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## THE INCLUSIVE LEBANESE SCHOOL: REALITY, CHALLENGES AND ISSUES

### Abstract

Universal and equitable access to ordinary school is governed by numerous international texts and declarations. The rights of all children to education should ensure not only a physical presence but also a greater participation in learning and in cultural and community life. For a quarter of a century, a growing number of Lebanese schools have been moving towards welcoming a diverse public of students, despite the absence of a clear educational policy and specific official guidelines governing the education of students with special educational needs (SSEN). The aim of this research is to identify the challenges facing the Lebanese school through the detection of factors favorable and unfavorable to the success of inclusive education. A meta-synthesis of research carried out in Lebanon between 2000 and 2017 on the subject of school inclusion / integration of students with special educational needs contributed to the identification of 42 studies. Fourteen were selected according to the eligibility criteria. The main challenges relate to attitudes, school organization and consideration of the diversity of students' needs. Other mainly unfavorable factors are linked to the role of the Lebanese state, the education system and the high cost of inclusion.

**Keywords:** Challenges, inclusive education, inclusive school, Lebanon, challenges, unfavorable factors, special educational needs.

### 1. Introduction

Ensuring inclusive, equitable and quality education (SDG 2019) is currently a challenging objective that places great responsibilities on the education system and school. Universal access to education in ordinary schools requires redefining its mission and ensuring means to educate all children, in particular those who have been so far excluded because of a disability or disorder. This injunction sheds light on inclusive education defined as a process involving the fundamental transformation of education systems allowing the school to provide quality education for every student (UNESCO, 2019).

The orientation towards inclusion thus requires a transformation of education system and ordinary school in terms of policies, structures, programs and practices. This undertaking presupposes the genuine commitment of all stakeholders in a continuous development process. It implies the adoption of a value system advocating equity and recognition of potential for success for everyone (Rousseau & Bélanger, 2004). Inclusive education therefore requires intensive planning and action and shall constitute an end in itself.

To guarantee access and success for students with special educational needs (SSEN) in ordinary schools, certain conditions shall be met. Among these conditions cited are those related to the adoption of positive attitudes (Bélanger, 2015; Parent, 2004), taking into account the diversity of students' needs (Rousseau & Bélanger, 2004; (Paré & Trépanier, 2015), effective collaboration, partnership with parents (Deslandes, 2015) and management leadership (Thibodeau, & al., 2016).

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Despite a global orientation to make ordinary school available for all as clearly stipulated in international declarations and charters and despite the adoption of inclusive aim in several, effective collaboration, partnership with parents (Deslandes, 2015) and management leadership (Thibodeau, & al., 2016).

Despite a global orientation to make ordinary school available for all as clearly stipulated in international declarations and charters and despite the adoption of inclusive aim in several countries of the world, the fact remains that inclusion experiences are diverse, not generalized to all schools in the same country. Indeed, the inclusive school presents different realities within the same country, or even within the same school (Booth, 1996; Booth & Ainscow, 1998; Dyson & Millward, 2000, cited by Ainscow & Miles, 2008).

Although Lebanon is a signatory to international conventions, charters and recommendations guaranteeing the rights of SSEN, we underline the inexistence of ministerial directives in favor of inclusive education despite the promulgation of law 220/2000 “relating to the rights of disabled persons”. This Law recognizes the right to education for people with disabilities and considers that their disability should in no way constitute an obstacle to their participation in the admission tests recommended by educational institutions. However, it does not require the need to make changes or modifications to the school or educational system in order to promote learning for all. This law is still awaiting decrees allowing its operationalization.

The first experiences of school integration were mainly initiated by parents and were spontaneous. Some private schools, that have a margin of autonomy, began to welcome SSEN in the 1990s. These initiatives were carried out despite the absence of clear educational policies governing these students’ education both in special education institution and ordinary school. The experiences carried out at that time were part of a school integration approach allowing access to school for some SSEN by providing them with educational and rehabilitation services to facilitate their adaptation to the school system.

Currently, more schools are teaching SSEN by developing structures, taking measures to develop integration / inclusion<sup>1</sup> and by recruiting specialized and qualified staff (Center for Educational Research and Development; British Council; SKILD, 2014). However, the presence of SSEN in school remains largely conditioned by their adapted behavior, academic results, technical support provided by non-governmental organizations and especially financial support of parents (Mjaes Azar, 2019). Consequently, thirty years later, the situation has unfortunately not changed significantly. These schools have thus far been left free to decide whether to be transformed into inclusive schools in the absence of coercive regulations and clear guidelines governing inclusion at the national level (Bou Sreih, 2014; Mjaes Azar, 2014).

