

# ACTIVISM FOR INCLUSIVE EDUCATION

BLENDING INTENSIVE PROGRAMME

A cooperation between:

The logo for Universitat Autònoma de Barcelona (UAB), featuring the letters 'UAB' in a bold, sans-serif font. The 'A' is a dark brown color, while the 'U' and 'B' are black.

**Universitat Autònoma  
de Barcelona**



**Amsterdam University  
of Applied Sciences**



**AP UNIVERSITY OF  
APPLIED SCIENCES  
AND ARTS ANTWERP**

**STUDY GUIDE  
FEBRUARY – JUNE 2023**

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## In advance

Dear student

First of all, we are more than happy to welcome you to the Blended Intensive Programme (BIP) 'Activism for Inclusive Education'. The programme you will find in this study guide has been specially developed for this BIP, in a collaboration between Universidad Autonoma de Barcelona, Amsterdam University of Applied Sciences and AP University of Applied Sciences and Arts Antwerp.

The 2023 edition will be the second edition of this programme, following the successful first edition of which the international exchange week took place in the lovely city of Amsterdam. We hope all of you are just as excited as we are.

The aim of this study guide is to provide you with some detailed information on the course. Especially the information about the lectures, the time schedule, examination and other relevant information might be something you were waiting for.

Please bear in mind that this study guide is not the only information that you will be needing for this programme. After the online kick-off meeting that will take place on Tuesday, February 14 from 01:00 to 03:00 pm, you will also receive a document with links to a number of (open source) inspiring articles which we recommend you to read. You are kindly requested to read some chapter from 'Connecting our stories. Inclusion matters', a book on the overall theme of inclusive education, prior to the kick-off meeting.

We are looking forward to getting to know you. In the first phase of our BIP we will meet during three online meetings. In the end of March, we will meet face to face in the wonderful city of Antwerp. We are looking forward to getting to know you and spending time together at our university and in the city. Working together to enhance inclusion in education.

See you soon,

The BIP crew:

Miquel Àngel (Barcelona)  
Charlotte (Amsterdam)  
Emilie & Geert (Antwerp)

## 1. Introduction

Inspired by each other's projects, Amsterdam University of Applied Sciences (AUAS), Universidad Autonoma de Barcelona (UAB) and AP University of Applied Sciences and Arts Antwerp (AP) decided in the academic year 2021-2022 to create a Blended Intensive Programme on the theme 'activism for inclusive education'. All institutions work in their own ways on inclusive education. Some of the projects in the institutions invested in projects in which students are in the lead to create an inclusive environment which facilitates their sense of belonging at their institutes. In the projects they explore which social matters and challenges are important to them and how they can make their voices being heard. This BIP is created based on the goal to facilitate students to create a learning environment in which they feel seen, heard and at home.

The programme consists of an online part and a week in Antwerp, in which all students and staff members come together. We will facilitate a space in which students can share and exchange about societal matters that are meaningful for them. After introducing the main topic in the online kick-off meeting we focus on the two main topics of the second edition of this BIP: decolonisation and inclusion of people with disabilities.

During the week in Antwerp students will get to know each other and the city, attend lectures and workshops, exchange about projects and experiences and be prepared to write a manifesto that they will work on in institutional groups.

The final goal of the program is to come to a manifesto in which students address matters they value for inclusive education, to make their voices being heard by the institute.

## 2. Learning objectives

The BIP programme will help the participants become more competent when:

- Analysing projects for changes and improvement in organisations, with a special mention to universities.
- Communicating the findings, knowledge acquired and the implications for practice, and adapt the language to the specific audience.
- Developing professional values including ethics in social work and education, in particular with respect to diversity of opinion and ways of being and doing.
- Integrating knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Solving problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of analysis.
- Using ICT in analysis process, information search and management, data analysis and the dissemination and communication of results.
- Working in international teams and with teams in the same or interdisciplinary fields, speaking foreign languages.

