

OPEN DOORS THROUGH INCLUSION

Prof. Aygül Günaltay Weyler

'Opening Doors: Adopting a More Inclusive Perspective'

AEC Annual Meeting for International Relations Coordinators 2023

21.9.2023 – LUCA School of Arts, Leuven

**#188 Come, Come,
Whoever You Are**

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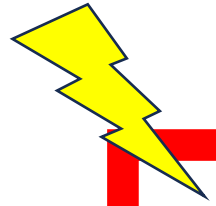
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Through the lens of inclusion

- ✓ Me, You, We
- ✓ Reflections
- ✓ Good practices
- ✓ Ideas, facts, observations
- ✓ Raise awareness, questions





SPOILER ALERT!

There is no one right answer...



‘Come whoever you are!’

RUMI (1207 – 1273)

WELCOME!

Greeting to introduce a person to a new place or situation,
and to make them feel at ease

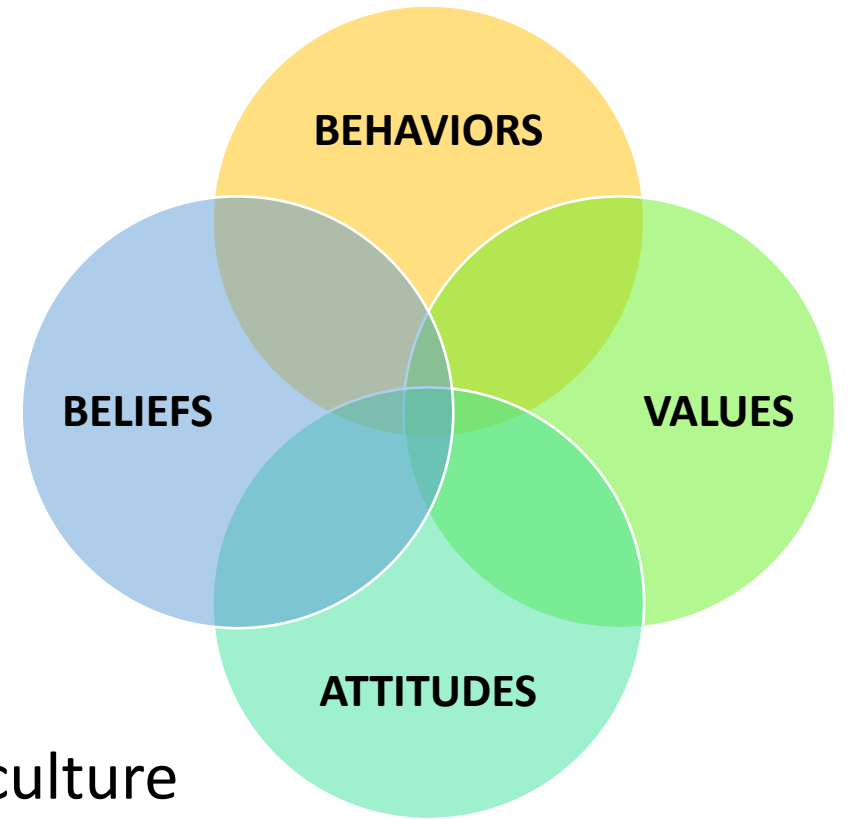
MERHABA!

Greeting with openness of the heart, peace of mind,
comfort, tranquillity

Cultures & Languages

Greetings are language and culture specific

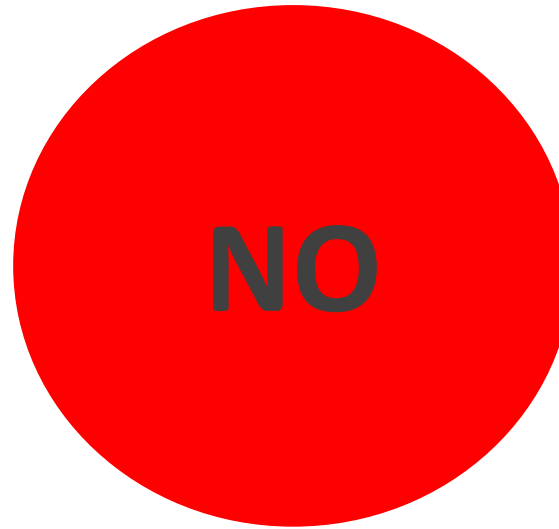
Culture defines language and language shapes culture



Another example

English: No

Not in any degree,
not at all, not ever



Turkish: 'Hayır'

'goodness, favour''

Politely, harmlessly
expresses a negative
answer

Japanese: 'iie'

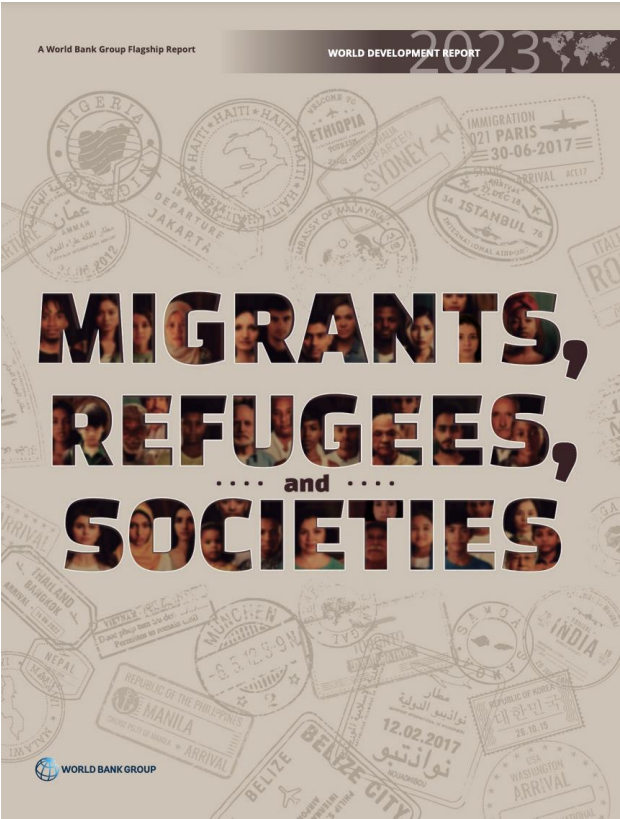
Preferring an indirect
answer that conveys
the message of no

Poll Question 1

Do you live in another country than your country of origin?