The described situation clearly shows that Lebanon has not yet adopted the orientation towards inclusion with regard to SSEN schooling. As a result, Lebanese schools welcoming these students are faced with major challenges. In the absence of legislation guaranteeing access for ALL to ordinary school, and in the absence of a reform of education system ensuring that the diversified needs of learners are taken into account, Lebanese schools have to meet alone the challenge to be transformed into inclusive schools. This should lead them to engage in a development enterprise both in terms of their educational project and their structures, practices and roles of various stakeholders. Consequently, they should make a multidimensional change concerning the organization (transformation of the school vision, mission, and structure...), the pedagogy (pedagogical differentiation, pedagogical innovation...), the attitudes (adoption of positive and favorable attitudes...) and the environment (accessibility of places...). On the other hand, this transformation of the school into an inclusive school could only take place if

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<sup>1</sup> The term “integration / inclusion” is adopted in this research since stakeholders and schools use the two concepts in an interchangeable way, and since in Arabic language the two concepts are designated by the same term “الدمج” and due to the absence of an official and generalized definition.

decision-makers and stakeholders adhere to the principles of inclusive education on a clear conceptual basis.

In this case, the school may reserve the right to refuse the enrollment of SSEN, suspend it, or limit it to some form of conditional or physical integration. These students will then be excluded from the ordinary education system and deprived of their right to education as well as educational opportunities essential to their development and their social participation.

These findings lead us to formulate the following research question: What are the challenges facing the Lebanese school to become more inclusive? Identifying these challenges would make it possible to understand the reality of the inclusive Lebanese school and its various issues and would constitute the aim of this research.

To this end, four specific objectives are formulated:

- 1) Identify favorable and unfavorable factors to the success of school integration / inclusion with regard to the attitudes of stakeholders.
- 2) Identify favorable and unfavorable factors to the success of school integration / inclusion with regard to school organization.
- 3) Identify favorable and unfavorable factors to the success of school integration / inclusion with regard to consideration of the diversity of students' needs.
- 4) Identify other favorable and unfavorable factors to the success of school integration / inclusion in Lebanon.

## **2. Review of Literature**

The concepts of inclusion and inclusive school are key concepts underlying this study. They will be presented while highlighting the conditions to be met, the measures to be taken as well as the challenges to be faced by the school to become an inclusive school.

The SSEN's education has evolved all over the world: from segregation to inclusion through partial integration conditioned by the academic success and the adapted behavior of the student. In fact, school integration is considered as partial placement in a regular class of a student with difficulties but deemed able to learn (Bélanger, 2006). It "presupposes the implementation of support and rehabilitation services to adapt the child or adolescent to ordinary school, but he is removed from class when he's considered unable to benefit from the provided education" (Thomazet, 2006, p.19). In this approach, a selection is essential, only SSEN capable of meeting school requirements will be enrolled. The questioning of the effectiveness of this model supported by international charters and conventions has given rise to the model of inclusion which ensures that all children, regardless of their difficulties, have the right to attend ordinary schools.

Thus, the inclusive school is a place of reception and education for all children regardless of their impairment, disorder or difficulty. Everyone has their rightful place there and attends the ordinary class corresponding to their real age where they live experiences allowing them to develop their full potential in terms of learning and socialization (Rousseau, Prud'homme, & Vienneau, 2015; Thomazet, 2006). By adopting the "zeroreject" philosophy (Individuals with Disabilities Education Act (IDEA), USA, 1975), the inclusive school takes into account the specific needs of each student and organizes itself to best meet them by finding innovative and adapted solutions.

To acquire the status of an inclusive school, any school should make changes and adaptations on several levels.

In terms of school organization, the inclusive school revises its educational project and its policies by putting in place strategies to succeed in its mission with all students. This would only be possible through strong leadership from school administration, effective collaboration between different stakeholders and an established partnership with parents. For this purpose,

planning, monitoring and evaluation mechanisms will have to be set up to ensure physical and educational accessibility for all students and permanent professional development for all stakeholders. Likewise, human resources management plays an essential role in this process involving the recruitment and retention of qualified and competent professionals.

In terms of attitudes, the inclusive school brings the stakeholders to become aware of their beliefs and their dispositions towards the difference and SSEN education in ordinary school and classroom. It aims to clarify the concepts of inclusion, otherness and to work for the establishment of a favorable climate to value diversity.

