

Dialogue on Inclusive Education

May 15, 22 and 29, 2021

T.I.E.S is organizing the webinar "**Dialogue on Inclusive Education**" to be held on May 15, 22 and 29, 2021. It is addressed to researchers, professionals and (institutional) decision-makers interested in the issue of inclusive education in Lebanon and will be an opportunity to share knowledge, know-how and life skills on this topic with the aim of developing a "**Inclusive education development kit**" specific to the Lebanese context. This event will be an opportunity to ponder the key concepts of inclusive education, the diversity of structures and practices supporting it, their accessibility, as well as the role and place of parents in this dynamic.

The scientific design of the seminar is based on the general philosophy implemented by Icare laboratory¹ in October 2018 within the framework of their second international colloquium "Towards an inclusive society", in the islands of Reunion and Mayotte (France).

The seminar will take place over three Saturdays and will address three themes:

- **Theme 1: From Concepts to Practices, Reflection on the structures needed to support inclusive education**

Speakers-moderators: Serge Ramel (Professor, University of Teacher Education of the Canton of Vaud and International Laboratory on Inclusive Education – Switzerland), Basma Frangieh (President of T.I.E.S - Lebanon and researcher at the ACTé laboratory of the University of Clermont-Auvergne - France), Ghia Khoury (Head of an inclusive school, The Orthodox College of the Annunciation of Beirut - Lebanon), Nicole Monney (Professor, University of Quebec at Chicoutimi - Canada) and Micheline Aoun, (Associate Professor, Lebanese University - Lebanon).

In 1990, the World Declaration on Education for All and a Framework for Action: Meeting Basic Learning Needs were adopted (UNESCO, 1990). Four years later, the term inclusion was mentioned for the first time in an international agreement in The Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994). Since then, UNESCO (UNESCO, 2001, 2005, 2009, 2016, 2017) has consistently reiterated that inclusion is the preferred mode of education to meet the needs of all children.

However, school systems are characterized by many specific educational arrangements, most often segregative. They have been developed over the last five decades to meet the needs of specific school populations and the need to compensate for the difficulty, or even the inability, of regular schools to meet them (Ramel et al., 2016).

¹ <https://icare.univ-reunion.fr/>

The development of an inclusive culture in education requires therefore a rigorous and critical examination of current systems in schools that aim to be more inclusive while keeping segregative practices. The aim is not to stigmatize school systems, but to help them take a more decisive step towards inclusive education that is part of "an ongoing process, rather than a single event" (UNESCO, 2017, p. 38). The review of educational policies suggested by the Guide for ensuring inclusion and equity in education (UNESCO, 2017) can be carried out according to an analytical framework with four dimensions: 1) concepts, 2) policy statements, 3) structures and systems, and 4) practices. These four dimensions are closely related in a hierarchical relationship (Frangieh and Ramel, 2019).

In this seminar, participants will first develop a closer understanding of the concepts underlying inclusive education. The next step will be identifying the facilitators and barriers at the level of structures and systems in which Lebanese schools operate. Finally, suggestions for pedagogical practices supporting inclusive education will be explored.

- **Theme 2: The role and place of parents in an inclusive dynamic, throughout the child's school years**

Speakers-moderators: Liliane Pelletier (Professor, University of La Réunion- France), Xavier Conus (Professor, University of Fribourg - Switzerland), Michèle Kosremelli Asmar (President Include – Lebanon, Director Higher Institute of Public health, faculty of medicine, Saint-Joseph University of Beirut - Lebanon), Fadi El Halabi (Psychotherapist for couples and adults, Executive Director of EDAN - Lebanon), Nidal Jouni (Early Childhood Program Coordinator, University of Science and Arts - Lebanon) and Jean-Claude Kalubi (Professor, University of Sherbrooke - Canada).

Today and on an international level, the relationship between school and family is considered necessary, but it is also perceived as complex and ambiguous. Despite policies advocating coeducation (Rayna, Rubio and Scheu, 2010) as the main lever of an inclusive school, the relationship between parents and education professionals continues to be regularly felt and is often described in different terms of (Périer, 2005), these discrepancies between teachers and parents cause frustration and misunderstandings (Pelletier, 2020). In a common attempt to bring about a change in this situation, two major lines of research stand out: one favors a socio critical reading of prescribed parental involvement (in terms of injunction, assigned involvement, Vatz Laaroussi et al, 2008 taken up by Changkakoti and Fahrni, 2020; in terms of the expected norm, Conus and Nunez Moscoso, 2015 or Thin, 2009); the other aims to identify the conditions for a constructive alliance between the actors (identification of barriers and levers, conditions for negotiating the roles of each on a spectrum between expertise and sharing, Pelletier, 2020).

