Research for Education Accessibility Challenges

REACH

International conference organized by Together for Inclusive
Educational Systems - T.I.E.S

in partnership with the American University of Beirut – AUB

Inclusive Education: An Opportunity and a Challenge for Educational Systems

January 16-17, 2020

American University of Beirut (Lebanon)

<h1 style="text-align:center">Committees</h1>

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Inclusive Education: An Opportunity and a Challenge for Educational Systems

The first edition of the international conference REACH invites researchers and practitioners to reflect broadly on the opportunities and challenges associated with the implementation of inclusive education within educational systems.

Context

Following the World Declaration on Education for All (UNESCO, 1990), the Salamanca Declaration and Framework for Action on Education and Special Needs (UNESCO, 1994) states that "the school should accommodate all children, regardless of their particular physical, intellectual, social, emotional, linguistic or other characteristics. It should include both "handicapped" and gifted children, street children and working children, children from isolated or nomadic populations, those from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized groups. (Article 3) ". However, the priority areas for action are limited to "the integration of children and young people with special educational needs" (Article 52).

These principles postulate that any definition of inclusion should emphasize that it is about considering all learners and not just responding to the diversity or needs of one child at the expense of another (UNESCO, 2005). This conception of inclusive education still seems to be difficult to accept or to materialize in many countries.

Different concepts are related to inclusive education and seem necessary for its operationalization (special educational needs, equity, inclusive school, accessibility, compensation, diversity, standardization and denormalization,...) and their understanding depends strongly on the context in which they are embedded. The lack of a common definition is a source of misunderstanding, as education stakeholders often agree on a background of disagreement.

This drift observed in many education systems in the name of inclusive schooling leads us to ask the question: "What are the conditions of inclusive schools and practices? Therefore, this

international conference is designed as an opportunity to discuss the conceptual, political, social, structural and practical dimensions of inclusive education. It is intended for researchers, representatives of the ministries concerned (Ministry of Education, Ministry of Social Affairs, Ministry of Health, etc.), school professionals (principals, teachers, etc.), Socio-medical professionals (psychologists, speech therapists, etc.), trainers, and academics, as well as stakeholders from associations involved in programs related to inclusive education.

The conference will be a platform for conceptualization, knowledge production and advice for the development of future research and practice to enhance inclusive education.

Thematic fields

Within the framework of this conference, four thematic fields are selected in relation to the four dimensions of inclusive education that are closely linked in a hierarchical relationship. They are based on the recent Guide to Inclusion and Equity in Education (UNESCO, 2017):

- **Concepts:** as noted above, the concepts related to inclusive education still need to be recalled. This conference seeks to clarify what inclusive education is and how technology is helping in bridging gaps. At the end of this conference, the definition of inclusive education will be adopted in consideration of specific regional context.
- **Policy Declarations:** legislation is an essential part of the development of a more inclusive and equitable education system. Policy determines how the forms of education offered are organized, the learning environment is envisioned, and how learners' progress is supported and assessed. Therefore, it not only raises the question of the prescriptions, but also of the practical applications and implications, to understand how they limit, or promote, the emergence and sustainability of inclusive and equitable schools.
- **Structures and systems:** In order to give concrete expression to the principles of equity and inclusion arising from education policy, it becomes necessary to act at the level of the organization of education systems. It is also essential to involve other sectors, such as health, social protection and child protection services, to explore how the articulation between these administrative and institutional systems contributes to or impedes the development of inclusive and equitable education.
- **Practices:** many factors can either facilitate or hinder the adoption of inclusive and equitable practices in education systems. These factors include the training of teachers and other stakeholders, their skills, deployment of online learning, attitudes and pedagogical strategies, the forms of support and collaboration on which they can rely, and the pedagogical infrastructure and strategies, new technologies such as the Internet, social media, assistive technologies and robots. What impacts do these changes have on inclusive education? Therefore, it is a matter of questioning practices and proposing any changes that may be necessary.
    - o Technology : Accessible Technology plays an important role in inclusive education. What adaptations of systems and technology are required? What is the role of technology to ensure that a fully inclusive educational environment is realized. The focus on technology allows to explore the interrelationships between the various themes of the conference.

Thursday, January 16, 2020

Thursday, January 16, 2020	
8 :30 – 9 :00 am	Registration
9 :00 – 9 :30 am Bathish Auditorium, West Hall	Opening: National anthems with Lebanese School for the Blind and the Deaf Welcome speech: - **Basma Frangieh,** President and Co-founder of T.I.E.S - **Yousif Asfour,** Chief Information Officer, American University of Beirut
9 :30 – 10 :30 am Bathish Auditorium, West Hall	*Teacher Dispositions that Support Successful Inclusive and Equitable Education for All / Virtual Presentation* *Guest Speaker: Robert White* (Professor Educational Leader; Director of EdD Executive Leadership Department, Le Moyne College; International Coordinator, Inclusion and Equity UNESCO Teacher Task Force, Member of the Scientific Committee of T.I.E.S) *Moderator: Dalal Moukarzel* (Dean of the Faculty of Information and Communication, Antonine University, Lebanon)
10 :30 -11 :00 am	**Break**
A Braille and assistive technology workshop will be held throughout the morning by the Lebanese School for the Blind and the Deaf, Baabda	
11:00 am – 1:00 pm Bathish Auditorium, West Hall	**Parallel paper sessions** **Session 1:** *The Lebanese School: From Words to Acts* *Moderator: Reem Mouawad* (President of Step Together Association, Lecturer at AUB and LAU, Lebanon) - Asma Azar and Viviane Bou Sreih (Université Saint-Joseph, Lebanon): *The Lebanese Inclusive School: Reality, Challenges, and Issues* - Basma Frangieh (T.I.E.S, Lebanon) and Joumana Akiki (Lebanese University, Lebanon) *Conceptual Representations of the Inclusive School among Teachers and School Principals* - Asma Tillawi (Lebanese University, Lebanon): *Inclusive Education in Lebanon: Conceptions and Challenges through the Eyes of Schoolteachers* - Khadija Latreche (Mohamed Khider University, Biskra): *Teachers' Attitude towards Adopting Inclusive Education in Algerian Middle Schools: The Case of Pre-Service Middle School Teachers at the Higher Teacher Training School of Constantine*

Auditorium B, West Hall	**Session 2:** *Inclusive Diversities and Practices: Lebanese Field Experiences*
	Moderator: Nidal Jouni (lecturer, University of Sciences and Arts, Lebanon)
	- Shaza Ismail (Al-Mabarrat Association, Lebanon):
	  It is their Future: Self-Determination and Inclusive Education
	- Nabil Costa (SKILD center, Lebanon):
	  Toward Inclusive Learning Communities in Lebanon
	- Mira Alameddine (University of Science and Arts in Lebanon, Lebanon):
	  Accommodating the Twice-Exceptional Learner: A Case Study
	- Rasha Mashmoushi (American University of Beirut, Lebanon):
	  Neuropsychological Assessment within our Schools' Context

1 :00 – 2 :00 pm	**Lunch**
2 :00 – 3 :00 pm Auditorium B, West Hall Bathish Auditorium, West Hall	**Parallel Workshops** **Workshop 1:** Inclusion at the Secondary Level *Presenter: Kenneth Reimer* (Acting Associate Dean, Assistant Professor - Faculty of Education University of Winnipeg, Canada) **Workshop 2:** Training at and for Inclusive School (Bathish) *Presenter: Serge Thomazet* (Associate Researcher, Laboratory ACTé Clermont-Auvergne University, France and Member of the Scientific committee of member T.I.E.S)

3 :00 – 4 :00 pm
Bathish Auditorium, West Hall
 	
Auditorium B, West Hall
	Parallel paper sessions
	Session 3: **From School to Employment**
	Moderator: Rana Rihan (Head of Special Education Department at Al Rahmeh High School, Lebanon)
	- Samer Sfeir (ProAbled, Lebanon):
	  Employment and Entrepreneurship Opportunities for Youth with Disabilities in Lebanon
	- Elie Matta ((ProAbled, Lebanon):
	  ProAbled Online Tool for Inclusive Recruitment
	- Suzanne Kahale and Rima El Soueidi (Lebanese University, Lebanon):
	  The role of Physical and Sports Education in the Social Inclusion of Obese Learners
	
	Session 4: **Schooling**
	Moderator: Fadi Halabi (Couples and Adults Counselor, Executive Director of EDAN - Ecumenical Disability Advocates Network, Lebanon)
	- Nidal Jouni (University of Sciences and Arts, Lebanon):
	  The Impact of Inclusion on the Performance of Students with and without Special Educational Needs
	- Itab Shuayb (American University of Beirut, Lebanon):
	  Inclusive Universities: Applying Inclusive Design Principles on Teaching and Learning Methods

	- Pia Zeinoun and Zein Mallouk (American University of Beirut, Lebanon): *Willingness to Provide Accommodations to Students with Disabilities: Predictors and Correlates among AUB faculty*
4 :00 – 4 :30 pm	**Coffee Break**
4 :30 – 5:00 pm Bathish Auditorium, West Hall	**Summary of the Two Workshops**

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Friday, January 17, 2020	
8 :30 – 9 :00 am	Registration
9 :00 – 10 :00 am Auditorium B, West Hall	**Opening session: The Paradoxical Relationship between Inclusive Education and the Lebanese Law for Individuals with Disabilities** *Speaker: Anies Al-Hroub* (Associate Professor, American University of Beirut, Lebanon) *Moderator: Fadi Halabi* (Couples and Adults Counselor, Executive Director of EDAN - Ecumenical Disability Advocates Network, Lebanon)
10 :15 -10 :30 am	**Break**
10 :30 - 11 :30 am Bathish, West Hall Auditorium B, West Hall	**Parallel Workshops** **Workshop 3: Promote a More Inclusive Assessment: What, Why and How?** *Presenter: Nicole Monney* (Professor at Université du Québec at Chicoutimi, Canada and Member of the Scientific Committee of T.I.E.S) **Workshop 4: Universal Design for Learning: Enabling Inclusion Through Assistive Technologies** *Presenters: Rana Al Ghazzi* (Instructional Designer, American University of Beirut, Lebanon) and *Rayane Fayed* (Digital Learning Manager, American University of Beirut, Lebanon)

11 :30 – 1 :00 pm
 	
Bathish, West Hall
	Parallel Paper Sessions
	Session 5: Individualization of Educational Pathways
	Moderator: Najla Mazeh (Instructor, Lebanese University, Lebanon)
	- Asma Azar (Université Saint-Joseph, Lebanon):
	  The Individualized Educational Program: What Practices in Lebanese Inclusive Schools?
	- Farah Baraké (Lebanese University, Lebanon), Maya Khayat (Azm School, Lebanon):
	  Teaching Metacognitive Strategies for Better Problem-Solving among Students with Learning Difficulties
	- Joumana Akiki (Lebanese University, Lebanon)
	  The Schooling of Heroes with Special Educational Needs in Children's Literature Albums in Arabic Language.

