004	11كيف ساهمت في هذه التغيرات؟
بيرشتاين وآخرون,2004	12ما هو شعورك حيال هذه التغيرات؟
منقح من سالسبوري، 2006	13ما ذا تعني المدرسة الجامعة بالنسبة لك؟
منقح من سالسبوري، 2006	13، ب كيف يبدو التعليم الجامع؟
منقح من سالسبوري، 2006	14هل تعتقد أن هناك فوائد ناتجة عن وجود الطلاب ذوي الاحتياجات الخاصة أو الإعاقات في مدرستك؟
الباحث	14:ب إذا كان الجواب نعم، ما الفوائد بالنسبة للطلاب ذوي الاحتياجات الخاصة أو الإعاقات؟
الباحث	14:ج إذا كان الجواب نعم، ما الفوائد بالنسبة للطلاب الآخرين حسب اعتقادك؟
الباحث	14:د إذا كان الجواب نعم، ما الفوائد بالنسبة لأهالي الطلاب ذوي الاحتياجات الخاصة أو الإعاقات؟
الباحث	14:هـ إذا كان الجواب نعم، ما الفوائد التي تعود على المجتمع حسب اعتقادك؟
منقح من سالسبوري، 2006	15هل تعتقد بأن هناك تحديات تتعلق بوجود طلاب ذوي احتياجات خاصة أو إعاقات في صفك؟
الباحث	15، ب إذا كان الجواب نعم، ما هي التحديات التي ستواجه المعلمين حسب اعتقادك؟
الباحث	15، ج إذا كان الجواب نعم، ما هي التحديات التي ستؤثر على الطلاب ذوي الاحتياجات الخاصة أو الإعاقات حسب اعتقادك؟
الباحث	15، د إذا كان الجواب نعم، ما هي التحديات التي ستؤثر على الطلاب الآخرين حسب اعتقادك؟
منقح من سالسبوري، 2006	16ما هي الموارد أو الدعم الذي تعتمد عليه لتطوير التعليم الجامع في مدرستك؟
منقح من سالسبوري،	17ما هي الدروس التي تعلمتها حتى الآن من عملية وجود طلاب ذوي احتياجات خاصة أو إعاقات في مدرستك؟

2006	
18كيف استجاب أولياء أمور الطلاب الذين ليست لديهم احتياجات خاصة وأولياء أمور الطلاب ذوي الاحتياجات الخاصة أو الإعاقات لهذه التغيرات؟	
19ماذا يفعل المعلمون للاستجابة للاحتياجات المتنوعة لجميع الطلاب في المدرسة؟	منقح من سالسبوري، 2006
19، ب هل يقوم المعلمون بتكييف استراتيجيات التعليم (مثل تعليم الرفاق، والتعليم التعاوني) واستخدامها لتلبية احتياجات الطلاب ذوي احتياجات خاصة أو الإعاقات ؟	منقح من ستانوفتش وجوردان، 1998
19، ج هل يقوم المعلمون بتغييرات في ترتيب الصفوف، أو في توزيع الطلاب على مجموعات، وكذلك بالنسبة للطلاب ذوي احتياجات الخاصة أو إعاقات؟	منقح من ستانوفتش وجوردان، 1998
19، د هل يقوم المعلمون في غرفهم الصفية بمراقبة تقدم الطلاب لتحديد الطلاب الذين يشك أو الذين لديهم احتياجات تعليمية خاصة؟	منقح من ستانوفتش وجوردان، 1998
19، هـ ما هي الموارد أو مصادر الدعم الذي يستطيع المعلمون الحصول عليه (كالوثائق، المواد التعليمية، الأجهزة المساعدة) وذلك لدعم مشاركة الطلاب ذوي احتياجات تعليمية خاصة في صفوفهم؟	منقح من ستانوفتش وجوردان، 1998
20إذا أراد مدير مدرسة أخرى زيارة مدرستك، ما هي الممارسات التي تود إبرازها كممارسات ناجحة مع الطلاب ذوي الاحتياجات الخاصة أو إعاقات؟	بيرشتاين وآخرون,2004
20:ب ما هي العمليات التي تقترحها لدعم التغيير؟	بيرشتاين وآخرون,2004

أسئلة مقابلة الطلاب

أسئلة ديموغرافية

تطوير	السوال
الباحث	1. ما عمرك؟
الباحث	2. ما صفك الحالي؟
الباحث	3. ما الصف الذي تحبه أكثر؟ وما الصف الذي تحبه بشكل اقل؟
الباحث	4. ما الحصص التي تأخذها ومن يوجد معك في الصف؟

أسئلة التعليم الجامع

تطوير	السوال
منقح عن نيستلنغ وآخرون ، 2008	5. صف علاقتك مع معلمك؟
الباحث	6. صف علاقتك مع الطلاب الآخرين؟

الباحث	7. هل يجعلك الطلاب تشعر بالراحة أو عدمها في غرفة الصف؟
إن إل تي إس إي	8. بعض الناس لديهم احتياجات خاصة أو إعاقات مما يجعل من الصعب عليهم القيام بببعض الأشياء, هل تعتقد أن ذلك ينطبق على أي شخص في صفك؟
منقح من التعليم الجامع	9. هل تحصل على أي خدمات أو معالجة خارج غرفة صفك؟
منقح من التعليم الجامع	10هل المدرسة صعبة بالنسبة لك؟
منقح من التعليم الجامع	11ما هو مدى شعورك بالأمان في المدرسة؟
منقح من التعليم الجامع	12هل تحصل من المدرسة على الدعم والخدمات التي تحتاجها لتعمل بصورة جيدة؟
منقح من التعليم الجامع	13هل أنت على علاقة جيدة مع مدرسك؟
منقح من التعليم الجامع	14هل أنت قادر على إتمام مهماتك وواجباتك المدرسية؟
منقح من التعليم الجامع	15هل أنت على علاقة حسنة مع الطلاب الآخرين؟
منقح من التعليم الجامع	16هل لديك مشكلة في الانتباه في المدرسة؟
الباحث	17هل لديك مشكلة في الوصول إلى المدرسة أو العودة منها؟
الباحث	18هل يمكنك أن تتحرك بسهولة في غرفة الصف وبدون صعوبة؟
منقح من التعليم الجامع	19هل تحصل على مساعدة إضافية لأي شيء؟
منقح من التعليم الجامع	20هل تخبر المعلمين والمسؤولين عما تفكر به حيال خدمات الغرفة الصفية الموفرة لك؟
الباحث	21هل تعتقد أن التعليم مهم؟
الباحث	22هل تعتقد أنه يجب أن يتعلم جميع الأطفال في غرفة الصف معاً مهما كانت قدراتهم أو إعاقاتهم ؟
الباحث بتوجيه من إطار عمل الأونروا لمفاهيم السياسة التعليمية،	23هل تستمتع في المدرسة؟

