

Call for Papers

International Conference organized by TIES (Together for Inclusive Educational Systems) in partnership with the American University of Beirut (AUB)

Research for Education Accessibility Challenges - REACH

Inclusive Education: an Opportunity and a Challenge for Educational Systems

16 and 17 January 2020
American University of Beirut (Lebanon)

The first edition of the international conference **REACH** organized by T.I.E.S in partnership with AUB will be held on January 16-17, 2020 at the American University of Beirut. This conference invites researchers and practitioners to reflect broadly on the opportunities and challenges associated with the implementation of inclusive education within educational systems.

1. 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.

2. 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.

- 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.

3. Conference objectives

The aim of this conference is to:

- clarify basic concepts and principles related to inclusive education;
- question the relevance of the concepts to local realities, and enrich or adapt this conceptual field accordingly;
- analyze the legal and regulatory framework related to inclusive education in order to propose adaptations or modifications;
- identify the issues and challenges of the transition from segregated to inclusive education;
- define the role of technology in inclusive education;
- develop priorities for inclusive practice;
- collect data related to the reality and needs of education stakeholders.

4. Contribution

A. Modalities

Three types of presentations will take place:

- plenary lectures covering the four dimensions of inclusive education: concepts, policy statements, structures and systems, and practices;
- round tables on vivid or emerging issues;
- seminars that will present recent research findings and field experiences. The format will be oral presentations: 20 minutes of presentation and 10 minutes of exchange with the participants of the workshop.

The conference languages: Arabic, English, French and sign language.

Simultaneous translation will be provided for plenary lectures, round tables and seminars in the conference.

B. Recommendations to authors

A paper should include:

- a title;
- type of the paper (research or experience related to the field);
- the thematic field (please see above);
- For papers presenting research: a summary (2,000 to 3,000 characters, including spaces, excluding bibliographical references) presenting the research framework or the field experience (objective, theory, contextualization, research question), the methodology, the results (possibly expected); a bibliography presented according to APA 6th edition standards;
- For papers presenting experience related to the field: a summary (2,000 to 3,000 characters, including spaces, excluding bibliographical references) presenting the contextualization of the issue treated in relation to the field studied (objective, contextualization, analysis of the issues involved in the practices studied), the methodology of the project implementation, the results (possibly expected)
- 5 keywords;
- email address of the first/corresponding author.

C. Evaluation criteria

- In addition to the above instructions, the presence of a corpus (of empirical or non-empirical data) collected, processed and analyzed according to an explicit problem is also retained as an evaluation criterion for papers presenting a research;
- a paper has a maximum of 4 authors;
the paper will only be included in the program if at least one of the authors is registered and participates in the conference.

The decisions of the Scientific Committee will be sent to each contributor between 20 September and 30 September 2019.

5. Proposals for Papers

Proposals should be sent by 16 September 2019 (midnight GMT + 2).

For more information contact: reach@aub.edu.lb with a copy to reach@ties-education

6. Dates to remember

Call for papers	June 7, 2019
End of Call	September 16, 2019
Notification of Scientific Committee Notices	September 20 and September 30, 2019
Registration Open	October 20, 2019
Late Registration	December 31
Conference	January 16-17, 2020

This conference will be held on 16 and 17 January 2020 American University of Beirut – (Lebanon).

7. Registration

Information:

Registration will be possible until December 31, 2019 (midnight GMT + 2)

Registration will only be validated upon receipt of your payment by credit card or a bank deposit.

Registration fees:

Participants	Fee (US dollars)
Students under 22 years old	Free for the first 50 students
Early bird registration before 25 November, 2019	75\$
General attendance after 25 November, 2019	100\$
The Conference Organizing Members (Scientific committee, Organizing committee)	Free

Fees include participation in all sessions and lunches.

Networking event will take place on 18 January, 2020 (details will be communicated in November 2019 for the venue and contribution).

For cancellation: Before 5 December, 2019: \$40 will be reduced from the total sum

Cancellations after 5 December, 2019 will not be refunded.

8. Committees

The organization of the conference **REACH** "Inclusive education: an opportunity and a challenge for education systems" is supported by a scientific committee, an organizing committee and a reading committee.

