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The Importance of Implementing Inclusion Systems in Lebanon

Abstract: This capstone is a communications campaign that raises awareness on the importance of implementing inclusive systems in Lebanon's educational system. It also suggests specific strategies schools can include in their curriculum to become inclusive. Lebanon's current education system faces physical, sociocultural, and financial difficulties that frequently result in a degraded educational experience for children with disabilities. Through data gathering techniques such as surveys and interviews, research on this topic was done to understand the system in the country, the status of disabled children in Lebanon, as well as parent perspective on the idea of inclusiveness. To implement the campaign, a social media account was created to help shine a light on the idea of inclusive systems and reach wide audiences such as parents, teachers, and doctors. A proposal detailing an inclusive curriculum was also sent to Al Makassed Organization to help them begin implementing the idea of an inclusive system.

Keywords: Inclusive system, education, disability, equity, diversity

Introduction:

As defined by UNESCO, inclusive education is a "transformative process" that guarantees full involvement and accessibility to qualitative educational programs for all ages, whether youth or adults. Simultaneously, inclusive education recognizes values and diversity and eradicates prejudice in and through education (Humanity and Inclusion, 2022, p.1). In addition, inclusive education ensures that students with disabilities and learning challenges should also get high-quality education (Humanity and Inclusion, 2022). Approximately 10-15% of Lebanese suffer from "mental, physical, sensory, and cognitive disabilities" (Humanity and Inclusion, 2022, p.1). On the other hand, according to Lebanese law, all Lebanese children should have equal access to education without prejudice. Moreover, Lebanon's law "220 of 2000 grants persons with disabilities the right to education, health, and other basic rights. It set up a committee dedicated to optimizing conditions for children registered as having a disability to participate in all classes and tests" (Human Rights Watch, 2018).

However, this is not what is happening in Lebanon. 0.5% is the percentage of disabled students which is considered low in comparison to the overall student population in Lebanon, which includes approximately 1,053,856 students in schools and 222,064 students in universities (Humanity and Inclusion, 2022; International Trade Administrative, 2022). According to Human Rights Watch (2018), most families in Lebanon indicated that disabled students were precluded from schools due to admittance of biased policies, insufficient appropriate accommodations, a scarcity of well-trained personnel, scarcity of inclusive curricula, and unfair fees that further excluded disabled children from a low-income household. Therefore, an environment that involves children with disabilities, especially in

the education system, needs improvement. This campaign aims to examine Lebanon's educational system concerning children with disabilities. Also, this campaign aims to raise awareness of the importance of an inclusive system and suggest a curriculum to schools to encourage them to implement it.

Situation Statement:

The situation in Lebanon:

According to WFP spokesman Phiri (as cited in Shlein, 2021), more individuals are now experiencing economic hardship and food shortages due to the Beirut blast's repercussions, the Lebanese currency's decline, and the outcomes of COVID-19. The economic downturn threatened the medical industry's stability (Mjaess et al., 2021). This resulted in an economic crash in 2019; bank owners have frozen customer accounts rather than taking on the losses. Most people cannot access their savings (Al-Shaib, 2023). According to Holleis (2023), the middle class in Lebanon has disappeared after years of severe economic decline coupled with a 95% drop in its currency. An individual earning 1.5 million Lebanese pounds used to have an estimation of \$1,000 US dollars prior to the crisis, but recently it is estimated less than \$200 US dollars (Hussein Cheaito; as cited in Holleis, 2023). Three-quarters of the population are now living in poverty due to the socioeconomic crisis, with millions of people's living conditions worsening due to regular power outages and a growing budget crisis (Save the Children, 2023).

On the other hand, the crisis has significantly impacted teachers. According to the organization Save the Children (2023), approximately one million students in Lebanon are not receiving an education due to the teachers' strike over wages and working conditions. Teachers who worked the "morning shift," which predominantly taught Lebanese students, began going on strike on January 9, 2023, which featured rallies at the gates of the Ministry

of Education and Higher Education (Khurma, 2023; Save the Children, 2023). With the closing of all public schools in Lebanon, an estimated one million students are presently not enrolled in classes (Save the Children, 2023). Moreover, this strike resulted in nearly half a million kids already out of school, roughly 300,000 children who were enrolled for the early shift, and almost 170,000 kids from the evening shift (Save the Children, 2023).

Nevertheless, when the national currency started falling in 2019, their wages essentially lost all their value (El Hage, 2022). The deteriorating value of the Lira caused the monthly salary for teachers to drop to two million liras, or \$40 (According to Nasser, as cited in Khurma, 2023). According to El Hage (2022), there have not been any significant actions taken to make up for the loss in their buying power. Moreover, 20% of the instructors were fined for being absent on January 2023, as a consequence, they did not get the extra \$90 per month generally paid to all teachers in public schools (El Hage, 2022). All of these had negative impacts on their motivation to teach. Thus, strikes are being reported in many different industries right now in Lebanon, which reflects how serious the needs are (Save the Children, 2023).

Furthermore, three-quarters of the population are now living in poverty due to the socioeconomic crisis, with millions of people's living conditions worsening due to regular power outages and a growing budget crisis (Save the Children, 2023). Thus, due to the continuous strikes in public schools and the poor circumstances Lebanese people live in, some cannot afford to pay for the tuition, especially the extra fees that schools demand for disabled children. According to Jesse (2023), private school tuition fees in Lebanon varies between 8,000,000 million and 26,000,000 million Lebanese Lira based on different private schools and grade level. In addition, some private schools set their tuition fees in fresh US dollars, like SABIS International School and LWIS International School. The tuition fees range between \$3000-\$8500 US dollars. However, disabled children pay extra fees; for

instance, in LWIS Hazmieh, disabled students pay an additional amount to the regular fees, which includes "an extra of \$5,000 – \$8,000 US dollars per year" (Houssami, 2019).

According to Houssami (2019), the tuition fees for disabled students are much higher than for regular students since the school has to modify its buildings and facilities to make them accessible for disabled children. For example, schools must train teachers, modify their curriculum, and provide technologies like smart boards and reading pens (Houssami, 2019).

The background of disabled students in Lebanon:

According to the Lebanese Law, all Lebanese children should have equal access to education that is free of prejudice. Moreover, Lebanon's law "220 of 2000 grants persons with disabilities the right to education, health, and other basic rights. It set up a committee dedicated to optimizing conditions for children registered as having a disability to participate in all classes and tests" (Human Rights Watch, 2018). According to Human Rights Watch (2018), Lebanon's educational system for students who are disabled is loaded with physical, sociocultural, and financial difficulties that frequently result in a degraded educational experience for these kids. According to an interview with 33 kids and their parents, the kids were discriminated against by being kept out of Lebanon's public schools because of their disabilities (Human Rights Watch, 2018). The majority of families claimed that unfair tuition and costs further marginalize disabled children, discriminatory admission regulations, a severe lack of reasonable accommodations, insufficiently experienced staff, and a lack of inclusive teaching methods (Human Rights Watch, 2020). According to a researcher at Human Rights Watch, Aya Majzoub (2019) claims that schools in Lebanon are not equipped with the proper facilities that aid disabled students in their education (Houssami, 2019). Thus, schools should adopt facilities that enhance the learning process of disabled students, such as training teachers to be skilled enough in an inclusive setting and adopting technologies and different learning methods like the UDL, hearing aids, or reading pens.

Opinions of Parents:

Parental differences often fall into three categories: If parents are better educated and have had experience with inclusive education, their opinions are more favorable (Paseka & Schwab, 2019). Moreover, parents' opinions vary depending on the type of disability.

According to Paseka and Schwab (2019), although inclusion of kids with sensory or physical difficulties is strongly accepted, inclusion of children with behavioral issues and serious cognitive disorders is seen as more skeptical.

Statement of objectives:

This communication campaign hopes to raise awareness about the importance of an inclusive system and suggest a strategy for schools to implement in their curriculum. Lebanon public school teachers are on strike seeking salary raises, keeping one million youngsters out of school (Khurma, 2023). Lebanon public school teachers are on strike seeking salary raises, keeping one million youngsters out of school (Khurma, 2023). For this reason, our campaign will target private schools in Lebanon since they are more accessible during this crisis. Public schools need to do this, but given the circumstances in Lebanon hope that they consider this. Al Makassed Philanthropic Islamic Association of Beirut will be our focus since it has 24 schools under its supervision, with two schools with an inclusion system, one with an English system and the other with French. Moreover, a social media account will be created to raise awareness about the importance of implementing an inclusion system.

Implementing an inclusion system requires particular strategies; thus, schools can start utilizing various educational styles. Such as interactive whiteboards and peer support that can be highly successful and interactive. These strategies include pair work, cooperative grouping, and peer tutoring (McManis, n.d). In addition, use universal learning design; these are diverse ways that meet the demands of numerous students (McManis, n.d.). These include

modeling, visuals, graphics, oral and written replies, and technology to convey knowledge to students and enable students to communicate learning back (McManis, n.d.). However, Lebanon is amid an economic crisis, and the education system suffers. Human Rights Watch (2022) has released new research that sheds light on the increasing incidents of poverty and food shortage in Lebanon due to a reduction in economic growth, political instability, and growing living costs.

The research highlighted that less than 5% of Lebanon's households received some form of government support (Human Rights Watch, 2022). Households with disabled members, female-headed families, and low-income households are more likely to suffer to attain their basic needs (Human Rights Watch, 2022). On the other hand, Lebanon is suffering from increased unemployment, a weakening local currency, soaring inflation, and the elimination of medical and gasoline subsidies. Therefore, the purpose of implementing the system is to be able to include 5-10% of disabled students in each private school since 5-10% of disabled children are considered the possible percentage for the education system to handle, especially students with disabilities need specialized ways of teaching and teachers sometimes need to modify their teaching methods to accommodate each student in the classroom. According to the interview that was done with Khaled Bin Al Walid's instructor, she stated that a maximum of five disabled students should be integrated into the same classroom with other children to deal with them equally.

Moreover, she claims that they have a total number of 30 students in each classroom. Thus, 5-10% means that the school can integrate three disabled students in each classroom. The reason behind this campaign is that approximately 10-15% of the Lebanese population suffer from "mental, physical, sensory and cognitive disabilities" (Humanity and Inclusion, 2022 p.1). As mentioned before, disabled children make up approximately less than 0.5% of the entire student population (Humanity and Inclusion, 2022). Thus, by suggesting a curriculum

to schools, we can include at least three disabled students in each class. In addition, the inclusion system will remove the apartheid, and disabled students will never be marginalized. Therefore, we will reach a community full of equity, tolerance, and acceptance where discrimination and segregation have no place.

SWOT Analysis:

Strengths	Weaknesses	Opportunities	Threats
Motivated to spread the initiative and encourage schools to take a step.	We are not in the field of education, our knowledge concerning child psychology and inclusivity is limited.	Well-known influencers were interested in our campaign and promoted it on their Instagram account.	Limited access to schools.
Collaborative teamwork.		Al Makassed association approved our suggested curriculum.	Not all schools are financially able to implement an inclusive system, especially because of the unstable US Dollar rate.

		Al Makassed association considered the curriculum very beneficial for schools that are not inclusive to implement.	Private schools might go on a strike.
			Some parents might not support the idea of inclusivity in the school that their child is enrolled in.

Description of Target Audiences:

Our primary target audience is the schools and the Ministry of Education and Higher Education because we aim to raise awareness about the importance of an inclusive school system. Our campaign is targeted directly toward schools since they play a significant role in shaping this system. Thus, we are going to suggest a curriculum for schools to implement. Moreover, the development and implementation of regulations, policies, programs, and tactics associated with learning in Lebanon are the responsibility of the Ministry of Education and Higher Education. Thus, we encourage the Ministry to abide by the law '220 of 2000'. At the same time, our secondary target audience is parents, teachers, school principals, and disabled students. We indirectly target them aiming to inform them and raise awareness about the significance of having an inclusive system in our country since they play a role in teaching their children to have a sense of acceptance and respect towards people.

Moreover, a school is like a second home to a child, where the teacher influences the student. Thus, teachers must accept diversity and educate the students to respect others. On the other hand, school principals regulate the school rules; thus, they can build a respectful and diverse environment. Finally, we target disabled students to ensure that they are not alone and that they contribute to a significant part of the community.

The Chosen Organizations:

Al Makassed Philanthropic Islamic Association of Beirut has a Directorate of Educational Affairs, which serves as the pedagogical and administrative point of contact for all 24 Makassed schools. These schools are located in Beirut, Beqaa Valley, North, and South Lebanon, most of which are subsidized at the primary level (School Makassed, n.d). It provides consultancy services to schools and administrations, enhancing capabilities for all educational professionals (School Makassed, n.d). The Directorate adheres to a governance structure founded on the principles of "collaboration, equality, accountability, and transparency" (School Makassed, n.d). Al Makassed has two schools with an inclusive system for minor and severe cases, one with an English system, "Khaled ibn Walid," and the other with a French system, "Lycee Khadija Al Kubra."

Thus, Al Makassed Association was chosen to implement our campaign since they are well-equipped to accept all students, especially students with difficulties. As mentioned before, Al Makassed has two schools with inclusive systems. Thus, they have a curriculum designed specifically for inclusive environments with unique techniques for disabled students.

Moreover, they also do monthly workshops to train teachers, so most of them already know how to educate all learners in an inclusive setting. Furthermore, the Al Makassed association follows a differentiated learning method in all its schools. *Differentiated learning* is a teaching strategy that adjusts lessons to the individual learning demands of every student

(Tucker, 2021). Moreover, education differs according to each learner's preferences, habits, skills, and challenges (Tucker, 2021). Therefore, after contacting Al Makassed Association, we decided to provide the association with an advanced curriculum to encourage them to implement inclusive systems for disabled students with minor cases in schools with a non-inclusive system. The suggested curriculum is divided into different parts. First, the curriculum starts with an introduction to the inclusion system and its benefits. Then, pre-inclusion activities are activities to introduce the inclusion system to students for them to start accepting the idea of inclusivity. Secondly, two lesson plans for post-inclusion and several activities are suggested in the curriculum to engage students. These lesson plans constitute activities, group work, individual work, and group presentations. Moreover, facilities such as technologies and policies are suggested to facilitate the accessibility of disabled students in schools.

On the other hand, a part of the curriculum is dedicated to learning technology, such as Universal Design for learning and activities for students based on subjects. Lastly, the curriculum ends with suggestions concerning the medical assistance and staff in schools to guarantee that all children get medical support and that children are subjected to significant care and support from skilled teachers. Also, we are focusing our campaign on social media to spread our message and raise awareness.

