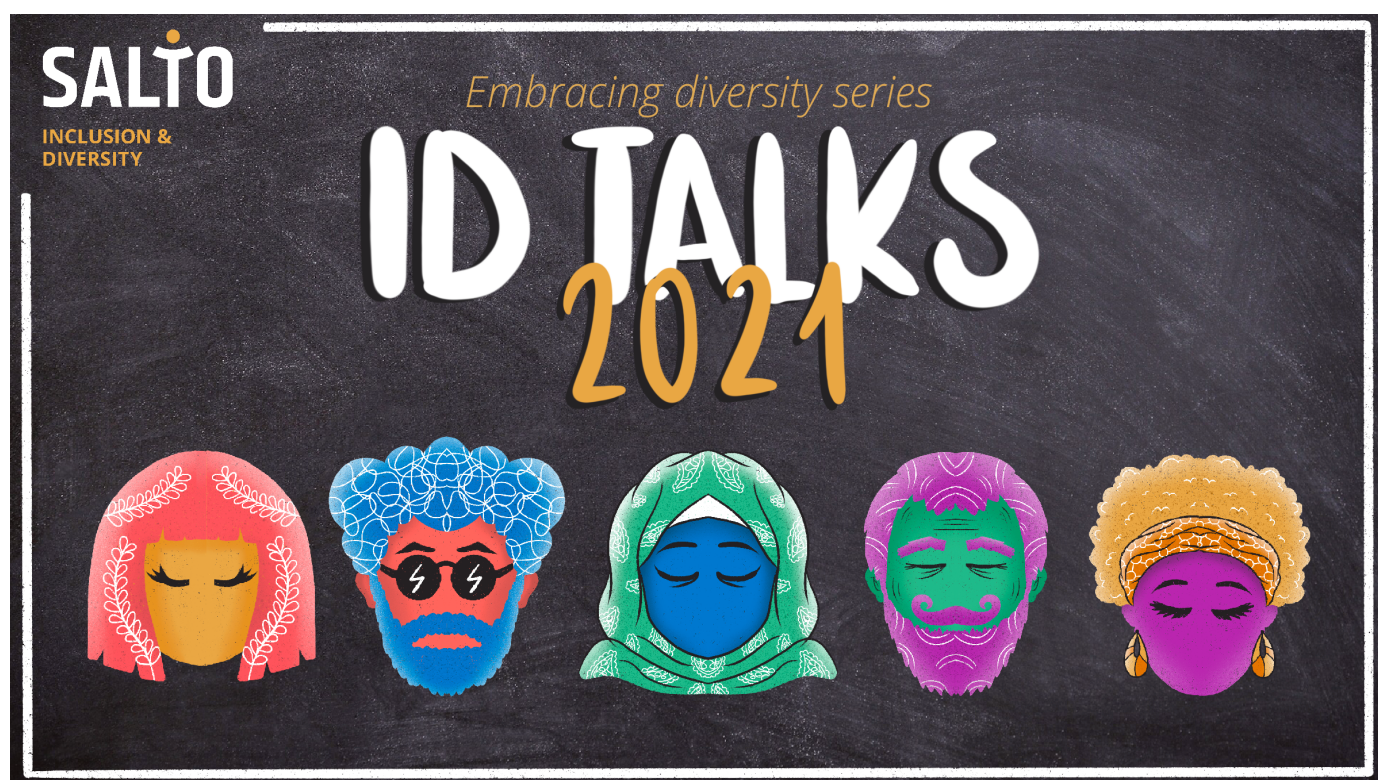


ID TALKS!

*A series of 5 online workshops on 5 major topics in the promotion of "Embracing Diversity".
How can differences become a source of learning rather than conflict or prejudice?*



ID Talks:

FAITH
ABILITIES
MIGRATION
INTERGENERATIONAL
INTERSECTIONAL

Download this and other SALTO Inclusion & Diversity booklets for free at www.SALTO-YOUTH.net/Inclusion/. This document does not necessarily reflect the official views of the European Commission, the SALTO Inclusion & Diversity Resource Centre or the organisation co-operating with them.

