



# Social Inclusion: Inspiring Trends in European Funded Projects

Conclusions of the EACEA Thematic Cluster meeting - Brussels, 9 October 2017



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Cluster meeting**

**Brussels, 9 October 2017**



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## FOREWORD



This cluster meeting brought together over 130 social inclusion projects. It was the first event to involve projects from across three different programmes managed by EACEA: Erasmus+, Creative Europe and Europe for Citizens. I am glad to announce that it has proven to be a remarkable success.

I would like to take this opportunity to share with you the main trends and ideas that surfaced during this event. These ideas are the product of the active involvement of all participants in a spirit of knowledge-exchange and experience-sharing across different funding programmes.

Such exchanges are all the more important, as education, culture, arts and sport have the profound potential to address issues of social exclusion, adversity and racism in Europe. They help to facilitate intercultural dialogue, they foster social inclusion, and they strengthen European values of equality and tolerance.

Since 2014, when the current Erasmus+, Creative Europe and Europe for Citizens programmes were launched, we have supported more than 200 projects which focus on social inclusion. These projects, in the fields of education, training, youth, sport, culture, media and citizenship, aim to empower marginalised and disadvantaged citizens to participate fully in the economic, social, and political fabric of society. Above all else, it is this participation, this sense of being part of something bigger, that helps make individuals feel valued and important.

With this cluster meeting, we aimed to collect and exchange project experience from grassroots organisations that have hands-on involvement in the field, and to identify ideas and good practices as a blueprint for better policy and programme design.

In addition, participants had the opportunity to network throughout the day and establish new working relationships. This was of huge value, and helped strengthen and energise links amongst actors in the social inclusion field.

I hope that the results of the discussions and ideas presented in this publication will provide ample inspiration for an exciting new generation of social inclusion projects.

I invite you to visit our website [www.eacea.ec.europa.eu](http://www.eacea.ec.europa.eu) where you can learn more about Erasmus+ and the other programmes managed by us here at EACEA.

**Brian HOLMES**  
Director

Education Audiovisual and Culture Executive Agency

# 1. INTRODUCTION

Social inclusion is a complex issue that requires a comprehensive approach. Any viable approach must include economic and social factors, education and the sharing of values and principles. Through the European Commission, the European Union tackles this issue by developing and implementing policies, and by supporting projects funded through the Erasmus+, Europe for Citizens and Creative Europe programmes, which are managed by the Education, Audiovisual and Culture Executive Agency (EACEA). The projects that the European Commission supports span these three programmes, and tackle similar issues from different perspectives.

Europe is facing its worst refugee crisis since the Second World War. More than 1 million people have applied for asylum since 2015. Alarming levels of poverty, inequality and structural segregation pervade our societies, which in turn serves to feed extremism and radicalisation. The terrorist attacks in Europe in recent years remind us of the importance of safeguarding the fundamental values of the Union. Mobilising the education, culture and sport sectors in Europe, in accordance with the Paris Declaration<sup>1</sup> and the European Pillar of Social Rights<sup>2</sup>, is a vital step towards addressing these urgent problems.

Social inclusion is a priority issue which requires a wide range of expertise. How better to address it than to bring together as many stakeholders as possible? The cluster meeting organised by the EACEA was the first synergised cross-programme event focusing on a single theme. All attendees were actively encouraged to expand their network and engage with new stakeholders during the event. The meeting's unique participatory approach enabled them to offer fresh insights into the causes of social exclusion, and propose future steps towards fostering a more open and inclusive society. The purpose of the meeting was thus to exchange and collect project experiences from grassroots organisations, and identify good practices that could feed into European Commission policies. The workshop format of the event was ideal for networking and strengthening links between different actors in the field.

This report highlights the main discussions and ideas that emerged during this event, focusing on four areas:

- Intercultural dialogue and mutual understanding
- Giving voice and taking an active part in society
- Educators, workers, professionals, coaches, volunteers
- Solidarity in times of crisis - new models of social Inclusion

The report follows the structure of the meeting and summarises answers to questions raised in the workshops:

- Trends and challenges in European-funded projects on social inclusion
- Good practices emerging from project work
- Opportunities for synergies across sectors, programmes and projects

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<sup>1</sup> [http://ec.europa.eu/education/news/20150316-paris-education\\_en](http://ec.europa.eu/education/news/20150316-paris-education_en)

<sup>2</sup> [https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights\\_en](https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights_en)



## 2. CLUSTER MEETING

### Plenary session

The introductory plenary session focused on the policy context of social inclusion within the programmes managed by EACEA: Erasmus+, Creative Europe, and Europe for Citizens. It touched on the complexity of Europe's social inclusion problems in light of the refugee crisis and the recent terror attacks in Europe.

Brian Holmes, Director of EACEA, warmly welcomed participants from over 130 projects. Representatives from five Directorates of the European Commission: Education and Culture; Communication Networks, Content and Technology; Home Affairs; Employment and Research and Innovation.

Mr HOLMES highlighted the unique nature of this cluster meeting. For the first time, the EACEA had brought together projects from three of its different funding programmes, each of which tackles issues of social inclusion. Mr HOLMES presented the agenda for the day and then closed his address by expressing the Agency's hope that the meeting would help foster the exchange of ideas and experiences across different funding programmes and enable cross-sectorial cooperation between actors in relevant fields.

Mr Jose-Lorenzo VALLES, Head of Unit "Strategy and Investments" at the Directorate General for Education, Culture, Youth and Sport, centred his address on two main issues: the importance of social inclusion projects and the support of the European Commission. Mr VALLES used the stories of three young children to outline the human aspect of social inclusion. He described the experiences of a Roma girl, a boy with physical disabilities, and an Ethiopian refugee, each of whom had faced serious challenges and the threat of social exclusion. Each story demonstrated the specific human needs which are directly linked to social inclusion.