Auditorium B, West Hall	**Session 6: Diversity and Inclusive Practices: Field Experiences from around the World** *Moderator: Kenneth Reimer* (Acting Associate Dean, Assistant Professor - Faculty of Education University of Winnipeg, Canada) - Rusconi Laura and Michele Mainardi (SUPSI, Dipartimento Formazione Apprendimento, Locarno, Switzerland): *Diversities: Let's Talk about it! Tools for a Cultural Approach to Inclusion in School for All* - Sharaf al Faqawi, Rinda Saleh and Yahoko Asai (Humanity and Inclusion, Jordan): *Piloting Participative Tool to Improve Schools' Inclusiveness in Gaza and West Bank* - Malak Fakhreddine (UNRWA, Lebanon): *An Inclusive Approach to the Provision of Education for Palestine Refugee Children*
1 :00 - 2 :00 pm	**Lunch**
2 :00 - 3 :30 pm Bathish, West Hall	*Panel Discussion: Importance of Partnership with Parents and Associations in Lebanon* **Presenter: Sister Patrice Moussallem,** PhD, Director of Father Roberts Institute **Associations:** - Father Roberts Institute - Institut de Rééducation Audio-Phonétique (IRAP) - Oasis de la Joie - Step Together Association
3 :30 – 4 :00 pm Bathish, West Hall	**Closure of the Conference**

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Session 1 : The Lebanese school: from words to acts

L'école libanaise inclusive : réalité, défis et enjeux

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L'accès universel et équitable à l'école ordinaire est régi par de nombreux textes et déclarations internationales (Rousseau, Prud'homme, & Vienneau, 2015). La scolarisation de tous les élèves devrait leur assurer non seulement une présence physique mais aussi et surtout une participation accrue à l'apprentissage et à la vie culturelle et communautaire (UNESCO, 2005).

Pour garantir l'accès et la réussite des élèves ayant des besoins éducatifs particuliers (EBEP) à l'école ordinaire, une planification et des actions concertées sont nécessaires ainsi que la satisfaction d'une série de conditions. Parmi ces dernières nous citons celles en lien avec l'adoption d'attitudes positives (Bélanger, 2015; Parent, 2004), la prise en compte de la diversité des besoins des élèves (Rousseau & Bélanger, 2004; Paré & Trépanier, 2015), la collaboration efficace, le partenariat avec les parents (Deslandes, 2015) et le leadership de la direction (Thibodeau, et al., 2016).

Depuis un quart de siècle, un nombre croissant d'écoles libanaises s'oriente vers l'accueil d'un public diversifié d'élèves malgré l'absence d'une politique éducative claire et d'orientations officielles précises régissant l'éducation des EBEP.

La visée inclusive exige une transformation du système éducatif et de l'école ordinaire au niveau des politiques, des structures, des programmes et des pratiques. De ce fait, l'école libanaise se retrouve face à des enjeux de taille étant obligée de relever seule le défi de se transformer en école inclusive. Quelles seraient ainsi les difficultés qu'elle affronte ? Quels seraient ses enjeux (humain, pédagogique, organisationnel …) ?

Une méta-synthèse des recherches effectuées au Liban entre 2000 et 2017 sur le sujet de l'inclusion/intégration scolaire des EBEP a permis le repérage de 42 études (mémoire, thèse, article et livre) dans les bases de données électroniques et les catalogues des bibliothèques universitaires locales. Quatorze études ont été retenues selon les critères d'éligibilité fixés et ont permis à l'aide d'une grille d'analyse d'identifier les facteurs favorables et défavorables à la réussite de l'inclusion scolaire.

Les principaux défis identifiés ont trait aux attitudes, à l'organisation scolaire ainsi qu'à la prise en compte de la diversité des besoins des élèves. En effet, les attitudes des parties prenantes sont

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principalement influencées par leur connaissance du concept d'inclusion scolaire et des déficiences/troubles/difficultés et leurs dispositions à accueillir dans l'école et dans la classe des

EBEP. Du côté de l'organisation scolaire on pointe une insuffisance des modalités de collaboration efficace, des occasions de développement professionnel, de dispositifs de soutien à l'enseignant inclusif etc. Quant à la prise en compte de la diversité des besoins des élèves, des lacunes sont relevées au niveau de la planification de l'intervention individualisée, de l'adaptation de l'enseignement ou du programme….

De même d'autres facteurs essentiellement défavorables sont en lien avec le rôle de l'Etat libanais, le système éducatif et le coût élevé de l'inclusion.

Cette étude permet de brosser le portrait de l'école inclusive libanaise à partir des travaux de recherche scientifique et d'identifier les tendances dans les intérêts des chercheurs libanais. Elle génère aussi des pistes de développement et d'évolution en faveur de l'inclusion scolaire à l'intention des écoles et des décideurs.

Mots clés : Ecole inclusive, défis, obstacles, facteurs favorables, Liban.

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Les représentations conceptuelles de l'école inclusive chez les enseignants et les directeurs des établissements scolaires

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En étant membre fondateur de l'ONU, le Liban oriente sa politique éducative vers les objectifs pour un développement durable (ODD) et notamment le quatrième qui vise à assurer « une éducation inclusive et équitable de qualité et à promouvoir des possibilités d'apprentissage tout au long de la vie pour tous » (UNESCO, 2016).

Pour atteindre cet objectif au niveau national, une diversité de modalités d'intégration propres à chaque établissement scolaire a été adoptée pour accueillir les besoins éducatifs particuliers (BEP). Par conséquent, nous relevons l'arrivée des élèves BEP dans les écoles en nombre régulièrement croissant, surtout dans le secteur privé (المركز التربوي للبحوث والانماء - CRDP, 2018, 2019). La nature des interventions et les aides proposées ne se ressemblent pas et reflètent une disparité au niveau des pratiques, qui semble être en lien avec une représentation conceptuelle variée (Akiki et Frangieh, 2018). Nous entendons par représentation conceptuelle « le rapport entre le savoir et son élaboration » (Frangieh et Gavens, 2015, p. 133), d'où l'utilité de développer un cadre conceptuel clair pour unifier l'interprétation de la mise en place des écoles inclusives.

Nous nous proposons dans le cadre de cette recherche d'analyser et de discuter les représentations conceptuelles de l'école inclusive que se font les directeurs des établissements scolaires et les enseignants du secteur public et/ou privé, population cible de notre recherche. La passation d'un questionnaire auprès de 156 participants, suivie d'une analyse de contenu (Bardin, 1991), a été appliquée.

Les résultats de cette recherche indiquent que la conceptualisation de l'éducation inclusive au Liban est loin d'être bien définie. Elle n'est que partielle ; elle est réduite en majorité à une simple intégration physique des BEP dans les écoles. Nous retenons également une confusion au niveau des termes utilisés pour désigner les BEP et les dimensions fondamentales de l'éducation inclusive. Une clarification des représentations des professionnels favorisera une évolution dans leur conception et une plus grande efficacité dans leur pratique éducative.

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Mots-clés : Ecole inclusive, besoins éducatifs particuliers, représentation conceptuelle, enseignants, directeurs.

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Inclusive Education in Lebanon: Conceptions and Challenges through the Eyes Schoolteachers

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This study, a mixed-method research (MMR), investigated Inclusive Education (IE) conceptions and challenges through the eyes of 600 schoolteachers, guided by the human rights-based approach and the Theory of Planned Action (TPB) (Ajzen, 1991), quantitative and qualitative instruments were utilized to collect data. Findings of 600 surveys, 212 anecdotes, and five focus group discussions (FGDS) involving schoolteachers of public, private, and inclusive schools answered the following research questions: What are the schoolteachers' IE conceptions? What are the schoolteachers' perspectives on the concerns they face when implementing IE? Is there a relationship between teachers' IE conceptions and concerns? To what extent do teachers' age, educational background, job, and school category, training, experience, contact with SEN, and knowledge of Law 220 contribute to their IE conceptions and concerns? The survey included four parts: Demographic data, conceptions of IE detected via the Inclusive Education Practices Faculty Survey developed by Maryland Coalition for Inclusive Education (2000), teachers' perspectives on challenges when implementing IE detected via Concerns about Inclusive Education Scale (CIES) developed by Sharma and Desai (2002) and anecdotal evidence. Findings of the survey indicated that Lebanese teachers have average IE conceptions and challenges that are inversely related; as the IE conceptions increase; teachers' concerns decrease. Anecdotes showed that some teachers denied the possibility of educating intellectually challenged SEN students and those with aggressive behavior. Though most of the participating schoolteachers displayed IE advocacy at the philosophical level, they revealed an average level of concern. They were most concerned about the lack of resources followed by the lack of acceptance of SEN students, followed by a decline in the academic standard of the classrooms and increased workload. While some believed inclusion helped at the early stage of education, to some others, parents in denial, the academic assessment of SEN children, and teacher preparation can be further challenges. The effect of teachers' background variables on their IE conceptions and concerns estimated that young teachers, in general education and teaching experience between 16 and 20 have a negative impact on IE Conceptions. In contrast, teachers in inclusive schools, special education, and who are familiar with Law 220 have a positive impact on conceptions. Further, teachers in public schools have higher concerns than those in private schools. Lack of Special Education also adds up to teachers' concerns. FGDs showed that, unlike private inclusive schoolteachers, both public and private school teachers have a rather low level of perceived success if including SEN children in their classrooms. Based on this empirical research, a proposal of an Inclusive School Blueprint for SEN Students is proposed.