Link to our suggested Curriculum:

<https://medium.com/@yaraalayache/suggested-curriculum-357ab37c995a>

Description of Key Campaign Message:

Students are exposed to hurdles and barriers that hinder them from receiving an education. Thus, removing these burdens is the focus of our campaign. Our dedication is to offer each student a friendly environment with respect and equality. Our campaign highlights on:

- Offering each student the right to learn in a friendly and tolerant environment.
- Providing tactics, strategies, and curriculum that would highlight the attainability of the inclusion system and encourage schools to start implementing it.

Description of Media and Communications Channels:

Our social media campaign will be primarily on Instagram because Instagram will have 1.95 million users in Lebanon in 2023 (Kemp, 2023). Through Instagram, we can reach a broader audience to spread awareness about the importance of implementing an inclusion system in Lebanese schools. Thus, our primary focus will be on Instagram to communicate our message. Instagram offers features through stories such as polls and questions that allow the audience to engage and increase the traffic on our page (Sheen, 2022). In addition, Instagram offers the opportunity for users to connect with us through likes, comments, and shares.

Instagram is considered a visual channel, allowing users to promote and boost photos, videos, and recent reels.

Moreover, Instagram has a lot of well-known influencers. Collaborating with such trustful influencers would add value to our campaign and increase our reach (Sheen, 2022). Thus, Instagram is an effective channel to help us deliver our mission effectively.

Description of Preliminary Research:

Pros and Cons of Inclusion:

The goal of inclusive education is to provide innovative teaching methods as well as other initiatives that provide an equitable environment for all students. There are benefits to inclusion, and they include:

- 1- **Reducing Barriers:** According to Cummings (2022), classes that are inclusive foster diversity. Every child in the class has different talents and flaws. However, by placing

all students in the same classroom, these disparities become normalized (Cummings, 2022). Cummings (2022) also claims that through inclusion, kids may discuss and embrace their disparities. Children learn that they share greater similarities with others than they first assumed. For all learners, inclusive classrooms may significantly increase self-esteem. Regardless of whether some kids require a little additional aid or support, they still feel that they belong in the class (Cummings, 2022). According to Cummings (2022), kids are given chances to be imaginative and form relationships that they couldn't find at a different or separate classroom.

- 2- **Every learner is assisted and accommodated:** According to Cummings (2022), all students in the class, including those who are not eligible for special education, get assistance from a special education teacher in an inclusive classroom. This is crucial since many kids require more help and guidance. Even though they may not have a condition that has received an official diagnosis, they might nevertheless gain from the services provided by experts. Without inclusive education, these learners wouldn't receive this level of care and access to information (Cummings, 2022).
- 3- **Encourages learning and establish high standards for all individuals:** According to Cummings (2022), the standards or expectations for some children in the classroom are not lowered or altered by inclusive learning. Everybody continues to get the same education and is subject to the same academic requirements. However, the method in which those criteria are taught, how they are acquired, and how they are evaluated may vary from each student (Cummings, 2022).

However, the **cons** include:

As the instructor must concentrate on both students either with or without difficulties, it can slow down learning (Mizan, 2022). Moreover, children who have disabilities may experience

discrimination and bullying from other kids as they might find it hard to establish social bonds (Mizan, 2022).

Strategy:

- Collaborating with schools to inform them about the importance of implementing an inclusive system.
- Collaborating with social media influencers to reach wider audiences.
- Spreading our message through Instagram to reach a broad audience.
- Evaluating the success of our campaign by reviewing Instagram insights and the feedback from Al Makassed Association.

Description of Tactics:

- Providing an inclusive system kit to The Directorate of Educational Affairs at Al Makassed includes a recommended curriculum and a suggested strategy. This kit will cost only 10\$ that includes the printing of the curriculum, flyers¹, and a brochure³. The curriculum is divided into three parts; introducing inclusion, pre-inclusion, and post-inclusion. On the other hand, one of the strategies that help the schools facilitate the inclusion process is training the teachers on how to approach each student and deal with them. Moreover, the schools could implement the UDL and use different teaching techniques such as visuals and graphics; smart boards can be an option too. Furthermore, building an elevator for paralyzed students could be a great strategy that helps facilitate the process, and schools that are on a budget can do a walking slope.
- Sending inclusive system kits to social media influencers (life coaches, psychologists) to highlight our campaign so we may reach more people and achieve our goal. The kit includes a brochure, flyer, and a book as a gift. The costs of the kits are 30\$. The kit includes printing the brochures and flyers, which will cost \$ 2\$, and a book might cost \$ 2-4\$.

- Interviewing the School principal of 'Al Makassed Ali Bin Abi Taleb' to know whether they have an inclusive system and whether the school is equipped to implement the system.
- Interview a teacher at 'Al Makassed Khalid Bin Al Walid to discuss the inclusive system and strategies they use to deal with disabled students.
- Distributing surveys for parents to learn more about the struggles in finding appropriate and sometimes affordable schools for their children and their opinions on enrolling their child in an inclusive school.
- Sending PR kits to social media influencers (life coaches and social media influencers, such as mom influencers, therapists, and special educators) in order to promote our campaign to reach more people and achieve our goal. The PR kit will be sent in a box, including a brochure of the importance of our topic, a flyer, and a book as a gift.
- Posting daily in order to increase our reach and post engagement content on stories.
- Creating boosts for social media accounts, which constitutes distributing 5\$ on one post.
- Analyzing the insights and engagement of the Instagram account to know whether we reached our goal.
- Reviewing the feedback from the Al Makassed Association to improve our curriculum and to ensure that we are on the right track concerning the strategies that are put in.

Description of Implementation:

Survey:

A survey was distributed to parents of both disabled and non-disabled children in order to get insights into parents' perspectives on inclusion and schools of disabled children. First, the survey started with demographical questions about the participants (gender, location, civil status, work, employment, financial status, and number of children, if any). Then questions about their opinions concerning the inclusion system, whether they are with or against it, and

whether they consider the inclusive system beneficial for both disabled and non-disabled.

This section ends with a question concerning whether they have a disabled child or not. If the answer is no, the survey ends. If the answer is yes, the survey continues to the next section.

The second section is for parents with disabled children. The questions are about the type of disability, whether their child is receiving education, in which school, grade, tuition fees, whether private school or public, whether the school is with inclusion system or not, and the child's experience of whether he/she is exposed to any form of bullying.

Thus, by answering these questions, we will get insights into the parents' opinions concerning inclusion and know whether people have started accepting the idea of inclusion. Moreover, concerning the questions for parents of disabled children, by answering these questions, we will be able to learn more about schools with inclusive systems and whether fees are distributed equally among children. Moreover, these questions would let us know whether parents consider teachers qualified to handle their disabled children and whether schools are equipped for inclusivity.

Schools:

An interview was done with the school principals of Al Makassed Ali Bin-Abi Taleb, a school with a non-inclusive system, to learn more about the learning system and whether the school has facilities to help implement the inclusion system. For example, we asked what techniques they have (elevators, smart boards, reading pens, braille) and whether the teachers are skilled enough to handle an inclusive setting. Based on the principal's responses, we adjusted our curriculum based on the available facilities.

Moreover, an interview was done with a teacher at Al Makassed Khaled Bin Al Walid, a school with an inclusive system, to learn more about their strategies for implementing an inclusion system and how they deal with disabled students. In this interview, the teacher clarified more about the modified curriculum they use, the severe and minor cases they have,

and how they deal with each case. In addition, she highlighted the training teachers do to learn how to deal with disabled children correctly. Also, since in Khaled bin al Walid, disabled and non-disabled students are in the same class, the teacher shed light on students' acceptance level.

A PR kit to the education department at Al Makassed Association. This PR kit includes an advanced curriculum with strategies for implementing the inclusive system in the schools under the supervision of the Al-Makassed Association with a non-inclusive system and a brochure and flyer that gives an overview of our campaign. As mentioned before, the curriculum is divided into different parts. The curriculum includes an introduction to the inclusion system, pre-inclusion activities, post-inclusion activities, and suggested facilities, as well as suggestions for medical assistance and staff.

Social media:

An Instagram page was created to raise awareness about our campaign and the significance of adopting an inclusive system in Lebanon's schools. Instagram was chosen because of its more broad audience. Approximately 1.95 million users in Lebanon in 2023, the ability to post photos, videos, and reels. Moreover, posting engagement stories that may help increase engagement and partnering with well-known influencers (kemp, 2023).

A PR kit, including a brochure, two flyers with information about our campaign, and a book as a gift, was sent to well-known influencers on social media to promote our campaign and reach a wider audience. The brochure is two pages. The first page introduces inclusive education and its benefits for students. The second page of the brochure includes our aim, the Lebanese law that guarantees the right to education for disabled children, and some of our strategies to implement inclusion. As for the flyers, the first includes a motivational quote "Let us help the ones in need; the world will be a better place with your help. Be an agent of change". The second flyer includes about us, our aim, and contact information. In addition,

we chose to send a book for the influencers as a gift for accepting to promote our campaign. We chose books that are related to the topic that we are discussing and related to the work of the chosen influencers. Thus, the books are related to kids, the psychology of kids, and psychology in general. Example of books we chose: "The Kids' Book of Questions." This book is about the questions asked by kids and how to answer them. "السنابل لهم والالوان" is about the rights of children and how to deal with them. Similarly, "اشهر six طفلك من الولادة الى" is about how to deal with kids during this age range which is from birth to the age of 6 months. These books were chosen based on our targeted influencers since our chosen influencers are psychologists, child psychologists, life coaches, and moms.

Influencers:

1. Hiba Hallak: Life coach with 110k followers.
2. Tanya Hamdan: Parent and Self-development Coach (coaching parents of kids with difficulties) with 137k followers.
3. Ola Khodor: Child psychologist and psychotherapist with 36k followers.
4. Dr. Marie Samarani Akl (themompediatrician): Pediatrician with 5,277 followers.
5. Mrs. Jennifer Mansour (Littlemellysolids): she is a mom influencer and an entrepreneur that makes healthy baby food essentials, she has 19.1K followers.

Each influencer mentioned the above-promoted PR kit on Instagram stories, introduced our campaign, and encouraged her followers to support it. These influencers were interested in supporting our campaign as they considered the topic an important issue to be addressed.

On the other hand, to reach more audiences quickly, we post four times weekly. In addition, we are using captions on each post with hashtags related to the topic, such as #diversity, #inclusiveeducation, #inclusivesystem, #inclusion, #disabledchildren, and #disability. Thus, this will help us reach audiences interested in our topic. Moreover, we started posting questions on stories to increase engagement on our account, such as questions about whether

people are with inclusion in schools or not. We posted reminder and motivational quotes and boosted a post by 5\$ in order to reach a wider audience.

Calendar:

SUN 26	MON 27	TUE 28	WED 29	THU 30	FRI 31	SAT Apr 1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24 ● 5:30pm About us	25 ● 8pm What is inclusive syst	26 ● 4pm What does inclusive s	27	28 ● 4pm Is inclusion system b	29 ● 5pm Photo about barriers ● 8:30pm How to respect dis
30	May 1	2 Reposting for influencers	3 Reposting for influencers ● 5pm Colorful word	4 Reposting for influencers ● 7pm Reel	5	6 ● 8:30pm Uniqueness

SUN 30	MON May 1	TUE 2	WED 3	THU 4	FRI 5	SAT 6
7 ● 11:30am Inclusivity first+ I ● 2pm Story poll yes/no	8 Story question ● 4:30pm post things to rem	9 ● 3pm post educate your chi	10 ● 6pm post encouragement	11	12	13 ● 8:30pm Uniqueness

Description of Evaluation Plan:

As mentioned before, we will provide Al Makassed Association with a suggested curriculum, strategy, and a brochure about our campaign. Thus, we will be looking for their feedback to evaluate the success of our campaign. We aim to get feedback by conducting a meeting with the director of the educational department of Al Makassed Association to evaluate the

effectiveness of the curriculum that we have suggested. Moreover, we plan to evaluate our social media campaign through the insights of our Instagram account to see if our messages are reaching our specified target audience. Based on the engagement, we will be able to consider whether our audiences are interested in our campaign. So far, we have reached 122 followers in 3 weeks and 4,227 account reach.

Campaign Production:

The campaign logo⁷ features symbols of two students reaching out to the sun. We used the colors purple, blue, orange, and green. According to Hajo (2018), purple signifies creativity and wisdom. At the same time, the blue color is a symbol of trust and strength. Moreover, green represents new beginnings and success (Chapman, 2021). The sun symbolizes success, meaning the two students in the logo aim to achieve success and new beginnings. In the context of inclusion and diversity, the sun represents the power of education and how positive shifts in the educational fields can result in good impacts. It can open doors for diverse children to access education. Then, underneath both students, there is a pencil in between, symbolizing education. The orange color is used as a symbol for the pencil, which is a bold color that conveys confidence and friendliness (Hajo, 2018). In the context of inclusive education and diversity, the orange pencil symbolizes that every student is unique and different, and each has the power to learn and bring up new ideas.

Regarding our Instagram page, we used the same color palette for the logo. The posts⁴ included informative posts about the definition of an inclusive system, what it entails, and its benefits. Some posts also had some strategies for implementing inclusive systems and tips. Moreover, some posts included motivational and encouraging posts. We used the same colors in the logo for the posts on Instagram. Also, Sans Serif fonts were used since these fonts are easy to read and understand.

Moreover, we chose 'Diverse Education' as the name for our campaign since 'diverse' means differences between people and the differences that might come out in schools and education. Thus, this name recommends a method of teaching that celebrates and appreciates the differing backgrounds of learners and aims to give them a learning environment that is sensitive to their individual needs and viewpoints. As for our Instagram bio, we put our slogan, ' Breaking down barriers, building up generation.' This is the message we aim to address, meaning that there should not be limitations to education; we aim to build generations that are all equal and educated without putting restrictions on children that have hardships accessing schools. Moreover, the phrase 'Together we can make a change' is also put in the bio, meaning that if we all unite and raise awareness about this issue, we will all have a global understanding and knowledge about the importance of uniting together to build a better community.

Results:

We conducted a survey in order to gather opinions of parents and information about the challenges of disabled children regarding finding a school to enroll in and tuition fees. We have gathered 50 responses from our survey. 40 respondents were females, and ten respondents were males. 23 respondents live in South Lebanon; ten live in Mount Lebanon; 14 live in Beirut, one in Bekaa, 1 in North Lebanon, and 1 in Jeddah (Saudi Arabia). Thirty-two respondents are married, 13 are single, four are in a relationship, and one is divorced. Thirty-four respondents are employed, 11 are unemployed, and five are self-employed. Eighteen respondents answered that they work as a teacher, two tutors, and one academic assistant...