Mr VALLES pointed out that, thanks to the Commission's policies and the projects' results, we can contribute to supporting the needs of young children and help them to participate actively in society. These policies and projects allow vulnerable children to find their place, feel integrated and accepted, and thus increase their chances of meaningful social inclusion.

The EU tackles social inclusion issues through its policies and by providing support to projects, several of which were represented at the Cluster meeting. Some recent policy developments that are directly relevant to the discussion include the European Pillar of Social Rights<sup>3</sup>, which was officially launched in November 2017, as well as two recent Commission communications on Higher Education<sup>4</sup> and School development<sup>5</sup> which provide a framework for enhancing inclusive education and promoting social inclusion. A specific reference should be made to policy experimentations; an area in which the EACEA manages a number of projects. Alongside education and training, initiatives such as the EU Solidarity Corps<sup>6</sup>, the new work plan for sport<sup>7</sup>, and the European Year of Cultural Heritage 2018<sup>8</sup> are other examples of the commitment at EU level to mobilise citizens and governments to strengthen their efforts with regard to social inclusion.

### Panel debate 'Perception of Social Inclusion in different sectors'

The panel debate aimed to set the tone of the discussions that followed in the workshop sessions. Representatives of four projects in the areas of education, sport, citizenship and creative industries were invited to take part in the panel:

- Stanislava SCHENCK, aTempo (Germany) – Education
- Christophe BERTOSSI, French Institute of International Relations (France) – Citizenship
- Kurt VACHTER, Vienna Institute for International Dialogue and Cooperation (Austria) – Sport
- Antje BOEHMERT, DOCDAYS Productions, (Germany) – Media

<sup>3</sup> [https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights\\_en](https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights_en)

<sup>4</sup> Communication on a renewed EU agenda for higher education, COM (2017)247 final, 30.05.2017 <http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1496304694958&uri=COM:2017:247:FIN>

<sup>5</sup> Communication on School development and excellent teaching for a great start in life, COM (2017), 248 final 30.05.2017 <http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1496304694958&uri=COM:2017:247:FIN>

<sup>6</sup> [https://europa.eu/youth/solidarity\\_en](https://europa.eu/youth/solidarity_en)

<sup>7</sup> <http://data.consilium.europa.eu/doc/document/ST-9639-2017-INIT/en/pdf>

<sup>8</sup> <https://europa.eu/cultural-heritage>

The panellists debated "what social inclusion means for me" and "what is the biggest challenge". These questions soon gave way to lively discussion and interaction with the audience, and provided inspiration for subsequent discussions throughout the event.

Stanislava SCHENCK pointed out that when we talk about inclusion in education, the integration of disadvantaged groups into mainstream education needs to be addressed first. She explained that we have learned to label disadvantaged groups in various ways - learners with disabilities, learners living under the threat of social and/or economic exclusion, refugees, ethnic or religious minorities and others. She stressed a need for solutions to integrate these children and young people on an equal basis and to guarantee learning environments that are based on the principles of diversity, mutual respect and understanding. For her, inclusion should be perceived as a pre-condition to developing talents and fulfilling potential, rather than a challenge. Indeed, inclusion is not just the acceptance of otherness, she argued: it also means respecting the uniqueness of each individual and being willing to enter into permanent dialogue and mutual learning and being part of heterogeneous teams.

Christophe BERTOSSI, French Institute of International Relations (IFRI), noted that social inclusion should be understood to include equal access to material and symbolic resources, as well as the recognition of equal dignity and respect for all members in a multicultural society. He pointed out that in today's Europe there is a growing need to confront prejudice and intolerance. We should promote only one intolerance: the intolerance of social inequality. However, this is a difficult task because of the existence of negative perceptions and stereotypes about some groups (refugees, migrants, Muslims, working class, etc.) and the rise of nativism and xenophobic populism. Europe and EU integration have a role to play in addressing these issues and promoting the narrative of progress and social inclusion.

Kurt VACHTER, Vienna Institute for International Dialogue and Cooperation (AT), stated that equality and participation are key concepts when defining social inclusion. He gave examples of the challenges faced by his Institute when using sport activities and film-making in support of immigrants, refugees and other marginalised groups.

In addition, Antje BOEHMERT, DOCDAYS Productions (DE) pointed out that we need to move away from complacency and out of our comfort zones to confront the various fears that feed intolerance and prejudice. She also spoke about the role media should play in reaching out to socially disadvantaged groups and in finding the appropriate way to adapt the messages it wants to convey to these target groups.



## 3. THEMATIC WORKSHOPS

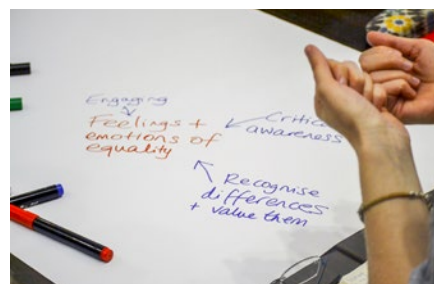
Participants were asked in a survey prior to the event what they expected to gain from the day. A clear majority indicated that they were keen to have ample opportunity to engage in meaningful networking activities. It was therefore important to choose a workshop format which would allow participants to be inspired by each other, to exchange good practises and arrive at new conclusions based on their discussions with others. On a more theoretical level it was also important to consider what social inclusion meant to them, why it is important and how they achieve it through their projects.