Scientific Committee

Chairman of the Scientific Committee: Robert White PhD, Professor, University of Aberdeen
(United Kingdom)

List of members of the Scientific Committee:

- Joumana Akiki, PhD, Professor, Lebanese University (Lebanon)
- Anies Al-Hroub, PhD, Associate Professor, American University of Beirut (Lebanon)
- Rana Al Ghazzi, Instructional designer, American University of Beirut (Lebanon)
- Marco Allenback, PhD, Professor, HEP - Canton of Vaud (Switzerland)
- Hoda Baytiyeh, PhD, Associate Professor in Educational Technology, American University of Beirut (Lebanon)
- Basma Frangieh, PhD, President and co-founder of TIES (Lebanon)
- Vivian Khamis, PhD, Professor, American University of Beirut (Lebanon)
- Corinne Mérini, PhD, Associate Researcher, ACTé Laboratory Clermont Auvergne (France)
- Nicole Monney, PhD, Professor, University of Quebec at Chicoutimi (Canada)
- Dalal Moukarzel, PhD, Associate Professor, Antonine University (Lebanon)
- Serge Ramel, PhD, Associate Professor, HEP - Canton of Vaud (Switzerland)
- Serge Thomazet, PhD, Associate Researcher, ACTé Laboratory Clermont Auvergne (France)
- Robert White, PhD, Professor, University of Aberdeen (United Kingdom)

Organizing committee

Committee Organizers: Joumana Keserwani and Rami Farran

List of members of the organizing committee:

- Joumana Akiki, Professor, Lebanese University (Lebanon)
- Rami Farran, director of academic services, American University of Beirut (Lebanon)
- Rayane Fayed, Digital learning manager, American University of Beirut (Lebanon)
- Basma Frangieh, President and co-founder of TIES (Lebanon)
- Joumana Keserwani, communication manager - TIES (Lebanon)
- Serge Ramel, Associate Professor, HEP - Canton of Vaud (Switzerland)
- Pierre Salim, Technical Officer - TIES (Lebanon)
- Serge Thomazet, Associate Researcher, ACTé Laboratory Clermont Auvergne (France)

- Robert White, Professor, University of Aberdeen (United Kingdom)
- Maha Zouwayhed, IT Business development manager, American University of Beirut (Lebanon)

Reading Committee

- Ibrahim Abdallah, Board Member of the International Disability Alliance – IDA (Lebanon)
- Joumana Akiki, PhD, Professor, Lebanese University (Lebanon)
- Rana Al Ghazzi, Instructional designer, American University of Beirut (Lebanon)
- Anies Al-Hroub, PhD, Associate Professor, American University of Beirut (Lebanon)
- Marco Allenback, PhD, Professor, HEP - Canton of Vaud (Switzerland)
- Hoda Baytiyeh, PhD, Associate Professor in Educational Technology, American University of Beirut (Lebanon)
- Rayane Fayed, Digital learning manager, American University of Beirut (Lebanon)
- Basma Frangieh, PhD, President and co-founder of TIES (Lebanon)
- Vivian Khamis, PhD, Professor, American University of Beirut (Lebanon)
- Ghia Khoury, School principal, Beirut Annunciation Orthodox College (Lebanon)
- Najla Mazeh, Head of the BIC center Educational psychologist and Instructor at the Lebanese University (Lebanon)
- Corinne Mérini, PhD, Associate Researcher, ACTé Laboratory Clermont Auvergne (France)
- Nicole Monney, PhD, Professor, University of Quebec at Chicoutimi (Canada)
- Dalal Moukarzel, PhD, Associate Professor, Antonine University (Lebanon)
- Sr Patrice Moussallem, PhD, Director of Father Roberts Institute– IPR (Lebanon)
- Séverine Parayre, PhD, Associate Professor, Catholic Institute of Paris (France)
- Serge Ramel, PhD, Associate Professor, University of Teacher Education, Canton of Vaud (Switzerland)
- Serge Thomazet, PhD, Associate Researcher, ACTé Laboratory Clermont Auvergne (France)
- Thérèse Tchombe, PhD, Emeritus Professor, University of Buea (Cameroon)
- Robert White, PhD, Professor, University of Aberdeen (United Kingdom)