In all cases, there is an international consensus on the appropriateness of the relationship between school and family, with the quality of the relationship being a critical component of a child's educational success (Henderson & Mapp, 2002). All the actors therefore agree easily on the principles of a quality relationship to be built with families, but the major difficulty lies in the actions to be implemented daily so that each parent (considered similar-different, Alaoui, 2008) can fully participate in the inclusive project.

In this seminar we will approach the question of the "Inclusive education development kit" from the perspective of the family-school relationship, with the idea that the asymmetrical relationships of which it is a part, can participate in a sharing of knowledge and where the notion of asymmetry is considered as a driving force, under certain conditions (Thomazet and Rix-Lelièvre, 2018; Pelletier, 2020). Several questions may be addressed during this seminar:

- How can we work in partnership with parents in the inclusive approach?
- Faced with a plurality of family forms and with parents who are all particular, what are the principles of action that make it possible to plan an inclusive dynamic within an enlarged educational community?
- What is constant in coeducation? What nodes of tension and what levers can be operated? What reading can be made of each situation so that the project is inclusive?

- **Theme 3: To professionalize the interprofessional situations**

Speakers-moderators: Corinne Mérini (Researcher at ACTé laboratory of the Clermont-Auvergne University - France), Serge Thomazet (Researcher at ACTé laboratory of the Clermont-Auvergne University - France) Sr Patrice Moussallem (Director of the Father Roberts Institute - Lebanon), Joumana Akiki (Professor, Lebanese University - Lebanon), Thierry Philippot (Professor, University Reims Champagne-Ardenne/ Inspé - France), Shaza Ismail (Director of the inclusive program at Al-Mabarrat Association - Lebanon) and Marco Allenbach (Professor, University of Teacher Education of the Canton of Vaud - Switzerland).

In many countries today, we are witnessing a multiplication of support systems in and out of school in response to the injunctions of international law (WHO, UNESCO, Europe...) and in favor of the educational success of all students. Professionals respond to this based on how they know to do or have learned to do (teachers teach, caregivers provide care, etc.). Work is organized according to traditional modes of coordination (Mintzberg, 1982) (hierarchical axis, articulation of the agendas of professionals, etc.). Training is categorical and based on the implementation of good practices (built elsewhere, in different contexts, etc.) without taking into account the analyses done by professionals.

Collective work is recommended as an effective form of organization to respond to these findings, particularly in the school context when there is a need to address issues such as the special needs of students or the dropping out. Answers to these difficulties are not the sole responsibility of the teacher, they are to be shared and built upon with families, professionals from different fields, medical, rehabilitation, educational and social intervention, and all the staff present in the institution. The answers brought are part of plural situations that we qualify as interprofessional (Allembach, Frangieh, Mérini and Thomazet submitted) in the sense that they are located at the crossroads of various professions and should therefore make actors who belong to different professional universes cooperate. Joint action guided by the inclusive dynamic generates "territorializations" (Lussault, 2007) where each person tries to act from his or her own world (Béguin and Clot, 2008). Thus, the situation of interprofessional involves the professions of the different actors and sets in motion the need to build a common sense (Goffman, 1974) where professional territories are at once borrowed from the values, techniques and strategies that characterize each profession, but are also enclosed in regulatory, administrative, and financial frameworks that strengthen the boundaries between the members of the collective through the policies that drive them. The situation of interprofessional also questions the territories and professions that have been historically and socially constructed and invites us to cross borders and to confront otherness (Philippot, 2020).

In this seminar we will approach the question of the "Inclusive education development kit" from the perspective of professionalizing the organization of cooperation and negotiations. How can we ensure that the different professions dialogue, adjust and negotiate? Are there tools that facilitate negotiations on roles and meaning? How can we get out of the dilemmas encountered in situations.

1. General philosophy of the seminar

It aims to be a promising event for discussion and meeting between national and international researchers, professionals and decision-makers working in the Lebanese field. Its main objective is to build, in partnership with all the actors, a common culture of inclusive education and a "development kit", and to initiate a support for teams working in schools.