Keywords: inclusive education, mainstream schools, conceptions, challenges, schoolteachers

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Teachers' Attitude towards Adopting Inclusive Education in Algerian Middle Schools: The Case of Pre-service Middle School Teachers at the Higher Teacher Training School of Constantine

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Today's classrooms are more diverse in nature. They represent the diversity of our society. Therefore, nowadays' students call for more student-centered ways of teaching which respond to their needs, welcome their preferences, and appreciate their differences. They are more aware of the drawbacks of the traditional teaching methods where teachers are purveyors of knowledge and students are passive recipients. Responding to students' diversity and prevailing the "Education for All" stance in today's classrooms requires the adoption of inclusive education where teachers personalize instruction in order to meet all the needs of students no matter if they do not share enough commonality. Inclusive education is one of the central issues that teachers ought to accentuate if their classrooms are to be effective. The teachers' role is said to be of focal importance in this regard. They are the ones who are going to put the theoretical perspectives into action. The aim of this research therefore is to examine pre-service middle school teachers' attitude towards the adoption of inclusive education in the Algerian Schools. It mainly aims at exploring teachers' readiness to include students with disabilities in regular schools alongside their same age peers. Essentially, this study seeks to investigate whether or not pre-service middle school teachers receive any kind of training on inclusive education and suggested provisions to include disabled students in regular schools. This study is eventually based on the following questions: (1)- What is the attitude of pre-service middle school teachers at the Higher Teacher Training School of Constantine towards the adoption of inclusive education in the Algerian schools? (2)- Do teachers at the Higher Teacher Training School of Constantine receive any kind of training on how to adopt inclusive education? (3)- To what extent pre-service teachers at the Higher Teacher Training School of Constantine are prepared to work in inclusive contexts which include disabled students? To obtain the necessitated data, the researcher opted for an adapted attitude questionnaire and an interview. They both are addressed to a sample of 20 teachers to get in-depth insights about their attitude towards the implementation of inclusive education in the Algerian schools. The questionnaire is valid in terms that it measures what it claims to measure. The obtained results indicated that pre-service teachers showed a positive attitude towards the adoption of inclusive education in Algerian schools. They believe that all children ought to have equal educational chances; their needs all need to be valued and respected. Moreover, the teachers' pre-service training is subjected to criticisms in terms that it does not equip teachers with enough insights on how to accommodate students' array of needs. Accordingly, the study suggests the integration of inclusive education in pre-service teacher training as a catalyst which gives more impetus to students' needs matters and ultimately prevails equity and belongingness in the Algerian classes.

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Keywords: Education for all, inclusive education, middle school teachers, pre-service teacher training, teachers' attitude

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Session 2: Inclusive diversities and practices: Lebanese field experiences

It's Their Future Self-Determination and Inclusive Education

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There has been substantial progress towards promoting self-determination as the movement to inclusive education gains momentum (Wehmeyer et al, 2017). Self-determination is considered a fundamental aspect of the curriculum in order to prepare students with learning disability to assume responsibility for their own learning, to play a major role in planning their future, and to function independently (Shogren, and Ward, 2018).

For the context of the inclusive program; self-determination includes a set of skills, knowledge, and beliefs that lead students to act as the causal agents of their own lives (Shogren et al., 2015).

A major aim is to lessen level of learned helplessness which is considered a reason for disbelief in their abilities, as a result of low internal locus of control (Woodcock, and Vialle, 2010).

Planning phase aimed at teachers' training on concepts and strategies of self-advocacy and self-determination. Also, students were trained on self-advocacy skills which are another important feature pertinent to self-determination.

The process started with forming groups of 5 to 6 students who reveal good language and communication skills from third grade to secondary level.

The AIR Self-Determination Scale (Wolman, Campeau, DuBois, Mithaug, and Stolarski, 1994) was used to collect baseline data on perception of strength and weakness points, and how students regulate feelings, emotions, and actions in pursuit of future goals and aspirations.

The (SDLMI) Self-Determined Learning Model of Instruction (Shogren et al, 2019, Wehmeyer et al, 2012) was implemented. It was embedded in the daily program for 50 minutes sessions for a total of 41 sessions. It is an instructional process that consists of three phases to teach students to use problem solving strategy for goal accomplishment. The ultimate aim is to teach students to make choices and decisions, to develop an action plan, and to modify and evaluate progress towards intended goals.

Teachers applied strategies such as brainstorming, self-talk, and think aloud so students express their feelings and thoughts, and discuss steps of their plans. Teachers mainly took the role of facilitators, and advocates during each phase of the SDLMI. For example, they guided students to express their feelings by using open ended questions, simulations, and reflective writing.

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Preliminary results indicated increased awareness for their right to make choices. For instance, some asked for change of objectives in the individualized education program, to take the same examinations without adaptations like their counterparts. They expressed that they are no more afraid to tell their parents what they would like to become in the future, though they have other plans for them, and that their progress is attributed to studying and effort.

Implementation will proceed during the scholastic year 2019-2020 with pre-post research design to obtain empirical data of impact on attainment of academic goals, self- determination, and self-efficacy.

Future aim is to infuse SDLMI during all content areas as a continuum process so students will focus on their goals and implement their action plans.

Keywords: Self-determination, self-advocacy, facilitators, learned helplessness, inclusive education.

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Toward Inclusive Education Communities in Lebanon

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This project aims to advocate the right of education for learners with special needs and to increase their chances to reach their full potential through direct intervention in public schools. SKILD worked alongside with the MEHE starting 2015 on a pilot inclusive project in different governorates. The objective is to build learners' strengths and raise community awareness, seeing the child as both unique and enmeshed in family and community relations. Our intervention expresses this value through a holistic approach to learners, their parents, and the school communities.

According to SKILD research in 2014, 10% to 15% of children in the public schools may have an undiagnosed learning disability. Despite this, Lebanese public schools are unequipped to provide for these learners. As a result these children often fail or leave school early. When offered the right support children with learning difficulties learn effectively alongside their peers, affording them equitable opportunities for hopeful future. Therefore, a team of a special educator, a speech and language therapist and a psychologist intervened in the public schools by showing regular attendance. The team supported educators and worked directly with learners at risk by providing l with one-on-one support sessions or group intervention in class or resource rooms.

SKILD provide different types of professional development opportunity for administrators and educators. Some of the opportunities' focus was on preparing educators' mindsets to be more open for inclusion and diversity. Other workshops developed their teaching skills and pedagogical strategies. The workshops were reinforced throughout the academic years by coaching educators on differentiated pedagogy, modeling classroom lessons, co-preparing and co-teaching with them.

To Increase awareness at parents and school community levels, and to promote a culture of acceptance we designed in school campaigns and provided informative sessions on the different types of academic challenges. Besides, we organized collective skills-based sessions to develop the different stakeholders' abilities to appropriately interact with children with special needs. We met individually with parents to listen to their concerns and to clarify legal and procedural matters related to the official exams exemption policies.

Challenges and achievements

SKILD regard this project as a success. Learners themselves, parents and educators reported an improvement in learners social and academic performance. Some educators expressed clearly their professional growth. Yet, there were several challenges along the way, most of them caused by external factors. We negotiated these challenges as they arose, with successful outcomes. We had also put measures in place to avoid future reoccurrence. Some of these measures are detailed below.

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Law 220/2000 grants persons with special needs the right to learn; with the absence of the implementation decrees related to this law, the school administrators played a major role in organizing the workflow between the school educators and SKILD specialists.

Educators teaching hours are predetermined. This made it challenging to find time to meet with them. Some school directors were able to successfully motivate educators to volunteer extra working hours to meet with specialists. Yet, it was not the case in all of the partner schools. With the legal constraints, and school director' hopelessness we had to approach educators during their break time or to benefit from the supervisors' will to transmit messages to educators.

Other challenges were related to the educators' inconsistent performance in differentiating their approaches which affected learners' performance. So we had to compensate by increasing the number of co-teaching sessions.

The number of learners supported was minimal in comparison to the number of learners in need of support. SKILD created clubs were learners in a small group can develop specific skills. We conducted as well, collective remedial sessions for learners facing similar challenges.

The project had a positive influence. During our exit phase, educators wrote a petition to ask for project renewal. This action is clear evidence of the positive impact of this intervention on learners and educators. Parents reported progress as well in their children performance. The analysis of learners' log shows concretely their achievement.

With the limited number of free and inclusive schools, SKILD will continue the work with MEHE on promoting and supporting the inclusion at private and public schools.