ABOUT SALTO

...‘Support and **A**dvanced **L**earning and **T**raining **O**pportunities within the Erasmus+: Youth in Action and European Solidarity Corps programmes’. The European Commission has created a network of seven SALTO-YOUTH Resource Centres to enhance the implementation of the EU Erasmus+: Youth in Action and European Solidarity Corps programmes, which provide young people with valuable non-formal learning experiences.

SALTO’s aim is to support the implementation of the European Erasmus+: Youth in Action and European Solidarity Corps Programmes with regard to priorities such as Social Inclusion, Diversity, Participation, and Solidarity. SALTO also supports co-operation with regions such as EuroMed, South-East Europe, or Eastern Europe and The Caucasus and coordinates all training and co-operation activities, as well as information tools for National Agencies.

In these European priority areas, SALTO-YOUTH provides resources, information, and training for National Agencies and European youth workers. Most of these resources are offered and disseminated at www.SALTO-YOUTH.net. Find online the [European Training Calendar](#), the [Toolbox for Training and Youth Work](#), the database of youth field trainers active at the European level ([Trainers Online for Youth or TOY](#)), links to online resources, and much more.

SALTO-YOUTH actively co-operates with other actors in the European youth field, among them the National Agencies of the Erasmus+ and European Solidarity Corps programmes, the Council of Europe, the European Youth Forum, European youth workers and trainers, and training organisers.

THE SALTO-YOUTH INCLUSION AND DIVERSITY RESOURCE CENTRE WWW.SALTO-YOUTH.NET/INCLUSION/

The SALTO-YOUTH Inclusion and Diversity Resource Centre (based in Belgium Flanders) works together with the European Commission to support the inclusion of young people with fewer opportunities in the Erasmus+: Youth in Action and European Solidarity Corps programmes. Through that, it works to contribute to social cohesion in society at large. SALTO Inclusion and Diversity also supports the National Agencies and youth workers in their inclusion work by providing training, developing youth work methods, disseminating information via the newsletter, etc. By offering opportunities for training, exchange, and reflection on inclusion practice and diversity management, SALTO Inclusion & Diversity works towards the visibility, accessibility, and transparency of its inclusion & diversity work and resources, and towards making ‘inclusion of young people with fewer opportunities’ and ‘positive diversity management’ a widely supported priority.

For more information and resources, have a look at the Inclusion & Diversity pages at www.SALTO-YOUTH.net/Inclusion/



DISCLAIMER

This magazine contains pictures as a result of the Graphic Recording which is an integral part of all the ID Talks events. There are four types of styles throughout the whole magazine.

- **General Cover Picture.** It is used for promotional reasons throughout the social media channels and the dissemination materials and it depicts the logo of SALTO Inclusion & Diversity, the title, and the graphic elements of each version of the ID Talks events. It is displayed as a cover picture of each ID Talks version.
- **Portrait of Speaker.** It depicts each speaker and a few graphic recording elements such as written parts of their "speech" and/or any other graphics according to the style of each ID Talks version. It is displayed on top of the speaker's description page.
- **Main Graphic Recording Card.** It is used for promotional reasons throughout the social media channels and the dissemination materials and it depicts the logo of SALTO Inclusion & Diversity, the title, and the graphic elements of each version of the ID Talks events, including the specific name of the event, the portrait of the speaker, written quotes of their "speech" and/or any other graphics. It is displayed on top of the first page of each article.
- **Graphic Recording Elements.** Throughout each article, the graphic recording elements complement the text with essential parts of each speaker's "talk".



ID Talks "Embracing Diversity"

What is it all about?

A short description

ID Talks is a series of 5 stand-alone online events (workshops) of up to 90 minutes each, with inspiring guest speakers, thought-provoking insights, discussion in small groups, and Q&A sessions.

How can differences become a source of learning rather than conflict or prejudice?

This is a key question "ID Talks" want to help individuals and organisations to reflect upon and try to answer. After a successful first edition in the autumn of 2020, we are organizing the second edition of ID Talks this spring, with new topics and under the motto "Embracing Diversity".