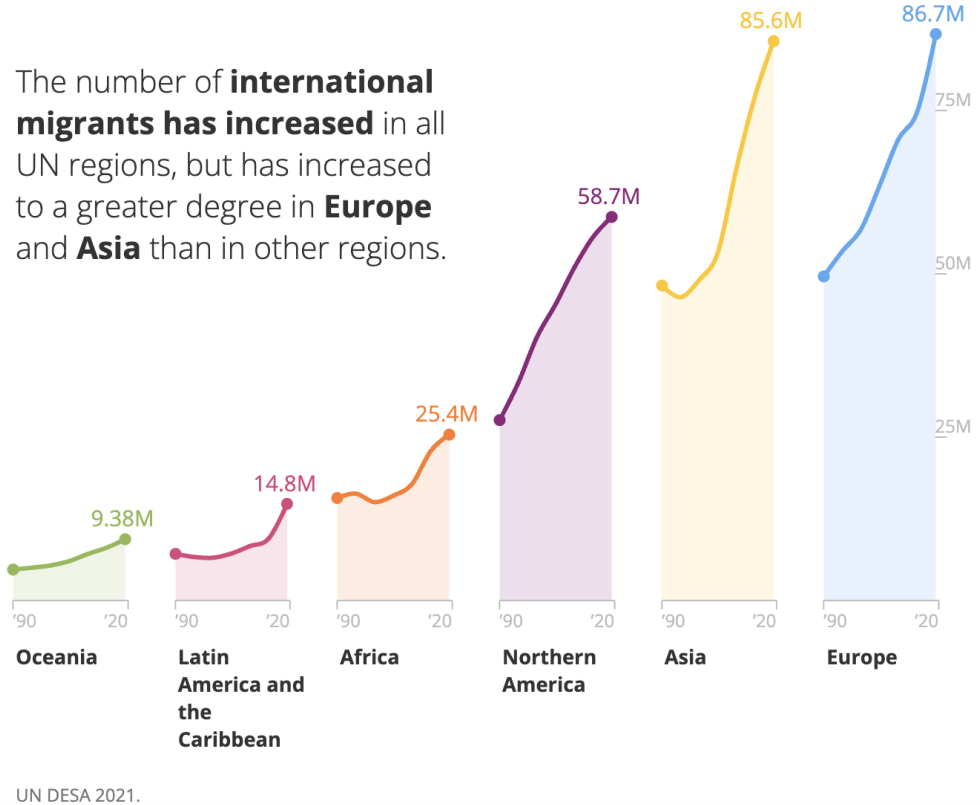


About 184 million people - 2.3 percent of the world's population live outside of their country of nationality.



World Development Report 2023:
Migrants, Refugees and Societies

The number of **international migrants has increased** in all UN regions, but has increased to a greater degree in **Europe** and **Asia** than in other regions.

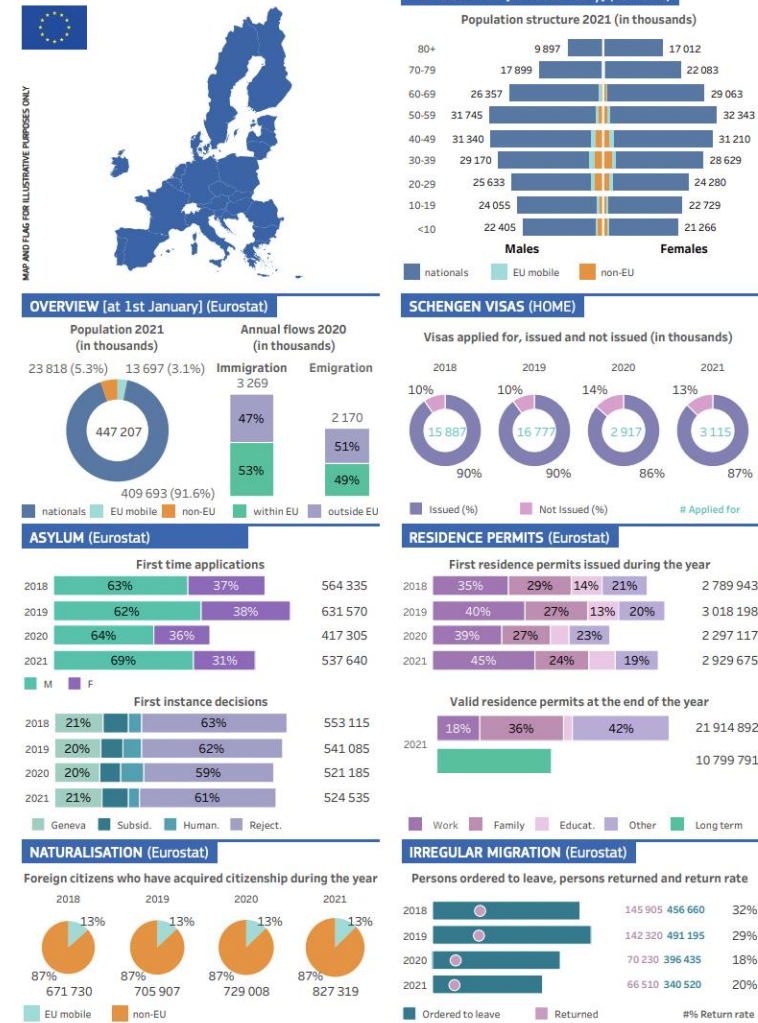


International Organisation for Migration
World Migration Report 2022

281 million international migrants 3.6% of the total global population



EUROPEAN UNION



A riddle before we continue...

A father and son are in a horrible car crash that kills the dad.
The son is rushed to the hospital.

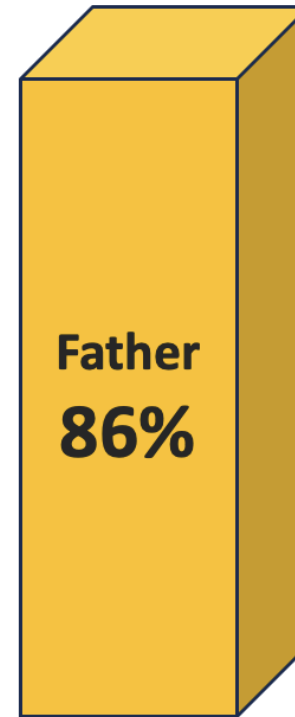
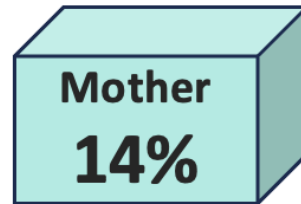


Just as he's about to go under the knife, the surgeon says, 'I can't operate that boy is my son!'

What did you guess?