Each participant could choose to attend up to two thematic workshops, one in the morning and one in the afternoon. The workshops focused on different themes related to social inclusion: (1) intercultural dialogue and mutual understanding, (2) giving voice, taking an active part in society, (3) educators, workers, professionals, coaches, volunteers and (4) solidarity in times of crisis – new models of social inclusion.

Although the participants were from a wide array of different fields and sectors they soon realised that within their projects they had on the one hand common challenges they need to face, while on the other hand they had different views, ideas and approaches to address them. Here the differences in the backgrounds of such a diverse audience played a major role.

Therefore it was of particular importance that the workshops would not only be thematically oriented, but also that their set-up and methodology would trigger a collaborative and creative process. This is why different methods of the Art of Participatory Leadership were chosen, such as: world café, opera, open space and harvesting.

In the next section, the main outcomes of each workshop are presented. They are structured in a way that helps both practitioners and policy-makers of social inclusion to draw relevant conclusions. Thus, each workshop report commences with an overview of the topics that were discussed, followed by the main trends and challenges in social inclusion that were identified by the participants.



### WORKSHOP 1 : INTERCULTURAL DIALOGUE AND MUTUAL UNDERSTANDING

The following themes were discussed:

1. Building a sense of community and, in particular, how to accept the value of diversity, creating an environment of mutual understanding and respect and allowing everyone to participate and benefit from this process.
2. Identifying discrimination, overcoming stereotypes and negative perceptions and managing conflict. The topics were integrated into the workshop agenda and assigned to a discussion table.

#### Main trends and challenges

A common agreement among the different discussion tables was the necessity to reverse the discrimination, prejudice and fear trends in current society, in order to start an authentic community building process. The influence of mass media on public opinion, the lack of shared education policies to promote intercultural

learning and the distance of politics from the individuals were indicated as some of the main modern challenges to social inclusion.

Participants mentioned as a key challenge the need to strengthen the connection between policy-makers, practitioners and beneficiaries of social inclusion projects. It was put forward as a powerful motto: "nothing about us, without us". The motto aims to emphasize the urgency to quit the comfort zones created by stereotypes and, more importantly, to consider the target groups' point of view. The latter is necessary, in order to deal with the social change and create efficient policies, based on trustful and supportive frameworks of mutual respect. In this respect, the participants were of the opinion that cross-sectorial cooperation among community building actors, such as teachers, journalists, academics and politicians, is necessary. This should enable minorities to gain equal access to employment, education and information and, furthermore, to convey the messages stemming from local community achievements to the national and EU levels.

### Good practices

There was unanimity among the participants that diversity should be promoted as a value, and supporting the culture of diversity should be the main objective of all the good practices.

With regards to the local communities, a great responsibility was placed upon education institutions and NGOs in terms of creating competence-based curricula, combining formal and non-formal activities, including volunteering and teambuilding exercises to encourage participants with opposing views to meet, have constructive discussions and approach issues from different perspectives. These measures were intended to avert xenophobic or nationalistic reactions in the local communities, and to help all students develop critical thinking skills.

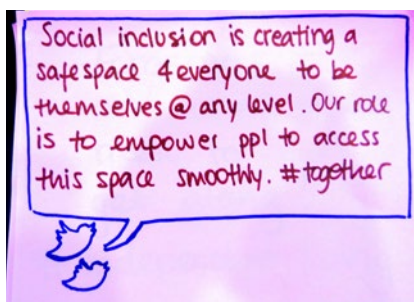
Concerning the vulnerable, often minority communities, each participant group provided examples of 'meeting spaces'. It was argued that such spaces should be provided, to give chances to these communities, on the one hand, to express their dignity and, on the other, to share their knowledge and skills with the local community. Sport, art, media and technology are powerful platforms or tools that can facilitate intercultural dialogue and help individuals to broaden their personal and cultural background.

### Examples of synergies and/or proposals for further cooperation

The cooperation between the local, national and international actors of social inclusion should be cross-sectorial and multi-directional. Such cooperation should promote the message that diversity is not a threat but enrichment.

At the horizontal level, the participants maintained that schools and NGOs should promote intercultural learning through non-formal and informal systems; the media should adopt a pedagogical strategy for intercultural education; sports and arts should act as non-verbal meeting spaces for integration. At a vertical level, it should be ensured that the social inclusion activities are mainstreamed at all stages, from local activists to national authorities and European bodies.

One way of helping people to embrace diversity is to support and strengthen their own individual and collective identity. By becoming better aware of the values of their own community and by feeling more self-confident in it, individuals may be more likely to view diversity as enriching. Finally, the importance of personal initiative among the younger generation was highlighted as well. Young people should be provided with adequate space and recognition and their views should be given serious consideration.



## WORKSHOP 2: GIVING A VOICE, TAKING AN ACTIVE PART IN SOCIETY

This workshop focused on three interrelated areas:

1. Challenges that make it difficult for people to have a voice and become part of society.
2. Emblematic cases where these difficulties were overcome or cases where the undertaken actions did not work were discussed.
3. Possible proposals to help people play an active role in society and how cooperation can be improved were raised.

### Main trends and challenges

The challenges of having or giving a voice and becoming an active part of society were grouped along three levels: the individual, the societal and the project level. The list of challenges at individual level, proved to be long. It included the difficulty of having a voice when one's basic needs are not fulfilled. This is the case of people with disabilities, minority or other vulnerable group members. How can someone have a voice when they don't speak the country's main language, lack the confidence to express themselves, are not aware of their own rights or do not know where to go to for help? Similarly, what happens to the voice of those people who feel that the system as a whole is hostile towards them, or to those who believe nothing will change even if they try to express themselves?

