

Inclusion and Diversity: starting point or goal

TCA Thematic seminar “Inclusion & diversity: capacity building for
successful implementation” 27/09/2023 – 29/09/2023

Break-out session

Aija Tūna

Feelings of worth can flourish only in an atmosphere where individual differences are appreciated, mistakes are tolerated, communication is open, and rules are flexible – the kind of atmosphere that is found in a nurturing family.

- https://youtu.be/qtUdWJZ_ms?si=Vh20Lr7QENi4cMgs

Talking about diversity, ...



Context and background

- The principles of equality and inclusiveness are part of the core values of the European Union.
- Societies are increasingly diverse in many respects (cultures, abilities, social groups, sexualities, political opinions, identities, education, training, literacy levels etc.).
- Modern societies and political systems rely on the inclusion and active participation of citizens in the democratic process and public life regardless of their background or circumstances.
- Growing need to learn to navigate diversity and to create inclusive and cohesive societies in Europe.

Inclusion and Diversity for Quality Pedagogy

International Pedagogical Standards



Competent Teachers of the 21st Century



FOCUS AREA 1

Interactions

Interactions between adults and children, as well as peer interactions, are of key importance to supporting and influencing children's social, emotional, and cognitive development and promoting their learning on an ongoing basis. The role of the teacher is to provide opportunities for children to participate in processes to co-construct knowledge and meaning, to become self-confident learners and to develop into contributing and caring members of society.



FOCUS AREA 2

Family and Community

Strong partnerships among teachers, families, and other community members are essential for children's learning and development. Recognizing the role of the home learning environment and family as the first educational and social setting of a child, the teacher is to build bridges between the school and family/community and to promote ongoing two-way communication.



FOCUS AREA 3

Inclusion, Diversity, and the Value of Democracy

Promoting the right of every child and family to be included, respected, and valued; to participate; to work toward common goals; and to reach their full potential with a special focus on the most vulnerable is integral to quality pedagogy. The teacher serves as a model and assures that through everyday experiences, children learn to appreciate and value diversity and develop the skills to participate as active citizens.



FOCUS AREA 4

Assessment and Planning

Quality pedagogy recognizes the roles of assessment and planning in promoting the ongoing processes of learning that enable every child to succeed. The role of the teacher is to combine developmentally appropriate expectations, national requirements, freedom for creativity and exploration, and the interests and needs of individual children and groups of children into a cohesive framework.

ISSA'S DEFINITION OF QUALITY PEDAGOGY

Teaching Strategies

A quality pedagogical process builds on the belief that care, learning, and nurturing form a coherent whole and that every child's well-being and engagement are prerequisites for learning. While recognizing that learning happens in different ways and in diverse situations, the teacher uses holistically planned, diverse and meaningful teaching strategies that promote active learning and are based on democratic values.



FOCUS AREA 5

Learning Environment

The learning environment greatly influences children's cognitive, social, emotional, and physical development. By creating a physically and psychologically safe and stimulating environment, the teacher encourages children's learning through independent and group exploration, play, access to diverse resources and interactions with other children and adults.



FOCUS AREA 6

Professional Development

Quality pedagogy is implemented when teachers continually engage in ongoing professional and personal development, reflect on their practice, work cooperatively with others, model enjoyment of the process of lifelong learning, and support each child's development and learning.



FOCUS AREA 7

www.issa.nl

AMSTERDAM OFFICE—NETHERLANDS

International Step by Step Association
Keizersgracht 62-64 • 1015 CS Amsterdam, The Netherlands
Tel: (+31 0) 20 520 7505 • Fax: (+31 0) 20 520 7510 • Email: admin@issa.nl



BUDAPEST OFFICE—HUNGARY

International Step by Step Association
Nádor utca 23, IV/1 • H-1051 Budapest, Hungary
Tel: (+36 1) 354 3920 • Fax: (+36 1) 354 3925 • Email: issa@issa.hu

Target groups and diversity

Target group for the strategy - people with fewer opportunities in life, which put them at a disadvantaged situation compared to their peers as to participating in the programmes and/or in education and training systems.

Diversity in the context of this strategy refers to differences of all kinds;

- more obvious, such as ethnicity, religion, culture and language
- More complex, such as different (dis)abilities, educational levels, social backgrounds, economic situations, health statuses, or the place of origin.

What kind of school? What kind of society?



Barriers in accessibility and outreach

- Disabilities
- Health problems
- Barriers linked to education and training systems
- Cultural differences
- Social barriers
- Economic barriers
- Barriers linked to discrimination
- Geographical barriers

Challenges and possible interventions

Organizations should prepare the participants well for their project and support them before, during and after their experience.

Challenges

- Before the project
- During the project
- After the project

Interventions

Involvement in all stages



The strategy aims can be achieved by

- Establishing a **common understanding** of those who may be considered people with fewer opportunities and set up a coherent framework for including them in the programmes;
- Increasing **commitment to inclusion and diversity** from all actors in the programmes' actions and a positive approach to diversity of all kinds in the projects;
- **Supporting beneficiary organisations** in establishing more quality projects involving people with fewer opportunities (e.g. provide training, tools, funding, coaching etc.);
- **Reducing barriers** to participation in the programmes for people with fewer opportunities and helping applicants and potential applicants to overcome these barriers, as well as establishing appropriate conditions for learning, working or volunteering by addressing their support needs;
- Fostering the **recognition of the experience and competences** developed by people with fewer opportunities in the programmes and by the people working with them;
- Ensuring that the **focus on inclusion and diversity is taken into account at all stages** of the programmes' management and project life-cycle: before (promotion, outreach, support, assessment, etc.), during (participant selection, preparation, implementation, results, etc.) and after the project (evaluation, dissemination and exploitation of project outcomes, follow-up, etc.).
- Increase **the visibility of inclusion and diversity and its role** in the high quality implementation of the Erasmus+ and European Solidarity Corps Programmes.

Diversity is having a seat at the table, **inclusion** is having a voice, and **belonging** is having that voice be heard.

For consideration, inspiration and action 😊

<https://www.bing.com/videos/riverview/relatedvideo?&q=where+the+hell+is+matt+original&&mid=78447AD4F93232252F2278447AD4F93232252F22&&FORM=VRDGAR>