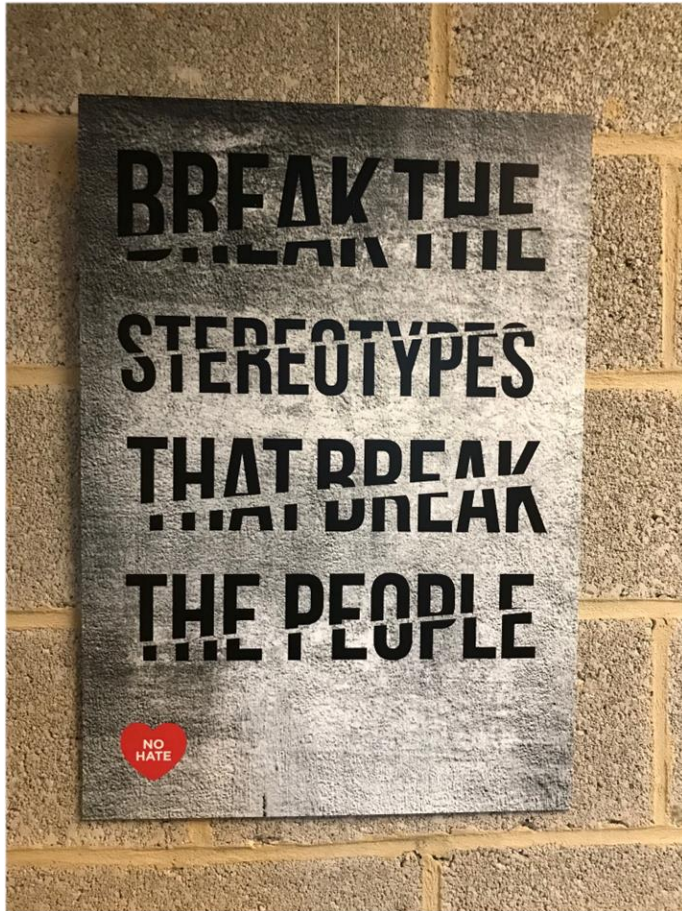
WHY?



'It is harder to crack prejudice than an atom'

Albert Einstein

BIASES / PREJUDICES / STREOTYPES



Bias is a prejudice in favour of or against a thing, person or group.

We all have biases!

Unconscious/implicit bias:
an instinctive process which is a result of
our past experiences

Empathy?

Diversity

The range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs



Equity

Fair and equal access and conditions created for all by supporting those who need it most

Takes into account the fact that different individuals and groups may have different needs and face different barriers.



Poll Question 2

Inclusion is ...?

Inclusion is:

A dynamic approach of responding positively to pupil diversity and of seeing individual differences not as problems, but as opportunities for enriching learning' and acknowledging:

Inclusion is a process

Inclusion is concerned with the identification and removal of barriers

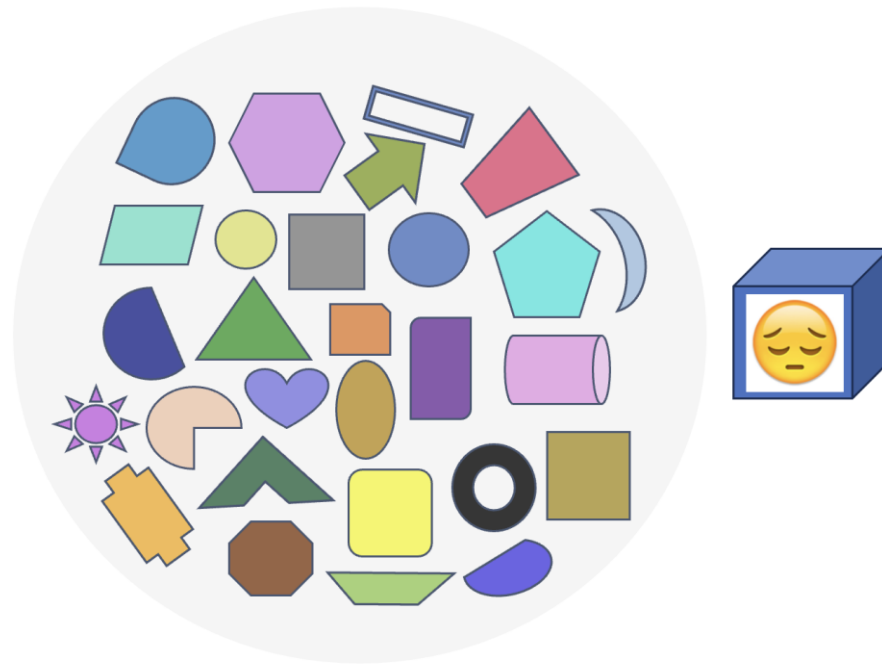
Inclusion is about the presence, participation and achievement of all students

Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement

Further dimension to inclusion appears **to be included**: the idea of diversity beyond an individual's physical or learning ability.

Poll Question 3

Have you ever felt not 'included'?



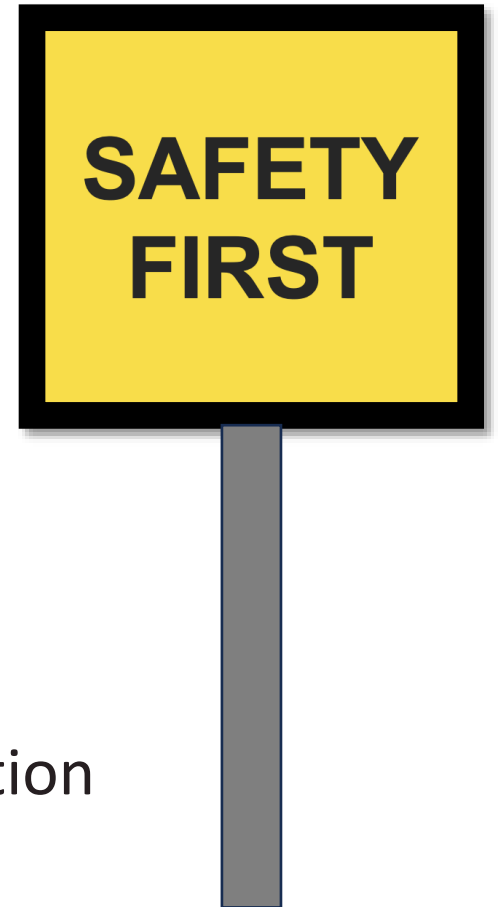
Welcome to the club!

- Have you ever felt excluded in a social setting?
- Have you ever remained silent?
- Have you ever been ignored in a discussion?
- Have you ever been rudely interrupted in a meeting?
- Have you ever felt that you were the target of a negative stereotype?
- ...?