1.1. Operating principles of the seminar

The seminar will be conducted online via Zoom.

- Speakers-Moderators by theme (guest speaker(s), a Lebanese teacher-researcher, a Lebanese field practitioner);
- 9 groups maximum (4 to 6 participants per group);
- The registration to the seminar is done by heterogeneous group, it must be constituted of actors directly or indirectly involved in the actions related to the theme: parents, young people with special needs, teachers, members of the multidisciplinary team (medico-social), schools' administrators, specialized centers administrators, members of associations or NGOs, ...
- The participation of the actors throughout the three days of the seminar.

1.2. Objectives of the seminar

The objectives of the workshops:

- to build a common culture;
- to create a mobilizing horizon (Mazereau, 2015);
- to help the teams to think as a collective;
- to plan a project with an inclusive aim;
- develop a "Inclusive education development kit".

1.3. Seminar framework

The speakers-moderators oversee organizing the seminar and contextualizing it according to the participants present throughout the three sessions.

Session 1			
Saturday May 15, 2021	9h00 - 9h45	General presentation of the seminar dynamics	Room Session 1
		Keynote 1: From Concepts to Practices, Reflection on the structures needed to support inclusive education	
		Speakers: Serge Ramel ² , Basma Frangieh ³ et Ghia Khoury ⁴	
		Moderator: Micheline Aoun ⁵	
	9h45 - 10h00	Discussion with the participants	
	10h00 - 11h30	Group A: Animation of the workshop in French and Arabic Moderators: Serge Ramel and Micheline Aoun	Room Group A
		Group B: Animation of the workshop in Arabic and English Moderators: Basma Frangieh and Ghia Khoury	Room Group B
	11h30 - 11h50	Pooling of the three groups Moderator: Micheline Aoun	Room Session 1
	11h50 - 12h00	Overview of Session 1 Speakers: Micheline Aoun and Nicole Monney ⁶	

² Serge Ramel, PhD, Professor, University of Teacher Education of the Canton of Vaud and International Laboratory on Inclusive Education - Switzerland – Switzerland

³ Basma Frangieh, PhD, President of T.I.E.S – Lebanon and researcher at ACTé laboratory of Clermont-Auvergne University – France

⁴ Ghia Khoury, Head of an inclusive school, The Orthodox College of the Annunciation of Beirut - Lebanon

⁵ Micheline Aoun, PhD, Associate Professor, Lebanese University - Lebanon

⁶ Nicole Monney, PhD, Professor, Québec University at Chicoutimi - Canada

Session 2			
Saturday May 22, 2021	9h00 - 9h30	Keynote 2: The role and place of parents in an inclusive dynamic, throughout the child's school years	Room Session 2
		Speakers : Liliane Pelletier ⁷ , Xavier Conus ⁸ et Michèle Kosremelli Asmar ⁹	
		Moderator: Fadi El Halabi ¹⁰	
	9h30 - 10h00	Discussion with the participants	
	10h00 - 11h30	Group A: Animation of the workshop in French and Arabic Moderators: Liliane Pelletier and Fadi El Halabi	Room Group A
		Group B: Animation of the workshop in Arabic, French and English Moderators: Nidal Jouni ¹¹ , Xavier Conus and Jean-Claude Kalubi ¹²	Room Group B
	11h30 - 11h50	Pooling of the three groups Moderator: Fadi El Halabi	Room Session 2
	11h50 - 12h00	Overview of Session 2 Speaker: Jean-Claude Kalubi	

⁷ Liliane Pelletier, PhD, Professor, University de La Réunion, Laboratoire Icare -France

⁸ Xavier Conus, PhD, Professor, Fribourg University - Switzerland

⁹ Michèle Kosremelli Asmar, MHA, PhD, President Include – Lebanon, Director Higher Institute of Public health, faculty of medicine, Saint-Joseph University of Beirut - Lebanon

¹⁰ Fadi El Halabi, Psychotherapist for couples and adults, Executive Director of EDAN – Lebanon

¹¹ Nidal Jouni, Early Childhood Program Coordinator, University of Science and Arts - Lebanon

