
JO LEBEER 1

In 2006 the United Nations adopted a Convention on the Rights of Persons with a Disability, a milestone of the calibre of the Human Rights Convention in 1948. According to Article 24, children with disability have the right to participate and receive high quality education in regular schools. Inclusive Education has become a world-wide standard. There is no more doubt, at least from a juridical or a human rights point of view. States which ratified the Convention (130 up till now) have the obligation to take the necessary measures and create conditions to grant their citizens that right to be educated in a regular environment, including the necessary reasonable adaptations in curriculum and environment, as well as to adequate support. Many countries changed their education laws and provisions. However, there is a widespread difference in the degree of implementation of inclusive education, and even in the understanding and application of its principles in practice.

In 2006, just before the mentioned Convention, the Transylvanian Journal of Psychology published a Special Issue on this topic based on the results of the European Inclues project (Pokorna & Lebeer, 2006). Now is the time to make a scientific update.

Why a special issue on the combination of both topics: inclusive education and cognitive activation? Apparently they have little to do with each other; one is pedagogy, the other (neuro)psychology and cognitive rehabilitation. What is the bridge?

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