Keywords: Inclusion Public school Holistic approach Direct intervention in public schools Promoting a culture of acceptance

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Accommodating Twice-Exceptional Learner: A Case Study

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Inclusive classrooms are those that accommodate for all special need learners- those with learning disability/ies (LD) or those who are gifted (GL). In the 1997 curriculum reformation, Lebanon officially recognized one type of these learners-the LD. This recognition gave the LD community the well-deserved help and the ability of being included in regular classroom settings but nothing was done for the GL. In recent years, an interest in GL emerged in Lebanon. Few attempts, by some private schools, to accommodate for GL occurred. However, these attempts did not include catering for twice-exceptional learners (2e): those who are gifted and have at least one learning disability. These 2e learners experience unique challenges that most schools and teachers are not equipped to tackle. Among these challenges are the misconceptions they experience from their teachers such as gifted children can't have LD or that the gifted ability can make up for the disability. Most importantly, the major challenge is that in most of the time, these children are not identified as either or as simply LD, and therefore, they are not catered for properly. This fact can cause these learners to experience anxiety, depression, low self-esteem and even behavioral problems.

2e learners require a program that is both, challenging and caters for their special need. There is a variety of programs for these learners. Some 2e work best when provided with one-on-one IEP while others in differentiated classrooms, and some in both. When 2e learners know their talent and are given the chance to show it to others, they become more willing to work for they become proud of their accomplishments. These learners require inspiring and motivating cognitive experiences where they can utilize their problem-solving abilities and independent research skills.

With all the above in mind, I developed an IEP for Logan*, my 2e learner that engaged him in activities and projects that reflected his interests. Logan was gifted in math, particularly numerical math, and had learning difficulties in reading and writing. Being as such, I prepared projects for Logan that utilized math skills through language arts. The projects helped Logan develop his talent in math while working on improving his writing skills. In this paper, I will share my experience in catering for Logan, the 2e learner.

Keywords: Inclusive Class, Gifted Learner, Learning Disability, Lebanon, Standard Curriculum

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Neuropsychological assessment within our schools' context

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Description: The presenter will provide a brief introduction about neuropsychological assessment, and highlight the current situation in Lebanon and Arab countries with regard to providing assessment services. The challenges clinicians and schools are facing in providing evidence based practices will also be addressed. The targeted audience includes psychologists, counselors, teachers, special educators, speech and language therapists, and occupational therapists.

Abstract: The first section of the presentation will provide a brief introduction about neuropsychological assessment: common referral questions, assessment procedure, and expected outcomes when a student undergoes a neuropsychological assessment. The second section will focus on when is a neuropsychological assessment recommended for school students, when is the correct timing to refer students for an assessment, and how will the results of an assessment help in supporting students in schools. Emphasis in this section will be on evidence based practices that schools are advised to implement before they refer a student for an assessment, the role of the school in collaborating with clinicians during the assessment process, and how should schools use the assessment results in order to support students with special educational needs. The third section, will present an overview of the challenges that we are facing in Lebanon and the Arab world with regard to providing evidence based assessments that are conducted by qualified clinicians. In addition to the difficulties schools are facing in having a systematic approach for supporting students, and in referring students for a neuropsychological assessment. The last section of the presentation, will address possible solutions to the current challenges we are facing in the region.

Keywords: neuropsychological assessment, schools, special education, inclusion, best practice

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Session 3: From school to employment

Employment and entrepreneurship opportunities for youth with disabilities in Lebanon

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According to the Lebanese Ministry of Social Affairs, around 40,000 persons with disabilities (PWDs) are able to work, however, and despite the law 220/2000 stating that each company should hire one for a staff of 30 to 60 workers, or 3% for a staff of more than 60 workers, yet more than 70% of persons with disabilities are unemployed.

This research under the ProAbled endeavor is being launched from the hypothesis that the rise of entrepreneurship and new jobs based on technology would open new horizons for persons with disabilities to become productive and integrate the work sector. The Theory of Change to be tested states that making the entrepreneurship and new work opportunities accessible for persons with disabilities, preparing both the HR departments in companies and persons with disabilities, and facilitating opportunities to PWDs would lead to a more inclusive business sector for PWDs. This research would be investigating main questions related to the needs, challenges and opportunities for persons with disabilities to have better inclusion at the workplace with the rise of new jobs, technology and entrepreneurship. The research will also focus on the involvement of youth, especially women, with disabilities at the workplace. The study will be across all regions in Lebanon (North, South, Bekaa, Beirut and Mount Lebanon). Our research questions are: RQ1: What are the needs, challenges and opportunities for young persons with disabilities in Lebanon in order to promote their better inclusion in the workplace? RQ2: How young women with disabilities in Lebanon are differently impacted than their male counterparts in accessing the workplace? RQ3: How does having disabilities affect the perception of employers towards individuals with disabilities and the selection and hiring process? A mixed methods approach will be adopted. The research methodology will be based on a combination of surveys, focus groups and in depth interviews. The research will focus on youth and involve gender consideration within the pool of surveyed candidates. 1. Survey youth with disabilities from unemployed, employed and entrepreneurs. The targeted youth are between 18 and 30 years. 2. Interviews and focus groups for 10 entrepreneurship ecosystem actors

(incubators, investors, accelerators, NGOs...) and interviews and focus groups with 30 potential employers from small, medium and large enterprises, including young PWDs who started their own businesses. We believe that this project will strengthen research capacity of shareQ NGO and use research findings for better training and employment support for PWDs on activities and advocacy levels within its partnership with the Lebanese ministry of Labor. Moreover, this project will set the bases for continuous data collection on this theme.

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This longitudinal character of data collection for the case studies and panel surveys will enable us to identify how gradual changes in organizational processes and policies lead to improvements in working conditions and access to self-employment for PWDs, necessary for the implementation of social change.

The data collection of the reach has been finalized in October 2019. The research team is currently in the analysis and recommendation building phase that would be shared on a later stage.

Keywords: Persons with disabilities Inclusion Employment Entrepreneurship Solutions

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Le rôle de l'Éducation Physique et Sportive (EPS) dans l'inclusion sociale des apprenants obèses

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À l'école, les enfants en surpoids font face à de nombreux quolibets et sont souvent isolés. Cet isolement peut aboutir à un repli sur soi (Strauss, 2000) combiné à un refus catégorique de venir à l'école (Puhl, 2009). Dans ce contexte, notre étude cible plus spécifiquement les périodes d'EPS où le corps jugé obèse est mal vu, maltraité et jugé par les pairs, dans le but d'identifier les stratégies mises en place par l'école pour lutter contre la discrimination « anti-gros » et les actions qu'elle pourrait envisager pour aider l'enfant obèse à mieux s'investir en classe.

Notre recherche a été menée pendant 6 mois au cycle complémentaire d'une école privée au Liban Nord (El-Mina). La collecte des données s'est réalisée via trois outils méthodologiques :

- Une observation de l'attitude des acteurs scolaires à l'égard des enfants (obèses vs. non-obèses), en collaboration avec l'assistante sociale de l'école, pour détecter leurs réactions et leur comportement vis-à-vis des apprenants victimes de discrimination.
- Un questionnaire destiné aux apprenants pour identifier leurs représentations sociales sur le concept de l'obésité. L'objectif étant de proposer, à partir de l'analyse de ces données, des actions à l'école qui promeuvent l'inclusion sociale non seulement des enfants obèses mais aussi celle de tout enfant souffrant de handicap physique, esthétique ou autre. Les questionnaires remplis sont au nombre de 277.
- Des entretiens semi-structurés avec 4 professeurs d'EPS, 3 personnels administratifs et 2 professeurs de Biologie pour analyser leurs observations quotidiennes relatives à l'obésité, la manière dont ils agissent pour aider les enfants obèses et ce qu'ils envisagent faire pour promouvoir une vie collective saine et inclusive pour tous.

Les principaux résultats obtenus de l'analyse des données se concentrent autour de:

- L'observation directe/qualitative qui illustre le déclassement scolaire des élèves obèses. Les différentes interactions montrent un rapport subtil de dévalorisation et de mise à l'écart de l'apprenant obèse par ses pairs.
- Les réponses issues du questionnaire de type quantitatif et qualitatif démontrent que l'obésité est un réel défi qui place les élèves concernés en difficultés physiques, psychologiques et sociales.
- Les entretiens de type qualitatif montrent que l'élève obèse est exclu et stigmatisé lors des périodes d'EPS dû à son faible capital corporel.

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Suite aux résultats obtenus, nos recommandations ciblent trois volets :

La conception et la mise en œuvre d'une vision et d'une mission propres à l'établissement scolaire visant l'inclusion sociale des apprenants. Dans ce sens, la promotion du respect de la différence qu'elle soit physique/corporelle, psychique/émotionnelle ou autre, via des activités scolaires et extra-scolaires serait primordiale.

La formation de tous les enseignants à la mise en place de séances de différenciation pédagogique durant lesquelles l'enfant obèse se sent bien entouré, aimé, apprécié et surtout aidé à dépasser ses peurs.

Pour finir, dans une perspective politico-éducative qui invite le Ministère de l'Éducation et de l'Enseignement Supérieur au Liban à réfléchir à une stratégie nationale pour la mise en œuvre d'écoles inclusives dans le pays (Merhi, 2018) notre recherche offre aux établissements scolaires des recommandations et des modalités d'inclusion sociale des apprenants ayant pour but d'assurer une scolarisation de qualité pour tous les élèves par la prise en compte de leurs singularités et de leurs besoins éducatifs particuliers.

Mots-clés : Inclusion sociale, Éducation Physique et Sportive (EPS), apprenant obèse, capital corporel, stigmatisation.