At the societal or political level, in addition to the lack of trust toward the system, the negative consequences of social inequalities were identified as an obstructive factor. It was argued that wide inequalities enhance desperation and the feeling that 'nothing can change'. As a result, people do not try to raise their voice or be more active as citizens.

Having a voice also depends also on the social environment. Some people may have an opinion and be expressing it, but only within the safety of their own narrow community. As soon as they find themselves in more diverse cultural environments they have difficulties in expressing themselves. The tendency of some community members to socialise primarily with people from the same background does not make things better. Such tendencies are exacerbated by certain policy choices, such as placing large groups of people who belong to a single community in the same social housing facilities. Even if mixed environments are supplied, they cannot substitute education, which is valuable because it allows people to develop self-confidence, communication skills and an understanding of more complex environments, including that of the EU as a whole.

At the project level there is a need to involve the target groups of social inclusion actions in the different stages of a project's lifecycle. In short, the motto 'nothing about us, without us' resurfaced. Another challenge had to do with the fact that some NGOs tasked with helping people taking an active part in society lack the organisation or copy the hierarchical structure and organisation of the community they are supposed to represent. As a consequence, achieving change becomes difficult. Some participants regretted the fact that funding is insufficient forcing them to see other NGOs or projects as competitors rather as potential collaborators.

### Good practices

The importance of formal education, teaching communication skills, informing about rights and creating a safer and more equal environment was highlighted. Good practices ranged from gathering people from different backgrounds to tackle common challenges together, and using art as a means of self-expression (especially useful for individuals with language difficulties or speech-related disabilities), to highlighting success stories of socially excluded persons who can act as role models and to using appropriate language or music to transmit the right messages.

Another case of good practice was the collective drafting of manifestos, because it prompts people to sit together and cooperate in order to determine what they want and how to disseminate their views. Finally, the theme of enabling socially excluded people to share their knowledge and skills, as a way of not only (re-) integrating them, but also as a way to appease the fears or prejudices, reappeared in this workshop.

At political level, it is important to reinforce the dialogue between policy-makers and citizens. Politicians should hear what citizens have to say and they should be kept accountable for the promises they make. For projects, this means involving the 'target group' at all stages of the project, from the design to the implementation, the dissemination and long term results. In addition to allowing a better identification of the needs, actors feel that they are valued and treated as equals and the project results are therefore more powerful.

### Example of synergies and/or proposals for further cooperation

This workshop identified a number of concrete proposals to improve existing or future initiatives:

- Networks are already used to share experiences and build new projects, but they should be reinforced and used in a more effective way.
- Study visits and exchanges should be encouraged, as seeing other practitioners in action for a period of time would enrich the quality of other projects.
- EACEA should have a staff member dedicated to helping to bring organisations together.
- Greater attention should be paid to the replication and upscaling of good practices, instead of constantly promoting new practices.
- Different sectors involved in social inclusion should identify areas where they can work together and give clear messages and feedback to policy-makers. For the moment, according to the participants of the workshop, only 1% of their proposals are actually adopted and implemented in practice.
- Partnerships between civil society organisations and authorities should be developed and try to move away from the constant competition between NGOs.
- The EU should set standards for social inclusion.
- Resource platforms dedicated to policy-makers should be created, allowing them to take stock of project results and conclusions.
- In addition to 'Information Days', 'Dissemination Days' should be organised to present the project results.
- The EU should promote successful projects and encourage national policy makers to upscale and financially sustain them in the long term.

## WORKSHOP 3: EDUCATORS, WORKERS, PROFESSIONALS, COACHES, VOLUNTEERS

The workshop focused on four themes: access to mainstream education, recognition of competences, informal and non-formal learning, and competences of trainers, workers, educators, volunteers and on support measures.

### Main trends and challenges

In the groups talking about 'access to mainstream education' the participants discussed the definition of mainstream education. They stressed the importance of good quality mainstream education and pointed out a number of obstacles in accessing it that are mainly due to issues related to language, culture, religion and gender barriers. Education must be learner-centred and there should be different types of approaches to address the needs of the different kinds of learners. There is also a need for more cooperation between formal, non-formal and informal education and for alternative training –priority should be given to vocational education. The difficulty of integrating people who have had a chaotic life into a structured system was also mentioned.

Another set of participants reflected on the 'recognition of competence, informal and non-formal learning'. They mentioned a lack of validation systems. There is a need to improve the mechanisms of and accessibility to recognition, which is important in accessing the labour market. The curricula should be changed to include

social skills. They also highlighted the need to use European frameworks for the recognition of competence/certifications and the existence of Europass and the Diploma Supplement.

A third group analysed the 'competence of trainers' topic. Their discussions revealed the necessity to have specialised training for the different groups (trainers, workers, etc.). People should be trained to face diversity and to include all groups in society, even the ones unwilling to integrate. The skills and competence of trainers (need for social inclusion skills, such as relationship, networking and empathy) should be validated. They also stressed the important role of the volunteers who must be trained too.

The last topic discussed was 'support measures'. Participants stressed the importance of training the trainers to manage the cultural diversity and empower grassroots organisations to lead changes. They suggested organising meetings of stakeholders at local and regional level in order to share good practice and to make support measures visible to all.

