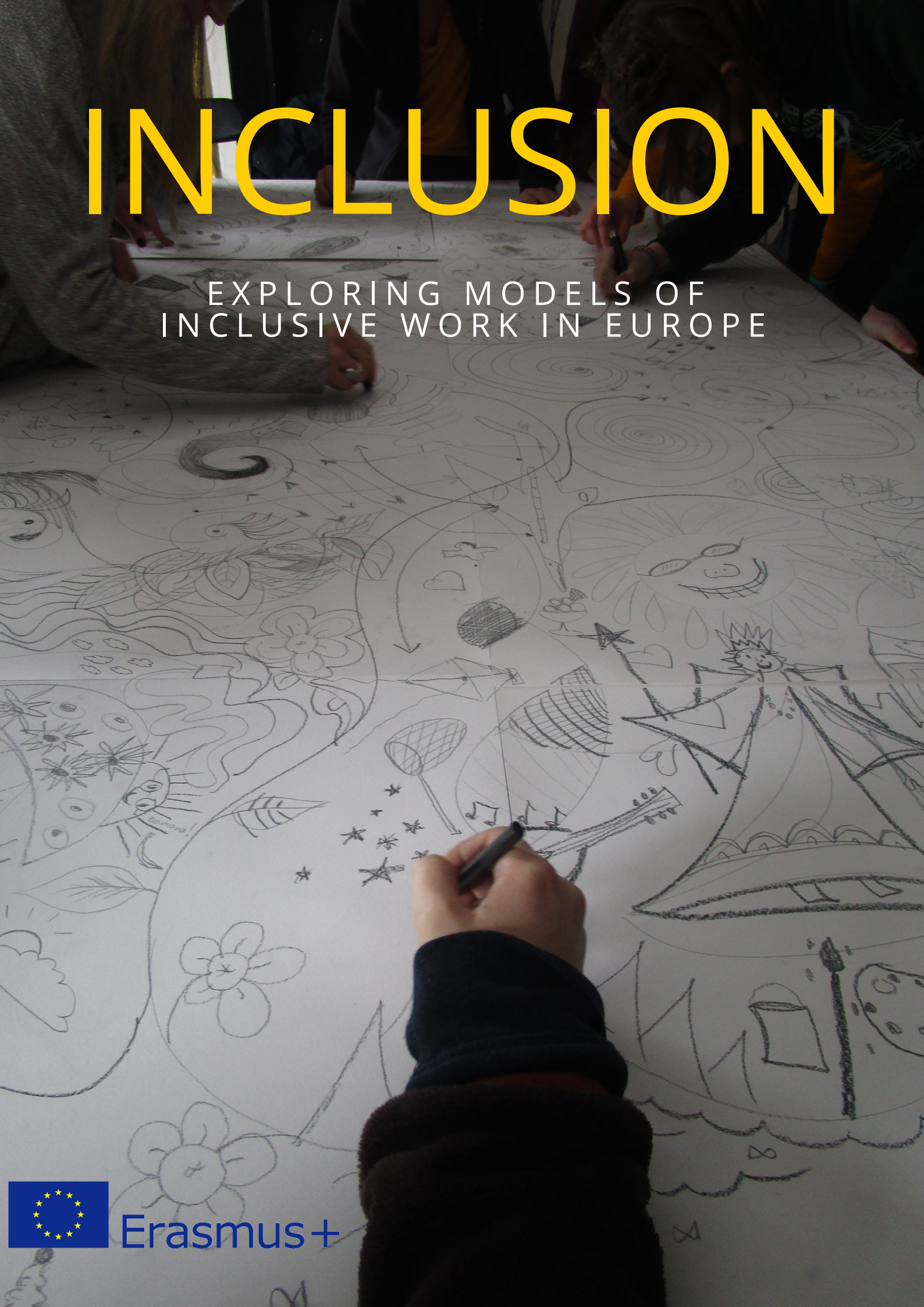


# INCLUSION

EXPLORING MODELS OF  
INCLUSIVE WORK IN EUROPE



Erasmus+







Project name:

IIEF

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

Project number:

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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 outline some possible practical ways for facilitation. In publishing the research findings we gathered about the way our organisations approach inclusive practise across France, Germany, Greece and Ireland, 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.