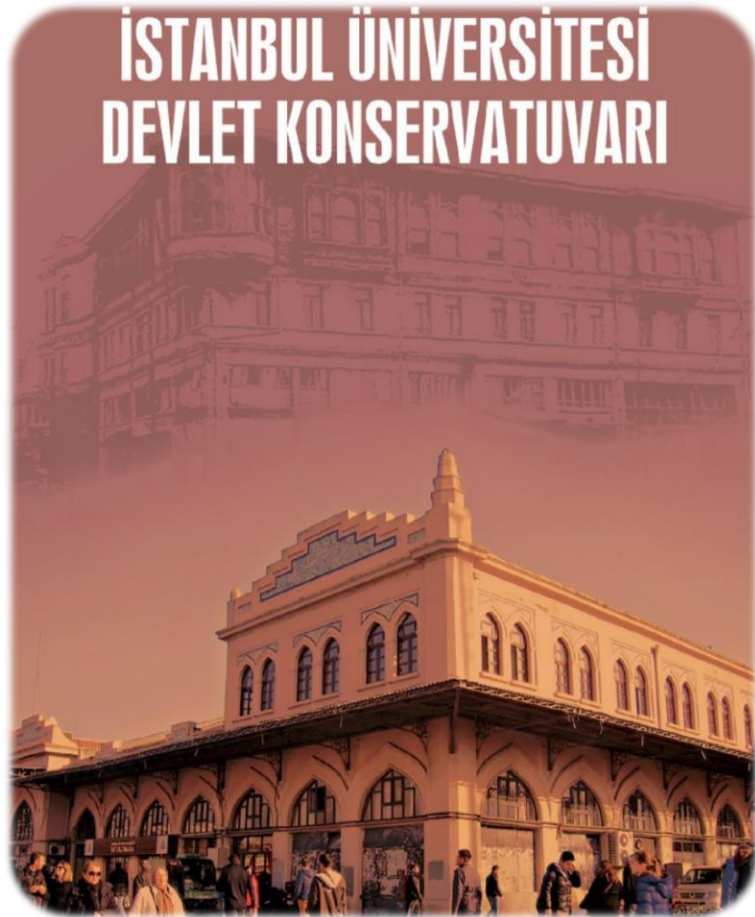
If you are perceived as 'to be included', you are not at all included.
You do not feel 'belonged'.

Belonging & Inclusion Safety

- The basic human need to connect and belong
- The need to be accepted and heard
- Everyone wants to be accepted
- Sense of shared identity and a conviction that we matter
- Gain membership within a social unit
- Interact with its members without fear of rejection or humiliation
- Boosting confidence, resilience, and independence
- When threatened, discomfort and self-doubt can have negative effects
- The pain centres of the brain are activated



In Türkiye – at the conservatory



Teachers

Parents

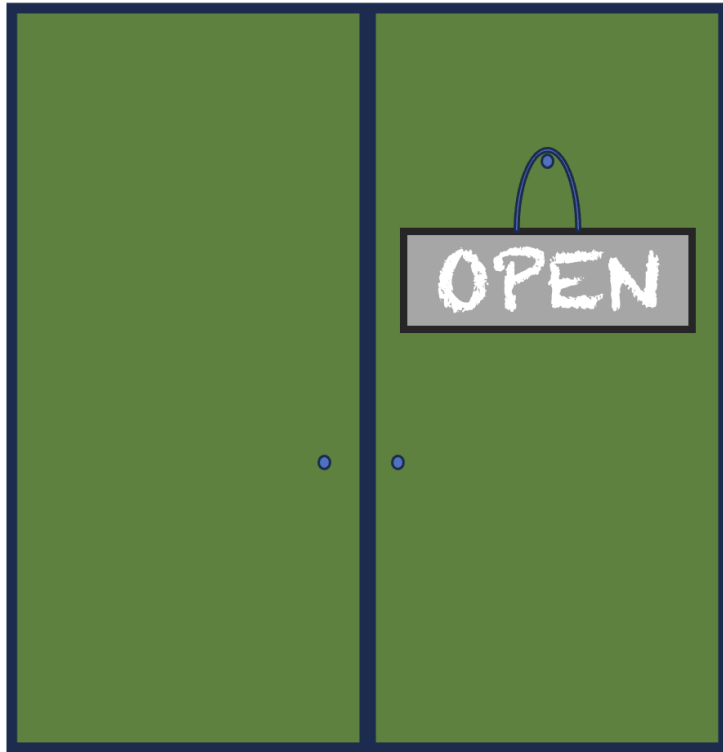
Students

- Student with dyslexia, autism, ...
- Another with Asperger syndrom
- Some others we did not know...



*Turkish Council of Higher Education
Barrier-free Universities Award Ceremony – 2018*

First welcome...



Really diverse or inclusive?

- Look Turkish?
- Western music at your school?
 - Shake hands?
- Oh, you are not wearing a scarf..
 - Invited for diversity?
- Because of your name on the application
 - People with same origins?
 - ...

Why is it so difficult for people to blend?

Where or in which occasions they come together?

Only at amusement parks? Market places?

Diversity & Inclusion: reduce to sub-categories?

Continents, countries, regions, cities, neighbourhoods, families...

How do I feel?



Welcomed?



Integrated?



Belong?



Diverse?



Included?



...?

How can I reach out?

Through:

- Initiatives
- Projects

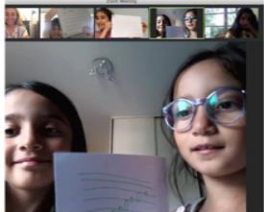
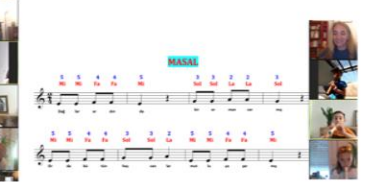
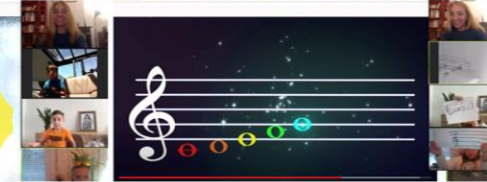
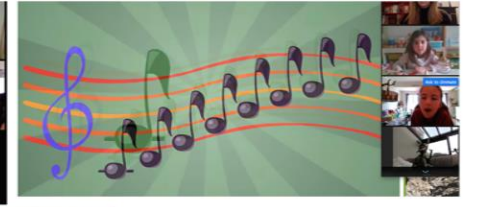


Keys:

- Entrepreneurship
- Networking
- Communication
- Collaboration
- Bridging

WORKSHOPS & PROJECTS

Online + Onsite



BRUSSELS INTERNATIONAL AMITY ORCHESTRA



UNIFIED BY MUSIC

Bringing together:

- Amateur and professional musicians
- All ages
- Different nationalities

Promoting:

- Intercultural communication
- Common appreciation of cultural diversity

Through:

- The universal language of music





'The orchestra in its own community can be a leader of cultural expression and human contact. There needs to be so much more than performance to what an orchestra does.'