¹² Jean-Claude Kalubi, PhD, Professor, Sherbrooke University - Canada

Session 3			
Saturday May 29, 2021	9h00 - 9h30	Keynote 3: To professionalize the interprofessional situations	Room Session 3
		Speakers: Corinne Mérini ¹³ , Serge Thomazet ¹⁴ et Sr Patrice Moussallem ¹⁵	
		Moderator: Joumana Akiki ¹⁶	
	9h30 - 10h00	Discussion with the participants	Room Group A
	10h00 - 11h30	Group A: Animation of the workshop in French and Arabic Moderators: Serge Ramel, Sr Patrice Moussallem and Thierry Philippot ¹⁷	
		Group B: Animation of the workshop in Arabic, English and French Moderators: Shaza Ismail ¹⁸ , Marco Allenbach and Corinne Mérini	
	11h30 - 11h50	Pooling of the three groups Moderator: Joumana Akiki	Room Session 3
	11h50 - 12h15	Concluding session of the seminar Speakers: Joumana Akiki and Marco Allenbach ¹⁹	

¹³ Corinne Mérini, PhD, Researcher at ACTé laboratory of Clermont-Auvergne University – France

¹⁴ Serge Thomazet, PhD, Researcher at ACTé laboratory of Clermont-Auvergne University – France

¹⁵ Sr Patrice Moussallem, PhD, Director of Father Roberts Institute - Lebanon

¹⁶ Joumana Akiki, PhD, Professor, Lebanese University - Lebanon

¹⁷ Thierry Philippot, PhD, Professor, University of Reims Champagne-Ardenne/ Inspé - France

¹⁸ Shaza Ismail, Director of the inclusive program at Al-Mabarrat Association - Lebanon

¹⁹ Marco Allenbach, PhD, Professor, University of Teacher Education of the Canton of Vaud - Switzerland

2. Important Dates

Seminar Dialogue on inclusive education	Seminar registration opens	March 18, 2021	
	Seminar registration closes	April 18, 2021	
	Seminar dates	May 15, 22 and 29, 2021	
	Theme 1: From Concepts to Practices, Reflection on the structures needed to support inclusive education	May 15, 2021	9h00 – 12h00 GMT+3
	Theme 2: The role and place of parents in an inclusive dynamic, throughout the child's school years	May 22, 2021	9h00 – 12h00 GMT+3
	Theme 3: To professionalize the interprofessional situations	May 29, 2021	9h00 – 12h00 GMT+3

3. Registration

- Terms and conditions of participation:**

The group must be made up of 4 to 6 persons, having as much as possible a heterogeneous professional profile, directly or indirectly involved in actions related to inclusive education in Lebanon: parents, young people with special needs, teachers, members of the multidisciplinary (medico-social) team, school administrators, specialized centers administrators, members of associations or NGOs.

- Recommendations for the groups:**

Each group must provide the following information:

- The group's interest, objective and reason for participating in the seminar;
- The name of the group leader;
- The list of professionals/participants (name, profession, contact information) of the group.

- **Registration Deadline:**

Registrations can be made until 18 April 2021 (GMT +3).

- **Fee:**

400,000 Lebanese pounds per group

The registration will only be validated upon receipt of your payment by a transfer via OMT:

T.I.E.S education, Address: Samarani Tower, Bloc B, 5th floor, Saydeh Street, Zalka – Lebanon

Phone: +961 70 971 567



4. Committees

The organization of the seminar "Dialogue on Inclusive Education" is supported by a scientific committee, an organizing committee, and a validation committee for the "Inclusive education development kit".

Scientific committee

Head of the scientific committee: Liliane Pelletier

Scientific committee members list:

- Joumana Akiki, PhD, Professor, Lebanese University (Lebanon)
- Marco Allenbach, PhD, Professor, University of Teacher Education of the Canton of Vaud (Switzerland)
- Micheline Aoun, PhD, Associate Professor, Lebanese University (Lebanon)
- Michèle Kosremelli Asmar, MHA, PhD, President of Include (Lebanon), Director Higher Institute of Public health, faculty of medicine, Saint-Joseph University of Beirut (Lebanon)
- Xavier Conus, PhD, Professor, University of Fribourg (Switzerland)
- Basma Frangieh, PhD, President and cofounder of T.I.E.S (Lebanon)
- Fadi El Halabi, Psychotherapist for couples and adults, Executive Director of EDAN (Lebanon)
- Shaza Ismail, Director of the inclusive program at Al-Mabarrat Association (Lebanon)
- Nidal Jouni, Early Childhood Program Coordinator, University of Science and Arts (Lebanon)
- Jean-Claude Kalubi, PhD, Professor, University of Sherbrooke (Canada)
- Ghia Khoury, Head of an inclusive school, The Orthodox College of the Annunciation of Beirut (Lebanon)
- Corinne Mérini, PhD, Associate researcher, Laboratoire ACTé Clermont Auvergne (France)
- Nicole Monney, PhD, Professor, University of Québec at Chicoutimi (Canada)
- Sr Patrice Moussallem, PhD, Director of the Father Roberts Institute – IPR (Lebanon)
- Liliane Pelletier, PhD, Professor, University of La Réunion, Laboratoire Icare (France)
- Thierry Philippot, PhD, Professor, University of Reims Champagne-Ardenne (France)
- Serge Ramel, PhD, Professor, University of Teacher Education of the Canton of Vaud and International Laboratory on Inclusive Education (Switzerland)
- Serge Thomazet, PhD, Associate researcher, Laboratoire ACTé Clermont Auvergne (France)

Organizing Committee

Head of the organizing committee: Joe Baaklini

Organizing committee members list:

- Joe Baaklini, IT Consultant – T.I.E.S (Lebanon)
- Basma Frangieh, President and cofounder of T.I.E.S (Lebanon)
- Rabih Frangieh, Strategy consultant and cofounder of T.I.E.S (Lebanon)
- Charly Hokayem, Graphic Design Consultant – T.I.E.S (Lebanon)

"Inclusive Education development Kit" Validation Committee

- Joumana Akiki, PhD, Professor, Lebanese University (Lebanon)
- Marco Allenbach, PhD, Professor, University of Teacher Education of the Canton of Vaud (Switzerland)
- Micheline Aoun, PhD, Associate Professor, Lebanese University (Lebanon)
- Michèle Kosremelli Asmar, MHA, PhD, President of Include (Lebanon), Director Higher Institute of Public health, faculty of medicine, Saint-Joseph University of Beirut (Lebanon)
- Xavier Conus, PhD, Professor, University of Fribourg (Switzerland)
- Basma Frangieh, PhD, President and cofounder of T.I.E.S (Lebanon)
- Fadi El Halabi, Psychotherapist for couples and adults, Executive Director of EDAN (Lebanon)
- Shaza Ismail, Director of the inclusive program at Al-Mabarrat Association (Lebanon)
- Nidal Jouni, Early Childhood Program Coordinator, University of Science and Arts (Lebanon)
- Jean-Claude Kalubi, PhD, Professor, University of Sherbrooke (Canada)
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- Sr Patrice Moussallem, PhD, Director of the Father Roberts Institute – IPR (Lebanon)
- Liliane Pelletier, PhD, Professor, University of La Réunion, Laboratoire Icare (France)
- Thierry Philippot, PhD, Lecturer, University of Reims Champagne-Ardenne (France)
- Serge Ramel, PhD, Professor, University of Teacher Education of the Canton of Vaud and International Laboratory on Inclusive Education (Switzerland)
- Serge Thomazet, PhD, Associate researcher, Laboratoire ACTé Clermont Auvergne (France)

Biographie:

Joumana AKiki is a Doctor of Psychology, professor and researcher at the Faculty of Pedagogy of the Lebanese University in Beirut. Her research areas focus on the issue of disability (visual in particular), school support and students with special educational needs in inclusive schools, as well as the study of school rhythms in a chronopsychological approach (fluctuations in memory and attention).

Marco Allenbach associate HEP professor specializing in individual and collective support, the psychosociology of work and organizations, as well as in the analysis of intervention and collaboration practices at school, member of the International Laboratory on School Inclusion and the Laboratory on Educational Alliances. He is particularly interested in the modalities of collaborative research, and in the methodologies for analyzing the activity, making it possible to support the actors in the evolution of their practices, and to better understand the dynamics and challenges of their work.

Micheline Aoun is an associate professor at the Faculty of Pedagogy and the Faculty of Health Lebanese University in Beirut, she is the head of the ESGB psychopedagogical office, responsible for the special education center and the CRDP remediation services. Her expertise focuses on screening, cognitive and psychological evaluation of learners as well as assistance and support to promote the adaptation and integration of children and adolescents in school.

