Call for papers

International conference organized in partnership between **T.I.E.S** (Together for Inclusive Educational Systems) and **AUB** (American University of Beirut)

Research for Education Accessibility Challenges - REACH

Transitions, continuities, ruptures and transformations : on the way to an inclusive education

October 30 and 31, 2024

At the American University of Beirut (Lebanon)

The 3rd edition of the **REACH** international conference, organized in partnership between T.I.E.S and AUB, will be held on October 30 and 31, 2024 at the American University of Beirut. The conference is targeting teachers, school staff, professionals (special educators, occupational therapists, speech therapists, psychologists, educational advisors, etc.), members of parents' associations, children, adolescents and young people with or without special needs, researchers, professionals and associations working with vulnerable and marginalized children.

This conference will provide an opportunity to reflect on the transitions, continuities, ruptures and transformations in the lives of children, adolescents and young people with needs the traditional education system can't fulfill.

1. Context

So-called inclusive education is part of the broader context of the inclusive movement in society at large. The intention is to build a society in which everyone is able to find their place (Pelgrims and al., 2021). Inclusive education aims to promote inclusive societies (Ebersold, 2017) through schools and educational facilities. It is considered the most effective way of combating discriminatory attitudes, creating welcoming communities, building an inclusive society aiming at education for all while being mindful of the cost-effectiveness of education systems (Unesco, 1994). It also sees the education system as a vector of social protection, enabling students to assert themselves as actors in their own future, to transform relationships with others and to find a dignified place as human beings, recognized as citizens (Pelgrims and al., 2021). Following the Salamanca Declaration (UNESCO, 1994), schools are

taking on the responsibility of changing their practices and adapting to the needs of their pupils. Moreover, the school, as a group of institutions and individuals, is also a place for co-constructing the meaning of knowledge and living together. In this way, everyone, students and professionals alike, are co-constructors and actors in living and becoming together, in a school on movement (Bélanger, 2013). In this respect, moving towards an inclusive society presupposes a decentralization of values and practices that dominate within schools and society in general. Professional training and raising awareness about inclusion issues are ways of building a more inclusive education and, consequently, a more inclusive society.

Engaging, as a school actor or partner, in the movement towards inclusive education requires commitment to a process of transition, transformation, breaking with the past, adjusting routines and changing logics of action and thinking (Ramel, 2015); a process that is inescapably complex and strewn with difficulties (Bergeron and Prud'homme, 2018; Pelgrims and al., 2021; Bélanger and Duchesne, 2011; Rousseau and al., 2017).

Transitions represent periods of change during which habitual practices and routines of operation and participation are disrupted and gradually transformed. They represent a break point with the known and with routines, a readjustment or adaptation to the new (Zittoun and Perret-Clermont, 2002), and the challenge of ensuring a certain continuity. The objects of these transformations are diverse: values, institutions, systems, practices, conceptions, postures and so on.

The lack of collaboration and communication between school, family and community is particularly marked during the transition of special needs children/people (Graziano, 2015; Tepe, 2012). This fact may explain discontinuity in school environments, leading to different expectations of the child, depending on the living environment (Tepe, 2012) or a risk of service breakdown (Sloper, 2004). Planning this transition will be advisable to facilitate the transition for all and support continuity. The continuity of the transition process depends on the dynamics within the inter-professional space (Allenbach and al., 2021; Mérini and Thomazet, 2014).

Thus, the path towards inclusive education involves four, sometimes interconnected, mechanisms: transitions, continuities, ruptures and transformations. They are cross-cutting and apply to all periods of life, from the birth of the person with special needs, through schooling (at school and university level) to taking up a job. The REACH 2024 conference focuses on these mechanisms, combining testimonies from children, teenagers and young people as well as their parents who have experienced at least one of these four mechanisms and testimonies from professional members of schools who have to manage these phenomena throughout the journey from school to work. The conference also focuses on research findings. The aim is to make the link between the experiences of the concerned actors and their parents, professional practices and scientific findings, so that we can propose benchmarks for the transition to inclusive education.