ABOUT THE PROJECT

Music 4 Inclusion Project is co-funded by the European Union. The primary purpose of the project is to contribute to adult inclusion and integration through music by contributing to the social and cultural inclusion of people in need of getting used to living in a country with a different culture, language and norms other than their homelands. To achieve the goals of this project, playing music together and creating a common repertoire, including music from the receiving countries and the migrants' own cultures, will be the core of the activities planned.

The project is carried out by Halewynstichting (Belgium) with the partner organisations Mind Hub (Belgium), Stichting Kunst en Cultuur Artpot (Netherlands) and Les Créatives de Demain (France).

music4inclusion.com



PARTNERS



MIND HUB



Objectives

- Mutual understanding between cultures and intercultural communication
- Eliminate preconceptions
- Good example and success story by demonstrating orchestra performance
- Integration and inclusion efforts of disadvantaged groups by using music
- Improve capacity of musicians
- Facilitate the lives of individuals

The logo for 'MUSIC 4 INCLUSION' features three wavy red lines above the text. 'MUSIC' is in a large, bold, serif font, with a superscript '4' to its right. 'INCLUSION' is in a smaller, bold, serif font below it.





Music 4 Inclusion

Co-creation Workshop

20 – 22 June 2023

Gent- Belgium



M ? N D H U B



Outputs

Music 4 Inclusion Training Program and Handbook

Unified by Music Orchestra Common Repertoire





**'Unified by Music' Concert
on the International Music Day**





6 days
to promote
skills throughout
Europe!



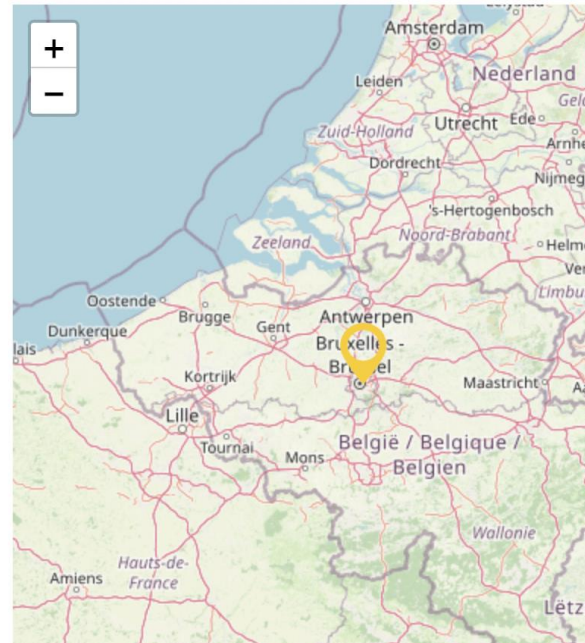
#ERASMUS
DAYS 9 > 14
of October
2023

from October 11 - 2023

MUSIC 4 INCLUSION – OPEN REHEARSAL

Event venue

Avenue des Arts 36, Brussels, Belgium
Avenue des Arts 36, Brussels, Belgium
1040, Brussels



Co-funded by
the European Union

music4inclusion.com

HALEWYNSTICHTING VZW

Adult education

Other event

Tags: Culture & heritage, Inclusion & diversity

Start time: 19:30 **End time:** 21:30

'Music 4 Inclusion' is an Erasmus+ Project, bringing together amateur and professional musicians from different nationalities and backgrounds with the unifying power of music. Within the scope of the project, 'Unified by Music' orchestra opens its doors to welcome everyone to join the 'Unified By Music - Open Rehearsal' to celebrate the 'Erasmus Days' together, with the unifying power of music. The participants will be welcomed to bring their instruments and join to play with the orchestra members during the rehearsal.

Other initiatives

Good practises:

Collaborations
Scholarships

Diversity

Inclusion

Belonging

No barriers!