Twenty-seven respondents have middle income, 16 have low income, five preferred not to say, and two responded that they have a high income. On the other hand, 36 individuals

responded that they do not get financial help, while 14 responded that they get financial help. Nineteen respondents do not have children, while 12 individuals responded that they have three children, eight individuals responded that they have eight children, five individuals answered that they have four children, five individuals answered that they have one child, and one individual answered that they have more than four children. Furthermore, 35 respondents do not mind their non-disabled child being in the same classroom with a disabled child, eight answered that they mind their non-disabled child being in the same classroom with a disabled child, and seven respondents said maybe. Moreover, 17 individuals believe disabled children feel uncomfortable in an inclusive environment, 14 are neutral, 12 individuals disagree that disabled children feel uncomfortable in an inclusive environment, four individuals strongly agree, and three individuals strongly disagree. Sixteen respondents disagree that non-disabled children feel uncomfortable in an inclusive environment, 15 respondents said that they believe non-disabled children feel uncomfortable in an inclusive environment, 12 are neutral, and seven strongly disagree that disabled children feel uncomfortable in an inclusive environment. On the other hand, 34 individuals are against implementing inclusive systems in Lebanon, 12 individuals are against implementing inclusive systems in Lebanon, and four respondents are neutral. Twenty-nine respondents agreed that having inclusive systems in Lebanon would foster the relationships between individuals in the working place, while six respondents disagreed, and the rest (15 individuals) were neutral. However, 25 individuals supported implementing an inclusive system in Lebanese schools. While 13 were worried, seven answered that they feared discrimination, and five were neutral.

On the other hand, 27 respondents said their child would feel safe in an inclusive environment; seven respondents said their child would not feel safe in an inclusive environment, and 16 answered maybe. Nevertheless, 41 respondents do not have a child with

a disability; in contrast, nine individuals have. 4 cases are autism, 2 cases of Down syndrome, 1 case of ADHD, 1 case of learning difficulties, 1 case of a physical disability, and 1 case problems of adaptation. Five individuals have children in primary school, one individual has a child in middle school, and one individual has a child in Kindergarten. Furthermore, five respondents said their child is not exposed to any form of bullying, while three respondents said their child is exposed to bullying. However, six respondents said their child is receiving an education, and three respondents said their child is not. Three people responded that their child is enrolled in Khaled Bin Al Walid school, one individual responded that their child is enrolled in the Association of Ibrahim Nassir Omais (AINO), one individual responded that their child is enrolled in Mohamad Saad, one individual responded that their child is enrolled in Abi Bakr El Siddeeq, and one individual responded that their child is enrolled in Lycee National. Seven respondents said that their child is enrolled in a private institution. Five respondents said that the school that their child is enrolled in has an inclusive system, one individual said that the school that their child is enrolled in does not have an inclusive system, and one individual said that their child is enrolled in an association that is only for disabled children. However, six individuals accepted enrolling their child in a classroom with children with no disabilities. However, one respondent said that she agreed, under one condition, that her child would be in a safe and comfortable environment and receive an equal education. The last question had seven respondents that have difficulty finding a school to enroll their child in, and only one respondent said that he/she did not find difficulty finding a school to enroll their child in.

To interpret these results, the majority of the respondents are females (80%) and mainly from South Lebanon (46%), and most of them are married (64%). This indicates that married females are more likely to answer surveys about children and education since they are more

sensitive to such topics and want the best for their children. People started accepting the idea of inclusivity and considered it a safe environment as it would foster the relationship between individuals. Thus, the support and acceptance of parents would encourage schools to implement inclusive systems. Moreover, the acceptance and respect of others start from the level of awareness of the parents and how they educate their children. So, if the parents are aware enough of inclusivity and its importance in schools, children will be more understanding and respectful of differences. Although a significant number of the participants (30 participants) are with implementing an inclusive system, some schools are still not accepting to enroll disabled students. Parents are struggling to find an inclusive school for their disabled child.

Nevertheless, some people still fear discrimination in inclusive settings. According to Awad et al. (2021), nearly 90% of bullying cases in Lebanon occur in schools. Thus, the fear of parents regarding discrimination in an inclusive setting might bring incorrect assumptions from parents. These assumptions might be because of previous events students were exposed to and maybe because of the doubt in schools' policies regarding disabled children.

Therefore, these results highlight the need to raise awareness of the importance of implementing inclusive schools that accept all children, regardless of their background, and educate students about the importance of accepting others' differences.

Interview Analysis:

According to the two interviews, the school principal claims that the school 'Ali Bin Abi Taleb' is equipped and ready. However, they do not have an inclusive system. These facilities include smart boards, trained teachers, differentiated learning methods, and accessible buildings. Our suggested curriculum could be easily implemented in all Al Makassed schools. Moreover, according to the interview that was done with Khaled Bin Al Walid's

teacher, every school has at least two students with learning difficulties in every classroom. This indicates the level of variance and inequality between schools in Lebanon. For instance, according to the teacher's claim, if a student gets a grade of 10/20, teachers have to modify the teaching method to reach every student's point of weakness. This means that some schools neglect the fact that they have students with learning difficulties in every class. Moreover, in order to accommodate all students in the same classroom, Al Makassed offers training for the teachers to update them about every new strategy that can be used to address every student. Therefore, tests are adjusted based on each student's case. These claims support our suggested curriculum since the curriculum aims to address every point during implementation, which helps schools and teachers handle an inclusive setting. Al Makassed accepts minor and severe cases. However, severe cases are pulled out to a separate floor, 'MLAC.' This raises a question about the level of inclusivity in the school. However, the teacher explains that the severe cases remain to be integrated with other students during sports and computer time. So, the teacher supported our idea of inclusivity. However, she claims that it is better to start with minor cases since it is easier to engage them with non-disabled students.

Social media engagement and feedback:

The number of followers: We launched our social media Instagram page on April 24, 2023, and we reached 122 followers.

As mentioned above, influencers were interested in our campaign and agreed to promote it in their stories⁶. The range of likes varies between 20 and 30 likes on each post. Some people commented on our posts, encouraging us and supporting our idea. Moreover, we received some direct messages also supporting our idea and encouraging us to continue our campaign. The boosted post reached 4,283 persons. We got 22 profile visits from the ad, two shares, three saves, three comments, and 19 likes.

Our social media page reached 4,227 persons in three weeks concerning the professional. Thus, our audience liked our campaign and supported us to improve and continue working on it. However, comparing the number of reach and the number of followers, the number of followers is considered low and did not meet our expectations. This might be because our campaign was only addressed in English, while maybe most of the people interested in such issues are Arabic oriented. The boosted post might not have reached our targeted audience. Moreover, the timing was very short to work to increase the number of followers.

Feedback from Al Makassed:

After sending the curriculum for Al Makassed, Dana Kadi, an expert in the field of inclusion from the educational department, contacted us. A Zoom meeting was conducted, and she gave us feedback concerning the curriculum.

She considered the curriculum as beneficial, especially for schools that do not have an inclusion system and want to implement especially since our curriculum is very organized and offers some step-by-step strategies for schools to implement, introducing inclusion, pre-inclusion, and post-inclusion.

Conclusion:

The Lebanese educational system is loaded with several issues. Many children are not receiving an education because of their disability and remain undermined in society. These children face discrimination since they are not accepted in any school that is not inclusive. Nevertheless, inclusive schools are rare in Lebanon, and special institutions are costly. Nowadays, people are accepting inclusivity in schools. However, there is a fear of discrimination due to past bullying events that happen in schools. Some schools are not taking appropriate measures to solve the issue of bullying. Thus, there is a lack of trust in people towards schools. Also, we developed a social media account to spread our message by

collaborating with different influencers (mom influencers, child psychologists, and life coaches) and posting engagement posts and stories⁵. Thus, our campaign aims to implement inclusion systems in Lebanese private schools to provide all students, especially disabled children, a chance to get a proper education and spread equity and acceptance among Lebanese society.

This campaign tackles different aspects, yet it has some limitations. Our survey got 50 responses, which does not represent the Lebanese population. Moreover, our access is limited to the parents of disabled children, and not all of the parents we contacted agreed to complete our survey. We have addressed our campaign on Instagram in English; this is considered a limitation since our campaign did not reach all of our target audience, which might be more comfortable with the Arabic language. At first, we faced some challenges regarding schools' approval to provide us with information; however, after conducting some research and interviews, Al Makassed was our best option. After two months of trying, we reached AL Makassed and got their approval. We got feedback from the association regarding the suggested curriculum, so for further plans, we aim to send this curriculum to many schools hoping public schools would consider this later on. Furthermore, we aim to collaborate with more influencers and NGOs, reaching our target audience. We also aim to boost more posts since boosting helped us to increase our account reach.

Time Table:

Week 1-Week 6	Secondary research + Approaching schools
Week 7-Week 10	Primary research (drafting surveys and interview questions)
Week 10	Started working on the curriculum
Week 11	Interviewing school principals and teachers
Week 12	Sending the survey

Week 13	Started implementing the social media campaign
Week 14	Sending the curriculum to Al Makassed
Week 15	Presentation

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Appendix:

IRB Approval:

NOTICE OF IRB APPROVAL

To: Ms. Yara Al Ayache – Ms. Dima El Chami
Dr. Rana Aladdine
Instructor
School of Arts & Sciences

APPROVAL ISSUED: 26 April 2023
EXPIRATION DATE: 26 April 2025
REVIEW TYPE: EXPEDITED – Initial

Date: April 26, 2023

RE: **IRB #:** LAU.SAS.RA1.26/Apr/2023

Protocol Title: Importance of Implementing Inclusion Systems in Lebanese Schools

The above referenced research project has been approved by the Lebanese American University, Institutional Review Board (LAU IRB). This approval is limited to the activities described in the Approved Research Protocol and all submitted documents listed on page 2 of this letter. **Enclosed with this letter are the stamped approved documents that must be used.**

APPROVAL CONDITIONS FOR ALL LAU APPROVED HUMAN RESEARCH PROTOCOLS

LAU RESEARCH POLICIES & PROCEDURES: All individuals engaged in the research project must adhere to the approved protocol and all applicable LAU IRB Research Policies & Procedures. **PARTICIPANTS must NOT be involved in any research related activity prior to IRB approval date or after the expiration date.**

PROTOCOL EXPIRATION: The LAU IRB approval expiry date is listed above. The IRB Office will send an email at least 45 days prior to protocol approval expiry - Request for Continuing Review - in order to avoid any temporary hold on the initial protocol approval. It is your responsibility to apply for continuing review and receive continuing approval for the duration of the research project. Failure to send Request for Continuation before the expiry date will result in suspension of the approval of this research project on the expiration date.

MODIFICATIONS AND AMENDMENTS: All protocol modifications must be approved by the IRB prior to implementation.

NOTIFICATION OF PROJECT COMPLETION: A notification of research project closure and a summary of findings must be sent to the IRB office upon completion. Study files must be retained for a period of 3 years from the date of notification of project completion.

IN THE EVENT OF NON-COMPLIANCE WITH ABOVE CONDITIONS, THE PRINCIPAL INVESTIGATOR SHOULD MEET WITH THE IRB ADMINISTRATORS IN ORDER TO RESOLVE SUCH CONDITIONS. IRB APPROVAL CANNOT BE GRANTED UNTIL NON-COMPLIANT ISSUES HAVE BEEN RESOLVED.

If you have any questions concerning this information, please contact the IRB office by email at irb@lau.edu.lb

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The IRB operates in compliance with the national regulations pertaining to research under the Lebanese Minister of Public Health's Decision No.141 dated 27/1/2016 under LAU IRB Authorization reference 2016/3708, the international guidelines for Good Clinical Practice, the US Office of Human Research Protection (45CFR46) and the Food and Drug Administration (21CFR56). LAU IRB U.S. Identifier as an international institution: FWA00014723 and IRB Registration # IRB00006954 LAUIRB#1

Dr. Joseph Stephan
Chair, Institutional Review Board

DOCUMENTS SUBMITTED:

LAU IRB Initial Protocol Application	Received 11 April 2023, amended 13 April 2023
Proposal	Received 11 April 2023
Letter to Al Makassed	Received 11 April 2023, amended 18 April 2023
Informed Consent	Received 11 April 2023
Questionnaire	Received 11 April 2023
Link to online survey	Received 11 April 2023, amended 13 April 2023
Informed Consent – Interviews	Received 13 April 2023, amended 18 April 2023
Interview Questions	Received 11 April 2023
IRB Comments sent: 12 April 2023 18 April 2023	PI response to IRB's comments dated: 13 April 2023 18 April 2023
CITI Training – Rana Aladdine	Cert. # 55377240 Dated (13 April 2023)
CITI Training – Yara Al Ayache	Cert.# 55223754 Dated (2 April 2023)
CITI Training – Dima El Chami	Cert.# 55211113 Dated (1 April 2023)



Interview:

School Principal:

Question: Do you have an inclusive system in your school?

-In Ali Bin Abi Taleb, we do not have inclusion. We only deal with mild cases. However, disabled students of severe cases are referred to another school under Al Makassed supervision since it has more psych-motives and trained teachers.

Question: Does your school have facilities to implement inclusion?

-Ali Bin Abi Taleb has some facilities, like smartboard. Moreover, we have a differentiated instruction, we use different strategies for being able to explain to all students with different abilities. This helps us to reach low achievers and average students.

School teacher:

Question: What is educational background?

-I have a teaching diploma and a B.A in education math and sciences, I have a masters in educational management and a minor certificate in special education.

Question: Can you tell us more about in inclusion in Khaled Bin Al Walid?

-We have about five learning difficulties students in every section of the classroom in Khaled Bin Al Walid, one of the schools under Al Makassed supervision. We do not allow more than five students in the class in order to give every student their rights because there are different cases between students. Some have a slow learning pace; some only understand the lesson using objects.

Question: Do you modify the curriculum based on the case of the student?

-We have tests and modifications for every case.

Question: Are all disabled students integrated in the same classroom with the rest of the students?

- Those who are integrated in the same classroom with other students have minor difficulties. For example, students with minor autism are integrated in the same classroom as the rest.

However, if the case is severe, the student is referred to a separate floor for special care and attention; this floor is called the MLAC.

Question: How do you deal with students in the MLAC?

