INCLUSION

EXPLORING MODELS OF INCLUSIVE WORK IN EUROPE

Project name:

IIEF

Inclusion and Integration in Europe for Experts in Pre-School Education, Youth and Social Work

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"People have one thing in
common: they are all different."

Robert Zend
Hungarian-Canadian poet & multi-media artist

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INTRODUCTION

"Each human being, however small or weak, has something to bring to humanity. As we start to really get to know others, as we begin to listen to each other's stories, things begin to change. We begin the movement from exclusion to inclusion, from fear to trust, from closedness to openness, from judgment and prejudice to forgiveness and understanding. It is a movement of the heart."

Jean Vanier
Canadian Catholic philosopher, theologian and humanitarian

Inclusion in society is one of the most pressing challenges the world is currently facing. In recent decades, most European countries have been working to promote integration and to support processes to create more inclusive communities. Organisations often aim to reach for inclusive practises by using already existing integrational policies. This may prove problematic.

Inclusion and integration are often used interchangeably, but we propose that more effort should be made to understand them as two very different concepts. While integration is defined as the 'ability to participate, to the extent that a person needs and wishes in all of the major components of society are met, without having to relinquish his or her own cultural identity', inclusion seeks to

integrate people in an already existing society while enabling them to fully participate in the life of the society.

This brochure explores the challenges that emerge in the pursuit of a more inclusive society. We've collected our findings about good examples of inclusion and outlined some possible practical ways for facilitation. In publishing the research findings we reflected on how our organisations approach inclusive practise across France, Germany, Greece and Ireland. With this work we hope to inspire experts working in the fields of pre-school education, youth and social work, and anybody who is interested in the concept of inclusion.

ADAV33 Association départementale des Amis des Voyageurs de la Gironde

ADAV 33 was founded in 1964 and is active in the Gironde region. The association helps travellers who struggle to have their rights recognised. It collaborates with public authorities to ensure travellers can gain access to social rights, health and education. The organisation was invited by the project's official French partner, Association Odyssée.

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Contact person: Hélène Beaupere
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Target group: travellers in the region Gironde
Active: local and national

Who are we?

Association Odyssée

Created at the end of 2015, Association Odyssée is committed to defend its values: cultural diversity, tolerance, global and European citizenship.

The association promotes interculturalism at all times. Members of Odyssée value all languages and implement activities in the French language for foreigners and in the course of intercomprehension. Engaged in a European and international perspective, they are committed to creating links between sectors of activities at a local and European level.

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Target group: youngsters, refugees, youth workers, social workers, professionals

Active: local and European

EELI - European Education & Learning Institute

EELI is a Lifelong Learning Center accredited by the Greek Ministry of Education and certified by the National Organisation for the Certification of Qualifications and Vocational Guidance.

EELI designs and manages educational programmes: assisting stakeholders to work together, develop, share and transfer best practices and innovative approaches. They develop and test training curricula and materials, and organise seminars, workshops and training activities for educators, trainers, teachers, professionals, the unemployed and young workers.

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Target group: educators, trainers, teachers, professionals, unemployed and young workers
Active: regional and European

European
Education
& Learning
Institute

FAIRbund e.V.

Fairbund is a social association founded in 1993. The association has been growing steadily over the last 25 years while taking over more and more tasks from the city of Leipzig (e.g. day child care centres, school, social work) and starting new projects on its own.

More than 250 employees from a wide range of cultural and linguistic backgrounds work together with diverse target groups. They collaborate with children, families and youngsters in the areas of education, social and psychological assistance. Providing qualified help for these groups is the main goal of the association.

Moreover, the association is active on a European level by implementing a variety of projects in the scope of the ERASMUS+ mobility programme.

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Target group: children, families, youngsters

Active: local / European

KCAT
KILKENNY COLLECTIVE
FOR ARTS TALENT

KCAT is an inclusive Arts Centre for people over the age of 16. The centre's mission is to create an environment in which artists, actors and art students from different backgrounds and different abilities can work together and create as equals. Life-long learning is an option provided for everybody.

The centre offers a selection of visual art, theatre and dance courses in which hundreds of students have participated over the last twenty years.

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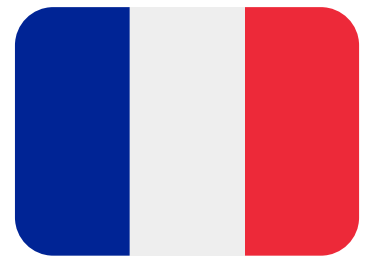
Target group: 16+ with interest in arts

Active: local / European

Inclusion in France

Legal background

One of the turning points of the French inclusion policy was the Martine Aubry law (1998) against exclusion, which granted access to common law for all. Previous related legislation dates back to the '70s. The law for equal opportunity, participation and citizenship of disabled people (11/02/2005) is the next milestone toward inclusion. Its main concern is enabling access for people with disability in France, through:

- Scholarship: the French state must provide financial resources and human means so each child has the possibility to acquire knowledge. Also, the prevention of school dropout is a major goal of the legislators.

- A non-discrimination policy at work: the employers must adapt the workplace and companies must respect a proportion of people with disability in the workforce (6%), otherwise they'll pay a fine to the fund for the employment of workers with disability.

- Generalisation of accessibility: in public establishments, universities, prefectures, new residential buildings, public transportation, polling stations, etc. – regardless of the type of disability everyone should be able to participate in social life and realise day-to-day activities.

The « Refoundation of school » law (2013) establishes the principle of inclusive schools to enlarge the inclusion approach to all children whatever their situations.

Focus on travellers

Several laws (1990, 2000) have contributed to their territorial inclusion and cohesion: municipalities with more than 5,000 inhabitants must create and fund stopover sites on their territory.

The law of 2017 removes the special administrative status of travellers in France.

Inclusion Guarantors:

Companies and institutions are not obliged to appoint people responsible for inclusion. However, there are roles and institutions installed on diverse levels acting as inclusion guarantors. Since 2008, the French president appointed the Rights Defender, an independent administrative authority to investigate individuals' complaints in case their rights are violated.

On a local level (in schools), special needs teachers and school aids are appointed to accompany people with special needs / students in difficulty with regard to their scholarship, school life and their extracurricular life. Secondary schools employ mediators who interact with students, parents, social workers, nurses, etc. to promote communication between pupils and encourage them to resolve disputes in a non-violent way to prevent violence, harassment, absenteeism and school dropout.