Finally, on educational level, the inclusive school shall be adapted to the specific needs of students by increasing the effectiveness of teaching-learning process and by planning individualized intervention. This is done through the adequate assessment of the needs of students with difficulties, the use of educational differentiation and the establishment of a support system for the learner.

It is certain that several factors come into play for the establishment of an inclusive school. Only the presence of certain essential conditions seems decisive for the success of inclusive education. They can be grouped into five main categories (Mjaes Azar, 2014):

- Adopting favorable attitudes towards children with special educational needs (Smith & Leonard, 2005; Parent, 2004).
- Effective collaboration between different stakeholders (Smith & Leonard, 2005).
- Adequate assessment of the child's needs (Parent, 2004) taking into account his best interest (Ainscow, 2007).
- Partnership with parents (French, Kozleski, & Sands, 2000; Bélanger, 2006; Lombardi & Woodrum, 1999) considered to be part of the inclusion team.
- The leadership of the school principal (Riehl, 2000; Ducharme, 2008; French, Kozleski, & Sands, 2000; Kose, 2009; Kochhar-Bryant, West, & Taymans, 2000; Lombardi & Woodrum, 1999).

Inclusion, as a challenge is questioning school and social system rather than questioning students (Bou Sreih, 2014). Vienneau (2002) highlights the presence of three major challenges raised by the orientation towards inclusion.

The resource challenge highlights four types of resources necessary for the establishment of an inclusive school, namely human resources, resources for learning, physical resources and administrative resources (Laundry & Robichaud, 1985, cited by Vienneau, 2002).

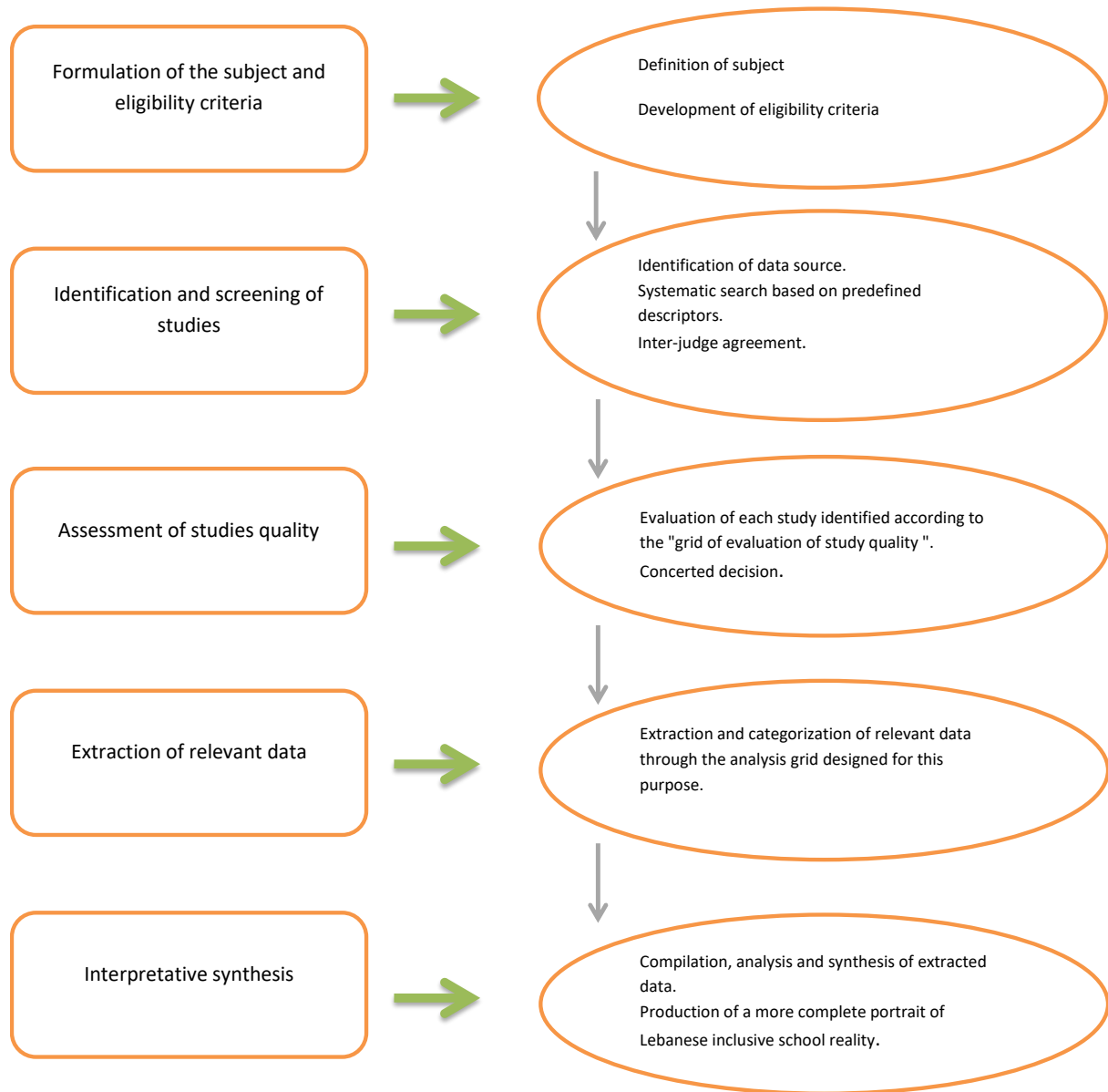
The pedagogical challenge concerns the use of "up to date " practices(*pratiques actualisantes*) (Vienneau, 2002; Gauthier & Poulain, 2006) allowing adaptation to the individual characteristics of each learner with or without difficulty. These practices are therefore likely to improve the learning conditions for all students and to better manage individual differences within regular classrooms.

