LEAD INCLUSIVE EDUCATION IN HIGHER EDUCATION: CHALLENGES AND OPPORTUNITIES

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Article Info	Abstract
	The implementation of inclusive education principles in the higher education system is highly challenging these days. Inclusive education has been established initially for the younger school-going students when the number of students with disabilities is found to be high that want to continue their studies, so the inclusive education practices move within higher education. This article aims to explore the the leading and services to support inclusive education in the Palestinian Universities or higher education levels. An electronic search of the related literature was carried out. PubMed, MEDLINE, Google Scholar, Science Direct Research Gatedatabases were used to conduct this digital research study until 2021. It has been found that the policies, strategies should be revised for inclusive education, as well as the students must be able to participate fully.

Introduction

Inclusive education brings new learning opportunities, especially for the students who are specifically excluded, i.e., the mentally or physically disabled students, as well as the students with other languages but present in the minority(UNICEF, 2019). Inclusive education aims to provide education to all the students who experience the education that improves their learning and social relationships and prepares them for a quality adult life in the community. In inclusive education, all the students are allowed to participatein the teaching and learning experiences. Usually, most of the education in the educational institutes establish inclusion habits so that the students can live with disabilities are not excluded on a daily basis since they are considered as different. But, on the other hand, usually, the most critical factor in the development of inclusive habits is the role of the principal of that institute. They are the ones who control and facilitate the staff so that they can adopt the change, practices, and attitudes that are consistent with the inclusive education vision. Inclusive education is considered a pivotal issue that the Ministry of Education strives to implement in Palestine.This is to achieve social equality and justice. The execution of inclusive education has a real challenge due to the lack of awareness for the teachers and parents.

Moreover, the resources and materials used for teaching are not accessible to all types of students. In 1994, the education for all program was adopted by the Ministry and then in 1997. Inclusive education concerned those marginalized students to include them in education regardless of their gender or disability (Aladini, 2020).

Leadership is the collection of coordinated efforts. Effective inclusive leadership does not function as the individuals;however, within leadership teams. They play a crucial role in developing partnerships with their staff members, the student's parents, and other external organizations. Usually, most of education inclusive leaders implement transformative leadership in the way that they lead the changes at the organizational levels as well as build the ability to improve the best possible learning experience for the learners. It includes most of the best possible learning experience for learners, including the sense of well-being and belonging for all. They build their staff and other stakeholders with all their available sources and evidence, experience, and expertise(Orridge, 2017).

Many metamorphs and images are bound, differentiated, and framed in the experiences category and referred to as the 'organization' observed by many organization theorists.

When one observes them closely, culture and leadership are the two sides of the same coin, and neither can really be understood by itself. In reality, there must be the possibility of underemphasized leadership research, i.e., the only thing of real significance is that leaders usually create and manage the culture. A researcher (Schein, 1985), more elaborates that

'there is a possibility.... that only thing of real importance that way of uncovering the relationship between culture and leadership is to examine how culture has been conceptualized in organization theory. The researcher revealed that there are two ways by which culture has been conceptualized, i.e., the first one is the culture as an organizational variable' and the second one is the 'root metaphor.

In organizational life, the fact is that the impact of organizational leaders over the organizational culture maintenance and evolution. Usually, the roles and the challenges of any corporate leader dependon how organizational culture is conceived. In the conventional rational perspective, the organizational culture is considered an "instrument" or "function" that can and should be manipulated by the leaders to assist the organizations in adapting to the external environmental realities.

Most educationists and practitioners are keen to know how a leader can significantly impact the organizational culture. The most important thing they should consider is their capability to shape and maintain the organizational culture. A researcher (Schein, 1992) found that the culture of any organization and the leadership are strongly interconnected. Thus, it has been found that these two notions, i.e., the leadership and the organizational culture, display the ongoing interplay during which the leaders shape and mold the culture. In turn, the culture is then shaped by the resulting culture(LISCHWE, 2016).

