

“Inclusive, good-quality education is a foundation for dynamic and equitable societies.”
Desmond Tutu¹

Project title: IIEFE – Inclusion and integration in Europe for experts in youth work, pre-school and social work

Program: Erasmus+

Key Action: 2, Strategic partnerships (adult education)

Project duration: 24 months

Project start: ca. September 2017

Grant application: April 2017

Thematic: adult education, integration, social inclusion, children / youth with special needs, examples of good practices, index of inclusion

Who we are:

Since 1993, **FAIRbund** has dealt with children, youth and families which live in poverty, have family problems or particular hardships. The aims of our organization are to offer protection and consultation, help to get through a crisis, as well as competent support to families who need it. The heart of FAIRbund's work is developed in the field of education (after school care center, foster home, family support and advisory center, family education and support and social work at schools), help for foster families, children activities as well as voluntary projects with grants and European exchanges abroad.

Since November 2004, FAIRbund has also been working in the field of the **European projects**. Our aim is to give people from all over Europe the opportunity to spend a period abroad with different Erasmus+ mobility projects, like EVS (European Volunteer Service). Formerly we were involved in Leonardo da Vinci, Grundtvig and Comenius projects as well. With this experience, people can improve their career prospects as well as their linguistic knowledge and it gives people the chance to explore new cultures.

In 2016 a specialist unit of inclusion was launched in our association. This special unit is responsible to advise on possibilities to reach an inclusion of all participants of a group / institution / etc. With the help of this specialist it's drawn attention to the fact, that the association's employees needs to work on this topic so an open and emphatic environment can be offered to the children. Moreover, in the future we'll act as provider of advanced training courses on the topic of inclusion. Therefore it's utterly important to us to get to know good practices from other European countries, so we can have the best impact on **building supportive communities** and **fostering high achievement** for educators, youth workers and trainers in adult education.

¹ a South African social rights activist and retired Anglican bishop who rose to worldwide fame during the 1980s as an opponent of apartheid.

The project's aim:

We feel the importance and urge to enwiden integration and to reach inclusion of all children in our kindergarten – not only those with special needs, but for all children who have difficulties with being included in new social environments (e.g. a multicultural background, any kind of behavioral difficulties). Furthermore we aim to support the competences of our coworkers, children and adult educators as well as youth workers.

We think through a strategic partnership it would be possible to share good practices about inclusion. Our special interest is about prejudice-aware education. With the help of being aware of the existence of prejudices, it is possible to keep ourselves more open in general and to open up for new perspectives.

We are also very interested in the topic whether inclusion is as big challenge and as present in daily life in other European countries as in ours. This way not only can we act as a goodwill ambassador for inclusion but we also can contribute to the sensitization of society and act against hostile processes in society.

What we are looking for:

We would like to get to know good practices from **Iceland, Ireland / North-Ireland and Malta and are looking for partners who are active in the adult education sector**. To start we'd like to use the index of inclusion to see how inclusive may our institutions are. After a joint analysis we can start developing different methods and (activity)offers which help us to reach a better understanding of each other as well as it enables the participants to develop further.

In the end of the 24-months partnership a joint, on our institutions focused inclusion's index could be presented as well as the summary of the developed methods and offers. Both the index and methods' catalog could be consulted anytime by the educators as well as amended in case of need. By a regular consultation with the index, educators and staff members can regularly evaluate the stand of inclusion in their institution and take steps towards a better understanding and deeper inclusion.

By presenting this tool online, we could secure the a high availability and thus higher multiplier effect.

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