Funding

Sources can be either public (e.g. taxes) allocated by the state, departments, municipalities and by the Sociability Fund. Private foundations are also open to the inclusion guarantors.

Important definitions

Inclusion is the official term to be used with regards to public policy reference on children's rights and people with disabilities. There is a differentiation between scholarly and social inclusion.

Integration is "the process allowing to add one element to others in order to build a single whole" (Gilles Ferreol)

Social Insertion is "any action allowing to make an isolated individual evolve towards a situation in which there are satisfying exchanges with the environment, and it is also the result of its action that can be assessed by the nature and depth of the exchanges between the individual and his or her environment" (IIDRIS - index international et dictionnaire de la réadaptation et de l'intégration sociale)
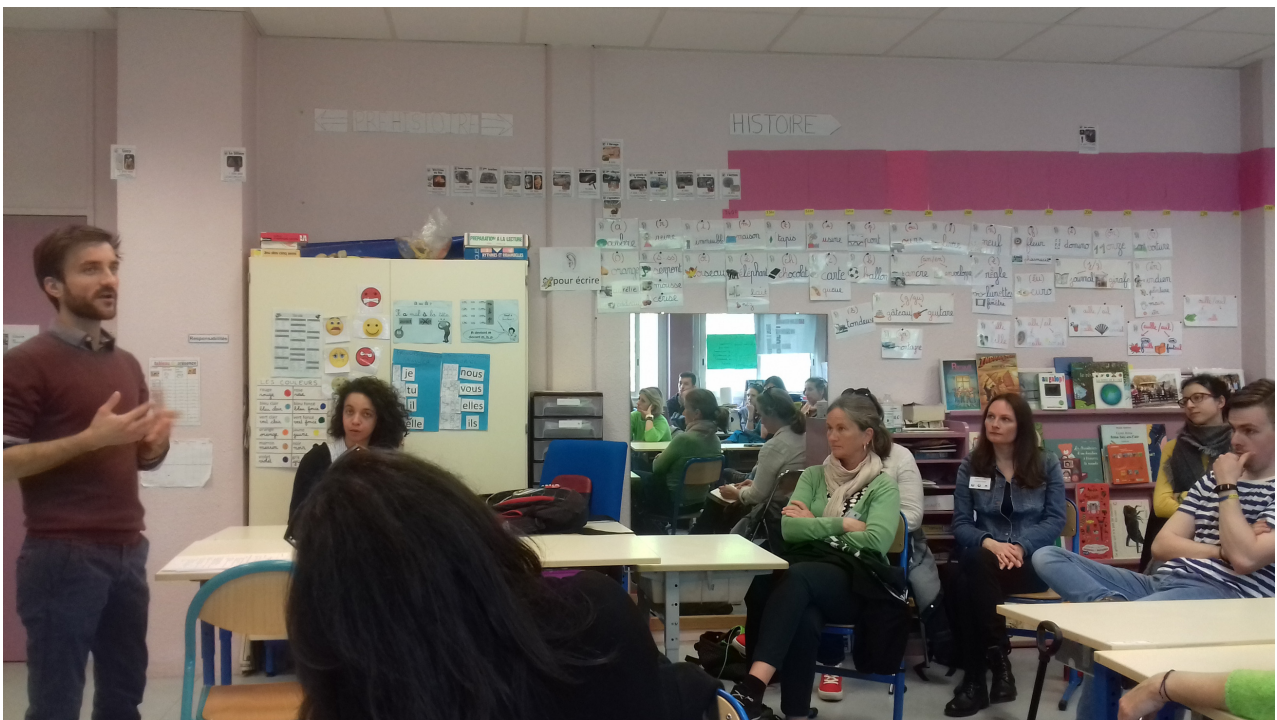
Meeting with the representative of the primary public school and the teacher implementing the dispositive on school inclusion in Cenon

Inclusion in Germany*

Legal background

Legislation regarding inclusion could be improved as it mainly regulates issues where people with physical or mental disabilities and behavioural disorders are involved. Moreover, it mainly applies to situations of integration. Legal framework can be found in: General Equal Treatment Act, Constitution, Disability Equality Act, Social Code IX, Universal declaration of Human Rights and Convention on the Rights of Persons with Disabilities (both from the United Nations).

Both private and public organisations with more than 20 vacancies must ensure that at least 5% of their employees are people with severe disabilities.

Inclusion Officer

All companies and offices employing severely disabled employees must appoint an inclusion officer.

Inclusion officers should be familiar with the law governing severely disabled persons. They help modifying the work placement to suit the employee and also make sure that all technical and financial help is available to support any colleague with a disability.

Inclusion officers should ensure compliance with the obligations to protect and promote severely disabled employees (duty of care) and thus protect employers from breaches of duty. In the event of conflict, the inclusion officers work towards a fair balance of interests between all parties involved.

Funding

The city of Leipzig provides funding in individual cases. State-wise, the Federal Fund of Education and Research started the project Culture Makes It Strong.* In the field of arts and culture,

it is possible to apply for inclusive projects.

Financing projects or work placements through the European Social Fund is also possible. Private foundations such as "Aktion Mensch" announce different grant possibilities where companies or projects can receive financing for e.g. developing barrier-free access to work places. Even though there are various funding opportunities, there are two main problems with this system. First of all, companies rather pay the fine for not employing people with disabilities as these employees are legally entitled to more employment protection. There are also still many stereotypes regarding the ability to work. These inhibitions and fears need to be overcome. Secondly, the funding system requires identification of those in need of inclusion. Basically it uses the framework for integration as it does to implement inclusion, and thereby frustrates inclusive mindsets.

Our very last group picture at the 5th and final meeting in Leipzig

*: Germany being a federal state leaves some room for each state to develop their own set of rules for the funding of inclusion. Here we describe the rules applying to the German partner in the federal state of Saxony, city of Leipzig.

