



INCLUD-ED

Making the most of Europe's talents

How can schools reduce school failure and maximize school success – not only if their pupils belong to a privileged class but also if they belong to minority groups, non academic families or have disabilities? The project INCLUD-ED generated some answers.

INCLUD-ED identified educational actions that enhance social cohesion by making sure (as far as possible) that no one is “left behind” at school. This is important not only because inclusion is the key to stability and welfare, but also because every child who cannot fully realize their potential constitutes a wasted talent. Wasting such talents can be avoided, according to the project's findings, mainly through: “inclusion” in the classroom and family participation at school.



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IMPACT

INCLUD-ED has identified educational actions that promote school success, reduce the risk of school failure and increase social integration in schools. By doing so, they promote social cohesion and ultimately reduce poverty and strengthen the economy by making the most of Europe's talents. These actions can be transferred to all schools and do not need additional resources but “only” a re-organisation of already existing teaching and community resources.

The fact that INCLUD-ED has identified and published these actions has led to the development of policies that aim to have them implemented in schools (see 'FACTS & FIGURES'). The identified successful educational actions were also implemented in schools in disadvantaged and multicultural areas. In these areas, the proportion of pupils achieving basic reading skills rose from 15 to 85 %. The INCLUD-ED actions have been widely implemented throughout Spain.



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Inclusion instead of separation

INCLUD-ED emphasizes that “tracking” and “streaming” increase school failure: “Tracking” means that pupils are separated into different schools depending on their ability – often involving a separation between academic and vocational tracks. “Streaming” is similar in that pupils are separated depending on their ability, i.e. at class level, with remedial groups and segregated support outside the classroom, an exclusionary individualised curriculum, and exclusionary choice. This time, this happens within the school. In many cases, this involves additional resources being spent on those pupils who are separated because they need special attention.

The practice of “inclusion”, on the other hand, increases school success: several adults (teachers and volunteers) attend all the pupils together, no matter their ability level. This means that the resources previously used for separate streams and tracks are reallocated to this new classroom organization.

Involvement of families is beneficial

INCLUD-ED reveals that involving families and communities in a particular way in schools – i.e. attending family education, entering the classroom, deciding on core issues, evaluating the students or the school progress – increases the pupils’ performance. This appears to be especially beneficial for minority groups and pupils with learning disabilities.

The actions identified by INCLUD-ED have been put into practice, for example, in Catalunya where they have been so successful that they are now being applied throughout Spain (see ‘IMPACT’).

INCLUD-ED published its conclusions based upon a review of studies on successful educational practices and a comparison of school systems and school reforms in 26 EU member states with their educational outcomes.

FACTS & FIGURES

Project Name	INCLUD-ED - Strategies for inclusion and social cohesion in Europe from education
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Read more	Policy brief: http://ec.europa.eu/research/social-sciences/pdf/includ-ed-policy-brief_en.pdf The “Collection of Monographs” contains a collation of the most effective educational practices - each publication corresponds to a different educational level: http://www.ub.edu/includ-ed/results.htm INCLUD-ED video (in Catalan/French): www.youtube.com/watch?v=wrvvYZcyJ5w



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