

EDITORIAL: WHY INCLUSIVE EDUCATION AND COGNITIVE EDUCATION SIGNIFY AN ENRICHMENT OF EDUCATION FOR ALL

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INCLUDES is a European Network bringing together educational professionals and parents, who want to realize inclusive education as well as an optimal development and learning of children with learning impairments. Our aim is to obtain a shift of teachers' attitudes and teaching skills towards a more dynamic, cooperative and mediating teaching style, which facilitates (cognitive) learning processes of all children, regardless their diversity and yet is more inclusive to those who tend to different ways and speed of learning.

Participants were specialists from eighteen states from Europe, South and North America, Africa and Israel. Among the participants were such prominent representatives of cognitive psychology like Professor Reuven Feuerstein, who was awarded the Silver Medal of the Charles University at the opening ceremony.

Czech and Slovak educators and psychologists received a great opportunity to meet and to know colleagues from all the world and learn from their way of thinking and their attitudes to inclusion.

Why was inclusive education intentionally connected with cognitive education?

The experience from countries in which inclusive education has been introduced several decades ago – Italy, Denmark, Sweden, Norway and the U.K, or more recently, the Netherlands, Austria, Spain, France and other countries,