Who are we?

## **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 in situations of uncertainty about access rights. 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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33400 Talence, France

Phone: +33 556 04 13 75

Web: <https://www.adav33.fr>

Contact person: Hélène Beaupere

Email: [h.beaupere@adav-33.fr](mailto:h.beaupere@adav-33.fr)

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.

Address: 5 rue Marengo, 33000

Bordeaux, France

Phone: +33 6 09 46 33 14

Web: <http://associationodysee.fr/en>

Contact person: Marilou Breda

Email: [mbreda@associationodysee.fr](mailto:mbreda@associationodysee.fr)

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

Active: local and European







**Who are we?**

# **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.

Address: Gerakari 25, 741 00 Rethymno.

Greece

Phone: +30 283 103 6121

Web: <http://www.eeli.edu.gr/>

Contact person: Kalliopi Rodopoulou

Email: [info@eeli.edu.gr](mailto:info@eeli.edu.gr)

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

Active: regional and European





Who are we?

## 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.

There are over 200 employees speaking 13 different languages, which makes the target groups' cultural background diverse and colourful. 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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Phone: +49 341 9098 0661

Web: <http://verein-fairbund.de>

Contact person: Andrea Proniewicz

Email: [euprojekte@verein-fairbund.de](mailto:euprojekte@verein-fairbund.de)

Target group: children, families, youngsters

Active: local / European

**FAIR**bund





Who are we?

# 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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Ireland

Phone: +353 567 755 115

Web: <http://kcat.ie/>

Contact person: Anja Terpstra

Email: [anja@kcat.ie](mailto:anja@kcat.ie)

Target group: 16+ with interest in arts

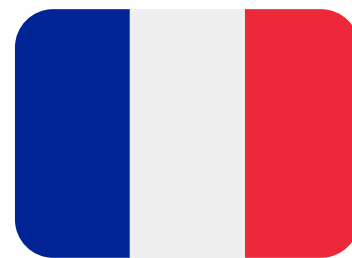
Active: local / European





# Inclusion in France

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## Legal background

One of the turning points of the French inclusion policy was the Martine Aubry law (1998) against exclusion: access to common law for all. Though 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 travelers 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**

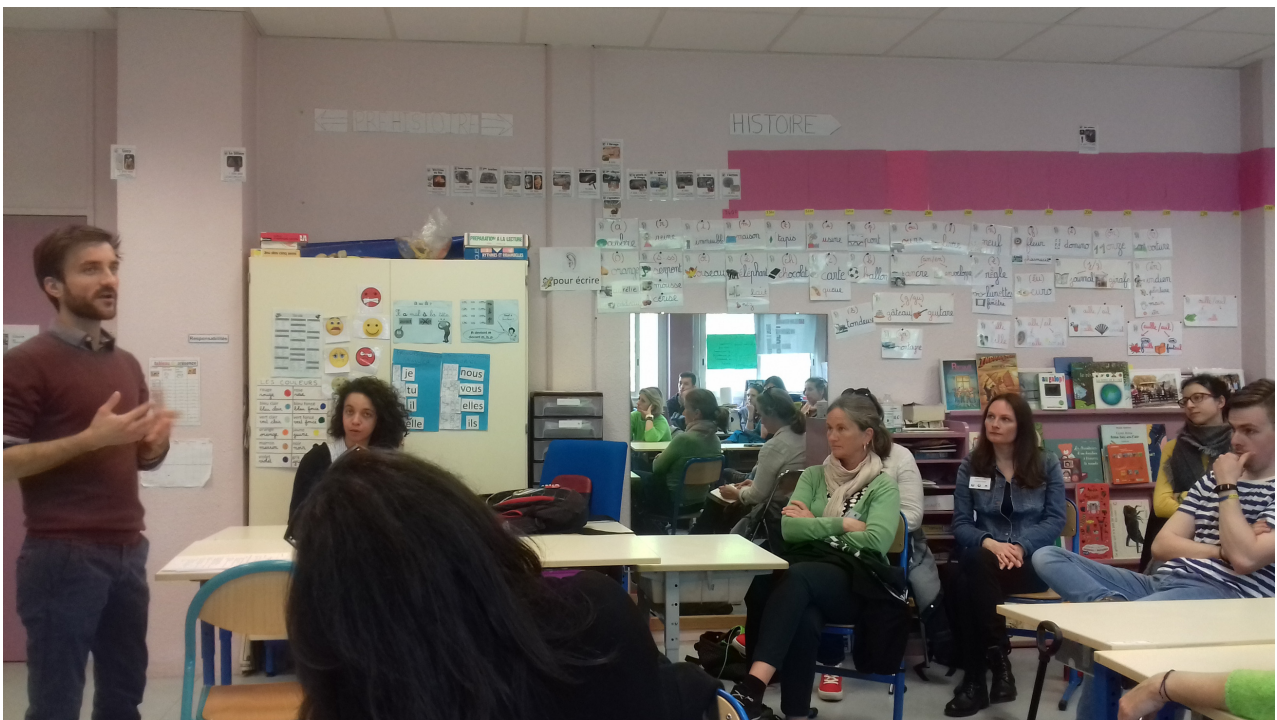
Sources can be either public (e.g. taxes) allocated by the state, departments, municipalities and by the Sociability Fund. Private foundations are also open to the inclusion guarantors.