Finally, the attitude challenge is related to the beliefs and attitudes of actors, in particular teachers, as to the principles and foundations of inclusive education towards students with special educational needs.

### **3. Method**

In order to achieve the objectives of this research, we opted for the secondary analysis approach: The Meta-synthesis. "The meta-synthesis, or qualitative review, consists in critically analyzing qualitative studies and synthesizing the results in a new frame of reference on a subject of interest"(Whittemore, 2005 in Fortin, 2010, p. 155). This choice was guided by the desire to explore and recognize the value of all the research work carried out in the Lebanese territory about school integration / inclusion. This review allowed to have access to the greatest number of results, treat them in an efficient manner from a broad angle of analysis (Guoulez &

Tétreault, 2014) and thus reach a new interpretation and a better in-depth understanding of this phenomenon. The meta-synthesis is a five-step process (see Figure 1) (Guoulez & Tétreault, 2014; Beaucher & Jutras, 2007; Rousseau, Point, & Vienneau, 2014).



**Figure 1: Stages of the Meta-Synthesis**

### *3.1-Formulation of Subject and Eligibility Criteria*

Once the subject was defined, eligibility criteria were established according to the objectives. They were formulated beforehand in terms of inclusion and exclusion criteria in order to avoid arbitrary selection of studies. They also allow specifying spatiotemporal context, populations, protocols and results to be retained.

The inclusion criteria defined allowed selecting the studies:

- Studying the Lebanese context.
- Concerning: 1) knowledge of stakeholders; 2) attitudes of stakeholders; 3) favorable and unfavorable factors for school inclusion/integration; 4) establishment and management of inclusive education; 5) services provided to SSEN; 6) implemented procedures and mechanisms.
- Concerning school enrollment in different cycles: preschool, primary, complementary, and secondary.
- Relating to the entire SSEN population.
- Outcome of scientific research adopting a qualitative or mixed methodology.
- Outcome of scientific research for obtaining a diploma (Master or Doctorate) and identifiable in the catalog of the library of university of origin.
- Published in indexed scientific journals.
- Carried out between 2000 and 2017.
- Written in Arabic, French or English.

Two defined exclusion criteria allowed excluding:

- Researches carried out to obtain a diploma (Masters or Doctorate) appearing in a database but not listed in the catalog of the library of university of origin.
- Quantitative research.

### *3.2- Identification and screening of studies*

First, the data sources were identified among catalogs of libraries of local universities and local and international digital databases. Then a systematic examination of each database was carried out using predefined descriptors in Arabic and French languages. However, the latter have been adjusted and formulated in English, given the particularity of Lebanon, a country where research is carried out in three languages.

### *3.3- Assessment of studies quality*

The approach adopted for the evaluation of the studies quality was carried out using a grid and resulted in a concerted decision in order to select or not the study in question.