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Session 4: Schooling

La scolarisation du héros ayant des besoins éducatifs particuliers dans les albums de littérature jeunesse en langue arabe

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La littérature jeunesse remplit plusieurs fonctions de détente et d'évasion, d'identification et d'éducation. Elle constitue pour l'enseignant un support d'échange et de réflexion à l'école. Les albums de jeunesse mettent parfois en scène des héros ayant des besoins éducatifs particuliers (BEP), permettant par conséquent aux élèves de penser le handicap ou les besoins particuliers à partir de mots et d'images. Ils deviennent par conséquent une autre façon d'ouvrir les élèves à la différence. Des analyses d'ouvrages de littérature jeunesse en langue française abordent une variété de thématiques, telles que les représentations des enfants avec autisme (Lemoine, Mietkiewicz & Schneider, 2016a), avec trisomie 21 (Lemoine, Mietkiewicz & Schneider, 2016b), les représentations sociales de la famille du héros déficient (Joselin, 2010), etc. Or, peu de recherches se sont attachées à l'étude du handicap en contexte scolaire dans la littérature jeunesse (Joselin et Pelbois, 2016 ; Lemoine, Mietkiewicz & Schneider, 2018), un champ qui reste pour une grande part inexploré. Les recherches en langue arabe semblent également très rares.

Dans le cadre de la présente étude, nous nous proposons d'analyser le contenu de 40 albums rédigés en langue arabe, destinés à des enfants âgés entre 7 et 12 ans, et mettant en scène des héros-enfants ayant des besoins éducatifs particuliers dans le contexte scolaire. L'objectif est de déterminer les caractéristiques de la scolarisation de ces élèves telles que reflétées à travers ces albums, en ayant recours à une analyse de contenu inductive (Blais & Martineau, 2006). Les résultats montrent que les albums abordant le contexte scolaire (n= 10) reflètent l'image d'une école dont le rôle majeur est d'assurer la socialisation des BEP, et de favoriser leur acceptation à partir de la sensibilisation des autres élèves à leur différence, tout en adoptant une approche axée en particulier sur l'aspect biomédical. L'album apparaît ainsi comme un médiateur pédagogique de sensibilisation à la problématique de l'intégration sociale.

Mots-clés : La scolarisation du héros ayant des besoins éducatifs particuliers dans les albums de littérature jeunesse en langue arabe.

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The Impact of Inclusion on the Performance of the Students with and without Special Educational Needs

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With the increasing call for inclusive schooling in Lebanon, inclusion stimulates research into educational outcomes of students with and without special needs to draw conclusions on the desirability of this choice based on empirical evidence. UNESCO defines inclusive education "as a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve Education for All"(UNESCO, 2009, p.8). This study will investigate the barriers to learning and participation, and the interaction between students and their contexts as they best describe the inclusive setting as defined by the social model developed by Booth & Ainscow(2002). This study compares the impact of inclusion in one of the Lebanese schools on the performance of students with special needs and without special needs (meant to be regular). The group of students with special needs include a group of identified gifted students and a group of students with mild to moderate identified learning disabilities. Four research questions guide this study and they are as follows:1) what are the perceptions of the students with and without special needs of their performance in an inclusive setting? 2)which population of the three populations at the school is best served by inclusion from students' perceptions? 3)what are the inclusive practices that affected the students' performance? and 4) which indicators contributed most positively to foster students' performance as perceived by them. The design used in this study is a mixed design where participants (students of 18 inclusive sections from grade 7 to grade 12) answered a questionnaire on student performance to compare the impact of inclusive education on their performance, and 6 focus groups(3 FG in middle school: one group of gifted, one group of regular and one group of students with learning disabilities and the same for high school) were conducted to describe the practices that affected their performance which helped identifying the differences in perceptions among the three populations. Both the questionnaire and the interviews are built upon Indicators for Inclusion issued by Education Bureau, Hong Kong Special Administrative Region Government (2008).Descriptive analysis was used to analyze results of the questionnaires using Kruskal-Wallis test, Dunn's post hoc tests and Independent sample t-test, whereas FGDs were analyzed by matching students statements to indicators of inclusion in all domains. Results showed that the impact of inclusion on students' performance as perceived by them was positive for the three populations at the school: gifted, regular and students with special needs, however it was higher for gifted students compared to regular and LD students. As for the inclusive practices at the school that affected students' performance, they were perceived by the three populations as positively impacting their performance with no significance between males and females for the three domains. However, inclusive practices in domain of management and organization were of greater impact than inclusive practices in both teaching and learning domain and student support and school ethos domain.

Keywords : Inclusion, student performance, index of indicators, special educational needs, learning disabilities, gifted

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Inclusive Universities:

Applying Inclusive Design Principles on Teaching and Learning Methods

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Background

Previous research conducted at different university case studies has identified several shortcomings of the disability legislative framework which emphasises the concept of accommodating the accessibility needs for particular users with disabilities namely wheelchair users. This has resulted in excluding many users with different disabilities from gaining equal access to learning information such as people with visual, hearing and cognitive impairments. Findings from previous research (e.g., Shuayb, 2014) highlighted that many of these students particularly those with visual and hearing impairments had limited options of being accepted in certain majors due to the limited educational resources that cater for their needs. Moreover, the lack of awareness among faculty members about accommodating their particular needs has hindered students with sensory impairments from completing their favoured major (Maths, physics, engineering, business etc). Thus, this study adopts the inclusive design approach and principles to address these limitations. Inclusive design offers different choices and options for users by addressing their particular needs to enable them to gain equal access to education and information without highlighting these different needs. It is defined as Inclusive design *"A process that envisions the diverse human, cultural and life cycles to improve human interaction, social participation, health and wellness, by involving the user in the design and development process* (Shuayb, 2014).

Research Aims

This research aims to broaden our insights and awareness of the educational needs of wide spectrum of users including individuals with different disabilities in order to provide inclusive educational strategies and recommendations to cater for these diverse needs (faculty and students). More specifically, the study aims to investigate (a) the barriers that prevent students from gaining access to teaching and learning at the University of Connecticut (UCONN), (b) the role of universal/inclusive principles applied at UCONN and the awareness and training courses provided by the Center for Excellence in Teaching and Learning (CETL) at UCONN to overcome barriers, and ensure that individuals with disabilities get equal access to higher education, and (c) the extent to which UCONN online courses were designed to respond to students' diverse needs. The questions that guided this research are: (a) what are the barriers that prevent students from gaining access to teaching and learning at UCONN? (b), what are the role of the universal/inclusive principles applied at UCONN, and awareness practices applied by the CETL to overcome barriers

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for accessibility and (c) What is the extent to which UCONN online courses were designed to respond to students' diverse needs.

Methodology and Sampling

A triangulated approach to data collection was utilized to identify the educational barriers and users' satisfaction with the educational services provided at the UCONN University. A mixed method research approach is used to answer the research questions. Hence the study included: (a) online surveys with students which had two sections. The first section had questions about the teaching and learning experience among students and the second section included questions to evaluate the classroom/lab environment (b) access audit assessment for both physical and educational environments to highlight the barriers that students may encounter. This method was used to evaluate classroom environment (inclusive design criteria checklist, pictures, and real time observation); and (c) focus group discussions with students, staff members, education providers at the UCONN and the CETL.

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Session 5: Individualization of educational pathways

Le programme éducatif individualisé : Quelles pratiques dans les écoles inclusives libanaises ?

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En contexte d'éducation inclusive, l'accueil des enfants ayant des besoins éducatifs particuliers (EBEP) dépasse leur simple présence physique sur les lieux scolaires et vise leur participation effective à un apprentissage significatif, adapté à l'âge réel de l'élève et tenant compte de ses particularités. Ainsi l'école devra changer pour s'adapter aux besoins diversifiés des apprenants et mettre en place des pratiques inclusives lui permettant de trouver des solutions appropriées pour répondre à la diversité des élèves.

Le PEI est une démarche concertée et consignée de la planification et de l'évaluation des interventions effectuées auprès d'un élève ayant des besoins éducatifs particuliers. Il occupe ainsi une place importante dans toute démarche de mise en place de l'école inclusive.

En tant qu'outil, processus et produit, il s'avère être le garant d'une scolarisation efficace pour tout élève dont la réussite pose un défi en tenant compte de ses particularités et besoins. Il permet une harmonisation entre les pratiques d'enseignement, d'apprentissage, d'accompagnement et de soutien assurées par des intervenants d'horizons divers. Il favorise également la participation des parents et de l'élève au niveau de la réflexion, la prise de décision et l'évaluation.

Malgré le nombre grandissant d'écoles libanaises privées et même publiques accueillant des EBEP depuis les années 1990, le secteur demeure peu organisé. Nous notons par ailleurs l'absence d'orientations ou de pratiques formelles au sujet de la scolarisation des EBEP et plus précisément au sujet du PEI.

Comme le PEI est une condition et une pratique inhérente à l'inclusion scolaire, il semble que les écoles libanaises produisent ces programmes. Comment se présente donc le PEI dans ces écoles? L'objectif général de l'étude est de décrire le Programme Educatif Individualisé en tant que processus et produit dans la réalité libanaise.

La méthode de recherche qualitative a été adoptée. Les données ont été collectées à l'aide d'entretiens semi-directifs menés auprès des coordonnateurs de l'inclusion scolaire dans les écoles et à partir d'une étude de documents en l'occurrence le format du PEI utilisé dans chaque école et un PEI rempli.

La structure du PEI adopté dans les différentes écoles, ses éléments constituants et le processus qui a servi à le produire sont examinés à la lumière d'un cadre théorique élaboré spécifiquement

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pour cette recherche comportant les quatre composantes essentielles du PEI, ses fonctions et le processus de collaboration et de partenariat permettant de le concevoir, de le mettre en œuvre et de l'évaluer.