Important definitions

Inclusion "assumes a diverse society. People differ from each other, for example in origin, appearance, physical condition, gender or interests. Inclusion strives for a society in which these different people can live together as equals." (http://www.inklusion-in-sachsen.de/de/inklusion-und-brk/inklusion/index.php)

Integration "is a long-term process. Its goal is to integrate all people into society who live permanently and legally in Germany. It aims to enable immigrants to participate comprehensively and on an equal footing in all areas of society. They have a duty to learn German and to know, respect and obey the constitution and laws." (https://www.bamf.de/DE/Service/Left/Glossary/_function/glossar.html?lv3=1504494&lv2=5831826)

Visiting a school for children with special needs
in Rethymno

Inclusion in Greece

Legal background

The Ministry of Labour, Social Insurance and Welfare designed a common framework of principles, priorities and targets aimed at the coordination, monitoring and evaluation of all policies on national, regional and local level to combat poverty and social exclusion. This framework was adopted in December 2014 when the National Strategy for Social Inclusion (NSSI) followed a consultation process with key stakeholders and interested groups.

The NSSI introduces activation, empowerment and sustainability principles in the political economy of welfare in Greece, while identifying key priority groups: poor elderly people, poor uninsured children without any parent, poor uninsured adults with no working capacity, poor long term unemployed people excluded from social insurance benefits and groups at a high risk of social exclusion.

The four key objectives of the NSSI are:

- Combating extreme poverty;
- Preventing and combating child poverty;
- Promoting inclusion of vulnerable groups;
- Good governance of inclusion policies.

Companies are required to fulfill the legal obligations of Law 3304/2005 "Application of the principle of equal treatment irrespective of racial or ethnic origin, religion or other belief, disability, age or sexual orientation"

Inclusion Officers:

Institutions and authorities working with vulnarable groups are

required to employ inclusion officers. Their tasks vary, depending on the nature of vulnerability that the specific group has.

Funding

Funding sources are public, such as national or European funds or taxes.

Important definitions

Inclusion is the process of social integration of individuals that belong to vulnerable groups, mainly by promoting their employment.

Vulnerable groups of the population are, generally speaking, societal groups that face barriers to participation in social and economic life. Either as a result of social and financial difficulties, or due to physical, mental, cognitive or sensory disabilities as well as unforeseeable circumstances that affect the proper course of the local or broader regional economy. Vulnerable groups are divided into two categories:

1. Special vulnerable groups include societal groups whose inclusion in social and economic life is hindered by physical and psychological factors or delinquent behaviour. People that belong to these groups include individuals with disabilities (physical, mental, cognitive, or sensory), people currently or formerly addicted to substances, those who are HIV positive, prisoners or ex-prisoners, as well as juvenile offenders.

2. Special population groups include societal groups that are at a disadvantage with regards to smooth integration in the labour market due to financial, social or cultural reasons. Indicatively, these groups include unemployed youths, unemployed women, unemployed people over 50, the long-term unemployed,

,

single parents and members of multi-child families (three or more children), abused women, illiterate people, inhabitants of remote mountainous and island regions, people with diverse cultures, immigrants and refugees.

Social care is the production and provision of goods, health and welfare services for specific societal groups, such as the elderly, infants, children, people with a disability and people with chronic diseases.

Dancing together in the elderly centre in Rethmyno

Inclusion in Ireland

Legal background

The Education Act of 1998 set out the responsibility of the Minister for Education and Science to ensure 'that to each person resident in the State, including a person with a disability or who has other special educational needs, support services and a level and quality of education are made available and are appropriate to meeting the needs and abilities of that person'. For integration, the Migrant Integration Strategy foresees actions applicable to all Government Departments and those intended to address issues. Much of the work being done on inclusion and integration is informed by committees which advise the government on strategies. These are not necessarily signed into law. The statutory Educational Disadvantage Committee established under the Education Act, 1998, advises the Minister for Education and Science on the policies and strategies to be adopted to identify and correct educational disadvantage.

All Government companies and organisations have a duty to abide by the requirements of the Employment Equality Act, 1998 and the Equality Act 2004 (the Acts). The Acts deal with discrimination relating to gender, age, race, disability and sexual orientation (among others).

Access Officers

Most institutions and companies, including hospitals and universities, have access officers responsible for providing, arranging or coordinating assistance and guidance to people with disabilities to access services. They generally act as a point of contact for people with disabilities wishing to access such services.

Funding

Pobal works on behalf of the government, allocating funding and support for agencies involved in areas of inclusion, equality, education, youth and employment. Pobal launched a new programme in June 2018 — The Ability Programme. It is co-funded by the Irish Government and the European Social Fund as part of the ESF Programme for Employability, Inclusion and Learning 2014-2020.

Important definitions

Inclusion means being able to participate fully in the life of the society one lives in.

Integration is defined as the 'ability to participate to the extent that a person needs and wishes in all of the major components of society without having to relinquish his or her own cultural identity'.

Facilitators, staff and students: participants of this project from the partner organisation KCAT
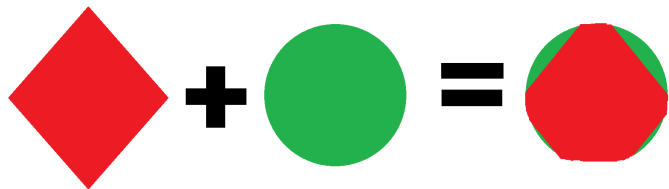
Inclusion
an umbrella definition

As it can be witnessed by the varying definitions which have already been mentioned, there are some grey areas in understanding the terms *integration* and *inclusion*. An umbrella definition is a way of bringing several related terms together under the same name. With inclusion, it is often difficult to do so without mentioning integration. This is why we discussed these terms on our second meeting in Ireland and agreed on the following characterisations:

Integration
One group needs to change in order to be accommodated and accepted as a part of another group.

Inclusion
A process through which all participants are connected to the purpose and objectives of the group. Everybody experiences full and equal participation and membership of the group.

Inclusion requires flexibility and acceptance, a safe space and the will to facilitate change. Inclusion is a process in which all parties learn from each other.