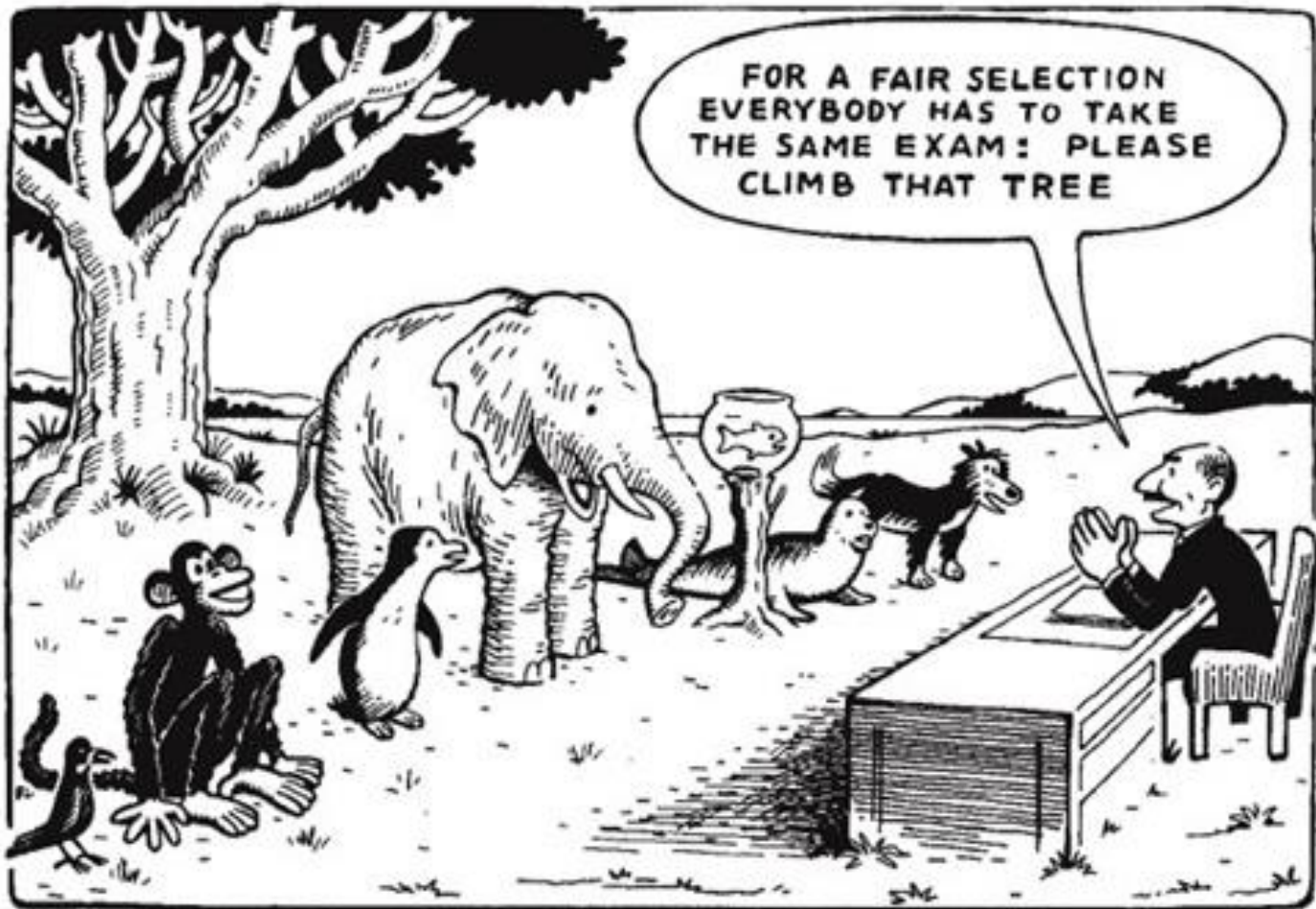


Diversity
Equity
Inclusion
Access

@Higher Music Education

Poll Question 4

Name one barrier for accessing HME



Entrance exams: A real story...

Open Door Days?..

Only 2% students with migrant background are involved in HME in Flanders

What is the situation in other countries, in other regions?

...?

Is the education diverse in all meanings?

Inclusive pedagogy?

Intercultural competences?

Are the teachers trained?

Do we collaborate? With whom?

Are the doors wide open for all students, teachers, families?

Are we supporting them through the open doors?

Do we have the vision and the will to open the doors that are closed?



Smithsonian
Science Education Center

By [Nate Neal](#) June 19th, 2023

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GLOBAL EDUCATION MONITORING REPORT 2021 - UNESCO

- **Widen the understanding of inclusive education**

It should include all learners – and all means all

- **Put students at the centre**

Inclusion is not just a result; it is first and foremost a process and an experience

- **Engage in meaningful consultation with communities and parents**

Inclusion cannot be enforced from above

- **Ensure cooperation across government departments, sectors and tiers**

Inclusion in education is but a subset of social inclusion.

GLOBAL EDUCATION MONITORING REPORT 2021 - UNESCO

- **Share expertise and resources**

This is the only way to sustain a transition to inclusion.

- **Apply universal design**

Ensure that inclusive systems fulfil every learner's potential. The simple but powerful concept of universal design is associated in education with design of accessible school buildings for learners with disabilities.

- **Prepare, empower and motivate teachers and support personnel**

They should all be prepared to teach all students. Teachers need training in inclusion, not as a specialist topic but as a core element of their initial and ongoing education.

GLOBAL EDUCATION MONITORING REPORT 2021 - UNESCO

- **Learn from peers**

A shift to inclusion is not easy. Inclusion in education represents a move away from discrimination and prejudice.

Much can be learned from sharing experiences at all levels, whether through teacher networks and learning communities or through national, regional and global platforms.

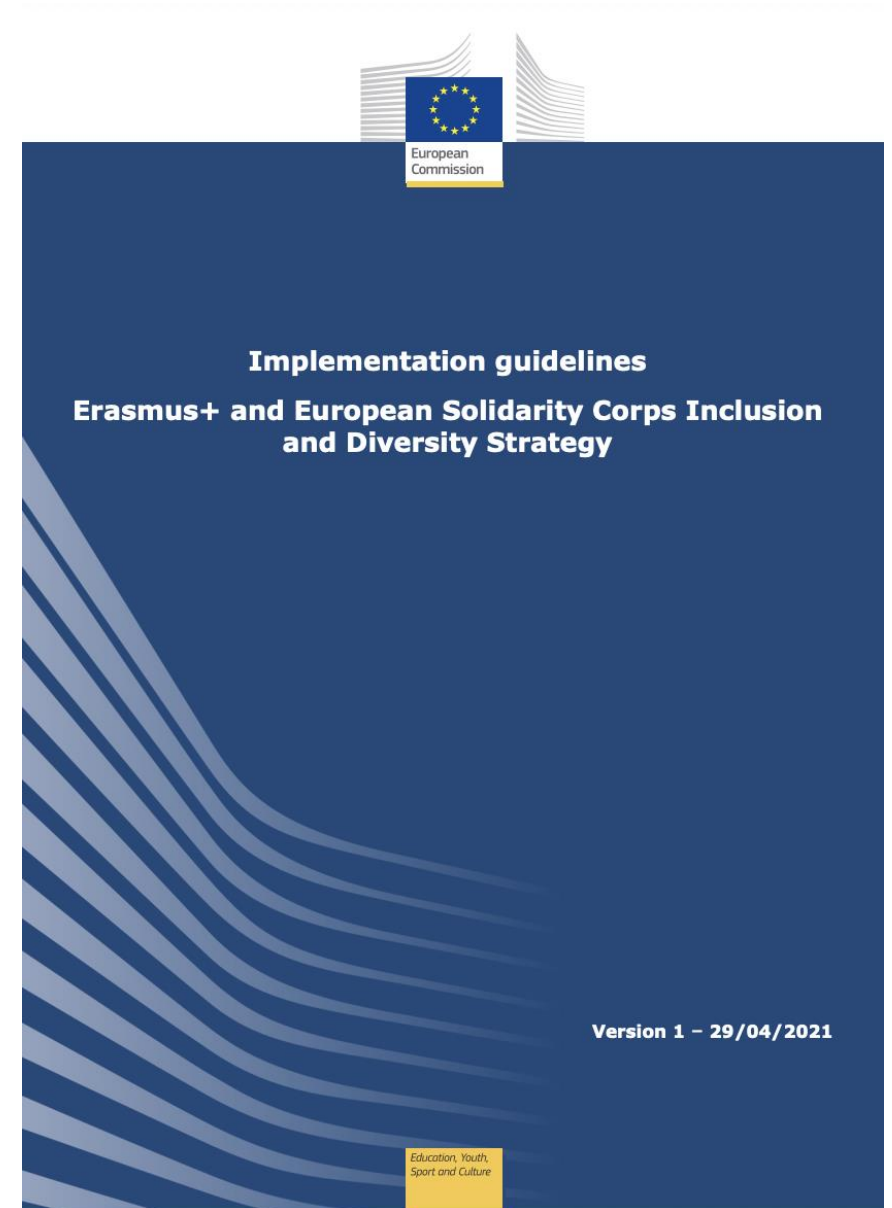
A key challenge

to exchange experiences on implementation to bridge persistent gaps between policies and practices and ensure that learners remain at the centre of policymakers' and practitioners' attention.