Les grilles d'analyse de documents permettent d'identifier l'existence de 14 éléments considérés comme indispensables à la structure du PEI et d'apprécier les contenus des PEI remplis en termes de présence, de suffisance ou de clarté. Les verbatim des entretiens subissent une analyse de contenu afin de dégager la description du processus, ses fonctions ainsi que la composition de l'équipe l'ayant élaboré.

Cette étude exploratoire menée au Liban a permis de décrire le programme éducatif individualisé tel qu'il se présente dans les écoles inclusives privées. Elle a mis l'accent sur les aspects existants et les aspects lacunaires des PEI étudiés et a dégagé les particularités des processus qui ont servi à les produire. Elle a permis également de percevoir dans quelle mesure la pratique actuelle du PEI soutient l'orientation des écoles privées libanaises dans une visée inclusive.

Mots clés : Programme éducatif individualisé (PEI), élève ayant des besoins éducatifs particuliers, école inclusive, Liban.

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Willingness to provide accommodations to students with disabilities: predictors and correlates among AUB faculty

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The number of students presenting with various types of disabilities in higher education settings has been increasing. These students are typically afforded with reasonable educational accommodations, in order to have a fair advantage to access education. However, the provision of accommodations is hindered by a number of variables that are characteristic of the faculty members, and the students with disability. In Lebanon, and specifically at the American University of Beirut where accessible education is mandated, there is a lack of research regarding willingness to provide accommodations. The current study examined factors that explain willingness of faculty members to provide reasonable accommodations to students with physical, psychological and neurodevelopmental disabilities in a higher educational institution in Lebanon. Results indicated that among all variables, only faculty personal beliefs and attitudes significantly predicted reported willingness. This willingness was also contingent upon the type of disability of the student, whereby mental illnesses were the least favored. Faculty also reported limited in their knowledge about disabilities and legislation, and how to create accessible courses. Findings will be discussed vis-à-vis practical implementations to improve faculty attitudes and accessible education.

Keywords: educational accommodations; higher education

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L'enseignement des stratégies métacognitives pour une meilleure résolution des problèmes chez les élèves en difficultés d'apprentissage

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Nous apercevons de nos jours une augmentation des recherches portées sur les élèves ayant des difficultés d'apprentissage dans les classes régulières. Le dépistage et le diagnostic de ces difficultés étant primordial à la réussite des élèves, le Ministère de l'éducation et de l'enseignement supérieur au Liban (2008) et l'Unesco (2011) ont déployé depuis l'année 2006 multiples efforts qui visent à dépister les difficultés de ces apprenants. Parmi les difficultés rencontrées par les élèves, nous notons les difficultés en mathématiques, voire les difficultés de résolution de problèmes. En effet, cette dernière requiert la mise en place d'un continuum de stratégies cognitives et métacognitives afin d'accomplir la tâche et nous notons surtout l'absence ou le déficit de ces dernières chez les élèves en difficulté (Gagné, 1985 ; Goupil, 2007 ; Tardif, 1992; Pressley & Levin, 1987) qui utilisent moins de stratégies cognitives et métacognitives ou les utilisent d'une manière inefficace, selon Pressley et Levin (1987), in Bosson (2011) et Bosson, Hessels, & Hessels-Schlatter (2009). Concernant le contexte libanais, les recherches à propos de ce sujet sont absentes et surtout ceux qui sont en lien avec les mathématiques.

Donc, l'absence ou le déficit des stratégies métacognitives caractérisent les élèves ayant des difficultés qui affrontent de multiples obstacles surtout au niveau de la résolution de problèmes en mathématiques. Ces idées nous mènent effectivement à poser une question : les stratégies métacognitives pourraient-elle aider les élèves qui ont des difficultés au niveau de la résolution des problèmes en mathématique ?

Notre recherche étudie ainsi l'effet du développement des stratégies métacognitives sur la résolution des problèmes chez les élèves ayant des difficultés d'apprentissage en classe de EB2 dans une école privée du Liban-Nord. Nous avons ainsi travaillé avec six élèves ayant des difficultés d'apprentissage. Trois étapes constituent notre travail : d'abord, nous avons soumis les élèves à un prétest qui a pour but de situer leur niveau dans la résolution de problèmes. Ensuite, nous avons procédé à leur enseigner des stratégies métacognitives et à les aider à y avoir recours en résolvant des problèmes de mathématiques. Durant cette période d'intervention, différents problèmes ont été travaillés avec les élèves, soit individuellement, soit en binômes. De plus, plusieurs outils (un tableau à trois colonnes, un tableau à deux colonnes et une liste de vérification) ont été mis en place afin de favoriser le développement de la métacognition. Enfin, nous avons administré un post-test qui vise à déceler le niveau des élèves après l'intervention. L'analyse des

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résultats a montré une nette évolution au niveau du processus de résolution de problème et une mise en place systématique des stratégies métacognitives ont été constatées et remarquées après l'intervention auprès des élèves. Nous concluons donc de notre recherche que le développement et la mise en place de stratégies métacognitives assurent une amélioration au niveau de la compréhension du problème de mathématique et de sa résolution chez les élèves ayant des difficultés d'apprentissage. Cette évolution aide ces derniers à bien réussir et alors favorise leur inclusion. A noter que nous relevons ainsi la nécessité du développement de ce concept au sein de la salle classe avec tous les élèves et cette recherche mérite de dépasser le cadre d'une intervention individuelle pour englober un échantillon plus large.

Mots-clés : Métacognition, difficultés d'apprentissage, résolution de problèmes, mathématiques, enseignement/ apprentissage.

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Session 6: Diversity and inclusive practices: Field experiences from around the world

Les diversités : parlons-en ! Outils pour une approche culturelle à l'école de tous

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Les Plans d'études suisses partagent le défi et les principes d'action « universels » d'une éducation inclusive. Un défi toujours en cours qui nécessite de modalités d'enseignement et de supports pédagogique-didactique actualisés et efficaces sans oublier, toutefois, de fournir aux enseignants/enseignantes des outils souples et aptes à préparer la culture de l'accueil en classe afin de promouvoir un environnement scolaire et un climat social ouvert, informé, compétent et proactif. Avec ces ambitions le manuel *«In classe con la diversità»* et sa boîte à outils ont été créés et expérimentés dans des classes d'école primaires au Tessin.

Le projet est issu d'une expérience sur le terrain, à travers une méthode inductive plusieurs activités ont été recueillies en sélectionnant celles qui ont été efficaces dans la promotion de la connaissance et l'acceptation des diversités interindividuelles. Ces activités ont été organisées et rassemblées dans le manuel sous forme de pistes pour l'activation, dans les classes primaires, d'itinéraires liées au thème.

La méthodologie a ensuite été élaborée et enrichie en s'appuyant sur différentes recherches à ce sujet (Diamond e Innes, 2001 ; Favazza e Odom, 1997 ; Soloyeva, 2005 ; Stonemann, 1993 ; Prater, Dyches e Johnstun ; 2006).

L'outil est diffusé pendant l'année scolaire en cours dans les écoles ordinaires dans l'optique de créer « à priori » des environnements inclusifs ouverts à tout type de différence. Son efficacité sera testée par une collecte de données qualitatives auprès d'élèves et d'enseignants.

Au cours de l'atelier, le projet sera présenté en partant des lignes d'élaboration du manuel et des trois dimensions thématiques sur lesquelles il repose. Ensuite, quelques exemples d'applications

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en classe et dans les établissements scolaires seront fournis, accompagnés des premiers retours d'expérience sur son utilisation.

Mots-clés : écoles- éducation inclusive- support didactiques- diversité- handicap

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Piloting participative tool to improve schools' inclusiveness in Gaza and West Bank

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Humanity & Inclusion (HI) presents the School Inclusiveness Assessment Tool (SIAT). SIAT collects both quantitative and qualitative data using questionnaires, focus group discussions, and semi-structured interviews. The level of inclusiveness is scored and detailed with school personnel's feedback. Using simple MS Excel and Word format, this composite tool consists of two parts; one measuring 4 quality standards with 43 indicators, scored from 0 to 3 by teachers and school management. School staff's bias is mitigated by the committee of parents of children with disabilities. The other part is a structured child-friendly interview facilitated by school education counsellor to understand their experience in schools against 35 questions. As such, the scoring process involves a participatory and triangulated analysis of the school situation. A visual analysis of results guides schools to identify gaps and develop action plans.

Inspired by the INEE's Minimum Standards for Education, SIAT responded to the need for a comprehensive and practical assessment tool. HI education technical team developed SIAT and refined it through piloting it in 2 special schools in Gaza in 2016. It was then validated by HI's Regional Technical Unit and IE Global Technical Advisor.

Data collected from the same 2 schools in 2018 confirmed improvements in SIAT indicators. The scores on *Services* increased by 8% for the first school and by 10% for the second. However, the scores on *Access* did not change for the first school and decreased by 11% for the second one. This is due to the fact that it is a declarative tool which scores at different time and results are not comparable because of factors like staff turn-over, more critical assessment or airstrike. Yet, it is a useful and robust tool to facilitate dynamic discussions among teachers, principals, parents and children, concerning the current situation, achieved changes and improvement. For example, guided by an indicator on links with mainstream schools, one output was that 25 children with disabilities successfully transitioned to mainstream schools.

In 2018, SIAT was modified and used in 3 mainstream public schools in the West Bank (WB). Indicators on school's mission and vision on IE and school development planning were added. Community participation, parents' involvement and linkage with specialized services were enhanced. Now with 47 indicators, SIAT provides common minimum standards for both mainstream and special schools in Gaza and WB.