A model of facilitating sustainable change

Inclusion
an umbrella definition

Inclusion

RESPECT

NO EXCUSES

CONFIDENCE

EQUITY

ACCEPTANCE

DIVERSITY
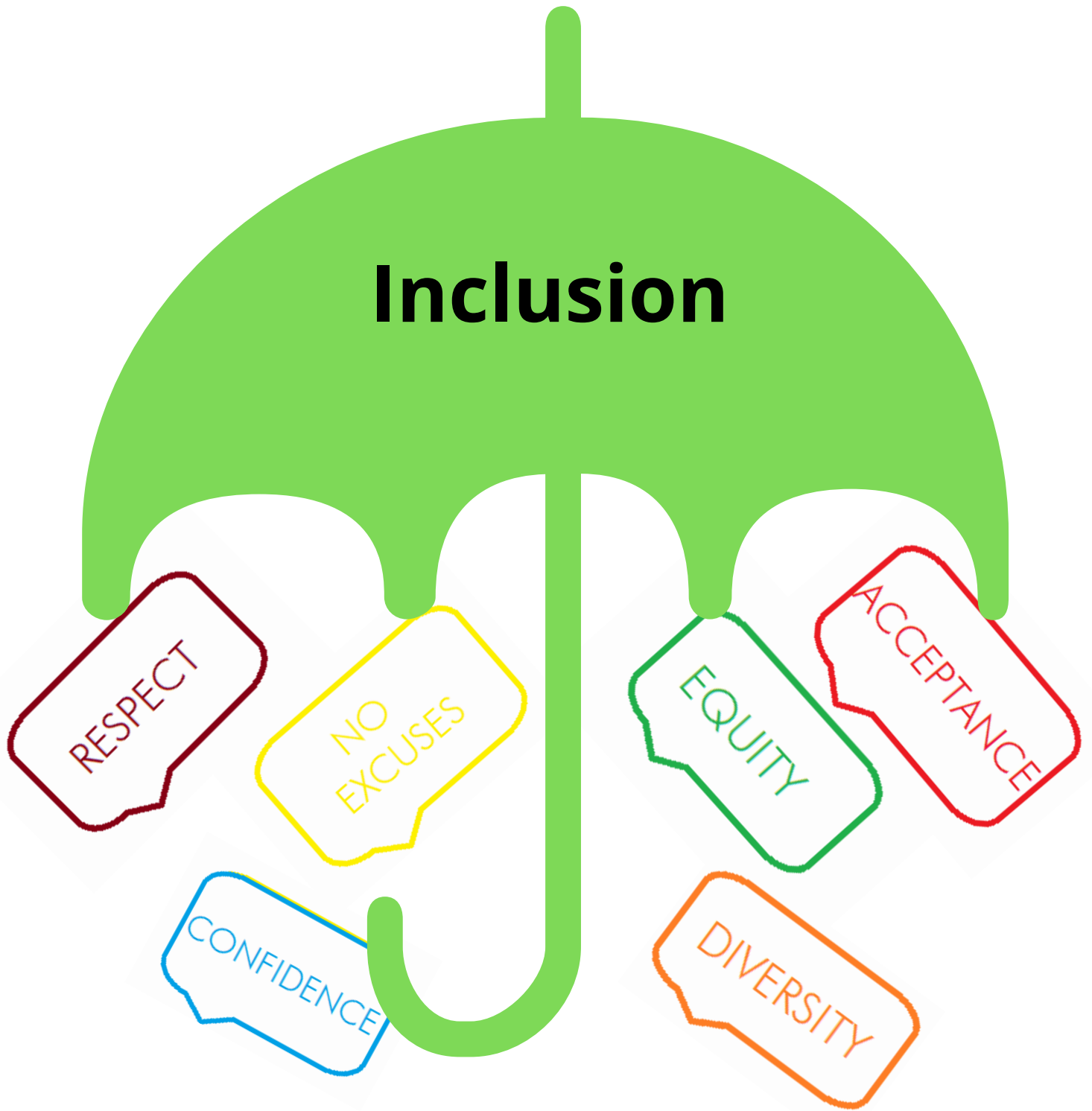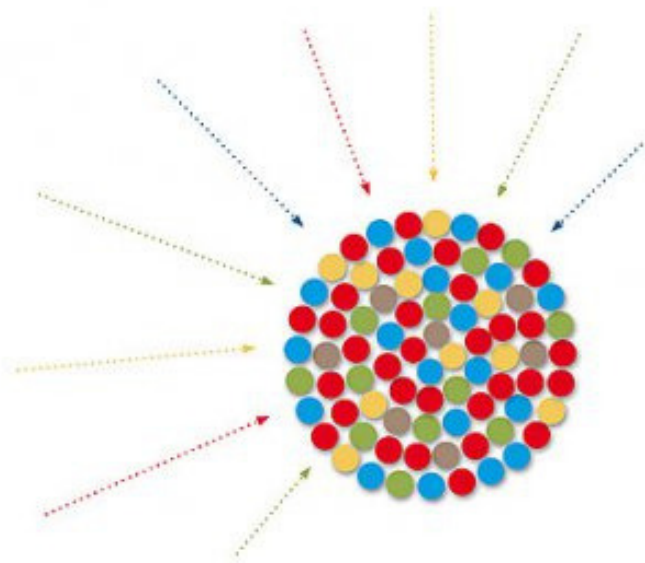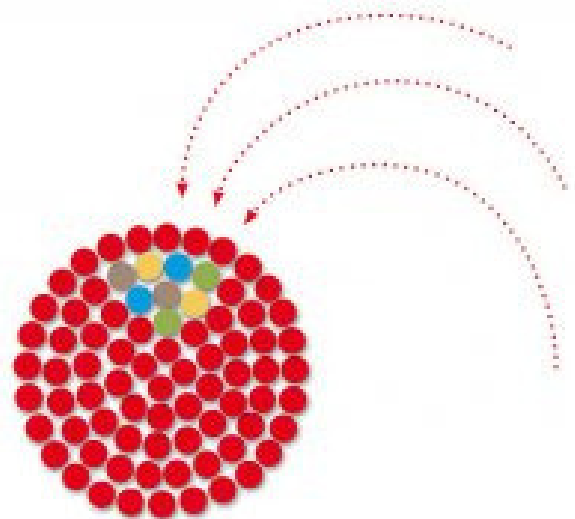
Inclusion in pictures