The term change leadership in higher education is considered any successful change leadership in the college and the university that will borrow all the aspects of the changes in the change theories. This will highly emphasize the developing learning cultures and its significance of adapting to the new circumstances, as well as asking the optimistic assumptions regarding the share holder's motives. Moreover, encouraging transparency from all the involved parties also thinks in terms of the inclusive system instead of the conflict between an in-group and an out-group. Thus, this can be borrowed from the change leader's road map and the changes in his journey, identifying every happened change that shows it's unique and different. It can also resist any tendency of the applied artificial formulas, patterns, and precedents. Thus, it has been drawn from the theory of the U and the theory of mindfulness-based leadership, which will, in turn, encouraging the leaders' in that they can reflect their values in addition to the values of the programs they serve as well as refraining from early judgments and false assumptions (LISCHWE, 2016).

This research aims to investigate the existing situation of inclusive education in higher education for students that are with special educational needs and disabilities.Also, it aims to explore the the leading and services to support inclusive education in the higher education levels: chalenge and oppurtinity.

Literature Review

Change Leadership

A change leader must not be in the control or influence of anyone but must consider themselves as the system's part being changed from on high. They are required to allow that each change process so that they can find its path. They are the one that must remain highly informed regarding the situations and the things occur in their organization so that they can respond to them efficiently and take the decisions and actions corresponding to the situations. They are required to establish a learning environment where everyone can easily learn things instead of the leader trying to engineer a specific outcome even though a vision regarding the institution requires to achieve a strong motivator, considering that there is only correct way present from that they can reach to their destination will generally lead to frustration, divisiveness, and failure. This type of mistake is generally found by most academic leaders when they try to make an attempt in guidance regarding the change processes at their institutions is that they pursue an approach that's consistently shown itself to be largely ineffective in bringing about meaningful change: strategic planning. Generally, most genuine change leaders are seldom voices crying in the wilderness that is considered as the main idea or the most significant notion that is the wave of the future. They are the ones who catalyst the change process. Even though whatever we read in the newspaper and see on the television is one that is the lasting change in higher education and is generally not the billionaire'sproduct who pours resources into academic models that originally seem quite impressive, however; eventually, it proves to be unsustainable. Its extremely surprising that in today's world," usually most of the things are "next big thing" rapidly becomes the fad of yesterday of the questionable value. The author has observed the pattern, which frequently concludes that the book that can better explain what can be changed in the university or the college is probably the last thing the world needs. Rather than whatever we think, we are required guidance that will be helpful in leading the change process and explore what works best within the very distinctive organizational culture of higher education and is the one which is the Change Leadership in Higher Education is all about. They are not just the next big thing, but it's about that how the individuals as the presidents, provosts, deans, chairs, and faculty members can work with each other positively so that they can establish a well-respond culture that has the ability to face and respond against every new challenge or opportunity, capitalize on evolving possibilities good times, and demonstrate resilience when conditions are not suitable. The author explained that he doesn't want to leave the impression

that there is no any valuable guidance present(LISCHWE, 2016).

Inclusive education exists and was applied before higher education within educational settings. But, the need and demand for inclusive education have increased for some years, particularly in the universities and university policies, agendas, learning practices, and policies. Thus, multiple challenges exist that must have to be addressed to align educational practices with the principles of inclusive education.

Methodology
Qualitative content analysis
A qualitative content review was carried out. The study aims to explain the focuson students with disabilities and faculty members within higher education.

Data extraction
A review of the related literature was carried out. PubMed, MEDLINE, Google Scholar,Science Direct databases Research Gate were used to conduct a digital research study until 2021.

Scopus and Web of Science were used to perform a literature survey of peer-reviewed articles. The research covered material produced between 2000 to 2021 and the search time, and it was re-run right before the final draught of the review to ensure that no fresh articles were missed. In addition to peer-reviewed articles, the Scopus and Web of Science databases allowed for searching grey literature.

With the help of a health research librarian, collaborating researchers with evidence and practical expertise and established target keywords. A combination of specific terms was used in the research study, excerpt from the title, abstract, and keywords like inclusion, higher-education, disable students, inclusive education; disability, challenges, opportunities, special education, students with disabilities, students with special educational needs, literature review. Searches were not limited by language or study type.