أسئلة مقابلة أولياء الأمور

أسئلة ديموغرافية

تطوير	السوآل
منقح من ليسير وكيرك، 2004	1. هل لدى طفلك أي احتياجات خاصة أو إعاقة؟
منقح من ليسير وكيرك، 2004	2. هل احتياجاته الخاصة أو الإعاقة خفيفة أو متوسطة أو شديدة؟
منقح من ليسير وكيرك، 2004	3. ما هو أعلى مستوى تعليمي وصلت إليه؟ (الأم والأب)
منقح من ليسير وكيرك، 2004	4. ما عمل الأب؟
منقح من ليسير وكيرك، 2004	5. ما عمل الأم ؟
منقح من ليسير وكيرك، 2004	6. كم يبلغ طفلك من العمر؟
منقح من ليسير وكيرك، 2004	7. كم من الوقت يقضي طفلك الذي تم ضمه الى لمدرسة في الغرفة الصفية العادية خلال اليوم الواحد؟
منقح من ليسير وكيرك، 2004	8. هل تلقى طفلك أي خدمات خاصة؟ وإذا كان الأمر كذلك، ما مدة هذه الخدمة وما هو نوعها؟

أسئلة التعليم الجامع

تطوير	السوآل
منقح من ليسير وكيرك، 2004	9. هل تعتقد أن كل الأطفال يجب أن يكونوا معاً ،سواء كانوا ذوي إعاقات أو بدون إعاقات ؟ وإذا كان الأمر كذلك، هل تعتقد بأن هذا سيهيئ جميع الأطفال بشكل أفضل (للعالم الحقيقي)،
منقح من ليسير وكيرك، 2004	10هل تعتقد أن بقاء الأطفال ذوي الإعاقات مع الأطفال الذين هم بدون إعاقات في غرفة الصف معاً، سيؤدي على الأرجح إلى تحسين نظرة الأطفال الذين هم بدون إعاقات نحو أنفسهم؟
منقح من ليسير وكيرك، 2004	11هل تعتقد أن بقاء جميع الطلاب معاً في الغرف الصفية سيسمح للطلاب الذين هم بدون إعاقات لتعلم الاختلافات بين بعضهم البعض؟
منقح من ليسير وكيرك، 2004	12هل يتلقى الطفل أو الطفلة خدمات خاصة كافية في الغرفة الصفية الجامعة ؟ (مثل العلاج البدني والنطق)،
منقح من ليسير وكيرك، 2004	13هل تفضل أن يتلقى طفلك التعليم في صفوف التربية الخاصة خارج المدرسة العادية أو في الصفوف العادية؟
منقح من ليسير وكيرك، 2004	14هل تعتقد أن المعلمين قادرين على تكيف

وكيرك، 2004	برنامج الغرف الصفية العادية لاستيعاب احتياجات الطلاب؟
منقح من ليسير وكيرك، 2004	15هل تعتقد أن المعلمين يعرفون كيفية دمج الطلاب ذوي الإعاقات؟
منقح من ليسير وكيرك، 2004	16كيف تشعر بأن طفلك أصبح مقبولاً من رفاقه/رفيقاتها؟
منقح من ليسير وكيرك، 2004	17هل تعتقد بأن الأطفال ذوي الاحتياجات الخاصة قد تم إعطائهم كل الفرص للحصول على التعلم في الصف العادي حيثما أمكن ذلك؟
منقح من ليسير وكيرك، 2004	18كيف ترى معاملة المعلمين لأولياء أمور الطلاب ذوي الإعاقات؟
منقح من ليسير وكيرك، 2004	19هل تشعر بأن طفلك يجب أن يعطى نفس التسهيلات والمنافع كغيره من أطفال المدرسة؟
الباحث	20هل تعتقد بأن ضم الطلاب ذوي الاحتياجات الخاصة والإعاقات وتعليمهم في المدرسة حق من حقوق الإنسان؟
الباحث	21. ما شعورك حيال التعليم؟ وهل تعتقد أن التعليم مهم لجميع الأفراد ما فيهم ذوي الإعاقات؟

أداة المشاهدة

التعليم والتعلم:

1. مواد التعلم الميسرة، (سياسة الأونروا، التعليم الجامع، 2،5،3).، (سياسة الأونروا، التعليم الجامع، 2،2،4
   - الكتاب المنسق للطلاب الذين يقرؤون في مستوى ما قبل الصفوف الدراسية،
   - كتاب بريل للطلاب ضعاف النظر.
2. أية مراجع تهدف إلى أو تشير إلى أو توضح المواد التعليمية التي تم تكييفها للتعلم وتتضمن طرائق التعليم والتعلم, ((سياسة الأونروا، 2،5،3), (سياسة الأونروا، 2،2،4.
   - استخدام المعلم للتعليم بالمجموعات الصغيرة للطلاب الذين يحتاجون لدعم فردي.
   - استخدام النشرات المعدلة لتناسب الطلاب الذين يتم تحفيزهم بواسطة النص المكتوب أو الألوان.
   - استخدام لغة الإشارة.
3. الاجهزه المساعدة: (سياسة الأونروا، التعليم الجامع، 2،2،4):
   - كرسي متحرك، وسائل معينة للسمع، طابعة بريل أو الكتاب.
   - الأجهزة التي يملكها الطالب أو التي يصنعها مثل قوالب بخط كبير.
4. سياسة الأونروا، التعليم الجامع، 2،5،1), (سياسة الأونروا، التعليم الجامع،2،5،4).