Inclusion

Integration

Exclusion
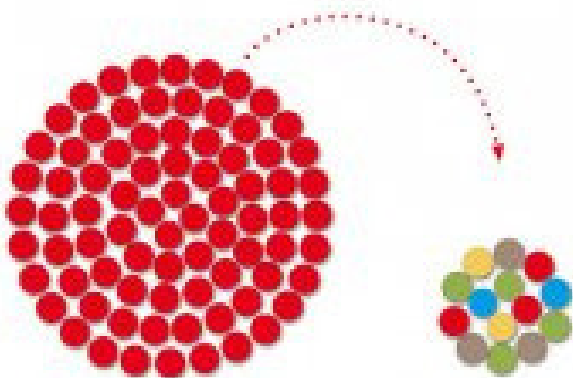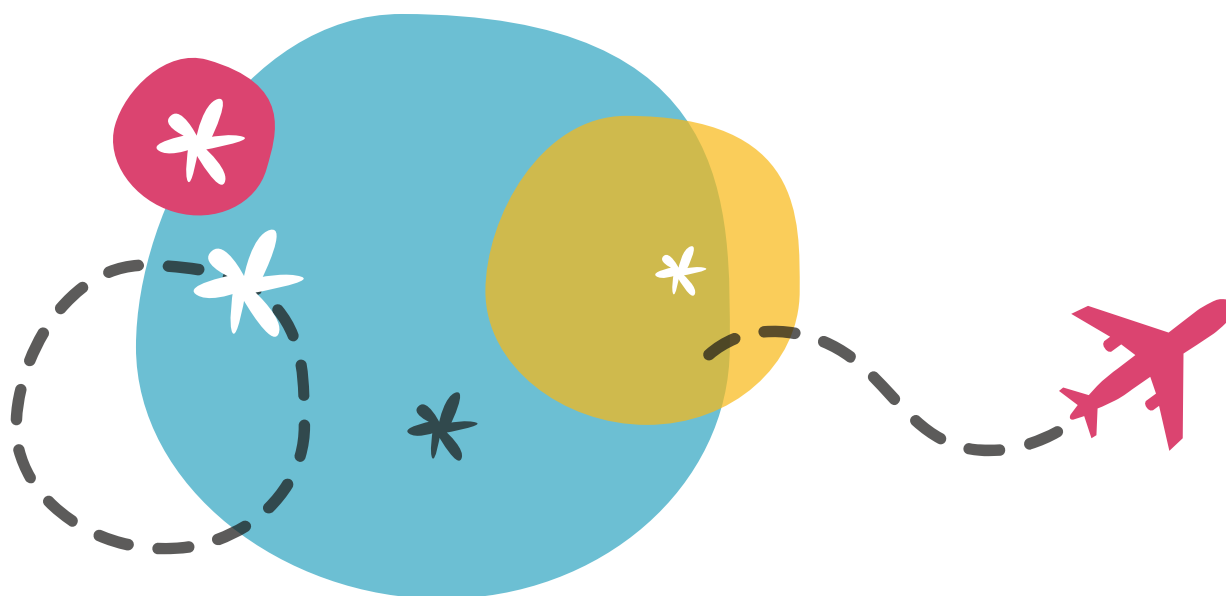
Our journey towards inclusion

We held five project meetings in a two-year period to achieve the following three goals:

- **get to know each other and our organisations**
- **see how our partners experience inclusion in their own countries**
- **find out more about inclusion together**

Besides visiting the hosting partner organisations, these meetings provided an opportunity to discuss all the topics of the project. They were useful to get an overview of how the respective organisations had progressed with the tasks and how they got to know local inclusion offers and activities.

The first and last meetings took place in Leipzig, Germany and the other partners hosted one meeting each. Preparing for finalising the project presented a good occasion to summarise what we had learned and experienced during our journey together.

Our journey

The goal of our project was to gain new insights and ideas on the subject of inclusion with the aim of reducing obstacles and reservations while strengthening intercultural competences of the participants.

Each contributing European team devised informative, insightful and well organised itineraries for their fellow collaborators at every visit. The presentations made by the host countries provided context and understanding of the workings of their own organisations as well as the wider context in which they operate. Example here are local structures available and public policies within each locality's governing body.

The project allowed for the participants to take some time to widely contemplate goals, attitudes, working procedures and management. It allowed for space and learning outside of the very demanding day-to-day work commitments. The participants experienced inclusion themselves at each meeting thanks to two aspects: firstly the use of a common working language (English), which was the mother tongue for some and a foreign language (spoken on different levels) for others. Secondly the involvement of participants with and without disabilities.

Regardless of their English skills, each participant was able to join the discussion rounds - with the help of another person interpreting the content or using a simpler English.

Likewise participants were confronted with situations where they were not fully able to accurately express their thoughts and feelings or where counterparts understood only a limited extent of their message. These experiences enabled them to walk in the shoes of

those who struggle with language barriers on a daily basis and led to the important realisation that inclusion is very difficult when one doesn't have the opportunity to participate in the exchange of ideas, and that barriers lead to an exclusion from communication, thereby preventing understanding. This insight made us aware of such working procedures and attitudes that hold us back from successful inclusion.

On the other hand the project has foreseen the participation of individuals regardless of their abilities. Being able to invite one of the art students of the Irish partner who has an intellectual disability to collaborate as an equal participant was an authentic expression of the participants' will to include alternate perspectives on inclusion and integration.

One of the most obvious differences among the organisations was how funding levels vary greatly between the participating countries and within organisations themselves. Economic considerations essentially influence each organisation's ability to reach the needs of the communities they work with. It became obvious that the passion each participant had for addressing inequalities and injustices experienced in their communities was the driving force behind each group.

It was also interesting to observe how different countries focus on different key groups to be included. This mindset may actually backfire as it tries to use methods of integration while aiming for inclusion. It is possible to eliminate this bad practice by introducing a regular, open and honest process of (self)reflection. The index of inclusion is a very handy material here.

Finally, we met inspiring individuals from different countries with whom we worked as a team throughout the programme. We realised

the importance of solidarity, the importance of including different personalities of different places of origin and cultural backgrounds, and becoming equal members of a team. Not only have we all collaborated smoothly, but we have come to think of the team members more as friends rather than partners of a programme - an impressive and valuable friendship.

All in all, our participation has been a "belebration" of qualities which we all embrace, such as equality, difference, flexibility, communication, empathy, creativity and — last but not least — respect. The latter is probably the best quality to constitute inclusion. The participants also agreed on several occasions on the power of the individual: change, however small, starts in people's single attitude and outlook, which will drive us towards inclusion.

A new word, we've created together: BELEBRATION!