The "study quality evaluation grid" developed for this purpose consisted of three parts:

- Identification of the study.
- Assessment of items relating to the method (presentation of the protocol, definition of the sample, presentation of the study course), to the results (credibility, contribution to the advancement of knowledge, consistency with the research objectives and goals, possibility of generalization, data analysis) and discussion (clarity and consistency of the presentation of results, neutrality, verifiability, ethical considerations) (Rousseau, Point, & Vienneau, 2014). The assessment of different items was made on a scale comprising 4 points: "does not apply", "not satisfactory", "moderately satisfactory", "satisfactory".
- The concerted decision as to whether retain or not the study in question.

### *3.4- Extraction of relevant data*

An in-depth reading of each selected study was carried out through an analysis grid allowing to identify the relevant data and to categorize them into favorable and unfavorable factors.

The analysis grid developed is made up of five parts:

- Identification of the study.
- Extraction of data reflecting the attitudes of stakeholders, namely director, teachers, parents, specialists and students. These attitudes are presented in two respective tables in terms of favorable or unfavorable factors. They are broken down into five indicators: knowledge relating to the concept of school integration, knowledge relating to the concept of school inclusion, knowledge relating to impairments / disorders / difficulties of SSEN, dispositions regarding SSEN schooling in regular schools and the will of teachers for the welcoming of SSEN in their class. Note that this last indicator is reserved exclusively for teachers.
- Identification of favorable and unfavorable factors to the success of school integration / inclusion with regard to school organization. The indicators relating to this dimension are effective collaboration, partnership with parents, management leadership, presence of required human and material resources, professional development, teacher support systems, accessibility to places as well as valuing the inclusive teacher.
- Identification of favorable and unfavorable factors to the success of school integration / inclusion with regard to consideration of the diversity of students' needs, five indicators have been defined, namely: pedagogical innovation, adaptation of teaching / program, adequate assessment of SSEN needs, planning of individualized intervention and support systems for students with special educational needs.
- Identification of other favorable and unfavorable factors noted in the reviewed study.

### *3.5- Interpretative synthesis*

The data extracted from selected studies were compiled, analyzed, and then synthesized. The study of the recurrence of each identified factor allowed pointing out the most salient and most problematic factors. A new interpretation of the favorable and unfavorable factors has thus been developed in terms of challenges facing the inclusive school in Lebanon.