### Examples of synergies and/or proposals for further cooperation

Participants agreed on the following proposals:

- Include a larger variety of target groups
- Connect the projects of different programmes
- Work across sectors (for example, by devising programmes where school education, youth programmes and volunteering are combined) and to have good transferable practices
- Exchange existing tools and adapt them to different programmes
- Include health as a topic in the different projects
- Address the need for knowledge and skills recognition of migrants
- Provide easier access to information, particularly for visually impaired people.
- Opt for longer term projects because it takes time to implement sustainable projects and to disseminate the results
- Nationals Agencies should organise meetings with beneficiaries to exchange good practices

## WORKSHOP 4: SOLIDARITY IN TIMES OF CRISIS – NEW MODELS OF SOCIAL INCLUSION

The opening question, 'what is social inclusion?' invited participants to share their understanding of the topic from a cultural, personal and professional perspective. Asking how social inclusion can be achieved encouraged participants to consider the future trends and challenges for social inclusion, and how these will influence the education, culture and sport sector. Finally, participants put forward proposals in the form of ideas for future projects, and they identified what they would need in terms of resources, time, support and funding to achieve them.

### Main trends and challenges

The majority of groups identified a series of challenges such as climate change, technological advances, political instability and the rise of populism that require immediate action from civil society. Two participants provided examples of the challenges they faced due to snap elections, referendums and changes in government ministers. These political changes halted progress on their projects due to shifting priorities and cuts to the education and culture sector. In addition to the concrete examples provided, one of the key challenges that arose from the group discussion was how projects can plan ahead and be prepared for such issues and other potential crises such as mass migration due to climate change.

### Good practices

Good practices that emerged from project work included investing in communication materials and optimising social media to engage audiences and extend the outreach of a project. Many participants

stressed that target groups should be actively incorporated into all phases of the project lifecycle, and suggested that they should be able to be involved in the evaluation of project applications and policy making. Rather than providing examples of projects that have successfully been up-scaled, participants expressed their frustration and inability to upscale, mainstream and continue their projects beyond the envisaged lifecycle due to a lack of funding and support.

### **Examples of synergies and/or proposals for further cooperation**

Many participants spoke of the added value that multi-level stakeholder engagement brings to a project. The involvement of ministries was described as being particularly beneficial in raising the profile and visibility of projects. With regards to proposals for fostering cooperation, the idea of 'leaving your comfort zone and engaging with stakeholders that you wouldn't usually engage with' was repeated by numerous groups in the workshop sessions. Participants stated that the police force, social workers and private corporations should be involved in discussions on social inclusion and the work of NGOs, which could in turn encourage them to collaborate and take action.

Whilst participants acknowledged that refugees are an important target group, many also felt that the constant discussion and reference to refugees and migrants within the framework of social inclusion overshadows other important marginalised or disadvantaged groups, for example LGBTQ+ communities, the elderly, Roma communities, the unemployed, etc. Participants stated that the Erasmus+ programme as a whole could do more to support participants with disabilities, do outreach work to enable marginalised groups to take part in a mobility, and fund non-formal and formal civic education. Finally, multiple groups felt that there is a need for greater coherency and consistency in EU policy in the field of social inclusion, as well as an increased effort to improve communication between projects, the Commission and politicians.

In terms of activities that could be financed by the new funding programme, participants suggested bringing back actions that focus on seniors, learners from disadvantaged backgrounds and learners with disabilities. The Grundtvig Programme for Seniors which existed in the past could be re-created and called "Seniors in action" (along the lines of "Youth in action"). To achieve tangible results in increasing the mobility of seniors and disadvantaged learners, organisations and higher education institutions should be provided with additional resources such as specialised staff training and pedagogical tools that facilitate learning for those with visual or hearing difficulties. Funding to improve the infrastructure of organisations in order to cater for learners with physical disabilities would also be required to ensure fair and equal access to mobility opportunities.

The comments that were most frequently raised in both the morning and afternoon sessions by numerous groups included allowing flexibility within budgets so that they can be adapted to real costs and changes during long-term projects; shifting the focus in calls from the innovative nature of projects to the sustainability and longevity of projects; and having a separate fund for outstanding projects to continue beyond the project lifetime and be supported in the process of upscaling on a national or European level (where appropriate). The importance of this final point was emphasised by project coordinators from Member States whose governments are unsupportive or hostile towards their project objectives. Coordinators stressed the importance of EU funding, and called for additional grants to be made available so that projects can take risks and try out new ideas.



## 4. CONCLUSIONS

This pilot cluster meeting brought together 132 social inclusion projects from three programmes managed by EACEA: Erasmus+, Creative Europe and Europe for Citizens. Discussions in the plenary session and during the workshops provided fresh insights into the causes of social exclusion, and pointed at future steps to foster a more open, equal and inclusive society. The meeting was also an opportunity to establish contacts among representatives of various projects and strengthen the links among various actors, such as schools, sport organisations, NGOs, social services, national authorities and creative and cultural industries.

The event provided a platform for project representatives across different sectors and funding programmes to meet and to exchange ideas on how to improve the organization and outcomes of EU-funded projects on social inclusion.

A number of important conclusions emerged at the end of the discussion:

### **Empower vulnerable and disadvantaged people**

Participants emphasised that projects need to involve the people they aim to support from the beginning of the projects' activities, instead of simply presenting them with the end product. Disadvantaged and vulnerable people have to be provided with authentic opportunities to share their experiences and express their views as equals. In addition, it is important to realise that by enabling them to share their knowledge and skills with others, the society as a whole benefits.

To be successful and reach the groups they aim to help, projects need to actively look for role models and ambassadors, and to use multiple channels of communication, including social media, art and sport. Anticipating language barriers and acknowledging that disadvantaged groups are made up of individuals who face different challenges and have different needs, is yet another condition for improving project results.