The General Directorate of Special Education and Counselling of the Ministry of Education (MOE) was involved in the tool's pilot roll out in WB. Subject to its results, MOE would be interested in using SIAT as a guiding tool to implement the IE policy.

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SIAT needs further improvements including development of a practical user guide; simplification of language for better involvement of parents; and joint development of action plans and their progress review by schools and parents.

Keywords: School Inclusiveness Assessment Tool; participatory assessment tool; minimum quality standards; inclusive education; mainstream and special schools

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An Inclusive Approach to the Provision of Education for Palestine Refugee Children

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Context: The United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) is a United Nations agency established by the General Assembly in 1949 and mandated to provide protection and services to Palestine refugees registered with UNRWA in its five fields of operation (Jordan, Lebanon, Syria, West Bank and the Gaza Strip). UNRWA education system has provided accredited basic education for Palestine refugees for almost 70 years through free basic education to currently 533,000 Palestine refugee children in 709 schools. A system in which all children are engaged, supported and their potential fully harnessed.

Explanation of the Intervention: UNRWA is committed to providing quality inclusive education which respects the rights and appreciates the diversity of all children. UNRWA embarked in 2011 on a systemic Agency-wide Education Reform which sought to further strengthen the existing Education system. This Reform, which encompasses all aspects of education, from curriculum, to teacher professional development, to research and data to inclusive education practices, provided a clearly articulated strategic framework within which inclusive education was embedded. Thus, UNRWA has developed its Inclusive Education (IE) approach, to ensure that all Palestine refugee students, regardless of gender, abilities, disabilities, socioeconomic status, health and psychological needs, have equal opportunity for learning in UNRWA schools and are supported to develop their full potential.

Inclusive principles and practices are reflected implicitly throughout all of the UNRWA Education Reform policies, strategies and tools, and explicitly reflected through an Inclusive Education Policy and Strategy, launched in 2013. The aim has been to recognise, respond and establish a supportive environment for students with diverse needs and disabilities. The capacity of teachers is built on inclusive education through a comprehensive and accessible resource; the 'Toolkit for Identifying and Responding to Diverse Needs of Students', which includes an easy to read teacher's guide, as well as 19 practical tools for identifying and responding to students' needs, whether these are related to learning, health, psychosocial well-being or to disability. Schools also form Student Support Teams to coordinate school-based support and help teachers in identifying and responding to their students' diverse needs. An example of the use of inclusive education principles is found in locations where UNRWA teachers have been trained to teach Pre-braille to promote oral language development and development of motor and tactile skills. Another example is the coordination of class teachers and learning support teachers to prepare Individual Education Plans (IEPs), including individualized assessment and support.

Results: Results on the interventions are captured through the Agency-wide Common Monitoring Framework (CMF) for the 2016 -21 Medium Term Strategy. UNRWA has since 2016, measured

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the percentage of students Agency wide identified with additional needs and are receiving support to meet their specific needs. The data for the Lebanon school year 2018/2019 shows that 97% of students with additional needs received appropriate support. Now, UNRWA aims to strengthen the capacity of its School Counsellors and support structures in place to better support students with additional psychosocial needs and is also working to strengthen and systematize its referral system for students with extensive needs. In spite of the many success stories, Lebanon Field has faced a challenge in overcoming the gap in funding required to print Braille version of the textbooks, provide devices and furniture for all students with additional needs. Despite partnerships, the shortfall persists. It has often been the case that children with extensive needs who may require referrals to specialised centres may not have access to this due to insufficient funding to cover the cost of enrolment. As students have progressed to university level, UNRWA is incapable of providing the necessary support beyond exam period, this remains a challenge though the demand is high.

Keywords: disability, inclusive, needs, policy, toolkit.

Biographies

Joumana Akiki: 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).

Mira Alameddine: Mira Alameddine has PhD in Education and an MA in Philosophy. She is a trainer and a consultant in gifted education and has published several studies on gifted education, teaching business communication and moral reasoning. Dr. Alameddine is a part-time lecturer at the Lebanese University and University of Sciences and Arts in Lebanon (USAL). She is a 2016 Fulbright Junior Faculty Development recipient.

Rana Al Ghazzi: Rana is an instructional designer focusing on advancing learning through effective use of technology. She is dedicated to developing online/blended courses and learning strategies for a successful transition to the online environment, ensuring an optimized learner experience. Rana holds a degree in Electrical Engineering, and a master's degree in Engineering Management. After graduation, she shifted her interest entirely into e-learning. Her aim is to contribute to the era of digital transformation, and reengineer learning experiences to fit learners of all needs and abilities.

Anies Al-Hroub: Anies Al-Hroub is an Associate Professor of Education Psychology and Special Education and the former Chairperson of the Department of Education at the American University of Beirut (AUB) between 2015 and 2018, and a Visiting Scholar at Renzulli Center for Creativity, Talented Development and Gifted Education at Neag School of Education, University of Connecticut between 2018 and 2019. Al-Hroub completed his Ph.D. and MPhil in Special Education (Giftedness and Learning Disabilities) from the University of Cambridge and his MA (Special Education) and BA (Psychology) from the University of Jordan. He was selected as the British Academy Visiting Scholar to the Faculty of Education at the University of Cambridge in 2010, and a Visiting Scholar to the School of Advanced Social Studies (SASS) in Slovenia. His publications appeared in leading international gifted and special education journals in addition to three published books entitled, "Theories and programs of education for the gifted and talented" (Shorouk, 1999), "ADHD in Lebanese schools: Diagnosis, assessment and treatment" [Springer, 2016], and "Giftedness in Lebanese Schools Integrating theory, research, and practice" [Springer, 2018]. Al-Hroub research interests focus on gifted and talented education, special education and learning disabilities, twice-exceptionality, creativity, vulnerability, educational assessment, and school counselling. Al-Hroub is an elected member of the executive committee for the World Council for Gifted and Talented Children (WCGTC). He led a number of educational projects sponsored by UNICEF, UNRWA, UNESCO, the British Academy, USAID, World Bank, Issam Fares Institute for Public Policy and International Affairs (IFI), and Welfare Association and served as advisor for the Asfari Foundation, the Center for Civic Engagement and Community Service (CCECS) at AUB, and the professional education program at Harvard Graduate School of Education.

Yahoko Asai: Yahoko Asai is the Regional Inclusion Technical Coordinator for the Middle East Regional Programme of Humanity & Inclusion since 2017, responsible for technical support to all

Inclusive Education and Employment projects in four countries in the region. Yahoko promotes equitable learning and work opportunities for all, with a special focus on inclusion of persons with disabilities. Recently, she led the publication of HI's disability assessment of Syrian refugees in Lebanon and Jordan with a focus on education, using the Washington Group's Child Functioning Module. Before joining HI, she spent 11 years in the field of Inclusive Education, Inclusive Employment and inclusion of persons with disabilities in society, in Cambodia, Uganda, Eritrea and countries in the Southern Africa and the Middle East. She advised governments and international organizations on inclusion issues. Concerning education, she provided technical support to develop inclusive education policies, teacher training curriculum and early learning and development standards. She has a MA in International Education Development from Teachers College, Columbia University, and a BA in International Education Development from International Christian University.

Asma Azar: Asma MJAES AZAR est orthopédagogue de formation et titulaire d'un doctorat en sciences de l'éducation. Elle est maître de conférences et responsable du Master en orthopédagogie à l'Institut libanais d'éducateurs de l'Université saint-Joseph de Beyrouth. Elle la présidente du Syndicat des Orthopédagogues au Liban. Ses travaux de recherche et d'enseignement visent essentiellement l'inclusion scolaire, le Programme éducatif individualisé, l'adaptation de l'enseignement et des programmes, les inadaptations sociales et scolaires.

Farah Baraké: Titulaire d'un Doctorat (2011) et d'un Master (2007) en Sciences de l'Education de l'Université Paris 5 – René Descartes ainsi que d'une licence en Orthopédagogie (2005) de l'Université Saint-Joseph au Liban. Elle travaille dans le domaine des sciences de l'éducation et de l'orthopédagogie depuis 2007 et enseigne dans différentes universités libanaises depuis 2012 (Université de Balamand, Université Libanaise, Université Jinan). Membre de l'Union des Traducteurs Arabes, elle a publié plusieurs recherches et ouvrages dans le domaine de l'éducation et de la didactique des maths. Elle a participé à de nombreux colloques internationaux.

Viviane Bou Sreih: Viviane El-Khoury Bou Sreih est orthopédagogue de formation et titulaire d'un doctorat en sciences de l'éducation. Elle est maître de conférences et directrice de l'Institut libanais d'éducateurs. Ses travaux d'enseignement et de recherche sont centrés principalement sur les thématiques suivantes : le concept de handicap, la déficience intellectuelle et l'intervention orthopédagogique s'y rapportant, l'inclusion scolaire ainsi que le concept d'autonomie dans l'apprentissage et l'enseignement.

Nabil Costa: Nabil Costa has worked for twenty years in the Educational sector of Lebanon, serving as General Secretary for the Association of Evangelical Schools and founding the Smart Kids with Individual Learning Differences Center (SKILD) - one of the first centers for children with special needs in Lebanon. Nabil Costa has strongly advocated inclusion across all education levels in Lebanon by serving in key roles, establishing partnerships between SKILD and educational institutions and availing capacity building trainings to avail better facilities and opportunities for individuals with special needs. Nabil holds a B.A from the AUB, and a MA in Education and Counseling from the HU. He has received an honorary Doctorate in Humane Letters from Samford University and special recognition from Haigazian University for his contributions to society through years of service in the humanitarian field.

