

STUDY GUIDE

Promoting Inclusive Practices : Strategies and Assessment Methods

Organised by

University of Mons (UMons)

1. IDENTIFYING DATA.		
· Course Name.	Promoting Inclusive Practices : Strategies and Assessment Methods	
· Coordinating University.	University of Mons (UMONS)	
· Partner Universities Involved.	N/A	
· Course Field(s).	Inclusion, Diversity, Education	
· Related Study Programme.	This course is part of a module called: “Co-education practices”	
· ISCED Code.	5.7 Educational Science; 5.8 Educational Psychology	
· SDG.	SDG 4 : Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	
· Study Level.	Master level	
· EUNICE Key Competencies	<ul style="list-style-type: none"> • Green – strongly • Orange - moderately • Red – partially • Blank cell - not at all 	
	Problem solving	
	Teamworking	
	Communication	
	Self-management	
	Cognitive flexibility	
	Digital competence	
	Technical competence	

	Global intercultural competence	
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· Number of ECTS credits allocated.	5
· Mode of Delivery.	Online asynchronous
· Language of Instruction.	English
· Course Dates.	1 March – 31 May 2027
· Precise Schedule of the Lectures.	No fixed date as it's asynchronous online self-learning
· Key Words.	Inclusion, Diversity, Education, Evolution
· Catchy Phrase.	Foster inclusivity and gauge its effectiveness in education

· Prerequisites and co-requisites.	No prerequisites: it is an introductory course
· Number of EUNICE students that can attend the Course.	No limitation
· Number of EUNICE students that can attend the course per institution	N/A
· Course inscription procedure(s).	Standard EUNICE process

2. CONTACT DETAILS.

· Department.	The faculty of psychology and sciences of education (FPSE)
· Name of Lecturer.	Willy Lahaye
· E-mail.	willy.lahaye@umons.ac.be
· Other Lecturers.	Elise Bossut, Charles Glineur

3. COURSE CONTENT.

The course focuses on inclusion in higher education institutions. The introductory session of the course will focus on current inclusion practices and measures in different countries. Students will then

be encouraged to exchange on inclusion measures within higher education.

- Development and presentation of innovative projects in the field of educational and social institutions.
- Realistic evaluation of inclusiveness processes in educational and social institutional programs.
- Practices for preventing educational and social exclusion.
- Tools helping the analysis of educational and social changes for a better inclusiveness

4. LEARNING OUTCOMES.

At the end of the lectures, the students will be able to deliver an analysis of the innovative processes in the field of inclusiveness related to educational and social action; to develop and apply sequences of educational practices and practical supplience in concrete educational and social projects. These projects are mainly related to social inclusion practices for young people confronted with educational and social discriminations.

5. OBJECTIVES.

- Assess the European development of educational and social inclusiveness according to cultural diversity
- Comprehensive conception of the inclusiveness' developmental processes in educational and social action
- Analyze an educational situation with reference to theories and methodological approaches resulting from developments in educational sciences and social pedagogy, particularly in the specific field of educational and social action⁶

6. COURSE ORGANISATION.

UNITS

1.	Inclusiveness through Europe. A EUNICE perspective throughout cultural diversity
2.	Theoretical and methodological tools for a better comprehension in inclusive educational and social projects
3.	Illustration of the diversity of inclusive processes projects related to prevention policy against educational and social discrimination
4.	Training seminar for realistic assessment helping student's report for analyzing an educational or social territorial project fostering social inclusiveness

LEARNING RESOURCES AND TOOLS.

Course slides and notes

PLANNED LEARNING ACTIVITIES AND TEACHING METHODS.

Lectures, group work, seminars,...

7. ASSESSMENT METHODS, CRITERIA AND PERIOD.

Exercise online and complete written contributions after each session.
Non-graded course

OBSERVATIONS.

8. BIBLIOGRAPHY AND TEACHING MATERIALS.

Pawson, R. Tilley, N. (1997), Realistic Evaluation, Sage Publications ; Bajoit, G. (2000), Le changement social, PUF;
Paugam, S. (2007), Repenser les solidarités, PUF; Paugam, S. (2014), L'intégration inégale, PUF;
Piketty, th. (2013), Le capital au XXIème siècle, Seuil;
De Gaulejac, V. et Hanique, F. (2015), Le capitalisme paradoxal, Seuil.
Lahaye, W., Pannecoucke, I., Vranken J. et Van Rossem, R. (2017), Pauvreté en Belgique, Academia