### **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

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## **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 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 workplacements 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 frustrate inclusive mindsets.



What are our goals?  
An activity at the first meeting in 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](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

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## **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 vulnerable groups are

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

## **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

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## **Legal background**

The Education Act of 1998 set out the responsibility of the Minister for Education and Science to ensure 'that there is made available 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 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 (among others) gender, age, race, disability and sexual orientation.

## **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



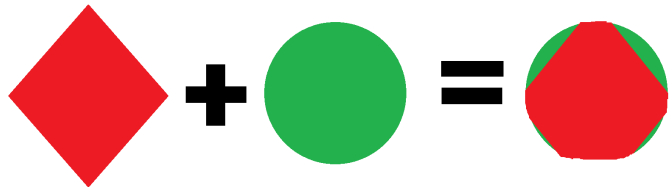
# Inclusion an umbrella definition

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As can be witnessed by the varying definitions which have already been mentioned, there are 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.



A model of facilitating sustainable change

## Inclusion

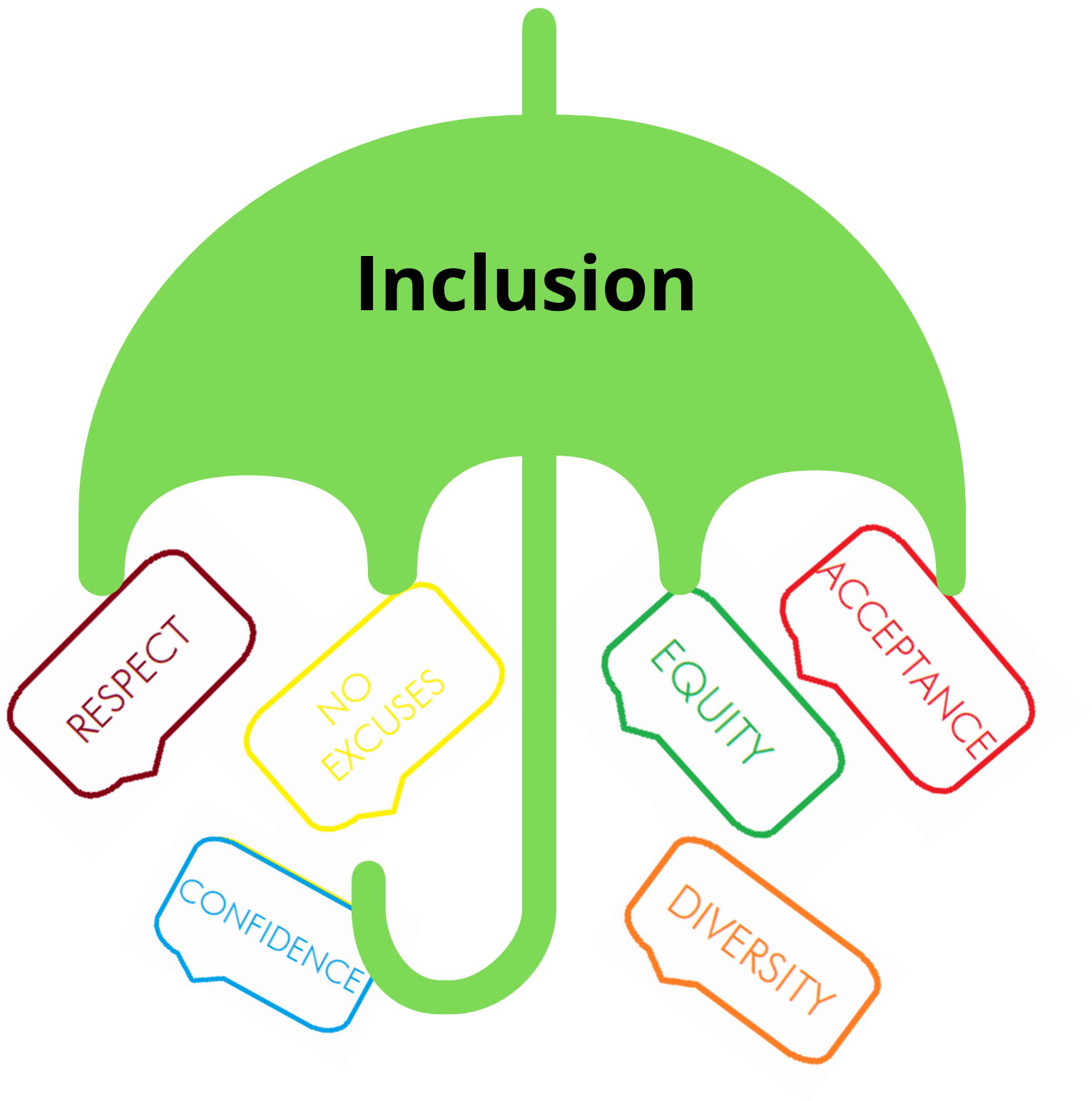
A process through which all participants are connected to the purpose and objectives of the group. Everybody experiences full and equal participation and membership of the group.

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.