### **Engage with public authorities and other stakeholders**

Another important conclusion is that there is a clear need to bring project results to the attention of policy makers at all levels, and to create a platform for dialogue between projects and government bodies. Participants noted that they need to learn how to communicate effectively with public authorities and, at times, help overcome local or national resistance towards certain projects. It is also important to bridge the gap of perceptions and to address underlying fears in the majority by forging closer connections with local politicians, teachers and the media. Rethinking the cooperation between social services and promoting joint actions and cross-sectorial approaches would be another way to advance social inclusion.

### **Promote synergies between EU-funded projects**

It was acknowledged that there is scope to improve the communication and coordination among projects. This in turn would encourage mutual learning and will help to avoid overlapping actions. Targeted funding could be allocated for collaboration between projects and for the setting up of project networks that focus on related topics. There is also need to guarantee the sustainability of projects and provide financial support at the end of the project cycle for the dissemination of results and for opportunities to feed into the policy-making process. The follow up of outstanding projects should be ensured, and it could be useful to provide funding for staff exchanges and study days.

### **Increase the visibility of projects on social inclusion**

Participants agreed that we need to explain and demonstrate the positive aspects of social inclusion and provide more visibility to successful projects. In the future, it would be beneficial to organise a European week of social inclusion, similar to the very successful European week of vocational education and training. We also need to increase our presence on social media and present project information in an attractive way. Clearly, this Cluster meeting has been an important step in bringing projects together for discussion on issues of common interest. Hence, similar events could be organised in the future to continue the conversation and develop new ideas.

### Flexibility in the new EU funding programmes

Looking forward to the new programmes, project representatives suggested that a broader approach to social inclusion that does not focus on one specific topic or target group could be considered. A less rigid approach that would address the situations in all participating countries would be suitable.

Participants stated that the Erasmus+ programme as a whole could do more to support people with disabilities, do outreach work to enable marginalised groups to take part in a mobility, and fund non-formal and formal civic education. Moreover, a unique call for projects on social inclusion as a whole would help the advancement of cross-sectorial cooperation.

Finally, it would be useful to allow more flexibility in the allocation of EU funding through a combination of multiannual and annual priorities, as well as within project budgets so that they can be adapted to real costs and changes overtime.



# ANNEXES

## Programme of the meeting

Date: 9 October 2017

Venue: Thon Hotel, Rue de la Loi 75, 1040 Brussels, Belgium

8:00 - 9:00	Registration and welcome coffee
9:00 - 11:15	<b>Plenary Session</b>
9:00 - 9:30	<b>Welcome and opening</b> Chairperson: <b>Mónika HOLIK</b> , Head of Unit, A1, EACEA <b>Brian HOLMES</b> , Director of EACEA <b>Jose-Lorenzo VALLES</b> , Head of Unit, A1, DG EAC, European Commission
9:30 - 10:30	<b>Perception of Social Inclusion in different sectors</b> Panel discussion moderated by <b>Gillian McLAUGHLIN</b> , Programme Coordinator, B1, EACEA and <b>Luciano DI FONZO</b> , Programme Coordinator, A6, EACEA With: Mrs Stanislava SCHENCK, aTempo (DE) Mrs Antje BOEHMERT, DOCDAYS Productions (DE) Dr. Christophe BERTOSI, French Institute of International Relations (FR) MA Kurt WACHTER, Vienna Institute for International Dialogue and Cooperation (AT)
10:30 - 11:15	<b>Ice breaker and Coffee break</b> <b>Gillian McLAUGHLIN</b> , Programme Coordinator, B1, EACEA
11:15 - 13:00	<b>Parallel workshop sessions (1<sup>st</sup> part)</b> 1. Intercultural dialogue and mutual understanding 2. Giving voice, becoming active part of the society 3. Educators, workers, professionals, coaches, volunteers 4. Solidarity in times of crisis, new models of social engagement
13:00 - 14:30	<b>Networking Lunch</b>
14:30 - 16:15	<b>Parallel workshop sessions (2<sup>nd</sup> part)</b> 1. Intercultural dialogue and mutual understanding 2. Giving voice, becoming active part of the society 3. Educators, workers, professionals, coaches, volunteers 4. Solidarity in times of crisis, new models of social engagement
16:15 - 16:45	<b>Coffee Break</b>
16:45 - 17:15	<b>Conclusions (Plenary room)</b>
17:15 - 18:00	<b>Networking Cocktail</b>

