

Title:	Teachers' Practice as a Marginalization Factor in the Process for Inclusive Education in Cyprus
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Abstract:	In recent years there is an intense effort around the world for integrating children considered as having special needs in their neighborhood schools. The function of special education in Cyprus has been criticized as failing because it failed to include all children in teaching by providing them with equal opportunities to learning. In this paper, using the interpretive model of research we studied teachers' practices as a factor of marginalization of certain children, how they marginalize their pupils, and attempted to understand how marginalization, a result of teachers' practice, works. Through data analysis it indicated that some teachers marginalize children considered as having special needs.