For whom?

Youth workers, youth leaders, professionals, and volunteers involved in ID in the EU youth programmes, as well as all those interested in youth work and Inclusion & Diversity topics.

Main objectives:

- To provide food for thought and learn from inspirational ID stories;
- To provide an opportunity to learn about ID topics from the youth work sector and beyond;
- To get information, inspiration, methods to help the youth sector address ID;
- To inform about and contribute to quality (international) youth work;
- To identify and learn how to tackle existing and future challenges within ID;

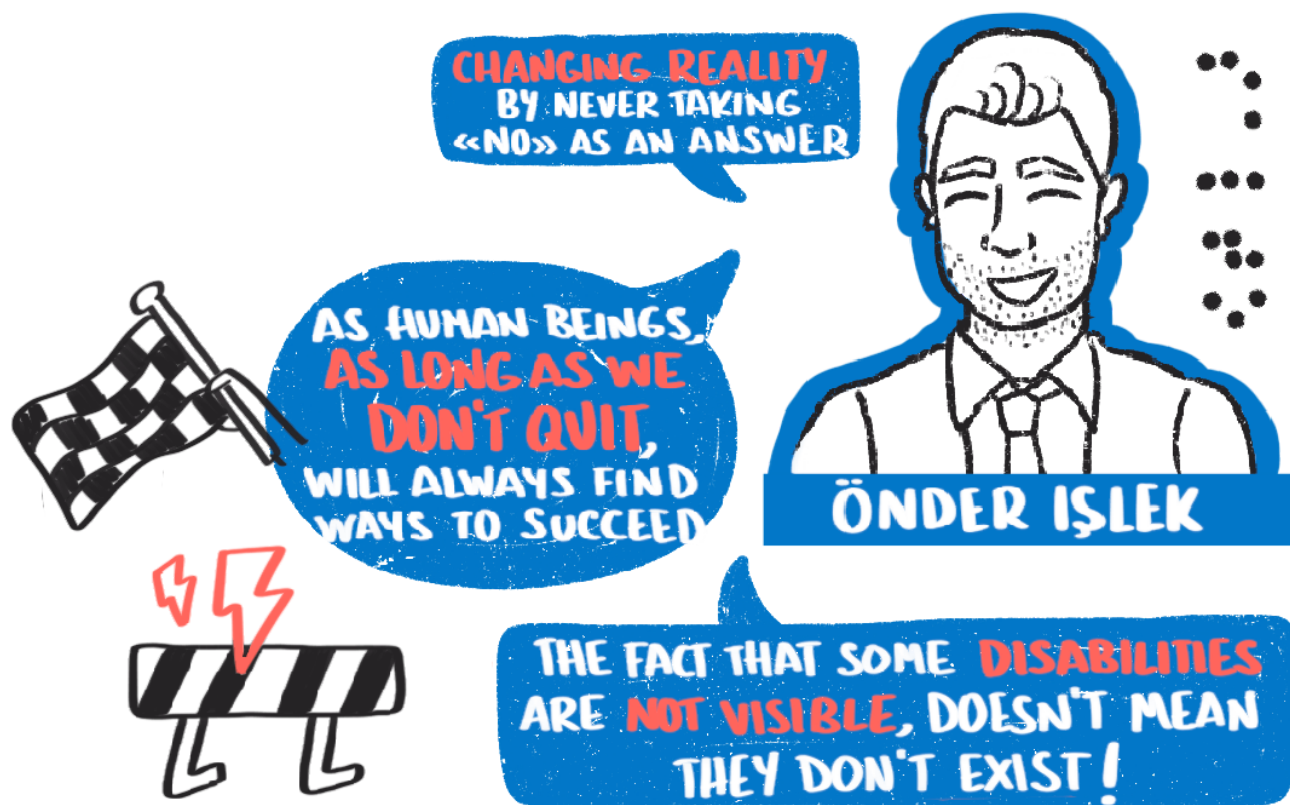


Event Dates:

- 24 February 2021 > **ID Talks Faith:** People all believe different things. How can we be amazed by these diverse looks on life, rather than letting faith divide people? Come and discover how youth work can address religious diversity and provide space for constructive, open, and positive interaction between people with different beliefs and traditions? Guest speaker: **Anna-Maria Daou**, Community Engagement Coordinator & Researcher - Interreligious Dialogue, Lebanon
- 10 March 2021 > **ID Talks Abilities:** Approximately 15% of people have some form of disability. How many do you know? Come and discover personal stories and changing systems! Are you ready to learn from people with a disability who, while fighting for their rights, succeed in making a positive impact on the lives of everyone? Guest speaker: **Önder İşlek**, Assistant Professor at Aksaray Üniversitesi, Turkey
- 24 March 2021 > **ID Talks Migration:** We all like to move around in this beautiful world. So what happens if we (or our parents) want to stay in another place? Learn how youth work can reach out and co-create programmes with and for young people of migrant background, and to build more open and diverse societies? Guest speaker: **Dr. Lorenz Wiese**, migration policy scholar, Germany
- 07 April 2021 > **ID Talks Intergenerational:** Is 'youth' work passé? Young people are not an island. So how do we bridge age gaps in communities and organisations for the benefit of all? Discover how you can create projects that bring people of different ages - both participants, volunteers, and staff - together and make it work? Guest speaker: Gea Sijpkes, Director of Humanitas Deventer, The Netherlands
- 21 April 2021 > **ID Talks Intersectional:** We are all so different in different ways. Intersectionality embraces the magic that happens at the crossroads of differences. Sounds good? But how can your organization develop an intersectional perspective and incorporate intersectional approaches in your practice? Guest speaker: **Georgiana Aldessa Lincan**, Roma Feminist Activist, Organisation E-Romnja, Romania

ID Talks: Abilities

Approximately 15% of people have some form of disability.