2. Thematics

The conference is structured around four thematics:

- **Transition:** What is transition? Is it a movement, a process, a change of path, an injunction? What postures should we adopt when accompanying a transition? What is the basis for transition? What forms of collaboration facilitate transition? What policies and measures are needed to implement transition, and who makes the decisions? What hinders collaboration? But what consensus can we build on to implement the transition? How do we define the cross-tiers that will facilitate transition?

- **Transformation:** What to transform or to be transformed? What are the stakes, risks and obstacles, as well as the conditions for transformations? What transformations and at what level? How are the actors involved transforming themselves to implement inclusive practices? Do transformations require certain prescribed expectations? To what extent are transformations taking place? Are they always compatible with the intention of inclusive education?

- **Rupture:** What do we mean by rupture? With whom and what? What posture should actors adopt to accept rupture? How can we decentralize our norms, values and practices to contribute to inclusive education? How can we legitimize the rupture?

- **Continuity:** What do we mean by continuity? How can we ensure the continuity of change and/or transformation, when and with what tools? What are the structural, institutional and personal challenges, and how can we overcome them? How can we develop reflective thinking and a critical posture to preserve continuity? How can we train and raise awareness of inclusive education to ensure continuity? What is the role of the system?

3. Conference aims

This conference aims to :
- Clarify the concepts of transition, continuity, rupture and transformation;
- Make the link between the experience of the young people concerned, professional practices and scientific results;
- Propose benchmarks for transition and transformation towards inclusive education.

4. Contribution

a. Modality

Four types of presentation will take place:

- Scientific papers presenting the results of recent research and field experience (15-20 mins);
- Professional papers presenting professional practices (15-20 mins);
- Student posters.

Conference languages: English, French and sign language (for the plenary lecture and round table).

The conference will be accessible in person or remotely.

b. Recommendations for authors

➢ A scientific paper must include:

- Title;
- 5 keywords;
- Problematic;
- Objective;
- Theoretical framework;
- Methodology;
- Findings;
- Discussion;
- Email address of first author;
- Type of paper (research, field experience or student project);
- How the proposal fits into one of the four conference themes.

An abstract (2000 to 3000 characters, including spaces, excluding bibliographical references) presenting the framework of the research or field experience (problem, objective, theoretical framework, research question), the methodology, the findings (if any) and a bibliography presented according to APA 7th edition standards.

The format of oral presentations will be 15 minutes of presentation and 10 minutes of exchange with workshop participants.

> ➤ A professional communication must include :

- Title;
- 5 keywords;
- Description of content (objective, contextualization, analysis of issues);
- Methodology;
- Findings, if applicable;
- Registration of the proposal in one of the four axes of the symposium;
- Email address of first author;
- Type of paper (research, field experience or student project);
- Registration of the proposal in one of the four axes of the symposium.

An abstract (2,000 to 3,000 characters, including spaces, excluding bibliographical references) describing the content and context of the issue addressed in relation to the field studied (objective, analysis of the issues at stake in the practices studied), the methodology for implementing the project and the findings (if any) expected.

The format of oral presentations will be 15 minutes of presentation and 10 minutes of exchange with workshop participants.

> ➤ A student poster must include:

- Title ;
- 5 keywords;
- Description of content (objective, contextualization, analysis of issues);
- Methodology;
- Findings, if applicable;
- Email address of first author

An abstract (2,000 to 3,000 characters, including spaces, excluding bibliographical references) describing the content and context of the issue addressed in relation to the field studied (objective, analysis of the issues at stake in the practices studied), the methodology for implementing the project and the findings (if any) expected.

The required poster format is A0 (H: 1.20 - W: 0.80). It can be oriented vertically or horizontally. It can be in English or French.

Required elements on the poster:

- Title ;
- Authors' names (including email addresses); and organizations with logo(s);

- Introduction and Conclusion need no title. Other headings, such as Material and Methods, Findings and Discussion, should be self-explanatory, as they begin separate sections;
- Introduction/objectives
- Methods and Findings (methods should be kept to a minimum, these two sections should represent the ⅔ of the poster);
- Conclusion: includes the main conclusions, discussions and perspectives;
- Number the figures;
- Add a few bibliographical references to reinforce the project's scientific position (at the bottom and in small type).

c. Evaluation criteria

- Corresponds to the framework text;
- For papers presenting research, in addition to complying with the above guidelines, the problem and framework must be supported by recent and relevant authors;
- The proposal must specify the author's chosen theme and type.