- تكليف الطالب بالقيام بمهمة مختلفة عن زملائه بناء على قدراتها واحتياجاته الفردية.
- التعليم بناء على مستوى الطالب الدراسي مع إمكانية التركيز على المهارات والكفايات الأساسية.

5. الإثراء (سياسة الأونروا، التعليم الجامع، 2،5،1), (سياسة الأونروا، التعليم الجامع2،5،4).

(سياسة الأونروا، التعليم الجامع، 2،5،5).

- توفير معلومات إضافية لزيادة منهاج الطلاب من ذوي الإعاقات.
- التركيز على الكفايات الأساسية في اللغة والحساب.

البيئة

6. جعل بيئة المدرسة والغرف الصفية سهلة الوصول (سياسة الأونروا، التعليم الجامع، 2، 2، 3).

- ممرات منحدرة خاصة لتسهيل حركة الكراسي المتحركة أو أجهزة المشي.
- المقاعد المكيفة والمعدلة لتناسب الأطفال الذين لديهم تحفيز زائد أو قليل في أماكن الجلوس العادية.

7. الاتجاهات الجامعة تجاه الطلاب (سياسة الأونروا، التعليم الجامع، 2، 2، 7) (سياسة الأونروا، التعليم الجامع، 2، 2، 1).

- إدارة السلوك الإيجابي.
- التدخل عند التنمر أو العنف أو التمييز ضد الطلاب ذوي الإعاقات.

المفتاح: المؤشرات مرقمة (6. التيسير البدني).
الأمثلة معلمة برموز (طرقات منحدرة للأطفال)

APPENDIX N
SUMMARY EXPLANATION OF RESEARCH IN ARABIC

University of Central Florida جامعه وريدا

ملخص شرح البحث

عنوان المشروع: اختبار التعليم الجامع في المدارس التي تديرها وكالة الأمم المتحدة لإغاثة وتشغيل اللاجئين الفلسطينيين في الشرق الأدنى (الأونروا).

الباحث الرئيسي: جاكلين رودريجيز ، ماجستير.

مشرف الكلية: ليزا دايكر.

- **الهدف**: يهدف هذا البحث إلى التحري عن الفهم الحالي المتعلق بشمول صفوف مدارس الاونروا للأطفال ذوي الإعاقات وكذلك البحث عن أنواع استراتيجيات التعليم الجامع المطبقة حالياً لتعليم الطلاب ذوي الإعاقات.

- **المقابلات**: سيتضمن البحث مقابلات مع موظفي الأونروا ومدراء المدارس والمعلمين والطلاب ذوي الاحتياجات التعليمية والإعاقات الخاصة في المدارس المختارة. وسيتم أيضاً مقابلة عائلات هؤلاء الطلاب. وستكون المقابلات مع مدراء المدارس والمعلمين والطلاب والعائلات لمرة واحدة فقط. أما المقابلات مع موظفي الأونروا فيمكن أن تكون لعدة مرات على طول مساق الدراسة. وستتم ترجمة أسئلة المقابلات وأجوبتها بمساعدة مترجم. والمترجم سيقوم بالتوقيع على إتفاقية للمحافظة على سرية وهوية المشاركين واستجاباتهم.

- **مشاهدات الغرفة الصفية**: وسيتضمن البحث أيضاً ملاحظة للغرف الصفية للحصول على معلومات حول إستراتيجيات التعليم والتعلم الجامع وكذلك الأحوال البيئية لغرف الصف. وسيتم ملاحظة الصفوف ثلاث مرات خلال الأسبوع الواحد.

- **الموقع**: ستتم المقابلات في موقع خاص لحماية هويتك وضمان سرية ذلك. ويمكنك أنت والسيدة رودريجيز الاتفاق على موقع ملائم لإجراء المقابلات. وستجرى ملاحظة الصفوف في غرف صفية مختارة حيث ستقوم الانسة رودريجيز باستخدام نموذج ملاحظة لأخذ ملاحظات تتعلق بالأنشطة والممارسات وتفاعل الطلاب ذوي الإعاقات والاحتياجات التعليمية الخاصة أو ذوي الاحتياجات التعليمية المكثفة.

- **الزمن اللازم**: سيطلب فقط من موظفي الأونروا المشاركة في المقابلات التي ستكون مدتها ساعة واحدة على الأقل. أما بالنسبة لموظفي المدارس فإننا نتوقع أن تتم هذه الدراسة في أسبوع واحد. وستتم ملاحظة غرف الصف ثلاث مرات في الأسبوع تقوم خلالها الانسة رودريجيز بمقابلتك مرة واحدة فقط وستدوم ملاحظة الغرف الصفية لمدة ساعة واحدة كحد أقصى. وستأخذ المقابلة في حدها الأدنى 30 دقيقة و60 دقيقة في حدها الأقصى. وستجرى المقابلات خارج زمن الحصة الصفية.

- **التسجيل الصوتي**: تخطط السيدة رودريجيز لتسجيل المقابلات

صوتيا بموافقة المشارك. وإذا لم يكن لديك رغبة بالتسجيل الصوتي ستبقى قادراً على المشاركة في الدراسة. ناقش هذا مع السيدة رودريجيز. وإذا تم تسجيل المقابلة صوتياً مع طفلك, فإن شريط التسجيل سيبقى محفوظاً في مكان آمن. سيتم محو الشريط أو إتلافه بعد نسخ التسجيل أو ترجمته إلى اللغة الإنجليزية خلال ستة شهور من تاريخ المقابلة.

- **المخاطر:** لن تزيد المخاطر عن ما يواجهه الأفراد الأصحاء في حياتهم اليومية. ولكن يمكن أن تتضمن المخاطر خرقاً للسرية وهي المخاطرة التي تكون عند عملية جمع البيانات. ولكن سيتم تشفير البيانات المعرفة لحماية المشاركين في الدراسة.