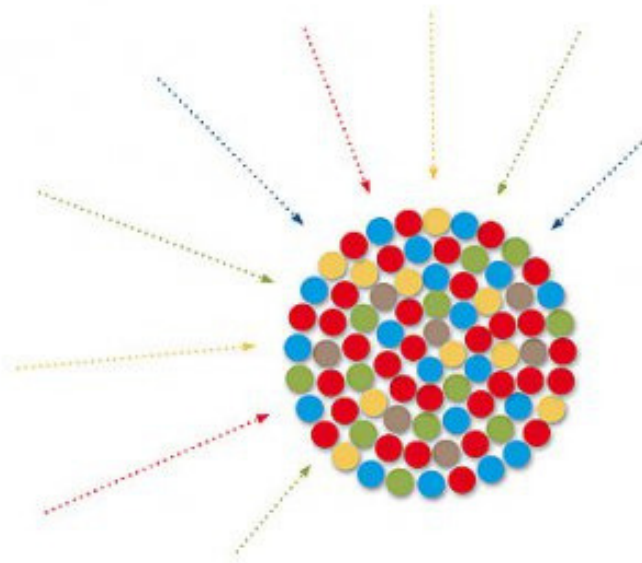


# Inclusion an umbrella definition

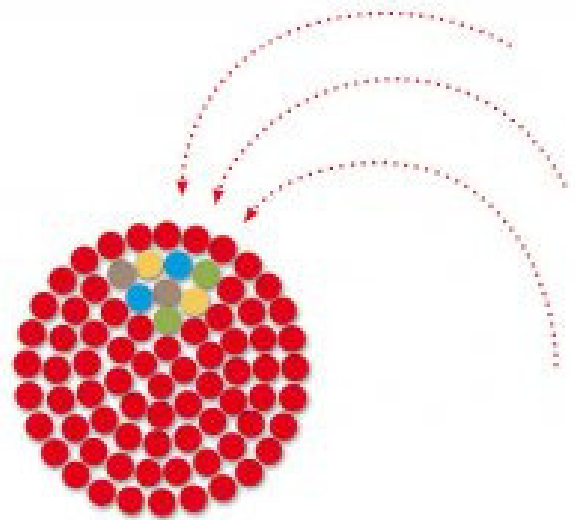
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# Inclusion in pictures

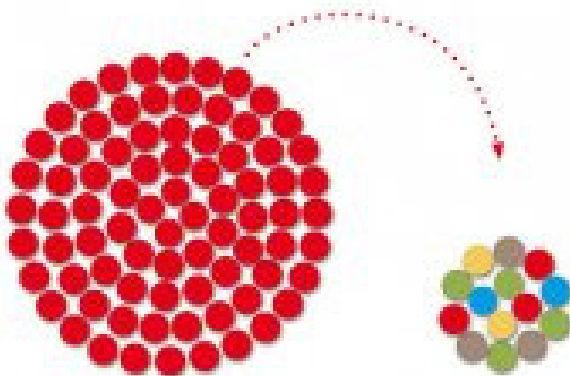


Inclusion

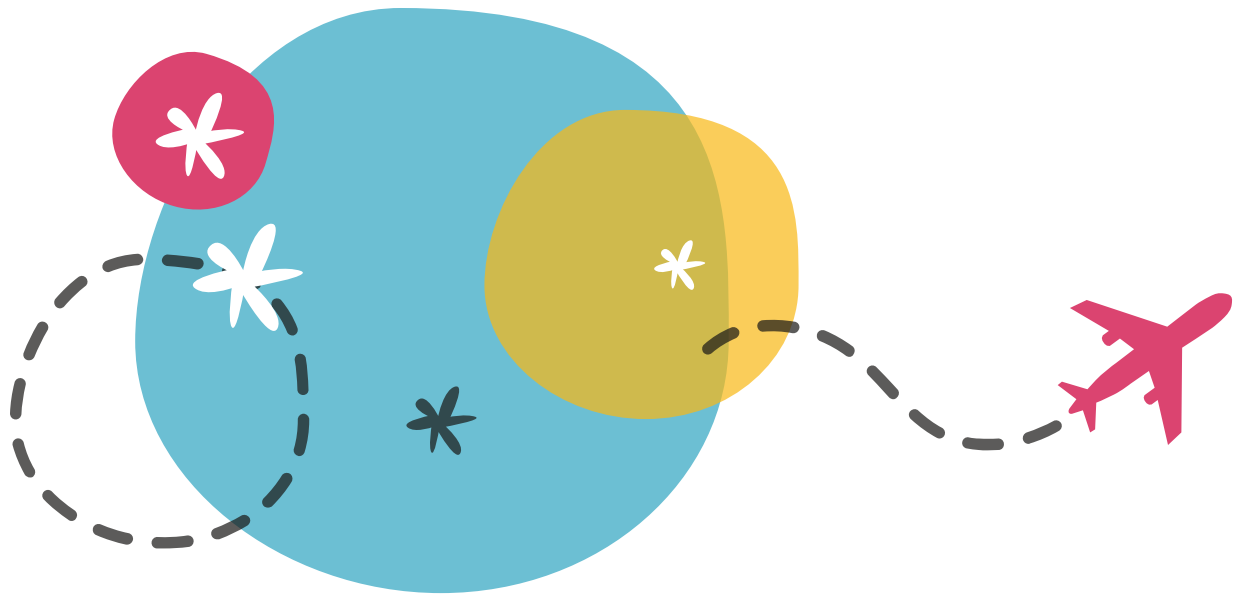


Integration

Exclusion



Graphics: **Aktion Mensch**  
(<https://www.aktion-mensch.de/inklusion/bildung/beste-liservice/materialsuche/detail?id=120&ref=start>)



## 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 country
- find out more about inclusion together

Besides visiting the hosting partner organisation, these meetings provided also an opportunity to discuss any project matters. It worked well to get an overview of how the respective organisations have progressed with the tasks and how they got to know local inclusion offers and activities.