For Erasmus+ Exchange Programmes

The role of organisations:

- Networking and capacity building
- Equitable and transparent selection
- Awareness-raising and outreach
- Preparation and support
- Community participation



Who are we talking about? *(as in the Erasmus+ Programme Guide)*

Young people who are at disadvantage compared to their peers because:

Social situations *(life is complicated)*

Economic obstacles *(everything costs money)*

Cultural & linguistic differences *(I am different)*

Educational difficulties *(not everybody is Einstein)*

Disabilities and health issues *(busy overcoming barriers)*

Geographical disadvantage *(beyond the bright cities)*

From student's point of view...

- What's in it for me?
- Is it for me?
- Special needs
- Money
- Fear of the unknown
- Homesickness
- Reputation
- Learning is boring
- Other focus in life
- Legal issues
- Language barriers
- Intercultural
- Social

COOKBOOK FOR INCLUSION



Recipes for National Agencies who want to reach more Young People with Fewer Opportunities

Plan / Strategy/ Road Map?



*As you start to walk on the way,
the road appears.*

Rumi

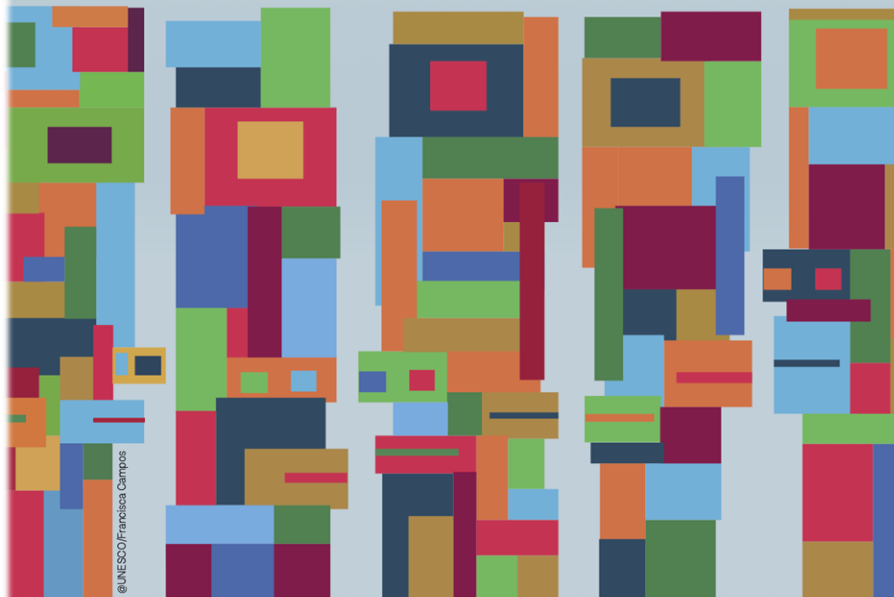
Poll Question 5



Does your institution have a
Diversity and Inclusion
Plan/Strategy?

BEYOND LIMITS

New Ways to Reinvent Higher Education



A Road Map

BEYOND LIMITS

New Ways to Reinvent Higher Education

Organized by UNESCO in collaboration with the Government of Spain, the 3rd World Higher Education Conference (WHEC2022)

Aims at:

Breaking away from the traditional models of higher education and **opening doors** to new, innovative, creative, and visionary conceptions that not only serve current agendas for sustainable development...

Principles to shape the future of higher education



6 Major Challenges Transitions & Transformations

From viewing HE as elitist, discriminatory

- to **enabling people's rights to HE**, through equitable, funded and sustainable access.

From a restrictive focus on disciplinary or professional training

- to **a holistic student learning experience**.

From disciplinary silos

- to **inter- and trans- disciplinarity, open dialogue and active collaboration** among diverse perspectives.

From assuming HE comes immediately after secondary education

- to **a lifelong learning approach** aimed at serving the diverse education needs of youth and adults.

From a hierarchical and weakly connected institutions and programmes

- to **an integrated system** with diversity of programmes and flexible learning pathways connecting them so as to enlarge the educational opportunities for youth and adults and avoid dead ends.