The research examines the information, response, and role of inclusive education in disabled students and its importance and related techniques in this study. The main goal of this study was to see how inclusive educationis linked to the future of disabled students. The researcher selects analyses that support various aspects that may clarify the information, response, and practiced protocols of inclusive education in Palestinian universities.

Journal articles, books, and book chapters discuss information, response, and practiced protocols. While editorials, commentaries, and letters to the editor were not included in the study, the author searched their articles to see whether any part was missing or unavailable.

The research field, publishing year, or research methodology were all unrestricted.

Results and Discussion
Inclusive education in higher education: ensuring students' access, participation and success
Many universities have launched multiple actions so that disabled students can easily get an education. Universities become more accessible to students with special needs and disabilities, which becomes more progressively committed to the processes of inclusive education in the universities. Most of the universities have developed offices that support disabled students in response to the policies and laws, incorporate recently developed technologies, and employ inclusive educational practices in the universities. But, unfortunately, these actions are not adequate for the students to ensure the student's rights and quality of education without discrimination and are based on the principles of inclusive education. From the results, most of the research has summarized that merely access to education is not sufficient. It is also crucial that the students also provided with the proper inclusive education environment. The researchers have also documented that the students are at high risk with special needs and disabilities that they early dropout from the universities than the students without disabilities. Thus, it is highly crucial that policies and strategies must be designed to encourage the students to remain in the university and complete their degree courses successfully(Moriña Díez, 2017).

For students with disabilities, it is essential to guarantee to provide students with an inclusive education environment. Inclusive education postulates the right for the students to participate fully and achieve good quality education. In the inclusive education context, diversity is highly valued. It predicts the designed educational projects, which considers several learning ways and anticipating possible needs that may arise(Moriña Díez, 2017).

According to the social model, in the case of society, most of the universities create barriers that ultimately cause hindrance in the inclusive environment of the disabled students studying in universities and reveal that social context attitudes,practices, as well as policies cause the barriers and supports that influence access and participation.As per the social

model's view, higher education should be restructured in the context of educational experience so that all the students can fully participate(Moriña Díez, 2017).

Present research on higher education, the inclusive education approach, and studenst with disability
Disabled Students
The student's with difficulties in their voices has been firstly analyzed as they were the most prominent group of students, as shown in Table 1 since these students identified with both the problems, i.e., the barriers and supports in their university experiences.

Table 1. Students' voice (barriers and facilitators).

Article citations	Target populations	Key research findings
(Claiborne et al., 2011)	Four students with disabilities; 7 faculty members; 3 staff; 3 students without disabilities	Barriers to access and resources; non-accessible technology, negative attitudes of the faculty
(Gibson, 2012)	5 students with disabilities	Facilitators: Positive impact of friendships, peer support networks, significant education contacts and studying
(Jacklin et al., 2007)	192 students with disabilities	Mostly positive experiencesNegative experiences: lack of support
(Hopkins, 2011)	6 students with disabilities	Physical, attitudinal, social, cultural, and political barriers
(Madriaga et al., 2010)	172 students with disabilities312 students without disabilities	Students with disabilities confront barriers of access intheir learning and assessment; there are similar difficulties they share with non-disabled students
(Moriña, 2017)	44 students with disabilities	Barriers: fear of disclosing the disability, doing twice as much to get half as far Facilitator: personal skills
(Moriña Díez et al., 2015)	44 students with disabilities	Barriers: Faculty and staff's negative attitude, inadequate use of PowerPoint, ruling on disability is not enforced, the professor is not informed about or trained in disabilities Facilitator: curricular adaptations
(Mullins & Preyde, 2013)	10 students with invisible disabilities	Barriers: negative social culture, negative attitudes; organizational aspects, desire to have a visible manifestation of their disability (reduce public questions about the validity of their disability)
(Prowse, 2009)	44 students with disabilities	Higher education as an opportunity; need to replace
(Riddell et al., 2004)	56 students with disabilities	Barriers: teaching methodologies, assessment and professional development of the faculty