## List of participants

	Programme	Last Name	First Name	Organisation	Country
1	Erasmus+	ABERG	Rasmus	ESN	BE
2	Erasmus+	ALEXANDER	Hanan	University of Haifa	IL
3	Erasmus+	ALLINSON	Katherine	Universites UK International	GB
4	Erasmus+	AMEDU	Saliu	African Empowerment Centre	SE
5	Erasmus+	ANASTASIA	Silvia	AICCREVE	IT
6	Erasmus+	ANDREOPOULOS	Nicos	Ksdeo "edra"	GR
7	Europe for Citizens	ANTONAKAKIS	Georgios	Institute of Research and Training on European Affairs	GR
8	Erasmus+	ARANDA	Cecilia	International Falcon Movement - Socialist Education International	BE
9	Erasmus+	ARDUINO	Veronica	Bureau Europeen du Scoutisme ASBL	BE
10	Erasmus+	ARSOVA NETZELMANN	Tzvetina	SPI Forschung gGmbH	DE
11	Erasmus+	ASCARI	Andrea	CEIS Formazione	IT
12	Erasmus+	AULTON	Simon	The IARS International Institute	
13	Erasmus+	BÄCKBOM	David	Parasport Sweden	SE
14	Erasmus+	BALÁŽ	Peter	Edukácia@Internet	SK
15	Erasmus+	BALLA	Ágnes	Expanzio Ltd.	HU
16	Erasmus+	BARALDI	Claudio	UNIMORE	IT
17	Creative Europe	BOEHMERR	Antje	DOCDAYS Productions	DE
18	Erasmus+	BRICMAN	Alina	EUJS - European Union of Jewish Students	BE
19	Erasmus+	BRIGA	Elisa	EFIL - European Federation for Intercultural Learning	BE
20	Erasmus+	BROSENS	Dorien	Vrije Universiteit Brussel	BE
21	Erasmus+	BYRNE	William	Special Olympics Europe Eurasia	IE
22	Erasmus+	CAROLINE	van den Buijs	Department of Education and Training Flanders	BE
23	Europe for Citizens	CELOT	Paolo	EAVI	BE
24	Erasmus+	CENTOLA	Francesca	Eurocarers	BE
25	Erasmus+	COIS	Antonin	La Ligue de l'enseignement	FR
26	Erasmus+	COSTA	Vítor	University of Beira Interior/BSAFE Lab	PT
27	Erasmus+	DAVID	Anca	VIEWS International aisbl	BE
28	Europe for Citizens	DE BONFILS	Laura	Volonteuropé	BE
29	Erasmus+	DIJK	Dorien	Knowledge Centre for Sport NL	NL
30	Erasmus+	DRONIC	Aliona	Psiterra Association	RO
31	Erasmus+	DUPOUEY	Valentin	JEF Europe	BE
32	Erasmus+	DURKOVICS	Bianca	Vlaams Ondersteuningscentrum voor het Volwassenenonderwijs vzw (VOCVO)	BE

33	Erasmus+	EIJKELHOF	Harrie	Freudenthal Institute, Faculty of Science, Utrecht University	NL
34	Europe for Citizens	ELEZOVSKI	Ashmet	National Roma Centrum	MK
35	Erasmus+	ESPOSITO	Gilda	University of Florence and Epale Amba	IT
36	Erasmus+	FRANCESCON	Stefania	World Association of Girl Guides and Girl Scouts (WAGGGS)	BE
37	Europe for Citizens	GABRIELLA	Civico	European Volunteer Centre (CEV)	BE
38	Erasmus+	GENCHI	Rosario	Centro Universitario Sportivo Palermo	IT
39	Erasmus+	GODFROID	Julie	European Peer Training Organisation (EPTO)	BE
40	Erasmus+	GOJKOVIC	Tamara	Youth for Exchange and Understanding	BE
41	Erasmus+	GONZALEZ NUÑEZ	Víctor	Universitat Autònoma de Barcelona	ES
42	Erasmus+	GRILLI	Elena	MetropolisNet EEIG	DE
43	Europe for Citizens	GRYMEK	Alicja	British Council	PL
44	Erasmus+	GUDIÑA CANICOBA	Angel	Don Bosco International	BE
45	Erasmus+	HACKL	Cornelia	RC EU Office, Austrian Red Cross	BE
46	Erasmus+	HAJTMANKOVA	Marcela	Interkulturelles Zentrum	AT
47	Europe for Citizens	HALHEAD	Vanessa	European Rural Community Alliance and European Rural Parliament through Hela Serige skal leva	GB
48	Europe for Citizens	HARDY	Angélique	AEDH - Association Européenne pour la défense des Droits de l'Homme	BE
49	Erasmus+	HERNIK-ŚLUSARCZYK	Agata	Foundation for the Development of the Education System, Polish NA of Erasmus+	PL
50	Erasmus+	HOFFMANN	Dražen	GONG	HR
51	Erasmus+	IACOBESCU	Gabriela-Eugenia	University of Craiova	RO
52	Erasmus+	IBÁÑEZ-ANGULO	Mónica	Universidad de Burgos	ES
53	Erasmus+	IONESCU	Mihaela	ISSA - International Step by Step Association	NL
54	Erasmus+	ISAKSEN	Runo	Norwegian Centre for International Cooperation in Education	NO
55	Europe for Citizens	JANECKOVA	Hedvika	Multikulturni centrum Praha	CZ
56	Erasmus+	JASIŃSKI	Tomasz	Polish NA	PL
57	Erasmus+	JAZBUTYTE	Rugile	Lithuanian Youth and Children Center	LT
58	Creative Europe	JONES	Ingrid	acta	GB
59	Creative Europe	KAMTSIS	Nicholas	Kentro Spoudon Laikou Theatrou	GR