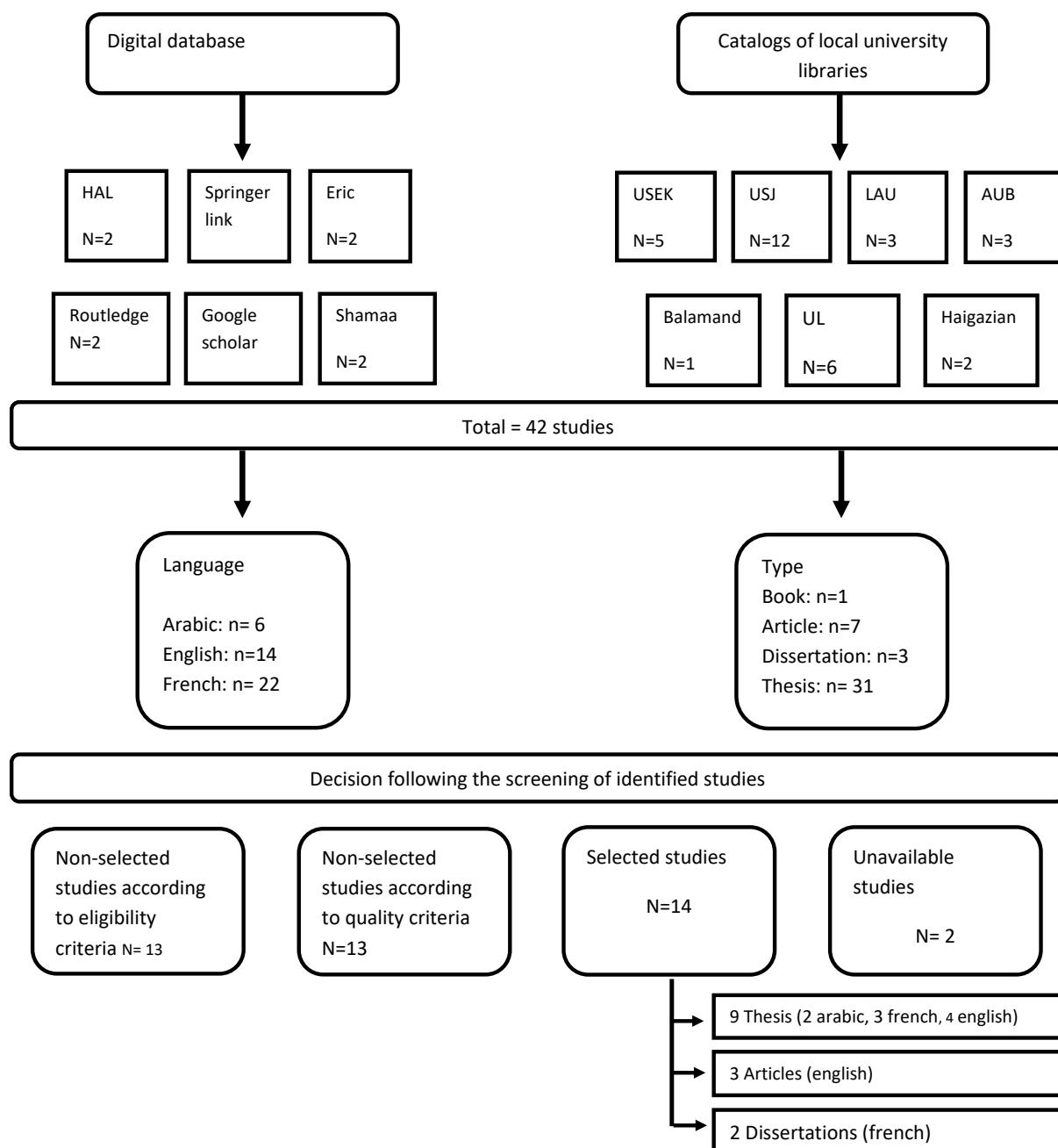
## **4. Results**

### *4.1 Presentation of the studies identified*

A total of 42 studies were identified according to predefined descriptors in various consulted databases (see Figure 2). The examination of these studies highlights an increasingly large number of studies on school integration / inclusion from 2013. Indeed, 12/42 researches were carried out between 2002 and 2012 against 30 / 42 between 2013 and 2017. This shows a growing interest in this topic, probably coinciding with the development of postgraduate training programs in education sciences at certain universities in Lebanon. Thus, the majority of studies (33/42) are the result of research carried out to obtain university diplomas (Masters, Doctorates) with a prevalence of thesis (30/42) and a minority of doctoral dissertations (3/42). These studies are distributed as follows: 6 in Arabic, 14 in English and 22 in French.

An initial filtering was established according to the inclusion and exclusion criteria, thus reducing the number to 29 studies eligible for this research. A second filtering with regard to the quality criteria allowed to retain 14 studies and to exclude 13. The two remaining studies were not available.

The 14 selected studies consist of 9 thesis, 3 articles and 2 dissertations with prevalence for English language. It reveals the trends in the interests of Lebanese researchers which are presented as follows: attitudes of actors (5), educational services / settings / approaches (4), feasibility / conditions of inclusion (3) and roles (director / counselor) (2).



**Figure 2: Presentation of Identified Studies**

#### *4.2 Favorable and unfavorable factors related to attitudes, school organization and inclusive pedagogical practices*

We will present hereinafter the results obtained in relation to each of this research objectives.

The identification of favorable factors (22 FF) and unfavorable factors (52 UF) to the success of school integration / inclusion with regard to the attitudes of stakeholders (objective 1) emphasizes on attitudes, which were generally negative. They are mainly due to gaps at the level of cognitive attitude dimension. Indeed, the “knowledge relating to the concept of inclusive education” (1 FF against 15 UF) and the “knowledge relating to impairments / disorders / difficulties” (0 FF against 8 UF) are incomplete among actors responsible for school inclusion, namely directors, parents, specialists, students and especially teachers. This



negatively affects the “dispositions regarding the enrollment of SSEN in regular school”, which is underlined by the results obtained (18 FF against 24 UF) and influenced mainly by the type and degree of impairment / disorders / difficulties. Consequently, it seems that the attitudes and dispositions of school actors should be modified to ensure that one of the conditions for successful school inclusion relates to the presence of favorable attitudes (Shapiro, 1999; Vienneau, 2002).

As for the identification of favorable and unfavorable factors to the success of school integration / inclusion with regard to school organization (objective 2), the results also show a prevalence of unfavorable factors (59 UF versus 18 FF). The unfavorable factors mentioned affect several fundamental aspects related to the characteristics of an inclusive school, including the "presence of the required human and material resources" (12 times); “professional development” (10 times); "effective collaboration" (7 times) ; "teacher support systems" and "class composition" (6 times each). Similarly, other factors are also identified: "partnership with parents" (5 times); "director's leadership" and "accessibility to the premises" (4 times each); "valuing the inclusive teacher" and "evaluation and monitoring system" (2 times each) and finally the "SSEN referral system to the specialized department or specialist" (1 time).