The first and last meeting 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 have seen and experienced during our journey together.



# Our journey

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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.

In Ireland, we were forced to rearrange our itinerary because of cold-weather snap with heavy drifts of snow that impeded transport and affected the plans we had made. This was unfortunate and unforeseen and seriously disrupted the plans for a wide and whole experience for everyone involved. Alternate arrangements were made to create space and time for collaboration through art making and round table dialogue.

KCAT looked for opportunities to select and include a wide range of staff from our organisation. The project allowed for a cross section of our staff 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 experienced. Being able to invite one of our art students who has an intellectual disability to collaborate as an equal participant was a highlight for us. It is also an authentic expression of the participants' will to include alternate perspectives on inclusion and integration.

One of the most obvious differences between organisations was how funding levels vary greatly between the participating countries and organisations within them. Economic considerations essentially patronise 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. Irish participants greatly enjoyed the in-depth discussions around the tables, but also the very hands-on interactive elements of the itineraries.

### **Highlights which remain with us are:**

In **Bordeaux** the interactive city tour and an informative meal in the innovative restaurant for youth work initiative, Restaurant L'Atelier as well as the on-site visit to the School Bus Programme for itinerant pupils.

In **Crete** 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.

In **Leipzig** we enjoyed the visit to the building site of a an inclusive living venture for people with disabilities “Wohngemeinschaft Connwitz”, where we were able to share our own similar journey with the organiser Sabine Maruschke. The closing celebration of our work in Leipzig was very rich and meaningful. Shay Croke, our student representative pictured here below, sums up the mood of our final meeting.



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



# Our journey

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As the coordinating organisation of this partnership, we were very excited to start cooperating with three partners from different European countries on a very interesting and contemporary matter: inclusion. Our goal at the beginning of the 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.

At the first meeting, we realised that even though all the partners are active in the social and cultural sector, their actual field of work differed significantly. This made it possible to both see different angles of inclusive work and to find out that good practices as practical approaches could be only transferred in one one's work field to a limited extent or had to be modified.

One of the most important conclusions for the German participants was the realisation that inclusion is more difficult if one doesn't have the opportunity to participate in the exchange of ideas, and if barriers lead to an exclusion from communication, thereby preventing understanding.

This insight made us aware of working procedures and also



Working in small groups while an AHA-effect exercise at our 5th meeting in Leipzig

attitudes holding us back from successful inclusion. By seeing different possible ways towards inclusion, the German participants could deliver new approaches regarding inclusion in their teams and act as multipliers. We are aware that many changes are hardly noticeable to the outside as they are more rather reflected in people's attitude and outlook.

In one of the participant's team, there were multiple changes in order to represent a diverse and inclusive setting for the children participating in their activities. However, we can't say that it is a direct result of our project as there are more factors present in our current the way change is facilitated towards inclusive activities. It was, however, 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. We highly appreciate the possibility to get to know the other participants from the different organisations. Thanks to them we feel inspired and enriched!



Last group picture of the project at our last meeting in Leipzig



## Some of the highlights we remember from our journey:



In Kilkenny/Callan we learned to respect the course of nature and to learn to accept that there are certain situations which can't be altered, no matter how hard you try. The readiness and efforts of our Irish host to find alternate spaces and activities can't be thanked enough.

In Rethymno we experienced a very inclusive act by creating a new word for our inclusive understanding:  
belebration!



In Bordeaux a 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 standing or family surrounding — to partake in the educational system.



# Our journey

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Our participation in this project supported our institution to work with new structures that enable inclusion and integration of migrants. It's been two years now that we have taken part in the project related to inclusion and integration. Not only have we been developing on a personal, professional and academic level, but we have also gained new transferable skills. Moreover, our participation in the program gave us the chance to boost our employability and broaden our horizons — physically and mentally. Our motivation to learn has increased and our cultural awareness and open-mindedness have developed.