- **السرية**: سيتم استخدام البيانات الشخصية التي تم جمعها لاغراض هذه الدراسة فقط. وسيتم بذل الجهد بحيث تكون البيانات الشخصية المتعلقة بطفلك متاحة فقط للأفراد الذين يحتاجون لمراجعة هذه المعلومات. ولا نستطيع تقديم الوعود بضمان السرية الكاملة اذ ان المنظمات التي يمكن أن تفحص أو تنسخ المعلومات المتعلقة بك هي مجلس المراجعة المؤسساتي في الجامعة وممثلين عن جامعة سنترال فلوريدا.

- يجب أن يكون سنك فوق الثامنة عشرة أو أكثر لكي يسمح لك بالمشاركة.

للإتصال للإستفسار حول الدراسة أو التقرير عن مشكلة: إذا كان لديك أسئلة أو مخاوف أو شكاوي يكون الاتصال مع: جاكلين رودريجيز، طالب دكتوراة في كلية التربية، جامعة سنترال فلوريدا، هاتف [redacted] الأردن) أو بواسطة البريد الإلكتروني: [redacted] أو الدكتوره ليزا دايكر، مشرفة الكلية، كلية التربية، جامعة سنترال فلوريدا [redacted] و بواسطة البريد الإلكتروني: [redacted]

للإتصال مع مجلس المراجعة المؤسساتي في الجامعة حول حقوقك في الدراسة أو للإبلاغ عن شكاوي: يكون البحث الذي يتضمن مشاركين في جامعة سنترال فلوريدا تحت مراقبة مجلس المراجعة المؤسساتي في جامعة سنترال فلوريدا. وقد تمت مراجعة هذا البحث والموافقة عليه من قبل مجلس المراجعة المؤسساتي. وللحصول على معلومات تتعلق بحقوق المشاركين في البحث يرجى الإتصال مع: مجلس المراجعة المؤسساتي, جامعة سنترال فلوريدا، مكتب الإبحاث والإقتصاد, 12201، ريسيرش باركوي, الشقة 501، أورلاندو، فلوريدا 32826-3246 أو بواسطة هاتف: (407)823-2901.

APPENDIX O
PARENTAL CONSENT FOR CHILD IN ARABIC

جامعة سنترال فلوريدا

اختبار التعليم الجامع في المدارس التي تديرها وكالة الأمم المتحدة لإغاثة وتشغيل اللاجئين الفلسطينيين في الشرق الأدني (أونروا).

تبليغ الموافقة

الباحث الرئيسي: جاكلين رودريجيز, ماجستير

مشرف الكلية: ليزا دايكر، دكتوراه

مواقع الإستقصاء:

وكالة الأمم المتحدة لإغاثة وتشغيل اللاجئين الفلسطينيين في الشرق الأدنى (الأونروا).

الأونروا، الرئاسة، عمان، الأردن

الأونروا، إقليم الأردن

الأونروا، إقليم الضفة الغربية

كيف تعيد نموذج الموافقة هذا: سيتم تزويد طفلك بهذا النموذج في غرفة الصف.

يرجى قراءة النموذج بأكمله لاتخاذ القرار بخصوص الموافقة على مشاركة طفلك بهذه الدراسة. وإذا اتخذت قراراً بالموافقة على مشاركة طفلك، قم بتوقيع النموذج وارساله مع الطفل إلى معلم صفه. وللمشاركة في هذه الدراسة يجب أن يعيد طفلك النموذج إلى معلم الصف خلال أسبوع واحد.

مقدمة: يقوم الباحثون في جامعة سنترال فلوريدا بإجراء الدراسات البحثية حول الكثير من المواضيع. وللقيام بذلك نحتاج لمساعدة الناس الذين يوافقون على المشاركة في الدراسة البحثية. لقد تم سؤالك حول موافقتك بالسماح لطفلك المشاركة في الدراسة البحثية التي سيشارك بها حوالي 136 طالب من الأردن والضفة الغربية على مستوى العالم. تم دعوة إبنك للمشاركة في هذه الدراسة لأنه أو لأنها ملتحقين في مدارس الأونروا وتم تحديدهم بأنهم من ذوي الاحتياجات التعليمية الخاصة أو ذوي الإعاقة أو من ذوي الحاجات التعلميمية المكثفة.

الباحث الذي سيجري هذه الدراسة هو جاكلين رودريجيز، وهي طالبة دكتوراه في كلية التعليم بجامعة سنتترال فلوريدا في الولايات المتحدة الأميركية. وتعمل جاكلين حالياً كمتدربة مع الأونروا في دائرة التعليم. ولأن الآنسة رودريجيز طالبة دكتوراه، تقوم الدكتورة ليزا دايكر بإرشادها وهي مشرفة في جامعة سنترال فلوريدا بكلية العلوم التربوية فيها.

ما يجب أن تعرفه حول الدراسة البحثية

- سيقوم أحدهم بشرح هذه الدراسة البحثية لك.
- المشاركة في هذه الدراسة البحثية أمر طوعي واختياري.
- يعود لك الأمر بالمشاركة أو عدمها.
- يجب أن تسمح لطفلك بالمشاركة في هذه الدراسية البحثية فقط إذا رغبت بذلك.
- يمكنك أن تختار عدم المشاركة في هذه الدراسة البحثية.

- يمكنك أن توافق على المشاركة الآن وأن تغير رأيك فيما بعد. أيأيك
- مهما قررت بهذا الخصوص، فإن ذلك لن يكون ضدك أو ضد طفلك.
- لك كامل الحرية بأن تسأل الأسئلة التي تريدها قبل إتخاذ قرارك.

الغرض من هذه الدراسة البحثية: إن الغرض من هذه الدراسة البحثية هو تدارس التصورات الحالية الموجودة حيال شمول الطلاب من ذوي الحاجات التعليمية الخاصة و/أو الإعاقات في الغرف الصفية في مدراس الأونروا وماهي أنواع استراتيجيات التعليم الجامع التي تنفذ حالياً لتعليم الطلاب ذوي الاحتياجات التعليمية الخاصة و/أو الإعاقات.