Favorable factors, on the other hand, are relatively rarely cited, reflecting the existing gaps in school organization in the inclusive Lebanese school. They concern the following aspects: "effective collaboration" and "professional development" (4 times each); “partnership with parents”, "management leadership", "presence of required human and material resources", "teacher support" and "class composition" (twice each).

These results relating to school organization show a clear concern regarding, as a priority, the satisfaction of the most basic conditions for the establishment of an inclusive school, namely the layout of the premises and the assurance of human and material resources. Whereas the factors that allow to institutionalize and govern inclusive education, such as "director's leadership", "valuing the inclusive teacher" and "reference, evaluation and monitoring systems" are less mentioned despite their importance. This highlights a concept of change at the school level that would be transformed to a mechanical process while it should induce deep transformations and changes at both system and structure levels (Ainscow, 2005; Ainscow & Sandill, 2010).

On another level, the identification of favorable and unfavorable factors to the success of school integration / inclusion with regard to considering the diversity of students' needs (objective 3) allowed to identify in selected studies the presence of 22 unfavorable factors against 5 favorable factors. Thus, the unfavorable factors identified concern in particular the "teaching / program adaptation" (7 times); "individualized intervention planning" (6 times); "support systems for SSEN" (4 times) ; "adequate assessment of SSEN needs" (3 times) and "pedagogical differentiation / pedagogical innovation" (2 times). In return, the favorable factors are reduced to only two: "support systems for students with SEN" (3 times) and "individualized intervention planning" (2 times).

These results highlight the gaps in inclusive teaching practices and in planning of individualized intervention preventing students with SEN from fully benefiting from their education. Thus their participation, learning and success are compromised since they are obliged to follow the regular program without taking their particular educational needs into account. This suggests an orientation towards conditional integration which requires the student to adapt to the context and meet the school requirements.

### 4.3 Other favorable and unfavorable factors

Furthermore, the results highlighted other favorable or unfavorable factors to the success of school integration / inclusion in Lebanon (objective 4) including 2 FF against 35 UF. In order to process these data, we proceeded with a thematic categorization that allowed defining 4 categories: "Lebanese State", "Lebanese educational system", "Teacher initial training" and "Empowerment of families and SSEN".

As a result, we identified the following two favorable factors: the "Lebanese State" and "teacher initial training" (1 time each). On the other hand, we noted a clear prevalence of unfavorable factors linked to "Lebanese educational system" (20 times); "teacher initial training" and "Lebanese State" (7 times each) as well as to "empowerment of families and SSEN" (1 time). These results are detailed in the following table.

**Table 1**

#### *Other Unfavorable Factors*

"Lebanese educational system" (20 times)	"Lebanese State" (7 times)	"Initial teachers training" (7 times)	"Families and SSEN empowerment" (1 time)
<p>"Authority of the private school to accept the enrollment of SSEN or to suspend it"</p> <p>"Limited capacity of the private school to accommodate SSEN"</p> <p>"High cost of inclusion mainly provided by parents"</p> <p>"Working conditions of teachers and special education teachers"</p> <p>"Professional constraints and pressures"</p> <p>"Teachers and special education teachers turnover"</p> <p>"Low income of teachers"</p> <p>"Lack of qualification of teachers and special education teachers" (no qualification requirement for hiring)</p>	<p>"Role in inclusion (Absence of laws and regulations relating to inclusion, accountability of schools with regard to inclusive education, monitoring, etc.)"</p> <p>"Role in the setting up of SEN diagnostic, referral, information and guidance systems for parents ...."</p> <p>"Lack of an educational policy on inclusion"</p> <p>" Political instability "</p>	<p>"Insufficient skills of teachers to teach inclusive classes"</p>	<p>"Lack of training or support for parents in claiming their children's rights"</p> <p>"Absence of training of SSEN to assert and claim their rights (self-advocacy)"</p>

In sum, these results show a failure in the role of the Lebanese state in the organization, control and promotion of inclusive education. They also underline the role of the educational system and the impact of its characteristics on the current situation of inclusive school. In fact, in this system where the private sector is particularly developed and which has hosted SSEN since 1990s, the education of the latter remains dependent on the limited reception capacity of private school. Similarly, another major obstacle is the high cost of inclusive education, which is mainly provided by parents. This reveals the virtual absence of active public sector involvement in the education of SSEN. As a result, most of them are excluded from school for lack of financial means and an inclusive education policy.