Rima El Soueidi: Dr. EL SOUEIDI is an associate professor at the Faculty of Pedagogy at the Lebanese University. She holds a PhD degree in Education Sciences from the Holy Spirit University of Kaslik. Dr. EL SOUEIDI specializes in educational didactics, professional ethics and pedagogical approaches. She is as well a consultant and a project coordinator at the Center for Educational Research and Development. Dr. EL SOUEIDI's research interests are around the development of the BA curriculum in Education, the professional and practical ethics in Education and the impact of the active learning approaches.

Malak Fakhreddine: Malak Soufian is the Head of Education Development Center at UNRWA/Lebanon with a master degree in education management & leadership. Malak has a 30 years of experience in Education at both strategic & operational levels with inclusive education at the core of the Center activities & programmes guided by policies, strategies & frameworks to ensure that all Palestine refugee students, regardless of gender, abilities, disabilities, socioeconomic status, health and psychological needs, have equal opportunity for learning in UNRWA schools and are supported to develop their full potential.

Rayane Fayed: Rayane is the Digital Education Manager at AUB and an emergent leader in e-learning, with more than 10 years of experience. As a passionate advocate for the planning and implementation of e-learning strategies in Higher Education institutions, she has been involved in developing instructional strategies for engaging Web-enhanced, Blended and Online courses / modules that aim to optimize the learner experience. She has a background in Computer Science and Online Education, and she recently received a diploma from the Institute for Emerging Leadership in Online Learning. Since 2005, she has been fully involved in researching teaching methodologies and effective practices for exemplary course design. She believes Instructional Design is an ultimate mean to seek excellence in learning.

Basma Frangieh: 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.

Elisa Geronimi: Elisa Geronimi a obtenu un Bachelor of Arts en Sciences sociales à l'Université de Lausanne en 2015. Ensuite, elle s'est spécialisée avec un Master of Arts en Sciences et pratiques de l'éducation à l'Université de Lausanne et à la Haute Ecole Pédagogique du canton de Vaud, obtenu en 2017. Après l'obtention de son diplôme, elle a fait des stages professionnels dans l'Office des Mesures Actives et dans l'Office de statistique du canton du Tessin. Depuis février 2019, elle travaille comme doctorante à la SUPSI (Département Formation et Apprentissage) en collaboration avec le Département de Pédagogie Spécialisée de l'Université de Fribourg (Suisse).

Shaza Ismail: Shaza Ismail is a special education and inclusive education consultant, and university instructor. 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. 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 numerous presentations at national and regional conferences about the right of education for children with special needs in inclusive

schools. She has participated in rethinking of the inclusive guidelines as an expert at the UNESCO Headquarters in Paris. She would wholeheartedly continue to relentlessly advocate for equity and quality in education for children with special needs.

Nidal Jouni: Nidal Jouni had a BS in biology and a teaching diploma in special education for learning disabilities when she co-founded Al Rahma high school one of Al Mabarrat Association Schools in 2001 and where she remained as the school's principal till September 2017, after which she joined AUB again to duplicate her special education diploma -second track in gifted education and pursue a Master degree in Education. 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. During these years 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 July 2017 Nidal Jouni became a fellow at the Middle East Initiative for Professional Learning (MEPLI)at the graduate school of education at Harvard University (HGSE) and starting February 2018, she is the coordinator of the Special Education Program at USAL where she is an instructor too. She works with TAMAM at AUB as a coach to empower schools principals on inclusive and leadership practices. Nidal Jouni is also a story writer for children.

Suzanne Kahale: Dr. Suzanne Kahale obtained her PhD in Education from the University of Picardie, France in 2012. Her research focuses on obesity among children, physical education and inclusion. She is part-time assistant professor in the Lebanese University, USJ and NDU. In addition to her teaching experience, she has conducted several workshops on dance movement therapy and worked with women suffering from trauma and abuse.

Maya Khayat: Titulaire d'une licence en orthopédagogie de l'Université Saint-Joseph (2015) avec une mention excellente et d'un Master en « Curriculum Management » de l'Université de Balamand (2019) avec une mention excellente également. Sa recherche effectuée était à propos de la métacognition chez les élèves ayant des difficultés d'apprentissage en ce qui concerne les mathématiques et surtout le domaine de la résolution de problèmes. Maya travaille actuellement dans une école intégratrice au Liban-Nord en tant qu'orthopédagogue depuis 2015, ainsi dans son cabinet privé.

khadidja Latreche: Latreche Khadidja: A 2nd year Ph.D. student who is currently conducting research on inclusive education and English vocabulary acquisition. I got my license (2015) and master (2017) degrees from University of Constantine 1 - Algeria. In 2017/2018, I started my career as a middle school teacher of English. Being a middle school teacher for 3 years made me interested in language related issues and the different learning difficulties students usually encounter because of some disabilities.

Rasha Mashmoushi: Dr. Mashmoushi is an Educational Psychologist who is a practicing clinician at the Psychological Assessment Center at the American University of Beirut Medical Center. She has a Doctorate degree in Applied Educational Psychology from the University of Nottingham and a Master's degree in Educational Psychology from the University of Bristol. Dr. Mashmoushi specializes in clinical evaluations of children and adults with neurodevelopmental disorders, particularly in schools and college settings. Dr. Mashmoushi's research interests are around improving and implementing evidence-based practices in schools and universities in meeting the

needs of individuals with neurodevelopmental disorders, and around the development and adaption of culturally appropriate tests and measures for children and adults.

Elie Matta: Elie Matta: Co-Founder and Program Manager at ProAbled, has more than 10 years of experience in technology. Elie provided consultancy and trainings to NGOs in collaboration with Microsoft Philanthropy Department, and provided trainings to several groups of candidates

Nicole Monney: Nicole Monney is a professor (Ph.D.) of educational practices and classroom management in the Department of Educational Sciences at UQAC since 2012. She is an associate researcher at TIES. Her expertise includes assessment for learning, practical teacher training and classroom management practices, including learning planning. Since 2017, she has been leading a research project on teacher feedback practices (SSHRC) and an another project on the kinds of support offered by an experienced teacher to a teacher trainee (FRQSC). The reflection carried out on these various projects allowed her to develop fine expertise about assessment for learning.

Kenneth Reimer: Dr. Kenneth Reimer is the Acting Associate Dean in the Faculty of Education at the University of Winnipeg. Prior to this, he had a twenty-five year career in Canada's public school system. His primary research interests include inclusive education and collaboration. He has served as President of the Manitoba Council for Exceptional Children. Dr. Reimer has taught at the University of Winnipeg (Canada), University of Manitoba (Canada), and guest lectured at North-Caucasus Federal University (Russia) and Cambridge University (UK).

Laura Rusconi: Laura Rusconi, lectrice and special educational needs teacher. After completing her master's degree in specialized pedagogy, she worked in the school accompaniment of children with special educational needs. Since 2015 she has been collaborating with the University of Fribourg in the accompaniment of specialized teachers. She has been working as a lecturer at the Department of Teaching and Learning (DFA, SUSPI, Locarno) since 2016.

Itab Shuayb: Dr Itab Shuayb is an inclusive design specialist and an access consultant. Since 2013, Dr Itab introduced the inclusive design paradigm to the Lebanese context by teaching it at the American University of Beirut. She has led a number of architecture projects focusing on improving accessibility and promoting inclusive environments for all users with different abilities. Thus she has worked on making some schools, streets, shopping malls, cinemas and sports centres accessible and inclusive. In 2018-2019 Itab Shuayb was a Fulbright visiting scholar at the university of Connecticut conducting a research about inclusive teaching and learning methods. Her vision is to promote inclusive design among architects, designers, and educators so all our built environments, and teaching methods and styles become accessible and usable by all users and abilities including people with disabilities.

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

Asma Tillawi: Asma Sleiman Tillawi is a PhD candidate and an experienced university educator specialized in Education Management and TESOL. She is currently a lecturer at the Lebanese University and The Lebanese International University. Tillawi's research interests focus on

interdisciplinary studies for sustainable development in the of inclusive education and teacher professional development.

Robert White: I obtained my PhD in Special Education and Educational Psychology (Inclusive Practice) at Durham University; College of St Hild and St Beed, School of Education in the UK. Prior to becoming an academic, I held post in education including being an outdoor leadership educator (US and Canada), primary school teacher (UK), county wide behavior support teacher (UK), elementary school principal (Thailand),and a system wide educational consultant(US & UK). I currently work with a number of international colleagues and my research focuses on the intersection between inclusive education, equity, social justice, peace-building, and sustainable development. I am also the Coordinator for the Inclusion and Equity in Teacher Policy & Practice Thematic Group, UNESCO Task Force on Teaching. My University teaching focuses on Educational Leadership, Teacher Education and Research Methods.

Pia Zeinoun: Dr. Pia Zeinoun is an Assistant Professor of Psychology at the American University of Beirut's Department of Psychology. Her research centers on the development of tests for Arabic populations to produce testing practices that are culturally-relevant and valid, especially in the measurement of personality, psychopathology in children/adolescents, and neuropsychological functions such as memory, and attention. Clinically, Dr. Zeinoun specializes in the evaluation and treatment of children and adolescents with neurodevelopmental disorders that impact cognition, behavior and learning. She is a Clinical Associate at the Department of Psychiatry, AUBMC where she co-founded the Psychological Assessment Center and successfully directed it from 2013 to 2019. Her clinical background includes graduate training in neuropsychological assessment of children at the Johns Hopkins/Kennedy Krieger Institute in Maryland, USA, and licensure as a clinical counselor in the state of Illinois. Dr. Zeinoun has a PhD in Psychology from Tilburg University in the Netherlands, while prior to that she had a Fulbright sojourn at Illinois State University, where she obtained a master's degree in Clinical & Counseling Psychology.

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