ما سيطلب من طفلك عمله عند المشاركة في هذه الدراسة:

- سوف يطلب من طفلك المشاركة في مقابلة مع الباحثة جاكلين رودريجيز. وتتضمن المقابلة أسئلة تتعلق بخلفيته أو خلفيتها الديموغرافية وكذلك المستوى التعليمي له أو لها. وسيطلب من الطفل الإجابة على الأسئلة بلغته الأولى وسيقوم مترجم بتوفير الترجمة للآنسة رودريجيز. وسيوقع المترجم على اتفاقية لضمان السرية التامة لهوية المشاركين وإجاباتهم.
- ستجرى المقابلة مرة واحدة فقط في موقع يتم اختياره بالاتفاق بيت مدير المدرسة وطفلك.
- سيتجاوب طفلك مع الباحثة، جاكلين رودريجيز والمترجم الذي سيترجم أسئلة المقابلة والإجابات للآنسة رودريجيز.
- ليس على طفلك الإجابة عن كل سؤال. ولن يفقد طفلك أي مزايا إذا تجاوز بعض الأسئلة.
- يستطيع طفلك أن يقرر عدم المشاركة في أي وقت يشاء خلال زمن الدراسة.

الموقع: ستتم المقابلات في موقع خاص لحماية هوية طفلك. ويستطيع طفلك والمدير أو المعلم الإتفاق على إختيار مكان ملائم للمقابلة.

- **الزمن اللازم**: نتوقع أن يبقى طفلك في هذه الدراسة البحثية مدة أسبوع تقوم أثناءه الآنسة رودريجيز بمقابلة طفلك مرة واحدة. وستدوم المقابلة (20) دقيقة في الحدى الأدنى و (45) دقيقة في الحد الأقصى. وستجرى المقابلات خارج وقت الحصة الصفية بحيث لا يفقد طفلك أي حصة.
- **التسجيل الصوتي**:

سيتم تسجيل المقابلات صوتياً لطفلك خلال هذه الدراسة. وإذا لم ترغب أن يشارك طفلك بالتسجيل الصوتي سيبقى طفلك قادراً على المشاركة في الدراسة ويمكنك أن تناقش هذا الأمر مع الآنسة رودريجيز. وإذا تم تسجيل المقابلة صوتياً مع طفلك, فإن شريط التسجيل سيبقى محفوظاً في مكان آمن. سيتم محو الشريط أو إتلافه بعد تدوين التسجيل أو ترجمته إلى اللغة الإنجليزية خلال ستة شهور من تاريخ التسجيل.

- **المخاطر:** لن تزيد المخاطر عن ما يواجهه الأفراد الأصحاء في حياتهم اليومية. ولكن يمكن أن تتضمن المخاطر خرقاً للسرية وهي المخاطرة التى تكون دائماً عند عملية جمع البيانات. ولكن سيتم تشفير البيانات

المعرّفة لحماية المشاركين في الدراسة.

- **السرية**: ستقصر البيانات الشخصية التي تم جمعها على هذه الدراسة وستبذل الجهود بحيث تكون البيانات الشخصية المتعلقة بطفلك متاحة فقط للأفراد الذين يحتاجون لمراجعة هذه المعلومات. لا نستطيع أن نقدم وعداً بضمان السرية الكاملة اذ تتضمن المنظمات التي يمكن أن تفحص أو تنسخ معلوماتك مجلس المراجعة المؤسساتي في الجامعة وممثلين عن جامعة سنترال فلوريدا.

للإتصال أو الاستفسار عن الأسئلة التي تدور حول الدراسة أو الإبلاغ عن مشكلة: إذا كان لديك أسئلة أو مخاوف أو شكاوي الإتصال مع: جاكلين رودريجيز، طالبة دكتوراه في كلية التربية، هاتف: [redacted] (الأردن) أو بواسطة البريد الإلكتروني: [redacted] ليزا دايكي، مشرفة الكلية، كلية التربية، [redacted] البريد الإلكتروني: [redacted] Lisa.

للإتصال مع مجلس المراجعة المؤسساتي في الجامعة حول حقوق طفلك خلال الدراسة أو للإبلاغ عن شكاوي يكون البحث الذي يتضمن مشاركين في جامعة سنترال فلوريدا تحت مراقبة مجلس المراجعة المؤسساتي في جامعة سنترال فلوريدا. وقد تمت مراجعة هذا البحث والموافقة عليه من قبل مجلس المراجعة المؤسساتي. وللحصول على معلومات تتعلق بحقوق المشاركين في البحث يرجى الإتصال مع: مجلس المراجعة المؤسساتي, جامعة سنترال فلوريدا، مكتب الإبحاث والإقتصاد, 12201، ريسيرش باركوي, الشقة 501، أورلاندو، فلوريدا 32826-3246 أو بواسطة هاتف: (407)823-2901.

ويمكنك أيضاً أن تتكلم معهم بخصوص أي ما يلي:

- لم تتم الإجابة عن الأسئلة أو المخاوف أو الشكاوي التي تتقدم بها من قبل فريق البحث.
- لا يمكنك الوصول إلى فريق البحث.
- أنت تريد التحدث إلى أحدهم إلى جانب فريق البحث.
- أنت تريد الحصول على معلومات أو تريد توفير معلومات تتعلق بهذا البحث.

توقيعك أدناه يشير إلى مشاركة طفلك المسمى أدناه في المشاركة في هذه الدراسة.	
لا توقع هذا النموذج بعد إنتهاء سريان التاريخ أدناه	
إسم المشارك	**التاريخ**
التوقيع	**ولي الأمر** ☐ **وصي** (إنظر الملاحظة أدناه ☐
إسم ولي الأمر أو الوصي طباعة	
أوافق	تم الحصول عليه ☐

ملاحظة حول موافقة الوصي: يستطيع فرد توفير إذن للطفل فقط إذا استطاع هذا الفرد تزويد وثيقة خطية تشير إلى أنه أو أنها مفوضة قانونياً بالموافقة على بالقيام بالرعاية الصحية للطفل بصورة عامة. أرفق التوثيق مع الوثيقة الموقعة.