Michèle Kosremelli Asmar Michele Kosremelli Asmar is Associate Professor and Director of the Higher Institute of Public Health (ISSP) at Saint Joseph University in Beirut. She holds a Ph.D. in Management from Paris Dauphine University and a Master's degree in Health Administration from the University of Montreal, Canada, as well as a postgraduate degree in Institutional Management-Health Care from the University. Concordia, Canada. Dr. Kosremelli Asmar has coordinated the MBAIP-Health Management program offered in collaboration with Paris Dauphine University and IAE-Paris I Pantheon Sorbonne over the past 15 years. Dr. Kosremelli Asmar is also a lecturer in several Faculties. Her work, teaching, and recent publications focus on public health, interprofessional collaboration and coordination, disability and inclusion health management, quality and accreditation, technology and health, health care, human resources, health economics, health systems. She has lectured and consulted on health systems and reforms in Lebanon, France and Canada, and co-directs PhD theses abroad. She is the author of several articles and book chapters as well as a member of scientific organizations and committees. She is also a member of reading committees for several national and international scientific journals and conferences. She has led several projects and research in the field of public health, both locally and internationally (local and regional WHO, Ministry of Public Health, Internal Security Forces, NGOs ...). Dr. Kosremelli Asmar is also the president of the NGO, Include, which promotes the inclusion of children, youth and adults with special needs in Lebanese society.

Xavier Conus After having previously worked in the field of special education, Xavier Conus is a Professor at the University of Fribourg (Switzerland). His scientific interests focus on the relationship of institutional actors, including schools, to the diversity of their audiences, on inclusive schooling, the school-family relationship, the negotiation of conceptions of education and educational roles in the context of cultural diversity, and the field of early encouragement.

Fadi El Halabi is a Psychotherapist and Counselor for Adults and Couples, Integrative Stress Management Coach, Trainer/Facilitator, Resilience and Design Thinking Practitioner and a committed disability advocate and human rights activist. In the field of the inclusion of people with disabilities, Fadi consults and leads since 2006 the Ecumenical Disability Advocates Network (EDAN) with an outreach in Lebanon and in the Middle-East; where he intervenes in the public, private, civic and educational sectors. Fadi is equally the co-founder of the "Relational Ecology Center", an innovative eco-system whose mission is to co- create with its partners environments favourable for personal, interpersonal and communities' growth and fulfillment.

Basma Frangieh is a founding member and president of the NGO T.I.E.S, a doctor in Educational Sciences and a researcher associated with the ACTé laboratory at the University of Clermont Auvergne. She teaches at the Faculty of Pedagogy of the Lebanese University in Beirut. Her work focuses on inclusive school, especially on the training and roles of professionals in addressing special educational needs. In addition, she carries out expertise mandates for national and international organizations related to this theme.

Shaza Ismail is a special education and inclusive education consultant, and university instructor. She is a doctoral student at Saint Joseph University, Faculty of Educational Sciences. Currently, she serves as the director of the Inclusive Program at Al-Mabarrat Association. She completed her graduate studies at the American University of Beirut and University of Washington, Seattle, United States of America. She specializes in psycho educational assessment for school aged children, and in early intervention. She is the director of Siraj Center for Psycho Educational Assessment and Educational Counselling. She has offered consultancy services and numerous presentations at national and regional conferences about teaching and the right of education for children with special needs in inclusive schools. She has participated in the Expert Meeting on Creating Tools for Inclusive Education in the Arab States and in rethinking of the inclusive guidelines as an expert at the UNESCO Headquarters in Paris. She published articles about teaching students with learning disabilities and early childhood special education. She is a member in the Council for Exceptional Children, Association for Supervision and Curriculum Development, and Inclusion International. She would wholeheartedly continue to relentlessly advocate for equity and quality in education for children with special needs.

Nidal Jouni had a BS in biology, a teaching diploma in special education for gifted and students and a Master degree in Education from AUB. She co-founded Al Rahma high school one of Al Mabarrat Association Schools in 2001 and she remained as the school's principal till September 2017. During these years, she established the first inclusion program in the region for learners with disabilities within her school, and a program for gifted students among the first ones in Lebanon. She was and still Lebanon's delegate at the World Council for Gifted and Talented Children, an accredited trainer on number of programs for gifted children, and gave more than hundred workshops on different subjects related to education in general, special education and leadership. In February 2018, she became the coordinator of the Special Education Program at USAL till fall 2019, she is now the coordinator of the Early Childhood program in addition to being an instructor too. She works with TAMAM at AUB as a coach to empower schools principals on inclusive and leadership practices.