### 3. Workload

The total workload of the BIP is 3 credits, which equals a time investment of 84 hours. Here below, you find an overview of the estimated hours per element.

Three online meetings prior to the international exchange week in Antwerp	6 hours
Reading and preparation	10 hours
International exchange week in Antwerp	40 hours
Meetings after the international exchange week in Antwerp	8 hours
Assignments	20 hours

## 4. Programme

The programme consists of the overall theme 'activism for inclusive education' and two subthemes. Here you find a description of all the themes.

### 4.1. General theme: activism for inclusive education

There are many definitions of inclusion and inclusive education and moreover, there is more and more focus on creating an inclusive learning environment at educational institutions. Often, it is related to diversity and valuing diversity, to create optimal learning opportunities for people from all backgrounds, 'to make the mix work'.

It needs to be acknowledged that successful educational systems have not always been successful for all students. Institutions have not managed to create an environment in which all students could succeed. How do students from different cultural backgrounds relate to the dominant culture of the institute and can we reflect on this dominant culture? Do students with all cultural, religious, gender, sexual, class and abled backgrounds feel like they belong? Is the institute welcoming to students with all extents of experience with higher education, related to their family backgrounds? These questions lead to urgent, complex and sensitive conversations about how to achieve and facilitate what is called inclusive excellence.

### 4.2. First subtheme: racism and decolonisation

There is a general consensus on what the migrant integration model citizenship should be in Europe: it involves guaranteeing the social rights of migrants (education, health, housing), economic (work, social care) and political (participation). Integrating into a European society means participating in its communitarian life, getting involved in its political or trade union organizations, being part of the neighbourhood associations of its community.

However, the implementation of this political principle has not always been followed by tangible results: racism is a real fact in all the European countries. The reasons for that are complex. The deep crisis of liberal democracies affects all its dimensions, and it goes hand in hand with the need of decolonisation processes to eradicate the roots of discrimination that came up from the colonisation processes.

The intellectual, social, political and economic institutions in which we live face the racism that emerges from globalization, and must deal with the consequences of international mobility, interculturalism and decolonization processes. After a long period in which the political power was in hands of an ambiguous centered ideology (social democracy, liberal conservatism), the current trend is in favor of extremism: moderate socialism and liberal conservatism are losing ground in favor of fascism, ultra-nationalism and populism, and these ideologies are the main support of racism in Europe.

We are living in an era of polarization and confrontation, a new political approach based on feelings instead of ideas. In this context, appealing to migrants' political participation may seem go against the trends. In this workshop, we are going to talk about these challenges and see how we can deal with it from the universities.

### 4.3. Second subtheme: inclusion of people with disabilities

Just like [Konekt and Brake-Out](#) - two non-profit organizations that are substantively involved in this BIP - universities of applied sciences and universities strive for a world in which people with and without disabilities can make a meaningful contribution based on their talents.

However, that is still insufficiently the case today. After all, people with a physical and/or cognitive disability are in many cases - often unconsciously - excluded from daily life. However, people with a disability indicate that they do not want to be active only in the context of the care institutions and organizations (however necessary and qualitative they may be), but also in the context in which people without disabilities are active every day.

This requires a whole new vision of life, work and yes, also (higher) education. Because even in our universities of applied sciences and universities, people with disabilities are still not given enough opportunities for development and growth. Although new campuses take into account the physical accessibility of the buildings and facilities (this is mandatory in our countries through a legal framework), do we dare to say that we are already making sufficient efforts today with a view to the social inclusion of people with a disability? Let alone people with a cognitive disability? Although the first steps are being taken in this direction, we are convinced that there is still a long way to go before the goal of full social inclusion will be achieved. This BIP encourages students to help achieve necessary progress in this area as well.



## 5. Literature

As a preparation before the kick-off meeting on Tuesday, February 14 you are asked to read some chapters from the following publication:

Lectorate inclusive education (2019). [\*Connecting our stories. Inclusion matters.\*](#) The Hague: The Hague University of Applied Sciences.