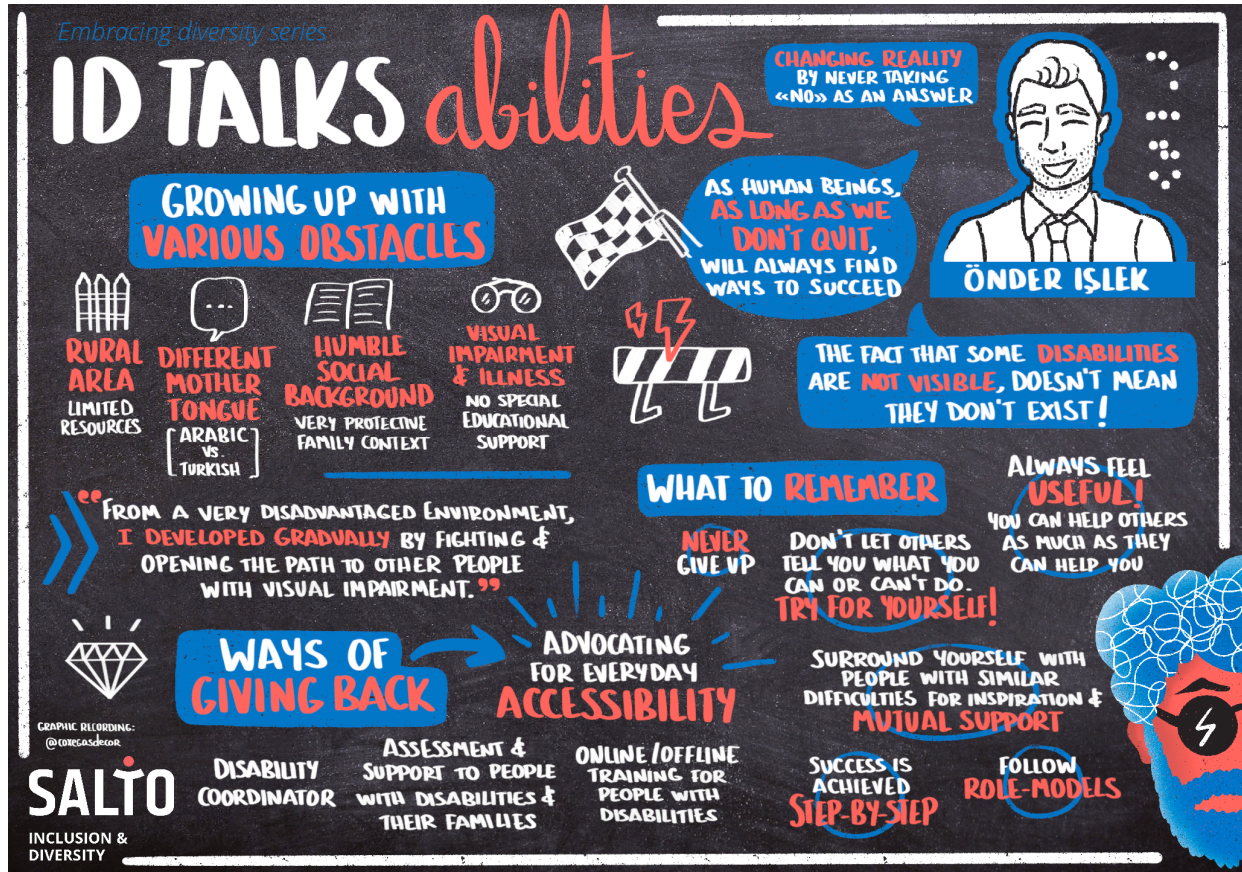


GUEST SPEAKER: ÖNDER İŞLEK

Dr. Onder İşlek was born with visual impairment in Turkey. After he studied Early Childhood Education and worked with young children in Turkey, he went to the USA to complete his Master's Degree in Teaching Students with Visual Impairments. Later on, he completed his doctorate degree in the same field at the University of Birmingham, UK. Since 2017, he works as an assistant professor at the department of special education and serves as disability coordinator of Aksaray University in Turkey. Dr. İşlek conducted some research at the University of British Columbia, Canada. He is a solo traveler and he has been in more than 50 countries on five continents so far. In his lecture, he will share his experiences as a student and traveler with visual impairment across different countries along with some emerging tips for youth workers.

Article

by Önder İşlek



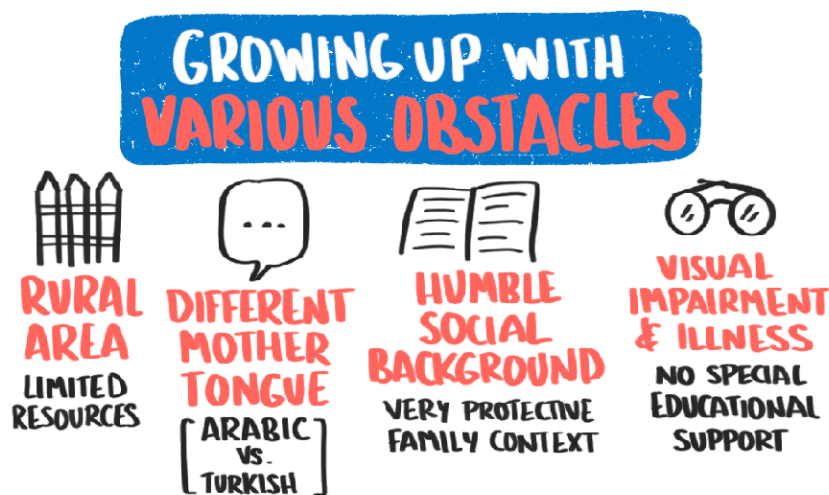
My journey along with my disabilities

In this short article, I would like to briefly share my personal story and later on discuss some of the key messages I have learned regarding how and why to include people with exceptionalities within our project and activities.

I was born with visual impairment in a rural part of Turkey. My mother never had a chance to attend a school likewise, my father only had the chance to attend primary school. I am one of nine children of my parents. In addition, since my village is much closed to the Syrian border, people used to speak only Arabic and learn Turkish when they start school. Besides all these disadvantages, I had a very serious stroke, which parallelized my whole body. Over a year, I could not use any part of my body. Later on, I recover and gained control of my body.