Jean-Claude Kalubi professor of education and director of the department of studies on academic and social adaptation. He is vice-president of the International Association for Training and Research in Family Education (Aifref). From 2013 to 2018, he served as Scientific Director of the Institut universitaire en déficience intellectuelle et en trouble du spectre de l'autisme. A researcher member of CERTA, he is interested in the themes of inclusive education and school-family-community collaboration.

Ghia Khoury orthopedagogue and Doctoral student in Educational Sciences at the University Saint Joseph and at the Institut Catholique de Paris. She is a lecturer at Saint Joseph University and head of the Orthodox College of the Annunciation, one of the first inclusive schools in Beirut. She is a founding member of the Syndicate of Orthopedagogues of Lebanon, consultant and trainer in orthopedagogy. She carries out various mandates of expertise with the Ministry of Education and Higher Education and national and international non-governmental organizations related to her field.

Corinne Mérini conducts research on the analysis of educational partnerships (in health promotion and in the field of an inclusive society) from a sociological perspective. She works in research-intervention by closely associating practitioners in a double transformative and epistemic movement based on qualitative analyses based on clear traces of activity.

Nicole Monney is a professor in the Department of Educational Sciences at UQAC. She is an associate researcher at CRIRES and CRRE. Her expertise includes formative assessment of learning, practical teacher training and classroom management practices, including learning planning. Since 2017, she has been leading a research project on evaluation and feedback objects in the social universe and in science and technology, as well as another project on the types of support offered by associate teachers to develop the competence to be evaluated. The reflection carried out on these various projects allowed him to develop a fine expertise in the evaluation of learning.

Sr Patrice (Younna) Moussallem, Doctor of Psychology, University of Paris 5. Educational psychologist and researcher. Researcher member at BIAP: Bureau International d'Audiophonologie (SINCE 2004), founding member and vice-president of BLRS: Bureau Libanais de Recherche en Surdit  (scientific NGO 2007). The different works are focused on research, symposiums and especially teacher training and the importance of multidisciplinary work in a specialized educational environment for children with special needs. Teacher then director of a school for children with special needs, and since 1983, director of the Father Roberts Institute for Young Deaf Children (specialized school for deaf children and children with special needs) after having obtained a certificate of aptitude for the teaching of hearing-impaired children from the F.I.S.A.F. Multiple experiences in the field of inclusion since 1993. Lecturer at the Lebanese University, Department of Pedagogy, Special Education Section. Organizer and speaker in various scientific conferences since 1993. Member of the team that adapted the WISC IV (Wechsler Intelligence Scale for Children- Fourth Edition) to the Arab culture in 2013. Author of various scientific articles.

Liliane Pelletier is a Professor, at the University La R union. Her expertise lies in the field of inclusive education according to a WITH research approach. She is particularly interested in school-family partnerships. Deputy director of the Icare laboratory, she is also an associate researcher at the International Laboratory on School Inclusion (LISIS).

Thierry Philippot is a Professor in educational sciences at the University of Reims Champagne-Ardenne. He is a full member of the Centre d'études et de recherches sur les emplois et les professionnalisations (Cérep, EA 4692). His research work focuses on the study of teaching professionalism in changing professional contexts. A geographer by profession, he approaches issues of inequality and justice in the school field from a social geography perspective. He is also director of the Institut national supérieur du professorat et de l'éducation of the Académie de Reims.

Serge Ramel, is a professor at the Haute école pédagogique du canton de Vaud (Switzerland). He is a founding member and co-director of the International Laboratory on Inclusive Education (LISIS). He also carries out various expert mandates with Swiss and foreign school authorities and collaborates with the expert group on inclusive education of the International Task Force on Teachers for Education 2030 of UNESCO.

Serge Thomazet is an associate researcher at the ACTé laboratory (University of Clermont Auvergne). His work focuses on inclusive school, the schooling of students with special educational needs and the evolution of professions, teaching, support and care in an inclusive context. At the University of Clermont Auvergne, he taught in a master's degree course "Schooling and special educational needs" which offers a specialization in these fields to various audiences, in initial or continuing training.