The paper (scientific and professional) will only be included in the program if at least one of the authors is registered and takes part in the conference.

The Scientific Committee's decisions will be sent to the first author in April 2024.

5. Paper proposals

Proposals must be submitted by March 10, 2024 (midnight GMT+2).

For further information, please contact us: reach@ties-education.org with a copy to reach@aub.edu.lb

6. Key dates

Call for papers	November 2023
End of call for papers	March 10, 2024
Notification of the Scientific Committee's opinion	Avril 2024
Opening of registrations	June 1st 2024
Late registration	September 30, 2024
Conference	October 30 and 31, 2024

The **conference** will take place on **October 30 and 31 from 9:00 am to 5:00 pm** (GMT+3) at the American University of Beirut (AUB - Lebanon).

7. Registration

Information

Registrations will be accepted **until September 30** (GMT +3).

Communicants' registrations will only be validated on receipt of your payment by bank transfer. Bank details are included in the registration form.

Fee registration

Participants	Early bird registration fee (before July 1, 2024)	Late bird registration fee (until September 30, 2024)
International communicators	USD 75	USD 100
Lebanese communicators (working in Lebanon)	USD 45	USD 70
"My thesis in three minutes" competition	USD 40	USD 65
For poster exhibitors (including students)	USD 30	USD 55
Attendance certificate	USD 20	
PhD students	USD 20	
Participants	USD 20	
Students	Free	

Cancellations are non-refundable. Transfer fees will be paid by the participant.

8. Committees

The organization of **REACH**'s conference **"Transitions, continuities, ruptures and transformations: on the road to inclusive education**" is supported by a scientific committee and an organizing committee.

Scientific Committee

Scientific Committee Chairman: Serge Thomazet, PhD, Associate Researcher, ACTé Clermont Auvergne Laboratory (France)

List of scientific committee members :

- Abu Khadra Hana, Next Step Program Advisor, American University of Beirut (Lebanon)
- Allenbach Marco, PhD, Professor, HEP - Canton de Vaud (Switzerland)
- Al Nabolsi Sukeina, Associate Professor, Lebanese International University (Lebanon)
- Bourdon Patrice, Maître de conférences-HDR, Nantes université/ INSPÉ, CREN UR 2661 (France)
- Croguennec Florence, Doctoral student, Université de Montréal (Canada)
- Domine Sophie, PhD student, Université de Montréal (Canada)
- El Horr Samar, Lecturer, Université de Montréal (Canada)
- Frangieh Basma, PhD, President and co-founder of T.I.E.S (Lebanon), Associate researcher, Laboratoire ACTé Clermont Auvergne (France)
- Gavens Nathalie, Maître de conférences-HDR, Université de Haute Alsace, LISEC UR 2310 (France)
- Jouni Nidal, Instructor and researcher, American University of Beirut (Lebanon)
- Khochen-Bagshaw Maha, PhD, Educational consultant specializing in equity and inclusion, Yorkshire(England)
- Kobeissy Rola, Assistant Professor, Université de Montréal (Canada)
- Pelletier Liliane, PhD, Professor, Université Lumière Lyon 2, Laboratoire ECP (France)
- Reimer Kenneth, PhD, Associate Professor, University of Winnipeg (Canada)
- Serge Thomazet, PhD, Associate Researcher, ACTé Clermont Auvergne Laboratory (France)

Organizing committee
Heads of organizing committee: Basma Frangieh, PhD (T.I.E.S) and Maha Zouwayhed (AUB)

Members of the organizing committee:

- Baaklini Joe, Technical Manager, T.I.E.S (Lebanon)
- Croguennec Florence, Doctoral student, Université de Montréal (Canada)
- Domine Sophie, Doctoral student, Université de Montréal (Canada)
- Frangieh Basma, PhD, President and co-founder of T.I.E.S (Lebanon)
- Khairallah Mary, Operations Coordinator, Talal and Madiha Zein AUB Innovation Park (Lebanon)
- Zouwayhed Maha, Accessibility Advocate and Innovation Support Professional, American University of Beirut (Lebanon)