Because of the restriction and limitations of living in a rural area, I never received any special education services. Because of my visual impairment and language barrier, I was not a successful student. Also, I was joked around and made fun of my disability, and called weird nicknames. Mostly I was an unsuccessful and unwanted kid at school. Since there was no one knowledgeable about disability and education of people with disability, I was mostly struggling and internalizing the idea that I cannot do anything.

The future seemed to be very dark and have had no hope that someday things will change, and I would have a fruitful life. My family had no hope for my future neither did I.



Yet, I did not want to simply accept these negative conditions and do nothing. The first step toward my independence was 'not accepting the limitations proposed on my path by outsiders'. Therefore, I developed new strategies to be successful at the school such as improving my Turkish language abilities and effective listening skills so that I could compensate for lack of my sight and proper services. Therefore, gradually, my academic performance started to increase. This small success helped me to believe in myself. Later on, I used these small achievements to convince myself that I can be successful in other areas of my life.

Including my parents, people who do not have much knowledge regarding people with disabilities who are successful, often-imposed discouragements regarding what I can do and cannot do regarding my life.

To break these negative attitudes, the first step I have taken was not listening to others. So instead of believing in the idea of I cannot do this and that, I started trying to do things by myself. This did not only show me that I could do things but also assisted people around me to recognize my abilities. Of course, I was not always successful. I had failures but they did not put me away from moving forward. I always try to figure out different strategies or ways to achieve my goal. For instance, in order to be able to study for the university entrance exam, I paid my weekly allowance (which was so little) to my brother so that he reads a couple of pages for me; I searched for pre-recorded materials and even asked some volunteers to read materials for me.



After passing the university entrance exam and successfully finished my undergraduate degree in early childhood education, I passed the national exam, which allows me to be a kindergarten teacher. Yet, by the time, people with visual impairments were not allowed to be kindergarten teachers. Therefore, even though I experienced huge disappointment, I did not quit and started to advocate by filling applications at the courts. Whilst I was waiting for the court results, I worked at private institutions as well as started to do my master's degree.

Later on, I took another exam and received a scholarship to travel abroad and do both my master's and Ph.D. degrees.

Yet, similar to being a teacher, my disability was used against me and I was told that my disability is a barrier for me to receive this scholarship and study abroad. Yet, I haven't quit easily and had to get around this problem so that I could receive this scholarship. Later on, when the ministry recognized that despite my disability I could be successful in studying abroad, they let other candidates with disabilities benefit from the same opportunity. I know at least for other people with other disabilities who received this scholarship after me.

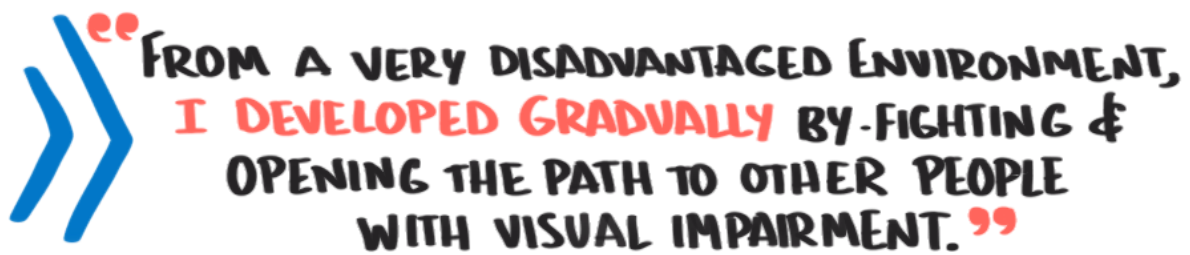
I have been working at Aksaray University as an assistant professor and disability coordinator since 2017 and in this role, I do create awareness regarding people with disabilities to both university students and other colleagues.

How and why we should include youths with disabilities.

Coming from a very disadvantaged environment and reaching to some achievements, assisted me to give some important tips to include people with disabilities in our activities and organisations.

We need to keep in mind that approximately 15% of people have a sort of disability. People with disabilities have a variety of backgrounds not only in terms of their level of disability but also in terms of their previous life experiences.