On the other hand, the working conditions of teachers and special education teachers expose them during integration / inclusion to significant professional constraints and pressures which, combined with the low income of teachers, encourage the turnover of qualified and experienced professionals.

Finally, as the educational system does not require qualification for hiring teachers and special education teachers, it thus ends up with staff in such positions without having had any qualifying training. In addition, the initial training of teachers shows a lack of preparation for teaching inclusive classes and managing diversity.

## **5. Discussion**

In the light of the above, it is clear that the Lebanese inclusive school faces alone several challenges since it simultaneously assumes the roles of "initiator", "promoter" and "manager" of school inclusion. As a result, it must meet three major challenges: those of attitudes, school organization and considering the diverse needs of students.

The shortcomings in the cognitive dimension of attitude are due to three complementary factors relating to school, initial teacher training and the State. At school level, the preparation of various actors, an essential condition for the success of inclusive education (Beaupré, Bédard, Courchesne, Pomerleau, & Tétréault, 2004), would seem insufficient. This would explain the absence of a clear conceptual basis for adhering to the principles of inclusion and acting accordingly (Rousseau & Bélanger, 2004). Furthermore, the initial training of teachers does not empower them enough to master the essential knowledge relating to inclusive education or impairments / disorders / difficulties (Bou Sreih, 2014). In the absence of formal and official standards and guidelines governing inclusive education in Lebanon (Mjaes Azar, 2019), the acquisition of this knowledge would not be considered a priority in teacher training. Consequently, the school should be concerned with ensuring the prior and continuous preparation of stakeholders, with a view to providing them with the necessary knowledge enabling them to actively engage in its inclusive aim (Beaupré, Bédard, Courchesne, Pomerleau, & Tétréault, 2004; Rousseau & Bélanger, 2004).

In addition, this inclusive aim requires the adoption of a concept of change allowing a real evolution of the school at the organizational and structural level (Ainscow, 2005; Gather Thurler, 2000). Apart from the need to ensure the required human and material resources, this transformation requires defining a philosophy of equity, integrating it into the school's educational project and ensuring its adoption by the stakeholders. Management leadership is found throughout this process to inspire, guide and influence the implementation of inclusive practices, on both individual and collective levels (Ainscow & Sandill, 2010). These practices have essentially two aspects: collaborative and educational. In fact, collaboration, at the heart of inclusive education, encourages actors to organize themselves in learning communities, plan and act in complementarity, evaluate and regulate action. This goes hand in hand with the establishment of support systems, in particular for both teacher and student, and means to enhance efforts and celebrate successes. As a result, the school should reorganize for deeper and more lasting change to become more inclusive.

As for teaching practices, they should be inclusive. In this context, educational differentiation and adaptation are essential in order to bring each student towards academic or educational success, using, if necessary, individualized planning and intervention procedures (Vienneau, 2002). Consequently, the school must make its choices and acquire the means enabling it to ensure pedagogical accessibility to all students regardless of their characteristics and needs. In this way, it would be able to assume its full responsibility towards everyone.

Furthermore, the transformation of the Lebanese school into an inclusive school would be largely facilitated and encouraged by the existence of a legislative, axiological and praxeological framework governing inclusive education (Kozleski & Smith, 2009; Halinen & Jarvinen, 2008). Following the results, it appears that the Lebanese educational system shows weaknesses in terms of its positioning as a promoter and instigator (*ownership*) and its role vis-à-vis the school as a control and *accountability* for results.

Therefore, it will have to develop a reference model for inclusive education in Lebanon including the conceptual and practical framework as well as the arrangements and monitoring, evaluation and control methods. At the same time, two major changes need to be made to meet the requirements of inclusive school practices: the teachers' work regulations and the criteria for hiring teachers and special education teachers. These various measures would optimize the alignment of Lebanese public and private schools with the inclusive education principles.

## 6. Conclusion

In conclusion, this research provides an overview of the school receiving SSEN in Lebanon on the basis of selected scientific research, emphasizing its orientation towards conditional integration. It denounces the existence of major challenges facing the school at different levels of school system. Finally, it generates development and evolution paths in favor of inclusive education for schools and decision-makers.

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