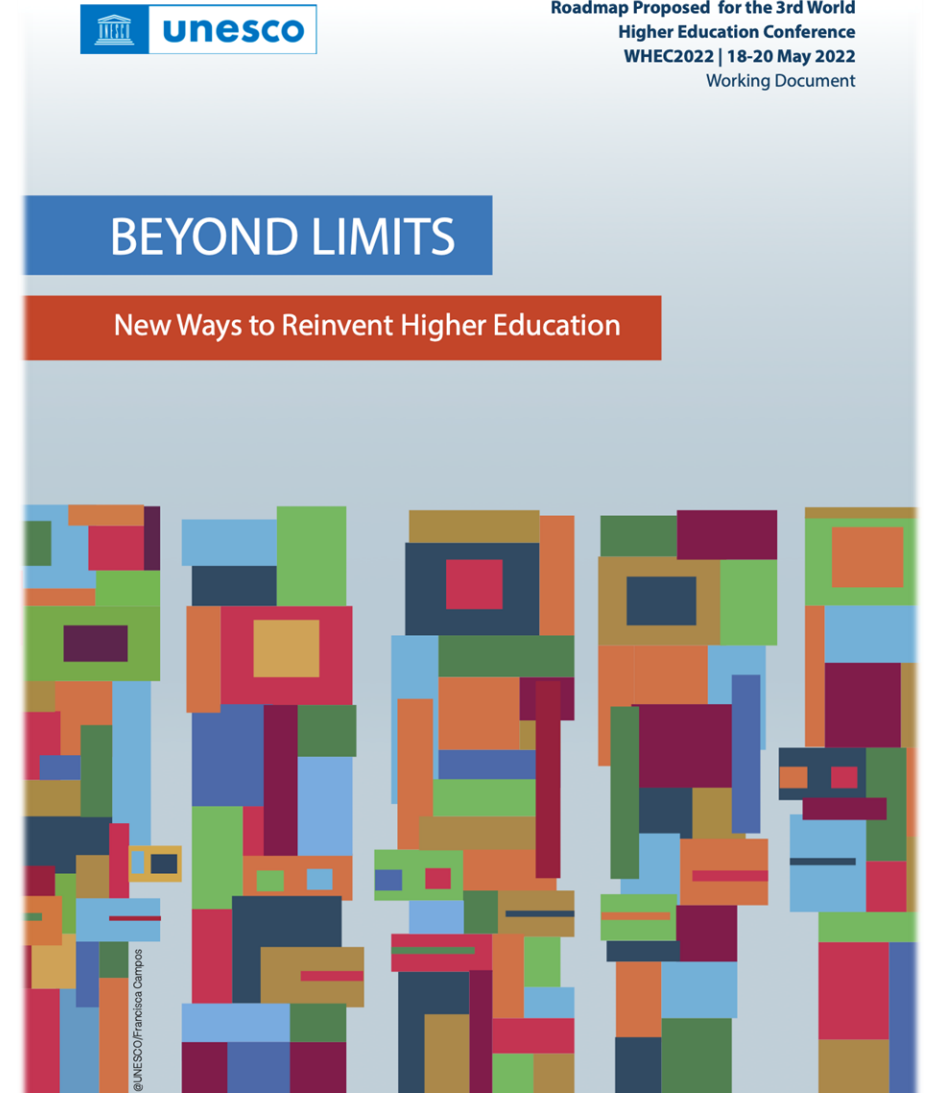
From an industrial model of schooling

- to **pedagogically informed and technologically enriched** higher learning experiences where learners manage their own learner pathways.

"Such a transformation takes a shift in mindset privileges:
cooperation over competition,
diversity over uniformity,
flexible learning pathways over traditionally structured ones,
openness over more elitist viewpoints."

Stefania Giannini

Asst. Director-General for Education at UNESCO



Reflective Questions...

Significancy:

How significant is inclusion as a concern for our institutions?

Who is concerned?

Addressing & involvement:

How are we addressing inclusion in our institutions?

Who is involved in this process?

When do we expect to see change?

Response:

What is the response? Who is responding?



Time To Do Better

Measurement of success:

What would be the measures of “achievement” or “success”?

What is working? What’s not?

What is challenging? What do we want to learn/know/understand better?

Do we get any guidance? Who else would be involved?

Community:

How would we describe our community?

How can we reach out?

As individuals:

What are we committed to doing for Diversity and Inclusion?

What are we curious about?

What aspects of this matter are we most interested in?

Envision:

What will our schools look like in 5 – 10 – 30 years from now?

How do we (re)imagine and (re)design the future of HMEI's?



Advocacy 4 Opening Doors

Just opening the doors is not enough

We want to and we will do whatever it takes

We have to develop sustainable inclusion strategies

These strategies should result in practices

Our actions should reflect our values



Inclusion should not stay as an initiative or a plan.

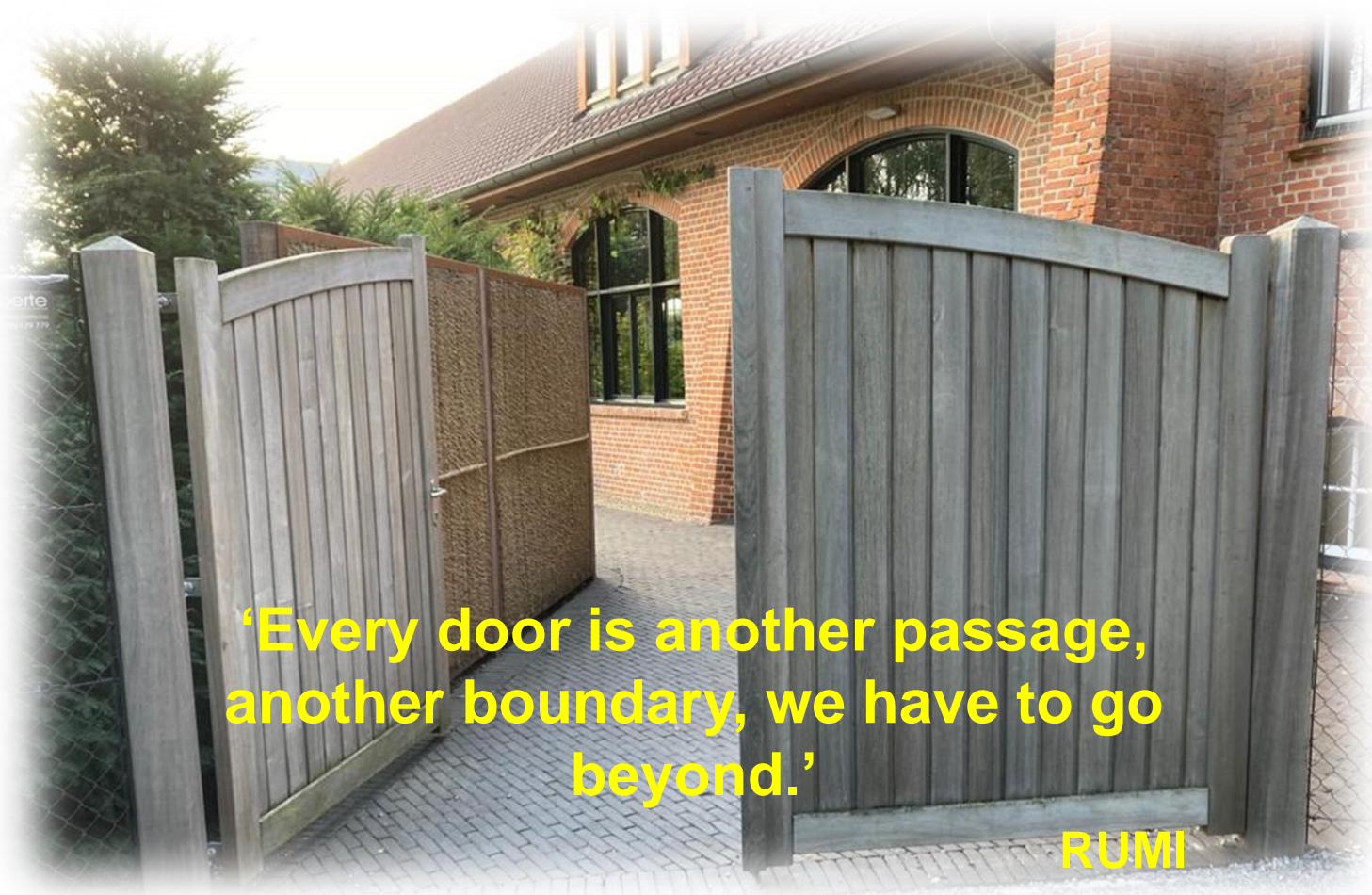
We must go beyond the open doors,
and make 'Inclusion' a common culture for all of us.

This is on 'Me', 'You' & 'Us'

INCLUSION

Someone's knockin' at the door
Somebody's ringin' the bell





**'Every door is another passage,
another boundary, we have to go
beyond.'**

RUMI

Thank You!

Teşekkürler!

**to thank, to be grateful, to commend, to praise*

Prof. Aygöl Günaltay Weyler

aygulgunaltay@gmail.com