(Seale et al., 2015)	175 students with disabilities	Barriers: technological resources are not appropriate or effective Students have to manage both their disability and their studies
(Shevlin* et al., 2004)	32 students with disabilities	Barriers: physical in nature, negative attitudes, assessment not adapted Facilitator: disability support office
(Skinner, 2004)	20 students with learning disabilities	Facilitators: support from family, friends, instructors, and/or academic support personnel; Importance of perseverance; academic accommodations
(Strnadová et al., 2015)	34 students with disabilities	Barriers: institutional, negative attitudinal, and disability-specific barriers Facilitators: family support, peer support, the support provided by assistants, personal strategies (assertiveness, self-determination, etc.)

The results suggest that the students find themselves as survivors and long-distance runners. Subsequently, their performance was found to be similar like the remaining students. However, in all cases, they documented that this requires a more significant effort and time investment. The results revealed that the disabled students find difficulty as they have to work harder compared to the students since they have to manage their studies with disabilities.

It has been observed that the barriers that the disabled students are also faced by the other students like the learning difficulties if the faculty were found to be inflexible, or they are not empathetic, i.e., in the case when the professors use masterclasses exclusively to teach, and when the teacher did not use any additional resources in teaching and did not interact personally. However, the results suggest that disabled individuals have to confront these problems more frequently than normal individuals with no disability. Thus, these issues may be even more complex and may need additional support to solve. Multiple studies found that the factors that support disabled students are their family, friends, peer support networks,close relatives or other individuals, as well as faculty and staff who encourage them and assist them in their studiesand believe in them.

Hidden disabilities were also examined, as shown in Table 2, regarding whether or not to disclose a disability. These studies revealed the 'invisible' disabilities of the students in higher education in which there is no apparent physical manifestation of any disability found and cannot be identified by the other people. The students with these kinds of disabilities think that they have to face difficulties in their studies due to this disability(Moriña Díez, 2017).

Table 2. Students' voice (hidden disabilities).

Article citations	Target populations	key research findings
(Hadjikakou & Hartas, 2008)	15 students with disabilities Deans and faculty members	The dilemma about disclosing or not disclosing University: reactive responses
(Lourens & Swartz, 2016)	23 students with visual disability	The politics of visibility and invisibility are central to the experience of disability; fear of being stigmatized
(Martin, 2010)	54 students with disabilities	Not disclosing the disability because prior

(Mullins & Preyde, 2013)	10 students with invisible disabilities	Social barriers related to negative social attitudes; other people questioned the validity of their invisible disabilities; effects of stigma; decisions not disclose their disability

The studies findings revealed that as per the student's view about their hidden disabilitiesis closely associated with the concept of 'normality;also, they may choose non-disclosure if they desire to be considered and treated with 'normality.' These students usually do not want to disclose their disabilities since they think that this will not negatively impact them or just because they think that they have no special needs or disability. Generally, these students with visible or invisible disabilities usually do not choose to be detected with a disability since they do not want to be treated like their other fellows(Moriña Díez, 2017).

The response of the faculty to disabled students
The results found that when the faculty members used the universal design, then syllabuses must be modified with few changes according to the disabled students. The adaptions that can be undertaken include the following, i.e., the changes in the materials and the methods, and the assessments which includes the most common, i.e., examinations timings that must be extended as well as providing the students with the note-taking services that would not be that much important. Moreover, it has been extensively argued that the universal design must be designed so that all the students benefit from it. i.e., the students with no disabilities as well as the students with disabilities, such as the students are provided with the materials like the lectures in the form of PowerPoint presentations that will be proven to be extremely helpful for the students. These notes must provide all the necessary information in detail as well as mention the other electronic sources or online sources so that whenever they need, they can easily access them. But, it has been observed that the faculties are usually not that much trained and are unable to incorporate the universal design or learning into their instruction(Moriña Díez, 2017).