Please read the following chapters in preparation of the kick-off meeting:

- There is a lot of work to be done – Aminata Cairo
- Shine like a diamond: the multifaceted brilliance of inclusivity – Daniel Rambaran
- In-between two realities: the liminal reality of a migrating student – Karym Leito

After the kick-off meeting you'll receive some additional inspiring resources that we advise you to read before the thematic online meetings on Tuesday, March 7 (decolonization) and Tuesday, March 21 (inclusion of people with disabilities).

## 6. Assignment and evaluation

For this BIP two assignments are to be made.

### 6.1. Individual reflection assignment

The individual reflection assignment can be written in the language of instruction of the student's home institution. The length is at least 2 full pages with a maximum of 3 pages (normal font, cover page and bibliography not included). If your assignment consists of less than 2 pages, you cannot score more than half of the points for this assignment.

Students base their individual reflection on personal experiences and/or argued opinions that are relevant in the context of this Blended Intensive Programme.

The individual reflection assignment is assessed on:

- Structure:
  - The logical structure of your paper
  - The substantive cohesion
- Content:
  - Framing your reflection within the context of the Blended Intensive Programme
  - Understanding the subject matter: applying theoretical insights in practice
  - The substantive depth of your reflection
  - The relevant personal critical reflections and conclusions
- Language & layout:
  - Vocabulary, spelling, grammar, sentence structure
  - Writing style
  - Layout (page arrangement, margins, font, order, typos...)
- Sources:
  - Correct way of citing sources
  - Clear bibliography (if applicable)
  - Fraud is penalized with a zero score

Make your individual reflection authentic and link it to your background, your own frame of reference, your values as well as to the academic frameworks provided and your personal experiences in the context of this Blended Intensive Programme.

### 6.2. Group manifesto

Students from each of the three higher education institutes produce a group manifesto. In it, the students present to their home institution a number of challenges that they consider relevant and that are related to both the general topic (Activism for Inclusive Education) and the thematic sub-topics that were covered in this Blended Intensive Programme.

As is the case for the individual reflection assignment, the language of instruction of the home institution can also be used for the three group manifestos. However, for the presentation of the