This floor has only disabled students that have severe cases. However, in the severe cases put on the MLAC floor, they go to the sport and computer sessions with all the other students, but a shadow teacher and the instructor accompany them.

Question: Is there a specified curriculum for teachers?

Every month, we have a workshop training to acquire more information and skills on engaging and treating disabled students. We train on what objects to use for them. For example, there are always new modifications to the curriculum, and we might change our teaching methods occasionally and adopt new ways. Moreover, we meet with the coordinator every day to update her on each student.

Question: Are the fees equally paid for disabled students vs. non-disabled?

The disabled student pays triple the price that the normal student pays.

Question: Are the students accepting other cases of children in the same classroom?

MLAC has been operating for 13 years, however, students are still not that accepting, they use offensive terms like 'sick' or 'does not understand'.

Question: Do you think that inclusion should be implemented in every school?

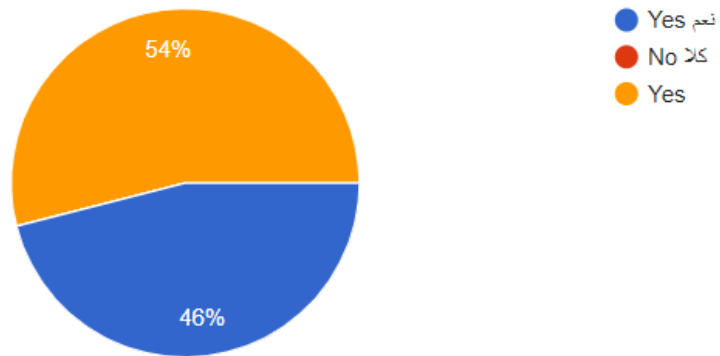
According to the teacher, every school, even if it does not have an inclusive system, every class in any school has two students, at least with learning difficulties. Since many students get a 10/20 grade on an exam. However, the school says that this student is lazy. However, he is not, but his level is not as high as the rest of the students in class.

Survey:

Do you agree with the conditions?

هل توافق على الشروط؟

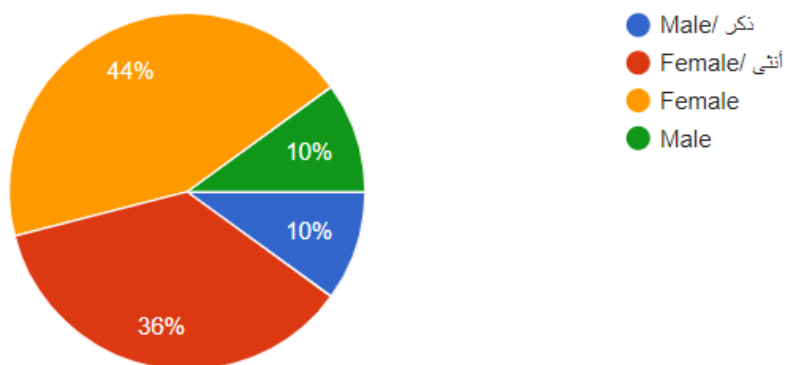
50 responses



What is your gender?

ما هو جنسك؟

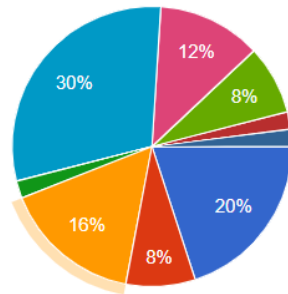
50 responses



Where do you live?

أين تسكن؟

50 responses



- Beirut/ بيروت
 - Mount Lebanon/ جبل لبنان
 - South Lebanon/ جنوب لبنان
 - North Lebanon/ شمال لبنان
 - Bekaa/ بقاع
 - South Lebanon
 - Mount Lebanon
 - Beirut
- ▲ 1/2 ▼

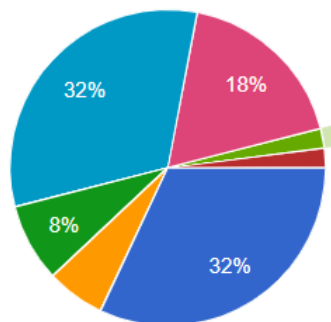
- Jeddah
- Bekaa

▲ 2/2 ▼

What is your civil status?

ما هو وضعك العائلي؟

50 responses

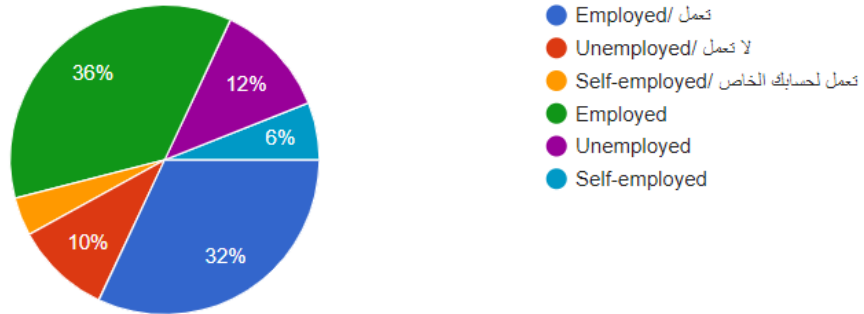


- Married/ متزوج
- Divorced/ مطلق
- In a relationship/ مرتبط
- Single/ اعزب
- Prefer not to say/ افضل ان لا اصرح
- Married
- Single
- Divorced
- In a relationship

Are you?

هل انت؟

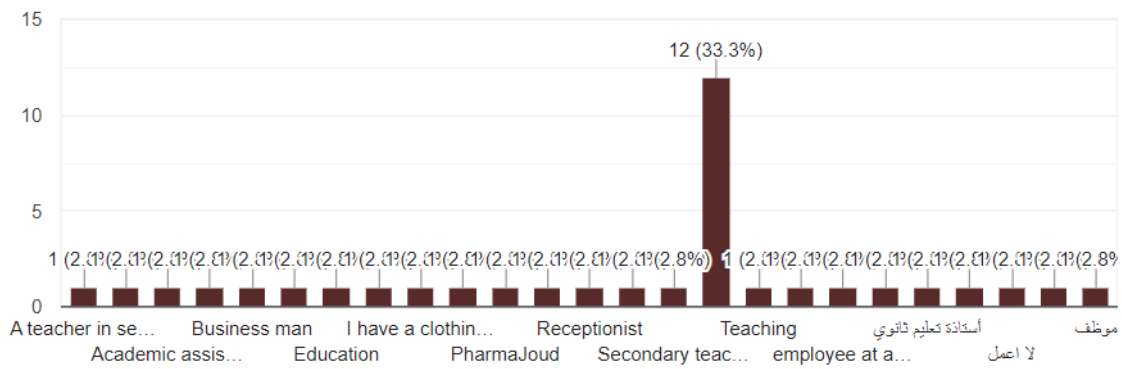
50 responses



Specify your work

ما هو عملك؟

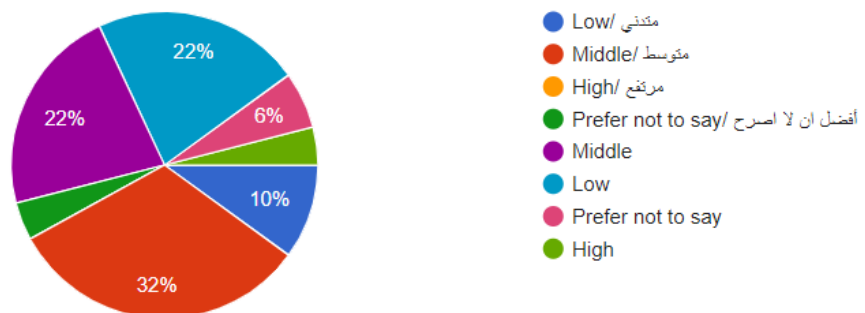
36 responses



What do you consider your financial status is?

كيف تعتبر وضعك المادي؟

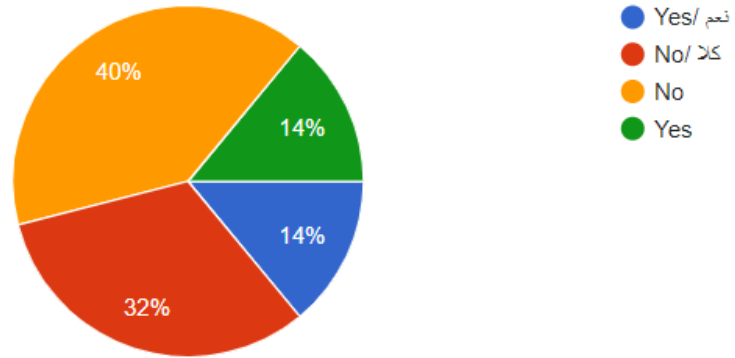
50 responses



Do you get any financial help from someone?

هل تستمد مساعدة مادية من شخص ما؟

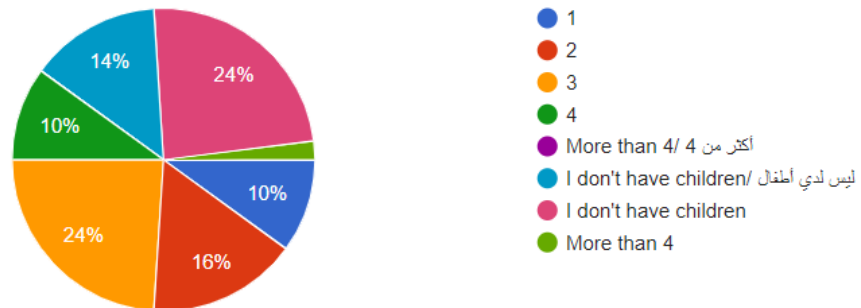
50 responses



How many children do you have?

كم طفلا لديك؟

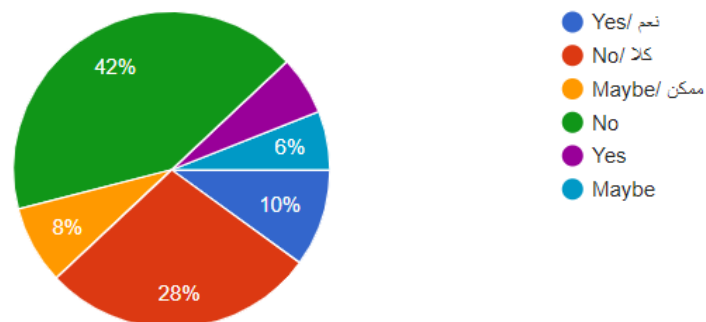
50 responses



If your child has no disabilities, do you mind him/her being in a classroom with a disabled child?

إذا لم يكن طفلك يعاني من إحتياجات خاصة، فهل تمنع في وجوده في فصل دراسي مع طفل من ذوي الإحتياجات الخاصة؟

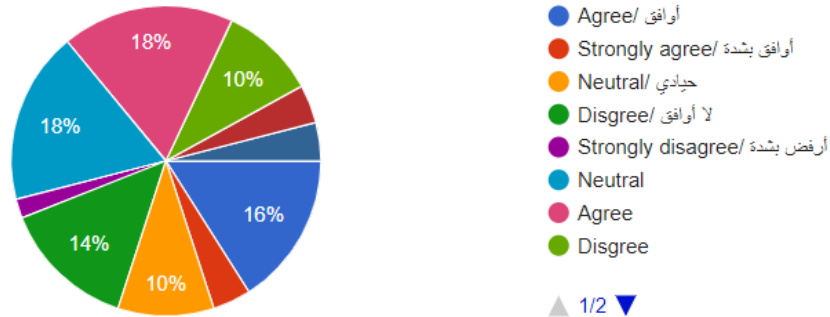
50 responses



Do you believe disabled children feel uncomfortable in an inclusive environment?

هل تعتقد أن الأطفال ذوي الاحتياجات الخاصة يشعرون بعدم الارتياح في بيئة شاملة؟

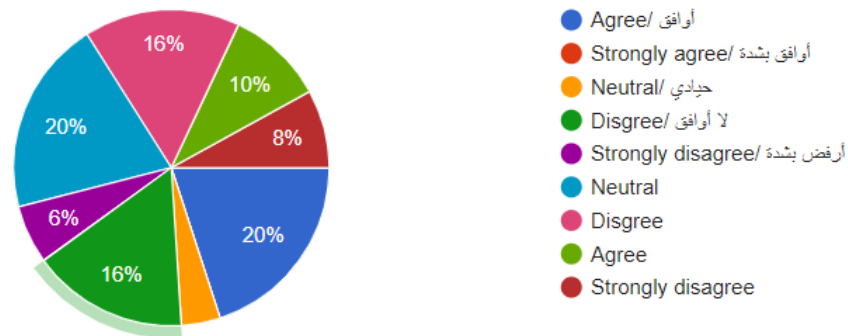
50 responses



Do you believe non-disabled children feel uncomfortable in an inclusive environment?

هل تعتقد أن الأطفال غير المعوقين يشعرون بعدم الارتياح في بيئة شاملة؟

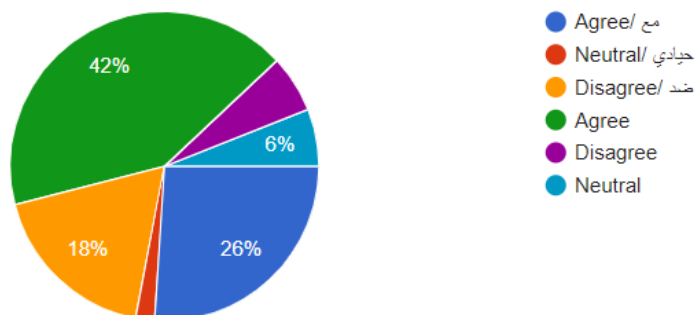
50 responses



Are you with implementing inclusive systems in Lebanon? (where all children are of all learning styles and ability types are in the same classroom)

هل أنت مع تطبيق أنظمة شاملة في لبنان؟ (حيث يكون جميع الأطفال من جميع أنماط التعلم وأنواع القدرات في نفس الفصل الدراسي)

50 responses

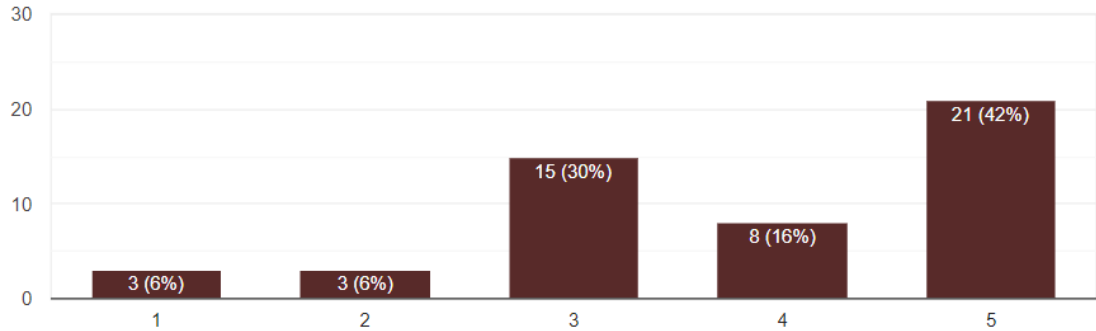


Do you think having inclusive systems in Lebanon would foster the relationships between individuals in the working place?