Our self-confidence has also improved, and so have our language skills. We have gained knowledge in new subjects and unique teaching methods and approaches. These helped us comprehend and see current social situations from a different perspective. But it was even more than this experience. The fun activities of this program offered us the opportunity to bring back to surface important skills and feelings from our childhood we had almost forgotten about!



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

Finally, we met impressive 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 collaborated perfectly, but we have come to think of them more as friends rather than partners of a programme. All in all, our participation has been a “celebration” of qualities which we all embraced, such as equality, difference, flexibility, communication, empathy, creativity and — last but not least — respect. The latter is probably the best quality to constitute inclusion.



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



Watching together and analysing one of the interviews of the series "Life Stories" in Rethymno at our 3rd meeting



Enjoying the snow in Kilkenny, at our 2nd meeting



# Our journey

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When we decided to join the European partnership on the “inclusion and integration” topic, our organisation and members were really committed to this reflection. It was with great enthusiasm that we decided to cooperate at a local level in collaboration with our silent partner “ADAV33”, whose staff are a member of Odysée. Important values that were stressed all along the project are the diversity and the commitment of each European partner that provided different perspectives, visions, approaches and transferrable approaches.

Among all the formal and informal learning outcomes gained throughout the project, it allowed our association to discover approaches and practices of different organisations fostering inclusion. Indeed, the project was an opportunity to strengthen the local partnership with the involvement of local organisations during the transnational meetings, and the enhancement of the existing partnership. This was made possible by means of reflection on each topic while being detached from the usual day-to-day work. The staff involved felt increased motivation to participate in such exchanges of practices and in the project. We took a step back with regard to our practices thanks to the feedback of the European partners as we learnt to reflect on our own practices and our ways of conduct. We raised our awareness and questioned our own semantic issues. The terms used with the European partners impacted our way to name, qualify and understand the legal frameworks. The sharing of experiences and practices lead to foster our analysis.

We emphasised on the local solidarity processes to better understand the stakes regarding inclusion, participation and integration.

Moreover, our involvement in the project gave us the chance to strengthen our feeling to belong to the European Union and to be part of a wider inclusive reflection. We developed our communicative competences in foreign languages (especially in English) and other languages spoken by European partners as well as our intercultural communication. When joining our European partners, diving into other cultural environments increased our knowledge of countries, customs, history, actualities, relationships, relation to others, ways of life, involvement of local communities, public policies, etc. And it made us reflect on our own cultural workings. We met European citizens and beneficiaries of other diversified organisations in Europe that shared various ways to work toward a more inclusive society with us. The development of adaptation skills was part of an experience at a personal level for the French participants. It helped decrease the fear of the unknown and managing unexpected events.

### **Some highlights that remain from the project:**

**GERMANY:** For some of our French group members, this was the first participation in a European project meeting. This meeting allowed us to analyse our own practices across the spectrum of the other organisations' practices.



A short break between visiting sites at our 5th meeting in Leipzig

We found all informal moments very interesting, they led us to contemplate our perception of inclusion. The final meeting and closure of the meeting highlighted the progresses and the reflections made throughout the two years. The closing day brought about a very meaningful way to sum-up our reflections and practices shared.



The snow fascinated us all in Kilkenny at our 2nd meeting

**IRELAND:** The warm welcoming by the Irish team and its ability to fill informal times were so heartfelt despite the weather conditions. Our stay in Ireland was an altogether exciting and joyous experience we shared with others, experiencing originality, artistic expression and surprising verbal and non-verbal exchanges. The organisation and informal exchanges were inspiring despite the frustration brought about by the weather.

**GREECE:** The “seven words on inclusion” activity remains a key moment of the exchange to discover what the vision of all participants meant. We were able to put in perspective our personal



definitions that we gathered through our history, education, cultural references, public policies, social environment, etc.) with those of other European citizens and inclusion workers. While deconstructing our representations on definitions and meanings, we deepened our reflections on the topic and shared examples of practices or methods to support our reasoning.