For instance, some of them might have received a variety of support and training, which leads them to be very independent and active in their social life. Some others might be very isolated and have little experience of communicating with others.



**“FROM A VERY DISADVANTAGED ENVIRONMENT,
I DEVELOPED GRADUALLY BY FIGHTING &
OPENING THE PATH TO OTHER PEOPLE
WITH VISUAL IMPAIRMENT.”**

We should aim to include everyone in our activities. Therefore, gathering detailed information regarding the participants in advance seems to be essential for success.

In deciding about venues, we should give the priority to the venues, which are accessible, and meeting the needs of youth with different abilities and disabilities.

As much as the accessible venue, we should be careful when we are deciding about the content of our activities. We should make sure they are modifiable to meet the needs of youths with different needs.

Likewise, the websites and applications we use for communication and events must be accessible for youth with different needs such as limited physical abilities, or youths with low vision, and ones who use screen reader software.

Generally, instead of creating something just for youths with disabilities, we should try to create platforms, activities, and events which meet the needs of everyone including youths with and without disabilities.

It is normal if you feel as a youth worker or institution that you are not comfortable and knowledgeable regarding how to include youths with disabilities in your activities and organization. This could be solved by basic internet search, contacting NGOs that are established by individuals with disabilities, or contacting a school or institution including universities and asking assistant regarding accessibility and inclusion of youth with disabilities.

In addition, including youths with disabilities in the decision-making process would be one of the ideal solutions to create accessible activities and organizations.

The whole process will enhance and get better like a snowball. We need to start from a point and even if we can do just a few of these points, we will be more inclusive than we were. Of course, we should aim for full inclusion, but this will take time, and starting to be inclusive only for a small group is better than not being inclusive at all.

Youth activities contribute to the personal development of all youths. However, for youth with a disability who are coming from a more disadvantaged environment, our activities might have much more contributions. Therefore, in our activities, we should make sure there is a peaceful environment whereby all people with different abilities could feel comfortable. Since some youth with disabilities may not feel comfortable with their disabilities, all activities and venues should be created to include everyone as much as possible. Even if we create fully inclusive environments, still some youths with disabilities might prefer to receive extensive support. In order to prevent any unwanted experiences, besides offering accessible environments and activities, support, which youths with a disability might need to have, should be made available.



THE FACT THAT SOME **DISABILITIES**
ARE **NOT VISIBLE**, DOESN'T MEAN
THEY DON'T EXIST!

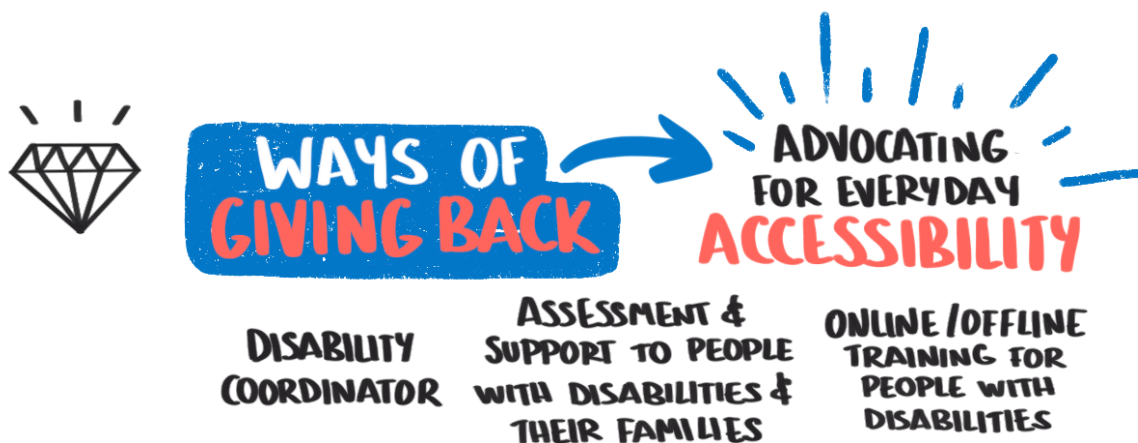
As I mentioned earlier, since some of the youths with a disability might have little experience of being part of different environments, we should be patient and careful not to push them into unpleasant experiences. Therefore, starting with small steps is crucial. On some occasions, people who will work with youths with disabilities might not have experience regarding working with youths with disabilities. Therefore offering a short training along with orientation might be effective in preventing some undesired incidences.