هل تعتقد أن وجود أنظمة شاملة في لبنان من شأنه أن يعزز العلاقات بين الأفراد في مكان العمل؟

50 responses

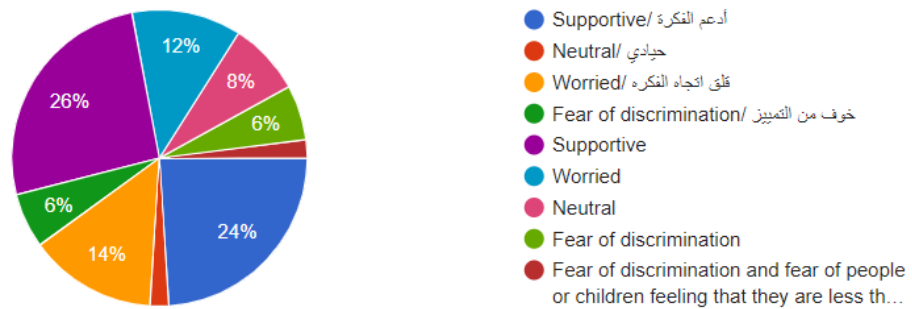


How do you feel about implementing an inclusive system in Lebanese schools?



ما هو شعورك حيال تطبيق نظام شامل في المدارس اللبنانية؟

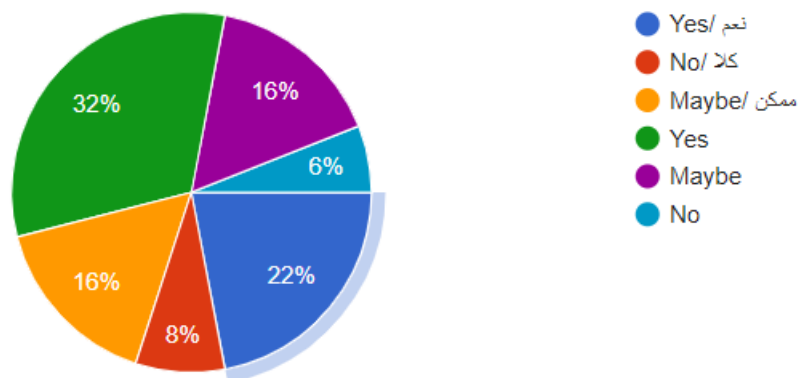
50 responses



Do you think your child will feel safe in an inclusive environment?

هل تعتقد أن طفلك سيشعر بالأمان في بيئة شاملة؟

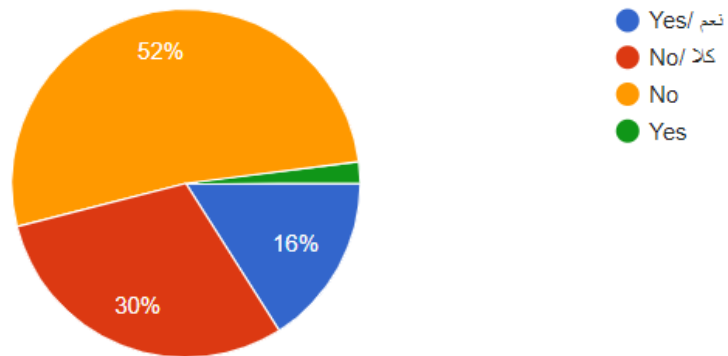
50 responses



Do you have a child with a disability? (ex. physical, intellectual, sensory, or mental disability)

هل لديك طفل من ذوي الاحتياجات الخاصة؟ (الجسدية أو الذهنية أو الحسية أو العقلية)

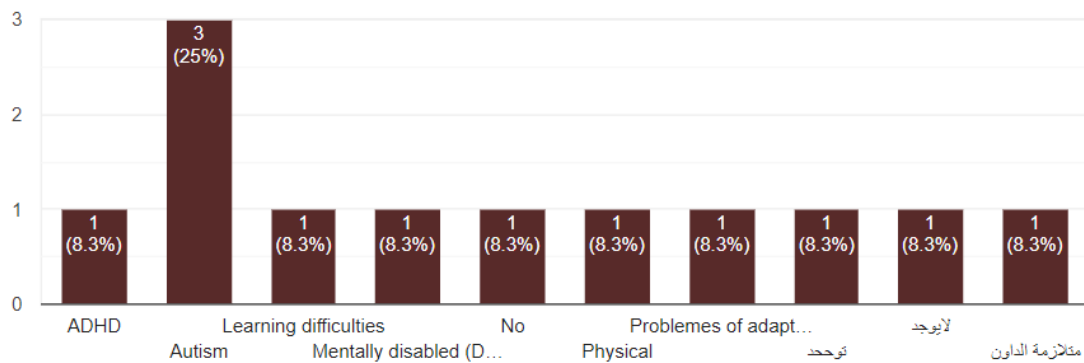
50 responses



Please specify the disability

الرجاء تحديد نوع الصعوبة

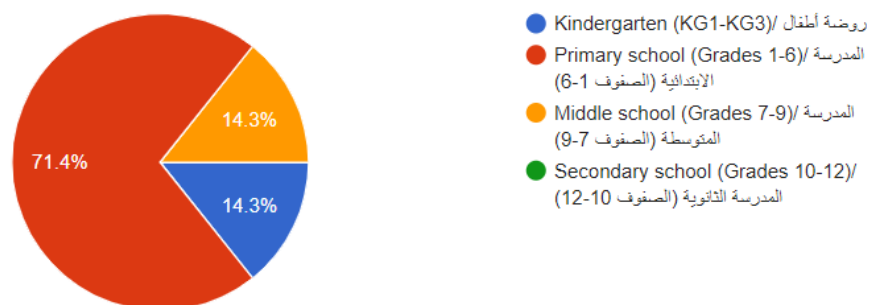
12 responses



What grade is your child in?

في أي صف طفلك؟

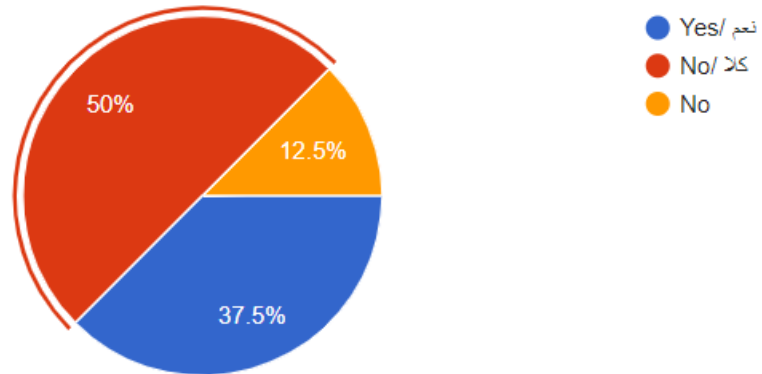
7 responses



Is your child exposed to any form of bullying?

هل يتعرض طفلك لأي شكل من أشكال التنمر؟

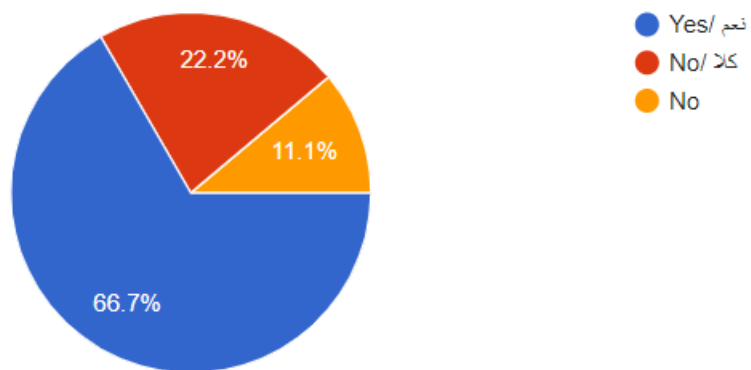
8 responses



Is your child receiving an education?

هل طفلك يتلقى التعليم؟

9 responses



Please specify which school

يرجى تحديد أي مدرسة

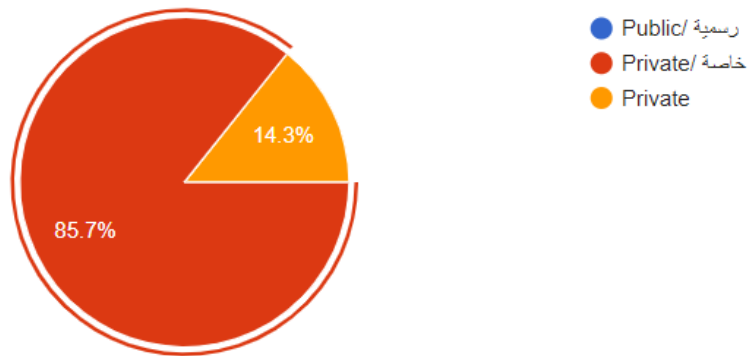
7 responses

Association of Ibrahim Nassir Omais (AINO)
Mohamaad saad
Khaled bin al walid
Abi Bakr El Siddeeq
Lycée National
Khaled ibn lwalid
خالد ابن الوليد

Is the school a public or private institution?

هل المدرسة رسمية أم خاصة؟

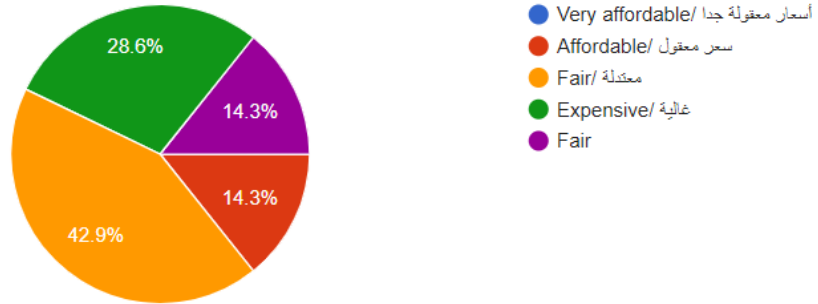
7 responses



Do you consider the institution affordable?

هل تعتبر المدرسة ميسورة التكلفة؟

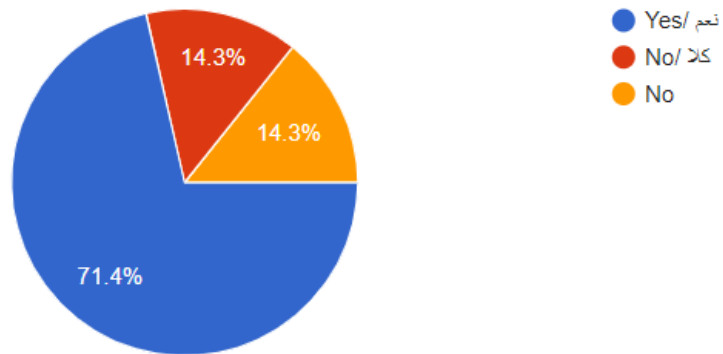
7 responses



Are you able to pay for the full tuition?

هل أنت قادر على دفع الرسوم الدراسية كاملة؟

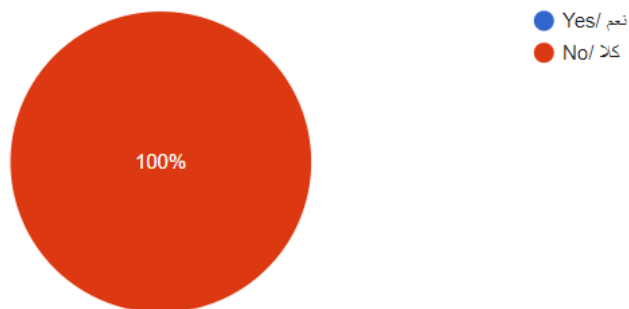
7 responses



Is the tuition paid equally for non-disabled students vs. disabled students?

هل الرسوم الدراسية مدفوعة بالتساوي للطلاب الذين لا يعانون من صعوبة مقابل الطلاب ذوي الاحتياجات الخاصة؟

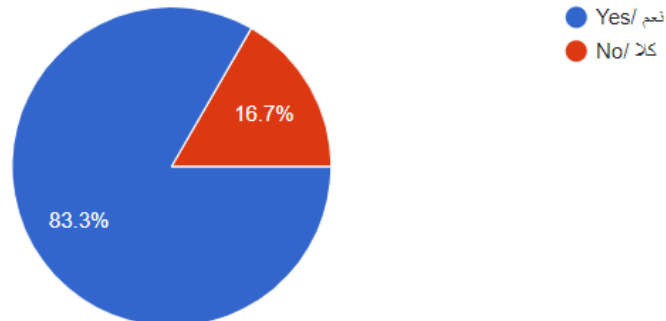
5 responses



Do you think teachers are qualified to deal with disabled children?

هل تعتقد أن المعلمين مؤهلين للتعامل مع الأطفال ذوي الاحتياجات الخاصة؟

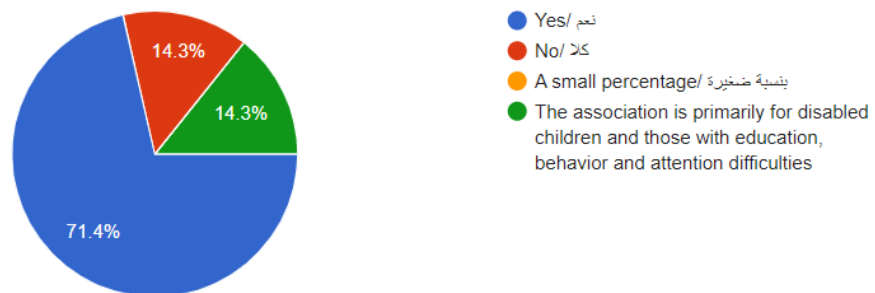
6 responses



If your child with a disability is in school, does his/her school have an inclusive system?