Group picture at our 3rd meeting in Rethymno

**FRANCE:** We were happy to open our doors and to share our context, our activities and meet some of our local partners. Interculturalism was at the heart of the programme as a meeting point of diversity.



Group picture at our 4th meeting in Bordeaux

# Index of Inclusion

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## **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 the process.

## **Progress**

The index was already used in the project's preparatory phase: Before the 1st meeting in Leipzig in December 2017, all project partners were invited to choose 5 to 10 questions from the index to illuminate the standard of inclusion and integration in their institution.

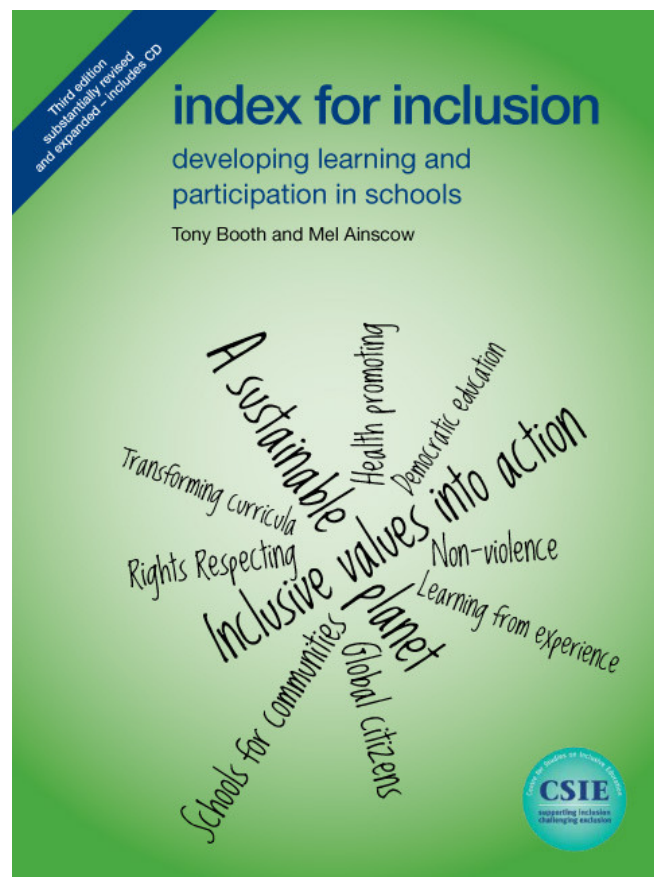
As the Index has a wide variety of questions and diverse participating organisations, we opted for not pre-defining the same set of questions for everyone, but letting the institutions choose the questions most suitable to describe their state of inclusion. Each partner was encouraged to freely choose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

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

### **Aims**

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

### **Progress**

After deciding on a topic, all participants must write the seven words relevant to the topic they consider most important on a sheet of paper within five minutes. In pairs, they need to come to an agreement about the seven words within five minutes.

Once this has been achieved, participants meet in groups of four for seven minutes to decide on the seven words in common. It continues in this vein by increasing the time for discussion with the growing groups as long as the participants are divided into two teams. Then everyone needs to come an agreement on seven words in common with everybody in the room involved.

### **Closure/ Sharing**

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



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 excitement or stress?
- h) How many different words/solutions did you come across?
- i) How do 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 with "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>



# Bordeaux interactive city tour

## « Bordeaux, citizen of the world »

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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 riches of the city. Short intercultural challenges occur during the experience in terms 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 and international openness as well as history. Most importantly, they experienced and felt first hand how open people were by means of 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.

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



# Life Stories

## Interviews on the experience of inclusion

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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

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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-](https://www.jugendfuereuropa.de/downloads/4-20-4060/RegainingEurope_WorkshopignityDiversityInclusion_Behrooz_AFSHARI.pdf)

[4060/RegainingEurope\\_WorkshopignityDiversityInclusion\\_Behrooz\\_AFSHARI.pdf](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 unequivocally 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"***





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