In addition to youth workers, a detailed one-to-one orientation would be very helpful to include youth with disabilities in our activities. Sometimes, youths with disabilities might not be aware of their potential. Therefore, discussing the needs of youth with disabilities with themselves in advance and taking necessary measurements will increase the active participation of youths with disabilities.

In some cases, still undesired incidences might happen. We need to make sure youths with disabilities do not shy away because of such incidences. As human beings, we are not perfect. Therefore, youths with a disability should understand other people who do not have a disability are not perfect either.

Including youths with disabilities allows other participants to understand that youth disabilities are not too different from themselves. Including youth with disabilities in our events might provide opportunities for youth to meet and learn from other youths

One of the biggest challenges of having a disability is accessing information. Therefore participating in such events and activities will allow youths with disabilities to learn knowledge, which they did not have a chance to learn earlier.



Another advantage of participation in youth events for youth with disabilities is that they could meet or learn about other people with disabilities who could function as a role model for them.

Advocacy is an important skill for all youths yet it is a skill that is even more crucial for youth who have a disability. Youth with disabilities already know that the world is too far from ideal to be inclusive for them. Yet often they may not be aware that they have the power to change the world. Therefore, equipping them with advice skills, and providing a safe environment whereby they can practice these skills will ensure that they have control of their life and possibly change the things, which are not appropriate, based on their needs. Especially after they experience the power of leading change and taste of success, we do not need to worry for them. Because then I think they will be ready to face real-world realities and would know how to toggle these difficulties.

I think as a whole society we should understand that we have all some differences and youths with disabilities are not different from us. Their disabilities are their differences. We should all create a society, which is inclusive of all differences. We can achieve this only if we do not leave anyone behind because of their disabilities. It is an important chance for youth with disabilities to meet other people with disabilities but it is important also they meet with youth without a disability. We should always create opportunities to include and allow everyone to learn from each other.

WHAT TO REMEMBER

**NEVER
GIVE UP**

**DON'T LET OTHERS
TELL YOU WHAT YOU
CAN OR CAN'T DO.
TRY FOR YOURSELF!**

**SUCCESS IS
ACHIEVED
STEP-BY-STEP**

**ALWAYS FEEL
USEFUL!
YOU CAN HELP OTHERS
AS MUCH AS THEY
CAN HELP YOU**

**SURROUND YOURSELF WITH
PEOPLE WITH SIMILAR
DIFFICULTIES FOR INSPIRATION &
MUTUAL SUPPORT**

**FOLLOW
ROLE-MODELS**

RESOURCES (Web Accessibility):

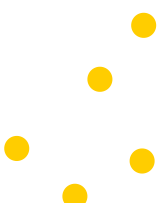
- <https://www.dreamhost.com/blog/make-your-website-accessible/>
- <https://www.searchenginejournal.com/make-website-more-accessible/347450/>
- <http://nda.ie/resources/accessibility-toolkit/make-your-websites-more-accessible/>
- <https://webaccess.berkeley.edu/resources/tips/web-accessibility>
- <https://www.w3.org/WAI/fundamentals/accessibility-intro/>

RESOURCES (Creating Accessible Events):

- <https://adata.org/guide/planning-guide-making-temporary-events-accessible-people-disabilities>
- <https://cft.vanderbilt.edu/guides-sub-pages/creating-accessible-learning-environments/>
- <https://itif.org/files/DQOL-7.pdf>
- <https://www.health.ny.gov/publications/0954/>
- <https://www.cdc.gov/ncbddd/disabilityandhealth/features/physical-activity-for-all.html>

Embracing diversity series

abilities



EDITORIAL INFORMATION

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On behalf of the SALTO Inclusion & Diversity!