إذا كان طفلك من ذوي الاحتياجات الخاصة في المدرسة ، فهل يوجد في مدرسته نظام شامل؟

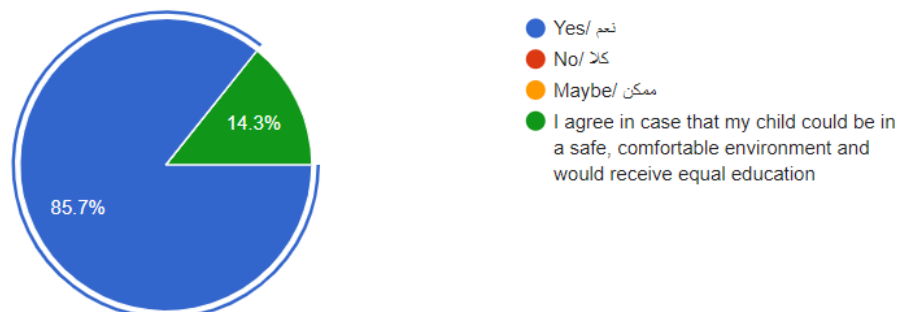
7 responses



Do you accept enrolling your child in a classroom with children with no disabilities?

هل تقبل تسجيل طفلك في فصل دراسي مع أطفال ليس لديهم صعوبات؟

7 responses

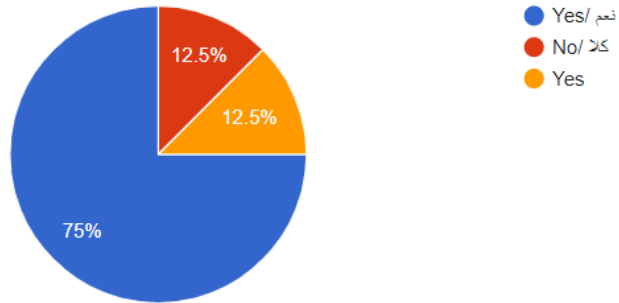


Did you find difficulty finding a school to enroll them in?

هل وجدت صعوبة في العثور على مدرسة لتسجيلهم فيها؟

8 responses


 Copy



Flyer 1:

Diverse Education

**Let's help the ones in
need, the world will be
a better place with
your help. Be an agent
of change!**

Diverseeducation23@outlook.com 

Beirut, Kuraytem 

Diverse.education_ 

Flyer 2:



**DIVERSE
EDUCATION**

INCLUSION SYSTEM

Open Doors, Open Minds

**ABOUT
US**

We are senior LAU students, aiming to raise awareness about the importance of inclusion system in Lebanese schools especially private schools

**OUR
AIM**

The purpose of implementing the system is to be able to include 5-10% disabled students in each private school

CONTACT US NOW: diverseeducation23@outlook.com

 [Diverse.education_](#)

Brochure:

CONTACT US

📞 70 052401

✉️ diverseeducation23@outlook.com

📷 [Diverse.education_](#)

📍 Beirut, Lebanon

INCLUSIVE EDUCATION

IT'S TIME TO TAKE ACTION!

All students receive superior educations under inclusive systems, which also help to challenge discrimination. The atmosphere schools provide for a child's first interaction with the world beyond their families facilitates the growth of social connections and interactions. Respect and understanding improve when students from different backgrounds and abilities interact, play, and study together.



DIVERSE LEARNING



LET'S IMPLEMENT INCLUSIVE SYSTEMS

Reach out to us on our Instagram: [DIVERSE.EDUCATION_](#)

WHAT WE DO



We aim to create a better environment that fosters diversity and acceptance

Our aim is to raise awareness about the importance of inclusive system and suggest a strategy for schools to implement in their curriculum

OUR STRATEGIES



1. Training the teachers on how to approach each student and how to deal with them
2. Using the Universal Design for Learning (UDL), which is **an approach for teaching and learning that gives all students equal opportunity to succeed.**
3. Building an elevator for paralyzed students could be a great strategy that helps facilitate the process, and for schools that are on a budget, they can do a walking slope.

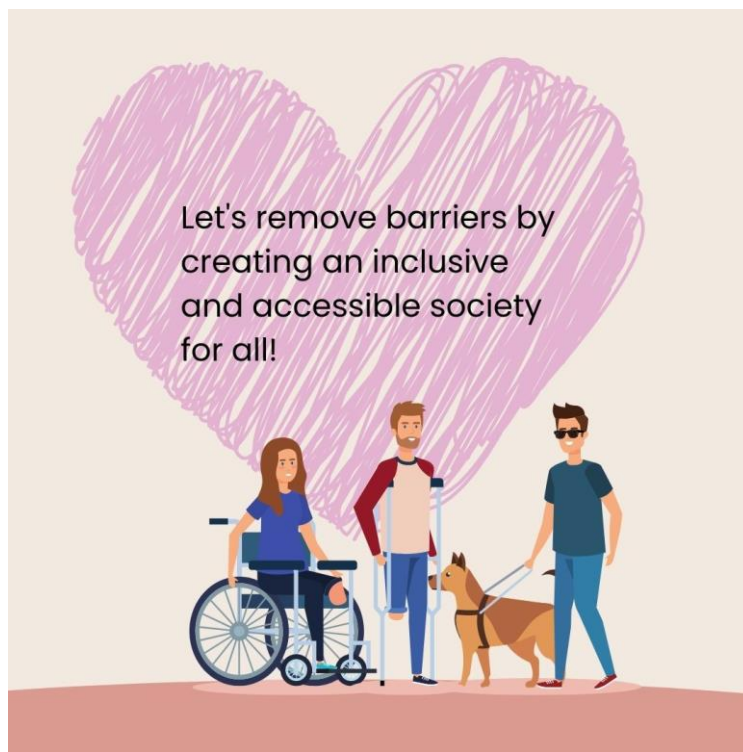
FOUND STATISTICS

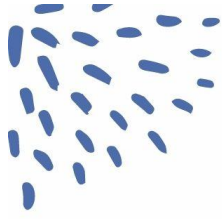


Based on the Lebanese Law

All the Lebanese children should have equal access to education that is free of prejudice. Moreover, Lebanon's law "220of 2000 grants persons with disabilities the right to education, health, and other basic rights.

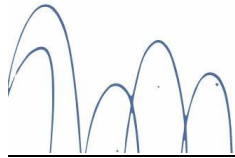
Social media posts:





I was born
to be

~~different~~
unique.



THINGS TO REMEMBER

Focus on your abilities

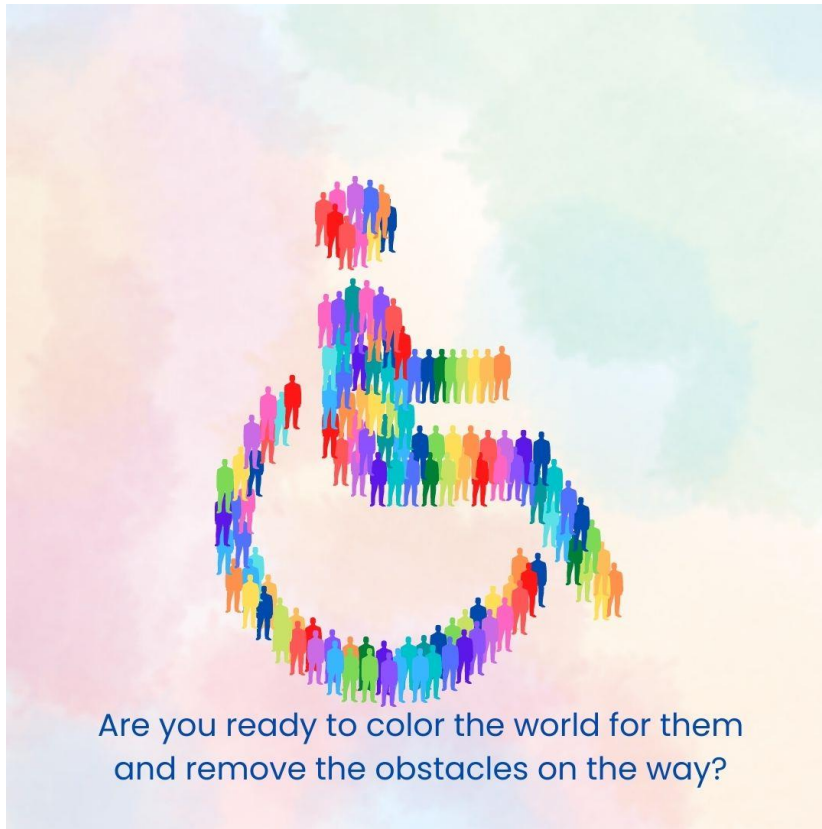
Connect with others

Advocate for yourself

Set realistic goals

Take care of yourself

Diverse Education



What is inclusive system?

The practice of educating students with disabilities in regular schools while providing supplemental aids and services as needed to allow the youngster to reach their full potential.



What does inclusive system entails?

It entails recognizing the need to adapt school cultures, policies, and practices to accommodate the diverse needs of individual children and eliminate barriers that obstruct that potential



Is inclusion system beneficial?

It is essential to place all students in the same classroom, in order to ensure that all students (disabled and non-disabled) are provided with the same quality of education.



ABOUT US...

Diverse Education



THIS CAMPAIGN IS BEING DONE TO RAISE AWARENESS ABOUT THE IMPORTANCE OF IMPLEMENTING AN INCLUSIVE SYSTEM IN LEBANESE SCHOOLS. WE AIM TO SPREAD OUR MESSAGE TO SCHOOLS AND PEOPLE TO INFLUENCE THEM TO START THINKING ABOUT INCLUSIVITY. WE AIM TO ESTABLISH UNITY IN OUR SOCIETY.

Inclusivity First

Building an elevator for paralyzed students could be a great strategy that helps facilitate the process, and schools that are on a budget can do a walking slope.

Ensure that all parts of the school, including the toilets, classes, and play spaces, are accessible for all types of disabilities.

Policies that encourage inclusion and guarantee that students with disabilities are not treated unfairly should be implemented in schools.

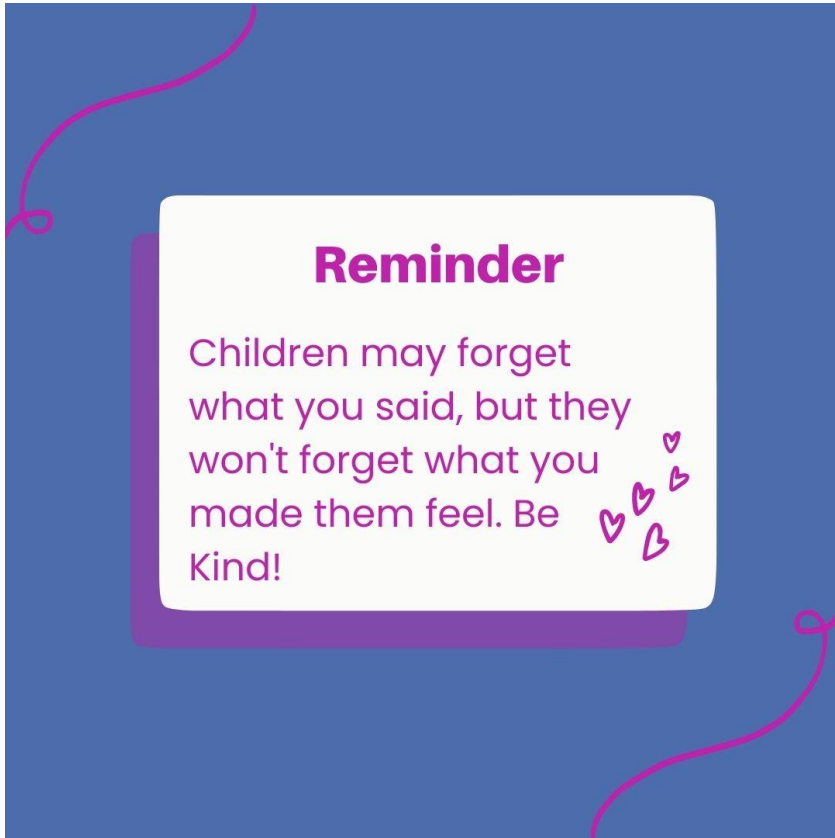


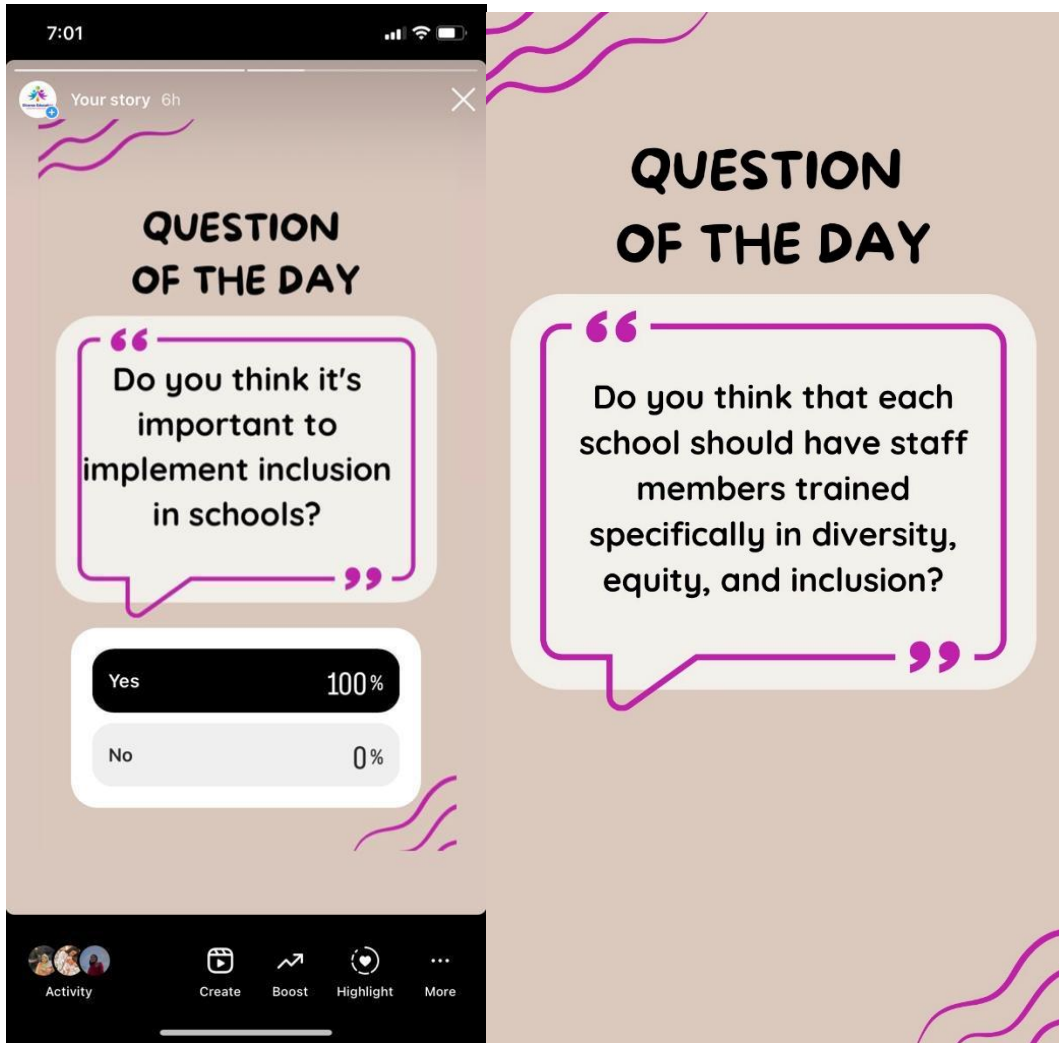
Fostering Acceptance and Equity

Diverse Education



Social media stories:





**One step at a time.
We will reach
inclusion.**

**WHAT DO YOU
KNOW ABOUT
INCLUSION?**

Boosted post:



Social media account:

8:58



diverse.education_ 9+



12
Posts

108
Followers

3
Following

Diverse Education

Breaking down barriers, Building up generations!

