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INCLUES

Clues to Inclusive and Cognitive Learning Enhancement in Schools

European Comenius Network

www.inclues.org

Duration

1/10/03 till 30/9/06

Thematic area

Education and integration of specific target groups

Inclusive and cognitive education

Inclusive education is defined as providing adapted, individually tailored education for all children in peer & age-related groups, across a variety of needs, abilities and levels of competences. It provides the necessary support within the normal classroom. It involves teaching children with learning difficulties (whatever their origin – social or disability) together with “normally” learning children.

Cognitive education is about activating a child's basic cognitive skills (involved in learning basic academic skills, as well as social, motor, artistic and emotional adaptive learning), in order to develop its capacity to learn how to learn, to find the “clues” of learning. Hence the name IN-CLUES.

Objectives

This network wants to create a network of educational professionals and parents working towards the realization of *inclusive & cognitive education*.

1. Transforming teachers' attitudes and classroom practice: value and develop hidden learning potential of people & create more successful learning experiences and competencies and therefore exclude less
2. Promoting cognitive education as an instrument towards inclusive education.
3. Re-educate teachers to teach in a more process-oriented way: *develop* basic prerequisites of thinking, which are (mental) instruments to develop *autonomy* in order to *learn how to learn*.
4. Transforming school systems, curricula, and teacher training, by infusing them with a cognitive and inclusive dimension.
5. Promoting innovative didactic approaches which address several “forms of intelligence”
6. Promoting more dynamic systems of evaluation & assessment

Target group

Educational professionals (teachers, educational psychologists, SEN teachers, rehabilitation professionals, etc.) & parents working with children who are educationally at risk of exclusion

from the mainstream = children with learning difficulties regardless of the “distant” causes (can be ethnic minority, disability, or socio-economic deprivation).

Activities

1. Web-based discussion forum & quarterly newsletter
2. Collection & web publication of meaningful experiences
3. Collect & exchange information regarding didactic methodologies & educational materials dealing with inclusive and cognitive education
4. Organize regional and international seminars
5. Promote the organization of local workshops
6. Monitor local progression with implementing inclusive and cognitive education
7. Translation & dissemination of interesting teacher and pupils' materials into Spanish, Italian, Dutch, Czech, Latvian, Norwegian, etc.
8. Network meetings with a limited number of experts
9. Editorial work: publish a series of special issues of a professional journal on the subjects of dynamic assessment, cognitive & inclusive education, a book and a CD
10. Lobby on national/ regional levels with educational authorities and main actors

Expected Outputs

1. Interactive website
2. Selection of relevant experience, theory and programmes regarding cognitive activation & inclusion
3. List of criteria for assessing inclusive education related to cognitive activation
4. Translation of teachers' guides regarding cognitive & inclusive education
5. Special issue of a professional journal and of a book on theme of dynamic assessment, cognitive activation & inclusion
6. Guidelines for curriculum transformation of teacher training at undergraduate and postgraduate level
7. CD-ROM or DVD containing all above materials
8. Local/regional support centres for research, training and awareness raising on issues of Inclusion and Cognitive Education
9. International inter-university Master's degree in Cognitive & Inclusive Education

Main events

1. Regional conferences on mediated learning Antwerp Belgium December '03, '04, '05 (Dutch language)

2. Network Conference on inclusive & cognitive education Madrid 3/5/04 (EN-ES)
3. Summer course on inclusive education, Latvia, 4-6 June 2004 (EN-LV)
4. International Summer course on cognitive education and dynamic assessment, + Day Conference on Inclusive & Cognitive education, Amsterdam, 11-22 July 2004, in cooperation with the International Centre for the Enhancement of Learning Potential (Jerusalem) (EN-FR-ES)
5. Network Conference on Dynamic Assessment in Inclusive Education, Milan, 22/11/04 (EN-IT)
6. Skandinavian Conference on Mathematics Bergen, Norway 27-31 /10/2004 (NO-EN)
7. Network Conference on Inclusive & Cognitive Education, Riga, 9th May 2005 (EN-LV)
8. Summer School on Cognitive Education& Dynamic Assessment, France, 7/ 2005 (EN-FR-ES)
9. International Network conference Prague 30/10-1/11/05 (EN-CZ)
10. Regional seminar on inclusive & cognitive education Mallorca, April 2006 (ES-EN)

11. Summer School on Cognitive Education& Dynamic Assessment, France, 9-20th July 2006 (EN-FR-ES)

12. Final Network Conference on inclusive & cognitive education, Rome, 21-23 September 2006

Expected impact

1. Recruit at least 2 schools per partner willing to run pilots in inclusive & cognitive education & mediational teaching strategies
2. Reach out to at least 1 Teacher Training College/country who will include new approaches in undergraduate studies, thus forming about 1200 new teachers
3. If 2 psychologists/ partner choose to go for a thorough dynamic assessment training and implement it with children, this might make a change for hundreds of children in the end
4. Involve at least 2 educational policy makers per partner, by inviting them to become involved in advisory committees on building inclusion policy
5. 2000 educational professionals participating in seminars and conferences
6. 1000 teachers participating in training modules on cognitive & inclusive education,
7. Expansion of network to 25 partners