

The 5-day-lasting international seminar “Practices, Potentials and Perspectives (3Ps) of Inclusive Education” deals with how to efficiently use non-formal learning methods to sustainably foster inclusion and empower children and young people with limited access to civic life and self-realisation. It aims at enabling teachers, facilitators, multipliers and activity leaders in civil society organisations and schools to work together on projects to design, realize and reflect on non-formal learning processes and group dynamics of high impact, with a clear focus on inclusion groups.

3Ps comprises of intellectual, emotional and mainly practical/exercising elements. It provides the participants with an advanced possibility to exchange, acquire and exercise new tools in inclusive education and inclusion work, non-formal education, to identify best practices, and to plan partnerships resulting in a development and action plan for the professional future.

The involved partner organisations get a chance to compare local realities, assess their own work and strategy in inclusive education, foster new partnerships and projects and to set up a development and action plan for their inclusion work. The exchange of best practices and experiences during 3Ps will enable and encourage the partner organisations to add a strong perspective of innovation and participation to their future educational activities, and also by this way, to diversify the methodology they use with their target groups.

The aim of the seminar is to gather representatives of organisations working on the topic of inclusive education and to explore with these representatives how non-formal learning methods can be used in an efficient manner to foster inclusion in the classroom/NGO activities. The seminar also aims at discussing on can civil society organisations and educational institutions (schools) join their efforts and competences to design and realize projects using non-formal learning methods of high impact, with a strong focus on inclusion.

In a nutshell, the main thing to be said about the objectives of 3Ps is the following:

3P will contribute to an overall raise of quality and impact of the methodologies used in inclusive education: the use of adequate non-formal learning methods with different target groups / inclusion groups is highly important in order to implement high-quality youth projects. During this seminar, the representatives of grassroots NGOs and schools go through a sharing and learning processes together in order to create synergy among the different actors.

Objectives of 3Ps:

1.) general objectives:

- to create a safe and respectful atmosphere to allow for a maximum of exchange and learning;
- to provide facilitated and coached opportunities on group-level and on individual level for reflection, assessment and evaluation;
- in order to promote European cooperation in the youth field, we would like to strengthen the networking among the partners of the project and to provide structured space and time for partnership building in the V4 countries;
- to hold the seminar in a way (methodology, documentation) that there is a high sustainability and transfer ratio of knowledge and motivation once the participants return to their home, as well as follow-up activities;
- to raise the awareness for cultural-sensitive issues, and to share an idea of the different realities we live in;
- To promote interethnic and intercultural understanding and fight against racism and xenophobia;
- to strengthen the impact and recognition of non-formal learning methods by establishing long-lasting partnerships between educational institutions, schools and civil society organisations working all for inclusive education.

2.) content-related objectives:

- to invite participants to share their ideas about the meaning, connections and concepts behind non-formal education and inclusion;
- to exchange already existing good practices and methods in inclusive education → knowledge transfer;
- to provide the participants with an opportunity to reflect on past experiences as non-formal learning practitioners and inclusion workers, and to identify strengths and weaknesses;
- to go through a reflection and evaluation process using joint efforts to identify challenges and solutions in inclusive education (in both formal and non-formal educational settings);
- to provide the participants with a set of specific tools and techniques, and to exercise them on the spot (workshop contribution from some of the participants)
- to point out and analyse target group oriented approaches in group dynamics;
- to provide the participants with a profound understanding of the competences required in non-formal learning with inclusion groups, and to provide them with tools to measure the impact and relevance of their activities.
- to offer a structured and coached opportunity to the participants to elaborate future projects and development plans for the inclusion work of their organisation.