Together we can make a change ✨

Professional dashboard

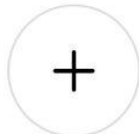
3.4K accounts reached in the last 30 days.

Edit profile

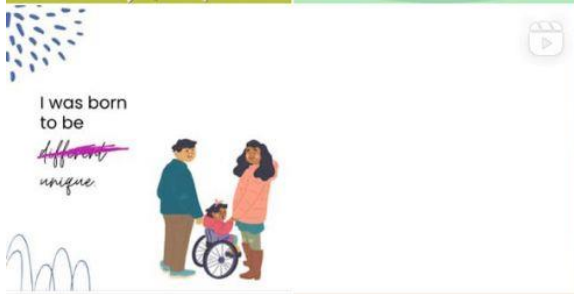
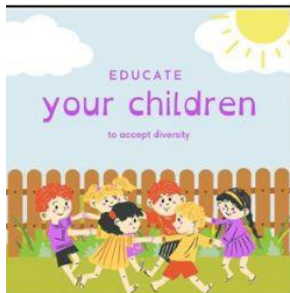
Share profile



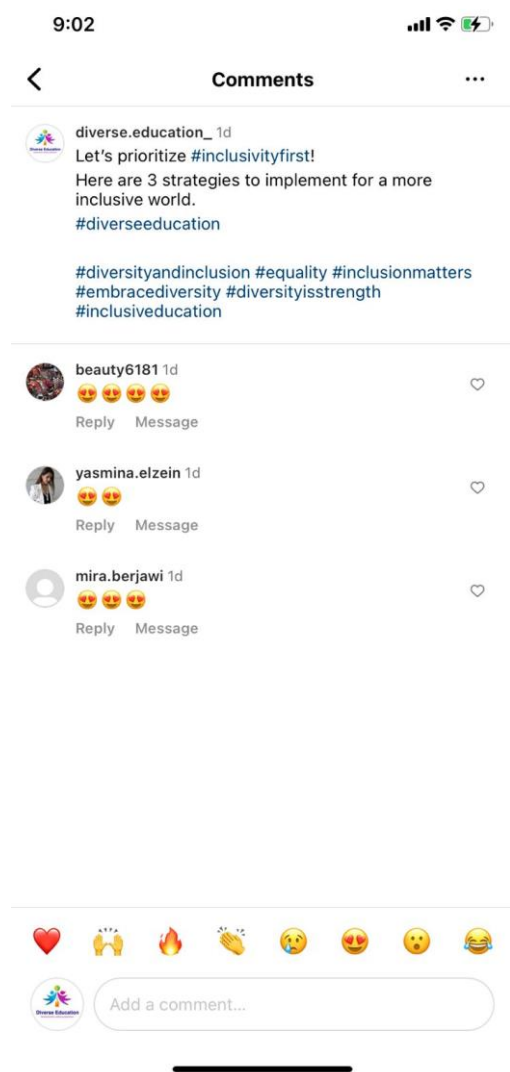
Highlights



New



Feedbacks from social media:



Replied to your story



motivational content 🙌🙌🙌🙌



Replied to your story



thank youuu for letting us know !!




 diverse.education_ 6d
Join us in painting a more inclusive world 💖

#diverseeducation

#diversitymatters #inclusion #educationforall
#accessibilityforall #equalopportunities #accessforall
#buildingabetterworld

 dohagharibb 1d
👍👍👍👍👍👍
Reply Message 

 wajihakhalifeh 2d
Ready
Reply Message 

 diverse.education_ 1d
Let's prioritize #inclusivityfirst!
Here are 3 strategies to implement for a more inclusive world.
#diverseeducation

#diversityandinclusion #equality #inclusionmatters
#embracediversity #diversityisstrength
#inclusiveducation

 beauty6181 1d
👍👍👍👍👍👍
Reply Message 

 yasmina.elzein 1d
👍👍
Reply Message 

 mira.berjawi 1d
👍👍👍👍
Reply Message 

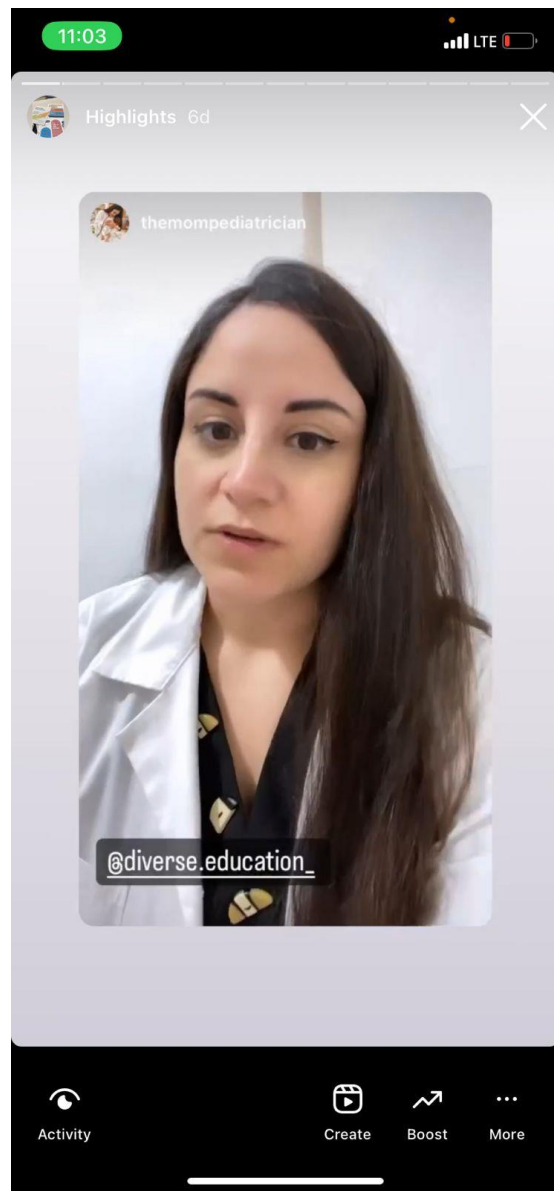


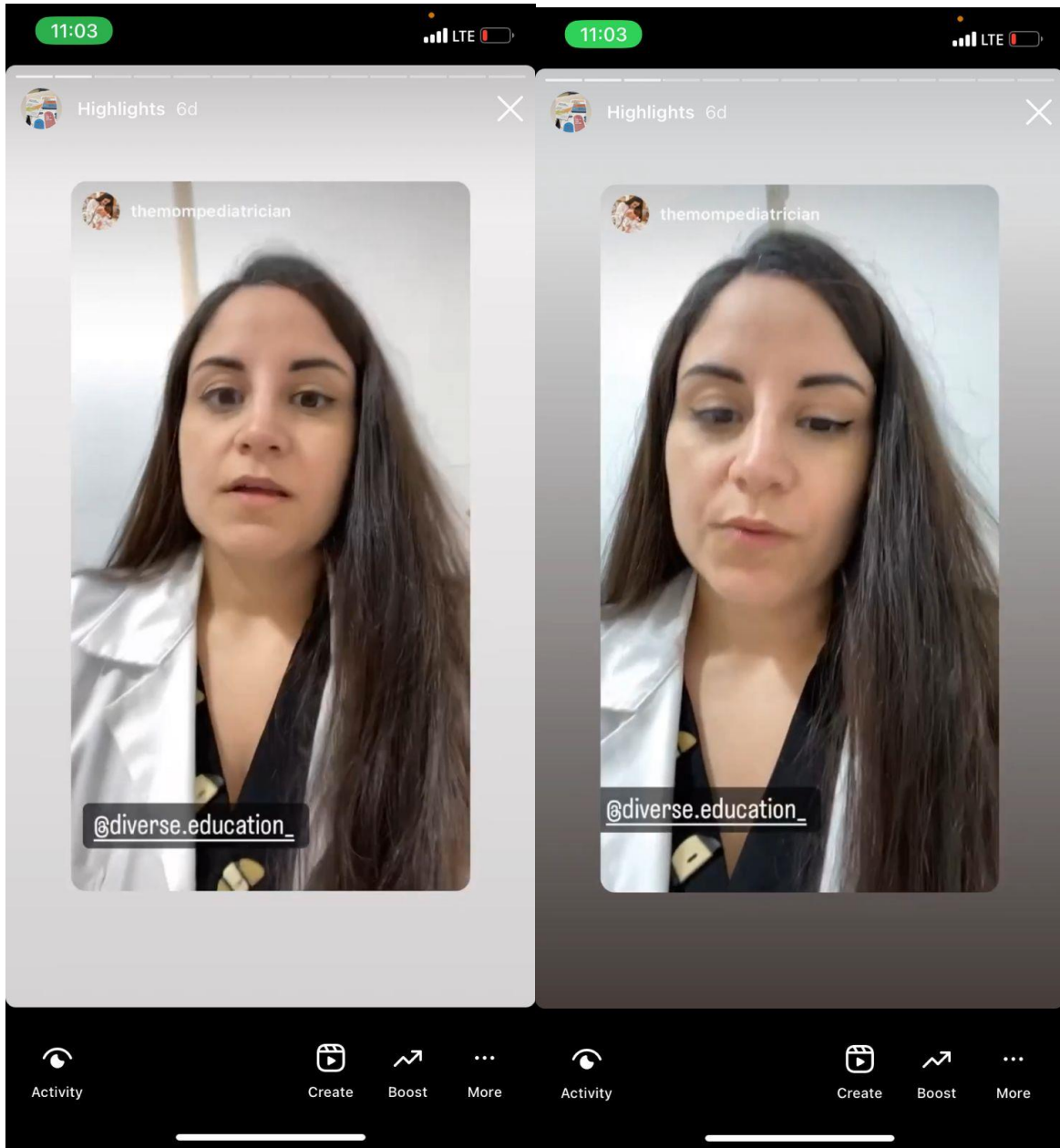
 Add a comment...



 Add a comment...

Social media influencers' stories:





10:50   

 Highlights 4 days ago 

 littlemellysolids

Listen to this!



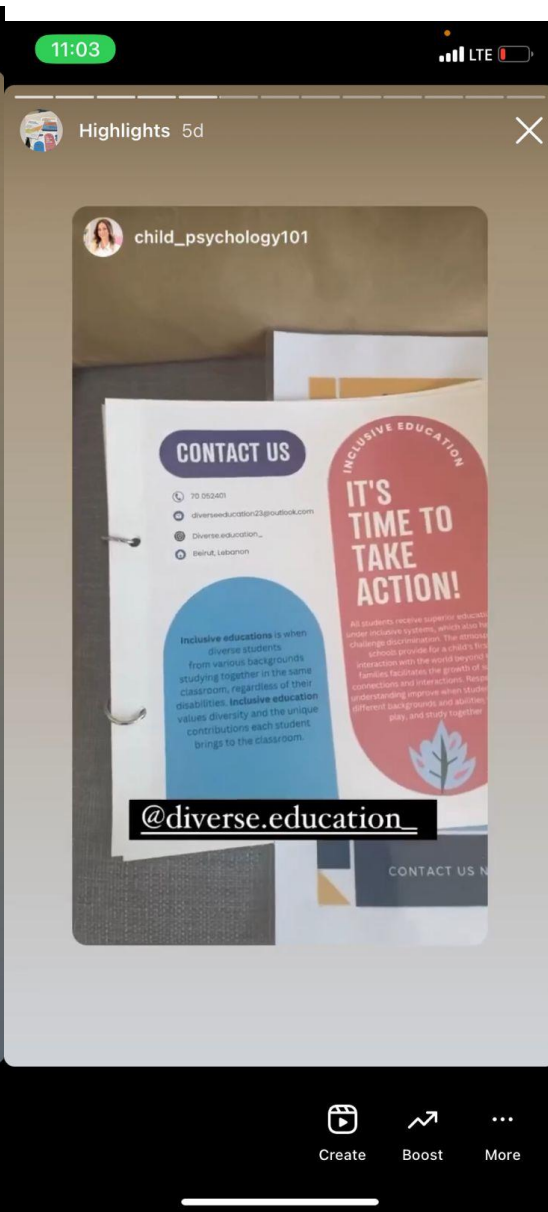
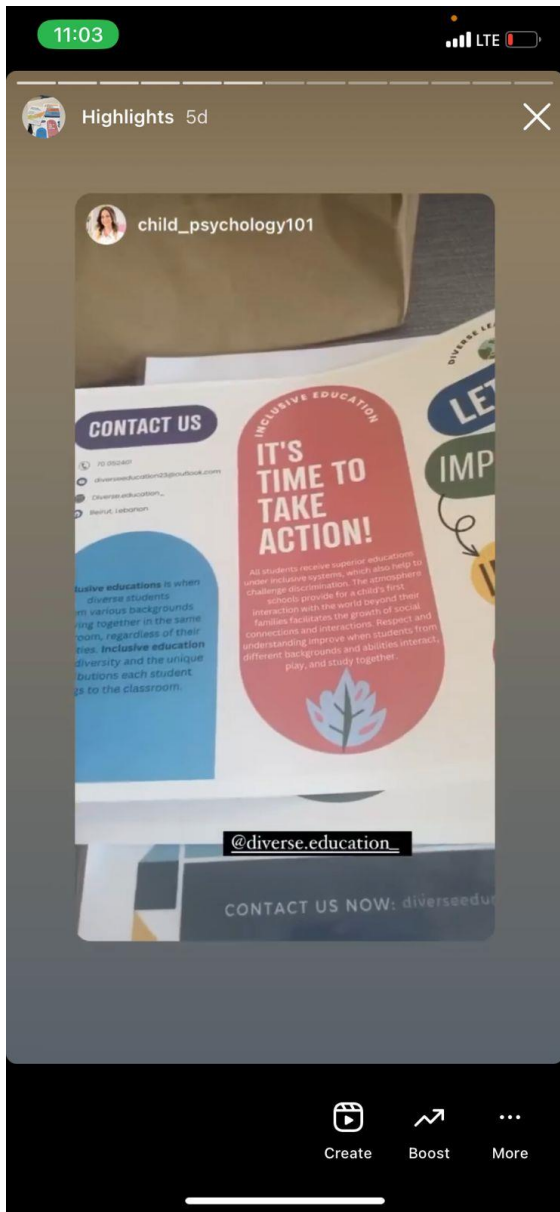
[@diverse.education_](#)

