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Coding for Inclusion

www.codinc.fun

ABOUT CODINC

The "Coding for Inclusion" project (CODINC) aims to foster Science, Technology, Engineering and Arts, and Maths (STEAM) education of disadvantaged youth, using an inclusive educational approach based on a peer-learning pedagogical method in formal and non-formal educational contexts in Europe.

The CODINC Project wants pupils and students not only to use digital tools as **consumers**, but to become **digital prosumers** by actively creating technology.

Coding for Inclusion:

Digital code is a basic form of contemporary communication forming the basis for social inclusion in the context of CODINC. Code is a system that works globally and connects cultures and people: It's a common language.

HOW?

The CODINC project will provide an opportunity to introduce school students and educators to the STEM concepts by employing **a peer-to-peer learning coding approach** and utilising coding as a means for social inclusion. The project will train youngsters (aged 15-17) in STEAM education and coding, so that they can act as animators for their younger peers (aged 9-12) in schools.

Best Practice

The project adapts, and scales up an inclusive learning best practice that is based on the **"Capital Digital"** project implemented by project partner Maks in a non-formal educational context.

The CODINC methodology, which builds this Capital Digital project by scaling it up into schools in **5 European countries**, namely Belgium, Cyprus, Germany, Italy and Spain.

WHY?

Through applying the CODINC methodology, young students will gain and develop their **21st century skills** like communication, collaboration, creativity, problem solving, critical and computational thinking.

WHO CAN BENEFIT?

- **Primary school pupils** (last cycle: 10 to 12 years of age) **and secondary school students** (15 to 18 years of age), particularly from disadvantaged and excluded areas

- **Primary and secondary school teachers**

- **Parents**

- **Trainers** working with young people (animators, youth workers, etc.) in formal, non-formal and informal settings (schools, telecentres, youth centres, NGOs, training centres etc.)

- **Key stakeholders** from formal and non-formal environments: families, youth organisations, civil society organisations, local communities, NGOs, educational institutions and learning providers, public authorities, policy makers, business, etc.

OUTCOMES

- 150 students in 5 countries will be trained to teach coding to their younger peers

- 150 students in 5 countries will have 4 weeks work experience (first time for most of them)

- 480 pupils in 5 countries will learn the basics of coding, robotics and making apps in a playful way

- 36 teachers in 5 countries will be trained to develop coding activities in their schools

PARTNERSHIP

CCS – Cyprus
Computer Society:
www.ccs.org.cy

ALL DIGITAL:
www.all-digital.org

MAKS:
www.maksvzw.org

EduCentrum:
www.fyxxi.be

COLECTIC:
www.colectic.coop

21CCC:
www.21ccc.de

UNINA – Universita
degli Studi di Napoli:
www.unina.it

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FIND OUT MORE AT

www.codinc.fun

http://www.scientix.eu/
web/guest/projects/project-
detail?articleId=734606