

CLUES TO INCLUSIVE AND COGNITIVE EDUCATION: RECONCILING NEEDS TO INTEGRATE AND TO ACTIVATE LEARNING PROCESSES

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Abstract: Twelve years after the UNESCO world conference in Salamanca, inclusive education is far from realized in every European country. This article explores some of the differences and difficulties in implementation and understanding. Besides problems with insufficient understanding of the implications of inclusive education, many problems in implementation are caused by sets of belief systems and practices which belong to a special education paradigm, and continue to be used in the inclusive education, such as static assessment procedures and labelling according to medical models of disability. A key issue is a vision on learning and development based on modern findings of environmental neuroplasticity in neurosciences. In general a static concept on learning potential is continued to be used, and consequently a lack of cognitively oriented type of intervention. The challenge of inclusive education of children with disabilities should be seen broadly as a similar challenge to raise educational standards of low educational performers, often coming from poor socio-economic backgrounds. The role of cognitive education and mediated learning are discussed as a tool to increase teachers' teaching and child's learning processes. It also makes some fundamental reflections about the need to transform teachers' minds, psychologists' minds and the child's mind and thus contribute to a better inclusive education as well. Other pedagogical tools are discussed.

Keywords: inclusive education, learning disability, cognitive education, dynamic assessment, children with disability, education of ethnic minorities, educationally at risk children, school drop-outs