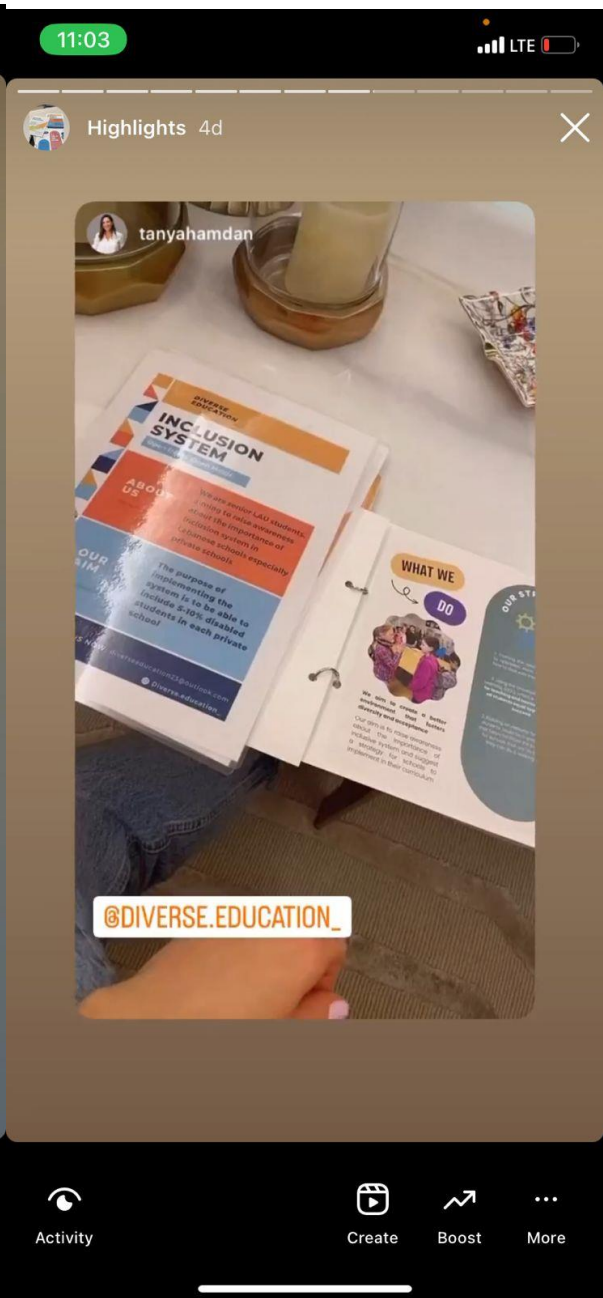
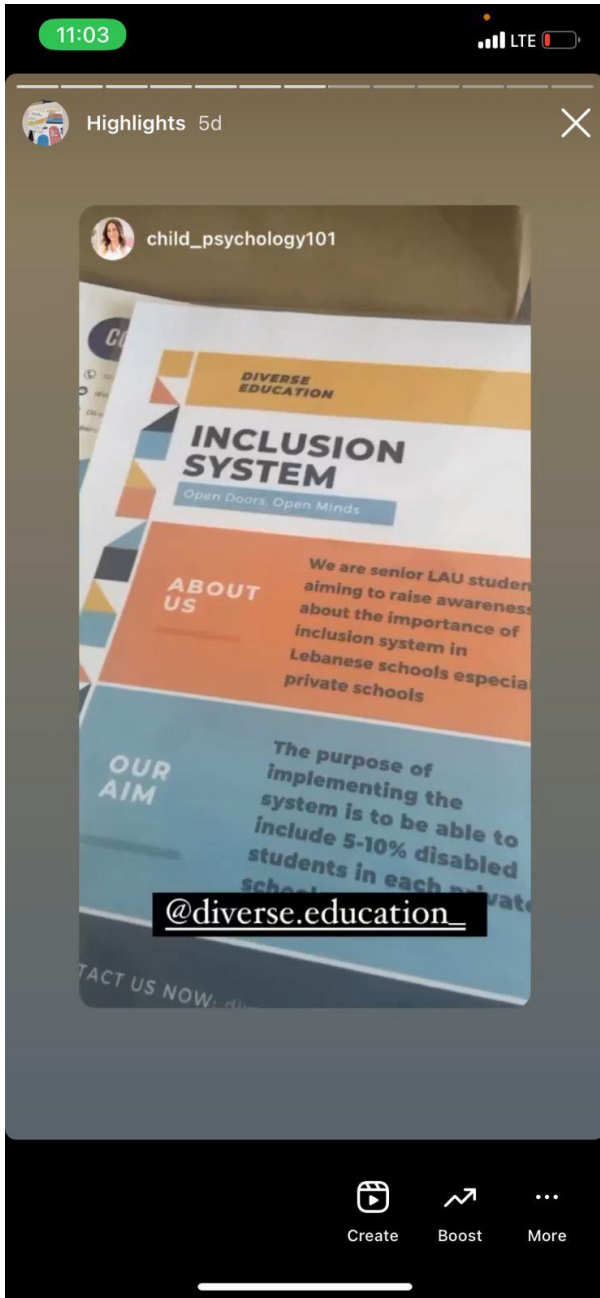
So proud of the LAU senior students who are creating a program for schools to be more inclusive of people with learning difficulties

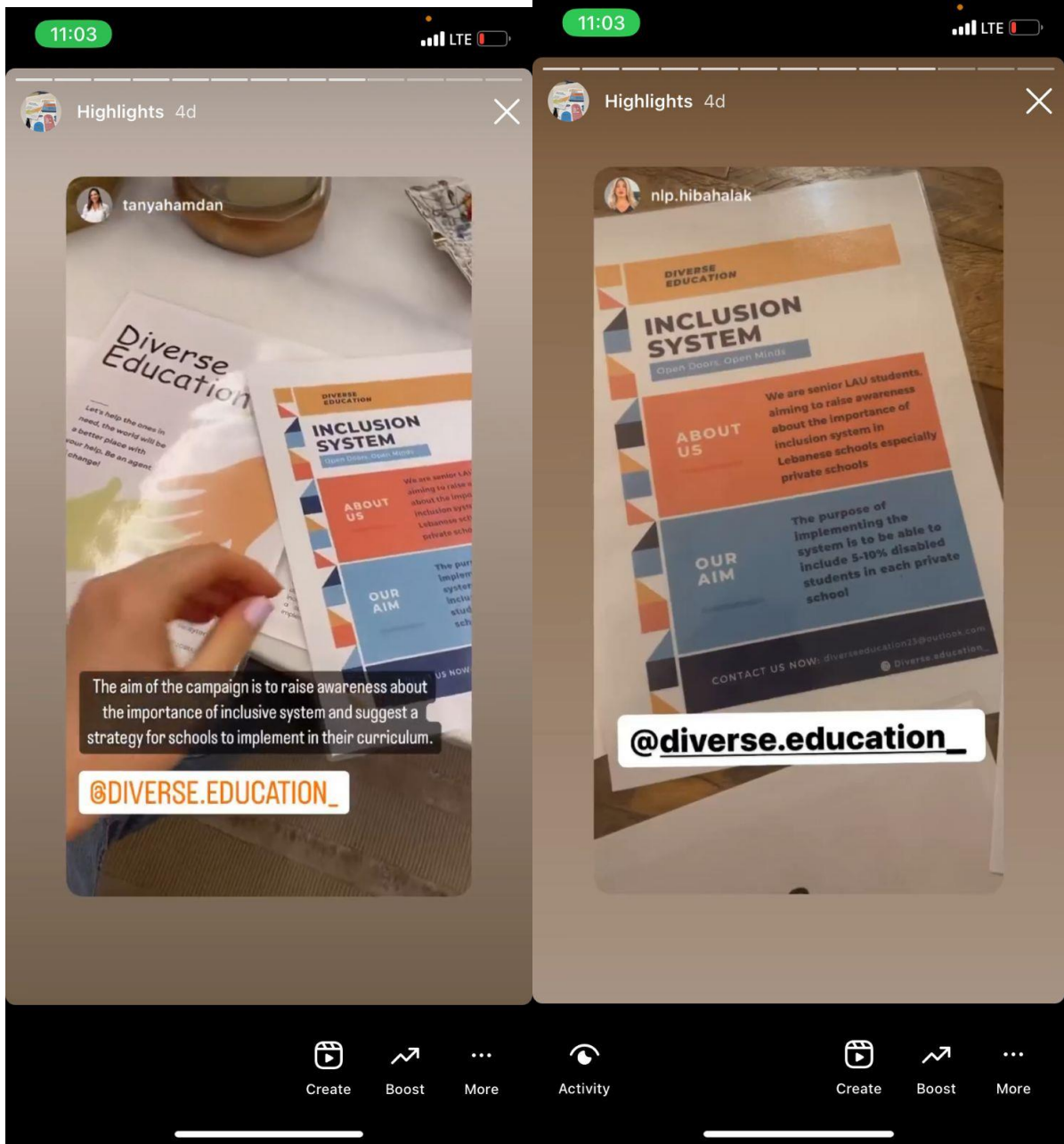
[@yara_ayache1](#)

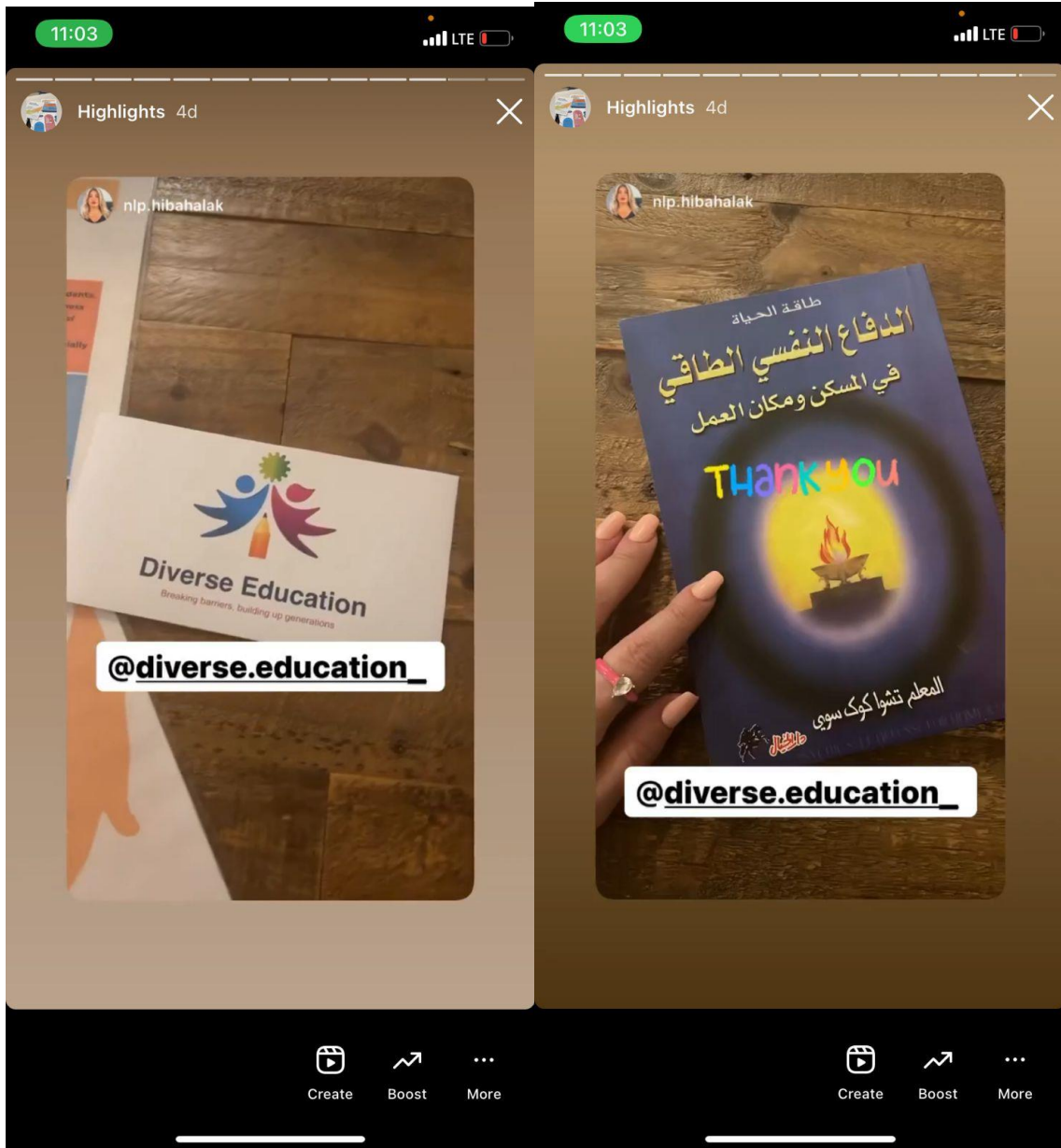



 Activity  Create  Boost  More









Logo:



Diverse Education

Breaking barriers, building up generations