APPENDIX P
INTERN AGREEMENT

INTERN/VOLUNTEER AGREEMENT

This Agreement is entered into between the **United Nations Relief Works Agency for Palestine Refugees in the Near East (UNRWA)** and Jacqueline Rodriguez , (the "Intern/Volunteer").

NATURE OF PLACEMENT

Location: HQ-Amman **Hiring Department/Office:** Education Department-IE

Duration of assignment (please provide starting and ending date): [redacted]

Schedule (please select one):

OR [redacted]

Terms of reference/Main functions to be performed:

1- Liaise with HQ Inclusive Education Unit to identify case study schools, familiarize with the context and UNRWA needs (1 month)
2- Collect data through observations and interviews in selected UNRWA schools in Jordan and West Bank (3months)
3- Contribute to development of the advocacy material through documenting practices in the selected schools and sharing these with Inclusive Education Unit (1month)
4- Prepare an initial report for the purpose of UNRWA on the findings made (1month)
5- Share the final doctoral dissertation with UNRWA 6- Adhere to confidentiality requirements and UNRWA protection and ethical standards collecting and publishing research findings in a way that protects UNRWAs beneficiaries from any harm.

GENERAL TERMS AND CONDITIONS

1. Leave and Official Holidays

1.1 Interns/volunteers on a normal full-time schedule are permitted to be absent on two working days per month of placement with the prior authorisation of their supervisor.

1.2 Interns/volunteers who are unable to report to work due to illness have an obligation to inform their supervisor as early as possible.

1.3 Interns/volunteers are entitled to take the Agency's official holidays which apply at the relevant duty station. Interns and volunteers on a part-time schedule will not be entitled to compensatory time-off for an official holiday that falls on a day outside their normal part-time schedule.

2. Termination

2.1 This Agreement may be terminated by either party at any time by giving the other party written notice of five working days, except in the case of termination for serious misconduct which may be effected immediately.

3. Entitlements

3.1 The Intern/Volunteer is not entitled to any benefit, payment, subsidy, compensation or entitlement, nor is any amount payable by UNRWA to the Intern/Volunteer, including with respect to sickness, injury or death, associated with their placement with UNRWA.

3.2 The Intern/Volunteer must prove to the satisfaction of the Agency that he/she has adequate insurance coverage.

3.3 The Agency is not responsible for any claims by any parties in the case of loss of, or damage to, property, or if death or personal injury occurs as a result of actions or omissions on the part of the Intern/Volunteer during his/her placement.

4. Status of Interns/Volunteers

4.1 Interns and volunteers are considered to be complementary personnel with non-staff status, and shall not be considered in any respect as being officials or staff members of the Agency. Intern and volunteer placements shall not constitute employment by UNRWA or the promise or expectation of future employment by UNRWA.

5. Certification of medical fitness

5.1 The Intern/Volunteer certifies that, to the best of his/her knowledge and belief, he/she is medically fit to perform the duties of the placement.

5. Additional Obligations of the Intern/Volunteer

5.1 The Intern/Volunteer certifies that he/she has not and is not engaged in, and shall not engage in, any transactions, or the provision of resources or support to individuals and organizations associated with, receiving any type of training for or engaged in any act or offence of terrorism.

5.2 The Intern/Volunteer shall conduct him/herself with due diligence and efficiency, in conformity with the highest ethical principles and standards of conduct and in a manner that at all times protects the interests of UNRWA. The Intern/Volunteer shall respect the impartiality and independence of the Agency as an organ of the United Nations and shall neither seek nor accept instructions regarding the Services from any Government or other authority external to the Agency. During the placement period, the Intern/Volunteer shall not engage in any conduct that would adversely reflect on the Agency and shall not engage in any activity that is incompatible with the aims and objectives of the Agency. The Intern/Volunteer has read the applicable UNRWA Staff Rules and Regulations related to expected standards of conduct and, notwithstanding Section 4 above, shall conform his/her conduct in accordance therewith. Without limiting the foregoing, the Intern/Volunteer shall not engage in any behaviour that constitutes prohibited conduct in accordance with the Agency's policies on prevention of discrimination, harassment – including sexual harassment – and abuse of authority and on sexual exploitation and abuse. The Agency's policies on retaliation for reporting misconduct apply to the Intern/Volunteer.

APPROVAL OF AGREEMENT

The Agency wishes to utilise the services of the Intern/Volunteer in accordance with the general terms and conditions set out in this Agreement. The Intern/Volunteer agrees to perform such services in accordance with these general terms and conditions.

ISSUING OFFICER on behalf of UNRWA (Field Human Resources Department or HRD):

Name (block letters)	*Job Title*
Signature	*Date*

INTERN/VOLUNTEER:

Name (block letters)	*Signature*	*Date*

Distribution Field Human Resources Department/HQ APS, Intern/Volunteer

APPENDIX Q
TERMS OF REFERENCE

TERMS OF REFERENCE

Inclusive Education Research Intern

Background

UNRWA operates one of the largest school systems in the Middle East , with nearly 700 schools, half a million students and 19 000 teachers and has been the main provider of free-of-charge basic education to Palestine refugees in Jordan, Lebanon, the Syrian Arab Republic and the occupied Palestinian territory (Opt) for over sixty years. Based on a comprehensive external review of its education system UNRWA launched an Education Reform Strategy (2011-2015) aiming towards more effective, efficient and quality education programme, which develops the full potential of Palestinian refugees. Inclusive education is one of the four substantive reform areas in the UNRWA Education Reform and assuring equal access for all children to quality education is outlined as one of the education reform outputs while improving access to educational opportunities for learners with special educational needs is identified as an Agency-wide Strategic objective.

The Agency has agreed on four indicators related to inclusive education as part of its Education Reform Monitoring and Evaluation Framework. These include

- Inclusive education embedded in educational practice
- Percentage of students identified with additional health, psychosocial and learning needs
- Percentage of students identified with disabilities
- Percentage of students identified as having disability who say they enjoy class / school

Baseline data needs to be collected and criteria to measure these indicators need to be established.

Further, to enhance understanding of Inclusive Education and the importance of addressing the needs of all students, a range of advocacy and capacity building materials need to be developed. In particular it is essential that the advocacy captures existing best inclusive practices such as case studies of students with disabilities in UNRWA schools.