Higher education as an opportunity: context that contributes to social and educational inclusion
Usually, the university students who have any disability argue that the other disabled students should also complete their studies in the university so that they can have a quality of life as well as their occupational prospects. These experiences will be proven helpful in the future and will ultimately increase the chances of achieving a job, generating higher revenues, and living an independent life. According to researchers (Moriña Díez et al., 2015)and (Weedon & Riddell, 2007), disabled students generally value higher studies and consider it as a positive approach since it gives them a normalized context in which they want to progress further. On the other hand, in some cases, the experience achieved through university life will be helpful in facing the difficulties and strengthens them. Besides this, it also helps disabled students so that they can escape overcoming the difficulties that arise due to their disability.

Policies, strategies, processes, and actions to develop an inclusive education
Table 3. Actions develop an inclusive

Article citations	Target populations	key research findings
(Khandelwal., Kolte, ,and Martini, 2020)	Indian context	Facilty: Educators need to develop their skills and competency by breaking their comfort zone, and individual recital of every faculty affiliate is a decisive feature in accomplishing quality for inclusive education.
Edward Asamoah, Cherry Hau-lin Tam & Alhassan Abdullah (2021) I	**Ghana** context	Facilty: moving the university towards an inclusive setting requires designing policies, strategies, processes and actions that contribute

		to ensuring the success of all the students.
Meng Deng & Kim Fong Poon-McBrayer (2004)	China context	assert that the current model of inclusive education in China was conceptualised through the influence of the Western ideology of inclusion and the practical consideration of Chinese socio-economical conditions. To realize this model, a number of strategies were introduced and widely practiced in an attempt to effectively implement the Learning in Regular Classrooms" LRC programs. Adverse social climate, the exam-oriented education system, and limited resources in all aspects.

Khandelwal, R., Kolte, A., Pawar, P. and Martini, E. (2020) will benefit the practitioners and academicians to re-design their policies and practices in developing nation education system. Meng Deng & Kim Fong Poon-McBrayer (2004) remained as critical elements to be overcome for the future development of inclusive education in China. The LRC Learning in Regular Classrooms model is expected to continue to be the main form of inclusive education in China. Edward Asamoah, Cherry Hau-lin Tam & Alhassan Abdullah (2021) discussed how moving the university towards an inclusive setting requires designing policies, strategies, processes and actions that contribute to ensuring the success of all the students.

After the analysis of policies, strategies, processes,as well as the actions that can contribute to ensuring the success of all the students, it has been found that a series of transformations, occurring at both levels, i.e., the institutional level as well as in the classroom practices, could be taken under consideration in higher education to move towards a more inclusive university.

Initially, there must be space available in the universities that should be accessible, and there must not be any physical barriers of any type. And for this, it is essential that the available spaces should be based on the universal design principle so that the environments are accessible to all students(Moriña Díez, 2017).

Afterward, the universities play an important role since the universities are the ones that must allow and consider disabled students in their first-year studies along with their attendance. All the universities should establish strategies for disabled students, particularly including tutorials, special orientation sessions.

Eventually, the faculty should be trained enough to teach the students with disabilities and tell them to be sensitive and trained regarding inclusive teaching and how it must be undertaken(Moriña Díez, 2017).

Conclusion

Inclusive education aims to provide education to all the students who experience the education that improves their learning and social relationships and prepares them for a quality adult life in the community. In inclusive education, all the students are allowed to participate in the teaching and learning experiences, particularly those dealing with any sort of disabilities. the student with disabilty should have support from family, friends, instructors, and/or academic support personnel; Importance of perseverance; academic accommodations.

This study explores the inclusive for leading and supporting inclusive education in universities and higher education levels. The unvirsity members should be trained enough to teach the students with disabilities, and the ducators need to develop their skills and competency by breaking their comfort zone. The universities that should be accessible, and there must not be any physical barriers of any type The policies, strategies should be revised for inclusive education, and the students must

be able to participate fully. moving the university towards an inclusive setting requires designing policies, strategies, processes and actions that contribute to ensuring the success of all the students.

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