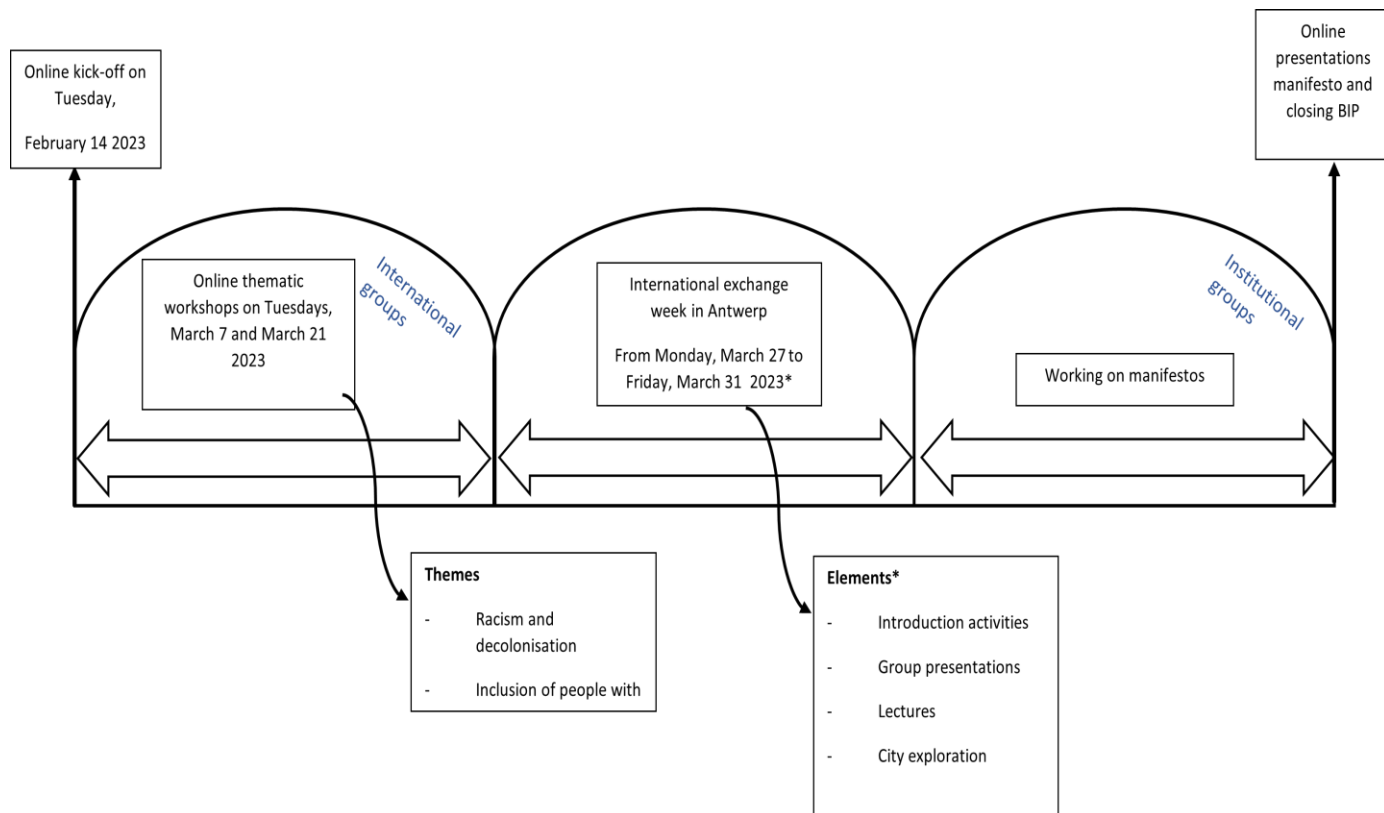
national group manifesto to fellow students & lecturers from the other higher education institutions and other relevant stakeholders, the students use the English language.

The three student teams – after consultation with the lecturer(s) involved – themselves choose the form that their group manifesto will take. This can be a written text, an audiovisual output or a mixture of both. The students are challenged to deliver a goal-oriented and persuasive output that appeals to the imagination of the target group(s) they aim to reach with this group manifesto.

The group manifestos are assessed on their:

- Substantive cohesion & depth
- Thematic relevance
- Persuasive power

## 7. Schedule and important dates







\*A more detailed program of the week in Antwerp will be provided in the week before arrival

### Important dates

Tuesday, February 14 (01:00 – 03:00 pm)	Online kick-off meeting
Tuesday, March 7 (01:00 – 03:00 pm)	Online thematic session (decolonisation)
Tuesday, March 21 (01:00 – 03:00 pm)	Online thematic session (inclusion of people with disabilities)
Sunday, March 26	Arrival in Antwerp of students from Barcelona and Amsterdam
Monday, March 27 to Friday, March 31	International exchange week in Antwerp
Saturday, April 1	Departure of international students to Barcelona and Amsterdam
May 2023 (exact date to be determined)	Online presentation manifestos and closing BIP

## 8. The BIP team

	<p>Charlotte Kemmeren, Lecturer @ AUAS <a href="mailto:C.a.a.kemmeren@hva.nl">C.a.a.kemmeren@hva.nl</a></p>
	<p>Miquel Angel Essomba Lecturer @ UAB/ERDISC <a href="mailto:miquelangel.essomba@uab.cat">miquelangel.essomba@uab.cat</a></p>
	<p>Emilie Jonckheere Lecturer @ AP <a href="mailto:emilie.jonckheere@ap.be">emilie.jonckheere@ap.be</a></p>
	<p>Geert Marrin Lecturer @ AP <a href="mailto:geert.marrin@ap.be">geert.marrin@ap.be</a> +32 474 66 33 78</p>