Objectives of the Internship:

- To collect data on current practices by teachers who are including students with disabilities in UNRWA classrooms to be used as part of the research interns' doctoral dissertation and shared with UNRWA Education Department .

- To investigate barriers and challenges to inclusive education from the perspective of teachers, administrators and students in UNRWA schools to be used as part of the research interns' doctoral dissertation and shared with UNRWA Education Department.
- To support the establishment of baseline data and criteria for the UNRWA Education Reform M&E indicators pertaining to inclusive education
- To support the development of advocacy material on best practices in including students with disabilities in UNRWA schools.

Description of Duties & Responsibilities

The intern will

- Liaise with HQ Inclusive Education Unit to identify case study schools, familiarize with the context and UNRWA needs
- Collect data through observations and interviews in selected UNRWA schools in Jordan and West Bank
- Contribute to development of the advocacy material through documenting practices in the selected schools and sharing these with Inclusive Education Unit
- Prepare an initial report for the purpose of UNRWA on the findings made
- Share the final doctoral dissertation with UNRWA
- Adhere to confidentiality requirements
- Adhere to UNRWA protection and ethical standards collecting and publishing research findings in a way that protects UNRWAs beneficiaries from any harm.

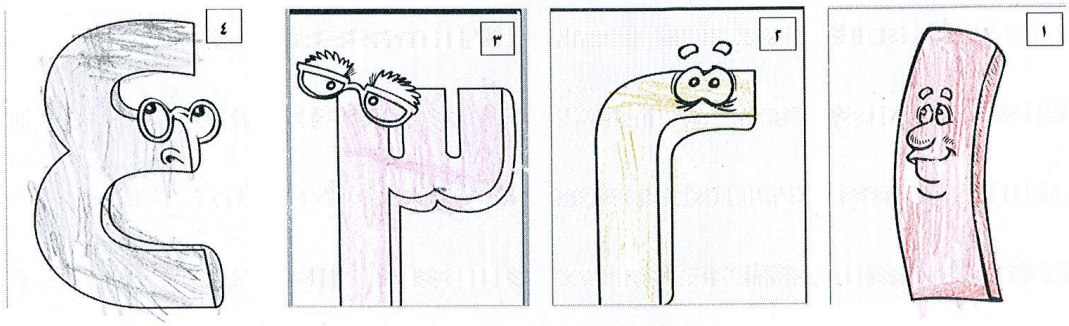
Duration

The duration of the assignment is 9 months, expected from 26th August 2012 to June 1, 2013.

Deliverables:

- A Report of the data collection mission including:
  - Documented descriptive case studies of practices in the selected schools for advocacy purposes
  - Proposed criteria for operationalising the M&E indicators: inclusive education embedded in educational practice and percentage of students identified as having disability who say they enjoy class / school
  - Baseline data regarding the above mentioned indicators
- Copy of the Doctoral Dissertation

APPENDIX R
RANIA'S WORK EXAMPLES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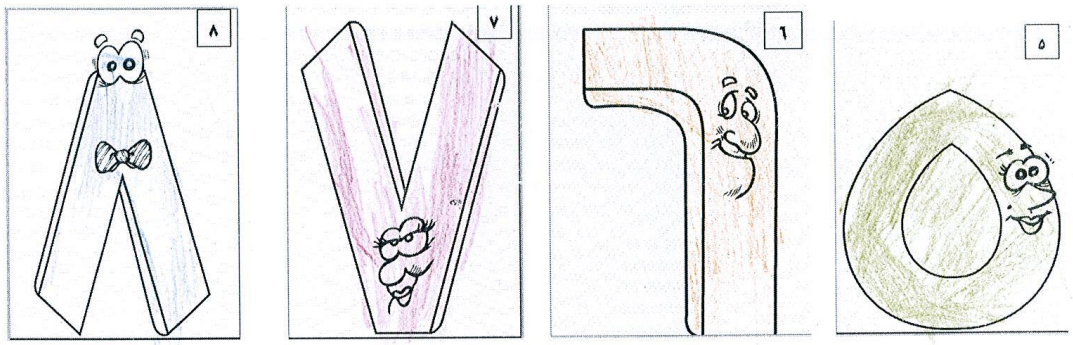
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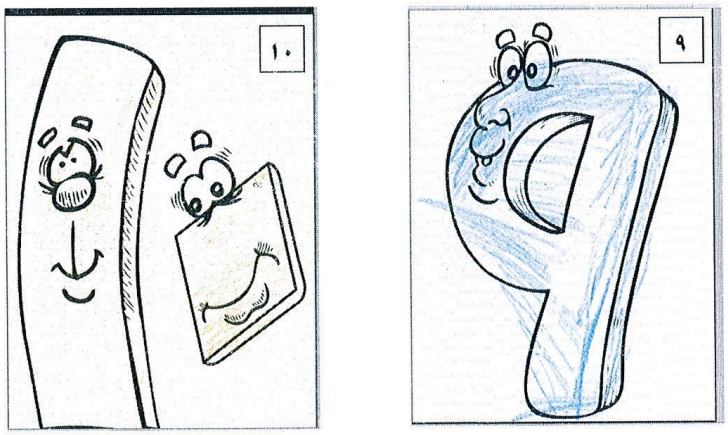
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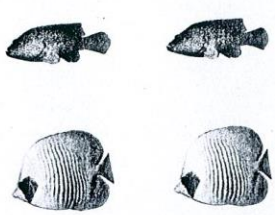

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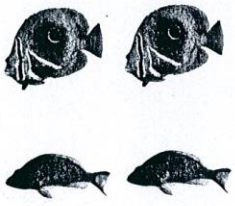

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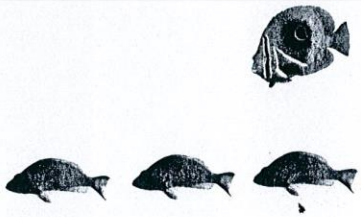

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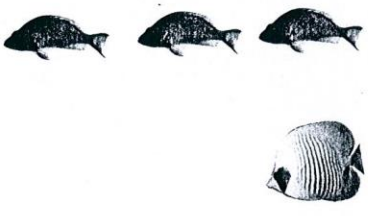