Highlights of our journey
moments which remain with us

Our first meeting was scheduled for **December 2017 in Leipzig**. There we realised that even though all the partners were active in the social and cultural sector, their actual field of work differed significantly. This allowed us to see different angles of inclusive work, although we had to keep in mind that the good practices and practical approaches we shared with each other could be transferred in one's work field only to a limited extent.

Furthermore, for several participants this was the first time they were cooperating in the frames of a European project. Therefore we used this meeting to get to know each other, to set common and personal project goals and to agree on a project timetable and agenda.

The participants enjoyed visiting the building site of an inclusive housing and living community "Wohngemeinschaft Connewitz e.V.". Sabine Marusche, the chairwoman of the board, hosted a vivid and interesting discussion round.

An activity to define the goals of the individual participants and those of common ground

Our second meeting took place in **Ireland, end of February 2018**. Here we were forced to rearrange the itinerary because of the cold-weather snap. We learned to respect the course of nature and to accept that there are certain situations which can't be altered, no matter how hard you try. However unfortunate and unforeseen the events were, our Irish hosts did an amazing job by finding alternative spaces and activities. We can't stress enough how thankful we were for their flexibility and assistance. We used the alternated arrangements to engage through art making and to organise round table dialogues. KCAT seised the opportunity to include a wide range of their staff in the meeting.

Snow fascinated us all in Killkenny and Callan

The third meeting took place in the **middle of September 2018 in Rethymno**.

In Crete we experienced a very inclusive act by creating a new word for our inclusive understanding: belebration (= belonging + celebration). This new word was created thanks to the activity "seven words" (description of the activity follows on pages 39 & 40).

A morning spent with the local elderly in their day-care centre brought us to the heart of our engagement, inclusion and integration through social engagement and learning. The cross-community approach between the day centre for the elderly and the adjacent playschool challenged our notions of where one community ends, and another begins. We were also inspired by a high school's efforts at whole family integration through the creative educational opportunities they offer migrants.

In Crete, two of the Irish participants led a creative portrait workshop, and their finished works were then donated to a local children's hospital in the area.

Visiting a pre-school institution in Rethymno, at our 3rd meeting

We met for the fourth time in **April 2019 in France**.

In Bordeaux the visit to the local school bus project and to the primary school working with an inclusive project showed us how dedicated teachers take action in order to enable each child - regardless of their social status or family surrounding - to partake in the educational system.

We were impressed by the interactive city tour and the informative meal in the innovative restaurant for youth work initiative, *Restaurant L'Atelier,* and our Irish participants greatly enjoyed the in-depth round table discussions, as well as the very hands-on interactive elements of the itineraries.

Shay Croke and Alice Bennett during a presentation about inclusion at our 4th meeting in Bordeaux

Group picture while visiting the schoolbus project

The fifth meeting brought us together for a last time in **Leipzig in the middle of September 2019**.

The final session revealed the progress and reflections that had been made during the two years.

A reunion at the inclusive living community brought great joy to the participants. Mrs Maruschke informed us about the progress of the project since our first visit. It was very interesting for the Irish participants to draw a comparison to their own mother organisation, Camphill Communities.

As we also gathered to celebrate the ending of the project the meeting took an informative turn. This closing celebration was very rich and meaningful for all participants. We had noticed on several occasions during the previous project meetings that many interesting and important exchanges take place in the informal evening rounds or that important AHA moments occurred during the interactive activities. Therefore, the host focused on such activities, including a "photo stereotype" activity, an inclusive city walk and a "lunch in the dark" in a concept restaurant.

Shay Croke, student representative of KCAT (pictured here below), sums up the mood of our final meeting.

Toolbox - activities and methods for inclusive work

To get to know and to try out inclusive methods and activities was a key feature during our project meetings. This did not only foster a shared informal learning process but also made it possible for the participants to experience different European approaches to inclusive and integrative work.

In this chapter we describe some of the activities we performed together as well as some methods we explored. While compiling the list of the activities and methods to publish in this booklet we did keep in mind the idea of universal applicability (thus independently of the field of work). However, you will find 2 very location-specific activities: the interactive city tour of Bordeaux and the inclusive treasure hunt in Leipzig. After a thorough investigation of one's own location these activities could be adapted without restrictions to any place.

Participants
during group activities

Index of Inclusion

Background

The index of Inclusion is a freely accessible tool on the Internet and available in a wide range of languages. The Index involves a review of all aspects of a settings while drawing on additional help when needed. It encourages an involvement in inclusive development for everyone. Actions to assist inclusion are prioritised and a development plan is drawn up, implemented and reviewed using the Index materials. These changes are sustained in the settings during the progression of the annual process.

Progress

The index was already used in the project's preparatory phase: Before the first meeting in Leipzig in December 2017, all project partners were invited to choose 5 to 10 questions from the index to describe the standards of inclusion and integration in their institution.

As the Index has a wide variety of questions and diverse participating organisations, we opted for not pre-defining the same set of questions for everyone, but letting the institutions choose the questions most suitable to describe their standard of inclusion. Each partner was encouraged to freely choose their own means of self-evaluation.

The German partner conducted an organisation-wide questionnaire, open to each employee. The answers were collected (anonymously) and analysed to provide an opportunity for the inclusion officer to assist the different branches of the association in becoming more inclusive.

The Index of Inclusion was used at different points of the project. The interview questions of "life stories" were developed with the help of the index. We consulted the index when setting up the final evaluation of the project at our last meeting in Leipzig in September 2019.

Sources:

You can find more information about the Index of Inclusion on the website of the Centre for Studies on Inclusive Education (http://www.csie.org.uk/index.shtml) as well as on the website of the Enabling Education Network (https://www.eenet.org.uk/)
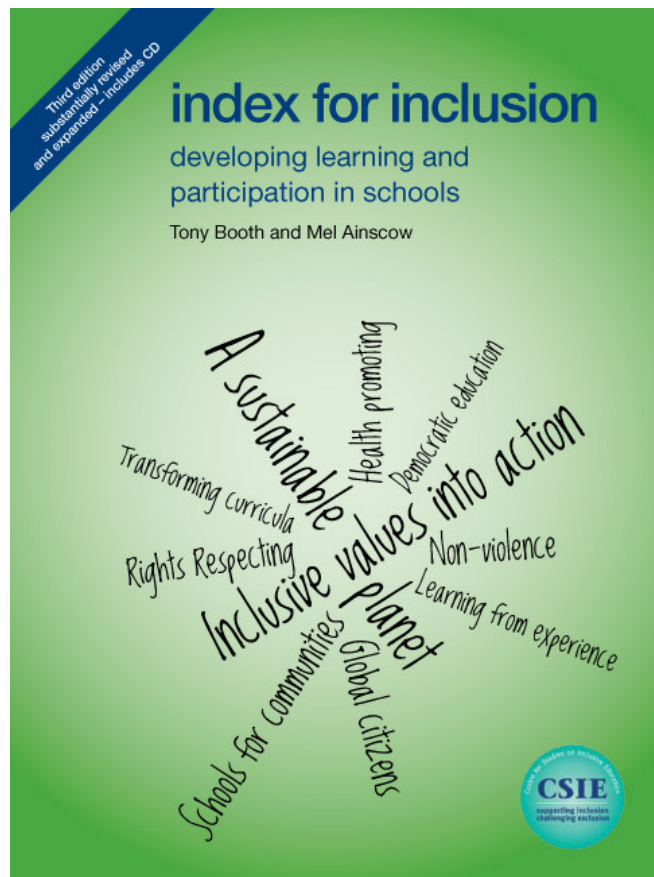
7 words

An excercise to find a common understanding

Duration: 30-45 minutes (depending on group's size)

Aims
- Experience that agreement can be reached without giving up one's own ideas
- Accepting others' ideas when their arguments are convincing
- Preparing to share your ideas convincingly

Progress
After deciding a topic, all participants have five minutes to decide the seven words they consider most relevant to the topic and write them on a sheet of paper. After that they work in pairs, and in five minutes they need to discuss and come to an agreement on the best seven words.

Once this has been achieved, participants meet in groups of four for seven minutes to decide on a new common list of the seven words. It continues in this vein by increasing the time for discussion and the number of participants in the groups until all participants are divided in just two teams. At this point everyone needs to come an agreement on one only list of seven words.

Closure/ Sharing
All members have the opportunity to share their thoughts and feelings to reflect on the task and to discuss various questions concerning the usefulness and implementation of this activity.

Suggested questions that may be used in the sharing process:

a) What was the experience like when coming to an agreement?

b) Did you observe any obedience to rules?

c) Was there a group leader?

d) What type of communication did you use?

e) How active or passive were the group members?

f) Was anybody impatient?

g) To what extent did you feel excited or stressed?

h) How many different words/solutions did you come across?

i) How did you feel at the end? What did you learn about yourself?

Notes: phrases can not be used instead of words

During the third partners' meeting in Rethymno, the hosting partner EELI implemented this activity with 16 participants to describe "inclusion" in 7 words.

The image illustrates the words collected during the process:

Source: Andrea Mameli and Angela Pani (January 6, 2005). Giochi, simulazioni e questionari per educare alla pace. Guida pratica per gli educatori. http://www.peacelink.it/agescipns/a/8938.html)

This photo belongs to...
An activity to encourage prejudice awareness

Duration: ca. 30 - 60 minutes (depending on the group's size)

Aims

- In-depth examination of own prejudices
- Fostering critical thinking and acting
- Fostering openness towards others and reflection on prejudices
- Achieving an AHA effect among the participants

Preparations

One group will act as moderators. Each member of this group provides four pictures: a portrait picture, a picture of one own's living room, one of a family member (extended family and pets count as well) and a picture about one own's mean of transport.

Progress

According to the group's size participants can build smaller or bigger groups. Each group gets all pictures and will debate which living room, family member and mean of transportation belong to which moderator. 10 to 30 minutes should be sufficient. After each group has decided about the allocation of the pictures, they present their choice including their choice's explanation.

Closure

The moderating team   reveals the right matches. During the presentation, explanations and arguments from the participants can be referred to: what their thoughts were when deciding on them, why did they think that certain photos belonged to a given person, was there any stereotypical choice the group can identify and if so which.

All participants are encouraged to share their feelings with the group during the activity.

Preparing the release of the right matches
The activity was organised by the German partner and carried out during the last meeting in Leipzig

Bordeaux interactive city tour

« Bordeaux, citizen of the world »

Partez à la découverte d'anecdotes qui révèlent les éléments interculturels et internationaux de Bordeaux !

Duration: up to 2 hours

Aims

- Discover Bordeaux in an alternative way
- Use and develop intercultural competences
- Meet and exchange with inhabitants, passers-by, merchants, etc.
- Foster the openness to others and reflect on prejudices

Progress

The participants follow a path in the city allowing to discover the intercultural and international components of Bordeaux. They gather historical, artistic, cultural, gastronomical information to discover the intercultural richness of the city. Short intercultural challenges occur during the experience in form of "mosaic of languages".

Some of the information was described throughout a short memo that participants could read to get a deeper understanding of contents. At the end of the interactive city tour, the participants had information about the city, interculturalism, internationality and history. Most importantly, they experienced and felt first hand how open people were through different interactions.

Chemin de Saint-Jacques-de-Compostelle

De nombreux chemins mènent jusqu'à la cathédrale de Saint-Jacques-de-Compostelle en Espagne et traversent les pays européens. A Bordeaux, 160 pastilles en bronze sur le sol indiquent l'itinéraire conçu par Christine Mathieu.

The challenge of a "mosaic of languages": participants translated one word into different languages by asking to people in the street. This mosaic reveals the diversity of the inhabitants, merchants, passers-by and breaks the barriers between the participants and unknown people. They had to communicate by using their intercultural competences to interact. Examples of words asked:

During the fourth partners meeting in Bordeaux, the hosting partner Odyssée implemented this activity with 22 participants.

Treasure hunt: Inclusion in Leipzig

Duration: about 2 hours

Aims

- getting to know elements of barrier free accesses in one's own city
- Use and foster empathy and openness towards others
- Foster a barrier free society and city planning

Background

The game was designed and developed by Dorit Istel, responsible for the competence centre inclusion in the association FAIRbund e.V. The goal of the competence centre is to raise awareness of inclusion and barrier-free issues among the association's employees and clients and provide appropriate materials.

Progress

The participants follow a pre-described route through the city centre in a way that they meet barrier free features of Leipzig. At each location they receive a barrier free clue about their next destination. For example, they need to detect the word "opera house" in braille, "market" in lorm alphabet or "Höfe am Brühl" by using sign language.