60	Erasmus+	KOLAMETS	Terje	ADICE	FR
61	Erasmus+	KOZINA	Ana	Educational Research Institute	SI
62	Erasmus+	KRONIKA	Karin	BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH	AT
63	Erasmus+	LAURELLI	Cinzia	International Yehudi Menuhin Foundation	BE
64	Erasmus+	LEPRETRE	Laura	HEG	BE
65	n/a	LEWIS	Rosanna	British Council	BE
66	Creative Europe	LYONS	Joanne	Candoco Dance Company	GB
67	Erasmus+	MADELEINE	Carolina	University of Alicante	ES
68	Erasmus+	MAGLIO	Elena	ELSA	BE
69	Europe for Citizens	MANWEILER	Freda	Smashing Times Theatre Company	IE
70	Erasmus+	MARÍA	Vieites Casado	CREA-UB	GB
71	Erasmus+	MARTY	Marion	CIEP	FR
72	Erasmus+	MATTL	Ulla-Alexandra	Lifelong Learning Platform	BE
73	Erasmus+	MAY	Rachel	Homeless World Cup	GB
74	Erasmus+	MEIER	Einar	NOKUT	NO
75	Erasmus+	MERINGOLO	Patrizia	University of Florence Department of Education and Psychology	IT
76	Erasmus+	MEUS	Rein	Don Bosco Youth-Net ivzw	BE
77	Erasmus+	MEŽNARIĆ	Melanija	Zagreb sport association of persons with disabilities	HR
78	Erasmus+	MILEVA	Nevena	University of Plovdiv Paisii Hilendarski	BG
79	Creative Europe	MILEVA	Mina	activist38	BG
80	Erasmus+	MIRTA	Castellaro	Fondazione Hallgarten Franchetti Centro Studi Villa Montesca	IT
81	Erasmus+	MONTI	Sara	Municipality of Prato	IT
82	Erasmus+	MOREIRA	Joana	Todos a Galope - associação equestre	PT
83	Creative Europe	MURPHY	Ailbhe	Create, national development agency for collaborative arts	IE
84	Erasmus+	NOVAK	Meta	University of Ljubljana, Faculty of Social Sciences	SI
85	Erasmus+	OPERTI	Francesca	EAEA	BE
86	Erasmus+	PALA	Maria Rita	Volontariat International Femmes Education Developpement	IT
87	Erasmus+	PAPAMICHAEL	Elena	Cyprus Pedagogical Institute, Ministry of Education and Culture	CY
88	Erasmus+	PAREDIS	Eline	EPOS	BE
89	Erasmus+	PARSADANISHVILI	Nino	Ivane Javakhishvili Tbilisi State University	GE
90	Erasmus+	PAVLOVIC	Visnja	Forum for Freedom in Education	HR
91	Erasmus+	PEÑA RAMOS	Cristina	Aflatoun International	NL
92	Europe for Citizens	PERTSINIDI	Myrto-Helena	Jugend- & Kulturprojekt e.V.	DE

93	Erasmus+	PHILLIPS	Sarah	Eurodiaconia	BE
94	Erasmus+	PLASZCZYK	Elzbieta	Foundation in Support of Local Democracy	PL
95	Erasmus+	POIM	Maari	Archimedes Foundation Youth Agency/Estonian Erasmus+ YIA NA	EE
96	Erasmus+	PONOMAREVA	Inna	Moscow State University of Geodesy and Cartography (MIIGAiK)	RU
97	Erasmus+	PRODROMIDOU	Alexandra	South-East European Research Centre, The International Faculty of the University of Sheffield	GR
98	Erasmus+	RANIERI	Maria	University of Florence	IT
99	Erasmus+	RASELL	Michael	University of Lincoln	GB
100	Erasmus+	RIDOUT	David	Central European University	HU
101	Europe for Citizens	ROSS	Maari	NGO Mondo	EE
102	Europe for Citizens	RUIPÉREZ CANALES	Javier	Euro-Arab Foundation	ES
103	Erasmus+	RUSEVA	Gabriela	Telecentre Europe aisbl	BE
104	Erasmus+	RUTTEN	Louise	AEGEE-Europe	BE
105	Europe for Citizens	RYNGBECK	Annica	Social Platform	BE
106	Erasmus+	SCHAEFER	Felix	European Olympic Committees, EU Office	BE
107	Erasmus+	SCHENCK	Stanislava	Spendenberatung SCHENCK	DE
108	Erasmus+	SENDER	Anna-Lena	DAAD - German Academic Exchange Service	BE
109	Erasmus+	SERAFINI	Valentina	Centro Sportivo Italiano	IT
110	Erasmus+	SOFER	RHONDA	Gordon Academic College of Education	IL
111	Erasmus+	SOLOMON	Alexandra	MIJARC Europe	BE
112	Erasmus+	SOMOGYI	Eszter	OBESSU	BE
113	Europe for Citizens	SOSPIRO	Gabriele	ECEPAA	BE
114	n/a	STEINSDOTTIR	Tinna Ros	Eurochild	BE
115	Erasmus+	SZABÓ	Csilla	Tempus Public Foundation	HU
116	Erasmus+	TEUNISSEN	René	Avans University of Applied Sciences, School of Health	NL
117	Erasmus+	TiŠLJAR	Maja	Europa Esperanto-Unio	DE
118	Erasmus+	TOLNAY	Orsolya	ENGSO - The European Sports NGO	AT
119	Erasmus+	TRUNK ŠIRCA	Nada	International School for Social and Business Studies	SI
120	Europe for Citizens	TUCCI	Giuseppina	European Alternatives	IT
121	Erasmus+	VACANTI	Francesca	CESIE	IT
122	Erasmus+	VALENTINI	Altheo	Associazione Centro Studi Città di Foligno	IT

123	Erasmus+	VALLEBONA	Francesco	Icaro	IT
124	Erasmus+	VERSPEETEN	Andries	Ghent University	BE
125	Erasmus+	VESLIGAJ-DAMIS	Jasna	Center Naprej	SI
126	Erasmus+	VISONE	Tommaso	CesUE	IT
127	Erasmus+	WACHTER	Kurt	Vienna Institute for International Dialogue and Cooperation (VIDC)	AT
128	Creative Europe	WARRACK	Nigel	The Flying Gorillas	GB
129	Erasmus+	WRIGHT	Jenna	University of Glasgow	GB
130	Erasmus+	WYSSLING	Joachim	European University Foundation	LU
131	Erasmus+	XHOMAQI	Brikena	Lifelong Learning Platform	BE
132	Erasmus+	ZURLO	Maria Clelia	University of Naples Federico II	IT







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