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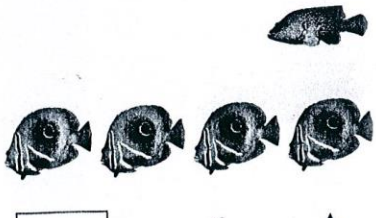

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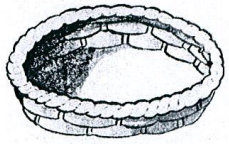

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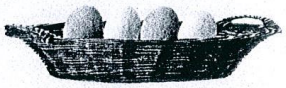

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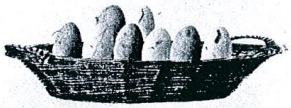
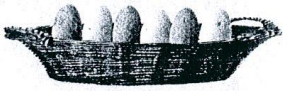

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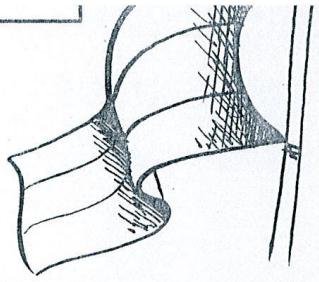

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APPENDIX S
DEDOOSE™ CODES

Code	Title	Description
Root	Demographic and Disability Background	Vital statistics and background information.
Child/ Secondary	Parent Demographic	Background information about the parents and family structure.
Child/ Secondary	Child Demographic	Background information about the child, the disability, and the services or supports provided outside of the school.
Child/ Secondary	School Admin Demographic	Background information about the head teacher.
Child/ Secondary	Teacher Demographic	Background information about the teacher.
Child/ Secondary	School Stats	Background information about the school, including school population, location.
Child/ Secondary	Class Demographic	Class size, location.
Child/ Secondary	UNRWA Staff Demographic	Background, education, employment, and purpose at UNRWA.
Root	RQ1 Perceptions of IE	How do UNRWA stakeholders in the Jordan field perceive inclusive education?
Child/ Secondary	The Impact of Culture on IE	The impact of Palestinian culture, including perceptions of family, community, and refugee livelihood.
Child/ Secondary	Normalizing Effect	Being included makes the child (more or less) normal.

Code	Title	Description
Child/ Secondary	Type, Severity of Disability	The type of disability or the severity of the disability. Influence perceptions of IE.
Child/ Secondary	Class Time, Size, Subject, Special Class	The length of class time, the size of the class population, the subject of the class, the need for a special type of class.
Child/ Secondary	Meeting the Needs of Children	Providing appropriate support, instruction, and participation. Considering the psycho-social well-being of the student.
Child/ Secondary	Community	Building community: Integration into the community, Interaction with the community, attitudes of the community.
Root	RQ 2 How are SSEN Included	How are students with special educational needs currently included in UNRWA classrooms in the Jordan field as perceived by all stakeholders?
Child/ Secondary	Physical Environment	Infrastructure of buildings and classes.
Grandchild/ Tertiary	School	School building.
Grandchild/ Tertiary	Class	Classroom.
Child/ Secondary	Accommodations and Modifications	Accommodations and Modification are considered changes to environment, curriculum, format or equipment.
Grandchild/ Tertiary	Curriculum	Textbooks, workbooks, documents.
Grandchild/ Tertiary	Instruction	Teaching practices, including differentiating instruction, peer coaching.

Code	Title	Description
Grandchild/ Tertiary	Assessment	Formative and Summative Examinations, Quizzes.
Child/ Secondary	Attitude	Beliefs and feelings impact how the Student with SEN is included in the classroom.
Root	RQ3 Benefits, Challenges to IE	What are the benefits and challenges to including students with special educational needs and providing inclusive education in the Jordan field as perceived by all stakeholders?
Child/ Secondary	Benefits	Benefits of including a student with SEN in the general classroom.
Grandchild/ Tertiary	For the SSEN	Benefits specifically associate with the Student with SEN.
Grandchild/ Tertiary	For the GES	Benefits specifically associated with the General Education Students.
Grandchild/ Tertiary	For the Teacher	Benefits specifically associated with the Teacher.
Grandchild/ Tertiary	For the Community	Benefits specifically associated with the Community.
Grandchild/ Tertiary	For the Family	Benefits specifically associated with the Family.
Child/ Secondary	Challenges	Challenges of including a student with SEN in the general classroom.
Grandchild/ Tertiary	Personnel, Preparation, Training	The lack of personnel (e.g. special educators, experts, counselors), type of preparation and training.

Code	Title	Description
Grandchild/ Tertiary	Class Time, Size or Both	Class duration, quantity of students in the class.
Grandchild/ Tertiary	Physical Environment	Access and movement in the physical environment including schools and classrooms.
Grandchild/ Tertiary	Curriculum, Instruction, and Examination	Textbook or materials, Teacher practices, Formative and Summative Assessments.
Grandchild/ Tertiary	Attitudes	Beliefs and feelings towards inclusive education. Awareness of rights.
Root	RQ4 Supports to Include SSEN and Impact on SSEN	What supports for inclusion of students with special educational needs have been provided to stakeholders in the Jordan field UNRWA classrooms?
Child/ Secondary	Pre-Service, In-Service Training	Support garnered from pre-service, in-service trainings.
Child/ Secondary	Material Resources	Materials may include documents, visual aids, organizers, audio tapes, or other tangible materials for teachers and students.
Child/ Secondary	Reflection and Collaboration	Reflection on teaching practices, students, and involvement with stakeholders. Collaboration with parents, peers, colleagues, administration, and other stakeholders.
Grandchild/ Tertiary	Family	Communication with parents.
Grandchild/ Tertiary	Doctors	Medical physicians, Health Screenings, medical reports.
Grandchild/ Tertiary	School Personnel including Peers and Specialists	Individual self-reflection and investigation, collaboration with peers, colleagues, Fields and HQ.

Code	Title	Description
Child/ Secondary	Administrative Support	Support garnered from field and area personnel as well as head teachers, assistant head teachers.

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