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INCLUES-News

European Network for Inclusive and Cognitive Education

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Dear Friends

National governments and education authorities are only beginning to realize what the ratification of the 2006 UN Convention on the Rights of People with Disabilities entails. Probably MP's do not even know what they have signed: the right to inclusive education. It obliges governments, not only to guarantee this right, but to take measures to allow people to execute their rights: take away barriers, and provide support. Some countries, such as France, have reorganized their system. In some countries, however, people are trying to find ways to circumvent the Convention. In Belgium for example – one of the most separatist countries as regards people with disabilities; they are well taken care of, but all separate - teachers' unions blocked the introduction of a ministerial plan to introduce (and finance) a new system of graded learning support as a step towards inclusive education. From policy to practice, there is a long way. A big barrier against inclusive education is the way children are being assessed: in many countries, children are subjected to standardized tests (psychometric and educational), which ranks them according to their performance. In many cases, this leads to exclusion from a more challenging form of education. The new European Daffodil project tries to do something about it, as does the EADSNE with the Inclusive Assessment Recommendations, and many other initiatives, some of them being reported in this newsletter

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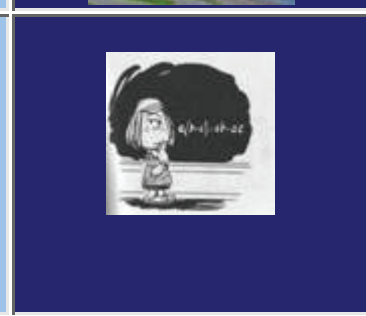
New DAFFODIL Project –November marked the start of a new COMENIUS multilateral project “DAFFODIL” , which stands for Dynamic Assessment of Functioning for development towards inclusive learning”, with partners from **Antwerp (BE), Szeged (HU), Ostersund (SE), Evora (PT) , Cluj (RO), Voss (NO) and Tortola (BVI)** – Starting from a widespread critique that current pupils’ assessment systems (too static, too psychometric, too much blaming the child, too much deficiency oriented, not useful recommendations) adds to excluding too many children from suitable education, DAFFODIL wants to look for innovative alternatives, which are dynamic, learning-oriented, contextual, useful and inclusive. Meetings are foreseen in Cluj (10-12/9/09), Szeged (30/11-2/12/09), Ostersund (3-5/2/10) and Evora (6-10/9/10). More information on www.daffodilproject.org .



Riga (LV) – The Council for Exceptional Children, with the International Step by Step Association and the Latvian Centre for Educational Initiatives will organize a conference on inclusive education “Embracing inclusive approaches for children and youth with special needs” from 10-14th of July 2010 in Riga. Mark the date and send in proposals for abstracts. [Read more](#)



Limassol (CY)- Inclusive Assessment . In October 2008, delegates of the Ministries of Education of all European countries gathered in a conference in Limassol, Cyprus, organized by the European Agency for Development in Special Needs Education, to discuss about policies, methods and research regarding “Assessment in Inclusive Settings”. As a result of this meeting, delegates issued the “Cyprus Recommendations for Inclusive Assessment” which will be presented to politicians and policy makers all over Europe, as well as to the world of school education, in order to disseminate the idea (and make it approved) that differentiated teaching to differently abled people requires a differentiated assessment. Strange that this still needs a declaration, but it seems that this idea is far from spontaneously accepted. [Read more](#)



Rome (IT) - The *Università degli Studi di Roma 'Foro Italico'* has started a PhD course about the themes of integration and inclusion. *Prof. Lucia de Anna* is the director of this doctorate, whose title is: “Culture, disability and inclusion: education and training”, with the partnership of universities from France, Africa, South America and Asia. [Read more](#)



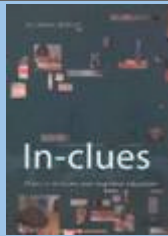
Brussels (BE) and other EU capitals – Most of the European Union countries have now ratified the 2006 *UN Convention on the Rights of People with Disabilities*. Art. 24 on Education states that “States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and life long learning”. [More info on the ratification progress](#)



New important book:
 Julie Allen, *Rethinking Inclusive Education: The Philosophers of Difference in Practice*, Springer Netherlands

Utrecht (NL) - Stichting *Perspectief* , which introduced the Index for Inclusion in the Netherlands and Belgium, will celebrate its 10 year existence with a conference on 1-2-3rd October 2009 <http://www.perspectief.org/>





Find examples of good practice on inclusive & cognitive education, scientific research results, discussion papers, videoclips, interviews, on the DVD included in the InClues-book, as well as the recommendations on teacher training, what is good inclusive education and cognitive education. See <http://www.garant.be/>

Watch our Publications .

- Lebeer, J. (2006)(ed.) In-clues. Clues to inclusive and Cognitive Education, Antwerp: Garant. book + DVD <http://www.garant.be/>
- "On Inclusive and Cognitive Education" Special Issue (2 volumes) journal *Erdélyi Pszichológiai Szemle (Transylvanian Journal of Psychology)* .Cluj: Babes-Bolyai University Department of Psychology [Table of contents and ordering.](#)
- Roth, M. (2007). Todays children are tomorrows parents. Special issue of the journal SENECAN (Romanian with English abstracts) .See [table of contents](#)
- Garbo, R. (Ed.) *Nuove forme di integrazione*, Azzano San Paolo (BG): Edizione Junior. (In italiano)
- Inside, *Como aprender a aprender*: Spanish version has been published by InClues partner [FERE](#) and distributed free in 2000 Spanish schools
- Booth, T. & M.Ainscow (2007), *Index voor Inclusie. Werken aan leren en participeren op school*, Antwerpen/Apeldoorn: Garant, Dutch translation of the Index for Inclusion, Centre for Studies on Inclusive Education).
- The Feuerstein Instrumental Enrichment Programme, Theoretical and Conceptual Foundations, Practical Applications, Feuerstein, R., Feuerstein, R.S., Falik, L., Rand, Y. (2006), [ICELP Press](#). A completely revised version
- Dynamic Assessment is a 166 page book containing a collection of research papers , published as a Special Issue of the Transylvanian Journal of Psychology by the Department of Psychology of the Babes-Bolyai University in Cluj (Romania). [Read more: Editorial and ordering](#)