Quelle: https://behindertenverband-leipzig.de/

Life Stories

Interviews on the experience of inclusion

Prepared by Alice Bennett

Rational and background

At our first meeting, it was decided that each organisation would gather stories from the people who attended our centres or use our services. I volunteered to create a structure for doing this. I have chosen the 'Life Story Interview' as a model for our research because it is a respectful and personal method which is in line with an inclusive ethos. In telling our stories 'we share personal truths, as we see them, and in so doing create vital links with those who participate in the exchange' (Atkinson 1998, p 3). In listening and respecting one another's story, a human act of connection is made.

The Interview is qualitative in that it will draw on information that is subjective and unscripted. I have used the Index for Inclusion (Booth and Ainscow, 2002) as a guide from which I have extracted three questions, one for each of the three dimensions listed there. These are meant to be suggestions for entering into a conversation rather than a prescribed set of questions.

As the interviewer, you will adapt the delivery of the question to suit the interviewee. It is important that the power dimension is taken into account when interviewing. The interviewee must be able to express both positive and negative aspects of her or his experience. The main objective of undergoing this process is to gather a set of stories and testimonies which bear witness to individual's experiences of 'Inclusion', thereby raising awareness and understanding between humans. The information gathered will help us, as intentional managers of inclusive groups, to understand:

a) The degree to which the individual has a sense of being a part of the organisation/centre/school/kindergarten.

b) The degree to which the organisation/centre/school/kindergarten is working towards good inclusive practises

Below are suggested questions for engaging your student/service user/participant in a semi–structured interview.

Suggested questions for interview:

1.When you first came to this School/Neighbourhood/Centre/Kindergarten, do you remember feeling welcomed or not? And do you remember anything in particular that made you feel this way? Can you give us an example? Do you still feel this way or have things changed as time has passed within the organisation?

2. Do you think that this School/Centre/Neighbourhood/Kindergarten makes it easy for everyone, regardless of language, ability, gender, culture, race to get the learning/social mixing/knowledge they need? Does this school work to support everybody? What do you think makes this possible?

3. In your time at this School/Centre/Neighbourhood/Kindergarten, have you learned anything about differences between people? And what has this meant for you? Can you give us an example?

Progress

Each partner conducted various interviews using versions of the above questions to find out more about how its co-workers and/or service users perceive inclusion. After conducting several interviews, each organisation evaluated the interviews and presented their findings at the partners' meeting in Rethymno in September 2018.

Summaries and Evaluation of the Life Stories

France. Interviews were between the members of Odyssée and the target group of ADAV33. By collecting the information and gathering a summary, the interviews allowed the French partners to highlight the positive aspects of inclusion within their daily work as well as to better understand the areas for improvements.

Germany. The German partner asked the questions both to employees and clients at kindergartens. After transcribing the interviews, they were analysed by looking for positive and negative factors within each question. By collecting the information, the interviewers could use the summaries to work on the negative factors and enforce the positive ones in their daily routine.

Greece. The Greek partner presented us with 2 video interviews as examples to watch together. The interviewers were there to give feedback on the videos and to answer question from the audience.

Ireland. Over a period of approx. 6 months the Irish partner conducted interviews with 31 people. By working with people who communicated non-verbally as well as verbally, different ways of gathering feedback were explored. One of the main findings of the "life stories" was that the way we do things, how we behave and how we sound have more impact on how people feel included than words.

Dignity, inclusion and diversity

Prepared by Andrea Proniewicz

Background

The European conference "Regaining Europe – The Role of Youth Work in Supporting European Cohesion" (March 2019) hosted the workshop led by **Mr. Behrooz Motamed-Afshari** on the topic of "Dignity, inclusion and diversity". The workshop presented an interesting approach on inclusion linking it closely with dignity and offering ideas to youth workers about inclusive work. Below you will find a short summary of the workshop.

Find **further information** about the **conference** here:
https://www.jugendfuereuropa.de/ueber-jfe/projekte/RegainingEurope/

and about **Mr. Afshari's workshop** here:
https://www.jugendfuereuropa.de/downloads/4-20-
4060/RegainingEurope_WorkshopignityDiversityInclusion_Behrooz_AFSHARI.pdf

Dignity is the cornerstone of inclusion. Dignity is a very deeply rooted human desire to be treated as something of value. It is a desire to be seen, heard, listened to and treated fairly. In other words: to be recognised, understood and to feel safe in this world.
Human dignity was introduced as a kind of moral reference point for an agreement with the desire to keep peace after World War II. The universal declaration of human rights says: "All human beings are born free and equal in dignity and rights."
The Charter of Fundamental Rights of the European Union declares: "Human dignity is inviolable. It must be respected and protected." The Charter is incorporated in national laws and constitution of the 22 EU members states. The Treaty of Lisbon (2009) enlists the

European values as: respect for human dignity, liberty, democracy, equality, the rule of law and respect for human rights, including the rights of people belonging to minorities.

These treaties and charters create a legally binding structure of European and international documents for the notion of human dignity. The Fundamental Rights Report from 2018 informs that formal/legal approaches to eliminate structural discrimination and inequality do not seem to function properly. However, European youth work could offer a way to tackle the roots of inequality in the hope of achieving substantive equality.

The impact of dignity is important for everybody. The message "my identity is accepted and I feel included" is especially important to youngsters who experience discrimination because of their skin colour, physical appearance or their first or last name. Being included turns frustration into self-esteem or a depressed and stressed individual into a responsible and caring one.

How can we promote dignity?

- treat individuals with respect
- embrace and appreciate cultural differences
- ensure young people's right to autonomy, privacy, self-determination and confidentiality
- pay appropriate respect to fundamental human rights that apply unequivocaly to everyone
- be mindful that legal and other obligations may lead to inconsistency and conflict when exercising fundamental rights
- make any reasonable effort to become aware of your own bias to be able to diminish it
- put formal and informal measures in place (i.e. a code of conduct) preventing unfair discriminatory practices from your side
- condemn discrimination in all your activities

In his Power Point presentation prepared for the Bordeaux meeting, Shay Croke - a young artist with autism - re-iterated what inclusion means for him. His points reminds us that **dignity** is essential and fundamentally in need of respect.

Shay said:
"We learn together and when new people come to join us that they may have different coloured skins and be from different tribes. I like working with all the different people and I learn with my tutors and my friends. We are all people of this world"

My notes:

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